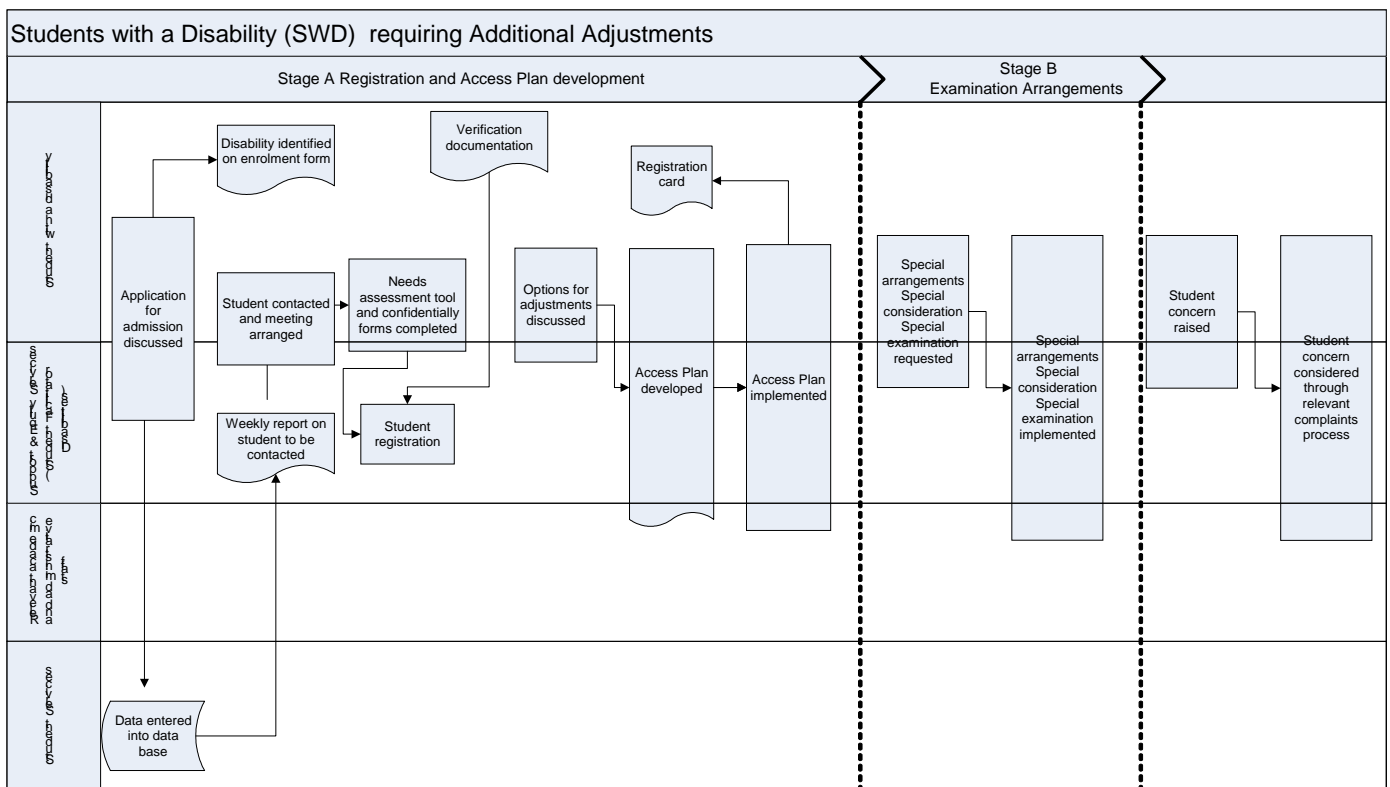


Intent:	Attributes
<p>The University is committed to providing an accessible, supportive, safe and inclusive learning environment for students with a disability; ensuring that prospective and current students with a disability are afforded appropriate opportunities to enter and participate fully in the life of the University; that reasonable adjustments will be made to provide access, participation, retention and success for students with a disability, including assistance to staff to help meet the students' learning and support needs.</p>	<p>The essential features of SWD are:</p> <ul style="list-style-type: none"> • The University closely follows the <i>Disability Standards for Education (2005)</i> which aims to give students with a disability the same rights as other students. • The University encourages maximum access for students with a disability by providing an inclusive learning environment. • The University is obligated to make adjustments to reasonably accommodate the needs of students with disabilities. • The University aims to ensure no unfair advantage occurs through the adjustments. • The University aims to ensure no unnecessary disadvantage results from the effects of the disability. • Acceptance, understanding and awareness of disability issues are encouraged at all times. • The University provides support services that encourage the independence of students. • The University acknowledges that information related to disability is personal and private and respects confidentiality



This flow chart shows the key process steps.



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Stage A: Registration with Support and Equity Services, development and implementation of an Access Plan		
Is where the student discloses that they have a disability, provides documentation to verify the disability and its nature, an access plan is developed and implemented		
Process Step	Summary of process	Responsibility
Students with a disability are encouraged to make contact with Support & Equity Services (SES) when making an application for admission	Information provided in the <i>Admission Guide</i> http://www.SATAC.edu.au/ advising students to contact the Student Facilitator, Disabilities (SFD) if their disability is likely to impact upon their studies	Student
Student identifies that they have a disability at enrolment process	Student ticks box on enrolment form stating they would like to be contacted in relation to their disability http://www.cdu.edu.au/studentnet/adminforms.html#enrolments2 This information is entered on the student database and a weekly report on students to be contacted is generated	Student Student Services
SES contact students, provides them with information and encourages them to make an appointment with the SFD	A letter is sent to each student who has identified at enrolment encouraging them to make an appointment and the requirement to provide relevant documentation to verify the nature of their disability (Attachment 1)	SES Student
Registration of student	Student makes an appointment with SFD or can be referred to SES by other sources At the meeting: <ul style="list-style-type: none"> Information is collected from the student using the needs assessment tool (Attachment 2) Confidentially forms are completed (Attachment 3) The student provides documentation to verify the disability The student is registered with SES 	Student SES
Access Plan to address effects of disability developed	The student and SFD discuss reasonable accommodations that are to be made in the context of the inherent requirements of the course. Reasonable accommodations may include: <ul style="list-style-type: none"> Physical access Academic adjustments Academic support (e.g. note taking, tutoring) Assistive technology Other support An Access Plan with responsibilities is developed (Attachment 4) Student issued with a Disability Registration Card (Attachment 5)	Student SFD Other relevant staff of the University
Access Plan implemented	Elements of Access Plan implemented	Student , SFD Other relevant staff

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Process for Students with a Disability (SWD) requiring Additional Adjustments

Stage B: Special Arrangements for Examinations

A range of options and adjustments are available for students with a disability to undertake examinations. The options and adjustments are made on the basis of individual needs and are actioned to address the effects of the disability.

Student requests Special Arrangements for examination	Student registers with SES to request adjustments to the standard examination process to address the needs of the student with a disability. Student completes the application form (Attachment 8) The student can apply for the arrangements to be permanent for the duration of the course or on a semester basis.	Student SFD
Student applies for Special consideration.	Students with a disability may apply for Special Consideration due to circumstances either prior to or during the exam that may adversely affect their performance in the exam. Refer to examination guidelines. http://www.cdu.edu.au/governance/documents/ExaminationRules_000.pdf Student Facilitator can support student with application.	Student SFD
Student with a disability requests a Special Examination	Student with a disability may request that the scheduled examination be deferred to a more appropriate date. This can be applied for if the student is unable to attend a particular examination, is sick on the day or if an illness has prevented adequate preparation. Refer to examination rules http://www.cdu.edu.au/governance/documents/ExaminationRules_000.pdf Student Facilitator can support student with application.	Student SFD
Special Arrangements for Examinations implemented	Special Arrangements for Examinations, Special consideration and/or Special Examinations implemented	Student SFD Relevant academic and administrative staff

Stage C: Raising Concerns

Processes are available for students with a disability to raise concerns regarding any aspect of their experience at Charles Darwin University

Student raises concern regarding experience at the University	Students can raise concerns regarding: <ul style="list-style-type: none"> Administrative processes through the Student Administrative Complaints and Appeals Process (SACAP) http://www.cdu.edu.au/governance/documents/StudentAdministrativeComplaintsandAppealsProcess_SACAP_.pdf Academic matters through the Student Academic Grievance, Appeals and Review Process (SAGARP) http://www.cdu.edu.au/governance/documents/StudentAcademicGrievanceAppealsandReviewProcess_SAGARP_.pdf Staff behaviour including discrimination and harassment through the Student Grievances with Staff Process (SGSP) http://www.cdu.edu.au/governance/documents/StudentGrievancesWithStaffProcesses_SGSP_.pdf 	Student SFD Relevant academic and administrative staff
Concern considered	Student concern considered through operation of appropriate complaints process	Student SFD Relevant academic and administrative staff

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ATTACHMENT 1

##/##/####

Dear

I am writing to you to introduce myself as the Student Facilitator for students with disabilities at Charles Darwin University. On your enrollment form you identified that you would like to be contacted in regards to services available for students with a disability, impairment or illness.

The types of support available are individualised to meet the needs of each student. The needs are identified in the needs assessment undertaken at the initial meeting with myself, if you are an external student this can be undertaken via email. You are required to provide relevant documentation to verify your disability.

The range of supports available could include liaising with academic staff, Theme Leaders and the Academic Liaison Units, provision of adaptive or alternative technology and equipment, learning materials in alternative formats, provision of note takers and coordination of special arrangements for examination.

I am located with Support and Equity Services in Building 22, Casuarina Campus. Enclosed is a pamphlet describing the range of services provided by the staff at Support and Equity Services that you may also find beneficial.

If you would like further information or wish to make an appointment to meet with me please contact me on (08) 8946 6288.

Yours sincerely

Kerrie Coulter

ATTACHMENT 2

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your ability to study?	sources	have been implemented in the past

Unmet study needs	Possible options

Actions:

Disability Card issued

Access plan developed

Other actions required

Pensioner Education Supplement:

Yes

No

Are you aware of Scholarships that are available

Yes

No

Signature: _____

Student

Signature: _____

Student Facilitator (Disabilities)

Date: ____/____/____

ATTACHMENT 3

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Authority to release information

I, give permission to
..... (Student Facilitator – Disabilities, Charles Darwin
University) to release information regarding my disability/illness to those listed below.

I understand that information regarding the impact of my disability on my study and
any required accommodations will be released on a need to know basis.

Dean

Head of School

Course Coordinator

Lecturer

.....

.....

.....

Tutor

Disability Consultancy Group

.....

.....

Others

I understand I can change or cancel this authority at any time.

Signature **Date:** ____/____/____

Student Facilitator - Disability **Date:** ____/____/____

ATTACHMENT 4

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CONFIDENTIAL ACCESS PLAN

NAME:

ID:

Date:

This student has documented disabilities as defined by the Disability Discrimination Act 1992 (DDA). The DDA and University Policy require the provision of services and accommodations where necessary to ensure fair and equitable access to the University’s teaching and learning environment.

<http://www.cdu.edu.au/ses/disabilitysupp.html>

is entitled to services and reasonable adjustments to teaching and/or assessment methods until the completion of :

The impact of the disability on the student means that the following adjustments to teaching and assessment methods may be required:

Teaching

-
-
-

Assessment

-
-
-

The following services will be arranged by the Student Facilitator Disabilities:

- Exams:
- Equipment:
- Tutoring support:
- Note taker:
- Assistive software:

(The Student Facilitator Disabilities will make the arrangements only for exams run by the Examinations Office. For exams or tests held in class, it is the Lecturer’s responsibility to make similar arrangements.)

If you need further clarification or wish to discuss any aspects of this Access Plan, please contact the Student Facilitator Disabilities, Kerrie Coulter.

Kerrie Coulter
Student Facilitator – Disabilities
Support and Equity Services

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ATTACHMENT 5

(Side One)



This student is registered with the Support and Equity Services, Disability section. The Student Facilitator Disabilities holds medical documentation to verify the disability. Please offer assistance where needed.

Student Facilitator:

Group A / B

Date:

(Side Two)

Name:

Student Number:

Signature:

Valid Until:

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