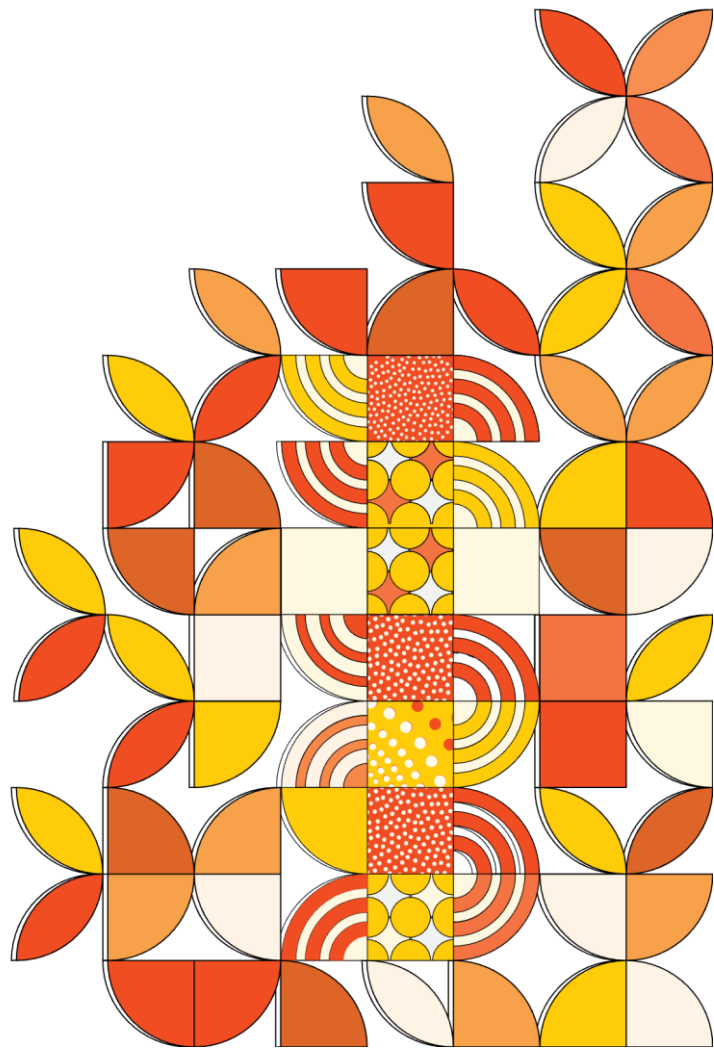


Accessibility Procedure



SECTION 1

Purpose

1. The purpose of this Procedure is to create a framework for an inclusive education and training environment for all prospective and current students with disabilities at the Institute of Health & Management (IHM). IHM is committed to providing a positive learning experience, celebrating diversity, and ensuring equal opportunity for all students with disabilities.
2. This procedure outlines IHM's principles to provide a framework for the delivery of learning and teaching practices, including the provision of services and support, to ensure that all students with disabilities can enjoy the benefits of education in an enabling and supportive environment. Specifically, the purpose of this policy is to:
 - a) Create an educational and training environment at IHM that is free from discrimination and positively promotes the equal opportunity of students with disabilities.
 - b) Ensure that IHM students with disabilities are aware of their rights with respect to equal opportunity and access to education.
 - c) Articulate an effective policy for addressing complaints related to any failure to provide equal opportunity to students with disabilities regarding access to education at IHM.
 - d) Encourage the reporting of behaviour that breaches this policy.
 - e) Ensure that students with disabilities are given the greatest possible opportunity to participate in study and work

Scope

3. This procedure applies to all IHM students enrolled in a course of study at IHM including:
 - a) All on shore international students, to whom the Education Services for International Students Act 2000 applies.
 - b) All students enrolled in an ongoing course of study that is delivered fully online or through any form of distance education that does not involve students' presence at a designated physical location.
 - c) All domestic students
 - d) All ELICOS students
 - e) All staff directly involved in dealing with students
 - f) All campuses of IHM

Definitions

4. Definitions for key terms are presented in the [Glossary of Terms](#).

Suite documents

5. This Policy is linked to the following policies:

- a) Accessibility Policy
- b) See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Policy

6. Pre-enrolment procedure

- 6.1 Students intending to enrol for course with IHM are requested prior to enrolment to advise if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment. The IHM enrolment form seeks self-disclosure of a disability.
- 6.2 Students are encouraged to discuss any special needs and/or reasonable adjustments to the study environment that they consider necessary or that would assist them in their studies with the Admissions Officer.
- 6.3 If required, Admissions Team or Student support officer interviews students either on campus or via Zoom/phone to discuss their course choice, background and any limiting factors or areas requiring special support.

7. Participation

- 7.1 Students with disabilities who wish IHM to be provided with reasonable adjustments to the learning environment, including examination adjustments or require assistive technology (such as equipment or other physical aids), must disclose the nature and extent of their disability.
- 7.2 IHM assesses each student based on the provision of appropriate medical documentation and an interview with the student.
- 7.3 Documentation provided by students to support their disability must be dated and signed by the appropriate health or disability professional, and should be:
 - a) No more than two weeks old for temporary conditions.
 - b) No more than six months old for fluctuating conditions.
 - c) No more than three years old for a physical or mental/learning disability.
- 7.4 The documentation provided should be specific and:
 - a) State the impairment, mental health or medical condition.
 - b) Indicate whether the disability is permanent, temporary, or fluctuating.
 - c) Outline the impact on the student.
 - d) Recommend reasonable accommodations.
 - e) Clearly identify the health professional and their credentials.
 - f) Be legible, on a letterhead, dated and signed.

7.5 On approval of the request for special adjustments, the formal notification is uploaded in the student management system and is accessible to all IHM staff to ensure the provision of the agreed and/or required adjustments during the course of study.

8. Course design

8.1 IHM is committed to designing courses and assessments that are flexible and capable of accommodating reasonable adjustments as needed. The curriculum will be non-discriminatory, avoiding exclusive language and examples. To ensure that all curriculum developed by IHM are inclusive of a range of student needs, IHM will:

- a) Consider issues relating to access and equity when specifying course entry requirements and prerequisites.
- b) Offer flexible course and training materials designed to provide multiple entry and exit points or pathways through the course (if applicable), including credit transfer and recognition of prior learning.
- c) Consider the requirements of students and potential students with a range of disabilities when assessing courses for delivery.
- d) Provide inclusive and non-discriminatory learning and training materials.
- e) Ensure that language, literacy, and numeracy requirements are consistent with the higher level of the qualification being considered or offered.

9. Student support services

9.1 Where appropriate, Course Coordinators will assist academic staff in the development of individual arrangements and alternative methods of the assessments (example, oral examinations/presentation) to accommodate students with particular disabilities (example, hearing or hand/arm impairment).

9.2 Scribe, reader, or practice assistance will be provided to students with vision impairment.

9.3 Students with disabilities requiring any student support service can submit requests as needed to Student Services.

9.4 Student Support staff will organise and schedule the requested service within 5 working days, including academic support, counseling, and/or course advice with the help of relevant staff.

9.5 Support and reasonable special arrangements within the scope of the support request will be provided.

9.6 IHM will provide training to all staff to ensure they are aware of the support services available to students and potential students with recognised disabilities. This will enable staff to assist students and potential students in accessing the required support services.

9.7 When required, reasonable adjustments can be made to accommodate students and potential students who have problems with vision and/or reading. This may include reading aids and adaptive technology products available on the market to assist when reading, either in hard copy or electronic forms which include, but not are limited to:

- a) Monitors with large display;
- b) Large print materials or adaptive technology (such as Microsoft Magnifier);
- c) Digital talking and audio books;
- d) E-books in large format;

- e) Microsoft Narrator (text to speech);
- f) Acetate sheets - coloured (dyslexia);
- g) English language pronunciation programs.

Table: Students with disabilities and special considerations for support

Types of disabilities	Consideration for support
Mobility and access restriction	<ul style="list-style-type: none"> • Accommodation of mobility needs, including ramp access and accessible facilities in service outlets, including access to toilets and kitchens where appropriate. • Designated and adequate disability parking and/or knowledge of local mobility transport services. • Provision of spare wheelchairs and other walking aids on-site. Ensure services allow sufficient time to cater for restriction of access and mobility.
Blind or vision impairment	<ul style="list-style-type: none"> • Facilities are built to accommodate the blind or vision-impaired, particularly to ensure safe navigation.
Hard of hearing	<ul style="list-style-type: none"> • Ensure that service outlets provide a noise-free environment, where possible. Staff have a working knowledge of how to organise and implement assistive listening systems.
Intellectual impairment or disability	<ul style="list-style-type: none"> • Appropriate and respectful use of language, visuals, and tone. • Materials are available in an appropriate accessible format and prepared in easy English. • Clear contact details for further support or advice.

10. Academic and learning support adjustments

10.1 In relation to academic and learning support, reasonable adjustments may include:

- a) Assistance with literacy and numeracy.
- b) Alternative methods of assessment where reasonable. This may include the provision of oral assessments or changes to paper colour, font size, or style where appropriate.
- c) Extensions of time for completion of assessment tasks.
- d) All assessment pieces and tasks that IHM utilises are designed to be fair, reliable, and consistent. All students and potential students are provided with the requirements of assessment for all units of competency at the beginning of study programs. Assessments for units of competency delivered in an online format have been adapted for flexible delivery and are provided to students and potential students in a relevant format.
- e) Any adjustments to assessment for students and potential students with disabilities will be negotiated prior to the assessment task being undertaken.

11. Facilities access

11.1 The Campus Manager at each IHM campus is responsible for ensuring that campus buildings, rooms, toilets, and resources comply with relevant building requirements, including access for people with disabilities. If

normal points of exit are not available, notices including alternative means of access will be posted where appropriate.

12. Elimination of harassment and victimisation

12.1 IHM will take reasonable steps to ensure that its staff and students are informed about:

- a) The obligation not to harass or victimise students with disabilities, or students who have associated with disabilities; and
- b) The appropriate action will be taken if harassment or victimisation occurs

13. Procedures for dealing with complaints

13.1 A student who has been refused a reasonable adjustment will be provided with written confirmation of the refusal.

13.2 Students who wish to lodge complaints can refer to IHM Student Complaints and Appeals policy and procedures.

13.3 All complaints relating to discrimination and harassment will be treated seriously and confidentiality will be maintained.

SECTION 3

Associated Information

<p>Related Internal Documents</p>	<p>Accessibility Policy Access and Equity Policy Access and Equity Procedure Student Selection and Admission Policy Student Selection and Admission Procedure Complaints and Appeals Policy Complaints and Appeals Procedure Learning and Teaching Policy Learning and Teaching Procedure Student Support and Advocacy Services Policy Student Support and Advocacy Services Policy</p>
<p>Related Legislation, Standards, and Codes</p>	<p>Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Notes: Diversity and Equity Education Services for Overseas Students Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Disability Discrimination Act (1992)</p>

	Disability Standards for Education 2005 Disability Discrimination Act 1992 (Cth) (DDA) Equal Opportunity Act 1995 Disability Access to Premises Building Standards 2010
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Change History

Version Control		
Change Summary	Date	Short description of change, incl version number, changes, who considered, approved etc
Version 2.0	7/01/2021	<ul style="list-style-type: none"> Renamed “Disability Policy” as “Accessibility Policy” and “Accessibility Procedure” Policy and Procedure are separated into two documents Examination adjustment is added Minor editorial changes Proposed and Amended by the Learning and Teaching Committee at its meeting in December 2020 Version 2 approved by Academic Board in February 2021
Version 2.1	28/11/2023	<ul style="list-style-type: none"> The definitions have been relocated to the IHM glossary and the template has been updated.
Version 3.0	21/06/2024	<ul style="list-style-type: none"> Updated statements in Student Support Services section. Restructured the flow of the document Added sections on course design, academic and learning support adjustment, facilities access

