**SCHEDULE A: STUDENT SUPPORT PLAN (INCLUSION)**

Approved by Dean of Academic Programs: 15 Nov 2024

**Procedure**

1. Student completes Part A: Student Application for Support.

2. Student attaches supporting documentation.

3. Student submits Part A: to the Academic Dean.

4. Academic Dean completes Part B: Approved Plan, after consultation (if required, including appropriate disability or inclusion consultation where applicable)

5. The Academic Dean informs the student in writing of recommended adjustments.

6. The Academic Dean sends a completed Student Support Plan to the Office of the Vice-Chancellor at academicservices@divinity.edu.au

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| **Part A: Student Application for Support***To be completed by the student* |
| Student Id:       |
| Family Name:        | Given Names:       |
| Phone:       | Email:       |
| College/School:       | Course:       | Year Level:       |
| **Indicate the condition/s which impact on your ability to study.**  |
| [ ]  Hearing[ ]  Mobility/Physical[ ]  Intellectual [ ]  Learning [ ]  Mental Health | [ ]  Brain injury[ ]  Vision[ ]  Medical [ ]  Neurological[ ]  Neurodiversity[ ]  Other, please specify       |
| **Details of Application***The student describes the issue that impacts the ability to study.* *Documentary evidence is provided (if applicable).* |
|         |
| This student has supplied evidence of conditions that may have the following consequences on their learning;       |
| **Part B: Approved Plan** *Academic Dean to complete, after consultation (if required, including appropriate inclusion consultation where applicable)* |
| **Support to be provided (as agreed by the student)***List adjustments, if any, to be made for the student, such as recordings of lectures, extra time for examinations or assignments, modifications to assignment requirements, etc.* |
| [ ]  | Preparation of an agreed completion plan |
| [ ]  | Recordings of lectures |
| [ ]  | Extra time for examinations or assignments |
| [ ]  | Modifications to assignment requirements |
| [ ]  | Learning skills such as time management, exam preparation, academic integrity, etc |
| [ ]  | Referring students to participate in personal support services, such as external counseling programs, health and well-being enhancement programs, Sexual Assault and Sexual Harassment (SASH) or other professional support services |
| [ ]  | Extra Tutorials such as English Support |
| [ ]  | Advising and supporting students to improve class attendance |
| [ ]  | Amending the study plan or changing courses |
| [ ]  | Regular meetings with the Academic Dean or Lecturer(s)       |
| [ ]  | Apply for Underload  |
| [ ]  | Other, please specify        |
| The University is committed to making reasonable adjustments to usual policy or practice to meet the needs of a student with a disability, without compromising the academic standards of a unit or course or the learning and participation of other students.  |
| Student Signature:       Date:    /    /      |
| Academic Dean Signature:       Date:    /    /      |
| Lecturers Advised:       |
| Review Date:    /    /      |
| **Part C: Notification of Recommended Student Support***Academic Dean to complete and supply to the lecturer of each unit in which the student is enrolled.* |
| Student Id:       |
| Family Name:        | Given Names:       |
| This student has supplied evidence of conditions that may have the following consequences on their learning: |
|       |
|       |
|       |
| The University is committed to making reasonable adjustments to usual policy or practice to meet the needs of a student with a disability, without compromising the academic standards of a unit or course or the learning and participation of other students. The following adjustments are recommended: |
|       |
|       |
|       |
| Academic Dean Signature:       Date:    /    /      |

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| **Other Notes**  |
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**SCHEDULE C: Special Consideration and Reasonable Adjustment**

Approved by Dean of Academic Programs: 15 Nov 2024

**Special Consideration**

Students can apply for Special Consideration when their studies are interrupted by unforeseeable circumstances. The basis for Special Consideration could include illness, hardship or trauma, bereavement, or being subject to family violence or a traumatic incident. Work commitments, personal holidays, lack of time management, or anything that can be under one’s control are not allowable reasons for Special Consideration. Evidence must be provided for medical conditions or illness from a health care professional, or for bereavement and other incidences from other professionals.

**Reasonable Adjustments**

Reasonable adjustments are changes to a learning and teaching practice, procedure, or environment as well as to assessment tasks, that enable a student with a disclosed disability or mental or physical health condition to access and participate in the learning and assessment on the same basis as others (1). “A failure to make reasonable adjustments can result in discrimination occurring against a student with disability under the Disability Discrimination Act” (1).

Reasonable Adjustments may include:

1. Adjusting equipment and learning environment
2. Using visual support
3. Where practicable helping students access assistive technologies for learning
4. Accessing additional support or resources
5. Making adjustments to assessment of learning:
	1. Alternative assessment methods or types
	2. Additional time
	3. Breaking up the assessment into smaller tasks without impacting the achievement of learning outcomes
6. Making adjustment to the teaching delivery by providing extra notes, videos, recordings or other formats.

**Resources**

1. The Australian Children’s Education and Care Quality Authority, [The Disability Discrimination Act: What do children’s education and care services need to know](https://www.acecqa.gov.au/sites/default/files/2023-12/IS1DDA_InfoSheet_ProvidersStaff.pdf) (https://www.acecqa.gov.au/sites/default/files/2023-12/IS1DDA\_InfoSheet\_ProvidersStaff.pdf).

2. Victorian Equal Opportunity and Human Rights Commission – [Disability and Education](https://www.humanrights.vic.gov.au/for-individuals/disability-and-education/) (https://www.humanrights.vic.gov.au/for-individuals/disability-and-education/).

3. Australian Disability Clearinghouse on Education and Training – [Understanding Disability: Legislation and Standards](https://www.adcet.edu.au/inclusive-teaching/understanding-disability/legislation-standards) (https://www.adcet.edu.au/inclusive-teaching/understanding-disability/legislation-standards).

4. Australian Disability Clearinghouse on Education and Training – [Inclusive Teaching: Teaching and Assessment](https://www.adcet.edu.au/inclusive-teaching/teaching-assessment/assessment-and-exams) (https://www.adcet.edu.au/inclusive-teaching/teaching-assessment/assessment-and-exams).

5. Australian Disability Clearinghouse on Education and Training – [Identifying Student Requirements and Making Reasonable Adjustments](https://www.adcet.edu.au/inclusive-teaching/working-with-students/making-reasonable-adjustments) (https://www.adcet.edu.au/inclusive-teaching/working-with-students/making-reasonable-adjustments).