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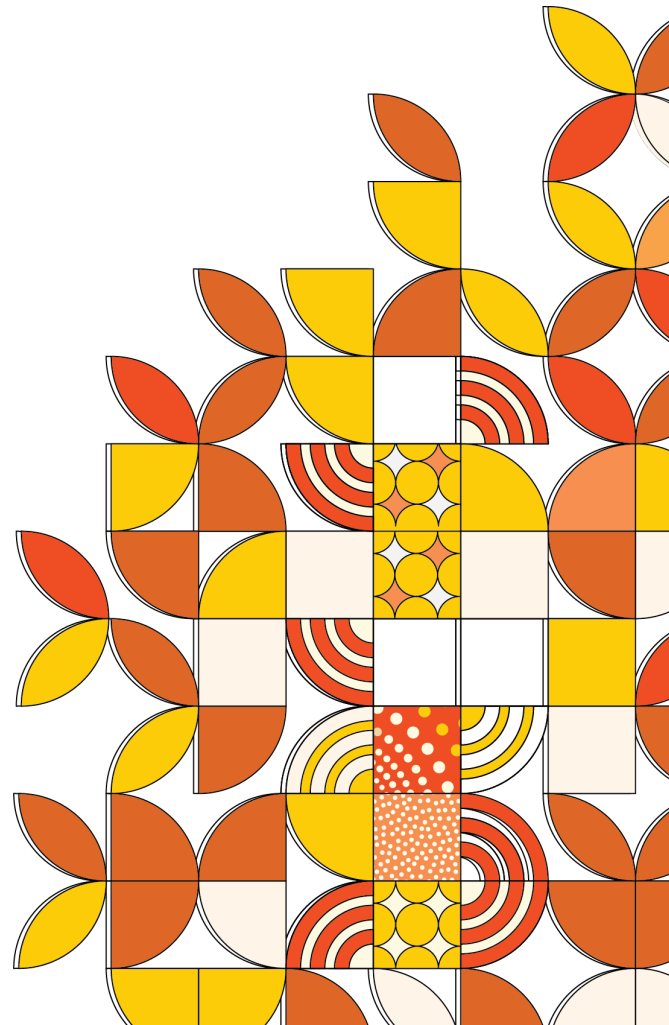
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# Accessibility Procedure

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## SECTION 1

### Purpose

1. The purpose of this document is to set out the procedures the Institute of Health & Management (IHM) will follow and to provide an outline of various procedures in place at the Institute of Health & Management (IHM) for the delivery of learning and teaching practices, including support services, to ensure that all students with a disability can enjoy the benefits of education in an enabling and supportive environment.
2. The purpose of this Procedure is to:
  - a) Create an educational environment at IHM free from discrimination and which recognises and promotes the equal opportunity of students with a disability,
  - b) Ensure that IHM students with a disability are aware of their rights with respect to equal opportunity and access to education,
  - c) Articulate an effective procedure for dealing with complaints relating to any failure to provide students with disabilities equal opportunity with respect to access to education at IHM, and
  - d) Ensure that students with a disability are given the greatest possible opportunity to participate in study and work.

### Scope

3. This procedure applies to all current and prospective students.

### Suite documents

4. This Procedure is linked to the following policy:
  - a) Accessibility policy
  - b) See also Associated Information listed in the 'Related Internal Documents' in Section 3 below.

## SECTION 2

### Procedure

#### 5. Enrolment

- a) Students intending to enrol for course with IHM are requested prior to enrolment to advise if they have any disability, physical or other impairment which may adversely affect their ability to successfully undertake training and assessment.

- b) The IHM enrolment form seeks self-disclosure of a disability.
- c) Students are encouraged to discuss any 'special needs' and/or 'reasonable adjustments' to the study environment that they consider necessary or would assist them in their studies to IHM admission consultants or staff.
- d) Admissions Team or delegate interviews domestic students either on campus or via Zoom/phone to discuss their course choice, background and any limiting factors or areas requiring special support.

## 6. Participation

- a) Students with disabilities who wish IHM to be provided with reasonable adjustments to the learning environment, including examination adjustments or require assistive technology (such as equipment or other physical aids), must disclose the nature and extent of their disability.
- b) IHM assesses each student based on the provision of appropriate medical documentation and an interview with the student.
- c) Documentation provided by students to support their disability must be dated and signed by the appropriate health or disability professional, and should be:
  - a. No more than two weeks old for temporary conditions.
  - b. No more than six months old for fluctuating conditions.
  - c. No more than three years old for a physical or mental/learning disability.
- d) The documentation provided should be specific and:
  - a. State the impairment, mental health or medical condition.
  - b. Indicate whether the disability is permanent, temporary, or fluctuating.
  - c. Outline the impact on the student.
  - d. Recommend reasonable accommodations.
  - e. Clearly identify the health professional and their credentials.
  - f. Be legible, on a letterhead, dated and signed.
- e) On approval of the request for special adjustments, the formal notification is uploaded in the student management system and is accessible to all IHM staff to ensure the provision of the agreed and/or required adjustments during the course of study.

## 7. Student Support Services

- a) Where appropriate, Course Coordinators will assist academic staff in the development of individual arrangements and alternative methods of the assessments (example, oral examinations/presentation) to accommodate students with particular disabilities (example, hearing or hand/arm impairment). Scribe, reader, or practice assistance will be provided to students with vision impairment.
- b) Students with disabilities requiring any student support service can submit requests as needed to Student Services.

- c) Student administration staff will organize and schedule the requested service, including academic support, counseling, and/or course advice with the help of relevant staff.
- d) Support and reasonable special arrangements within the scope of the support request will be provided.

**8. Students with disabilities and special considerations for support**

<b>Types of disabilities</b>	<b>Consideration for Support</b>
Mobility and access restriction	Accommodation of mobility needs, including ramp access and accessible facilities in service outlets, including access to toilets and kitchens where appropriate.  Designated and adequate disability parking and/or knowledge of local mobility transport services.  Provision of spare wheelchairs and other walking aids on-site. Ensure services allow sufficient time to cater for restriction of access and mobility.
Blind or vision impairment	Facilities are built to accommodate the blind or vision-impaired, particularly to ensure safe navigation.
Hard of hearing	Ensure that service outlets provide a noise-free environment, where possible. Staff have a working knowledge of how to organise and implement assistive listening systems.
Intellectual impairment or disability	Appropriate and respectful use of language, visuals, and tone.  Materials are available in an appropriate accessible format and prepared in easy English.  Clear contact details for further support or advice.

**9. Elimination of harassment and victimisation**

IHM will take reasonable steps to ensure that its staff and students are informed about:

- a) The obligation not to harass or victimise students with disabilities, or students who have associated with disabilities; and
- b) The appropriate action will be taken if harassment or victimisation occurs; and
- c) Complaint mechanisms will be available for student who is harassed or victimised in relation to a disability of the student or of an associate of the student.

**10. Procedures for dealing with complaints**

- a) A student who has been refused a reasonable adjustment will be provided with written.
- b) confirmation of the refusal.
- c) Students who wish to lodge complaints follow the IHM Complaints and Appeals policy and procedures.

- d) All complaints relating to discrimination and harassment will be treated seriously and confidentiality will be maintained.

### SECTION 3

#### Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Accessibility Policy</li> <li>• Access and Equity Policy</li> <li>• Access and Equity Procedure</li> <li>• Student Selection and Admission Policy</li> <li>• Student Selection and Admission Procedure</li> <li>• Complaints and Appeals Policy</li> <li>• Complaints and Appeals Procedure</li> <li>• Learning and Teaching Policy</li> <li>• Learning and Teaching Procedure</li> <li>• Student Support and Advocacy Services Policy Student Support and Advocacy Services Policy</li> </ul>
<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• Tertiary Education and Quality Standards Agency Act 2011</li> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>• TEQSA Guidance Notes:</li> <li>• Education Services for Overseas Students Act 2000</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students 2018</li> <li>• Disability Discrimination Act (1992)</li> <li>• Disability Standards for Education 2005</li> </ul>
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<b>Responsibility for implementation</b>	Academic Dean
<b>Document Custodian</b>	Academic Dean or Chair, Learning and Teaching Committee

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**Change History**

<b>Version Control</b>		2.1
<b>Change Summary</b>	<b>Date</b>	Short description of the change, inclusive version number, changes, who considered, approved, etc.
	7/01/2021 Version 2.2	<ul style="list-style-type: none"> <li>• Policy and Procedure are separated into two documents.</li> <li>• Added version number.</li> <li>• Minor editorial changes</li> <li>• Amended by the Learning and Teaching Committee at its meeting in December.</li> <li>• 2020 and feedback incorporated by the Director, Quality Assurance</li> <li>• Version 2 approved by the Academic Board in February 2021</li> </ul>
	24/11/2023 Version 2.3	<ul style="list-style-type: none"> <li>• The definitions have been relocated to the IHM glossary and the template has been updated.</li> </ul>