1. **Scope**
This policy applies to all Torrens University Australia students and staff.

2. **Responsibilities**

**Prospective student and student:** inform the University that they require an adjustment or other support services due to disability.

**Staff:**
- Develop and maintain their awareness of the requirements of students with disabilities as stipulated in relevant legislation and the [Disability Policy](#).
- Encourage students to approach them to discuss issues impacting their studies due to their disability.
- Implement recommended reasonable adjustments as outlined in the student’s approved [Learning Access Plan](#).
- Ensure privacy and confidentiality when seeking information from students to implement reasonable adjustments.

**Course and Careers Advisor:** collects and submits completed [Learning Access Plan](#) and relevant supporting documentation from prospective students who require adjustments or other support services due to disability.

**Disability Liaison Officer:**
- collects and submits completed [Learning Access Plan](#) and relevant supporting documentation from current students who require adjustments or other support services due to disability
- assists students in discussing their disability-related needs with other staff where needed.

**Campus Director:** assesses all applications for adjustments due to disability. The Campus Director must liaise with the Program Director where the student requires study adjustments prior to deciding on adjustment requirements.

3. **Procedure**

Students with disabilities do not need to disclose that they have a medical condition or disability. However, if they require assessment and/or study adjustments or other support services:
- they will be required to disclose that they have a disability and/or medical condition (without necessarily naming the disability/condition), and
- they will need to describe its impact on their studies.
All applications must be supported by documentation from a relevant treating medical practitioner or allied health professional.

In this case, they will also need to provide supporting documentation addressing the impact of their disability or medical condition on their studies from a relevant treating medical practitioner or allied health professional. They maintain control over access to the information and determine what they choose to make available. The primary purpose of providing supporting documentation is to enable the University to consider the appropriateness of the provision of disability services to that student if they are successful in their application to their chosen course.

- Disclosure of disability anytime during the student lifecycle also enables the University to fulfil statistical reporting responsibilities to the Department of Education and Training.
- Once students with disabilities have a Learning Access Plan in place, they do not need to disclose the underlying cause of the adjustments and/or support. The adjustments made are agreed for the duration of their enrolment or as otherwise specified in the Plan.
- A student is not legally required or obliged to disclose that they have a disability during their admission process; however, the University is not responsible for making individual adjustments for that student if required information about their disability has not been disclosed along with an application for a Learning Access Plan.

Disclosure of a disability at admission does not lead to the automatic provision of disability services.

4. Requesting disability-related services

- The University aims to provide all its services to students in an inclusive manner, minimising access difficulties and the requirement for individual adjustments.
- Some disclosures of disability will not require services or adjustments, so no further action will occur unless prompted by the student during their study. Some disclosures of disability will require individual services and adjustments. In this case, supporting documentation will need to be provided as detailed below.

5. Documentation

- Students who request disability-related services or adjustments will be required, in a timely manner, to provide appropriate documentation from a relevant medical or allied health professional to the Course and Careers Advisor (for prospective students) or the Disability Liaison Officer (for current students). This documentation must outline:
  - the nature and expected duration of the disability or medical conditions
  - its functional impact on studies
  - recommendations as to adjustments and services required.
- Complete information must be provided using the Health Practitioner Report. This will specify the expected duration of disability or medical condition and a recommended timeframe for a review of the impact of the condition on the students’ studies.
- Disability information provided by students will be treated in accordance with the Privacy Policy. Information will not be disseminated to staff for any other purpose or outside the University without
the student's explicit written agreement. However, information may be disclosed if there is a legal requirement to do so or if the University has reasonable grounds for concern about the health or safety of the student or other persons.

6. Reasonable adjustments to teaching and assessments

- Reasonable services and adjustments will be made to accommodate students with disabilities without compromising the academic standard or inherent requirements of the course.
- It is the responsibility of the University, in consultation with the student, to identify those elements of a course that affect the student's ability to participate on the same basis as a student without a disability. This may require reasonable adjustments to teaching and learning materials, teaching methodology and assessment.
- The following circumstances will be taken into account when determining if a requested adjustment for a student with a disability is reasonable:
  - the impact/s of student’s disability, as described by the student, on their studies
  - the advice provided by the professional specialists (e.g. Doctor’s report) to support the student’s application
  - the views of the student
  - the effect of the adjustment on the student’s independence and ability to achieve learning outcomes and participate in their subjects and courses
  - the inherent requirements of their subject or course
  - the costs and benefits of making the adjustment, and
  - the effect of the proposed adjustment on staff and other students.
- Where it is possible to make reasonable adjustments or provide reasonable services, the student will be asked to complete a Learning Access Plan.
  - Where a student requires modification to examinations and assessments, this will be negotiated between the student and the Program Director (or delegate) and will be documented in the Learning Access Plan. These modifications will remain in place for the duration of the Learning Access Plan. It will remain the responsibility of the student to share relevant details of the plan with staff.
  - Where a student requires modification to practice-based learning activities, this will be negotiated between the student and the Program Director (or delegate). Where negotiation regarding adjustments involves external placements, the relevant student’s consent will be obtained before any disability-related information is provided externally.
  - Where a student requires modification to other services, such as learning material accessibility, this will be negotiated between the student and the Program Director (or delegate) and will be documented in the Learning Access Plan. These modifications will remain in place for the duration of the course and may be reviewed as required.
The University is not required to make an adjustment if, after careful assessment, it is deemed that it will:

- cause unjustifiable hardship on the University
- compromise the inherent or essential requirements and standards of the course or any of its components
- create a health and safety risk for the student, staff, other students or other members of the University community.

Where this is the case, the Campus Director (or delegate) will decline the application for admission.

7. Learning Access Plan

- The Learning Access Plan along with the Health Practitioner Form will be the primary method for the University to document the impact of a student's disability on their studies, the disability services which have been agreed, and the details of agreed adjustments to examination or assessment conditions. It is not expected that students with short term medical conditions will require a Learning Access Plan. Procedures for variation to assessment methods, tasks and timelines on medical grounds are outlined in the Assessment Policy for HE Coursework and ELICOS and Assessment Policy for Vocational Education and Training.

- Students are encouraged to inform the University of their disability-related needs, and of the need to formulate a Learning Access Plan where required.

- Students are required to retain a copy of their Learning Access Plan and make any request for disability-related services and adjustments in a timely manner such that academic participation can be planned over the duration of a study period.

- Students will also be issued with a Statement of Access that will serve documentation of their plan. This form will be shared by the student with Academic Staff as a basis for discussion for the requirement of reasonable adjustments to accommodate their disability.

- The Disability Liaison Officer will provide students with assistance in discussing their disability-related needs with other staff where required.

- Academic staff will use the Statement of Access as a basis for discussion with students who require reasonable adjustments to accommodate their disability.

- The Learning Access Plan must be approved by the Campus Director (or delegate) in conjunction with the relevant Program Director before it can be implemented. Each subsequent material adjustment to the Learning Access Plan must also be approved by the Campus Director (or delegate).

- Additional documentation outlining a students’ Personal Emergency Evacuation Plan, where appropriate, will supplement the Learning Access Plan and the Statement of Access.