



# Reasonable Adjustment Policy

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## Purpose

The College is committed to providing reasonable adjustments to ensure equal opportunity and participation for students with a disability, mental health or medical condition that may affect the student's learning experience.

This Policy outlines the College's commitment to support all students with a disability, mental health or medical condition in accordance with the obligations outlined by the *Commonwealth Disability Discrimination Act 1992* and the *Commonwealth Disability Standards for Education 2005*.

**Definition of "College"** – *The Australian College of Natural Medicine Pty Ltd (ACNM) trades as Endeavour College of Natural Health and FIAFitnation. For the purpose of this policy, any reference to 'College' or 'the College' should be considered a reference to each or any of these respective trading names / entities.*

**Use of the term "course"** – *for the purposes of this policy, the term course should be deemed interchangeable with the terms "training package" and "accredited course".*

**Use of the term "subject"** – *for the purposes of this policy the term "subject" should be deemed interchangeable with the term "unit of study" and incorporates units of competency within a unit of study.*

## Scope

- All domestic and international students
- All Higher Education and VET students
- All campuses (including online learning)
- Prospective students enrolling in the College
- All academic, training and student services staff (including contractors)

## Policy Statement

The College recognises the individual needs of students and respects the rights of all students to participate inclusively and fully in all facets of the College experience in particular the access and equity of student engagement outcomes. This applies to prospective students at admission and enrolment into study, participation of enrolled students in all subjects and courses, and the use of College facilities and services.

The College is committed to providing opportunities and access to students with a disability, mental health or medical condition that are comparable to students without additional needs. The following Policy Principles are consistent with the College's legislative responsibilities, and demonstrate the College's commitment to access and equity for all students.

This policy should be read in conjunction with the [Access and Equity Student Handbook](#) or [Access and Equity Student Handbook - VET](#) which outlines many of the processes referred to in this policy, and the [Disability Policy](#), which outlines the College's commitment to support all students with a disability, mental health or medical condition.



## Policy Principles

The *Commonwealth Disability Discrimination Act 1992* includes a requirement for academic environments to be free from discrimination on the grounds of disability. This Act makes it unlawful to discriminate against a person on the grounds of a disability. The Act is supported by the *Disability Standards of Education 2005* which clarify and elaborate the legal obligations in relation to education.

An essential consideration for the College is the principle of ‘*reasonable adjustment*’. This principle is enshrined in the Act and it asserts that wherever possible, necessary and ‘reasonable’ to do so, the usual policy or practice will be varied to meet the needs of a person with a disability, mental health or medical condition.

The principle of reasonable adjustment is therefore central to practices and processes that guide the College in making reasonable adjustments to assessment for students with a disability, mental health or medical condition while maintaining the academic integrity of its subjects and courses.

The College is committed to:

- the promotion of and adherence to the principles of the *Commonwealth Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*
- providing all students’ access to the College’s Access and Equity Program (AEP) and Student Services Access and Equity Adviser(s) located on each campus
- the provision of reasonable adjustments to accommodate the needs of students with a disability, mental health or medical condition.

For information on reasonable adjustments for students with English as a Second Language, refer to the relevant *English Proficiency Policy – HE* or *English Proficiency Policy – VET*.

## Key Terms Defined

**Disability** – The College defines disability in accordance with the *Commonwealth Disability Discrimination Act 1992*. As used throughout this Policy, *disability* shall refer to all illnesses, mental health, medical conditions and other conditions.

**A student with a disability** refers to an enrolled student of the College with a **disability** that in relation to a person means:

- a total or partial loss of the person’s bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person’s body; or
- a disorder without the disorder or malfunction; or
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;

and includes a **disability** that:

- presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is imputed to a person;



resulting in a reduced ability to access educational services provided by the College including assessment tasks and requirements for reasonable adjustments and/or support services to address these barriers. A student who is pregnant and does not meet the above criteria is not a student with a disability.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

**Reasonable Adjustment** - The College defines *reasonable adjustment* in accordance with the *Commonwealth Disability Standards for Education 2005*, subsection 3.4:

An adjustment is a measure or action (or groups of measures or actions) taken by the College to assist a student with a disability, mental health or medical condition to participate in education and training on the same basis as other students. The measure or action taken by the College that has the effect of assisting a student with a disability to:

- apply for admission or enrol in a program;
- participate in the course or program; and
- use the facilities or services;

on the same basis as a student without a disability, mental health or medical condition and includes an aid, a facility, or a service that the student requires because of his or her disability.

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of:

- the student with the disability
- the education provider (the College)
- staff
- other students.

## Reasonable Adjustment

Reasonable adjustment is an adjustment made for students with a disability, mental health or medical condition. Generally, an application for reasonable adjustment is made at the time of a student's initial enrolment, however, a student can make an application at any time during their enrolment. Reasonable adjustments are made to ensure students have the opportunity to successfully complete a subject or course.

Reasonable adjustments are made to ensure that students are not presented with artificial barriers to learning or demonstrating learning in their studies. The nature of reasonable adjustments is such that they are designed to minimise the disadvantage experienced by students with a disability, mental health or medical condition, rather than provide students with a competitive advantage.

It is important to note that all higher education degrees have *Inherent Course Requirements* which are related to contact with a client in a practical or clinical setting. The *Inherent Course Requirements* for all degrees, including Complementary Medicine and Honours Degrees, must be met prior to enrolment and throughout the duration and course of study. As a student progressing through the course, client contact increasing every year until graduation is an important preparation for practice and ensuring that the graduate is both confident and competent in their ability to treat members of the public. It is important that students understand these requirements at the beginning of their studies at the College.



## Provision of Reasonable Adjustment

Students are eligible for reasonable adjustments if they have a disability, mental health or medical condition. The College will provide reasonable adjustments to eligible students, these adjustments can include but are not limited to the physical environment, teaching delivery and format, assessments and utilisation of assistance equipment.

Prospective and enrolled students should contact the Student Services Access and Equity Adviser(s) at their earliest opportunity to ensure that reasonable adjustments can be made available within required timeframes. It is important that students engage in this process and have the responsibility for identifying appropriate solutions as the College recognises that students themselves are best placed to understand their conditions and capacities.

- Prospective students who disclose a disability or on application to the College may require further consultation with the relevant Head of Department / Associate Head of Department / General Manager, VET to discuss the *Inherent Course Requirements* / training package requirements prior to enrolment. In such an instance, pertinent case details will be revealed to the Head of Department / Associate Head of Department / General Manager, VET. A student is required to meet and adhere to all the *Inherent Course Requirements* / training package requirements before enrolment and throughout a course of study.
- Students with a disability, mental health or medical condition will be required to meet and discuss any potential need for reasonable adjustments with the Student Services Access and Equity Adviser(s) upon disclosure and registration with the Access and Equity Program.
- **Privacy note:** only Student Services Access and Equity Adviser(s), the National Manager, Student Experience and the Director, Student Services and Retention will have access to personal information provided by participants in the Access and Equity Program; this may include medical information.
- Provision of reasonable adjustment is dependent on complete and adequate documentation from a Qualified Medical Professional being provided by the student to substantiate a disability, mental health or medical condition. All documentation must outline, recommend and qualify the need for individual accommodations and reasonable adjustments in a learning environment.
- Students who register with the Access and Equity Program must meet with the Student Services Access and Equity Adviser(s) at a minimum once per calendar year (12 months) to confirm ongoing reasonable adjustments, and to remain registered with the Access and Equity Program.
- The end date of an Access and Equity Reasonable Adjustment Program for a permanent disability, mental health or medical condition is the same date as the expected course finish date. The annual review meeting will assess any changes in circumstances or adjustments that may need to be considered in order to maintain the Reasonable Adjustment Plan (RAP) conditions and registration of the Access and Equity Program. If there is no change to the condition, this meeting will be to assess the RAP in place. If there is a change in condition further supporting documentation will be required to advise any additional adjustments to support the student.
- A fluctuating disability, mental health or medical condition is reviewed every 6 months. The temporary RAP will be assessed and the student is required to meet with the Student Services Access and Equity Adviser(s) as part of a review. This review will determine the completion of the RAP or the extension based on further medical documentation provided. If there is no change to the condition, a letter from the original Qualified Medical Professional is required advising that existing reasonable adjustments are still required to support the student. If the original Qualified Medical Professional is not able to provide the supporting documents or if changes are required, Part B of the *Access and Equity Program Registration Form* is required to be re-submitted.

The end date of a RAP for a temporary disability, mental health or medical condition is based on the medical documentation provided and the recommended review date provided by the Qualified Medical Professional. The temporary RAP will be assessed at the due date and the student is required to meet with the Student Services Access and Equity Adviser(s) as part of a review. This review will determine the completion of the RAP or the extension based on further medical documentation provided. If a student is unable to provide supporting documentation when required registration in the Access and Equity program will be removed.



## Determination of Reasonable Adjustment

The College aims to create and maintain a learning experience that is inclusive of the needs of the students with a disability, mental health or medical condition and which optimises their participation, retention and success through accessible and equitable learning, teaching and assessment practices.

Whether an adjustment is reasonable will be determined in accordance with the *Disability Standards of Education 2005*. This will involve taking into account all the relevant circumstances and interests, including:

- The student's disability, mental health or medical condition.
- The effect of the proposed adjustment on the student and on anyone else affected, including the College staff and other students.
- The adjustments to assessment for a student are to be made in such a way as to ensure that the fundamental nature of the assessment remains the same i.e. students with a disability, mental health or medical condition are still required to demonstrate a predetermined level of ability in relation to essential subject and course requirements.
- The standard rules and policy on assessment and teaching are still applied and assessment is only varied where a student can demonstrate with appropriate documentation that they are disadvantaged as a result of a disability, mental health or medical condition.

Adjustments shall be made on an individual basis. In assessing whether a particular adjustment for a student is reasonable all relevant circumstances will be taken into account, including the following:

- The student's disability, mental health or medical condition and any barriers, needs or challenges that may affect the student throughout a subject or course.
- The impact/s of a student's disability, mental health or medical condition, as described by the students, on their studies.
- The advice provided by the Qualified Medical Professional / Qualified Specialists (e.g. medical report, test results, supporting documents) to support the student's application.
- The views of the students or the student's advocate.
- The assessment type.
- The effect of the adjustment on the student's independence and ability to achieve the professional learning outcomes and participate in their subjects and course.
- Whether the adjustment creates an undue advantage for the student, or an undue disadvantage for another student the effect of the proposed adjustment on anyone else affecting including the College, staff, other students and any other stakeholder.
- Whether the adjustment will impact on the academic standards or *Inherent Course Requirements* / training package requirements.
- The costs and benefits to all parties of making the adjustment including possible impacts on College capital expenditure and/or operational budgets.
- The 'willingness to pay' the costs associated with the adjustment on behalf of either party.
- The course.

The College is not obligated to make any adjustment or accommodation that may impose an unjustifiable hardship on the College. Students with a disability, mental health or medical condition may be required to provide additional medical or specialised documentation to substantiate the reasonableness of the adjustment.

The bearing of costs associated with reasonable adjustment will be negotiated with the student at the time of the Reasonable Adjustment Plan being established. In general, if the student requires a support person in a classroom



or regular clinic situation (e.g. as a note-taker/scribe), any costs associated with the appointment of that support person will be borne by the student. Where there are multiple options for reasonable adjustment determined, the option that is least costly to the College will be determined the most appropriate to implement.

The College supports reasonable adjustments in assessing the outcomes of academic subjects and courses undertaken by students with a disability, mental health or medical condition through the use of alternate strategies. These strategies are put in place when such students are prevented by their disability, mental health or medical condition from participating in the same manner as other students under standard assessment and learning conditions.

It is the responsibility of the College, in consultation with the student, to identify those elements of a course that affect the student's ability to participate on the same basis as a student with a disability. This may require reasonable adjustments to teaching and learning materials, teaching methodology and assessment.

Reasonable adjustments are made to ensure that students are not presented with artificial barriers to learning or demonstrating learning in their studies.

Reasonable adjustments can include (but are not limited to):

## Technology

- The use or loan of adaptive/assistive technology or specific equipment for use by student's to enable them to undertake their study/assessment in a fair and equitable manner (e.g. seating, PC); or
- A recording of the lecture will be provided where possible (not all subjects are recorded).

## Assessments/Assignments

- Alternative methods of assessment (e.g. verbal assessment, mode of questioning, mode of response); or
- Individual conditions of assessment (e.g. seating arrangements, additional time / breaks per hour, toilet / rest / exercise breaks, bite sized food, drink, snacks); or
- Accessible learning formats (e.g. large print materials, coloured exam paper); or
- Reasonable adjustments to assessment conditions may include extended time for theory-based exams or alternate arrangements for practical assessments, which may also include an extension of time for the practical assessment; or
- Allowing extended periods of time for undertaking assessment tasks.

## Extension time limits

- Applications for an extension request should be submitted as soon as practicable after the circumstance is known and no later than 3 days after the circumstance occurs and/or the due date of the assessment.
- Extension times of up to 14 days may be included in the RAP. A copy of the redacted RAP can be used as supporting documentation for an extension request.
- For a second extension request beyond the initial extension, students are required to submit a *Special Consideration Application (SCA)*. A second extension request will require the student to provide additional medical documentation on the *College Student Medical Certificate*. Refer to the *Special Consideration Policy*.
- All *Special Consideration Application* requests for further extensions must be submitted no later than 24-48 hours after the due date.
- All SCA requests for further extensions will need to be approved by the Head of Department/Associate Head of Department and the student may be approved a further extension up to a maximum of 5 days.
- No additional extension requests will be approved, unless in extreme circumstances with supporting documentation from a Qualified Medical Professional.



- An academic committee including the Director of Education and Head of Department/ Associate Head of Department will be convened to consider any additional extension requests on a case by case basis.
- Failure to provide updated supporting medical documentation for a further/additional extension request in the timelines stipulated will result in the Head of the Department/ Associate Head of Department determining a final mark/grade.

## Attendance Requirements

- Attendance requirements may be reviewed based on presenting condition.
- To request an attendance waiver of a theory class, a copy of a redacted RAP can be used to support this request.

### It should be noted that:

- A student may apply for an attendance waiver at the end of the semester for a subject with an 80% or 100% attendance requirement. A student must have successfully completed and passed all assessments within these subjects and the attendance requirement is the only assessment item not allowing a student to be awarded a passing grade.
- Attendance waivers do not include waivers of any in class or clinic assessments such as weekly participation assessments (where the student's activity is being assessed within the class).
- All missed clinical practicum sessions require a make-up session to be completed as per the Attendance Policy.

## Examinations

- Use of separate examination rooms; or
- Adjustment to print size/font/paper colour; or
- Extra rest time during examinations; or
- Use of computer for examinations; or
- Scheduling considerations (e.g. time of day); or
- Modification to practical examinations (where applicable and appropriate); or
- Modifications to extra time in examinations (e.g. an extra 30 minutes maximum).

## Environmental Considerations

- Seating arrangements (e.g. front of the classroom, seating adjustment).
- Lighting and/or sound requirements.
- Reasonable adjustments to learning resources or teaching methods may include providing a student with a visual impairment with larger font handouts.
- Reasonable adjustments to a learning environment may include using accessible teaching settings for students with a physical disability.

## Other

- Referral to additional counselling services (e.g. Student Assistance Program); or
- Referral to attend academic support session (e.g. tutorials, individual academic support sessions with a Senior Lecturer or a permanent academic).

### It should be noted that:

- The College does not provide a scribe in examination or quiz environments in order to ensure the integrity of the examination or quiz process.



Negotiation of reasonable adjustments will occur through consultation with the student, the student's advocate, the Student Services Access and Equity Adviser(s), the relevant Head of Department / Associate Head of Department / Program Manager and the National Manager, Student Experience / General Manager, VET or related staff that are able to support reasonable adjustment requests.

Where a student is unable to meet the learning outcomes of a subject / unit of study or inherent requirements of the course, even with reasonable adjustment, the student may be required to meet with the Head of the Department / Associate Head of Department / General Manager, VET to review the Inherent Course Requirements / training package requirements. Subject to meeting these requirements for the course an alternative course may be suggested or an administrative withdrawal from the course may be recommended. Refer to the *Deferral, Withdrawal and Course Variation Policy – Higher Education* or the *Deferral and Withdrawal Policy - VET*.

Notwithstanding the above, an adjustment is not reasonable if it would:

- Compromise the integrity of the subject, or course or assessment requirements and processes.
- Remove or bypass any learning outcomes of the subject or the *Inherent Course Requirements* / training package requirements.
- Impose unjustifiable hardship on the College.

## Exceptions

- Exemptions or exclusions from assessment tasks on the basis of disability, mental health or medical conditions is not a reasonable adjustment as the College is entitled to maintain the academic requirements of the course, and other requirements or components that are inherent in or essential to its nature.
- The College is not obligated to provide adjustments for a student who chooses not to disclose a disability or and register with the Access and Equity Program.
- The College is not obligated to make any adjustment or accommodation that may impose an unjustifiable hardship on the College.
- The College cannot compromise the academic standards or *Inherent Course Requirements* / training package requirements.

## Disclosure

The College expects students to disclose relevant information about circumstances that may impact their capacity to undertake their studies for the purpose of making reasonable adjustments. At the College we encourage students to apply for Access and Equity by the end of week 4 of the first teaching period (see definition).

The purpose of disclosure is not to exclude students from opportunities but to enable access to a safe environment, with appropriate adjustments, minimising their exposure to risk and risk to others. Students need to be clear about the reason for making the disclosure and what they are required to disclose to receive the support they require. Students in exercising their duty of care are to advise staff in a timely manner of their needs in relation to their disability, including assessment related adjustments.

If the College is not advised in a timely manner, then it may not be able to provide a student with reasonable adjustments. In such instances it may be appropriate for a student to seek special consideration as per the *Special Consideration Policy – Higher Education* or *Special Circumstances Policy - VET*.

To assist with the identification of appropriate reasonable adjustments, including adjustments for assessment, the College requires students with a disability, mental health or medical condition seeking adjustments to supply appropriate supporting documentation about the nature and impact of their impairment/medical condition in the learning environment. Such evidence must be an accurate reflection of the student's current impairment/medical condition and may include medical or other professional advice, reports from previous educational institutes or government and community agencies.





In some instances a detailed independent expert assessment may be required in order to determine the nature of the adjustments that are appropriate for an individual student enrolled into a specific course.

## Documentation

Students who request Access and Equity related services or adjustments will be required, in a timely manner, to provide appropriate documentation from a Qualified Medical Professional.

Supporting documentation should be provided by students to support their disability, mental health or medical condition and must be dated and signed by a Qualified Medical Professional outlined in the conditions section of this policy.

Documentation should be:

- No more than 2 weeks old for temporary conditions.
- No more than 6 months old for fluctuating conditions.
- Yearly for ADD/ADHD (unless considered permanent by the assessing specialist).
- No more than 3 years old for a learning disability – a psychometric report with a tertiary/adult emphasis.
- Unrestricted for a permanent disability.

In addition the documentation provided should be specific and:

- State the disability, mental health or medical condition.
- Outline the impact on the student.
- Indicate whether the disability is permanent, temporary or fluctuating.
- If a condition or disability is temporary, the documentation should specify the timeframe for which the student is expected to be affected, the nature of the condition and the limitations on the student's performance.
- A statement indicating the severity of the condition and whether the disability is permanent, fluctuating or short-term or if the disability needs to be reassessed after a period of time (e.g. every 6 months, yearly).
- A clear statement of the condition, including diagnosis present symptoms and whether the condition is mild, moderate or severe in nature.
- Only interim support (generally up to a maximum of one semester) will be available if your General Practitioner makes a diagnosis in psychological or emotional impairment/difficulties.
- If you have a Learning Disability, then recent and comprehensive testing must have occurred, and the reports must be submitted with your application.
- If a learning disability exists with another disability, and the student requires allowances for both disabilities, then diagnostic evidence of all disabilities must be included in the report(s).
- Standardised assessment of current levels of aptitude, achievement and information processing. Clear and specific evidence and identification of a learning disability. Individual 'learning styles' and 'learning differences' do not constitute a learning disability.
- Supplementary medical information on letterhead may be requested to clarify the impact of the disability or condition on the student's capacity to meet academic requirements within the tertiary education context.
- Recommend reasonable adjustments and/or suggestions that may act as a guideline to negotiate suitable academic adjustments for this student.



- Clearly identify the health professional and their credentials.
- Be legible, on the College required forms and medical certificates, additional supporting documents to be provided on a letterhead, dated and signed by a Qualified Medical Professional.

Specific learning disabilities, mental health or medical conditions may require further supporting documentation such as:

- Actual test scores and interpretation of these results.
- Evidence of comprehensive age-appropriate testing and all test scores. (Testing using the Wechsler Intelligence Scale for Children (WISC) is not acceptable for students 21 years and over).
- A comprehensive diagnostic interview that includes academic, developmental, family, and psychosocial history.
- A statement of the strengths and weaknesses that will affect the student's capacity to meet academic demands and recommendations relevant to the College environment. Recommendations should be based on objective evidence of limitations in learning and supported by test results.
- Documentation should be no more than 3 years old unless the assessment and report has been conducted in adulthood. At age 21, it is considered that the student has reached cognitive maturity.
- Visual impairment/difficulty the amount of residual vision present and whether the impairment is permanent, fluctuating, or short-term. The type of visual impairment such as cortical, eye injury, optic nerve should also be included.

If the documentation and supporting documentation does not detail these points, it will be very difficult to get the support that you may be requesting.

The College's request for this information is in compliance with the minimum standards and operational guidelines as outlined in the *Students with Disabilities: Code of Practice for Australian Tertiary Institutions (1998)*. The College requires students where necessary to demonstrate or supply certification of the functional limitations of their disability as a basis for requesting reasonable adjustments to be applied to their chosen course of study.

## Documentation guidelines for academic adjustment

The College provides students with the Access and Equity Program and a RAP that supports and empowers students to achieve success in their subjects and course. The RAP is dedicated to the support of suitable reasonable adjustments based on individual needs to ensure that students with a disability, mental health or medical condition have the same fundamental rights of equality in a learning environment and education setting.

The required relevant and current documentation is listed below and is dependent on the conditions that may warrant academic reasonable adjustments.

## Conditions that may warrant academic adjustments

### Attention Deficit Hyperactivity Disorder (ADHD)

Appropriate Qualified Medical Professional: Registered Psychologist, Psychiatrist

### Hearing impairment

Appropriate Qualified Medical Professional: Audiologist

### Illness

Appropriate Qualified Medical Professional: General Practitioner with management history and history of specialist virus/tests), Specialist



## Learning Difficulty/Disability, Autistic Spectrum Disorder (ASD), Dyslexia, Auditory Processing

Appropriate Qualified Medical Professional: Educational Psychologist with training and experience in testing for a Learning Disability, Neuropsychologist

### Neurological impairment/difficulty

Appropriate Qualified Medical Professional: Chronic Conditions: Neurologist, Neurophysiologist, Registered Psychologist with Clinical Designation, Psychiatrist. Temporary Conditions: General Practitioner

Conditions may include: Acquired Brain Injury, Cerebral Aneurysm, Cerebral Tumour, Concussion, Side-Effects from Cancer Therapies

### Physical Impairment/difficulty

Appropriate Qualified Medical Professional: Chronic Conditions: Specialist, Physiotherapist (with history of specialist visits/tests), Occupational Therapists (with management history of specialist visits/tests). Temporary conditions: General Practitioner, Physiotherapists, Occupational Therapist.

Conditions may include Permanent or Long Term Condition, Low Muscle Tone, Poor/Impaired Motor Skills, Arthritis, Cancer, Cerebral Palsy, Muscular Dystrophy, Paraplegia, Cystic Fibrosis, Lymphoma.

### Psychological or emotional impairment/difficulty

Appropriate Qualified Medical Professional: Registered Psychologist, Psychiatrist and General Practitioner (not sufficient by itself to receive comprehensive support). General Practitioner medical documentation will only access interim support for a maximum of one semester.

Conditions may include: Depression, Eating Disorder, Obsessive Compulsive Disorder (OCD), Panic/Anxiety Disorder, Post-Traumatic Stress Disorder (PTSD), Schizophrenia, Bipolar

### Temporary condition or injury

Appropriate Qualified Medical Professional: General Practitioner, Physiotherapist, Occupational Therapists, A&E Hospital

Conditions may include: Arm in Plaster (Writing Hand), Arm in Sling, Broken Arm/Wrist/Finger (Writing Hand), Broken Scapula

### Visual impairment/difficulty

Appropriate Qualified Medical Professional: Ophthalmologist, Optometrist

## The Process

At the College we encourage students to apply for Access and Equity by the end of week 4 of the first teaching period or as soon as practical should a change in circumstances require Access & Equity support. A meeting with a Student Services Access and Equity Adviser can be arranged to support you through this process.

The process involves the following steps:

- Submit the *Access and Equity Program Registration Form* and the supporting documentation from a Qualified Medical Professional to [accessandequity@endeavour.edu.au](mailto:accessandequity@endeavour.edu.au)
- The Head of Department / Associate Head of Department / General Manager, VET will review and approve the reasonable adjustments requested in the documents.
- Based on the adjustments requested you may be required to attend a meeting with the Head of Department / Associate Head of Department
- Meet with a Student Services Access and Equity Adviser(s) to finalise the RAP.



- Sign the final documentation for approved adjustments.
- Keep a copy of the redacted RAP for requests that require supporting evidence.

## Roles & Responsibilities

The College maintains its responsibility to:

- Ensure that this Policy is accessible to all staff and students.
- Ensure that this Policy is implemented and applied consistently across all campuses of the College including its online learning environment.
- Ensure the College is fully compliant with the Australian Health Practitioner Regulation Agency (AHPRA) 'notifiable contact', State National Laws and regulatory bodies' mandatory reporting requirements. Refer to the [Disability Policy](#).

It is the student's responsibility to:

- Identify themselves as a student with a disability, mental health or medical condition and to request reasonable adjustments on the basis of the identifying condition.
- Provide appropriate supporting documentation from a Qualified Medical Professional based on the presenting condition.
- Be actively involved in managing their condition within a learning environment and to seek support and solutions when required.

## Student Support

The College is committed to providing accessible support for students. At all times the College respects an individual's rights to privacy and confidentiality when providing support services.

The College provides a Student Assistance Program that offers confidential counselling 24/7. This service can be accessed by phoning 1800 336 207 or via [www.acesseap.com.au](http://www.acesseap.com.au).

## Confidentiality

Information provided to the Access and Equity Program and related staff to the nature of a student's disability, mental health or medical condition is protected by the [Privacy Policy](#) and will not be disclosed outside of the Access and Equity Program unless:

- The College has reasonable grounds for concern about the health or safety of the student or other persons; or
- The student gives express consent; or
- Where there is a serious threat to your life, health, safety or welfare or that of another person;
- Disclosure of the information is required by law; or
- It is necessary for the College to obtain legal advice.

Information regarding the functional impact of a student's disability, mental health or medical condition may be included in the RAP and shared with staff solely for the purposes of determining what Reasonable Adjustments can be made to assist the student with their learning, teaching and assessment requirements.

## Complaint or Grievance

Students who have a complaint or grievance, academic or non-academic, should refer to the relevant [Grievance Policy - Domestic Students - Higher Education](#), [Grievance Policy – VET](#) or [Complaints and Appeals Policy – International](#).



- Students who have a complaint or grievance related to disability or reasonable adjustment should first contact the Student Services Access and Equity Adviser(s) on campus.
- Students who are not satisfied with the outcome or conduct of a complaint or grievance related to disability or reasonable adjustment may appeal to an external agency as per the relevant *Grievance Policy - Domestic Students - Higher Education*, *Grievance Policy – VET* or *Complaints and Appeals Policy – International*.

## Definitions

**Academic Integrity** – in the making of reasonable adjustments for students with disabilities, the College must continue to ensure the integrity of its courses or programs and assessment requirements and processes, so that those upon whom it confers an award is able to present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of a particular award.

**Advocate** – a representative appointed by the student to assist in consultation with the College to determine appropriate support and reasonable adjustments for the student. An advocate could be a family member, close friend, carer, medical professional, or other party chosen by the student. This person should not be a lawyer.

**Assessment** – is the process of forming a judgement about the quality and extent of student achievement or performance, and therefore by inference a judgement about the learning itself.

**Duty to Disclose** - refers to a responsibility or agreement to disclose information that may be relevant in a decision-making process.

**Inherent Course Requirements** - the documents outlining the specific skill, knowledge, performance or behavioural requirements that a student must meet in order to successfully complete each higher education course offered by the College and to enable graduates to register with professional associations or licensing bodies.

**Learning Outcomes** - are the expression of the set of knowledge, skills and the application of the knowledge and skills that it is essential that a person has acquired and is able to demonstrate as a result of learning in a subject or course to preserve the academic integrity of the College qualifications.

**Special Circumstances / Consideration** – students may apply for Special Circumstances / Consideration when a decision has been made by the College upon application of the relevant policy that may require reassessment due to extenuating circumstances. For example, students may apply for an extension of a written assessment or deferral of an examination if a situation occurred that was beyond the student's control which affected the student's participation in study. For further information refer to the relevant *Special Consideration Policy – Higher Education* or *Special Circumstances Policy – VET*.

**Student** – is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

**Support** – the College connects students with a disability to specialised services or adjustments with the aim of assisting them to achieve personal and educational goals at the College. This support enables the College to meet its access and equity commitments as well as disability legislative requirements under Commonwealth law. For further information refer to the *Disability Policy* and the *Access and Equity Student Handbook* or *Access and Equity Student Handbook – VET*.



**Teaching period** - is either a 10 week term (VET), a 18 week Semester (higher education) or a 6 week summer Semester (higher education) for on campus classes, or can be an online study period of a set duration (usually 10 – 18 weeks, dependent on the course of enrolment), as advertised on the relevant College calendar/s.

**Training Package Requirements** - the specific skill, knowledge, performance or behavioural requirements that a student must meet in order to successfully complete a VET training package delivered by the College and to enable graduates to register with professional associations or licensing bodies.

## Related Procedures

Not Applicable



## Further Information

### Related Policies

- Assessment Policy - Higher Education*
- Assessment Policy - VET*
- Complaints and Appeals Policy – International*
- Deferral, Withdrawal and Course Variation Policy – Higher Education*
- Disability Policy*
- English Proficiency Policy – Higher Education*
- English Proficiency Policy - VET*
- Grievance Policy - Domestic Students - Higher Education*
- Grievance Policy - VET*
- Privacy Policy*
- Special Circumstances Policy - VET*
- Special Consideration Policy – Higher Education*
- Student Equal Opportunity and Fair Treatment Policy – Higher Education*
- Student Equal Opportunity and Fair Treatment Policy - VET*

### Related Documents

- Access and Equity Program Registration Form*
- Access and Equity Student Handbook*
- Access and Equity Student Handbook - VET*
- College Student Medical Form*
- College Student Medical Certificate*
- Grievance Procedure*
- Inherent Course Requirements - Acupuncture*
- Inherent Course Requirements Complementary Medicine*
- Inherent Course Requirements – Myotherapy*
- Inherent Course Requirements – Naturopathy*
- Inherent Course Requirements - Nutritional and Dietetic Medicine*

### Guidelines

- Higher Education Standards Framework (Threshold Standards) 2015*
- [HLT52015 – Diploma of Remedial Massage Training Package](#)
- [TEQSA Guidance Note Diversity and Equity](#)
- TEQSA Guidance Note Wellbeing and Safety*
- Universities Australia (AVCC) Guidelines for Students with a Disability 2006*



## Benchmarking

Australasian College of Natural Therapies (ACNT)  
Bond University  
Griffith University  
Kaplan Australia  
Torrens University of Australia  
University of Adelaide

## Supporting Research and Analysis

Australian Disability Clearing House (ADCE)  
<https://www.adcet.edu.au/students-with-disability/disability-and-discrimination/advocacy-and-networks/>

Australian Health Practitioner Regulation Agency  
<https://www.ahpra.gov.au/>

Australian Human Rights Commission  
<https://www.humanrights.gov.au/>

Australian Network on Disability  
<https://www.and.org.au>

Department of Education and Training –Higher Education Disability Support Program  
<https://www.education.gov.au/higher-education-disability-support-programme>

## Related Legislation

*Commonwealth Disability Discrimination Act 1992*  
*Commonwealth Disability Standards for Education 2005*  
*ACT - Disability Services Act 1991*  
*NSW - Disability Services Act 1993*  
*NT - Disability Services Act 2008*  
*QLD - Disability Services Act 2006*  
*SA - Disability Service Act 1993*  
*TAS - Disability Services Act 2011*  
*VIC - Disability Act 2006*  
*WA - Disability Services Act 1993*

[Health Practitioner Regulation National Law Act 2009](#)

QLD - [Health Practitioner Regulation National Law \(Queensland\)](#)  
From 1 July 2014: [Health Ombudsman Act 2013](#)

NSW - [Health Practitioner Regulation National Law \(NSW\) No 86a](#)

VIC - [Health Practitioner Regulation National Law \(Victoria\) ACT - Act 2](#)  
[Health Practitioner Regulation National Law \(ACT\) Act 2010 009](#)

NT - [Health Practitioner Regulation \(National Uniform Legislation\) Act 2010](#)

TAS - [Health Practitioner Regulation National Law \(Tasmania\) Act 2010](#)

SA - [Health Practitioner Regulation National Law \(South Australia\) Act 2010](#)





WA - [Health Practitioner Regulation National Law \(WA\) Act 2010](#)  
[Students with Disabilities: Code of Practice for Australian Tertiary Institutions \(1998\)](#)

## Review and Approval

### Policy Author

Director, Student Services & Retention

### Policy Owner

Director, Student Services & Retention

### Contact

Director, Student Services & Retention

[Deirdre.mathias@endeavour.edu.au](mailto:Deirdre.mathias@endeavour.edu.au)

### Recommending Body

Academic Board

Meeting date: 31 January 2019

### Approval Body

College Council

Meeting date: 8 February 2019

### Policy Status

Revised – fully revised policy updated with College procedural changes and benchmarked.

### Responsibilities for Implementation

- Director, Student Services and Retention
- Director of Education
- National Manager, Student Experience
- General Manager, VET
- Heads of Department / Associate Heads of Departments / Program Managers
- Student Services Access and Equity Adviser(s)

### Key Stakeholders

- Academic staff
- Managing Director
- Director of Education
- Director, Student Services and Retention
- National Manager, Student Experience



- National Quality, Governance and Compliance Manager
- General Manager, VET
- Heads of Department / Associate Heads of Departments / Program Managers
- Student Services Access and Equity Adviser(s)
- Training and Assessment staff