

1. INTRODUCTION

ECC complies with the *Disability Standards for Education 2005* and is committed to providing an inclusive learning environment that supports students with a disability or a difficulty that requires consideration in order to provide an equitable learning environment. This document outlines strategies for accommodating such students, thereby providing them with the opportunity to demonstrate achievement of learning outcomes. Subject to their meeting of course-related academic and English entry requirements, ECC will offer the same educational opportunities to all enrolled students.

2. PRINCIPLES FOR ASSESSMENT OF STUDENTS WITH DISABILITIES

ECC's principles have been derived from:

- A Way With Words – Guidelines for the portrayal of people with a disability – Queensland Government
- Disability Services Commission
- Disability Services Commission– Positive Behaviour Strategy
- Disability Discrimination Act (DDA) 1992
- Disability Standards for Education 2005
- Disability Services Act 1993 - SCHEDULE 1 West Australian Consolidated Acts
- Privacy Act of Australia, 1988
- Reasonable Adjustment (A Practical Guide to Reasonable Adjustment in Assessment) 2008 – Department of Education and Training Western Australia

The following principles should be considered when enacting guidelines for assessment of students:

2.1 ECC aims to provide an assistive approach to support diversity and equity and access to a reasonable level of educational support consistent with the requirements of each student's course and mode of study (See 3.4 below: 'Reasonable Adjustment').. The goals of the student shall remain central in any effort of adjustment and modification

2.2 ECC will make every effort to ensure that students with a disability are offered an equitable learning environment and appropriate access to resources, classroom and lab facilities.

2.3 The nature of disability and the degree to which it impacts on a person means that each case is assessed individually. Lecturers can use a wide range of possible strategies for assessing the achievement of the learning outcomes. For example: modifying or providing equipment, and modifying assessment duration and delivery modes and approaches.

2.4 The same knowledge, understandings and skill requirements, and performance standards are applied to all students whether or not they are granted special provisions. Special provisions do not confer an advantage to any student over other students

2.4.1 The criteria for awarding grades remain fixed for all students. Students with a disability are assessed on their ability to demonstrate knowledge/concepts regardless of their physical capacity, except where physical action is a required skill set.

2.4.2 Lecturers can provide to students with disabilities, the opportunity to demonstrate their achievements within the scope of the assessment parameters as stated in the unit outline; this could be achieved by the use of a variety of assessment types. In the event that a student selects a subject and is experiencing challenges in meeting all the subject outcomes or

objectives because of the impact of a disability, steps will be taken to provide an alternative form of assessment that measures the same learning outcomes. Lecturers are encouraged to use descriptive comments and written feedback to explain any special circumstances pertinent to the grading process for individual students.

2.5 Decisions about a student’s eligibility to be granted special provisions will be evidence-based.


2.6 In assessing adjustment to the study program, ECC is entitled to maintain the academic requirements of the course and any requirements essential to that course. This means that ECC must ensure that it only issues an Award to students with appropriate knowledge and skills relating to that Award.






2.7 Students with a disability have the right to decline an offer of support and/or alternative assessment strategies to accommodate disabilities. ECC encourages students to inform the college so that lecturers and relevant staff are adequately equipped with knowledge that could ensure appropriate assessment or warrant consideration of alternative strategies.

2.8 *Disability* is defined by the Disability Discrimination Act (DDA) and Department of Education to include:

- **diverse** (including auto-immune or immune system disorders, cancer, cardio-vascular disorders, digestive conditions, endocrine system disorders, respiratory system disorders, and urological and reproductive conditions)
- **learning, intellectual and autism** (including autism, intellectual disability, and specific learning disabilities)
- **neurological and brain** (including acquired brain injury, brain-related conditions, epilepsy, and neuro-muscular conditions)
- **physical** (including arthritis, cerebral palsy, muscular-skeletal system disorder, paralysis, and skin disorders)
- **psychiatric and mental health** (including anxiety, depression, eating-related disorders, organic dementia, personality disorder, schizophrenia and psychosis, and substance dependencies)
- **sensory and speech** (including blindness or vision impairment, deaf/blind or dual sensory, deafness and hearing loss, and speech or voice disorders).

3. SUPPORTING AND ASSESSING STUDENTS WITH DISABILITIES:

SUPPORT SYSTEMS	SAMPLES
<p>3.1 Support and/or Learning and Assessment Plans will be implemented when one of the following methods has been utilised to determine the individual student’s need/s:</p> <ul style="list-style-type: none"> • New students are invited to submit details of any disability that is likely to impact their academic progress on their application form to study at ECC and/or via online enrolment. • Existing students may approach an ECC staff member who will refer them to the Student Counsellor, in accordance with the Privacy Act of Australia, 1988. • ECC staff may approach a student for whom a Lecturer has submitted a “Student at Risk” form. 	<p>Sample Learning and Assessment Plan:</p> <div style="text-align: center;">  <p>Learning and Assessment Plan tem</p> </div>

<p>3.2 Students with a disability are encouraged to provide documentary evidence providing:</p> <ul style="list-style-type: none"> • Details of condition (and it's likely impact on participation and assessment in their course) from a suitably qualified medical practitioner • Details of suggested modifications and strategies that ECC may be able to engage in order to support the student 	<p>Sample Professional/ Practitioner/Counsellor's Report:</p>  <p>Health Professionals Report.pdf</p>
<p>3.3 In accordance with the Privacy Act of Australia, 1988 and ECC Privacy/Confidentiality protocols, the Student Counsellor will liaise with lecturers, administrative staff, external organisations and Edith Cowan University as required to provide the necessary support to meet the student's needs.</p>	
<p>3.4 A detailed list of possible strategies and modifications is listed:</p> <p>Examples of adjustments to assessments and an assessment method summary are available at:</p> <ul style="list-style-type: none"> • Guidelines for Disability Adjustments for Timed Assessments published by the WA School Curriculum and Standards Authority pp. 13-18 • Reasonable Adjustment: A Guide to working with students with disabilities published by the WA Department of Training and Workforce Development (DTWD) pp 29-32 	 <p>Strategies and Modifications for Stuc</p>  <p>WA Govt - Guidelines for Disability Adjustm</p>  <p>Examples of Assessment Adjustm</p>
<p>3.5 Checklist of adjustments for assessors:</p>	 <p>Reasonable Adjustment checklist</p>

Further guidance from the Student Counsellor or the Academic Director is available. They may liaise with external agencies as required and within the parameters of Privacy and Confidentiality.

4. ADMINISTRATIVE PROCEDURES

The Academic Director and the Student Counsellor will assume responsibility for implementation of these guidelines. Students will be advised of the provision of these guidelines on the ECC Enrolment data form, at Orientation and in the ECC Student Handbook.

5. COSTS

ECC will take all practical steps to make "reasonable adjustments" in meeting the needs of students with a disability. However, after due consideration of these adjustments, if at some point, ECC deems such actions to reach a level of "unjustifiable hardship", it may:

- Consult with, and seek the advice of relevant disability services to overcome the difficulty.
- Discuss the matter with the student to explain any arising issues or unreasonable costs
- Wherever possible, seek to provide alternative options for the student and endeavour to facilitate those options.

Note: Section 10.2 of the *Disability Discrimination Act* and Section 3.4 of the Disability Standards for Education state that it is not unlawful for an education provider to fail to comply with a requirement of these Standards if, and to the extent that, compliance would impose unjustifiable hardship on the provider.

6. FURTHER RESOURCES AND REFERENCES:

- <http://www.ddaedustandards.info/>
- [H:\Resources \(Teaching & Learning\)\Teaching & Learning\Disabilities](H:\Resources (Teaching & Learning)\Teaching & Learning\Disabilities) or via the Teaching and Learning module in Moodle.
- <http://intranet.ecu.edu.au/student/support/student-equity>
- <http://www.monash.edu.au/equity-diversity/disability/>

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