



"Your Success Our Focus"

**RESOURCE COLLEGE**

## **STAFF & STUDENTS DISABILITY POLICY**

Cell: (+268) 7656 5336 / 7956 3576  
Tel: (+268) 2505 9996  
Email: [resourcecollegeswazi@gmail.com](mailto:resourcecollegeswazi@gmail.com)  
Website: [www.resourcecollege.co](http://www.resourcecollege.co)

Lomalanga Building,  
Opposite FLAS Clinic, Behind  
The George Hotel, MANZINI

## Contents

1.0 Purpose of the Policy .....	3
2.0 Aims .....	3
3.0 Responsibilities .....	3
4.0 The Legal Framework.....	3
5.0 Definition of Disability.....	4
5.1 Disability .....	4
5.2 Discrimination on the Basis of Disability .....	4
5.3 Reasonable Accommodation .....	4
5.4 Disclosure of Disability, Record Keeping and Data Management .....	5
6.0 Health and Safety.....	5
7.0 Access to Tertiary Education for People with Disabilities .....	6
8.0 Teaching and Learning Support for Students with Disabilities.....	6
9.0 Employment Equity and Employee Support .....	7
10.0 Communication.....	7
11.0 Research, Teaching and Learning .....	7
12.0 Extension Services/Social Responsiveness .....	7
13.0 Procedure for Channelling and Monitoring Complaints of Discrimination on Grounds of Disability.....	8
14.0 Performance Management and Appraisal.....	8

## **1.0 Purpose of the Policy**

1.1 This Disability Policy clearly states the commitment of Resource College to ensuring that there are equal opportunities for the diverse students and members of staff.

1.2 This document outlines the College's duties and the options available to staff and students with disabilities in seeking support or adjustments to their working and studying environment, while at RC.

1.3 The Resource College is committed to working towards an understanding of the Social Model of disability. This includes addressing the barriers to inclusion (structural, cultural, organisational and attitudinal) which adversely impact upon disabled people, affecting the ability to meet their needs, rights and requirements.

## **2.0 Aims**

2.1 This Disability Policy sets out the College's commitment to disabled students and staff, providing a framework to contribute to the ongoing development of an enabling environment for all members and service users of the College.

## **3.0 Responsibilities**

3.1 The College is responsible for the wellbeing of current disabled staff and students, together with actively encouraging disabled students and staff to join the College. These responsibilities are delegated via the Heads of Departments and appropriate representatives on the staff and student side to ensure support for both disabled students and staff.

## **4.0 The Legal Framework**

4.1 The Eswatini Disability Act places a number requirements on all education or training institutions, not to deny any person admission into or expel the person from the Institute, discipline, segregate or deny the person participation in any event or activity or deny any benefits or services to the person, on the basis of disability. For example, it criminalises any act by a service provider which exhibits any form of discrimination on the basis of disability. Under these requirements the Resource College is required to:

- eliminate unlawful discrimination
- eliminate harassment of disabled people

- promote equality of opportunities between disabled people and other people
- involve disabled people in the formulation of actions
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment
- Identify and analyse potential discriminatory policies, practices and procedures in all aspects of the College's activities.

4.2 The College supports an anticipatory approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual disabled people attempting to use the service or access education.

## **5.0 Definition of Disability**

### ***5.1 Disability***

For purposes of this Policy, **Staff** means an employee of the College and includes an applicant for employment at the College, **Student** means a registered student of the College and includes an applicant for study at the College and **Visitor** is any member of the public present on College property who is not a member of staff or a student, including persons with contractual relationships with the College and persons otherwise legitimately commercially active or employed within the College environment.

### ***5.2 Discrimination on the Basis of Disability***

Discrimination on the basis of disability refers to imposing any distinction, exclusion or restriction of persons on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, on all human rights and fundamental freedoms in the political, economic, social, cultural, civil, or any other field. It encompasses all forms of unfair discrimination, whether direct or indirect, including denial of reasonable accommodation.

### ***5.3 Reasonable Accommodation***

Reasonable Accommodation refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where

needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

#### ***5.4 Disclosure of Disability, Record Keeping and Data Management***

The College is committed to creating an institutional climate in which disclosure of disability would be both advantageous and safe. Disclosure of disability is necessary where a student/staff member/visitor requests support and/or accommodation provision. Disclosure will be made to the Registrar. Information about an individual's impairment will be made available to persons tasked with facilitating or providing specific accommodations to the extent that this information is necessary to facilitate the accommodation.

Disclosed information will be treated as private and confidential. It will be used to monitor progress in employment and student equity and for strategic planning and to maximise levels of service provision.

The College will identify, and where possible, address barriers to facilities and services at the University. In order to do this, the College will budget each year for retrofitting of access solutions.

#### **6.0 Health and Safety**

6.1 The College recognises the importance of the application of principles of Universal Design in improving aspects of well-being, safety and security for all present on College.

6.2 The College will therefore develop and implement a comprehensive campus-wide strategy for addressing deficiencies in effective lighting in and outside buildings; the presence of balustrades, handrails, stair markers and effective signage; the presence of reachable controls/buttons and auto cues. The College will put in place emergency evacuation procedures for persons with disabilities. It will ensure that all relevant personnel receive the necessary training including building curators, building health and safety officers, campus protection services, wardens and other relevant personnel in all sectors of the College.

## **7.0 Access to Tertiary Education for People with Disabilities**

The College acknowledges that inequalities of access to education throughout the education system for persons with disabilities mean that learners with disabilities have in the past been and continue to be especially vulnerable to exclusion from higher education. Consequently the College commits itself to developing admission, recruitment and retention practices and policies for persons with disabilities which will maximise participation in higher education at RC.

## **8.0 Teaching and Learning Support for Students with Disabilities**

The College will provide for the learning needs of students with disabilities, and recognises that this may in some cases entail modifying, substituting or supplementing curricula and course work requirements, including alternative but equivalent assessment modes, ensuring at all times that academic standards are not compromised and that students will graduate with the requisite skills and competencies.

Any modification of course requirements or assessment methods will be discussed and agreed on by the Director (or nominee), the Head of the Disability Service and the student. If, after due consideration, the view is that in a certain discipline or course teaching methods and specific teaching environments pose insurmountable obstacles relating to a student's level of impairment, and a genuine attempt has been made by all role players to seek solutions, the Head of the Disability Service in consultation with the Director of the College may advise the student to register for a course with fewer access impediments. Should a student still feel that his/her rights have been violated, he/she would follow the procedure as set out in this policy.

The College undertakes to encourage and support wherever possible:

Universal Design Principles in new course offerings; and

Educating academic staff with regard to the range of reasonable accommodations, and alternative assessment modes.

## **9.0 Employment Equity and Employee Support**

The College shall include disability in its employment equity plan and targets. It shall put in place measures to facilitate the recruitment, retention and career advancement of people with disabilities, including such reasonable accommodations as will optimize their ability to meet the requirements of their job.

## **10.0 Communication**

The College will undertake to ensure access to information and communication services to staff, students and visitors with disabilities, including where appropriate, tactile signage; high contrast signage on notice boards; circulars, library databases, learning materials, and electronic media. It will strive to maximize, through appropriate dissemination of information, opportunities for staff and students with disabilities to participate in all Co wide consultation and debate and in grievance mechanisms and decision making processes.

## **11.0 Research, Teaching and Learning**

The College recognizes the value of research and teaching in disability-related fields and acknowledges the growing stature of Disability Studies as a relevant academic discipline along with other social justice disciplines.

The College acknowledges the need to include where appropriate perspectives on disability in relevant undergraduate and graduate programs.

## **12.0 Extension Services/Social Responsiveness**

The College recognizes its obligation to the broader community including disabled people not currently working or studying at the institution. It recognizes too that it is in a position to play a leadership role to support and encourage initiatives that will contribute to the improvement of the quality of their lives in all spheres. Through, inter alia the Disability Service and disability advocates in the broader College students, it will work to establish linkages, with professionals in other higher education institutions who work in the area of disability and with organisations for and of disabled people; with schools catering for disabled learners; with schools involved in inclusive education and mainstreaming of disabled learners.

### **13.0 Procedure for Channelling and Monitoring Complaints of Discrimination on Grounds of Disability**

Harassment or discrimination may take the form of verbal abuse or other actions which make an individual feel uncomfortable, intimidated or degraded. Complaints should be lodged with the Director. The Office will institute the standard procedure for investigating complaints of equivalent forms of discrimination as for instance on the grounds of race, gender or sexual orientation. The relevant office will seek advice from the Disability Service, except in cases where

- (a) The DS itself is the subject of the grievance, in which case the relevant office will consult an independent recognized authority on disability discrimination; or
- (b) The DS has agreed to represent the individual bringing the complaint.

### **14.0 Performance Management and Appraisal**

Where it is necessary, a new staff member who has a disability will have a conversation with the Director and determine the nature of the accommodations he/she will need; identify areas of the job which may pose challenges; and agree on a way to address these. This may entail the purchase of technology or equipment; adjustments to the physical workspace, or minor adjustments to job descriptions.