

UVA WELLASSA UNIVERSITY

**POLICY ON DISABLED STUDENTS
AND STAFF**

Uva Wellassa University

Uva Wellassa University
Policy on Disabled Students and Staff

On the recommendation of the Senate, the Council of the Uva Wellassa University, as the governing authority of the Uva Wellassa University by resolution adopts the following Policy

Accepted Date:

Amended Date:

Signature:

Position:

CONTENTS

1. Rationale	4
2. Scope	5
3. Definitions	6
4. Principles	8
5. Policy statement.....	10
5.1. Differently-abled students	10
5.1.1. Admissions	10
5.1.2. Disclosure	10
5.1.3. Confidentiality.....	11
5.1.4. Reasonable adjustments.....	11
5.1.5. Student Support Services.....	12
5.1.6. Physical Accessibility	13
5.1.7. Teaching and Learning	14
5.2. Differently-abled Staff with disabilities.....	14
5.2.1. Recruitment/Selection and Training	14
5.2.2. Disclosure	15
5.2.3. Confidentiality.....	15
5.2.4. Reasonable Adjustments	16
5.2.5. Sickness Absence Relating to a Disability	16
5.2.6. Time Off for Medical Appointments Related to a Disability.....	17
5.2.7. Physical Accessibility	17
5.3. Academic focus and Capacity Building.....	17
6. Related legislations and documentations.....	18
7. Role and responsibilities.....	20
7.1. Governing Council of the University	20
7.2. University Senate	20
7.3. Centre for Quality Assurance (CQA).....	20
7.4. Internal Quality Assurance Cell (IQAC).....	21
7.5. Academic and non-academic establishment branch	21

7.6.	Staff Development Centre (SDC) at UWU	21
7.7.	Carrier Guidance and Counselling Unit and Student Service Units.....	22
7.8.	Student counsellors.....	22
7.9.	Faculty Board, Board of studies, Course/Module coordinators, Heads of the Departments and Assistant registrars	23
8.	Approval and amendments	23

1. Rationale

In today's world, there are over one billion individuals with disabilities, among whom an estimated 110-190 million face significant challenges in their daily lives. This accounts for roughly 15% of the global population, and this number continues to grow due to factors such as an aging population, the rise in chronic health conditions, and an increase in both natural and man-made disasters. In Sri Lanka, nearly 8.7% of the population aged five years or older has reported experiencing some form of functional difficulty in domains like vision, hearing, mobility, self-care, memory, concentration, and communication.

One stark observation is that very few differently-abled individuals have had the opportunity to pursue higher education. For instance, only 1% of those with visual disabilities and 3% of those with speech disabilities have had the chance to attend university. Presently, differently-abled students who meet admission criteria are required to submit a medical certificate along with a special application and undergo a medical interview for admission. Even if they gain admission, their choice of courses is limited compared to their non-disabled peers. The National Disability Policy has suggested a review of these procedures to expand opportunities and ensure equity for differently-abled students who have successfully completed the General Certificate of Advanced Level examinations, placing them on par with students without disabilities.

The Universal Declaration of Human Rights underscores the fundamental principle that all human beings are born free and equal in dignity and rights (Article 1). It further states that everyone is entitled to all the rights and freedoms set forth in the Declaration, without any distinction of any kind (Article 2). Differently-abled individuals, therefore, have the same rights to express their views, pursue employment, and enjoy a reasonable standard of living.

A significant shift in the understanding of disability has occurred in recent decades, moving from a medical model to a social one. Disability is now recognized as arising from the interaction between individuals with health conditions and their environment. Special attention must be given to removing environmental barriers and providing facilities, such as wheelchair-friendly access to buildings and public transportation, to minimize inconveniences for people with disabilities.

At Uva Wellassa University, we are committed to ensuring an inclusive environment that enriches the educational and employment experiences of differently-abled students and staff. Our commitment is rooted in the principle of equal treatment, where they enjoy the same rights and opportunities as other members of our university community. This entails an environment that

values diversity, is free from harassment and unlawful discrimination, and promotes justice and equality of opportunity.

To achieve this commitment, the university will ensure that all policies, procedures, regulations, functions, and activities—including strategic planning and resource allocation—consider reasonable measures to enable full participation of differently-abled students and staff in every aspect of academic and social life at the institution. This policy reflects our unwavering dedication to equality for our diverse staff and student body. It safeguards the rights of differently-abled students and staff and signifies our readiness to adapt our policies and practices in accordance with developments in higher education, changes in the legislative framework, and our university's strategic goals.

2. Scope

This policy applies to all individuals, encompassing prospective applicants, current students, and staff members affiliated with Uva Wellassa University. It serves as a comprehensive guide, delineating the university's responsibilities and the available avenues for differently-abled students and staff, including those dealing with mental health challenges, to seek support or adjustments in their academic and work environments.

At its core, this policy signifies the university's unwavering dedication to fostering an inclusive environment for individuals with disabilities, including those with mental health difficulties. It establishes a structured framework that contributes to the continuous evolution of a supportive atmosphere for all members and service beneficiaries within the university community. The policy addresses specific operational aspects concerning both students and staff and is designed to offer valuable guidance to the university's administrative bodies, staff, and the student body.

Furthermore, this policy endeavors to adhere to the mandates of national policies and legislative acts, including but not limited to the Public Administration Circular of 1988, the Protection of the Rights of Persons with Disabilities Act - No. 28 of 1996, the National Health Policy of 1996, and the National Disability Policy of 2003.

3. Definitions

Assistive technology	A device, system, or configuration, whether custom-made or commercially accessible, that enables an individual to accomplish a task they might otherwise be incapable of or enhances the efficiency of task execution.
Differently-abled	An individual who, due to physical or mental impairments, whether present at birth or acquired later, cannot independently provide for some or all of their basic life requirements (referred to as a person with disabilities)
Disability	A disability encompasses physical, sensory, neurological, intellectual, psychiatric, or learning impairments. This definition also includes physical disfigurement, the presence of disease-causing organisms in the body, and total or partial loss of bodily functions or body parts. It encompasses conditions that are temporary, permanent, current, past, or anticipated, as well as chronic health conditions that might not typically be classified as disabilities.

Commonly recognized disorders

(a) Blind/Low Vision

As per the U.S. National Library of Medicine (2014), "blindness is characterized by the absence of vision and may also indicate a vision impairment that remains uncorrected despite the use of glasses or contact lenses,"

(b) Deaf/Hearing Impaired

(c) Physical and Systematic Disorders

This encompasses a wide range of conditions, which include but are not restricted to: multiple sclerosis, cerebral palsy, chemical sensitivities, spinal cord injuries, cancer, AIDS, muscular dystrophy, and spina bifida.

(d) Psychiatric/Psychological Disorder

Mental impairment encompasses any mental or psychological disorder, including emotional or mental illnesses.

(e) Specific Learning Disabilities

A specific learning disability, as outlined in Section 1401(30) of Title 20 of the United States Code, refers to a condition affecting one or more fundamental psychological processes related to language comprehension and usage, both spoken and written. This condition may result in challenges with listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations.

(f) Head Injury/Traumatic Brain Injury

A head injury or traumatic brain injury is typically a diagnosis made within the medical or clinical field

Harassment An act that makes someone feel intimidated, insulted, or humiliated due to their disability.

Reasonable adjustments Reasonable adjustments, whether administrative, environmental, or procedural, are changes made to the work or learning environment to eliminate obstacles for individuals with disabilities. These adjustments enable them to meet the essential job or study requirements. For staff, these adjustments might involve improving building and room access, adapting equipment, job redesign, or implementing flexible work arrangements. For students, they could involve modifications in how lectures are delivered, the format of written materials, or adjustments to assessment processes and deadlines. An adjustment is considered reasonable when it considers the individual's needs while balancing the interests of all parties involved.

4. Principles

4.1. At Uva Wellassa University, our unwavering commitment is to cultivate an environment that is not only inclusive but also safe and supportive for every student and staff member, irrespective of disability or any other protected characteristic. This commitment is fundamental to fostering a positive and enriching experience for all individuals who are part of our academic community.

We firmly believe that every person, regardless of their background or individual circumstances, should have equal access to the opportunities and resources we provide. Our policy ensures that we uphold this principle at every level of the university, from academic pursuits to campus life and beyond. We are dedicated to creating an

environment where everyone feels valued, respected, and empowered to thrive.

- 4.2. The University promotes an environment of openness and encourages individuals, both students and staff, to feel comfortable disclosing disabilities, including mental health difficulties. However, it recognizes that such disclosures can be challenging for some. This policy aims to facilitate discussions regarding disclosure and the provision of suitable support. Furthermore, Student Support Services provide a safe and nurturing space for students to communicate their disability-related needs.
- 4.3. Any disclosed disability information is treated with strict confidentiality, and sensitive personal data is shared with university services, such as student counseling, healthcare teams, security personnel, and administrative officers, only with the individual's consent, except in cases where there is a risk of harm to themselves or others.
- 4.4. The University proactively implements reasonable adjustments for differently-abled students and staff. These adjustments are tailored to individual needs, compliant with university policies, procedures, and legal requirements, and are designed to be relevant, appropriate, inclusive, and forward-thinking.
- 4.5. Reasonable adjustments are grounded in evidence and result from a comprehensive assessment of the individual's disability-related needs. This assessment considers various factors, including the environment, academic standards, and the guiding principles of the Protection of the Rights of Persons with Disabilities Act, No. 28 of 1996, National Disability Policy of 2003, National Health Policy of 1996, as well as Public Administration Circular No. 27/88 and 01/99. These adjustments aim to prevent significant disadvantages effectively.
- 4.6. Training and initiatives to enhance disability awareness are strongly encouraged and provided to all staff members as an integral part of the University's Learning and Development programs. Student counselors, administrative heads of service units, or immediate administrative supervisors of differently-abled staff members should establish proper communication channels with the Faculty or University administration to provide support to differently-abled students or staff members.

5. Policy statement

5.1. Differently-abled students

5.1.1. Admissions

5.1.1.1. The University embraces applications from individuals with disabilities, including those facing mental health challenges.

5.1.1.2. The University promotes applicants to voluntarily share information about their disabilities, including mental health difficulties, within their applications. This assists the University in informing applicants of available support and guidance and preparing for potential reasonable adjustments.

5.1.1.3. Admissions decisions are primarily founded on academic qualifications and, when relevant, compliance with professional body prerequisites.

5.1.1.4. Within the Student Support department, student counsellors and university administrators provide counsel and information to potential undergraduate and postgraduate applicants with disabilities, assisting them in making well-informed choices regarding the available support options.

5.1.2. Disclosure

5.1.2.1. The University aims to create an environment that promotes disclosure but respects individuals' rights to choose not to disclose. We urge students to disclose any disabilities, including mental health difficulties, ideally during the application or admission process. However, students who do not disclose during application or admission, or who develop a disability during their studies, are encouraged to disclose at any point thereafter. We strongly advise students who recognize that they have support needs due to a disability to have discussions with student counsellors, course coordinators, department/unit heads, or any other relevant academic or administrative staff member as early as possible. This ensures they are informed about the available support.

Disclosing a disability enables the University to inform students about available support options and to make reasonable adjustments. These are aimed at minimizing any disadvantage in accessing their academic course and contributing towards a positive student experience.

5.1.3. Confidentiality

5.1.3.1. All disability disclosure information is treated sensitively. Student Support teams, including student counsellors, course coordinators, heads of the departments/Units, University administrative staff, discuss confidentiality, its limits and the sharing of information with students and other Units. For students whose studies include external placements specific consent is sought to enable reasonable adjustments to be made.

5.1.3.2. In the case of students who choose not to disclose their disability or do not give consent for information to be shared for the purposes of support, there will be restrictions or limitations to the level of support and the nature of reasonable adjustments the University or external placement providers can offer without prior disclosure. For that reason, students are positively encouraged to disclose their disabilities and seek support.

5.1.4. Reasonable adjustments

5.1.4.1. The University make 'reasonable adjustments' for students in relation to:

- I. A provision, criterion or practice (for example teaching and assessment methods).
- II. Physical features (for example access to lecture theatres, labs, tutorial rooms).
- III. Auxiliary aids (whose definition includes auxiliary services, e.g. for example hearing loops).
- IV. Information in accessible formats.

5.1.4.2. The purpose of reasonable adjustments is to facilitate inclusion, remove barriers to learning, and to contribute towards a positive student experience.

5.1.4.3. Reasonable adjustments on disability grounds including mental health difficulties are evidence-based and could involve:

- Changes to existing practices and procedures.
- Changes to course delivery and assessment in accordance with academic standards.
- Inclusive teaching and learning practices.
- Special examination arrangements.
- Alternative methods of assessment in accordance with academic standards.
- Changes to the accessibility of the physical environment.
- Provision of non-medical one to one support.
- Access to assistive technology.
- Consideration when marking.
- Providing Information in alternative accessible formats.
- Accessible on University accommodation.
- Accessible parking.
- Facilitating communications between relevant parties.
- Increasing disability awareness across the institution.

5.1.5. Student Support Services

5.1.5.1. The University offers a comprehensive range of support services to students with disabilities through Student Services Units and Student Counsellors.

5.1.5.2. Maximum utilization of academic support centers (libraries, computer laboratories, etc.), facilities for extracurricular activities (sport, aesthetic, cultural, religious, social, etc.) and other facilities (canteen, banking,

postal facilities, etc.) is ensured through reasonable adjustments made by the University.

5.1.5.3. The University provides with the information on available services, through government departments and non-governmental organizations, for differently-abled people. Such services include provision of assistive devices, payment of disability benefits to individuals, vocational training, making grants for self-employment, registering job seekers and promoting their employment.

5.1.6. Physical Accessibility

5.1.6.1. The University aims to continually improve the accessibility of the University and its facilities.

5.1.6.2. Access to buildings is via lifts and ramps are provided.

5.1.6.3. Locations that conduct academic activities and examinations, such as lecture theatres, tutorial rooms, laboratories and examination halls, are accessible to differently-abled students.

5.1.6.4. Centres that provide academic supportive services, such as libraries and computer laboratories, are accessible to differently-abled students.

5.1.6.5. Easily accessible accommodation blocks that are in close proximity to teaching blocks and other services, such as cafeteria, are offered to differently-abled students (preferably ground floors).

5.1.6.6. University offers range of facilities for extracurricular activities, such as Student Union, sport facilities, aesthetic facilities and facilities for cultural and religious activities. These centres are accessible for differently-abled students.

5.1.6.7. University provides range of other services, such as canteen, banking and postal facilities. These centres are accessible for differently-abled students.

5.1.7. Teaching and Learning

5.1.7.1. Uva Wellassa University is committed to enabling differently-abled students to access the learning opportunities provided by the University and to removing barriers which may lead to those students being disadvantaged.

5.1.7.2. The University will, as far as possible, make reasonable adjustments in order that disabled students can participate in their courses of study and access the facilities and services available to support them in their learning, while maintaining equity for all those being assessed.

5.1.7.3. The University will also promote the use of inclusive approaches to teaching and learning through the design of curricula and methods of delivery and assessment.

5.2. Differently-abled Staff with disabilities.

5.2.1. Recruitment/Selection and Training

5.2.1.1. The University aims to recruit, train, develop, and retain talented staff, without regard to any protected characteristics, such as disability. The University monitors self-declaration of disability during the application and/or appointment process.

5.2.1.2. The University provides a range of training opportunities to accommodate the needs of all staff. These sessions are typically conducted in accessible venues, taking into account the needs of differently-abled staff. This may include providing larger print handouts for individuals with visual impairments or using differently colored paper to assist those with scotopic sensitivity. All staff attending training programs are asked if they have any access requirements, reasonable adjustments, or specific needs that should be addressed.

5.2.1.3. Differently-abled staff are encouraged to declare their disability either during the application and/or appointment process or at the earliest opportunity thereafter. They should communicate this information to their immediate administrative officer or the University administration. This proactive step ensures that suitable reasonable adjustments and support can be promptly

implemented to facilitate the staff member in fulfilling their role effectively.

5.2.1.4. Newly hired staff are encouraged to disclose any disabilities at the commencement of their employment with the University. Likewise, existing staff members who are disclosing a disability for the first time or who have recently received a diagnosis are encouraged to engage in a conversation with their immediate administrative officer or the University administration. This discussion aims to identify and implement necessary support and reasonable adjustments to enable them to effectively fulfill their role responsibilities.

5.2.2. Disclosure

5.2.2.1. Differently-abled staffs are encouraged to declare their disability either during the application and appointment process or at the earliest possible opportunity afterwards to their immediate administrative officer or University administration. This ensures that suitable reasonable adjustments and support can be promptly arranged to assist the staff member in fulfilling their role.

5.2.2.2. New employees are encouraged to disclose any disabilities when commencing their employment at the University. Existing staff members who are disclosing their disability for the first time or have recently received a disability diagnosis are also encouraged to engage in discussions with their immediate administrative officer or University administration. These conversations aim to identify and implement support and reasonable adjustments that facilitate their ability to fulfil their role effectively.

5.2.3. Confidentiality

5.2.3.1. Any information disclosed to the University by differently-abled staff members will be handled with utmost respect and confidentiality. Access to this data will be restricted to staff members with monitoring responsibilities, and any reporting will solely involve statistical data..

5.2.3.2. The immediate administrative officer or University administration, while maintaining confidentiality, will assist the employee in discussing reasonable adjustments. They will also be available to provide support if

the employee chooses to disclose their disability to their immediate team members.

5.2.3.3. In cases where staff choose not to disclose their disability or do not provide consent for information sharing to facilitate support, there may be constraints or limitations on the level of support and the types of reasonable adjustments that the University can provide without prior disclosure. Hence, staff are strongly encouraged to disclose their disabilities and request support.

5.2.4. Reasonable Adjustments

5.2.4.1. The University will implement reasonable adjustments to accommodate staff with disabilities, including those with mental health difficulties.

Examples of reasonable adjustments for staff might include:

- Implementing reasonable adjustments during the recruitment process (e.g., placing candidates in suitable units).
- Implementing reasonable adjustments to physical premises (e.g., widening doorways or constructing ramps).
- Adjusting working hours when operationally feasible.
- Procuring or adapting equipment, such as providing modified keyboards or telephones.
- Supplying necessary assistive software for job requirements.
- Allowing employees who acquire disabilities to gradually return to work, including flexible hours.
- Modifying the scope of duties and responsibilities.
- Changing the workplace location to a more accessible site.

5.2.5. Sickness Absence Relating to a Disability

5.2.5.1. The University recognizes that sickness absence may be due to a disability, and staff have the opportunity to obtain additional sick leave within the regulatory framework provided by the University Grants Commission's Establishment Code and the Government Establishment Code of Public Administration.

5.2.5.2. Any disability-related absences will be part of a staff member's absence record, but they will provide an opportunity for the University administration, along with the individual and their immediate administrative officers, to identify any additional specific reasonable adjustments or support that could be

implemented.

5.2.6. Time Off for Medical Appointments Related to a Disability

5.2.6.1. The University acknowledges that employees with on-going health condition(s) may require on-going treatment and time off from their work to attend medical appointments, these appointments will be accommodated wherever possible and will not normally be counted as sickness absence. Employees should discuss their need to attend such medical appointments with their immediate administrative officers as early as possible.

5.2.6.2. Where possible, staff are asked to make appointments at a time that causes minimum disruption to their work, i.e. at the beginning or end of the normal working day. Part-time staff and shift workers should try to schedule appointments for when they are not working. However it is recognized that this is not always possible, and that is why it is important to inform immediate administrative officers as soon as possible, so that the appropriate arrangements can be made.

5.2.7. Physical Accessibility

5.2.7.1. The University aims to continually improve the accessibility of the University and its facilities.

5.2.7.2. Access to buildings via lifts and ramps are provided.

5.2.7.3. The University will make reasonable adjustments for differently-abled staff to improve the accessibility to carry out their duties effectively.

5.2.7.5. Accessibility is ensured to the additional facilities at the University premises for differently-abled staff members (e.g. canteen, banking and postal facilities).

5.3. Academic focus and Capacity Building

5.3.1. The University includes disability as a module in relevant curricula – e.g. medicine, psychology, sociology, etc.

5.3.2. The University promotes disability-related research

5.3.3. Steps are taken to equip student counsellors and administrative officers to deal with special problems that may be faced by differently-abled students and staff.

6. Related legislations and documentations

6.1. The policy aims to comply with the requirements of the following national policies and acts:

- I. Protection of the Rights of Persons with Disabilities Act, No. 28 of 1996
- II. The Disabled Persons (Accessibility) Regulations, No. 1 of 2006 made by the Minister of Social Services and Social Welfare, Sri Lanka.
- III. Amendment to The Disabled Persons (Accessibility) Regulations, No. 1 of 2006 made through extraordinary gazette, on 18th September 2009, Ministry of Social Services and Social Welfare
- IV. Public Administration Circular No. 27/88, by Ministry of Public Administration, Sri Lanka
- V. Public Administration Circular No. 01/99, by Ministry of Public Administration, Sri Lanka
- VI. National Policy on Disability for Sri Lanka, 2003.
- VII. National Health Policy 1996
- VIII. National Health Policy (Draft) 2016-2025, By Ministry of Health, Nutrition and Indigenous Medicine, Sri Lanka
- IX. University Student Charter by University Grants Commission of Sri Lanka, 2012
- X. Establishment code of University Grants Commission and the higher educational institutions
- XI. Government Establishment Code of Public Administration.
- XII. Universal Declaration of Human Rights of United Nations.
- XIII. Convention on the Rights of Persons with Disabilities (with Optional Protocol) of United Nations.

6.2. Other legislations and documentations that may be referred by the University in providing services and information.

- I. Rehabilitation of the Visually Handicapped Trust Fund Act, No. 09 of 1992
- II. National Institute of Social Development Act, No. 41 of 1992
- III. Social Security Board Act, No. 17 of 1996

- IV. Social Security Board (Amendment) Act, No. 33 of 1999
- V. Welfare Benefits Act, No. 24 of 2002
- VI. The mental Health Policy of Sri Lanka 2005-2015

7. Role and responsibilities

Uva Wellassa University is committed to ensuring opportunity and environment that enables and enhances the educational and employment experience of students and staff with a disability on the same basis as other members of the University community, in an environment that values diversity, is free from harassment and unlawful discrimination and promotes equality of opportunity.

7.1. Governing Council of the University

7.1.1. University council is the supreme governing body of the University and is responsible for ensuring the student and staff welfare. Therefore, the University council bears the responsibility of validation, approval, reviewing and monitoring of student and staff welfare activities and processes.

7.1.2. The University council is the main reviewing and monitoring body of the implementation of the policy and progress made on achievement in policy principles.

7.2. University Senate

7.2.1. The Senate is responsible for academic governance. Hence, the University Senate bears the responsibility of validation, approval, reviewing and monitoring of student disclosures, student requests and Reasonable Adjustments made to facilitate differently-abled students.

7.2.2. The Senate is the main reviewing and monitoring body of the implementation of the Policy related to academic matters and progress made on achievement in policy principles.

7.3. Centre for Quality Assurance (CQA)

7.3.1. CQA is responsible to promote quality assurance culture within the University. A proper mechanism should employ to monitor the progress of activities and

processes related to facilitation of differently-abled student and staff at University level.

7.4. Internal Quality Assurance Cell (IQAC)

7.4.1. IQAC is responsible to promote quality assurance culture within the faculty, centres, library and units, A proper mechanism should employ to monitor the progress of activities and processes related to facilitation of differently-abled student and staff at Faculty level.

7.4.2. IQAC employs a proper mechanism, to gather information from the staff members and students who wish to disclose about the disability, and, to monitor the progress of the process.

7.4.3. IQAC should have a proper mechanism to monitor outcome of Reasonable Adjustment made, case-by-case basis.

7.5. Academic and non-academic establishment branch

7.5.1. The Human Resources Division of UWU promote the disclosure regarding disabilities of staff at the recruitment, appointment or earliest opportunity following the disability.

7.5.2. They ensure the confidentiality of the information given by the staff members.

7.5.3. Establishment branches employ a proper mechanism, to gather information from the staff members who wish to disclose about the disability, and, to guide the employee and administrative staff regarding reasonable adjustments, Time Off for Medical Appointments and Sickness absence.

7.6. Staff Development Centre (SDC) at UWU

7.6.1. SDC is responsible to support the University's goal ensuring that staff have every opportunity to acquire the skills, knowledge and expertise to carry out their duties effectively and to achieve their full potential irrespective of disability status.

7.6.2. SDC should have a mechanism to empower the staff members to deal with the disabilities and carry out their duties effectively.

7.6.3. SDC should train student counsellors, to address the challenges and needs of differently-abled students, to empower the students to deal with the disabilities and carry out their studies effectively, and, to provide guidance on Reasonable Adjustment.

7.6.4. SDC ensures the capacity of academic and administrative officers to address the challenges and needs of differently-abled staff members, to empower them to deal with the disabilities and carry out their duties effectively, and, to provide guidance on Reasonable Adjustment.

7.7. Carrier Guidance and Counselling Unit and Student Service Units

7.7.1. These Units promote the disclosure regarding disabilities of student at the point of application, entry or earliest opportunity following the disability.

7.7.2. They ensure the confidentiality of the information given by the students.

7.7.3. Units employ a proper mechanism, to gather information from the students who wish to disclose about the disability, and, to guide the student regarding reasonable adjustments.

7.8. Student counsellors

7.8.1. Student counsellors promote the disclosure regarding disabilities of student at the earliest opportunity following the disability.

7.8.2. They ensure the confidentiality of the information given by the students.

7.8.3. Student counsellors empower the students to deal with the disabilities and carry out their studies effectively.

7.8.4. Student counsellors provide guidance regarding reasonable adjustments.

7.9. Faculty Board, Board of studies, Course/Module coordinators, Heads of the Departments and Assistant registrars

- 7.9.1. Establishment of a proper mechanism, to gather information from the staff members and students who wish to disclose about the disability, and, to monitor the progress of the process, in different levels accordingly.
- 7.9.2. They ensure the confidentiality of the information given by the staff members and students.
- 7.9.3. Consult other Units and Branches where necessary.
- 7.9.4. Make recommendations on appropriate reasonable adjustments to Senate and/or Council where necessary.
- 7.9.5. Make decisions on reasonable adjustments.

8. Approval and amendments

- a. Date Adapted:.....
- b. Date Commenced:.....
- c. Administrator:
- d. Date of Review:
- e. Date Rescinded:.....