

Student Disability Support Policy and Procedure

RSY-SAS-PY-011-v1.1 Student Disability Support Policy and Procedures

Document History

Version	Date of Review	Date of Implementation	Change(s)
1.0	Jan 2017	3 Feb 2017	-
1.1	Jun 2017	9 Jun 2017	Non-substantive change was made to the policy to change the position title from 'Head of Department' to 'Program Director.'

Approved by: Academic Board on **3rd February 2017**

Distribution List

To: All RCDC Staff
All RCDC Students
All Associate Colleges, College Directors

Cc: Chair, Council
Chair, Senior Management Committee

Table of Contents

1	Purpose.....	4
2	Scope.....	4
3	Definition of Terms.....	4
4	Policy Principles.....	5
5	Procedure	5
6	Supporting and Related Documents.....	5
7	References.....	6

1 Purpose

The aim of the Policy is to ensure that Raffles College of Design and Commerce (RCDC) students with a disability have the same opportunity to access and participate in training and education as those without disability. All staff at RCDC share the responsibility for creating and maintaining an inclusive learning environment.

2 Scope

This Policy applies to both domestic and international students on all campuses delivering RCDC awards and qualifications.

3 Definition of Terms

Disability relates to professionally diagnosed illnesses, learning difficulties, injuries, medical and mental health conditions. Examples of disability include physical disability, hearing impairment, vision impairment, psychological condition, attention deficient disorder, anxiety disorder, autism spectrum and learning disability. It could include long or short term assistance depending on the severity of the condition.

Inherent requirements are fundamental, essential elements to learning and assessment requirements of a course, which RCDC considers whether the student could perform these requirements if a reasonable adjustment were made.

Educational adjustments (also known as reasonable accommodations) are tangible and practical considerations and measures made to learning environments in order for students with disabilities to fulfil the inherent requirements of academic programs. These adjustments may be one of the following: exam adjustments, alternative formatting, note-taking, assistive technology, classwork support or facility modifications.

4 Policy Principles

- 4.1 RCDC seeks to eliminate barriers and provide appropriate resources and create a supportive learning environment without compromising academic merit.
- 4.2 RCDC encourages students with a disability to participate and contribute as equal members of the community. It is committed to providing equitable access to programs, resources, services and opportunities on the campus so that students can pursue their academic and training goals on the same basis as other individuals. This may involve making educational adjustments for students that are reasonable, necessary and possible.
- 4.3 Students with a disability are invited to identify during the application and enrolment process. This ensures that support and allocation of resources can be made in a timely manner. While disclosure is voluntary, failure to disclose a disability may impact on a student's capacity to complete the course requirement.
- 4.4 Information provided to RCDC by students is protected and treated confidentially. Documentation is retained by designated staff responsible for consultation and implementation of educational adjustments.
- 4.5 RCDC shall consult with students who require disability support prior to making recommendations for educational adjustments and other forms of assistance. It will consider the student's individual circumstances to ensure the best possible outcomes.

5 Procedure

- 5.1 Students are invited to disclose whether they have a diagnosed or known disability on their application form.
- 5.2 Prospective students who indicate they have a disability at enrolment will be contacted by Student Services and will be asked to provide medical documentation on the disability. The documentation must be less than two years old, in English and written on letterhead, signed and dated by an appropriate medical practitioner, and should state
 - the nature and duration of the condition
 - any treatment the student is receiving
 - the impact the disability may have on the student's studies and exam.
- 5.3 Once registration and medical documents are received, the student will be contacted to arrange a suitable time with the Student Services Manager and Program Director to discuss options of support services and whether educational adjustments need to be applied.
- 5.4 The educational adjustments and relevant staff responsible for implementing them will be documented in RCDC's Student Management System.
- 5.5 Continuing students will need to inform Student Services in writing to update their medical information should their health condition or educational adjustment requirements change.

6 Supporting and Related Documents

- Admissions Policy
- Academic Literacy and Learning Support Policy
- Academic Literacy and Learning Support Procedure
- Higher Education Assessment Policy
- Harassment, Discrimination and Bullying Prevention Policy and Procedure
- Students Grievance and Appeal Policy and Procedure
- Personal Information Procedure

7 References

- Higher Education Standards Framework (Threshold Standards) 2015
- <https://www.legislation.gov.au/Details/F2015L01639>
- Disability Services, University of New South Wales
- Disability Policy, Central Queensland University
- Disability Support – Students Procedure, Central Queensland University