PP2.5 – Disability - Public

Policy area	Disability - Public
Standards	Outcome Standards for RTOs, Standard 2.4.
Responsibility	All staff
Classification	**Public**

1. Purpose

The purpose of this policy and procedure is to:

- ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. Our goal is to foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- foster a culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- create a safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.

2. Policy statement

2.1 Inclusive education

Canberra College of Management and Technology celebrates diversity and is committed to supporting the achievement and participation of all students. We give students with a disability the same rights as other students. Students with disability are treated with dignity and respect. These students are able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

We implement inclusive practice by:

- designing, developing and implementing accessible training and assessment;
- consulting students with disability about their needs;
- determining, documenting, implementing and monitoring reasonable adjustments; and

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- continuously improving our practices.

2.2 Legal obligations

Canberra College of Management and Technology is committed to meeting our obligations under the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992* to support students with disability to access and participate in training and assessment on the same basis as students without disability. Canberra College of Management and Technology prohibits discrimination based on disability and works to remove barriers that hinder students' learning progress.

Canberra College of Management and Technology will treat a prospective student with a disability ***on the same basis*** as a prospective student without a disability.

2.3 Reasonable adjustments

Canberra College of Management and Technology will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes Canberra College of Management and Technology staff and other students.

To determine what is reasonable, we will consider:

- the student's disability;
- what effect the adjustment will have on the students' participation, learning outcomes and independence;
- how the adjustment will affect other students and staff; and
- the costs and benefits of making the adjustment.

Examples of reasonable adjustments we may provide include:

- **Academic Adjustments**: Extended time on assessments, providing flexibility in course delivery, providing additional support time with trainers, alternate formats for materials (e.g. large print, electronic formats, printing on coloured paper), and access to assistive technology.

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- **Physical Adjustments**: Accessible classrooms and facilities, such as installing a ramp, widening doorways, and ergonomic furniture where it is financially feasible to do so.
- **Communication Adjustments**: Allowing students additional time, providing one-on-one tutoring, supporting concepts with images, and supporting the use of speech to text software.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:

- Imposes an unjustifiable hardship on Canberra College of Management and Technology.
- Fundamentally alters the nature of the course or assessment.
- Creates a risk to health and safety.
- Goes beyond what is necessary for equitable access.

Examples of adjustments that are not considered reasonable:

- **Exempting a student from core course competencies**. If a student with a disability request to be exempted from demonstrating an essential skill or competency required for a qualification (e.g., a nursing student unable to complete required manual handling tasks safely), this would not be a reasonable adjustment, as it fundamentally alters the nature of the course.
- **Providing unlimited time for exams**. While some students may need extra time due to disability-related needs, allowing unlimited time would not be reasonable as it may provide an unfair advantage rather than an equitable adjustment.
- **Expecting an Canberra College of Management and Technology to make major infrastructure changes**. If a student requires significant building modifications (e.g., installing an elevator in a heritage-listed building) that impose unjustifiable hardship (due to cost, structural limitations, or regulatory restrictions), this may be deemed an unreasonable adjustment.
- **Providing a full-time personal assistant for academic tasks**. While some students may require assistive technology or support staff, expecting Canberra College of Management and Technology to fund and provide a full-time personal assistant to complete course work

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on behalf of the student would be unreasonable, as it goes beyond equitable access and compromises academic integrity.

2.4 Meeting standards for participation

Canberra College of Management and Technology will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;
- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall requirement of the training product.

2.5 Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the Student Support Officer and Trainer directly involved in providing the training will have access to this information, in accordance with Privacy Laws (ref to *PP4.10-Privacy Protection*).

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Document History

Date	Version	Author	Changes Made
20/01/2025	V0.9	Newbery Consulting	Newly designed policy
30/06/2025	V1.0	Director of Studies (DoS)	Contextualised and minor changes made

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