

## Student Accessibility Policy (POL-STL-004)

Public facing? Y

### 1. Purpose

The purpose of this policy is to ensure that the delivery of education and training by Box Hill Institute promotes and upholds the fundamental rights of students studying with disability and/or a health condition. This policy aims to confirm Box Hill Institute's commitment to meeting the needs of students with disability and/or a health condition in compliance with relevant government legislation and Box Hill Institute policies.

### 2. Scope

This policy applies to all current Box Hill Institute students undertaking studies in Australia, as well as prospective Box Hill Institute students seeking to undertake studies in Australia.

### 3. Policy Statement

In its delivery of education and training, Box Hill Institute is committed to eliminate, as far as possible, discrimination against persons on the grounds of disability in accordance with the Disability Discrimination Act (1992) and the Disability Standards for Education (2005) which prescribe obligations with regard to enrolment, participation, curriculum development, accreditation and delivery, student support services, and elimination of harassment and victimisation. Additionally, the Disability Standards for Education (2005) provide guidance on the rights of students with disability, the legal obligations of education providers, and some of the measures that would demonstrate compliance.

Box Hill Institute promotes and is committed to the principle that persons with disability have the same fundamental rights as those without disability, and are provided, in any course, with the opportunity to fulfil the core requirements and satisfactorily achieve competencies and associated learning outcomes to attain the relevant award.

Box Hill Institute recognises its obligation to consult with students who identify as having a disability and to collaborate with relevant stakeholders to determine and implement reasonable adjustments, providing students with disability equitable support to engage with and succeed in education and training opportunities on the same basis as students without disability.

### 4. Context and related documents

#### 4.1. Legislation

- 4.1.1. Disability Discrimination Act (1992) (Cth)
- 4.1.2. World Wide Web Access: Disability Discrimination Act Advisory Notes v 4.1 (2014)
- 4.1.3. Disability Standards for Education 2005 (Cth)
- 4.1.4. Disability (Access to Premises- Buildings) Standards 2010 (Cth)
- 4.1.5. Building Code of Australia (Cth)
- 4.1.6. Privacy Act 1988 (Cth)
- 4.1.7. Equal Opportunity Act (2010) (Vic)
- 4.1.8. Disability Act 2006 (Vic)
- 4.1.9. Charter of Human Rights and Responsibilities Act 2006 (Vic)
- 4.1.10. Health Records Act 2001 (Vic)

- 4.1.11. Privacy and Data Protection Act 2014 (Vic)
- 4.1.12. Occupational Health and Safety Act 2004 (Vic)

4.2. Internal

- 4.2.1. Student Accessibility Procedure

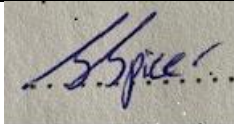
5. Definitions

Term	Definition
Reasonable adjustments	<p>The Victorian Department of Education states that a reasonable adjustment is a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers.</p> <p>In assessing whether a particular adjustment for a student is reasonable, regard should be had to all the relevant circumstances and interests including the following: the student’s disability; the views of the student or student’s associate; the effect of the adjustment on the student including the effect on the student’s independence and the ability to achieve learning outcomes and participate in courses or programs; the effect of the proposed adjustment on anyone else affected including staff, other students and education provider, and; the costs and benefits of making the adjustment.</p>
On the same basis	<p>Participation in courses or programs on the same basis means students with disability and/or a health condition have opportunities and choices in courses or programs, as well as the use of facilities and services comparable with those offered to students without disability and/or a health condition.</p>
Equitable support	<p>Students with disability and/or a health condition may receive support to participate in courses or programs on the same basis as students without disability and/or a health condition, this support is referred to as equitable support.</p>


6. Review

This policy must be reviewed no later than 3 years from the date of endorsement. The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

7. Originator

Name/Title	Date Endorsed	Signature
Simone Spicer, Associate Director, Student Life	28/03/2024	

8. Approval

Name/Title	Date Approved	Signature
Amy Whitehead Acting Executive Director, Student Experience	2.4.24	

9. Document Control and Update History

Version	Date	Amended by	Summary of and reasons for updates
1.0	26 October 2016	GM, Adult Learning	Initial document
2.0	27 June 2017	Manager Educational Quality	Minor administrative changes to insert Child Safe Standards and Reportable Conduct Scheme
3.0	6 April 2020	Executive Manager Student Life	3 yearly review, update of process area
4.0	16 June 2020	Executive Manager Student Life	Update 7 Related Policy and Procedures; update date and version number in the footer.  Additional child safe standards detail included in 4 Policy Statement under the Screening, supervision, training and other HR practices section
5.0	15 December 2023	Associate Director, Student Life	Implement new template and replace Student with Disability Policy

Is a child-friendly version of this policy required? Y

Has a Gender Impact Assessment been done? Y