

POLICY NUMBER:	2.19	VERSION NUMBER:	4.0
DATE LAST REVIEWED:	September 2025	NEXT REVIEW DATE:	September 2026
RELATED POLICIES:	2.18 Student Support	RESPONSIBILITY: Academic Board	
RELATED PROCEDURES:	Included in this policy		

STUDENTS WITH A DISABILITY

1.0 Purpose

This policy affirms the Institute’s commitment to disability access and inclusion by ensuring that students with a disability are supported to participate fully and equitably in their education. It establishes the principles and processes that underpin inclusive practice, reasonable adjustments, and compliance with relevant legislative and regulatory requirements.

2.0 Scope

This policy applies to prospective students, enrolled students, staff and to members of the Institute’s decision-making bodies.

3.0 Principles

- 3.1 The Institute is committed to providing prospective students, and enrolled students with a disability, equitable access to higher education and ensuring fair participation in all aspects of the student experience, both academic and non-academic.
- 3.2 The Institute will strive to create a welcoming, inclusive, non-discriminatory and safe learning environment, in which students with disabilities can enjoy a positive and productive student experience
- 3.3 Curriculum, learning resources, teaching delivery, and assessment practices are informed by principles of universal design to maximise accessibility from the outset.
- 3.4 The Institute will make reasonable adjustments to facilitate access, participation, retention, and success for students with a disability, while ensuring that academic standards and professional requirements are maintained.
- 3.5 Students with a disability are supported through collaborative processes that involve consultation with students, staff, and where appropriate, external agencies.
- 3.6 The right to privacy and confidentiality will be respected in providing support services to students with a disability.
- 3.7 The Institute actively raises awareness of the rights and needs of students with disability and assists staff to develop the capability to support them effectively.
- 3.8 The Institute regularly reviews its disability access and inclusion strategies, processes, and actions through feedback and consultation, with the aim of improving the student experience and outcomes.; and

- 3.9 The Institute complies with all relevant Commonwealth and state legislation and regulatory requirements, including the Disability Standards for Education (2005).

4.0 Procedure

This procedure sets out the details of the Institute's approach to providing an accessible, inclusive, safe and supportive learning environment for students with disabilities.

5.0 Definitions

- 5.1 In the context of this Procedure, a person with a disability 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.
- 5.2 An adjustment is reasonable if it takes into account the student's learning needs whilst balancing the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.
- 5.3 In the context of this Procedure, reasonable adjustment is a measure or action that has the effect of assisting a student with a disability:
- in relation to admission or enrolment — to apply for admission to, or enrolment with, the education provider;
 - in relation to a course or program — to participate in the course/program or subject/unit; and
 - in relation to facilities or services — to use the facilities or services of the education provider;
 - on the same basis as a student without a disability, and may include an aid, a facility, or a service that the student requires because of their disability.

6.0 Disclosure

- 6.1 Disclosure by students, of any disabilities they might have, is entirely optional, however, disclosure is encouraged since it can play a key role in developing, assessing the effectiveness of, and improving, the Institute's strategies, processes and actions in relation to students with a disability.
- 6.2 While the Institute endeavours to provide a learning environment, a curriculum, and a student experience which are accessible to students with disabilities, disclosure, and related documentation, is a requirement for receiving specialist support or the approval of a reasonable adjustment.
- 6.3 Students may disclose details of their disability on their application form or disclose their disability at later time.
- 6.4 Information disclosed will be kept confidential and will be used to develop, assess and improve equity strategies and actions, and for government reporting requirements.

7.0 Admission and Enrolment

- 7.1 The Institute will provide information on its website about its courses/programs and its admission requirements and processes in a format that takes into consideration good practice accessibility guidelines.
- 7.2 The Institute will assist students with a disability in regard to admission and enrolment processes if requested.
- 7.3 The institute implements non-discriminatory student selection procedures that encourage fair access for members of under-represented groups.

8.0 Learning and Teaching

- 8.1 The Institute's approach to curriculum development, provision of learning resources and materials, models of delivery, and provision of facilities, is informed by principles of universal design and by sensitivity to the particular needs and circumstances of students who may have a disability.
- 8.2 The Institute makes reasonable adjustments in assessing the achievement of the learning outcomes of subjects/units, including through the use of alternative assessment techniques, provision of adaptive equipment, extensions for assignment, extended examination periods, separate examination rooms.
- 8.3 In making reasonable adjustments, the Institute does not exempt students with a disability from the requirement to demonstrate learning outcomes or to meet other academic standards, including those standards required to be met by professional or external accrediting bodies; nor does a reasonable adjustment give a student an unfair advantage.
- 8.4 In some required work-integrated learning subjects/units, there may be certain abilities or capabilities that students must have in order to achieve the learning outcomes of the subject/unit and without compromising the health, safety and welfare of the student or of others. In such cases, reasonable adjustments may not be possible although this will be determined after extensive consultation with key parties including impacted student(s).
- 8.5 Information regarding mandatory work-integrated learning components of courses/programs any special prerequisites such as medical checks, registration with a professional body, police checks, vaccinations, and academic and other requirements, must be published on the Institute's website and recruitment materials.
- 8.6 The Institute provides academic counselling for students with a disability and has a system for monitoring the progress of students with (disclosed) disabilities.
- 8.7 In order to obtain academic counselling support or reasonable adjustments, students must provide documentation from a qualified and relevant health professional regarding their disability to support@aipc.net.au.
- 8.8 When a student discloses that they have a disability, they are referred to the Academic Coach for a confidential discussion on reasonable adjustments options. Students who

would like to discuss their individual study and assessment needs are able to contact the Study Assistance Line on 1300 139 239 or email support@aipc.net.au.

8.9 The following steps are followed in making reasonable adjustments:

- 8.9.1 Students who are identified as requiring reasonable adjustments may discuss with the Academic Coach possible strategies and options.
- 8.9.2 The Academic Coach will, if necessary, seek advice from relevant external organisations or agencies for advice on the respective disability and possible options for access, participation and assessment.
- 8.9.3 An Individual Learning Plan (ILP) is then developed with the student that incorporates suitable strategies and options based on the student's individual needs. The relevant Program Leader will approve the ILP after confirming that it does not compromise academic standards, including assessment.
- 8.9.4 The ILP is communicated to all necessary staff, such as lecturers and student support staff, by the Academic Coach to ensure all are aware of the specific arrangements made with the student.
- 8.9.5 The Academic Coach is responsible for following up with the student and lecturers on a regular basis during each study period to monitor implementation and progress.
- 8.9.6 The relevant Program Leader is responsible for ensuring the steps relating to the ILP are taken, and that the specified strategies for students and options are considered and implemented.

9.0 Facilities

The Institute provides and equips facilities in a way that reflects its commitment to provide equitable opportunities for students to access, and to fully participate in the educational, social and cultural dimensions that contribute to their overall positive student experience.

10.0 Relevant Legislation and Documents

- Anti-Discrimination Act 1991 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Human Rights Act 2019 (Qld)
- TEQSA Guidance Note: Diversity and Equity October 2017
- The Privacy Act 1998 (Cth)

11.0 Version Control

Version	Date Approved	Approved By	Summary of Changes
1.0	June 2006	Head of School	Policy created – originally 2.7
1.1	January 2012		Terminology updated and procedural responsibilities for reasonable adjustments clarified.
1.2	September 2013		Accommodation approval and implementation responsibilities clarified for the Course Coordinator and Head of School.
1.3	March 2016		Role terminology updated and obsolete role references removed.
2.0	March 2018		Scope expanded to include COLAB. Academic Coach role introduced. Disability disclosure and support processes revised, with ILP framework implemented.
3.0	July 2022	Academic Board	Policy renumbered to 2.19. Structure, scope, and purpose clarified. Inclusive language, definitions, and legislative references added. WIL expectations and student communication arrangements updated.
4.0	Sept 2025	Academic Board	Policy retitled following sector benchmarking. Purpose, principles, and language updated to emphasise inclusion, equity, and legislative compliance.