

STUDENT WELLBEING FRAMEWORK

ACA-STU-04

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Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

1 Policy statement and principles

Excelsia College is committed to maintaining a positive culture of health and wellbeing for all members of the College. A safe environment helps to optimise work and study and to support people reaching their full potential. Excelsia College adopts the Disability Standards for Education 2005, underpinned by the *Disability Discrimination Act 1992* (Cth). The purpose of this framework is to:

- outline the College's wellbeing principles
- communicate the College's support structures for domestic and overseas students aligned to registered provider standards
- detail the College's approach when a concern surrounding a student's wellbeing and safety is raised
- ensure that all current and prospective students with a disclosed disability ('students with disability') and also persons who are associates of people with disability, such as partners, relatives or carers, have access to College buildings and facilities, services, information, events, academic programs, complaint processes and public consultations on an equal basis as students without disability.

1.1 Wellbeing and safety

1.1.1 A welcoming and equal opportunity environment

- i. The College aims to provide a community that fosters a welcoming environment for a diverse student body, prevents the risk of social isolation and promotes good wellbeing and safety.
- ii. The College supports a diverse student body and encourages all students to participate in extra-curricular activities and campus events to increase connectedness to the College community.
- iii. Excelsia's student body may have diverse cultural obligations, expectations and/or pressures, and the College will seek to support students who wish to observe cultural practices where possible and appropriate.
- iv. The College is committed to ensuring equivalent opportunities for all students. This includes a student's successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study.
- v. The principles of social inclusion will underpin the selection and design of the College's buildings, facilities, academic programs, and services.
- vi. No policy or practice of the College will have the purpose of directly or indirectly discriminating against students with disability. The College will foster positive, informed and unprejudiced attitudes towards students with disability amongst its staff and students.

1.1.2 Management of student wellbeing and safety

- i. Prior to commencing studies, students are encouraged to request health and wellbeing support with supporting documentation about relevant health conditions so that reasonable adjustments to students' learning may be considered.

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- ii. The College encourages students to disclose to staff any concerns they have about the wellbeing and safety of others or themselves. The College will assess the actual or potential risks and seeks to minimise or mitigate them.
- iii. The College will provide support and advice for any student disclosing an incident that impacts wellbeing and safety. The College will act to ensure the safety and wellbeing of the College community and visitors to the College.
- iv. Actions and outcomes of any issues raised regarding a student's wellbeing and safety will be made solely with the best interests of the student and the College community at the forefront.
- v. The Work Health and Safety Committee investigates any matter that may be a risk to health and safety at the College and assists in the development of arrangements for recording hazards and incidents to promote improved health and safety.
- vi. Critical incident management is handled in accordance with the Critical Incident Framework.
- vii. Risk management is conducted in line with the Health and Safety Framework and the Risk Management Policy and Procedures located in the Governance Framework.
- viii. The College commits to providing effective and timely responses to student concerns, complaints or requests for support.

1.2 Student support

Student wellbeing has multiple dimensions and includes physical and psychological wellness, social connections, spiritual development, financial security, and personal safety. The College recognises that these factors can all impact academic self-efficacy, identity and progress. The College provides a holistic range of student support that recognises the multifaceted nature of wellbeing.

1.2.1 Academic skills support

- i. The College provides free academic skills support which may include one-on-one consultation with an advisor, access to self-help digital resources, in-curricula whole-class support, and skills workshops.
- ii. Students may make an appointment to see an Academic Skills Advisor (self-refer) at any time.
- iii. The academic support service is delivered online and on-campus and is designed to support students studying on campus and remotely. The delivery mode is arranged after a booking is made.
- iv. Students may be restricted to three individual sessions per semester when demand is high. Additional sessions may be available on a case-by-case basis.
- v. If a student routinely misses booked sessions, they may lose access to the service.
- vi. With the student's consent, staff may refer a student to see an academic skills advisor.
- vii. Academic progress is monitored and managed in accordance with the [PO-STU-05 Academic Progress Monitoring and Intervention Policy](#).

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1.2.2 English language support

- i. Overseas students are provided free English language support services to support their adjustment to study life in Australia. These services are usually optional but may be mandatory as part of an intervention strategy.
- ii. If a prospective student does not meet the English language requirements for direct entry to a course, they may be eligible to enrol in the College's ELICOS courses.
- iii. From time to time, students enrolled in degree programs may be eligible to access ELICOS programs if it will help them to be successful in their studies.

1.2.3 Accessibility and supporting students with disability

- i. The College is committed to the provision of reasonable adjustments to accommodate the needs of students with disability.
- ii. The College will take reasonable steps to ensure that all students with disability and students who are carers of a person with disability ('students with disability') will be able to use support services without discrimination.
- iii. Students living with disability may seek support from the Disability Advisor.
- iv. In consultation with the student with disability, the College will develop a Learning, Equity and Access Plan (LEAP).
- v. To access a LEAP, a student must register with the College's service and provide supporting documentation from a qualified and relevant health practitioner about the student's disability.
- vi. The College is not required to make reasonable adjustments where there is evidence that doing so would impose unjustifiable hardship on the College. The College will not provide adjustments that compromise the academic integrity or inherent requirements of a course or program, or compromise the health and welfare of the student or others.
- vii. Students with disability will have equitable access and practical support to participate fully in the life of the College, including but not limited to:
 - a. access to services and events
 - b. access to buildings and facilities
 - c. receiving information in accessible formats
 - d. receiving a high-quality service from staff
 - e. opportunities to make complaints
 - f. opportunities to participate in public consultation.
- viii. The Disability Advisor may work with disability service providers to develop and test ways to improve outcomes for students. This includes formal collaborations with disability service providers.

- ix. The College will ensure staff are trained in the Disability Standards for Education 2005, underpinned by the *Disability Discrimination Act 1992* (Cth) and the responsibilities of education providers under this Act.

1.2.4 Aboriginal and/or Torres Strait Islander support

- i. The College acknowledges the unique status of the First Nations Australians, and is committed to contributing to the positive educational outcomes of First Nations Australians. The College will do this by:
 - a. developing success strategies with Aboriginal and/or Torres Strait Islander students to support completion of a tertiary award
 - b. providing specific supports First Nations Australians that are known to improve participation of Aboriginal and Torres Strait Islander students, such as the provision of a student support advisor for Aboriginal and/or Torres Strait Islander students, tuition assistance, and access/special consideration to support cultural leave and connections to culture
 - c. providing a social and physical environment that reflects and values First Nations Australians knowledges and practices.
- ii. Aboriginal and/or Torres Strait Islander students may seek support from the Indigenous Advisor. An initial consultation should be conducted where an Action Plan is developed and aligned with the student's needs.
- iii. The Indigenous Advisor should work with external support providers to develop and test ways to improve outcomes for students. This includes formal collaborations with Aboriginal and/or Torres Strait Islander service providers.
- iv. Student Support provides:
 - a. active support through consultations and success programs to increase meaningful participation of Aboriginal and/or Torres Strait Islander students with academic activities
 - b. social inclusion through supporting Aboriginal and/or Torres Strait Islander students to join College events and activities.

1.2.5 Counselling

- i. Students can access a free confidential counselling service on campus. Appointments can also be held online where appropriate.
- ii. The counselling service is designed as initial care. If a student needs ongoing therapeutic support, they can be referred to long-term counselling options.
- iii. The College offers six free one-hour counselling sessions to students per year. In special circumstances students may have up to 10 free sessions before being referred to an external provider.

- iv. Students must consent via the Counselling Request Form for their details to be shared with Student Support. This data may be used to gain insight into student needs for counselling. The Deputy Chief Academic Officer keeps confidential and deidentified records of these forms.

1.2.6 Spiritual and pastoral support

- i. The College supports students to reflect on their own spiritual wellbeing.
- ii. The College strives to provide supportive community integration for students through initiatives such as celebrations, community events, newsletters and the like, which build shared purpose, solidarity, a sense of community and a 'home away from home', with respectful observation of the faith diversity of students.
- iii. The College upholds Christian beliefs in accordance with its mission and values.
- iv. The College provides a multi-faith prayer room and a Christian chapel for private prayer.
- v. Students can seek Christian spiritual guidance through the Mission Engagement Coordinator.
- vi. Students may book an appointment with the Mission Engagement Coordinator through the Student Support page on ExO.
- vii. Students who opt into small groups and activities do so on a voluntary basis.

1.2.7 Career advice

- i. Students are encouraged to be proactive in their career thinking from the beginning of their degree.
- ii. Students can consult with the Career Advisor to develop career goals, identify potential obstacles and seek insights into chosen industries.
- iii. In periods of high demand, students may be limited to two consultations per semester.
- iv. Students are encouraged to attend extra-curricular careers events and workshops to support their career thinking and work readiness.

1.2.8 Food support

- i. Students who are experiencing financial hardship or financial distress may request access to the College's food support program.
- ii. Access should be requested via the Student Support page in ExO. The food support request form should be used to assess a student's needs and level of support required.

1.3 Referrals and improvement

- i. Staff are encouraged to refer students at risk to the student support services. This should be done in consultation with the student and the relevant course coordinator. A student's privacy and wishes should be respected and protected at all times.

- ii. Student Support should provide a response to staff referrals within a week of submission. Any response to a critical incident should follow the policy and procedures outlined in the Critical Incident Framework.
- iii. Students will be given opportunities to provide feedback on their experience of the service.
- iv. For continuous improvement, the College will routinely survey students to evaluate the efficacy of the service.

1.4 Use of counselling rooms

- i. Students and staff are to follow the below conduct while using the counselling rooms. Students and staff:
 - a. must maintain respectful noise levels, language, and behaviour consistent with a counselling centre
 - b. must not leave bags in the waiting area
 - c. must not loiter outside the rooms
 - d. must leave rooms tidy, clean and without personal belongings
 - e. must leave any College items inside a counselling room
 - f. must identify and report any damage to property to the Deputy Chief Academic Officer.
- ii. The conditions of using the counselling rooms at the College are as follows:
 - a. Students that do not adhere to this conduct will be denied access to the facilities and services.
 - b. Students that do not attend their room bookings may be denied the right to use of the facilities in future.
 - c. Rooms may not be booked by students for longer than two hours per day, unless permission is granted by the Deputy Chief Academic Officer.

1.5 Confidentiality and record keeping

- i. All documents relating to concerns of a student's wellbeing, support, safety and their fitness to study will be treated in accordance with the College's Information Management and Privacy Framework.

1.6 Review and appeals

- i. Students may appeal a College decision in accordance with the Student Grievance Framework. Advice and support on the appeals process is available from Student Support.

Non-compliance with this policy framework may result in disciplinary action in accordance with Excelsia College by-laws.

2 Scope

This policy framework applies to all staff and students at Excelsia College.

3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
Academic Board	<ul style="list-style-type: none">monitors the effectiveness of this policy framework within their scope of responsibility and makes recommendations with respect to this framework to appropriate personnel and committees
Academic Skills Advisor	<ul style="list-style-type: none">offers academic skills support and English language support on both a one-to-one basis and through small tutorial group sessionsassesses progression of each student and provides feedback to the Head of School or designated Program Coordinator
Acquisitions Department	<ul style="list-style-type: none">notifies the Disability Advisor of any student applying to study that has disclosed living with disability
Career Advisor	<ul style="list-style-type: none">consults students about career goals and insights when requested
Disability Advisor	<ul style="list-style-type: none">assesses requests for reasonable adjustmentsrequests health practitioner documentation or information from the student to decide on reasonable adjustment(s)consults with students requiring support and develops a LEAP or Action Plan aligned with students' needs, and with students' permission, communicates this plan to the Head of School or Program Coordinatoradvises and assists with equipment and services required to implement a LEAPworks with disability service providers to develop and test ways to improve outcomes for studentsconfidentially stores the LEAP and any documentation from a health practitioner as per the Information Management and Privacy Framework
Deputy Chief Academic Officer (DCAO)	<ul style="list-style-type: none">oversees responses to students and staff in relation to any supportkeeps confidential and deidentified records of Counselling Request Formsconducts an anonymous student survey at the end of semester to receive feedback on the quality of student support services and resolves any issues the feedback raises
Heads of Schools and Departments	<ul style="list-style-type: none">refers students to Student Support Services where it has been assessed further academic, English language, or another type of support is needed

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	<ul style="list-style-type: none"> responsible for the Academic Probation and Intervention Strategy of a student on academic probation
Indigenous Advisor	<ul style="list-style-type: none"> works in partnership with Aboriginal and/or Torres Strait Islander students to support their success works in partnership with local communities and external providers to support Aboriginal and/or Torres Strait Islander students and to promote a culturally safe campus environment
Learning and Teaching Committee (LTC)	<ul style="list-style-type: none"> assesses any escalated complaints about student support services and takes appropriate measures to resolve the issue
Mission Engagement Coordinator	<ul style="list-style-type: none"> provides students with Christian spiritual guidance where requested
Student	<ul style="list-style-type: none"> maintains their wellbeing and personal safety as far as possible requests the desired support through the correct support channels provided by the College consents via the Counselling Request Form for their details to be shared with Student Support provides supporting documentation from their health practitioner to verify the disability and the functional outcomes of the disability appeals a College decision in accordance with the Grievance Framework
Work Health and Safety Committee	<ul style="list-style-type: none"> investigates any matter that may be a risk to health and safety at the College and assists in the development of arrangements for recording hazards and incidents to promote improved health and safety monitors the outcomes of the measures taken to ensure the health, safety and wellbeing of members at the College

4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
academic progress	The ability to successfully complete coursework and satisfactory progress towards completing an award.
carer of a person with disability	An individual as defined in the <i>Carer Recognition Act 2010</i> (Cth).
direct disability discrimination	When a person with disability is treated less favourably than a person without disability in similar circumstances. Discrimination may be either direct or indirect (and otherwise, as defined in <i>Disability Discrimination Act 1992</i> (Cth), Section 5).
disability	Defined in accordance with the <i>Disability Discrimination Act 1992</i> (Cth). Disability refers to physical, sensory, mental and intellectual

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disability; and other conditions listed below. In broad terms, a disability involves an alteration to a person's functioning and includes:

- 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.

Disability can be:

- temporary or permanent
- apparent or hidden
- slight, moderate, or severe
- existing in the past or present.

The College also recognises students with additional special needs that can affect learning such as:

- mental health conditions (e.g., anxiety, depression, PTSD, bipolar disorder)
- ADHD (e.g., predominantly hyperactive-impulsive, predominantly inattentive, and combined inattentive/hyperactive-impulsive)
- autism
- intellectual disability (e.g., various genetic disorders and infections)
- medical conditions or ongoing illnesses (e.g., chronic fatigue syndrome, acquired brain injury, epilepsy, diabetes, stroke, cancer)
- blind and vision impaired
- deaf and hard of hearing
- long COVID or post-COVID-19 syndrome
- temporary conditions (e.g., broken arm, pregnancy)
- specific learning difficulties (e.g., dyslexia, dysgraphia auditory processing disorder)

	<ul style="list-style-type: none"> • physical disorder (e.g., cerebral palsy, arthritis, muscular dystrophy, multiple sclerosis [MS]) • multiple chemical sensitivity (e.g., low level chemical exposure) <p>Such students are included in the term ‘student with disability’.</p>
disclosure	The action of making new or withheld information known.
fitness to study	Fitness to participate and to function in College activities.
formal referral	Refers to staff identifying mandatory support required for a student and using the Online Student Support – Staff Referral Form.
indirect disability discrimination	When a person with disability is expected to comply with a requirement or condition, however because of their disability, does not or is not able to comply. The requirement or condition will also be likely to have the effect of disadvantaging persons with disability in a way that is not reasonable (and otherwise as defined in the <i>Disability Discrimination Act 1992 (Cth)</i> , Section 6).
informal referral	Refers to staff advising on the services offered by Student Support. It is the student’s responsibility to engage with Student Support. No follow-up is required.
inherent requirements	The academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.
Learning Equity and Access Plan (LEAP)	A LEAP is the official communication document used by Student Support to recommend to a School reasonable adjustments for students with disability.
reasonable adjustment or reasonable accommodation	The support provided by the College for students with disability to ensure equal access to teaching, learning, and assessment. Reasonable adjustments are referred to in the <i>Disability Discrimination Act 1992 (Cth)</i> , Disability Standards for Education 2005, and States and Territories legislation. Reasonable adjustments ensure that students with disability have access to and participate in a tertiary institution’s academic, occupational and social activities. In making reasonable adjustments the College ensures that the academic integrity of courses and programs offered is maintained to the appropriate standards.
student	All students of Excelsia College, including but not limited to, fee-paying students, FEE-HELP students, audit students, students in the Study Abroad program, on-campus face-to-face students, distance education (online only) students and/or scholarship students.
student at risk	A student will be identified as ‘at risk’ when, in any given semester the student: <ul style="list-style-type: none"> • does not pass 50% or more of the enrolled units, or • fails a unit for the second time, or • fails to meet any conditions previously imposed on the student’s enrolment, or • fails to complete the course in the maximum period allowed.

Student Support	The College’s main support service which helps to contribute to the quality of student learning experience and their academic success and wellbeing.
student wellbeing	A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at the College.
support worker	An individual who is employed by the College to provide educational support to a student with disability, including, but not limited to note-takers, Auslan interpreters, and mentors.

5 Procedures

5.1 Seeking support

5.1.1 Walk-in

Students are always encouraged to make a booking through the Student Support page on ExO to make the most out of their time with an advisor. Students without an appointment will be accommodated where possible.

a. Urgent counselling

On-staff counsellors will always try to assist a student in urgent need of counselling.

If the issue is not critical, an available staff member will support the student to make an appointment. If the assessment is deemed a crisis the Critical Incident Framework is enacted.

b. Academic support

Students requiring academic support are encouraged to engage with their lecturers to clarify their understanding of subject matter or academic requirements. All students can seek the assistance of academic skills advisors to support their studies.

5.1.2 Online booking via ExO

Students can book appointments online through ExO. Automated notifications to staff member and student confirm the booking. The student may be asked to evaluate the service afterwards to ensure the services meet student needs.

a. All services except counselling

The Student Support page on ExO has a different booking button for each support service available to students. This page can be accessed via the top menu bar on ExO and is also linked on the website.

b. Counselling

Students making an initial appointment with a counsellor can use the online booking system via the Student Support page on ExO or in person. Students should fill out a Counselling Request Form.

All student information is managed and stored confidentially in accordance with the Information Management and Privacy Framework. The assigned counsellor will contact the student to arrange times for the sessions.

5.1.3 Staff referral

Staff members can refer students to the student support services through the staff referral form. Staff should consult with the student and seek their consent to make the referral.

Where appropriate and with the student's consent, the Course Coordinator and/or Head of School can be made aware. This may be necessary if the student requires support for Special Consideration.

Some examples of issues that may warrant extra support (non-academic):

- financial hardship and/or homelessness
- an issue that negatively impacts a student's mental wellbeing
- accessibility issues
- spiritual issues.

5.1.4 Academic Probation and Intervention Strategy

The Head of School is responsible for the Academic Probation and Intervention Strategy of a student on academic probation. More details regarding this policy and procedure can be found in the Academic Progress Monitoring and Intervention Policy and the Academic Progress Monitoring and Intervention Procedure. Students on probation are encouraged to seek additional assistance from Student Support.

From time to time, a student may be required to attend formal sessions to meet intervention requirements.

5.2 Students with disability

This procedure sets out the framework and processes for supporting students with disability, from the pre-enrolment stage through to completion of their studies. It also sets out roles and responsibilities for key staff involved.

5.2.1 Rights and requirements

Enrolment: Student Rights	Enrolment: College Requirements
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	Take reasonable steps to ensure that the enrolment process is accessible. Consider students with disability in the same way as students without disability when deciding to offer a place. Consult with prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.

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Participation: Student Rights	Participation: College Requirements
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure participation in education and training on the same basis as students without disability.	Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Curriculum development, accreditation and delivery: Student Rights	Curriculum development, accreditation and delivery: College Requirements
Right to participate in courses and relevant supplementary programs that are designed to develop skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure participation in education and training.	Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student support services: Student Rights	Student support services: College Requirements
Right to access student support services provided by education institutions, on the same basis as students without disability; right to specialised services needed to participate in the educational activities they are enrolled in.	Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.

5.2.2 Disclosure of disability and request for support

- i. At admission:
 - a. Students with disability are informed about specialised support options prior to enrolment, to inform their decision-making. The availability of these services will be advertised widely.
 - b. The Disability Advisor is informed of a student's request for support.
 - c. Information relating to disclosure of a disability is treated confidentially in line with the College's Information Management and Privacy Framework.
- ii. Students (or a staff member on a student's behalf) can otherwise make a request for support via a request form or making an appointment with the Disability Advisor.

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- iii. Students will give reasonable notice of a request for support and adhere to publicised deadlines to give enough time for the requested adjustment to be made by Student Support or the School. The adjustment will be provided by the College within a reasonable time frame of receiving the request.
- iv. Once a helpdesk ticket is received or the Disability Advisor is otherwise notified, the Disability Advisor contacts the student and sends them Learning Equity Access Plan (LEAP) information and brochure.

5.2.3 Development of a Learning Equity and Access Plan (LEAP)

- i. Where a request or referral has been received by the Disability Advisor, it will be assessed and a recommendation, or reasonable adjustment, in the form of a Learning Equity Access Plan (LEAP), may be made to a School.
- ii. Where a request has been received by a School, the School will either:
 - a. assess the request or recommendation and decide how to implement the reasonable adjustment to the unit(s) course or program as required, referring to 'Inclusive assessment arrangements and reasonable adjustment procedure' within the ACA-STU-03 Assessment Framework and respond to the student, or
 - b. refer the request to Student Support for their assessment and recommendation.
- iii. The Disability Advisor or the School may request health practitioner documentation or information from the student to decide on reasonable adjustment(s) (refer to section 5.2.5).
- iv. Class limits, venues and/or scheduling may be adjusted to accommodate additional personnel or other access requirements where a student requires support workers and/or carers or has other access requirements to attend classes (e.g. lectures, tutorials, examinations).

5.2.4 Implementing a Learning Equity and Access Plan (LEAP)

- i. A LEAP is valid for a specified period (short or long term) and is reviewed and updated as required.
- ii. A LEAP is distributed to the Head of School, or delegate in the School, by the student or by the Disability Advisor (with permission from the student).
- iii. A LEAP can be shared with relevant staff only if the student has given permission to further disclose, for the purposes of providing reasonable adjustments.
 - a. The Disability Advisor can advise and assist with the provision of support staff (e.g. scribes, interpreters and note takers, software), specialised equipment, and study materials in accessible formats.
 - b. The student is not required to provide further medical documentation or certificates to access the reasonable adjustments identified in the plan.
- iv. The School confidentially stores the LEAP as per the Information Management and Privacy Framework.

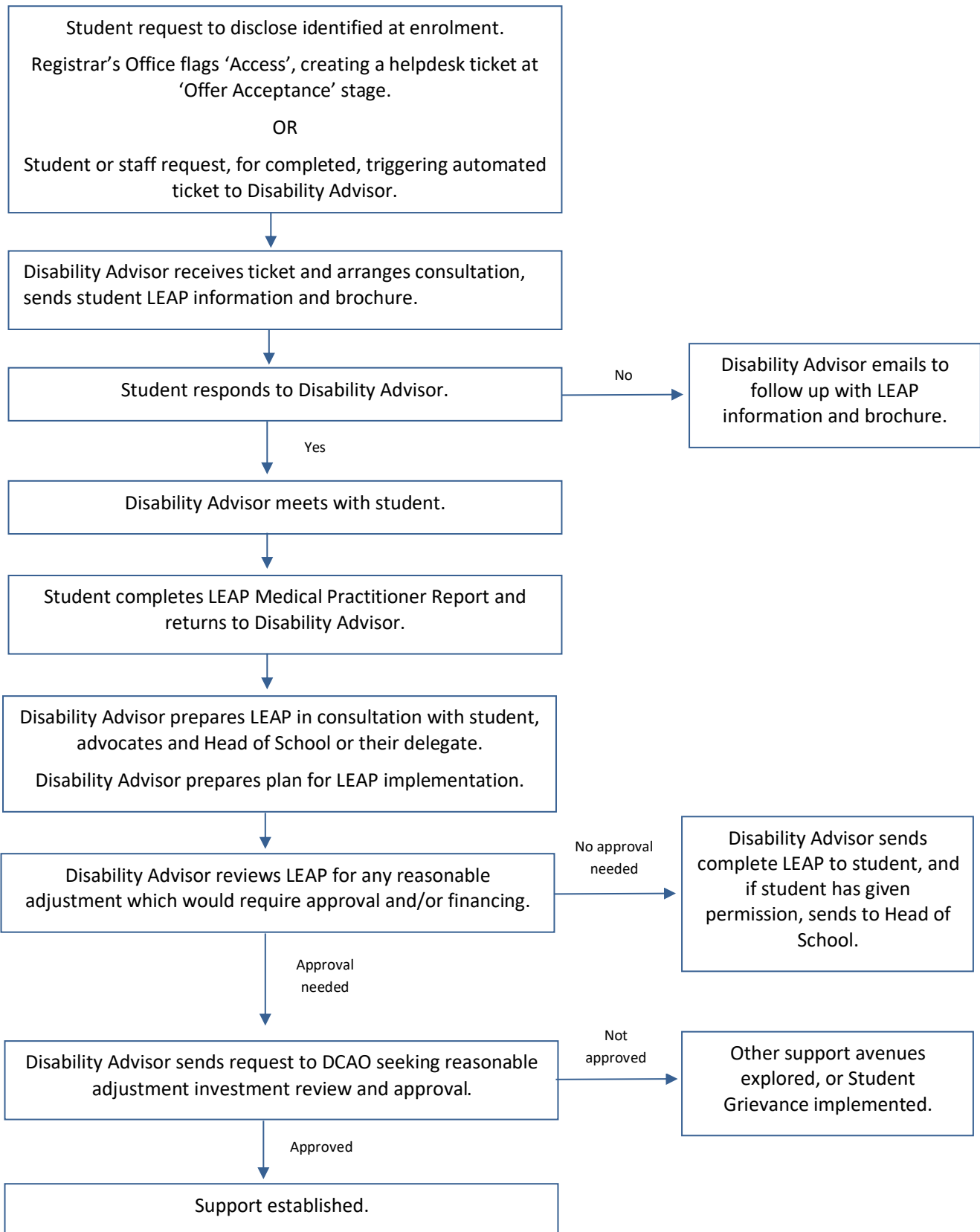
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5.2.5 Health practitioner documentation

- i. Students who request a reasonable adjustment will, on request, provide supporting documentation from their health practitioner to verify the disability and the functional outcomes of the disability. The documentation will be provided at the time of initial request or immediately thereafter. Discretion may be used when requesting documentation.
- ii. Students who are carers of a person with disability will provide evidence of their carer status in addition to health practitioner documentation verifying the disability of the individual they care for.
- iii. The Disability Advisor will accept documentation from qualified and relevant health practitioners including general medical practitioners, medical specialists, psychologists, occupational therapists, physiotherapists, speech pathologists, social workers, counsellors, optometrists, and audiologists.
- iv. Documentation from health practitioners should be provided in English (no exceptions).
- v. Documentation for specific learning disabilities should comply with the following:
 - a. If the assessment was conducted after the age of 16 years, then it is valid for the duration of studies.
 - b. If the assessment was conducted prior to the age of 16 years, it should be no more than 3 years since the date of assessment. A reassessment may be required at the discretion of the Disability Advisor.
- vi. For a temporary condition, recent documentation is required and updated at the discretion of the Disability Advisor.
- vii. For a permanent condition, documentation is required upon the initial request for an adjustment, and thereafter only if there is a change in the condition or additional adjustments are requested.
- viii. The Disability Advisor will make a final determination of whether the health practitioner documentation is acceptable and when updated documentation is required.

5.2.6 LEAP Process Flowchart



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6 Document status and governance

Responsible Officer	Chief Academic Officer	Date created: September 2023 Date of last review: October 2023
Approving Authority	Academic Board	Meeting date: 2 November 2023 Agenda item number: 08.3
Endorsement	Learning and Teaching Committee	Date endorsed: 10 October 2023 Agenda item number: 8.3.1
Publication	Version 1 (Public)	November 2023
Related documents and references	<p>External documents</p> <p>Australian Disability Clearing House for Education and Training – Health Practitioners Report and Access Plans</p> <p>Carer Recognition Act 2010 (Cth)</p> <p>Copyright Act 1968 (Cth)</p> <p>Disability (Access to Premises – Buildings) Standards 2010</p> <p>Disability Discrimination Act 1992 (Cth)</p> <p>Disability Standards for Education 2005</p> <p>Education Services for Overseas Students Act 2000 (Cth)</p> <p>Higher Education Standards Framework (Threshold Standards) 2021</p> <p>National Code of Practice for Providers of Education and Training to Overseas Students 2018</p> <p>TEQSA Guidance Note: Diversity and Equity</p> <p>TEQSA Guidance Note: Staffing, Learning Resources and Educational Support</p> <p>TEQSA Guidance Note: Wellbeing and Safety</p> <p>Universities Australia (AVCC) Guidelines for Students with a Disability 2006</p> <p>Internal documents</p> <p>ACA-STU-01 Academic Integrity Framework</p> <p>ACA-STU-02 Student Grievance Framework</p> <p>ACA-STU-03 Assessment Framework</p> <p>Constitution</p> <p>FIN-STA-03 Fraud and Corruption Prevention Framework</p> <p>GOV-GS-STA-01 Staff Code of Conduct</p>	

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	GOV-PLA-01A Learning and Teaching Plan Summary GOV-STA-01 Governance Framework GOV-STA-02 Critical Incident Framework GOV-STA-04 Information Management and Privacy Framework HAN-STU-01 Student Handbook HAN-STU-02 International Students Guide HR-STA-03 Integrity and Respect Framework Learning Equity and Access Plan Brochure Learning Equity and Access Plan Medical Practitioner Report PO-STU-05 Academic Progress Monitoring and Intervention Policy PO-STU-14 Student Workload Policy QUA-STA-01 Quality Assurance Framework REG-STU-01 Admissions Framework REG-STU-02 Student Lifecycle Framework Student Support – ExO Page Student Support – Staff Referral Wellbeing and Safety Webpage WHS-01 Health and Safety Framework WHS-02 Sexual Assault and Sexual Harassment Framework WHS-F01 Incident Report Form WP-STU-26 Academic Progress Monitoring and Intervention Procedure	
HESF	1.1, 1.3, 2.3, 2.4, 3.3, 6.1, 6.2, 7.2	
Review date	Review of Version 1	November 2026

7 Document history

This policy framework has been amended as follows:

Version	Approved by and date	Sections amended

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