



Students with Disability Procedure – Version 2



Contents

1	Document Control.....	1
2	Purpose.....	1
3	Scope	1
4	Procedure/Responsibilities	2
5	Definitions	6
6	Related Documents	6
7	Risk/Opportunity Assessment	7
8	Process Flowcharts.....	7
9	Responsibilities	7
10	Procedure Owner.....	7
11	Approval Body	7

1 Document Control

Version	Date	Amended by	Changes Made
1	17/10/2018	Executive Manager, Student Life	Initial document
2	12/05/2020	Executive Manager, Student Life	Process area updated to Student Experience, update terminology to students with disability, update 4 Procedure Responsibilities Accountability. Reviewed by the Policy & Procedure Subcommittee, VETBoS members.

2 Purpose

To ensure that the delivery of education and training by Box Hill Institute promotes and upholds the fundamental rights of students with disability and to guide practice in meeting the needs of students with a disability in compliance with relevant government legislation and Institute policies.

3 Scope

The policy applies to all Institute students undertaking studies in Australia.

4 Procedure/Responsibilities

Key: R – Responsibility

Item	Steps	Students	Student Life / Disability Liaison Services	Student Life / Student Wellbeing Officers	Faculty Staff	Faculty Deans and Ops Managers
1	<p>Communication and Information – Students with Disability</p> <p>a) Students with disability are able to identify by ticking the relevant box/es on the course enrolment form.</p> <p>b) VET Students are able to identify any potential barriers to their learning during the Pre Training Review (PTR) process.</p> <p>c) Students should inform BHI of any related information needed to ensure their safety or the safety of others on campus.</p> <p>d) Students are encouraged to make contact with the DLS/Student Life to consult or negotiate reasonable adjustments. Support can be accessed anytime during an enrolment.</p> <p>e) Students who choose to register with DLS are encouraged to provide documentation evidencing their disability and needs, and to meet with a Disability Liaison staff member.</p> <p>f) Students will participate in completing a Student Access Plan before receiving ongoing, substantial or noteworthy adjustments, supports, advocacy or liaison, (e.g. regular liaison meetings, support from an Auslan interpreter, or Learning Support Worker).</p>	R R R R R	R R			
2	<p>Communication and Information – Student Life Staff</p> <p>a) The Team Leader Student Wellbeing will receive weekly reports from the Registrar of:</p> <p>i. those students who identified with disability at the time of enrolment</p> <p>ii. VET students identified via the PTR as seeking support.</p>		R	R		

Uncontrolled when printed or downloaded



Item	Steps	Students	Student Life / Disability Liaison Services	Student Life / Student Wellbeing Officers	Faculty Staff	Faculty Deans and Ops Managers
	<p>b) Student Wellbeing Officers will consult with these students to ensure they are aware of the support services available through Student Life including the DLS and to facilitate contact with the DLS on their behalf where the student so requests.</p> <p>c) Where a student is under 18 years of age, and gives their consent, communication about the support services available through Student Life including the DLS will also be sent to the student's secondary/emergency contact on the Student Management System.</p>			R		
3	<p>Communication and Information – Faculty Management and Staff</p> <p>a) Faculty staff are encouraged to consult with the DLS on strategies, resources and actions to assist them meet obligations and/or to plan reasonable adjustments for particular student needs.</p> <p>b) The DLS/Student Life will, with the student's consent, provide Faculty staff with information about students registering with the DLS and support in meeting these students' learning needs.</p> <p>c) Faculty staff will ensure that students and prospective students who identify with disability are consulted about any reasonable adjustments they think they may need in relation to their learning.</p> <p>d) For VET students this is identified at the during the Pre Training Review (PTR) Evaluation supports are identified in individual training plans.</p> <p>e) Faculty Deans and Operations Managers will ensure that faculty staff are fully informed of their responsibilities in relation to students with disability and the requirements of Institute policy and procedure.</p>		R		R R R	R
4	<p>Support for Students with Disability - Disability Liaison Service</p> <p>Disability Liaison staff will:</p>		R			

Uncontrolled when printed or downloaded



Item	Steps	Students	Student Life / Disability Liaison Services	Student Life / Student Wellbeing Officers	Faculty Staff	Faculty Deans and Ops Managers
	<p>a) Provide information on the registration process, types of reasonable adjustments and support services that may be available.</p> <p>b) Be available to meet with students and/or their recognised associates and staff.</p> <p>c) Promote a clear understanding of the support available through the DLS and Student Life.</p> <p>d) Provide advocacy and facilitate staff and student engagement with the DLS and Student Life.</p> <p>e) Disability Liaison staff will arrange to meet with a student or prospective student (and/or their recognised associate) who wishes to liaise with or seek support from the DLS.</p> <p>f) At the arranged meeting, Disability Liaison staff will : -</p> <ul style="list-style-type: none"> • provide information and support to the student and/or a recognised associate on relevant matters pertaining to their enrolment. • Establish whether the student believes that, arising from their disability, they may need reasonable adjustments to be made so they can participate in their learning on the same basis as students without disability. • Clarify whether the student wishes to register with the DLS for support as a student with disability and to provide evidence of and relevant information about, their disability. • Ascertain, by reference to the evidence of disability provided, or at times by additional liaison, whether registration with the DLS as a student with disability is appropriate. • If registration is established, consult, liaise and plan, with the student, and with the student’s consent, relevant BHI staff and external agencies, to meet the student’s support needs within the frame of reference established in the BHI’s Students with Disability Policy. 					



Item	Steps	Students	Student Life / Disability Liaison Services	Student Life / Student Wellbeing Officers	Faculty Staff	Faculty Deans and Ops Managers
	<p>g) If an ongoing or noteworthy adjustment or liaison role is required, the Disability Liaison staff member will complete a Student Access Plan with the student.</p> <p>h) The disability Liaison staff member will, with the student's consent, email relevant Faculty staff to advise of the student's DLS registration and that a Student Access Plan is being developed.</p> <p>i) The Student Access Plan will include the following:</p> <ul style="list-style-type: none"> • confirmation that the student has provided evidence of disability, • liaison or support actions to be undertaken, • recommended reasonable adjustments to teaching and assessment and/or any resourcing decided, • specified and timely review date or dates <p>j) The DLS will aim to provide the approved Student Access Plan to the Faculty within ten working days of registration.</p> <p>k) Disability Liaison staff will keep individual records for registered students securely and note significant liaison or support otherwise provided to students.</p>					

5 Definitions

Term	Definition
Reasonable adjustment	<p>In the Disability Standards for Education an adjustment is 'reasonable' in relation to a student with disability if it balances the interest of all parties affected. In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests including the following: the student's disability; the views of the student or student's associate; the effect of the adjustment on the student including the effect on the student's independence and the ability to achieve learning outcomes and participate in courses or programs; the effect of the proposed adjustment on anyone else affected including staff, other students and education provider; and the costs and benefits of making the adjustment.</p> <p>A reasonable adjustment arrangement is an adjustment or alteration to the standard conditions. For example, an adjustment to the way a student participates in a learning activity, or an adjustment to the physical environment or to the format of an assessment designed to ensure equitable access for all students. It aims to lessen the impact of a disability, or an inability to participate in a standard activity, such as an assessment task. It does not represent a weakening or lowering of the academic standard being assessed, it merely addresses the ability of a student to access and undertake the assessment effectively.</p>

6 Related Documents

Documents, Standards and reference material associated with this procedure include:

Box Hill Institute Group

- Students with a Disability Policy
- Student Life Consent to Obtain and Release Confidential Information
- Student Access Plan
- Course Enrolment Form
- Student Enrolment Pre-Training Review Form
- Disability Action Plan

External

- Disability Act 2006 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Disability Standards for Education 2005 (Cth)
- Disability (Access to Premises- Buildings) Standards 2010 (Cth)
- World Wide Web Access: Disability Discrimination Act Advisory Notes v. 4.1 (2014)
- Health Records Act 2001
- Privacy and Data Protection Act 2014 (Vic)
- Building Code of Australia (1996)
- Equal Opportunity Act (2010) (Vic)
- Disability Discrimination Act (DDA)(1992) (Cth)
- Privacy Act 1988
- Occupational Health and Safety Act 2004 (Vic)

Uncontrolled when printed or downloaded

Document: **Students with Disability Procedure**

Document No.: **SXP-STL-PRO004**

Process Area: **Student Experience**



7 Risk/Opportunity Assessment

Risk/Opportunity	Likelihood	Severity	Assessment Method (if applicable)	Mitigation
Students with a disability may go unreported and unattended	Possible	Moderate		Staff and student awareness of disability support, policy and procedures.

8 Process Flowcharts

Nil

9 Responsibilities

Key stakeholders are the Leadership Team, Student Life and Teaching Faculties.

Procedure	Persons responsible
Responsibility for implementation of this policy	Executive Manager, Student Life

10 Procedure Owner

The Executive Director Student Experience is the owner of this policy.

Executive Director Signature	Date Endorsed	Author Title
Jennifer Newport	30 September 2020	Executive Manager Student Life

11 Approval Body

The CEO is the approval body.

CEO	Date Approved
Vivienne King	01 October 2020