



Student Accessibility and Disability Policy

Effective Date: 2026.08.10

Last Reviewed: 2026.08.10

Version: v1 2026.07.17

1. Purpose

This policy outlines Alphacrucis University College's (AC) approach to supporting accessibility of online (digital) information and resources for AC students, and to support participation of students with a disability.

2. Scope

All AC students

3. Definitions

- 3.1. **Online:** (digital) information and resources are understood broadly for the purpose of this policy, and includes the TEQSA concept of "Technology-Enhanced Learning (TEL)" for educational resources. TEL is "interpreted broadly as any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose."
- 3.2. **Disability:** is defined broadly under the Disability Discrimination Act 1992 as any physical, sensory, neurological, intellectual, psychiatric or learning disability, and includes physical disfigurement, the presence in the body of disease-causing organisms and total or partial loss of part of the body or a bodily function. It also includes a temporary, permanent, current, past or future disability, and chronic health conditions which may not commonly be considered disabilities.
- 3.3. **Disability Support Office:** the persons within Student Support who have responsibility for supporting students with disability through the application, enrolment, study and graduation processes at AC. They are also responsible for remaining informed regarding changes and improvements within the broader disability support space.
- 3.4. **Reasonable Adjustments:** an action or actions taken by an education provider to assist a student with a disability in accessing and participating in a course on the same basis as a student without a disability.
- 3.5. **Accessibility:** Accessibility in education refers to the practice of ensuring that all students, irrespective of their abilities or backgrounds, have equal access to educational resources, programs, and opportunities.

4. Policy Statement

- 4.1. AC embraces its responsibilities in this area and is committed to:
 - a. Establishing clear requirements for industry standard accessible website design based on conformity to the [World Wide Web Consortium \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.2](#) (and supporting documents therein), striving for AA compliance;
 - b. Centralising monitoring of accessibility compliance to ensure standardisation where possible;
 - c. Promoting accessibility practices throughout AC and its community;
 - d. Ensuring the AC Web Environment, including our intranet page, learning management system, student portals, and public website, is designed and developed in such a way so that:



- i. it is accessible from all commonly used browsers, and on multiple platforms and devices including mobile;
- ii. Australian and international law and the rules, regulations and policies of AC are met; and
- iii. it continues to meet minimum and most recent Web Content Accessibility Guidelines and that due consideration is given to the needs of the diverse range of users who access the web environment, including those with disabilities.

5. Roles and Responsibilities in Providing and Accessing Support

- 5.1. The Disability Support Office (DSO) is primarily responsible for:
- a. Promoting accessibility practices within the student community;
 - b. Informing students about how to register for disability support;
 - c. Processing applications for disability support in a timely manner and communicating the outcome clearly to students;
 - d. Providing a disability support plan for each student which details the reasonable adjustments the student can access, and also a certificate confirming the student's registered disability support with AC. These adjustments are in accordance with the nature of the impact of the disability and will be within AC's capacity to provide support;
 - e. Conferring with faculty and teaching staff if provisions beyond the standard supports are recommended by the student's designated health professional, to ensure that the student's disability support plan is reasonable and actionable;
 - f. Informing Program Directors of students who are on the Disability Support Register, for the Program Directors to send to relevant teaching staff;
 - g. Maintaining student confidentiality and privacy according to the privacy principles outlined in AC's [Electronic Publishing and Resource Use Policy](#):
 - i. Personal information is to be handled by the Disability Support Office (DSO);
 - ii. The DSO will only release information about reasonable adjustments to relevant faculty for that enrolment period;
 - iii. Exception: Student information may be shared where there is a health and safety concern for the student or others, where the student gives consent, where AC is required by law or where legal advice is needed.
 - h. Troubleshooting specific accessibility issues for students as they arise;
 - i. Communicating clearly avenues to appeal decisions;
 - j. Advising the broader AC community on matters related to students with disabilities.
- 5.2. The student seeking reasonable adjustments on the basis of disability is responsible for:
- a. Providing honest and true information about the nature of their disability and its impact on their studies;
 - b. Disclosing any relevant disability in their application to study. Where students do not disclose their disability until later in the semester this will impact AC's ability to determine and apply reasonable adjustments for that semester;
 - c. Organising and attending a meeting with the DSO, either on campus, via phone, or via video call;
 - d. Providing documented evidence of their disability and the impacts of their disability on their studies via a form completed by a suitable health professional;
 - e. Communicating with relevant faculty at the beginning of the semester the specific reasonable adjustments they wish to use for each subject (once the student gains access to the subject outline/student handbook) as they feel able to do so. Students are also required to present the certificate provided by the DSO as evidence of their registered support when applying for extensions during the semester;



- f. If a student varies their enrolment after the set date, the student is responsible for notifying the teaching staff for their newly enrolled subject/s of the reasonable adjustments that they are eligible for, presenting the certificate provided by the DSO as evidence of their registered support;
- g. Cooperate with the faculty and staff to address any issues as soon as they arise;
- h. Contact the DSO if encountering problems and/or have questions specific to disability support;
- i. Notify the DSO of any relevant changes in their disability or its impacts on their studies as soon as possible, including documented evidence from a suitable health professional;
- j. Involve assistance of primary carer where appropriate or requested by DSO.

5.3. Appeals for Reasonable Adjustments

- a. Where in the process of setting up a disability support plan there has not been successful resolution via discussion and correspondence with the DSO and/or other representatives of the Student Experience Department, students can escalate an issue using the Complaint and Grievance Form;
- b. Where internal resolution methods have been unsuccessful students can contact the [Human Rights Commission](#);
- c. Further external complaint reporting options by state/territory:
 - i. [ACT](#) – Human Rights Commission;
 - ii. [NSW](#) – Anti-Discrimination Board;
 - iii. [NT](#) – Anti-Discrimination Commission;
 - iv. [QLD](#) – Anti-Discrimination Commission;
 - v. [SA](#) – Equal Opportunity Commission;
 - vi. [TAS](#) – Equal Opportunity;
 - vii. [VIC](#) – Equal Opportunity & Human Rights Commission;
 - viii. [WA](#) – Equal Opportunity Commission.

6. Procedures

There are two main ways students can register for Disability Support:

6.1. Disclose disability upon application to study

- 6.1.1. When a student discloses in their application that they have a disability, they will automatically receive a form inviting them to start the process to apply for disability support.
- 6.1.2. Once this form is submitted, the DSO will contact the student to inform them of their next steps. This will involve:
 - a. Completing a disability support application form provided by the DSO, with evidence from a suitable health professional;
 - b. Attending an appointment with the DSO where suitable adjustments can be discussed and agreed upon.

6.2. Referral to the DSO after application to study

- 6.2.1. Where a student has not applied for disability support at application stage, either by not disclosing their disability or not responding to the initial form, they may:
 - a. Be referred to the DSO by faculty, student support, or other AC student-facing staff. In this situation, the DSO will reach out to the student to invite them to begin the process of applying for disability support;
 - b. Self-refer to the DSO by emailing the DSO inbox or contacting Student Support to begin the process of applying for disability support.



7. Responsible for Implementation

- 7.1. Registrar
- 7.2. Disability Support Officers

8. Related AC Policies or Documents, Standards and Legislation

8.1. AC Policies or Documents

- 8.1.1. Accessibility and Disability Policy;
- 8.1.2. Admissions Policy;
- 8.1.3. Code of Conduct Policy;
- 8.1.4. Student Complaint, Grievance Resolution and Appeals Policy;
- 8.1.5. Diversity and Equity Policy;
- 8.1.6. Electronic Publishing and Resource Use Policy;
- 8.1.7. Harassment, Bullying and Unlawful Discrimination Prevention and Response Policy;
- 8.1.8. Intellectual Property Policy;
- 8.1.9. Support for Students Policy;
- 8.1.10. AC Disability Support Registration Form;
- 8.1.11. [Complaints & Grievance Form.](#)

8.2. Relevant Standards and Legislation

- 8.2.1. Disability Discrimination Act 1992;
- 8.2.2. Disability Standards for Education (2005);
- 8.2.3. Copyright Act 1968;
- 8.2.4. TEQSA Guidance Note: Technology-Enhanced Learning.

9. Review and Revision

This policy will be reviewed by the Registrar on a regular basis in accordance with the Policy Development and Review Policy. Any proposed changes will be tabled at the Quality Assurance Committee for endorsement and Academic Board for approval. Revisions will be communicated to all relevant stakeholders upon approval.

10. History of Approval and Amendments

Policy owner	Registrar
Policy category	Academic Administration
Policy status	Approved
Approval Body	Academic Board
Endorsement Body	Quality Assurance Committee
Approval Date	2026.08.10
Last Review Date	2026.08.10
History of Policy Amendments	
V1 2026.07.17	V1 – creating a new policy that is exclusively student-facing, based on the original Accessibility and Disability Policy and updating it for students.

Add a new row for each version of the policy. Do not remove previous changes.

Appendices

N/A