

STUDENTS WITH DISABILITIES PROCEDURE

Responsible officer	Chief Community Life Officer	
Contact	Gayle Kent gaylek@morling.edu.au	
Approved by	Chief Community Life Officer	
Approval date	2 September 2020	
Effective date	2 September 2020	
Review date	June 2022	
Superseded documents	Students with Disability Policy July 2012	
Compliance reference	HES_1.1; 1.3.1; 2.2.1; 2.2.3; 3.3.3; 3.3.4	
Related documents	Assessment Special Conditions Student Application form	
Procedure classification <i>Select a General OR an Academic option</i>	General Choose an item.	Academic Student Services and Administration

1. PURPOSE

To describe the steps.

2. DEFINITIONS (OPTIONAL)

Key Term - Acronym	Definition
MC	Morling College
Student	Includes enrolled students and prospective students

3. STEPS

STEP 1 – MEETING WITH THE DEAN OF STUDENTS OR FUTURE STUDENT ADVISOR

The student makes an appointment with their faculty's Future Student Advisor/Administrator during the application process or with the Dean of Students after acceptance to discuss any special services or arrangements required and available.

STEP 2 – COMPLETE APPLICATION

The student completes the Assessment Special Conditions Student Application form. Documentation from an appropriate registered practitioner (e.g. doctor, physiotherapist, psychologist) to substantiate the nature of the disability. The form and supporting documentation are submitted either with an application to study or subsequently to the Dean of Students.

STEP 3 – IDENTIFICATION OF AVAILABLE OPTIONS

Their faculty's Future Student Advisor/Administrator or Dean of Students assists the student to identify options available to reduce the impact of his/her disability while at Morling College.

STEP 4 –LEARNING OR ASSESSMENT NEEDS

Where special consideration is required in relation to learning and/or assessment procedures the relevant faculty's Future Student Advisor/Administrator or Dean of Students discusses these with the student and assists him/her to communicate with the relevant Faculty Dean or Associate Dean and lecturer/s to determine the student's specific requirements. If the assessment procedures involve end of semester examinations, the Registrar are to be involved in the discussions. Except in extenuating circumstances, applications for special arrangements in examinations, because of disability, are to be made prior to the publication of the examination timetable.

See the Appendix for examples of possible arrangements.

STEP 5 –. COURSE COORDINATOR CONFIRMS ARRANGEMENTS

Where it is determined that special learning and/or assessment procedures will be implemented for the student, they will be confirmed in writing by their Faculty Dean Associate Dean (or Registrar for examination procedures) **within 10 working days** of receiving the Application (see Step 2). Copies of the confirmation are to be sent to:

- the student;
- the relevant lecturer/s
- Dean of Students
- Registrar's Office for recording in Paradigm

STEP 6–. COURSE COORDINATOR MONITORS IMPLEMENTATION

The relevant Course Coordinator, with assistance from the Dean of Students and Registrar's office monitors the implementation of the special learning and/or assessment procedures to ensure they are consistent with what was approved.

STEP 7 –. ANY OTHER SPECIAL SERVICES ARRANGED

The Dean of Students arranges any other special services required by the student, due to the disability.

STEP 8 –. END OF SEMESTER REVIEW

The Dean of Students and Faculty Dean or Associate Dean review the arrangements at the end of each semester, making appropriate amendments as required.

STEP 9 –. CHANGE IN CIRCUMSTANCES

Where circumstances change for a student in respect to his/her disability the student (or next of kin) is to inform the Dean of Students of the change, in writing, as soon as possible to enable a review of the arrangements to occur

VERSION HISTORY

Version	Approved by	Approval Date	Effective Date	Changes made
1.00	Chief Community Life Officer	September 2020	September 2020	Procedure extracted from the Students with Disabilities Policy 2012 and updated to reflect changes in roles

APPENDIX

The following are examples of special arrangements to assist students with disabilities. The list is not exhaustive.

Relocating class sessions to a more accessible location, where feasible

Allowing a student to take notes by alternative means (Steps should be taken to cause minimal disruption to other students where such arrangements are in place)

Providing printed material in larger print or on appropriately coloured paper

Modifying assessment arrangements (while still meeting normal academic standards), and may include allowing:

- a. extra time for the submission of assignments
- b. alternative modes for the presentation of assignment work or the sitting of tests or examinations (e.g. oral rather than written)
- c. extra time for the completion of tests or examinations where a disability is likely to impede the student's speed of performance. Additional time would normally be allowed at the rate of 10 minutes per hour of examination
- d. a laptop or desk top computer to be used by the student in tests or examinations where the student's handwriting ability may pose a serious disadvantage. In such circumstances the student would be in an area that prevents disturbance to other students
- e. a scribe to write for the student in tests or examinations where the disability prevents writing or use of a computer. In such circumstances the student would be in an area that prevents disturbance to other students
- f. a reader for the student in tests or examinations where the disability prevents reading a written paper. In such circumstances the student would be in an area that prevents disturbance to other students

Ensuring examination venues are accessible

Allowing an alternative subject or course component (if non-essential) where the disability prevents a student fulfilling a requirement

Where resources permit, supplying or lending appropriate equipment required because of a disability, to allow a student to participate in learning activities and to access services provided by other academic support services (e.g. library, IT).