

## Education Access and Inclusion Reasonable Adjustment Procedure

### PROCEDURE PURPOSE

UTS College's Access and Equity 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
<b>DISCLOSURE AND DOCUMENTATION</b>		
Disclose to UTS College	1. If a student has a disability, learning need or health issue could affect their ability to access education on the same basis as other students, they should let UTS College know.	All students, including future students

Complete the Domestic or International Application Form	2. Future student completes the Domestic or International Application Form (which is available on UTS College’s website at : <a href="https://www.utscollege.edu.au/au/how-to-apply/international-student-applications">https://www.utscollege.edu.au/au/how-to-apply/international-student-applications</a> or <a href="https://www.utscollege.edu.au/au/how-to-apply/domestic-student-applications">https://www.utscollege.edu.au/au/how-to-apply/domestic-student-applications</a> ) and 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 registration form and supporting documents	3. Student submits a completed <a href="#">Education Access and Inclusion Support Student Registration Form</a> and attaches any other relevant supporting document with their application form.  Student may also include, where applicable, a study support plan from their previous institution.	Student (future)
Speak to a teacher or contact a Student Success Adviser	4. If a current student has a disability, learning need or health issue that may require extra support or specific facilities or adjustment, they should speak to one of their teachers or contact one of the Student Success Advisers.	Student (current)
Submit registration form and supporting documents	5. Current student submits a completed <a href="#">Education Access and Inclusion Support Student Registration Form</a> and any other relevant supporting document to their Student Success Adviser.  Student may also include, where applicable, a study support plan from their previous institution.	Student (current)
<b>PROCESSING, ASSESSING AND NOTIFICATION</b>		
Process application and advise Student Success Adviser	1. When a future student who applies to study at UTS College ticks ‘yes’ to disclose their disability and requires support, Admissions case officer collects the completed <a href="#">Education Access and Inclusion Support Student Registration Form</a> and any other relevant supporting document and notify the relevant Student Success Adviser.	Admissions/Student Centre

<p>Create case file</p>	<p>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, Student Success Adviser creates a case file, and request for further supporting documents if these were not sufficiently supplied at the time of disclosure.</p>	<p>Student Success Adviser</p>
<p>Process the student's supporting documents for recognition of their education access and inclusion requirements</p>	<p>3. When student submits their registration form and supporting documents:</p> <ol style="list-style-type: none"> <li>a. Check that the documents are complete</li> <li>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.</li> <li>c. If complete, save all supporting documents to the secure folder location, then email the Student Services Manager all relevant information and documents for approval.</li> </ol>	<p>Student Success Advisers/Admissions</p>
<p>Assess the student's application and decide what adjustments UTS College will make</p>	<p>4. Consider</p> <ol style="list-style-type: none"> <li>a. all information provided by the student</li> <li>b. any recommendations provided by their medical professional</li> <li>c. the inherent requirements and learning outcomes of the student's course or program</li> <li>d. possible adjustments to meet their access and inclusion requirements and their implications for:             <ol style="list-style-type: none"> <li>i. the student, including their ability to meet the inherent requirements and learning outcomes of their course or program</li> <li>ii. their teachers</li> <li>iii. other students</li> <li>iv. UTS College (including financial)</li> </ol> </li> </ol> <p>If necessary, consult relevant staff/affiliates and/or seek specialist advice.</p>	<p>Student Services Manager</p>

	<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 / Student 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 Student Services Manager's decision</p>	<p>5. Admissions case officer notifies student of the outcome and follow admissions' process to finalise student's application.</p>	<p>Admissions Officers</p>
<p>Notify the currently enrolled student of the Student Services Manager's decision</p>	<p>6. If the Student Services Manager's decision is that UTS College will make reasonable adjustments:</p> <ul style="list-style-type: none"> <li>a. Notify the student of this outcome, and ensure they understand: <ul style="list-style-type: none"> <li>i. what general adjustments UTS College is able to make</li> <li>ii. what will happen next in terms of acting on this decision</li> <li>iii. that the provision of reasonable adjustments does not guarantee success in their studies.</li> </ul> </li> <li>b. File the application with rationale for the decision and with supporting documents.</li> </ul> <p>If the Student Services Manager's decision is that UTS College will NOT make reasonable adjustments:</p> <ul style="list-style-type: none"> <li>a. Notify the student clearly in writing explaining the reasons for this decision of this outcome [When necessary the Student Success Advisers will meet with the student to clarify this decision]</li> <li>b. File the application with rationale for the decision, and with supporting documents.</li> </ul>	<p>Student Success Advisers</p>
<p><b>CREATION OF INDIVIDUAL ACCESS PLAN</b></p>		

Create an Individual Access and Inclusion Plan for the successful student	<ol style="list-style-type: none"> <li>1. When student is approved:             <ol style="list-style-type: none"> <li>a. Add the student to the Education Access and Inclusion Register.</li> <li>b. Make an appointment to meet with the student and the Program Manager/DOS (where appropriate)</li> <li>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 Student Services Manager's decision.</li> <li>d. Review the completed plan with the student, and when satisfied:                 <ol style="list-style-type: none"> <li>i. sign the plan</li> <li>ii. have the student sign the plan</li> </ol> </li> <li>e. Give the student a copy of the signed plan.</li> </ol> </li> </ol>	Student Success Advisers
Put the plan into action	<ol style="list-style-type: none"> <li>2. Student Success Adviser notifies the relevant Academic Coordinators/ Level Coordinators of the approved adjustments for their subjects. If the plan includes adjustments related to formal examinations, Student Success Adviser to inform the Exams team as well.</li> </ol> <p>Student Success Adviser to notify Facilities team of any relevant adjustments for on campus facilities</p>	Student Success Advisers
<b>RECORDING AND REPORTING</b>		
Maintain records	<ol style="list-style-type: none"> <li>1. Add Individual Education Access and Inclusion Plan comment to student record on Student One.</li> <li>2. Update Access and Inclusion Register with each action taken, such as emails to teachers, meeting with students, plan implementation.</li> </ol>	Student Success Advisers
Update register	<ol style="list-style-type: none"> <li>3. Academic Coordinator/Level Coordinator to provide regular updates (minimum twice a semester/term) to Student Success Advisers on implementation and effectiveness of the adjustments.</li> </ol>	Academic Coordinators / Level Coordinators
Monitor register	<ol style="list-style-type: none"> <li>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"> <li>a. Removing records of completing and non-continuing students</li> <li>b. Identifying any re-enrolling student on the register and sending their Individual Education Access and Inclusion Plan to the relevant Academic Coordinators / Level Coordinators</li> </ol> </li> </ol>	Student Success Advisers

	c. Provide updated access and inclusion data to Student Success Team Lead for reporting to Academic Standards Committee and Academic Results Ratification meeting	
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"> <li>▪ Campus access</li> <li>▪ Assessments</li> <li>▪ Learning resources</li> <li>▪ Physical environments such as a lecture room.</li> </ul>
Affiliates	UTS College 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"> <li>▪ learning or neurological conditions e.g. dyslexia, ADHD/ADD, autism spectrum disorder</li> <li>▪ ongoing medical conditions or illness, e.g. chronic fatigue syndrome, acquired brain injury</li> <li>▪ mental health conditions, e.g. anxiety and depression</li> <li>▪ vision, hearing and physical impairments.</li> </ul>
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	<p>A formal document prepared by UTS College to:</p> <ul style="list-style-type: none"> <li>▪ record its decisions on the reasonable adjustments that are appropriate to meet an individual student's access and inclusion requirements, and</li> <li>▪ constitute an agreement with the student that it will provide these adjustments.</li> </ul>
Inherent Requirements	<p>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.</p>
On the same basis	<p>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.</p>
Reasonable Adjustment	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Lift pass to access all floors</li> <li>▪ Special exam conditions</li> <li>▪ Modification to assessment deadlines</li> <li>▪ Use of alternative assessments</li> <li>▪ Use of assistive resources and/or technologies</li> <li>▪ Adapted course materials</li> </ul> <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	<p>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.</p>
UTS College	<p>UTS College Limited, its representative offices and its controlled entities.</p>

### SUPPORTING DOCUMENTS:

- Access and Equity Policy
- Assessment Policy
- Individual Education Access and Inclusion Plan
- Education Access and Inclusion Support Student Registration Form

**ADMIN USE ONLY**
**APPROVAL**

Position title: **Dean** Date: 6 June 2024

Procedure Title	Education Access and Inclusion Reasonable Adjustment Procedure
Executive	Dean of Studies
Manager	Student Services Manager
Procedure ID	PROC/EDUC/07/24
Effective Date	6 June 2024

**VERSION HISTORY**

No.	Author	Description of change/purpose	Date
1.0	Communication Program Manager	Documented the process of managing students with access inclusion needs	February 2018
1.1	Student Services Manager	Updated application and approval process changes with roles and responsibilities	June 2024