

Disability Support Policy

1. Background

Gateway Business College (GBC) must provide services that adequately cater for all people with and without a disability who are studying at GBC. This requires the implementation of suitable infrastructure, facilities, and procedures that enable people with disabilities to study and excel during their time at GBC. Through the implementation of this policy, GBC will also ensure that it remains adherent to its legal obligations under relevant state and territory law.

2. Purpose

This policy outlines the mechanisms through which GBC will provide support to people with a disability who are studying at GBC. This support will include the provision of a physical, working, learning and social environment that enhances the experience of those with a disability studying at GBC. Furthermore, the policy aims to demonstrate GBC's adherence to its requisite legal obligations including:

- Commonwealth Disability Discrimination Act 1992
- Disability Standards for Education 2005
- International Convention on the Rights of Persons with Disabilities
- Disability (Access to Premises) Standards
- The New South Wales Disability Inclusion Act 2014.

This policy should be read in conjunction with the *Information to Students Policy*.

3. Scope

This policy applies to all students with a disability currently enrolled at GBC, either on a full or part-time basis, as well as all staff members who have any contact with students who have a disability.

4. Definitions

Academic Board: the Academic board is responsible for academic governance at GBC. The Academic Board reports and advises the Corporate Governance Board on academic activity. This board oversees academic activities such as teaching, learning, scholarship, research, course approval, student outcomes, academic standards and academic policy.

Corporate Governance Board: the formally constituted governing body accountable for the governance of GBC as a higher education operation.

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Full-time student: Any higher education student enrolled with a full-time study load at GBC.

Orientation program: a scheduled program of events and activities that occur prior to the commencement of each semester to introduce students to GBC, fellow students and the academic learning environment. Activities are informative, social and academic, including campus tours, academic skills workshops and introductions to key GBC staff and teaching and learning staff members.

Part-time student: Any higher education student enrolled with a part-time study load at GBC.

Study load: The number of subjects in which a student is enrolled in a semester.

5. Principles

5.1 Persons with disabilities

GBC defines the term *disability* in line with the Commonwealth Disability Discrimination Act, (1992).

The Commonwealth Disability Discrimination Act (1992) defines 'disability', in relation to a person as:

- 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 judgement, 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.

5.2 Compliance

GBC is required to comply with all regulations outlined in the Commonwealth Disability Discrimination Act 1992, and the Disability Standards for Education 2005. Under this legislation, GBC must not discriminate against any individuals on the basis of disability. All students with disabilities must have equal access to education at GBC.

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5.3 Higher education students with disabilities

GBC is committed to building and supporting an inclusive learning environment for all students regardless of their background, including students with disabilities who seek to enrol in a course of study.

GBC supports the rights of individuals with disabilities to be treated with respect, and study on an equal basis with all other students.

GBC must ensure that the rights of students with disabilities are embedded within all GBC policies and procedures, managerial decisions, and operations.

5.4 Staff awareness and support

GBC strives to ensure equitable access to all students with regards to the design and planning its environment, services, curriculum, courses and content.

GBC will implement processes that foster positive behaviour and attitudes amongst both its staff and students, towards people studying with a disability.

GBC will provide staff with the skills to adequately meet the support and learning needs of all students with a disability.

GBC will ensure the academic integrity of all its courses and programs, including the ongoing maintenance and adjustment of such standards, to ensure that people with disabilities have equitable access to all academic and social activities.

6. Procedures

6.1 Admission and enrolment of students with disabilities

All applicants with disabilities will be admitted to GBC if they meet the entry requirements for their program of study equitable with all other students enrolling in the same program.

Additionally, GBC will implement Special Admission Schemes that will allow admission of students who have been disadvantaged in meeting the course requirements due to their disability. All students approved for admission under a scheme must have the requisite ability to complete their chosen program of study, inclusive of all support services. All information regarding GBC policies and support services for students with disabilities will be disseminated in a clear and accessible manner, prior to acceptance of the course offer, see *Information to Students Policy*.

GBC will implement orientation programs that assist students with disabilities with their transition to life at GBC. Orientation programs will include the provision of all information pertinent to students with disabilities, refer *Orientation Policy*.

6.2 Student Support

GBC will provide a range of support services to assist students with disabilities in their studies. Services will be designed to cater to the specific needs of individuals. Services will include but are not limited to:

- Note-taking services

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- Academic assistants
- Sign interpreters
- Personal readers.

A Disability Advisor will be appointed, and responsible for ensuring students with disabilities are provided with adequate support and services. The Disability Advisor will be the contact person for all students with disabilities throughout GBC.

6.3 Subject and curriculum development

The development of all subjects and curriculum must incorporate and demonstrate adherence to the requirements of students with disabilities. If subject and curriculum design cannot demonstrate alternative arrangements that incorporate requirements of students with disabilities, in ways that still achieve the same learning outcomes for the course, then Academic Board will require adjustments to the course design and proposed implementation.

6.4 Teaching and assessment

All teaching and assessment methods will incorporate the requirements of students with disabilities. This includes the provision of course material in appropriate formats, as well as the adjustment of assessment tasks that maintain the achievement of the same learning outcomes compared to students without disabilities, but cater for the specific needs of students with disabilities.

6.5 Physical access

GBC will ensure that all students with disabilities have access to all buildings and facilities. GBC will consistently review and update any buildings and facilities that fail to adequately cater to students with disabilities.

A consideration of equity of access to physical infrastructure will be part of the annual report that the General Manager submits to the Corporate Governance Board.

7. Records

Records associated with this policy will be maintained according to the Records Management Policy.

8. Related legislation

- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2021
- Australian Qualifications Framework (AQF).
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018)
- Commonwealth Disability Discrimination Act 1992
- Disability Standards for Education 2005
- International Convention on the Rights of Persons with Disabilities

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- Disability (Access to Premises) Standards
- The New South Wales Disability Inclusion Act 2014.

9. Review

This policy will be reviewed by the Corporate Governance Board and Academic Board every three years, or more frequently should the Board deem it necessary.

The Academic Board will receive a report on the recruitment and progress of students with a disability each semester.

Version Control

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