

# Higher Education Disability Fact Sheet



## IMPORTANT INFORMATION

TAFE Queensland's higher education admissions and enrolment processes requires that persons with a disability share with us the nature of a disability, impairment or long-term medical condition that may affect their learning.

TAFE Queensland collects this information in order to:

- Adhere to the accreditation, registration and mandatory reporting requirements of Industry Professional Bodies and Agencies;
- Assist students to make informed choices about their study;
- Provide relevant and equitable accessibility support to persons who choose to share information about their disability impairment or long-term medical condition;
- Support students by way of reasonable adjustment; and
- Meet its data collection obligations to the Department of Education.

The following information is provided to assist students with a disability, impairment or long-term medical condition to make informed decisions about their admissions and enrolment selection and personal support for their learning journey.

TAFE Queensland currently has accreditation with:

- The Dental Board of Australia
- Engineers Australia.

## SUPPORT SERVICES - STUDENTS

TAFE Queensland encourages applications from persons with disabilities, and from those with diverse social and cultural backgrounds. Where there are physical, intellectual, cultural, religious or other factors that impact your ability to meet course Inherent Requirements, TAFE Queensland will make reasonable adjustments to assist you to meet the requirements.

[TAFE Queensland's Support Services](#) are outlined on our website and those include AccessAbility support.

Our AccessAbility Support team will work with you to develop an individual support plan. This may include:

- communicating with teachers on your behalf when required
- providing sign language interpreters, readers, and scribes
- loaning you assistive technology
- providing reasonable adjustment
- coordinating alternative assessment arrangements.

The following are terms that you may come across in your admission, enrolment and assessment activities and these are intended to help you understand what they mean to you in your course of study.

TAFE Queensland will provide reasonable adjustment to assist you in your learning, however despite the provision of 'reasonable adjustments' you may still fail the course as a result of being unable to meet the Course requirements. It is therefore important you understand your Course requirements.

## Relevant Definitions

Term	Meaning	Link/ Details
<b>Disability</b>	<p>In this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision mitigated by wearing glasses or lenses.</p> <p>Disability includes physical, intellectual, psychiatric, sensory, neurological, learning disability, physical disfigurement and immunological - the presence in the body of disease-causing organisms.</p> <p>Examples of disability include hearing speech or visual impairments (not corrected by wearing glasses or contact lenses); mental illness such as schizophrenia, depression and bipolar disorder; speech impairment such as stuttering; intellectual disability such as Down syndrome; others include arthritis, asthma, cancers, diabetes, dyslexia, epilepsy or facial disfigurement. (Australian Network on Disability).</p> <p>and includes a disability that:</p> <ul style="list-style-type: none"> <li>• presently exists; or</li> <li>• previously existed but no longer exists; or</li> <li>• may exist in the future; or</li> <li>• is imputed to a person.</li> </ul>	<p><a href="#">Department of Education, Skills and Employment</a></p> <p><a href="#">Australian Network on Disability - What is disability</a></p> <p><a href="#">Disability Standards for Education 2005</a></p>
<b>Hard of Hearing / deaf/Deaf</b>	<p>Is used to refer to a person who has an acquired mild, moderate or even a severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification.</p> <p>A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.</p>	<p><a href="#">Department of Education, Skills and Employment</a></p>
<b>Physical disability</b>	<p>Affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body.</p> <p>A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.</p>	<p><a href="#">Department of Education, Skills and Employment</a></p>
<b>Intellectual disability</b>	<p>Is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.</p>	<p><a href="#">Department of Education, Skills and Employment</a></p>
<b>Specific Learning Disability (SLD)</b>	<p>Refers to conditions of a neurological origin that cause significant difficulties in perceiving and/or processing auditory, visual or spatial information, or any combination of this information.</p> <p>They include disorders that impair functions such as reading (dyslexia), writing (dysgraphia) and mathematical calculation (dyscalculia).</p>	<p><a href="#">Department of Education, Skills and Employment</a></p>

<b>Mental health condition</b>	Refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.	<a href="#">Department of Education, Skills and Employment</a>
<b>Acquired brain injury (ABI)</b>	Is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning.  Acquired brain injury can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. ABI's may be either temporary or permanent and cause partial or total disability or psychosocial difficulties	<a href="#">Department of Education, Skills and Employment</a>
<b>Low Vision/Blind</b>	Is a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.	<a href="#">Department of Education, Skills and Employment</a>
<b>Medical condition</b>	Is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin.  The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes	<a href="#">Department of Education, Skills and Employment</a>
<b>Neurological condition</b>	Affects the usual function of the central and peripheral nervous system, including Autism Spectrum Disorder, epilepsy, Alzheimer's disease, multiple sclerosis, Parkinson's disease, brain tumours or ADHD	<a href="#">Department of Education, Skills and Employment</a>
<b>Other disability</b>	Is a disability or long-term condition which is not suitably described by one or several disability types in combination.	<a href="#">Department of Education, Skills and Employment</a>
<b>Professional Accreditation, Registration National Boards and Bodies</b>		
<b>Reasonable Adjustment</b>	'Reasonable adjustment' is a term used in the education and employment sectors to refer to any modification made to the learning environment, certification requirements, educational delivery or assessment method to help learners with disability access and participate in education on the same basis as those without disability. An adjustment is reasonable if it balances the interests of all parties affected.  In making reasonable adjustments TAFE Queensland ensures that the academic integrity of its courses offered is maintained to the appropriate standards.	<a href="#">Standards for Education 2005</a>  <a href="#">Australian Disability Clearinghouse on Education and Training</a>
<b>Health (Impairment) (s. 5)</b>	Is a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence), that detrimentally affects or is likely to detrimentally affect a registered health practitioner's capacity to safely practise the profession or a student's capacity to undertake clinical training.  If health practitioners or students have a health impairment, National Boards may impose conditions on their registration to ensure that they are able to practise safely.  These are embedded within the "Inherent Requirements" of a Course.	<a href="#">AHPRA Definitions Notifiable Conduct (S. 140)</a>

<p><b>Impairment</b></p>	<p>An “impairment” is defined under the Australian Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).</p> <ul style="list-style-type: none"> <li>• a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence),</li> <li>• that detrimentally affects or is likely to detrimentally affect ) for a student, the student’s capacity to undertake clinical training— (i) as part of the approved program of study in which the student is enrolled; or (ii) arranged by an education provider</li> <li>• that may place the public at substantial risk of harm.</li> </ul> <p>If health practitioners or students have a health impairment, National Boards may impose conditions on their registration to ensure that they are able to practise safely.</p> <p>Substantial risk of harm considers:</p> <ol style="list-style-type: none"> <li>(a) the nature, extent and severity of the impairment;</li> <li>(b) the extent to which the... student is taking, or is willing to take, steps to manage the impairment;</li> <li>(c) the extent to which the impairment can be managed with appropriate treatment;</li> <li>(d) any other matter the treating practitioner considers is relevant to the risk of harm the impairment poses to the public</li> </ol> <p>For dental students, the treating practitioner is the registered health practitioner teaching your course i.e. your teacher/tutors/academic staff/lab staff.</p> <p>An Impairment is a mandatory notification requirement to AHPRA (Notifiable conduct)</p>	<p><a href="#">Health Practitioner Regulation National Law (Queensland)</a></p> <p><a href="#">Health Ombudsman Act 2013</a></p> <p><a href="#">The Australian Health Practitioner Regulation Agency (AHPRA)</a></p> <p><a href="#">AHPRA Definitions Notifiable conduct (s. 140)</a></p>
<p><b>Substance Abuse or Dependence</b></p>	<p>Includes intoxication by alcohol and/or drugs.</p>	<p><a href="#">AHPRA Definitions Notifiable Conduct (S. 140)</a></p>
<p><b>Health Assessment</b></p>	<p>Under the National Law, a National Board may require a registered health practitioner or student to undergo a health assessment if it reasonably believes, because of a notification or for any other reason, that the practitioner or student has, or may have, an impairment that does or may adversely affect their capacity to practise.</p> <p>The National Law defines impairment. In relation to practitioners, this is a ‘physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect’ their capacity to practise. For students, the impairment would, or be likely to, affect their capacity to undertake clinical training.</p>	<p><a href="#">Health Assessment Fact Sheet - AHPRA</a></p>
<p><b>Conditions</b></p>	<p>A National Board or an adjudication body can impose a condition on the registration of a practitioner or student, or on an endorsement of registration. A condition aims to restrict a practitioner’s practice in some way, to protect the public.</p> <p>Examples of conditions include requiring the practitioner to:</p> <ul style="list-style-type: none"> <li>• complete specified further education or training within a specified period;</li> <li>• undertake a specified period of supervised practice;</li> <li>• do, or refrain from doing, something in connection with the practitioner’s practice;</li> </ul>	<p><a href="#">AHPRA Definitions</a></p>

	<ul style="list-style-type: none"> <li>• manage their practice in a specified way;</li> <li>• report to a specified person at specified times about the practitioner's practice, or</li> <li>• not employ, engage or recommend a specified person, or class of persons.</li> </ul>	
<b>Student Registration</b>	<p>This type of registration is granted to people who are enrolled in TAFE Queensland's Bachelor of Dental Prosthetics that qualifies them for general registration in a profession.</p> <p>Students enrolled in this course do not need to make an application for registration. After you have enrolled in the course, TAFE Queensland is required to provide the Dental Board of Australia (DBA) with a list of enrolled students. On receiving this list, the DBA will register you. Your registration as a student ends when you have completed your course or when you cease to be enrolled in the course.</p>	<a href="#">AHPRA Student Registration</a>
<b>Inherent Requirements</b>	<p>Inherent requirements are the essential components of a Course or Unit/s of Study that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the Course or Unit/s of Study. Inherent requirements are the fundamental parts of a Course that you must meet in order to complete your course and graduate.</p> <p>Inherent Requirements differ between the Courses and encompass compliance with Australian laws, TAFE Queensland Student Rules and procedures; and professional registration requirements.</p> <p>The Australian Disability Clearinghouse on Education and Training (ADCET) states: The inherent or essential requirements are those that students must pass in order to complete a course/unit/program. They are those components, which if removed or substituted would substantially impact on the learning outcomes.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A civil engineering student must complete 240 hours of professional practice in order to graduate from the Associate Degree in Civil Engineering.</li> <li>• A dental student: <ul style="list-style-type: none"> <li>i. maintains vaccinations and immunological requirements to participate in clinical practice</li> <li>ii. physically examines people of different genders</li> <li>iii. wears clothing and masks designed to minimise the spread of infection and protect the wearer from infection or other hazards</li> <li>iv. works independently to manipulate and carry instruments, materials and equipment necessary for clinical care.</li> <li>v. effectively manipulates small objects</li> <li>vi. manoeuvres around equipment and in confined spaces.</li> </ul> </li> </ul>	<a href="#">Australian Disability Clearinghouse on Education and Training</a>  <a href="#">Disability Discrimination Act 1992</a>  <a href="#">Professional competencies of the newly qualified dental prosthetist (2016)</a>  <a href="#">Disability Standards for Education 2005</a>

## Useful Links

- [Standards for Education 2005](#)
- [Australian Tertiary Education Network on Disability \(ATEND\)](#)
- [Disability Discrimination Act 1992](#)
- [AHPRA Student Registration](#)
- [Professional competencies of the newly qualified dental prosthetist \(2016\)](#)
- [Australian Disability Clearinghouse on Education and Training](#)
- [Disability Standards for Education 2005](#)