



## **SPECIAL ALLOWANCES FOR INDIVIDUAL NEEDS**

### **PREAMBLE**

ICG is committed to provide support services to students with permanent or temporary psychological or physical disabilities, based on the student's individual requirements. Although the same academic standard prevails for all students, alternative arrangements in the courseware, learning support and assessment of students can be made to provide more equal opportunities for persons with disabilities.

The learning experience requires learner participation in order to meet the standards and requirements established by the programme. Occasionally there is a need to negotiate special allowance for individuals related to these learning experiences.

### **POLICY**

Wherever possible, learners are expected to anticipate their need for special allowances, and enter into discussion with the College to make necessary arrangements.

A request for special consideration may apply to, but is not necessarily limited to, those learners who:

- are ill or who face major personal crises such as bereavement; or
- are affected by a disability.

### **DEFINITION OF PEOPLE WITH DISABILITIES (ACCORDING TO THE CODE OF GOOD PRACTICE)**

The scope of protection for people with disabilities focuses on the effect of a disability on the person in relation to the working environment, and not on the diagnosis of the impairment.

Only persons who satisfy all the criteria in the definition, are considered as persons with disabilities:

- the disability must be long-term or recurring;
- the impairment must be physical or mental; and
- the impairment must be substantially limiting,

### **GENERAL PROCEDURES**

Students are given the opportunity upon registration to disclose their disabilities on the enrolment form and to indicate whether they require support and/or special summative assessment/exams arrangements.

Students with disabilities are invited to discuss their particular individual needs with the College's Learner Counsellor, who will help them to make personal, academic and career choices.

ICG requires disabled students to submit documentation to the Counselling Department, which should identify the existence and nature of a student's disability in order to accommodate his/her learning environment.

Documentation should:

- be provided by an appropriate health professional or educational psychologist;
- be on a letterhead of the above person;
- have legible dates and handwriting;
- include information on the specific impairment, medical or mental health condition;
- indicate whether or not the disability is permanent, temporary, or fluctuating;
- clearly outline the functional implications/impact on study ability of any disability resulting from an impairment, medical or mental health condition;
- give any suggestions/recommendations for relevant alternative support; and
- be recent, i.e. in the last two-week period if temporary condition, in the last six months for fluctuating condition, and in the last three years for learning disability. Recent dates are not required for a permanent disability.

No adjustment of actual marks obtained by learners in any regular tests, exams, reports or other similar assignments will be made under any circumstances.

Wherever reasonable, and without compromise to acceptable academic standards, the College faculty will extend to such learners some latitude with respect to the following:

- deadlines for submission of assignments and similar projects;
- alternative assignments, assessment or any other form of evaluation related where possible, to the nature of the learner's extracurricular activity;
- attendance, late arrival/early leaving of sessions (also relating to summative assessment/exam sessions);
- adjustments to a learner's regular academic/exam timetable to facilitate his or her extracurricular activities or needs; and
- separate venues and extra time for summative assessments/exams can be granted

#### **SPECIFIC PROCEDURES, DEPENDING ON TYPE OF DISABILITY**

The following are some of the disabilities for which we offer support services:

- **Blindness and vision impairment**
  - Learners can request assistance at registration or via the College's Call Centre and will be supplied with contact details of Braille Services and Tape Aids for the Blind, who convert course material to Braille and record it on audiotapes respectively.
  - Requests for specific arrangements for summative assessments/examinations need to be submitted to the Academic department at least one month prior to final closing date for an examination. Candidates are required to repeat their application at least one month prior to final closing date for each exam session they intend to write.
- **Hearing loss or impairment**
  - Requests for specific support for study process need to be submitted to the Counselling Department. Instead of telephone guidance by tutors (DAT queries), the learner can obtain this service by letter, fax or email.
  - Requests for specific arrangements for examinations need to be submitted to the Academic department at least one month prior to final closing date for an examination. Candidates are required to repeat their application at least one month prior to final closing date for each exam session they intend to write.

- Learning disability, Dyslexia, Attention Deficit/Hyperactivity Disorder (ADHD)
  - These learners can request assistance at registration or via the College's call centre and will be supplied with contact details of Tape Aids for the Blind, who can record study material on audiotapes.
  - Learners will be allowed to use a computer with a spell checker (except for Language courses).
  - Extra time can be granted for examinations (45 min extra per hour, as per National benchmark).
  - Learners should attach documentation (see guidelines for documentation above), to each assessment/assignment he/she submits to the College, in order to remind the tutor/assessor of the student's disability
  - The Tutor Management department needs to contact tutor/assessor to ensure that he/she is aware of the learner's disability, and will not penalise them for spelling or grammatical errors (unless in the instance of a Language subject, where the inherent requirement of the subject is to be able to spell and use grammar correctly). Here the tutor/assessor will use their discretion and have a more lenient marking approach.
  - If the disability is of a severe nature, audiotapes may be submitted.
  - Requests for specific arrangements for examinations need to be submitted to the Academic department at least one month prior to final closing date for an examination. Candidates are required to repeat their application at least one month prior to final closing date for each exam session they intend to write.
  
- Other disabilities

If special services are required, learners should put requests in writing and submit these to the Counselling department.