

## STUDENT DISABILITY POLICY

QMS POLICY DOCUMENT	
QMS DOCUMENT CODE	IQA- HET/STU7
VERSION NUMBER	7
NUMBER OF PAGES	5

	IQ ACADEMY-HET DIVISION/FACULTY	DATE
COMPILED BY	Quality and Regulatory Compliance Division	2013
AMENDMENT/REVISION HISTORY	Head: Faculty	01/2025
APPROVAL AUTHORITY	Faculty Management Committee	12/2025
DATE OF NEXT REVIEW	Head: Faculty	12/2027

A decorative graphic in the top-left corner consisting of a thick red curved band and several thin blue curved lines with dots at their ends.

## Table of Contents

1. POLICY PURPOSE .....	3
2. POLICY SCOPE.....	3
3. TERMINOLOGY .....	3
4. KEY PRINCIPLES INFORMING THE DISABILITY POLICY FRAMEWORK.....	4
5. RESPONSIBILITY FOR IMPLEMENTATION .....	6
6. COMPLIANCE AND MONITORING.....	6

## 1. POLICY PURPOSE

---

iQ Academy (iQ) upholds the rights of students and staff with disabilities in accordance with section 9 (4) of the Constitution. It further upholds these rights by adhering to the relevant legislative requirements regarding disability programmes and by recognising the Convention on the Rights of Persons with Disabilities (2008).

The Academy commits to ongoing service provision for students and staff with disabilities. Such provision is designed to remove legal, academic, and institutional obstacles, which are reasonable and practicable in nature, to achieve equitable inclusive services and practices through the implementation of this Disability Policy Framework.

The aim of this policy framework is to ensure that students and staff with disabilities at iQ have the same rights to education, training, employment and professional development as those without disabilities. In summary, the purpose of the policy is:

- to articulate the role of the Academy in regard to disability.
- to clarify the rights of students and staff with disabilities; and
- define concepts in relation to disability.

## 2. POLICY SCOPE

---

This policy framework applies to iQ students, staff, committees and iQ Academy's Board of Directors.

## 3. TERMINOLOGY

---

The following terminology is defined:

- **Disability:** A long-term or recurring physical, mental, intellectual or sensory impairment that, in interaction with various barriers, may hinder an individual's full and effective participation in society on an equal basis with others.
- **Harassment:** Unwelcome behaviour, whether verbal, physical or psychological, that is intended to coerce, manipulate, intimidate or disadvantage an individual based on their disability.
- **Inclusion:** The practice of ensuring that students and staff with disabilities are fully integrated into all aspects of the institution's activities, policies, and programmes without discrimination or exclusion.

## 4. KEY PRINCIPLES INFORMING THE DISABILITY POLICY FRAMEWORK

---

### Building Capacity for Institutional Change:

One of the important principles underpinning the Disability Policy Framework is a commitment to building the capacity for institutional change in order to institutionalise all efforts at addressing the needs of students and staff with disabilities and sustain these going forward. Policies and practices that support students and staff with disabilities must be established and entrenched to become part of the institutional culture of the Academy. This will entail infusing and mainstreaming disability into all Academy policies and programmes and making it part of Academy culture.

Integrating disability issues into the Academy's planning, policy development, implementation, and monitoring will ensure that disability becomes an integral dimension of the Academy's institutional strategies and policies. The Academy will ensure that disability perspectives and inclusion become central to all its activities, viz., policy development, resource allocation, advocacy and research, etc. Guidelines and procedures will need to be developed for administrative and academic staff on how to serve students with disabilities. Similarly, guidelines and procedures on how to serve staff with disabilities will need to be developed, implemented and adhered to. Most current employees are not adequately trained and capacitated to respond to the diverse needs and challenges of students with disabilities. For example, a structured learning programme covering assessment strategies for identified and reasonably supportable disability needs.

A staff in-service training programme will need to be designed to educate staff about issues of disability on an ongoing basis. This should include the distribution of an informational package to all staff. Part of the objective of the training intervention will be to improve awareness of the needs and rights of students and staff with disabilities. Relevant supporting implementation mechanisms for the Disability Policy Framework will need to be established to ensure sustained efforts at addressing the needs of students and staff with disabilities.

### Elimination of Discrimination and Harassment:

iQ is committed to the elimination of all forms of discrimination against and harassment of students and staff on the basis of disability resulting from attitudinal barriers. The prejudice and discrimination often experienced by students with disabilities from some academic and support staff remain a barrier to their progress and development.

Discrimination refers to treating people who are different from you in an unfair, biased or prejudicial way. This includes imposing any distinction, exclusion or restriction on persons on the basis of disability since this has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field.

Harassment is a social behaviour that is intended to coerce, manipulate, intimidate or take advantage of others on the basis of issues such as disability.

#### Access and Participation:

iQ will strongly emphasise the rights to access to education and employment opportunities of students and staff with disabilities. This will include ensuring access to appropriate services and full participation in these by students and staff with disabilities. The objective is thus for students and staff with disabilities to benefit equally from such services so that inequality is not perpetuated. The Academy will initiate appropriate measures to ensure that students with disabilities experience high satisfaction and positive attitudes while studying at iQ.

#### Leveraging Resources:

Leveraging resources is the practice of negotiating resources and cooperation between and among different offices within the Academy to ensure sufficient and appropriate support for students and staff with disabilities. The objective is to ensure that restrictive barriers that tend to marginalise and exclude students and staff with disabilities from mainstream activities of the Academy are eliminated to guarantee that students and staff with disabilities are not unwittingly victimised by Academy systems.

Appropriate adjustments will be made, including adapting all relevant resources to be disability-compliant and friendly, thereby promoting full inclusion and integration of students and staff with disabilities. The Academy will need to make reasonable modifications in policies, practices, and procedures to avoid discrimination on the basis of disability. This includes addressing architectural access for both students and staff with disabilities.

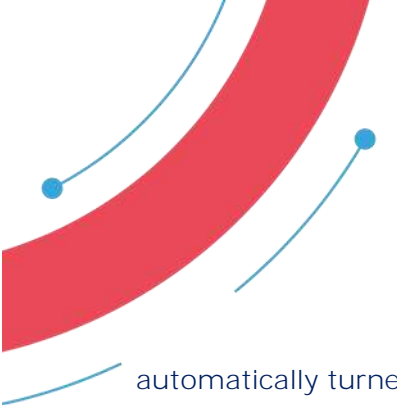
iQ recognises that poorly designed distance education may create barriers to access for students with disabilities. The design of distance education programmes may erect barriers to the full participation of students and academic staff with certain types of disabilities. This limits the learning programmes available to students with disabilities and perpetuates discrimination and exclusion.

Appropriate disability support mechanisms will be introduced, including integrating existing information technology with compatible assistive technologies where reasonably practicable for students and staff with disabilities. Such disability support mechanisms will need to accommodate students with different disability types who use different types of information technology. The Academy will take the necessary steps to familiarise itself with the methods and resources needed to improve access to distance learning programmes.

#### Disability Support Services:

The provision of disability support services will be located within the Academic Support Unit, which will be charged with the implementation of this Disability Policy Framework. Various disability policy implementation mechanisms will be designed to support the effective and efficient implementation of disability policies and practices. These will include the Disability Support Procedures, which will be used as a key implementation mechanism for disability policies and practices within the Academy.

iQ Academy is currently able to accommodate staff and students with hearing impairments or mobility-related disabilities within the context of fully online delivery, as all our programmes are offered fully online. Through our innovative use of text and videos (where subtitles can be

A decorative graphic in the top left corner consisting of a thick red curved line, a thin light blue curved line, and two small blue dots connected by thin lines.

automatically turned on), our students are able to access and consume all our learning resources via our Institutional learning management system. Similarly, iQ has accommodated staff who are hearing impaired by ensuring such individuals are not required to complete work which does not require the need to hear.

## **5. RESPONSIBILITY FOR IMPLEMENTATION**

---

The Academy Director is overall responsible for implementing this Disability Policy Framework. The management team, working with the HR and Academic Support Units, is responsible for the day-to-day implementation of this policy.

## **6. COMPLIANCE AND MONITORING**

---

All students and staff are responsible for complying with this policy. Disability discrimination must be reported in accordance with the Disability Support Procedures.