

1. Policy Statement and Purpose

ICHM is committed to providing reasonable adjustments to ensure equal opportunity and participation for students with a disability that may affect the student's learning experience.

ICHM is committed to the provision of reasonable adjustments to accommodate the needs of students with a disability, who choose to declare it, and provide appropriate supportive documented evidence.

This Policy outlines ICHM's commitment to support all students with a disability in accordance with the obligations outlined by the Commonwealth Disability Discrimination Act 1992 and the Commonwealth Disability Standards for Education 2005.

2. Scope

All domestic and international students

Prospective students enrolling in ICHM

3. Definitions

Disability – Is defined in accordance with the [Commonwealth Disability Discrimination Act 1992](#). As used throughout this Policy, disability shall refer to all illnesses, disorders, and other conditions listed below.

In broad terms, a disability involves an alteration to a person's functioning and includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological
- learning disabilities
- physical disfigurement

Disability can be:

- temporary or permanent
- apparent or hidden
- slight, moderate, or severe
- existing in the past or present.

ICHM also recognises students with additional special needs that can affect learning such as:

- mental health conditions (e.g. anxiety, depression, PTSD)
- medical conditions or ongoing illnesses (e.g. chronic fatigue syndrome, acquired brain injury)
- temporary conditions (e.g. broken arm)

- learning difficulties (e.g. dyslexia, auditory processing disorder).
- Special needs

Reasonable Adjustment

A Reasonable Adjustment is 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 (ICHM)
- staff
- other students

4. Policy Statement

ICHM recognises the individual needs of students and respects the rights of all students to participate inclusively and fully in all facets of the ICHM experience in particular the access and equity of student engagement outcomes.

This applies to prospective students at admission and enrolment into study, participation of enrolled students in all subjects and programs, and the use of ICHM facilities and services.

ICHM is committed to providing opportunities and access to students with a disability that are comparable to students without additional needs.

ICHM will remain supportive and sensitive to the needs and traditional cultural practices of Aboriginal and Torres Strait Islander peoples. For more information, please refer to the *Diversity, Equity and Inclusion policy*.

5. Policy Details

Reasonable adjustments may be made to accommodate a student with a disability and reduce the impact of a disability on a student's academic success.

Adjustments may include modifications to the learning environment, teaching method, or assessment conditions to increase the participation of a student without compromising the academic standard or the inherent course requirements.

ICHM does not restrict enrolment based on disability or discriminate against students with a disability. However, ICHM may deny entry based upon reasonable assessment that the student is not able to successfully complete the program, based upon potential limitations applied by the disability and restricted participation within program requirements.

Procedure for the Provision of Reasonable Adjustment

- Disclosure of a disability is requested on application or completion of the Wellness questionnaire within Week 1 of a new semester

- Students with a disability discuss any potential need for reasonable adjustments with the Academic Director upon disclosure
 - Privacy note: Unless the student provides consent for broader access, only the Academic Director has access to personal information provided by participants, which may include medical information.
- Provision of reasonable adjustment is dependent on complete and adequate documentation being provided by the student to substantiate a disability and demonstrate need for individual accommodations.
 - Reasonable adjustment is calculated for each individual student for assessments based upon the guidelines provided in Appendix A - Suggested guidelines for the Provision of Additional Time for Assessments and Exams
 - Reasonable adjustment is agreed and implemented for each individual student for identified disabilities, as detailed in Appendix B – Suggested guidelines for recognised disabilities in classroom applications
- Prospective students who disclose a disability on application may require further consultation with the Academic Director upon commencement of their program.
- Students who are provided Reasonable Adjustment must meet with the Academic Director at the beginning of each academic semester to review and confirm ongoing adjustments.

Determination of Reasonable Adjustment

Wherever practical, reasonable adjustment to a ICHM policy or procedure is made to meet the needs of a student with a disability

To determine if an adjustment is reasonable, the following must be considered:

- A student’s disability, and any barriers, needs, or challenges that may affect that student throughout a subject or program
- The views of the student or the student’s advocate
- Whether the adjustment will impact on the academic standards or inherent course requirements
- Whether the adjustment creates an undue advantage for the student, or an undue disadvantage for another student
- The costs and benefits to all parties of making the adjustment
- The ‘willingness to pay’ the costs associated with the adjustment on behalf of either party.

ICHM is not obligated to make any adjustment or accommodation that may impose an unjustifiable hardship on ICHM. Students with a disability may be required to provide additional medical or specialised documentation to substantiate the reasonableness of the adjustment.

The bearing of costs associated with reasonable adjustment are negotiated with the student at the time of the Reasonable Adjustment Plan being established.

In general, if the student requires a support person in a classroom or regular situation (e.g. as a notetaker), any costs associated with the appointment of that support person are borne by the student. However, if the student requires such a support person in an assessment situation on campus (e.g. exam, skills assessment) the support person is supplied by ICHM and the costs associated with the appointment of that support person are borne by ICHM to ensure integrity of the assessment is upheld.

Students with a disability may be entitled to reasonable adjustments to learning resources, learning environment, teaching method, or assessment conditions.

- Reasonable adjustments to learning resources or teaching methods may include providing a student with a visual impairment with larger font handouts.
- Reasonable adjustments to learning environment may include using accessible teaching settings for students with a physical disability.
- Reasonable adjustments to assessment conditions may include extended time for theory-based exams or alternate arrangements for practical assessments.

Exceptions

- ICHM is not obligated to provide adjustments for a student who chooses not to disclose a disability.
- ICHM is not obligated to make any adjustment that may impose an unjustifiable hardship on ICHM.
- ICHM cannot compromise the academic standards or inherent course requirements.

Roles & Responsibilities

ICHM maintains its responsibility to:

- Ensure that this Policy is accessible to all staff and students.
- Ensure that this Policy is implemented and applied consistently across all campuses of ICHM including its online learning environment.

Complaint or Grievance

Students who have a complaint or grievance, academic or non-academic, should refer to [ICHM Policies](#).

Students who have a complaint or grievance related to disability or reasonable adjustment should first contact the Academic Director.

6. Benchmarking

- Australian Disability Clearing House on Education and Training (ADCET)
- Deakin University
- Endeavour College of Natural Health
- Flinders University
- Queensland University of Technology
- University of South Australia
- University of Sydney

7. Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- SA - Disability Service Act 1993

8. Guidelines

- Universities Australia (AVCC) Guidelines for Students with a disability 2006
- National Disability Coordination Officer Program

9. Review

The Head of ICHM and the Academic Director must approve any change to this Reasonable Adjustment Policy. The Academic Director is responsible for the review of this policy on a 3 yearly basis.

10. Approval

Accountability and review			
Delegate	Academic Director	Ref: ICHM Delegations Register	
Approval body	Head of ICHM/Academic Director		
Approval date	20230525		
Review date	3 years from last review 20260525		
Supporting information			
Related legislation	Higher Education Standards Framework (Threshold Standards) 2021 (Cwlth) Commonwealth Disability Discrimination Act 1992 Commonwealth Disability Standards for Education 2005 SA - Disability Service Act 1993		
Sector benchmarking	Australian Disability Clearing House on Education and Training (ADCET) Deakin University Endeavour College of Natural Health Flinders University Queensland University of Technology University of South Australia University of Sydney		
Supporting documents			
Related documents	Diversity, Equity and Inclusion policy		
Superseded documents			
Type and location			
Policy type <select row and shade>	Corporate Governance Academic Governance Academic Management Operational Management		
Location/access <select row and shade>	Website Student access Staff access Overseas		
Amendments			
Version No.	Amendment type	Amendment Date	Key changes
1.0	New Doc	July 2018	Creation of the policy
2.0	Major	Dec 2019	Information added in relation to the needs of Aboriginal and Torres Strait Islander peoples and their traditional cultural practices
2.1	Minor	07/04/2022	Minor amendment to update responsibilities for restructure and policy template update
2.2	Minor	25/05/2023	Changes to job titles and formatting

APPENDIX A

Suggested guidelines for the Provision of Additional time for Assessments and Exams

<i>Disability</i>	<i>Time allowance</i>
Physical/ Repetitive Strain Injury	15 minutes per hour to accommodate slower writing speed
Learning disability	20 minutes per hour for perusal/formulating/checking answers
Chronic pain	15 minutes per hour for standing and/or moving around
Vision impairment	Double time for students who are blind, and time-and-a-half for students who have low vision
Hearing impairment	20 minutes per hour for perusal/formulating/writing/checking answers
Anxiety	10 minutes per hour for relaxation breaks

Further consideration needs to be given to the impact of the disability/health condition according to the medical documentation.

<i>Impact/Effect of the Disability</i>	<i>Suggested extra time</i>
Slight	10 minutes per hour
Moderate	20 minutes per hour
Significant	30 minutes per hour
Extreme	One and a half to double time

(Source: ADCET – Exam Adjustments <https://www.adcet.edu.au>)

APPENDIX B

Suggested guidelines for the Provision of Recognised disabilities in Classroom Applications

Disability – Is defined in accordance with the Commonwealth Disability Discrimination Act 1992. As used throughout this Policy, disability shall refer to all illnesses, disorders, and other conditions listed below.

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Reasonable Adjustment for Recognised Disabilities in Classroom applications

Disability support can be suggested, but not restricted to, the following support adjustments:

- Additional time
- Modified work practice / lighter duties – eg: housekeeping practical
- Supportive footwear mat – eg: Standing in kitchen practical
- Coloured paper
- Large font on printed documents
- Large computer monitor
- Speech to text dictation software
- PDA – Personal digital assistants or recorders
- Split sessions
- Rest breaks
- Any other negotiated adjustment appropriately deemed for the subject learning environment, in negotiation with the Academic Director