Support for Students with Additional Requirements - Procedures

Section 1 - Purpose

(1) These Procedures give effect to Principle 3 of the Student Academic Experience Policy, namely:

The University recognises the diversity of our students and provides support to ensure all students can progress through their studies in a timely manner to achieve their full potential.

(2) The University provides specific arrangements to support students with additional requirements (including but not limited to students with disabilities), as set out in the Support for Students with Additional Requirements Schedule, to the extent that such arrangements:

a. are required by legislation;
b. are consistent with Inherent Requirements for a course, where applicable;
c. do not compromise academic standards and intellectual integrity;
d. do not unfairly disadvantage other students;
e. are reasonably practicable; and
f. are within the University's direct control.

Section 2 - Students with Disabilities Procedures

(3) The Student Equity and Inclusion webpage provides students with information on how to access advice and services regarding the possible additional support or adjustments that may be provided to students with disabilities.

(4) On receipt of a request for additional support or adjustments, the Student Equity and Inclusion Team assess the evidence provided regarding the nature and extent of the student's disability and the functional limitations this involves. This evidence:

a. must include documentation from a relevant registered health practitioner; and
b. may contain recommendations as to appropriate support or reasonable adjustments.

(5) Documentation from registered health practitioners must be:

a. on an official letterhead and include the practitioner's signature, provider number and contact details; OR
b. Submitted via the Practitioner's Report Form.

(6) Information held by the Student Equity and Inclusion Team is managed in accordance with the University's Privacy Policy and Privacy Management Plan and will not be disclosed beyond that Team unless:

a. the student has given express consent for the disclosure;
b. the University has reasonable grounds for concern about the health or safety of the student or other persons;

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c. disclosure of the information is required by law; or
d. it is necessary for the University to obtain legal advice.

(7) Based on evidence provided, Student Equity and Inclusion will develop a Learning Access Plan which records the supports and adjustments required to enable the student's equitable participation. The types of support that may be offered are set out in the Support for Students with Additional Requirements Schedule.

(8) In developing the Learning Access Plan, Student Equity and Inclusion may consult with the following, as required:

a. the student or their nominated support person;
b. course academics;
c. other relevant University staff;
d. the student's registered health practitioner.

(9) Student Equity and Inclusion provide the Learning Access Plan to the student and relevant academic (normally the Unit Assessor) and/or professional staff members for implementation.

(10) Unit Assessors are responsible for the implementation of the Learning Access Plan.

(11) Where consensus cannot be reached between the Student Equity and Inclusion Team and relevant academic staff members as to whether the desired adjustment would maintain the academic integrity of the course, the Chair, Academic Board will make the final determination.

(12) If support or adjustments cannot be made to ensure equitable participation within the boundaries of inherent requirements, the student may be offered, where relevant:

a. medical leave;
b. course transfer;
c. early exit from the course (with an exit award if permitted under course rules); or
d. an opportunity to continue the elements of the course they can complete within the boundaries of inherent requirements on the basis that:
    i. they acknowledge it is unlikely they will be eligible to graduate;
    ii. no risk is presented to themselves or other students; and
    iii. course progression rules allow.

(13) Medical leave will be treated as a leave of absence in accordance with Section 7, Rules Relating to Awards - Rule 2 - Coursework Awards - General Provisions.

(14) A student's Learning Access Plan may be reviewed periodically to ensure its currency and efficacy.

(15) Students seeking amendments to a Learning Access Plan may be required to provide further supporting evidence.

Section 3 - Elite Athletes and Performers Procedures

(16) Southern Cross University supports the Elite Athlete University Network.

(17) The University recognises the unique challenges that elite athletes and performers face as they pursue their sporting, performance and academic goals. The University supports elite athletes and performers in their pursuits while ensuring that academic standards are rigorously applied.

(18) The UniLife webpage provides information on how students identified as elite athletes or performers can access

advice and support. The eligibility criteria for elite athletes and performers are set out in the Support for Students with Additional Requirements Schedule.

(19) UniLife supports students by providing advice and guidance on flexible study and assessment options and information on possible funding opportunities for attending elite sporting and performance events.

Section 4 - Associated Documents

(20) These Procedures should be read in conjunction with:

a. Student Academic Experience Policy
b. Support for Students with Additional Requirements Schedule.

Status and Details

Status	Current
Effective Date	6th October 2021
Review Date	6th October 2024
Approval Authority	Academic Board
Approval Date	5th October 2021
Expiry Date	Not Applicable
Responsible Executive	Brendon Nelson Vice President (Students) and Registrar
Head of Work Unit	Brendon Nelson Vice President (Students) and Registrar
Enquiries Contact	Student Care and Support

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