

# Students with Disabilities Disclosure

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### 1.0 Purpose

This procedure outlines the processes for students with disabilities to disclose, through supporting documentation, the nature and functional impact of their disability / medical condition in the learning environment.

### 2.0 Scope

This procedure applies to all Griffith University students who identify as having a disability, and to all staff members responsible for teaching, supervising, supporting, or interacting with these students.

### 3.0 Procedure

Current or future students with disabilities who believe that they will require any reasonable adjustments must confidentially disclose the nature of their impairment/medical condition and provide appropriate supporting documentation about its functional impact on them in the context of the learning environment in a timely manner. This information is to be provided to Student Disability and Accessibility within Student Life.

#### 3.1 Outreach, admission and enrolment

##### 3.1.1 Outreach activities

The University shall provide access for people with disabilities to its outreach activities. Future students will be advised to discuss any specific requirements they may have in undertaking University study. Outreach encompasses all University activities which are designed to raise awareness of opportunities to enter higher education, including:

- Events (on campus and online)
- Expos
- High School meetings with influencers
- High school presentations and visits
- Promotional materials (brochures, guides etc)

##### 3.1.2 Admission

As per the *Admission Policy* and the *Higher Degree by Research Admission Procedure* all prospective students with disabilities can seek admission to the University on the same basis as prospective students without a disability.

In assessing applications from people with disabilities, the University will give due consideration to the fact that such an applicant may have experienced educational disadvantage because of their disability.

### **3.1.3 Enrolment**

The enrolment process allows for self-disclosure of a disability along with need for support during study. While the University undertakes to assist students with disabilities in their studies, it can do so only if students identify and actively engage in a process to negotiate reasonable adjustments. The process for self-disclosure during enrolment allows the student to:

- State if they have a disability (via a tick box)
- State the broad category of that disability (neurological, hearing, vision, mental health and so forth)
- Select if they require support (via a tick box)

Identifying disability at enrolment does not equal registration with Student Disability and Accessibility for the purposes of putting in place reasonable adjustments. Students who require reasonable adjustments or supports during study are required to make contact with Student Disability and Accessibility to discuss reasonable adjustments.

## **3.2 Making reasonable adjustments**

The University will provide reasonable adjustments to students with disabilities consistent with the Disabilities Standards for Education 2005.

The *Student Charter Framework* states that the University expects students to disclose relevant information about circumstances that may impact on their capacity to undertake their studies for the purpose of making reasonable adjustments. Such evidence must be an accurate reflection of the person's current disability/medical condition's functional implications and may include medical or other professional advice, reports from previous educational institutions and/or government and community agencies.

To assist with the identification of appropriate reasonable adjustments, the University requires students with disabilities seeking adjustments to supply supporting documentation to the Student Disability and Accessibility within Student Life about the nature and impact of their disability/medical condition in the learning environment. The process to submit this documentation involves:

- Email documentation to Student Disability and Accessibility or
- provide copies of documentation at formal appointment with the Responsible Officer within Student Disability and Accessibility
- Student Disability and Accessibility will maintain a copy on secure, confidential student file and return original documents to the student
- All supporting medical documentation must be originals, stamped with a provider stamp or on letterhead noting medical provider number
- Further supporting documentation (NDIS reports, recent professional assessments undertaken in final years of schooling and the like) are to be provided in the available format supplied to the student.

While requiring supporting medical documentation of the functional impacts of a student's disability the University will give consideration of the difficulties in obtaining suitable documentation (especially specialist documentation) within a timeframe and may initiate temporary reasonable adjustments as appropriate, so students can engage with learning supported.

In some instances, a detailed independent expert assessment may be required to determine the nature of adjustments that are appropriate for an individual student enrolled in specific programs/courses.

The purpose of disclosure is not to exclude students from opportunities but to enable access to a safe environment, with appropriate adjustments, minimising their exposure to risk and risk to others. Students need to be clear about the reason for making the disclosure and what they are required to disclose to receive the support they require.

Students are only required to disclose to Student Disability and Accessibility and for the purpose of identifying and implementing appropriate education-related adjustments. Students may choose to disclose a disability to relevant teaching staff, or other staff at their discretion.

Students, in exercising their duty of disclosure, are to advise Student Disability and Accessibility staff in a timely manner, either on or prior to commencement of studies or at the earliest possible point from onset of their disability. Appropriate adjustments will be established in consultation with student, and responsible academic staff member as soon as practicable following disclosure.

### **3.3 Learning, teaching, assessment and research practices**

Student Disability and Accessibility will liaise with the student, and **responsible academic staff member** to negotiate reasonable adjustments for individual students; however, students with disabilities need to engage in the process.

In consultation with Student Disability and Accessibility, the **responsible academic staff member** shall be responsible for:

- academic counselling services for students with disabilities
- the supervision and review of the progress of students with disabilities
- reasonable adjustment of teaching and assessment methods identified for a student registered with Student Disability and Accessibility
- the development and adjustment of teaching materials into alternative formats for students with disabilities (universally designed learning materials)
- where applicable appropriate access to research activities, including fieldwork.

Student Disability and Accessibility will assist with:

- sourcing and producing alternative format textbooks for students with print disabilities
- specialist formatting of exam papers for students with print and other disabilities as required in liaison with Exams and Timetabling team and academic/teaching teams.

Scholarly Resources team in the library will assist with:

- alternate formatting of required course readings in liaison with academic and teaching teams for students with print disabilities

As per the *Assessment Policy, Assessment Procedure for Students, Higher Degree by Research Academic Process Procedure* and *Higher Degree by Research Examination Procedure* the University supports reasonable adjustments in assessing the outcomes of academic courses undertaken by students with disabilities using alternate strategies when such students are prevented by their disability from participating in the same manner as other students under standard assessment conditions.

Alternative strategies for assessment may include the mode of questioning, mode of response, the use of specific equipment, use of separate examination rooms and allowing extended periods of time for

undertaking assessment. Exemptions or exclusions from assessment tasks on the basis of disability is not a reasonable adjustment as the University is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

### **3.4 Access to work integrated learning, professional practice placements and employment**

The University facilitates access to training and work integrated learning opportunities which will enable its students, graduands and graduates with disabilities to develop appropriate work skills.

Future and current students enrolled in programs are informed of any requirements to undertake mandatory work-integrated learning or professional practice components as a program component via the Programs and Course website.

Students are required to disclose impacts of disability and/or health conditions that will impact work integrated learning opportunities or practical components of a course or program, so reasonable adjustments can be negotiated in advance.

## **4.0 Definitions**

For the purposes of this policy and related policy documents, the following definitions apply:

**A student with a disability** refers to an enrolled student of the University with a **disability** that in relation to a person means:

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that:
- presently exists; or
- previously existed but no longer exists; or
- may exist in the future; or
- is imputed to a person;

resulting in a reduced ability to access educational services provided by the University including assessment tasks and a requirement for reasonable adjustments and/or support services to address these barriers. A student who is pregnant and does not meet the above criteria is not a student with a disability.

**An adjustment** is a measure or action (or group of measures or actions) taken by the University that has the effect of assisting a student with a disability:

- in relation to an admission or enrolment — to apply for the admission or enrolment; and
- in relation to a course or program — to participate in the course or program; and

- in relation to facilities or services — to use the facilities or services;

on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of their disability.

An adjustment is **reasonable** in relation to a student with a disability if it balances the interests of all parties affected. The process for assessing whether an adjustment is reasonable is outlined in the Disability Standards for Education 2005 subsection 3.4.

**Essential Learning Outcomes** are the expression of the set of knowledge, skills and the application of the knowledge and skills that it is essential that a person has acquired and is able to demonstrate as a result of learning in a course or program to preserve the academic integrity of the University's qualifications. These are published on the Programs and Courses website in the form of Program Learning Outcomes (PLOs).

**Academic Integrity** requires that in providing for students with disabilities, the University continues to ensure the integrity of its courses or programs and assessment requirements and processes, so that those upon whom it confers an award are able to present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award.

**Responsible academic staff member** is either:

- in the case of undergraduate or postgraduate coursework students the Program Director and/or Course Convenor who may act on the recommendation of the professional practice coordinator, or other academic staff member deemed appropriate by the Dean (Learning and Teaching);
- or in the case of a Higher Degree by Research (HDR) candidate, HDR Convenor, or other staff member deemed appropriate by the Dean (Research) or nominee.

## 5.0 Information

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| Title                                   | Students with Disabilities Disclosure Procedure  |
| Document number                         | 2024/0000015   |
| Purpose                                 | This procedure outlines the processes for students with disabilities to disclose, through supporting documentation, the nature and impact of their disability / medical condition in the learning environment. |
| Audience                                | Staff  |
| Category                                | Academic   |
| Subcategory                             | Student Services   |
| UN Sustainable Development Goals (SDGs) | This document aligns with Sustainable Development Goal/s:<br>10: Reduced Inequalities<br>4: Quality Education  |

## 16: Peace, Justice and Strong Institutions

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Approval date 26 March 2024

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Effective date 21 March 2024

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Review date 2026

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Policy advisor Manager, Student Disability and Accessibility, Student Life

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Approving authority Deputy Vice Chancellor (Education)

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## 6.0 Related Policy Documents and Supporting Documents

Legislation

- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005
- Disability (Access to Premises – Buildings) Standards 2010
- Disability Services Act 2006
- UN Convention on the Rights of Persons with Disabilities
- Work Health and Safety Act 2011
- Australian Human Rights Commission Act 1986
- Human Rights Legislation Amendment Bill (No.1) 1999
- Web Content Accessibility Guidelines (WCAG) 2.1 Sept 2023

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Policy

- Admission Policy
- Higher Degree by Research Policy
- Student Review and Appeals Policy
- Student Complaints Policy
- Student Misconduct Policy
- Students with Disabilities Policy
- Assessment Policy
- Work-Integrated Learning at Griffith
- Inability to Complete Required Components of Professional Qualification
- Student Charter Framework
- Role Statement Higher Degree Research Convenor

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Role Statement Program Director  
Role Statement Course Convenor

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Procedure

Student Review and Appeals Procedure  
Student Complaints Procedure  
Assessment Procedure for Staff  
Assessment Procedure for Students  
Higher Degree by Research Admission Procedure  
Higher Degree by Research Academic Progress Procedure  
Higher Degree by Research Examination Procedure

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Local Protocol

Privacy Statement

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