

Education Access and Inclusion Reasonable Adjustment Procedure

PROCEDURE PURPOSE

UTS College's Education Access and Inclusion Policy sets out principles for providing equitable and inclusive access to education to all prospective and enrolled students, and expressly to those with a disability, learning need or health issue. UTS College aims to encourage students with a disability, learning need or health issue to disclose this information and, if necessary, apply for reasonable adjustments to meet their access and inclusion requirements. UTS College will determine, document and act on any reasonable adjustments it considers appropriate, in consultation with the student and in a timely manner.

This procedure outlines:

- the steps that students need to take to disclose a disability, learning need or health issue and apply for reasonable adjustments, and
- the steps that UTS College will take when we receive an application.

SCOPE

The procedure applies to:

- All students applying to or enrolled at UTS College who have a disability, learning need or health issue that may affect their access to education
- All staff and affiliates who play a role at any stage of the student life cycle, onshore or offshore.

DEFINITIONS are set out at the end of this procedure.

PROCEDURE STEPS

Activity	Description	Responsible
DISCLOSURE AND DOCUMENTATION		
Disclose to UTS College	1. If you think a disability, learning need or health issue could affect your ability to access education on the same basis as other students, let UTS College know.	All students whether future or current
Complete the Domestic or International Application Form	2. If you are a future student, complete the Domestic or International Application Form. Information is available on the website : https://www.utscollege.edu.au/au/how-to-apply/international-student-applications or https://www.utscollege.edu.au/au/how-to-apply/domestic-student-applications Remember to tick 'yes' for the question "Do you have a disability, learning need	Student (future)

	or health issue that may require extra support or specific facilities or adjustment?"	
Submit the form and supporting documents	3. If you have existing supporting documents, please submit these with your application form to Admissions. If you don't, you will need to obtain them (see section "obtain supporting documents"). When you submit the form, whether you have the documentation or not, you will be contacted by a Study Success Adviser, and you can submit these documents separately later.	Student (future)
Speak to a teacher or contact a Study Success Adviser	4. If you are currently enrolled, and have a disability, learning need or health issue that may require extra support or specific facilities or adjustment, speak to one of your teachers or contact one of the Study Success Advisers.	Student (current)
Submit supporting documents	5. If you are a current student, submit your documentation to your Study Success Adviser on request either in person or by email (see Academic Handbook for email details). Students may submit supporting documents with their application form when they enrol or when requested by a Study Success Adviser.	Student (current)
Obtain the supporting documents	<p>6. If you don't have supporting documents, you will have to acquire them.</p> <p>Get a letter from a medical professional – such as your doctor or counsellor – to support your application. This letter must:</p> <ol style="list-style-type: none"> explain your disability, learning need or health issue state whether the disability, need or issue is permanent or temporary explain how the disability, need or issue affects you as a student – for example, how it affects your ability to participate in class, and do exams and assignments explain any side effects from medication that affect your study. <p>This letter may also suggest the support or adjustments required.</p> <p>You may also include, where applicable, a plan from a previous institution.</p>	All students

PROCESSING, ASSESSING AND NOTIFICATION		
Process application and advise Study Success Adviser	1. When a future student, applying to study at UTS College ticks 'yes' to disclose, process the application and notify the relevant Study Success Adviser.	Admissions/Student Centre
Create case file	2. When a student discloses a disability, learning need or health issue that could affect their ability to access education on the same basis as other students, a case file should be created, and a request made for supporting documents if these were not supplied at the time of disclosure.	Study Success Adviser
Process the student's supporting documents for recognition of their education access and inclusion requirements	3. When you receive a student's supporting documents: <ul style="list-style-type: none"> a. Check that the documents are complete b. If not, follow up with the student to explain what else is required and provide them with links to written information about the required documents. c. If complete, scan all supporting documents and save to the secure folder location, then email the Associate Dean of Studies to review the documents. 	Study Success Advisers Admissions
Assess the student's application and decide what adjustments UTS College will make	4. Consider <ul style="list-style-type: none"> a. all information provided by the student b. any recommendations provided by their medical professional c. the inherent requirements and learning outcomes of the student's course or program d. possible adjustments to meet their access and inclusion requirements and their implications for: <ul style="list-style-type: none"> i. the student, including their ability to meet the inherent requirements and learning outcomes of their course or program ii. their teachers iii. other students iv. UTS College (including financial) <p>If necessary, consult relevant staff/affiliates and/or seek specialist advice.</p>	Associate Dean of Studies

	<p>If necessary, seek clarification from the student to better understand their requirements and discuss the possible adjustments.</p> <p>Decide what adjustments are reasonable and appropriate for UTS College to make, based on the above considerations and consultations.</p> <p>Inform Admissions Officer / Student Centre Adviser / Study Success Adviser of the decision by email; provide rationale if the decision is to make no adjustment.</p>	
<p>Notify the future student of the Associate Dean of Studies' decision</p>	<p>5. See below</p>	<p>Admissions Officers</p>
<p>Notify the currently enrolled student of the Associate Dean of Studies' decision</p>	<p>6. If the Associate Dean of Studies' decision is that UTS College will make reasonable adjustments:</p> <ul style="list-style-type: none"> a. Notify the student of this outcome, and ensure they understand: <ul style="list-style-type: none"> i. what general adjustments UTS College is able to make ii. what will happen next in terms of acting on this decision iii. that the provision of reasonable adjustments does not guarantee success in their studies. b. File the application with rationale for the decision and with supporting documents. <p>If the Associate Dean of Studies' decision is that UTS College will NOT make reasonable adjustments:</p> <ul style="list-style-type: none"> a. Notify the student clearly in writing explaining the reasons for this decision of this outcome [When necessary the Study Success Advisers will meet with the student to clarify this decision] b. File the application with rationale for the decision, and with supporting documents. 	<p>Study Success Advisers</p>

CREATION OF INDIVIDUAL ACCESS PLAN		
Create an Individual Access and Inclusion Plan for the successful student	<ol style="list-style-type: none"> 1. When you receive documentation of a student's successful application for reasonable adjustments: <ol style="list-style-type: none"> a. Add the student to the Education Access and Inclusion Register. b. Make an appointment to meet with the student and the Program Manager/DOS. c. At this appointment, develop the student's Individual Education Access and Inclusion Plan. This plan will document the reasonable adjustments UTS College agrees to make for the student, in accordance with the Associate Dean of Studies' decision. d. Review the completed plan with the student, and when satisfied: <ol style="list-style-type: none"> i. sign the plan ii. have the student sign the plan e. Give the student a copy of the signed plan. 	Study Success Advisers
Put the plan into action	<ol style="list-style-type: none"> 2. Notify the relevant Subject Coordinators/ Level Leaders. If the plan includes adjustments related to formal examinations, also send it to the exam coordinator. <p>Notify facilities of any relevant adjustments.</p>	Study Success Advisers

RECORDING AND REPORTING		
Maintain records	<ol style="list-style-type: none"> 1. Add Individual Education Access and Inclusion Plan comment to student record on Student One. 2. Update Access and Inclusion Register with each action taken, such as emails to teachers, meeting with students, plan implementation. 	Study Success Advisers
Update register	<ol style="list-style-type: none"> 3. Subject Coordinator/Level Leader to provide regular updates (minimum twice a semester/term) to Study Success Advisers on implementation and effectiveness of the adjustments. 	Subject Coordinators / Level Leaders
Monitor register	<ol style="list-style-type: none"> 4. At the end of every semester and every term, monitor and update the Education Access and Inclusion Register by: <ol style="list-style-type: none"> a. Removing records of completing and non-continuing students b. Identifying any re-enrolling student on the register and sending their Individual 	Study Success Advisers

	<p>Education Access and Inclusion Plan to the relevant Subject Coordinators / Level Leader</p> <p>c. Provide updated access and inclusion data to Study Success Advisers Team Leader for reporting to Academic Standards Committee and Academic Results Ratification meeting</p>	
Report cases	5. Report access and inclusion data to Academic Board	Academic Standards Committee Chair

DEFINITIONS

Access	Obtain or use
Access and Inclusion Requirements	<p>Conditions (not necessarily provided within UTS College’s standard learning environment) that a student needs to fairly access, and be fully incorporated into, the UTS College learning environment. The nature of these requirements depends on the individual student’s disability, learning need or health issue, and circumstances. For example, access requirements may be related to:</p> <ul style="list-style-type: none"> ▪ Campus access ▪ Assessments ▪ Learning resources ▪ Physical environments such as a lecture room.
Affiliates	Insearch Limited Board members, honorary appointees, contractors, labour hire personnel, volunteers, agency staff and any other person appointed or engaged by UTS College to perform work or functions for UTS College.
Disability	<p>Under the Disability Discrimination Act 1992, disability includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ learning or neurological conditions e.g. dyslexia, ADHD/ADD, autism spectrum disorder ▪ ongoing medical conditions or illness, e.g. chronic fatigue syndrome, acquired brain injury ▪ mental health conditions, e.g. anxiety and depression ▪ vision, hearing and physical impairments.
Disclose	Inform or tell
Equitable	In this context, all students can participate in learning environments on the same basis. For example, students with a hearing impairment are provided with captions on videos.

Inclusive	Creating a learning environment that accepts each individual student's differences, embraces their strengths and provides opportunities for them to achieve their full potential.
Individual Education Access and Inclusion Plan	A formal document prepared by UTS College to: <ul style="list-style-type: none"> ▪ record its decisions on the reasonable adjustments that are appropriate to meet an individual student's access and inclusion requirements, and ▪ constitute an agreement with the student that it will provide these adjustments.
Inherent Requirements	The skills and knowledge in a program of study that must be completed by students because they are essential to the program. Students can be provided with reasonable adjustments, but inherent requirements must be maintained.
On the same basis	Opportunities and choices comparable to those offered to students without disabilities. For example, if there was a student in a wheelchair in the class, when going on an excursion, the organising teacher would check that the site was accessible.
Reasonable Adjustment	The modification of a learning environment, learning resources, or facilities to remove barriers and enable students to access learning and participate in a program of study. Reasonable adjustments may include but are not limited to: <ul style="list-style-type: none"> ▪ Lift pass to access all floors ▪ Special exam conditions ▪ Modification to assessment deadlines ▪ Use of alternative assessments ▪ Use of assistive resources and/or technologies ▪ Adapted course materials <p>Reasonable adjustment is distinct from "Special Consideration", which is available to any student who has been affected by a <i>short-term</i> event.</p>
Staff	People employed to work on an ongoing, fixed term, sessional or casual basis under the terms and conditions of an employment agreement (contract) issued by UTS College.
UTS College	Insearch Limited, its representative offices and its controlled entities.

SUPPORTING DOCUMENTS:

- Education Access and Inclusion Policy
- Assessment Policy
- Individual Education Access and Inclusion Plan

