

# Accessibility Procedure



Institute of Health &  
Management Pty. Ltd.

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[www.ihm.edu.au](http://www.ihm.edu.au)



## SECTION 1

### Purpose

1. The purpose of this document is to set out the procedures the Institute of Health & Management (IHM) will follow and to provide an outline of various procedures in place at the Institute of Health & Management (IHM) for the delivery of learning and teaching practices, including support services, to ensure that all students with a disability can enjoy the benefits of education in an enabling and supportive environment.
2. The purpose of this Procedure is to:
  - a) Create an educational environment at IHM free from discrimination and which recognises and promotes the equal opportunity of students with a disability,
  - b) Ensure that IHM students with a disability are aware of their rights with respect to equal opportunity and access to education,
  - c) Articulate an effective procedure for dealing with complaints relating to any failure to provide students with disabilities equal opportunity with respect to access to education at IHM, and
  - d) Ensure that students with a disability are given the greatest possible opportunity to participate in study and work.

### Scope

3. This procedure applies to all current and prospective students.

### Definitions

4. The following definitions have their meaning as spelt out below:
  - a) **Disability** - The Commonwealth Disability Discrimination Act (1992) (DDA) defines "Disability" as:
    - a. Total or partial loss of a person's bodily or mental functions; or
    - b. Total or partial loss of a part of the body; or
    - c. The presence in the body or organisms causing disease or illness; or
    - d. The presence in the body or organisms capable of causing disease or illness; or the malfunction, malformation or disfigurement of a part of the person's body; or
    - e. 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 which presently exists; or previously existed but no longer exists; or may exist in the future; or is imputed to a person.
  - b) **Disability Discrimination** - is defined within the Commonwealth Disability Discrimination Act 1992 as when someone with a disability is treated less favourably than someone without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. Discrimination also exists where there is a condition or requirement imposed, which may be the same for everyone, but which unfairly excludes or disadvantages people with a disability (for example in employment and education. Discrimination is illegal not just during working attendance hours, but also illegal in any other work or study related contexts, including conferences, work functions, business trips, excursions, office parties, work or practical placements, work experience or field trips. Different treatment of people with a disability is

not unlawful discrimination where it is reasonably intended to ensure that they have equal opportunities or to meet their special needs.

### Suite documents

5. This Procedure is linked to the following policy:
  - a) Accessibility policy
  - b) See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

## SECTION 2

### Procedure

6. **Enrolment**
  - a) 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.
  - b) The IHM enrolment form seeks self-disclosure of a disability.
  - c) Students are encouraged to discuss any 'special needs' and/or 'reasonable adjustments' to the study environment that they consider necessary or would assist them in their studies to IHM admission consultants or staff.
  - d) Admissions Team or delegate interviews domestic 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**
  - a) 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.
  - b) IHM assesses each student based on the provision of appropriate medical documentation and an interview with the student.
  - c) 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.
  - d) 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.
  - e) 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. **Student Support Services**

- a) 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). Scribe, reader, or practice assistance will be provided to students with vision impairment.
- b) Students with disabilities requiring any student support service can submit requests as needed to Student Services.
- c) Student administration staff will organize and schedule the requested service, including academic support, counselling and/or course advice with the help of relevant staff.
- d) Support and reasonable special arrangements within the scope of the support request will be provided.

## 9. Student with disabilities and special considerations for support

Types of disabilities	Consideration for Support
Mobility and access restriction	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	Facilities built to accommodate the blind or vision-impaired, particularly to ensure safe navigation.
Hard of hearing	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	Appropriate and respectful use of language, visuals and tone. Materials available in appropriate accessible format and prepared in easy-English. Clear contact details for further support or advice.

## 10. Elimination of harassment and victimisation

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; and
- c) Complaint mechanisms will be available for student who is harassed or victimised in relation to a disability of the student or of an associate of the student.

## 11. Procedures for dealing with complaints

- a) A student who has been refused a reasonable adjustment will be provided with written
- b) confirmation of the refusal.
- c) Students who wish to lodge complaints should follow the IHM Complaints and Appeals policy and
- d) procedures.
- e) All complaints relating to discrimination and harassment will be treated seriously and
- f) confidentiality will be maintained.

## SECTION 3

### Associated information

Related Internal Documents	<p>Accessibility Policy</p> <p>Access and Equity Policy</p> <p>Access and Equity Procedure</p> <p>Student Selection and Admission Policy</p> <p>Student Selection and Admission Procedure</p> <p>Complaints and Appeals Policy</p> <p>Complaints and Appeals Procedure</p> <p>Learning and Teaching Policy</p> <p>Learning and Teaching Procedure</p> <p>Student Support and Advocacy Services Policy</p> <p>Student Support and Advocacy Services Policy</p>
Related Legislation, Standards, and Codes	<p>Tertiary Education and Quality Standards Agency Act 2011</p> <p><a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></p> <p>TEQSA Guidance Notes:</p> <p>Education Services for Overseas Students Act 2000</p> <p>National Code of Practice for Providers of Education and Training to Overseas Students 2018</p> <p>Disability Discrimination Act (1992)</p> <p>Disability Standards for Education 2005</p>
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<b>Responsibility for implementation</b>	Academic Dean
<b>Document Custodian</b>	Academic Dean or Chair, Learning and Teaching Committee
<b>PinPoint DocID</b>	IHM – AP2

### Change history

<b>Version Control</b>	2.1	
<b>Change Summary</b>	Date	Short description of the change, inclusive version number, changes, who considered, approved, etc.
	7/01/2021	<p>Policy and Procedure are separated into two documents</p> <p>Added version number</p> <p>Minor editorial changes</p> <p>Amended by the Learning and Teaching Committee at its meeting in December 2020 and feedback incorporated by the Director, Quality Assurance</p> <p>Version 2 approved by Academic Board in February 2021</p>