

Access, Diversity, Equity and Inclusion Procedure

Colleges of Business and Technology (WA) Pty Ltd

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Document Name	Access, Diversity, Equity and Inclusion Procedure
Brief Description	The purpose of this document is to elaborate the support mechanisms in place for students with accessibility needs at Curtin College and outline the steps for providing student with this support.
Responsibility	Student Learning Advisor
Initial Issue Date	5 January 2012

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
26/9/2024	4.0	Major review and placed into new template	Student Learning Advisor
12/9/2025	4.1	Minor update	Student Learning Advisor

Related Documents

Name	Location
Access, Diversity, Equity, and Inclusion Policy	Website
Student Code of Conduct Policy	Website
Learning Access Plan Statement	Shared Drive
Learning Access Plan Application Form	Shared Drive
Student Wellbeing, Counselling & Support Policy	Website
Personal Emergency Evacuation Plan	Shared Drive

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1 Purpose and Scope

1.1 Purpose

The purpose of this procedure is to enable and identify students who experience a disability; medical condition; psychosocial or other demonstrable factors that may impact their health; safety; or access to an equitable learning environment. Curtin College aims to provide reasonable adjustment and appropriate support to all students to reach their full potential and meet their academic goals to prepare them for progression to Curtin University and beyond. This process also enables The College to enact Duty of Care.

1.2 Scope

The procedure applies to all enrolled and prospective students at all campuses of Curtin College, including those from underrepresented and historically disadvantaged groups such as Aboriginal and Torres Strait Islander peoples, students from low socio-economic backgrounds, rural and remote areas, non-English speaking backgrounds, first-in-family students, and women in underrepresented disciplines.

In addition, Curtin College is committed to:

- Ensuring support services are tailored to meet the diverse needs of students, including mental health, disability, wellbeing, and academic support. Orientation programs are adapted for different cohorts to ensure successful transition and progression.
- Providing an effective procedure for handling complaints based on the principles of natural justice.
- Implementing training and awareness raising strategies to ensure that all staff and students know their rights and responsibilities.
- Monitoring and reporting on the College's equal employment and diversity performance against identified College priorities and legislative requirements.
- Facilitating special consideration of Aboriginal and Torres Strait Islander people's recruitment, admission, participation and completion by the College's Academic Board in the context of the Higher Education Standards Framework.
- Developing and implementing reasonable adjustments to enhance opportunities for access and outcomes for all students.
- Developing and implementing reasonable adjustments to enhance opportunities for access, participation, retention and success of all students including from underrepresented equity groups.
- Implementing inclusive policies and practices in all its activities and services to take account of the needs of the diverse College community.
- Taking all reasonable steps to ensure that the working and learning environment is free from unlawful discrimination, harassment, vilification, victimisation, bullying or other adverse and inappropriate behaviours.

2 Eligibility identified at time of Application (prior to commencement of studies)

- 2.1 The student indicates that they experience a disability that may impact their studies on the application form.
- 2.2 Admissions will contact the student or agent with the request to provide medical, professional, or educational documents and information regarding the indicated disability.
- 2.3 Recent and relevant documentation in the form of examples listed below will be accepted:

From previous place of study in the last two years

- Individual Education Plans
- School/College/University Management Plans
- Intervention Plans

Reports/Programs/Plans/Certificates from qualified health professionals such as:

- General Practitioners/Physicians;
- Psychiatrists;
- Registered Clinical/Counselling/Community Psychologists;
- Specialists such as Audiologists, Speech Pathologists; Occupational Therapists; and Physiotherapists.

In order to assess applications, documentation provided by applicants are required to be:

- written or translated into English
- certified or notarised and
- dated within the last two years

2.4 Where Curtin College deems that neither sufficient nor suitable information has been made available in the above-mentioned documentation to determine whether suitable adjustments can be made and/or that Duty of Care requirements can be met, additional or more recent documentation from local practitioners may be requested.

2.5 Admissions will send required documents and applications to the Student Learning Advisory (SLA) who will assess information. Outside of usual (see sample Learning Access Plan (LAP) template) offerings, SLA will send to Program Manager (PM) for assessment and consultation, and in more complex cases where further consultation may be required, to College Director and Principal (CDP), and Academic Director (AD), and then confirm to Admissions whether the applicant has been successful.

2.6 SLA confirms with admissions that an offer can be issued upon student/parents acknowledging that adjustments that can be offered are limited to the list of adjustments provided.

2.7 In more complex cases (e.g. where further information may be required about a student's condition or abilities), the applicant and/or parent/s may be asked to meet with the AD/PM and/or SLA. Admissions will plan the meeting on behalf of both accordingly, and Relevant Stakeholders such as AD, Student & Academic Services (SAS), CDP, PM will be notified of the outcome after the meeting.

- Admissions will then save documentation including approval from AD, PM, and SLA in Student file under the Disability folder.
- Upon acknowledgement from student/parents, Admissions will then save documentation including approval from SLA (and AD, PM, where applicable) in Student file under the Disability folder.
- Once the acceptance is processed and converted to the Student Management System (SMS), a tag indicating disability will be generated on the student's profile.

3 Requirements identified at the time of Enrolment (or later)

3.1 If the student did not previously disclose any requirements and later indicates a need to have accessibility support at enrolment to the College staff, the SLA will be notified by the staff and will contact the student and advise them to book an appointment with the SLA before financial census date (before the end of week 4 of that study period).

3.2 The SLA will provide the student with an LAP application form which contains the health care practitioner's report. The student is required to complete the form, and their health care practitioner is required to complete the relevant section and submit the form to the SLA.

3.3 A draft LAP Statement is prepared by SLA which includes relevant reasonable adjustments based on the student request and healthcare practitioner's recommendations. It is then sent to the Curtin College Accessibility Panel and any recommended changes or adjustments are implemented by SLA. This step is repeated until the draft is approved by all members of the panel.

- 3.4 If the student is enrolled in service taught units, in addition to a LAP being created for Curtin College units, the student will be advised to make an appointment with Accessibility – Curtin, to obtain a Curtin Access Plan (CAP). This can be facilitated by SLA where possible/appropriate and the student will be asked to provide a copy of the CAP to The College.
- 3.5 SLA will check for any additional support and seek CDP's assessment if outside of usual scope. SLA will update LAP, SMS (and End of Study Period spreadsheet if late in study period) and student file accordingly or CDP will advise if communications are required to notify student of "Unjustifiable Hardship".
- 3.6 Where appropriate/required - if a student has a medical condition that impacts mobility or requires specific information to be disclosed to Curtin University Emergency Management Services in the case of an emergency (including conditions where cognition, attention and anxiety are impacted). The SLA will inform the Chief Warden to develop a Personal Emergency Evacuation Plan (PEEP) and this plan will be presented to the student by SLA along with final LAP statement and stored on file to be accessed by Wardens in case of emergency. PEEPs to be re-issued each study period or when circumstances change.
- 3.7 Where appropriate an alert may show on the SMS student record. This is so all staff are aware of how to support the student in case of a medical emergency.
- 3.8 Where a student's eligibility for Reasonable Adjustment is established on an ad hoc basis (there may be medical or access/inclusion grounds for example: where Mental Health, Sexual Assault, Domestic Violence; travel to campus being prohibitive and/or financial, resources, social capital or other restraints are involved), Student Counsellor (SC) will support SLA in developing a draft LAP. Steps 3.3 onwards are then followed.
- 3.9 Upon approval by the panel, the LAP Statement is issued to all relevant stakeholders (including the student, their lecturers and PM or Discipline Lead) along with instructions for students for applying for assessment adjustments. This LAP Statement is only eligible for one study period, and the student is required to apply for an extension before the financial census date of the next study period if they wish to have access to the LAP for that study period.
 - 3.9.1 Create colour-coded tags on SMS – "LAP [study period] [year]"
 - 3.9.2 All documents are saved in the relevant folder in the Curtin College Accessibility SharePoint, and final LAP statements are shared in the "Final LAP Statements" folder to which SLA, SAS, AD, SC, CDP have access.

4 Reasonable Adjustment (RA)

- 4.1 SLA to generate worklist for Reasonable Adjustment (which includes students who have declared a disability or accessed RA in a previous study period) prior to the beginning of the study period/s (Friday - Orientation Week, or as soon as enrolments open if possible), and Friday of Week Four of the study period, to ensure facilitation of Reasonable Adjustment.
- 4.2 Contact any students who have re-enrolled who have accessed RA to notify them to re-apply for a new LAP by the end of week 4. A Disability Report will be issued by the SLA at the end of week 4.
 - 4.2.1 Generate Disability Report and follow instructions here: Identify students who have declared support req and then
 - 4.2.2 Add LAP tag for relevant study period
 - 4.2.3 By Friday of week ten of study period, SLA generates spreadsheet from each LAP, adds examination requirements. This list is then sent to SAS to arrange adjustments for final exams for their respective cohorts and to help project numbers for upcoming study period.

- 4.3 Program Managers and Unit Coordinators send email to student/s prior to assessments asking them to lodge applications and LAP/CAPs for adjustments for their assessments during the study period.
- 4.4 Students wishing to use their LAP adjustments for the final exam contact SAS once the Final Exam Timetable is published.
- 5 Unjustifiable Hardship
- 5.1 If the College is of the opinion that the provision of additional resources, services or facilities would impose an unjustifiable hardship on the College, the AD or nominee will notify the student, whether new or continuing, of the decision and the reasons for the decision as soon as practicable after the decision is made. If a student is dissatisfied with the decision, they have the right to submit a written complaint against that decision in accordance with the College's Complaints policy.
- 6 Review
- This Procedure is tested and reviewed annually by the Student Learning Advisor and any changes to the regulatory compliance requirements, legislation, regulation and guidelines.
- 7 Administrative procedures
- The Curtin College Access Diversity Equity and Inclusion Procedure will be accessible via the Curtin College website under [Policies and Procedures](#)
 - Staff will be advised of updates to policies and processes via internal email.
- 8 Records Management
- All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Procedure	Student Learning Advisor	Website and Shared Drive	Permanently	Archived once updated or reviewed