VPS44 STUDENTS WITH A DISABILITY POLICY AND PROCEDURE

Abbreviations:

ATMC (The Company)	Australian Technical and Management College
DDA	Disability Discrimination Act
AHRC	Australian Human Rights Commission
LLN	Language, Literacy and Numeracy process, which includes a, an
LMS	Learning Management System
PTI	Pre-training Interview
PTQ	Pre-training Questionnaire
PTR	Pre-training Review
SVP	Streamlined Visa Processing
VET	Vocational Education and Training

Policy

1   Purpose

1.1   To identify the general methodology which will be employed when identifying a disability and making reasonable adjustments and catering to those students' needs.

1.2   To ensure that ATMC provides an accessible and conducive learning environment to all students who are identified as having a disability.

1.3   To ensure that the selection, admissions and enrolment of potential international students is equitable, fair and in compliance with the requirements, training packages and relevant legislation (the Education Services for Overseas Students Act 2000, National Code 2018 and National Vocational Education and Training Regulator Act 2011, Standards for Registered Training Organisations 2015).

1.4   The Policy also underpins the processes required to meet the conditions of participating in the Streamlined Visa Processing (SVP) arrangements and Skills First Funding program.

2   Scope

This Policy and Procedure applies to current students, prospective students and ATMC staff members.

3   Principles

3.1   Staff, students and clients have a right to work and study in an organisation that is committed to providing fair treatment, an inclusive environment, and equitable access and opportunities for both staff and students.

3.2   Enabling students with a disability to access and participate fully in educational and related activities at ATMC is an organisational priority.

3.3   Facilities and learning resources are accessible to students with a disability to enable full participation in their educational experience.

4   Policy Statements

4.1   Work and Study Environments

4.1.1   All reasonable steps will be taken by ATMC to create work and study environments, both on campus and online, that promotes and fosters equity, diversity and wellbeing for staff and students.

4.1.2   Practices and processes will align with the [Standards for Registered Training Organisations (RTO's) 2015](#) and the [National Code of Practice 2018](#) to actively take responsibility for fostering an environment of inclusion for its staff and students.

4.2   Admissions Processes

4.2.1   ATMC will ensure that their admissions processes will provide prospective students with a disability equitable access to education.

4.2.2   Any decisions about admission and enrolment are made on the basis that reasonable adjustments will be made where necessary so that the student with a disability is provided with opportunities and choices that are comparable with those available to students without a disability.

4.3   Reasonable Adjustments

4.3.1   ATMC will provide reasonable adjustments of resources and learning to support students with a disability where the special need has been disclosed.

4.3.2   Reasonable adjustments facilitate the access, participation, retention and success equivalent to that enjoyed by students without a disability.

4.4   Evidence

4.4.1   To assist with the identification of appropriate reasonable adjustments, ATMC requires students seeking adjustments to supply supporting documentation about the nature and impact of their disability in the learning environment.

4.4.2   ATMC may not be able to assess and/or determine the provision of a reasonable adjustment if supporting evidence is not provided.

4.5   Privacy and Confidentiality

4.5.1   ATMC will keep confidential all disclosed information relating to a disability or other requests for support or reasonable adjustments to learning in accordance with the ATMC Privacy Policy and Procedure.

4.5.2   The right to privacy and confidentiality will be respected in providing support services to students with a disability.

4.6   Legislative and Regulatory Compliance

4.6.1   ATMC will respond to and manage the needs of students with a disability in compliance with education provider obligations under the [Standards for Registered Training Organisations (RTO's) 2015](#), [National Code of Practice 2018](#) and the [Disability Standards for Education 2005](#).

4.7   Complaints and Appeals

4.7.1   If a student enrolled at ATMC is dissatisfied with any aspect of a decision related to this policy and procedure, they may lodge a complaint through the process outlined in the Student Complaints and Appeals Policy and Procedure.

4.7.2   Under Section 32 of the [Disability Discrimination Act (1992)](#) (DDA), it is unlawful for a person to contravene a Disability Standard. An aggrieved person or someone on their behalf can make a complaint to the [Human Rights Commission](#) (AHRC) about non-compliance with the DDA. This includes complaints about non-compliance with a Disability Standard.

4.8   Monitoring and Review

4.8.1   ATMC will regularly review its approach to students with a disability, including through feedback from and consultation with staff and students, with the aim of improving the effectiveness of its strategies, processes and actions supporting students with a disability.

Procedure

5   Step 1 – Identifying the student's disability

5.1   Before enrolling the student in his/her proposed course of study, ATMC conducts Pre-training review (PTR) process, which includes a pre-training questionnaire (PTQ), an LLN assessment, and a pre-training interview (PTI), during which the students' skills, abilities, and support needs are determined.

5.2   Disabilities and special needs, if any, are identified during this process and documented in the PTI and PTQ documentation. When required, the student should also be able to provide a medical certificate to support any claimed condition.

5.3   All identified disabilities, regardless of whether or not a medical certificate is provided, will be recorded and noted on the student's training plan for monitoring purpose.

5.4   During this process, the assessor undertakes an initial appraisal of the student for internal use only. Training for students with learning needs that cannot be met by the standard training program can be delivered in several ways, including but not limited to:

5.4.1   In regular classrooms with a modified training plan or additional training support,

5.4.2   In regular classrooms with a standard training plan, but with additional homework or reasonably adjusted assessment methods,

5.4.3   Special small classes, including one-on-one training sessions.

6 Step 2 – Determining reasonable adjustments of Learning

6.1 The VET Manager and Course Coordinator of the student's proposed course of study will review the student's disability as recorded in the PTQ and PTI documentation, and determine reasonable adjustments to be made to the student's training program.

6.2 When applicable, the VET Manager and/or Course Coordinator should seek medical advice from the student's medical/health practitioner.

6.3 Reasonable adjustments that may be made to the student's training program include, but are not limited to:

6.3.1 For students with visual impairment (medical certificate required):

6.3.1.1 Hard copies of training materials and assessments with large font size may be prepared. The student may need to specify the enlargement ratio.

6.3.1.2 The student may be provided extra time to complete assessments.

6.3.2 For students with dyslexia (medical certificate required):

6.3.2.1 The student may be provided extra time to complete assessments.

6.3.2.2 One-on-one training sessions between the student and trainer may be arranged.

6.3.3 For students with hearing impairment (medical certificate required):

6.3.3.1 All administrative matters will be communicated to the student via written means.

6.3.3.2 The student will be seated near the front of the classroom.

6.3.3.3 The student may request additional written instructions for practical assessments.

6.3.4 For students with psychiatric conditions (medical certificate may be required):

6.3.4.1 Psychiatric conditions may include anxiety, difficulty with concentration or cognition as a result of depression, obsessive-compulsive disorder or other mental illnesses.

6.3.4.2 Trainers will pay attention and provide in-class support to accommodate the student.

6.3.4.3 The student may request for extra time to complete assessments.

6.3.4.4 The student's study load may also be reduced.

6.3.5 For students with low language, literacy or numeracy skills:

6.3.5.1 Trainers will pay attention and provide in-class support to accommodate the student by using the following strategies:

6.3.5.1.1 Providing extra time to complete the assessment

6.3.5.1.2 Using short sentences and simple language to explain

6.3.5.1.3 Using stories and real life examples to demonstrate technical concepts

6.3.5.1.4 Utilising Power Point presentation, videos, pictures, etc. in classes

6.3.5.1.5 Confirming the student's understanding by asking questions

6.3.5.1.6 Encouraging the student to ask questions during and after classes

6.3.5.2 ATMC may also refer the student to courses that may help them to develop their level of language, literacy and numeracy.

6.3.6 For students with low computer skills:

6.3.6.1 The student may request for assistance from the Student Support Officers in using the online Learning Management System (LMS).

6.3.6.2 The student may request for paper-based tests instead of online tests.

6.3.7 For students with other disabilities:

6.3.7.1 Reasonable adjustments made to the student's training program will be considered on case-by-case basis.

6.3.7.2 It is preferable that the student provides medical certificate to support their claim.

6.3.7.3 In some cases, even if no reasonable adjustment to the student's training program is made, trainers are still made aware of the student's condition and how it may affect the student's learning outcomes.

6.3.8 For further detailed information on addressing students' needs by modifications to assessment methods/tools, please refer to Appendix 1.

6.4 Other supports provided by ATMC to students with disabilities may include:

6.4.1 Organising and allocating appropriate internal and external disability support staff.

6.4.2 Providing advocacy and conflict resolution services if any grievance arises.

6.4.3 Ensuring adequate physical access and facilities.

6.4.4 Developing a health care plan for students with health concerns, which may involve:

6.4.4.1 Details of the student's specific health care needs.

6.4.4.2 Agreed actions to be taken to meet the identified needs.

6.4.4.3 An emergency care/response plan, which is developed in conjunction with medical professionals and families.

6.4.4.4 A statement of agreed responsibilities.

6.4.4.5 Authorisation and contact details for the medical practitioner.

6.4.4.6 Emergency phone numbers for ambulance, parents and/or emergency contact.

6.4.5 Developing a behaviour support plan for students with mental instability, which may involve:

6.4.5.1 The student's behavioural needs.

6.4.5.2 Possible triggers / antecedents for the behaviour, including clear, measurable and objective descriptions.

6.4.5.3 A process to be undertaken when the safety of the student or others is at risk.

6.5 The assistance determined by the VET Manager and Course Coordinator will be discussed with the student. Upon the student's agreement, the adjustments will be clearly stated in the student's training plan, which is signed by both the student and ATMC's representative.

6.6 According to demand, ATMC will provide training for its staff including but not limited to:

6.6.1 Basic first aid.

7   Step 3 – Monitoring the students progress

7.1   During the student's course of study, ATMC closely monitors the student's progress, as documented in Course Progress and Intervention Strategy for International Students and Procedure and Student's Code of Conduct Policy and Procedure:

7.1.1   Only applicable to International Students:

7.1.1.1   Being "at risk" of failing to achieve satisfactory course progress requirements occurs when the student:

7.1.1.1.1   Fails more than 50% of modules in a study period.

7.1.1.1.2   Is in danger of being unable to complete a course within the expected duration of study reported on the Student Management Systems.

7.1.1.1.3   Fails pre-requisite units.

7.1.2   Only applicable for Domestic Students:

7.1.2.1   If students are found to have less than 80% attendance for scheduled classes across the duration of five (5) weeks starting from the commencement date, the class roll will reflect that the students have unsatisfactory attendance.

7.1.3   Trainers also pay close attention to the student and their progress during class time, in order to identify if the student is still having learning difficulties even after reasonable adjustments have been made to their training program.

7.1.4   Formal and informal communication between the student and ATMC will also be frequently established, in order to discuss successes achieved, development and changes, and any other health and education concerns.

8   Step 4 – Intervention

8.1   All Intervention takes place when:

8.1.1   The student requests additional support; or

8.1.2   The student or their trainers report that that the student's disabilities have not been met and that they still face continuing learning difficulties; or

8.1.3   It has been identified in the monitoring stage that the student does not have satisfactory progress.

8.2   In any of those circumstances, a meeting between the student, their trainers and a Student Support Officer is arranged to discuss whether any further support could be provided to the student. This meeting is documented on form Student Intervention Strategy.

8.3   After the determination of additional reasonable adjustments, steps 2 to 4 are repeated, until the student's needs are met, or when the third intervention takes place, whichever is first.

8.4 If the student is still faced with learning difficulties after the third intervention, the student is considered unsuitable for the training program, and therefore, will be given advice on enrolling in more appropriate courses.

9   Responsibilities

9.1 Chief Executive Officer (CEO)

9.1.1 Has a responsibility to ensure that this policy is accessible to all staff and students.

9.2 VET Manager and Student Support Manager

9.2.1 Are responsible for ensuring and monitoring the implementation of this procedure.

9.3 ATMC and its staff

9.3.1 Ensure students feel safe and supported at all times during their enrolment.

9.3.2 On enrolment or when a special need is identified, develop and maintain clear plans and processes to support the student's special needs.

9.3.3 Allocate time to discuss, practice and review support planning policies and processes.

Definitions:

Adjustment	A measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. 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, staff, and other students.
Disability	In the context of this policy and procedure is someone who has: • Temporary or permanent disabilities; • Physical, intellectual, sensory, neurological, learning or psychosocial disabilities, diseases or illnesses, • Physical disfigurement, • Medical conditions, or • Work-related injuries.
Disclosure	In the context of this policy and procedure is where an individual confides in someone else that they have a diagnosed disability.

Legislation

- [Disability Discrimination Act (1992)](#)
- [Disability Standards for Education 2005](#)
- [Education Services for Overseas Students Act 2000](#)
- [National Code of Practice 2018 –](#) Standard 8 (8.22.1)
- [National Vocational Education and Training Regulator (Transitional Provisions) Act 2011](#)
- [Standards for Registered Training Organisations (RTO's) 2015](#) – Standard 1 (1.3d, 1.7)

Related Documents

- Conduct of Assessment Policy and Procedure
- Course Progress and Intervention Strategy for International Students and Procedure
- Privacy Policy and Procedure
- Student's Code of Conduct Policy and Procedure
- Student Complaints and Appeals Policy and Procedure
- Student Intervention Strategy
- Student Support Services Policy and Procedure

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Appendices

Appendix 1

Addressing Students' Needs by Modifications to Assessment Methods/Tools		
Category	**Potential Issue**	**Possible Solutions**
Low language, literacy or numeracy skill level	• Writing • Reading • Calculating • Confidence	• Verbal assessment (recorded or transcribed) • Presentations or demonstrations can be used rather than writing exercises • Use of diagrams as visual cues when asking questions, or for the student to explain
Students whose first language isn't English	• Writing • Reading • Speaking • Confidence • Cultural and religious differences	• Demonstrations • Use of diagrams • Organise assessment times which are suitable to the student to allow for prayer times or reschedule to allow for special religious events
Students with a disability	• Speaking • Reading • Writing • Movement • Hearing	• Observation checklist using adaptive technology such as Braille or screen readers (for visually impaired students) • Assistance from an Auslan interpreter (for hearing impaired students) • Using an interpreter, reader, attendant carer, or scribe to write down answers to questions • Observation of tasks performed on suitably adjusted equipment or environment
Older students	• Different age to the assessor • Confidence • Limited technology skills	• Use case studies instead of role plays as some older students may feel uncomfortable • Ensure that the student is comfortable in the assessment setting
Ill health	• Fatigue • Lack of concentration • Effects of medication	• Shorter assessment tasks that allow for medication or fatigue • Specific instructions on projects that can be submitted at various stages • Longer period of time allowed to complete tasks • Use a scribe or tape recorder
Gender	• Culture of workplace with women in non-traditional trades • Different gender of the assessor	• Use the same gender assessor if it is appropriate • Make sure assessment tool are not gender specific in content