

**MOSHI CO-OPERATIVE UNIVERSITY (MoCU)  
CHUO KIKUU CHA USHIRIKA MOSHI**



**STUDENT DISABILITY POLICY, 2017**

(Made under Article 30(2) of the MoCU Charter, 2015)

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## **FOREWORD**

This Policy is made in order to ensure the recognition and protection of people with disabilities at MoCU. The Policy acts as a basis of University's commitment towards ensuring appropriate opportunities for people with disabilities and creating an environment which enables them to fully participate in the University life.

MoCU recognises the value of every individual and is therefore committed to ensuring full participation of all stakeholders in educational endeavours. To this effect, MoCU is committed to ensuring that members of the University with disabilities have access to appropriate facilities and a learning environment that is, wherever reasonably possible, comparable to that of those without disabilities. The Policy recognises that people with disabilities are an integral part of the University community and takes the premise that accessible and appropriate provision is not an additional but a core element of the overall service which the University makes available.

The Policy covers all aspects of people with disabilities in the University life. The Policy, among other things, addresses equality in accessing resources, opportunities, and equal rewards for equal work. It is a prerequisite for sustainable development, a benchmark for institutional advancement and key to problem solving. Bearing that in mind, it is expected that the Policy will result in positive changes in the institutional culture and philosophy.

The Policy is a product of contributions from various stakeholders of the University. It is therefore expected that the stakeholders will also fully participate in its implementation. The clearly stated objectives, expected outcomes and implementation strategies in the Policy will surely make implementation smooth and successful.

**Prof. F.K. Bee**  
**VICE CHANCELLOR**

## **ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
ARI	African Rehabilitation Institute
HIV	Human Immunodeficiency Virus
MoCU	Moshi Co-operative University
MUCCoBS	Moshi University College of Co-operative and Business Studies
SDGs	Sustainable Development Goals
TCU	Tanzania Commission for Universities
UN	United Nations
WHO	World Health Organisation

## **PART I**

### **1.0 INTRODUCTION**

#### **1.1 University Profile**

##### **1.1.1 Background to MoCU**

The history of Moshi Co-operative University (MoCU) dates back to 5<sup>th</sup> January 1963 when the Co-operative College Moshi started to provide training to the co-operative sector in the country under the then Ministry of Co-operative and Community Development. In 1964 the Co-operative College Moshi was then legally established through the Co-operative College Act No. 32 of 1964 (now repealed) as an autonomous institution with its own Governing Board. In 2004 the Co-operative College Moshi was transformed into a university college and assumed the name Moshi University College of Co-operative and Business Studies (MUCCoBS). MoCU came into being as a result of upgrading the status of the former MUCCoBS into a fully-fledged university in September 2014. On 23<sup>rd</sup> February 2015 MoCU was granted a Charter made under the Universities Act No. 7 of 2005 and gazetted as GN No. 274 of 2015 on 17<sup>th</sup> July, 2015. MoCU is located in Moshi Municipality in Kilimanjaro Region. It has a Teaching Center at Kizumbi in Shinyanga Region and 13 Regional Offices located in Kilimanjaro, Tanga, Shinyanga, Mwanza, Dodoma, Tabora, Kigoma, Mbeya, Iringa, Ruvuma, Coast, Mtwara and Singida Regions.

##### **1.1.2 Vision and Mission Statements**

###### **1.1.2.1 Vision**

The vision of the University is “to become a centre of excellence in co-operative education and practice.”

###### **1.1.2.2 Mission**

The mission statement of the University is “to provide quality education, training, research and advisory services to enhance co-operative development.”

###### **1.1.3 Core Values**

In fulfilling the Vision and Mission, the University will be guided by the following core values; cooperation, objectivity, pursuit of excellence in service delivery, integrity and accountability, courtesy to all, and social responsibility.

#### **1.1.4 Objectives and Functions of the University**

The general objects and functions of the University shall be to advance knowledge, wisdom, understanding and enhance creativity through teaching, research, extension and consultancy services on all matters relating to co-operative development, rural transformation, business studies, information and communication technology, law and any other relevant area of learning and knowledge at national and international levels.

#### **1.2 Definition of Terms**

In this Policy, unless the context requires otherwise:

“Academic accommodation” means a planned variation in the way a student with disability receives course curriculum and materials; participates in course activities; or demonstrates mastery of course content and skills through evaluation and assessment. The University shall provide academic accommodation that does not impose undue hardships.

“Academic staff” means a member of the University as stipulated by Rule 38 of MoCU Rules, 2015.

“Applicant” means a person applying to become a student at MoCU.

“Disability” means a situation whereby a person has a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary. It includes the experience of functional restrictions or limitation to the ability to perform a range of life’s activities. The situation may lead to attitudinal and/or environmental barriers and this can ultimately hamper the full and self-directed participation in life.

“Document regarding disability” means any and all documents from an authorised Government practitioner verifying that a student has a disability, and leads to understand the impact of the disability and any resultant restrictions it places on the student. These documents must be based on a current, thorough, and appropriate assessment from an appropriate registered practitioner qualified to diagnose the condition.

“Intellectual disability” includes but is not limited to: persons who have a specific learning difficulty such as dyslexia or dyspraxia; have a developmental learning or behavioural condition such as attention deficit or hyperactivity; or have an autism spectrum condition such as autism or Asperger’s syndrome.

“Management” means the Management of MoCU.

“Other disability” may include, but is not limited to: long-term medical conditions such as chronic fatigue syndrome, epilepsy, diabetes, HIV/AIDS, or Parkinson’s disease.

“Physical disability” includes but is not limited to persons who have physical difference or mobility difficulty.

“Planning Office” means the Planning Office of MoCU.

“Psycho-social disability” includes but is not limited to, persons who have a mental health condition (for example anxiety, depression, eating disorders, bipolar affective disorder, schizophrenia, obsessive compulsive disorder).

“Reasonable accommodation” means 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.

“Sensory disability” is used to describe persons who are deaf or hard of hearing; are blind or visually impaired; or are deaf-blind.

“Stakeholders” mean MoCU’s faculties, institute, directorates, Office of the Dean of Students departments, administration, other academic and no-academic units; and MoCU’s staff and students in general.

“Student” means a person registered at the University for a specified programme of study.

“The Policy” means the Student Disability Policy.

“University” means MoCU.

## **PART II**

### **2.0 RATIONALE OF THE POLICY, OBJECTIVES AND SCOPE**

#### **2.1 Policy Context**

Historically, people with disabilities have been facing hardship when it comes to exercising their human and peoples' rights. Issues range from being denied appropriate education, housing, transportation, medical care, social security and more. They face many challenges in obtaining quality education, training and general life support. Health care issues greatly impact the lives of people with disabilities and their families, as they battle with discrimination, poor quality of care and affordability.

Employment for people with disabilities has remained a critical issue, as they face hardships over wages, training and support. It is on this basis that the Convention on the Rights of Persons with Disabilities was adopted by the United Nations. The Convention on the Rights of Persons with Disabilities provides for the full and equal enjoyment of all human rights and freedoms for all persons with disabilities without discrimination of any kind. Although the Convention does not explicitly define disability, it considers that disability arises from a health condition in interaction with the environment. The process of mainstreaming disability into the development agenda has evolved considerably. With more than 10% of the global population living with some form of disability, the majority of whom live in poverty in the developing world, this mainstreaming process is directly linked to the achievement of the Sustainable Development Goals (SDGs).

In Tanzania, the Government has been actively involved in both international and local initiatives that address disability issues. At the international level, Tanzania is a signatory to various disability specific United Nations instruments which include the Declaration on the Rights of Disabled Persons (1975), the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993), the Convention on the Rights of Persons with Disabilities (2008) and various other international treaties and instruments that provide for the rights of persons with disabilities.

At the continental level Tanzania is a signatory to the Plan of Action for the African decade of Persons with Disabilities and a member of African Rehabilitation Institute (ARI). Nationally, Tanzania has taken measures to address the problem of disability from various angles including national health initiatives to eradicate childhood diseases that cause disability such as polio, inclusion of a question on disability in the 2002 and 2012 National Population and Housing Census and the ratification of the United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

In 2004, Tanzania developed the National Policy on Disability which requires educational facilities to be inclusive in accommodating the needs of students with disabilities. Besides, in 2010 the Persons with Disabilities Act was passed and it aims to, among other things, ensure access to education and training by people with disabilities. Moreover, the Universities Act No. 7 of 2005 recognises people with disabilities. The Act requires the Tanzania Commission for Universities (TCU) “to regulate and standardise schemes with standard criteria for broadening of opportunities for persons in disadvantaged groups to secure sponsorship for higher education and acquire requisite academic criteria for admission to universities.”

## **2.2 Disability Situation at MoCU**

MoCU is obliged to undertake several measures to ensure that students with disabilities have a comfortable learning environment while at the University. These include:

- (i) allocating special dormitory with necessary facilities to cater for their needs;
- (ii) purchasing some of the required tools related to their disability;
- (iii) constructing two toilets for female and male students with disabilities;
- (iv) giving students persons with disabilities first priority in hostel accommodation;
- (v) remodelling of lecture halls, a theatre and some lecture rooms to ensure accessibility for students with disabilities; and
- (vi) giving a reasonable attention to disability issues.

The University students' records show that a number of students with disabilities have been enrolled by the University in various academic programmes. Most of them have physical disabilities. Despite the presence of students with disabilities within the

University community, still some of the facilities are not accessible to them. These include the Library at Moshi Main Campus, some lecture and seminar rooms, office blocks and some recreation areas like the stadium. In addition, course and examination assessments, to some extent, do not provide academic accommodation to students with disabilities.

### **2.3 Rationale**

MoCU recognises its moral and legal duty to provide assistance to people with disabilities in order for them to realise their rights and live a life free from unnecessary hardships. Bearing that in mind, the need to have a coherent and comprehensive overall framework for guiding the legal rights of persons with disabilities is unavoidable.

With regard to students, past experience shows that, depending on students' particular impairment, most of them experienced barriers to accessing their education due to the physical environment or teaching and learning (or both) at some point during their studies. Likewise, the institution and course choice of some students was affected by physical access issues.

It was also observed that adjustments to learning practices were difficult to achieve for students with disabilities and some course facilitators felt that adjustments to teaching practices would lower standards and give unfair advantage to students with disabilities. As a result most students with disabilities often found themselves in the difficult position of learning. The Policy, therefore, justifies a need to put in place procedures and guidelines which will facilitate the enhancement of people with disabilities.

As such the rationale for Policy on people with disabilities is to:

- (i) locate the response of the University to people with disabilities;
- (ii) provide a framework in which actions towards mainstreaming people with disabilities will take place;
- (iii) demonstrate commitment and concern by the University in taking positive steps in planning for responding towards people with disabilities;

- (iv) confirm rights, roles and responsibilities of all University stakeholders in issues related to people with disabilities; and
- (v) arrange for the University to make space and resources available to support people with disabilities.

## **2.4 Objectives**

### **2.4.1 Overall Objective**

The Policy sets out the University's commitment to students with disabilities and staff, providing a framework to contribute to the ongoing development of an enabling environment for all members and service users of the University. To this end, it outlines the University's duties and the options available to staff and students with disabilities in seeking support or adjustments to their working and studying environment.

### **2.4.2 Specific Objectives**

Specifically, the Policy seeks to:

- (i) promote mutual respect;
- (ii) recognise the equality, dignity and autonomy of all persons;
- (iii) recognise that "disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives" (World Health Organisation);
- (iv) provide academic accommodations and equal opportunity without discrimination;
- (v) foster student learning through a range of teaching andragogies;
- (vi) protect the privacy and confidentiality of its students and staff, and
- (vii) recognise the shared responsibility of students, instructors, Departments, Faculties and administrative staff to exercise flexibility and creativity in the provision of academic accommodations.

## **2.5 Scope**

The provisions of the Policy on people with disabilities shall apply to all activities and programmes in education, training, research, consultancy, advisory and community services at all levels of the University. The Policy incorporates issues of access, equity, relevance and quality.

The Policy shall apply to:

- (i) all Students of the University;
- (ii) University curricula, facilities and environment;
- (iii) infrastructural development, endowments, and the provision of resources to support relevant activities;
- (iv) the instruction and delivery of course materials in the classroom;
- (v) student participation in course activities; and
- (vi) an instructor's methods of evaluation and assessment, and a student's demonstration of mastery of course content and skills through evaluation and assessment.

### **PART III**

#### **3.0 POLICY ISSUES, STATEMENTS AND STRATEGIES**

##### **3.1 Overall Policy Statement**

In accordance with the Policy and as delineated by National Policy on Disability (2004), MoCU shall ensure fairness in recruitment, admission and educational programmes to any individual regardless of disability upon meeting requirements prescribed by the University. MoCU is committed to provide fair opportunities for students and staff with disabilities and aims to create an environment which enables them to participate fully in the life of the University.

The Policy also extends to members of the public using University premises and services. This is to ensure that members of the University community with disabilities have access to both facilities and a learning environment that is, wherever reasonably possible, comparable to that of those without disabilities.

In addition, MoCU is committed to provide academic accommodations to assist students with disabilities to fulfil the academic requirements of their programmes without compromising academic standards or outcomes. The nature and extent of accommodations shall be consistent with and support the integrity of the curriculum and the University's academic standards.

To this end, MoCU re-affirms that students and staff with disabilities are an integral part of the University community and accessible and appropriate provision is not additional but a core element of the overall service which the University makes available.

## **3.2 Specific Policy Issues, Statements and Strategies**

### **3.2.1 Admission and Enrolment**

#### **3.2.1.1 Policy Issue**

There are inequalities throughout the higher education system for people with disabilities to access education. This is both a historical and a current reality. This situation is, in part, caused by inadequate facilities in terms of learning and social support systems that can reasonably accommodate the needs of students with disabilities. Consequently, most Universities fail to admit students with disabilities and this ultimately make people with disabilities vulnerable to exclusion from education.

#### **3.2.1.2 Policy Statement**

MoCU is committed to adopt admission practices that do not discriminate applicants on the ground of disability. During the application process an applicant with disability shall be encouraged to disclose any disability which he/she thinks may affect his/her experience at the University. This will ensure that any support requirements is discussed with the accepted student, and when possible, arranged before arrival. The Dean of Students will work with students and relevant faculty/ Institute/College to discuss and organise support with relevant departments.

#### **3.2.1.3 Strategies**

(a) MoCU will:

- (i) ensure that persons are not denied admission on the basis of their disabilities that can be accommodated;
- (ii) accommodate students with disabilities, where appropriate, with respect to admission criteria;
- (iii) review documentation to ensure that recommendations and decision regarding accommodation are based on appropriate medical information as well as educational considerations;

- (iv) provide reasonable accommodation to students with disabilities;
- (v) Make admission and enrolment procedures accessible to all individuals;
- (vi) Provide accessible online information about the services available for students with disabilities;
- (vii) Develop mechanisms for students to disclose any disability before admission;
- (viii) ensure the availability of information about access to buildings and support facilities to enable students with disabilities to make informed choices;
- (ix) provide information to prospective and admitted students prior to their entry by giving clear information about how to access support services at the University;
- (x) encourage people with disabilities to seek admission to the University; and
- (xi) encourage admitted students to disclose information regarding the nature of their disabilities during enrolment procedures and the probable impact on their learning.

(b) Students with disabilities will:

- (i) Provide accurate information relating to their disability during application and admission stages; and
- (ii) Read all the relevant information and documents relating to disability at the University.

### **3.2.2 Teaching, Learning and Assessment Practices**

#### **3.2.2.1 Policy Issue**

Providing educational accommodation to students with disabilities has been an issue to many institutions. The set up of teaching and learning environment has not always paid particular attention to the needs of students with disabilities. This is in part a result of the traditional approach of setting up special schools/institutions for people with disabilities. to achieve the goal of an inclusive society, MoCU is challenged to ensure that its teaching and learning environment and facilities accommodates the needs of persons with disabilities.

### **3.2.2.2 Policy Statement**

The University will strive to ensure that the learning needs of students with disabilities are met. Meeting such needs will, in some cases, entail modifying or adjusting delivery and assessment methods while ensuring that prescribed academic standards are not compromised.

### **3.2.2.3 Strategies**

(a) MoCU will ensure that:

- (i) the requirements of students with disabilities are considered during programme validation and review and that appropriate amendments are made;
- (ii) academic staff plan and employ teaching and learning strategies, which make the delivery of the programme as inclusive as possible and where reasonable, allow adjustments to accommodate the individual needs of students with disabilities;
- (iii) wherever possible, students with disabilities have equal opportunities to access academic and vocational placements, including field trips;
- (iv) assessment and examination policies, practices and procedures provide students with disabilities with the same opportunities as their peers to demonstrate the achievement of learning outcomes, which may, in some cases, include alternative assessment and examination arrangements;
- (v) where studying is interrupted as a direct result of a disability-related cause, in consultation with the student and considering the specific requirements of his or her disability, a plan will be developed to ensure that the student's academic progress is not compromised;
- (vi) where appropriate evidence is provided, the delayed completion of assessed work, non attendance at examination, deferral or withdrawal has been due to a disability related cause, ensure that this is recorded in non-prejudicial terms in all academic progress files and appropriate adjustments will be made (e.g. study plans, exam extensions etc.);

- (vii) in research supervision and field attachments, students will be given a special consideration of places of their choice which will be convenient to them;
- (viii) research supervisors meet their students with disabilities in accessible and convenient locations;
- (ix) academic and social counselling services can be conveniently accessed by students with disabilities;
- (x) supervision and review of the progress of students with disabilities is properly facilitated;
- (xi) there are alternative strategies for assessing the outcomes of academic courses undertaken by students with disabilities when such students are prevented by their disability from participating in the same manner as other students under normal conditions. Alternative strategies may include mode of response, use of separate examination rooms and allowing extended periods of time for undertaking assessment;
- (xii) policies and procedures that may pose challenges or institutional obstacles for persons with disabilities who are pursuing educational opportunities at the University are regularly reviewed;
- (xiii) information and training related to academic accommodations specifically for students with disabilities is provided through convenient means;
- (xiv) resources related to universal delivery and evaluation methods is provided to relevant faculty members;
- (xv) adaptive technology within the library to improve accessibility by students with disabilities is in place; and
- (xvi) access to information by students with disabilities is improved.

### **3.2.3 Physical Environment**

#### **3.2.3.1 Policy Issue**

The physical accessibility to buildings is still a challenging phenomenon for people with disabilities at the University. The buildings include: Library, lecture halls and rooms, seminar rooms, staff offices, recreational places and dormitories. While improvements

have been made in some of the buildings, the fact remains that all buildings must contain friendly and convenient accessibility structures for people with disabilities.

### **3.2.3.2 Policy Statement**

MoCU aims at providing an environment which facilitates quality physical, social, emotional and intellectual experiences for people with disabilities. The University requires that all new buildings are designed for ease access and use by people with disabilities in accordance with the established standards. In addition, MoCU will apply the principle of Universal Design in the construction of buildings to improve access and use by people with disabilities.

### **3.2.3.3 Strategies**

MoCU will:

- (i) conduct a review of locations and conditions of accessible buildings;
- (ii) develop a rolling plan of adjustments to make existing buildings accessible by the students with disabilities based on priorities outlined in the Corporate Strategic Plan;
- (iii) adhere to construction standards by constructing new buildings which are accessible to students with disabilities in line with the principle of Universal Design;
- (iv) endeavour to improve access to older buildings which do not meet accessibility standards;
- (v) endeavour to schedule lectures, workshop sessions and tutorials for courses in which students with disabilities are enrolled in readily accessible places and at times appropriately spaced so as to enable students with mobility impairment(s) to move at their own pace to the next scheduled activity;
- (vi) give priority to students with disabilities for on campus accommodation;
- (vii) give students the freedom to choose roommates where necessary;
- (viii) make information available about access to buildings and support facilities;
- (ix) review accessibility signage and ensure that signs are installed in all appropriate places; and
- (x) allocate accessible parking spaces on Campus and for temporary events.

### **3.2.4 Disclosure and Confidentiality**

#### **3.2.4.1 Policy Issue**

While a disability may be identifiable by relevant specialists, it may, in some situations, be a subjective issue. People may designate a person as ‘a person with disability’ although that person may not consider himself/herself so. It is therefore the responsibility of the person in question to disclose his/her disability status. Moreover, in some circumstances it may become necessary to keep disability information/records confidential due the nature of the disability and or the desire of a student with a disability.

#### **3.2.4.2 Policy Statement**

MoCU will develop an environment within which individuals/applicants will be able to disclose their disability status. Opportunities will be given to students to disclose any disability that may have a substantial and long-term adverse effect on their ability to carry out normal day to day activities. This will allow discussion to take place about disability-related reasonable adjustments or other support that may be required. MoCU will also encourage students to disclose any condition which in the short term has substantial impact on their day to day activities to ensure that appropriate support can be provided. Moreover, The University will protect the privacy of persons with disabilities whenever necessary and possible.

#### **3.2.4.3 Strategies**

MoCU will:

- (i) ensure information relating to a student’s disability will not normally be shared with anybody without that student’s written permission;
- (ii) ensure students are made aware of who their information is being shared with, and the reason thereof;
- (iii) Provide assistance to students with disabilities as deemed necessary e.g. give assistance during registration, submission of tests, assignments or examination papers;

- (iv) ensure all documents regarding disability are held securely in the students' admission records;
- (v) encourage applicants and students to disclose any information regarding their disabilities; and
- (vi) observe confidentiality principles when handling the affairs of students with disabilities.

### **3.2.5 Leave of Absence**

#### **3.2.5.1 Policy Issue**

In the course of studies a student with a disability may experience complex problems stemming from the disability itself or a range of other factors. In such a situation, it may be harder for the student to proceed with academic activities at the University. Moreover, the nature of a disability may be unstable and unpredictable and this calls for mechanism to ensure that the University academic schedule is flexible to accommodate the changing needs and conditions of students with disabilities and ultimately give them an opportunity to complete their studies after meeting prescribed requirements.

#### **3.2.5.2 Policy Statement**

MoCU will develop an environment to ensure that when student feels unable to study and needs to take time out due to an illness or disability (particularly cyclical disabilities such as psycho-social disabilities), will apply for leave of absence. The opportunity will be given for a reasonable period of time. However, it is the responsibility of the student to consult their department if they wish to take time out, and they will be required to observe the MoCU Policy regarding leave of absence.

#### **3.2.5.3 Strategies**

MoCU will:

- (i) receive and consider applications for leave of absence fairly and objectively;
- (ii) consult students before making a decision on leave of absence except in extreme circumstances in which the student may be unable to participate in the discussion due to his or her condition;

- (iii) maintain contact with the students on leave in an appropriate manner to verify the nature of their absence and their preparedness to resume studies; and
- (iv) Make follow up in cases where a student leaves the University without notice or does not turn up after a holiday.

## **PART IV**

### **4.0 ADMINISTRATIVE STRUCTURE FOR POLICY IMPLEMENTATION**

#### **4.1 Management Arrangement for Implementing the Policy on People with Disabilities**

The management arrangement for implementing the Policy on people with disabilities includes:

- (i) defining the role and position of major stakeholders within MoCU's community in relation to the Policy; and
- (ii) establishing a framework for coordinating, monitoring and evaluating the implementation of the Policy.

#### **4.2 The Role of Different Stakeholders within MoCU Community**

For the Policy to become owned and implementable, stakeholders shall make a commitment to endorse and popularise it. They shall also be held accountable for its implementation. At their level, the stakeholders shall develop strategic action plans and identify sources of resources (human and financial), responsible organs and key individuals for implementation.

#### **4.3 Responsibility for the Implementation of the Policy**

The implementation of this Policy requires a sound institutional framework for translating the goals, objectives and strategies into actual programmes at the levels of units, departments, faculties, institute, directorates and other higher organs. This means that the implementation will be effected through the existing University institutional set up. All individuals in the University, and all those associated with the University have a responsibility to adhere to the Policy and apply it in their day-to-day activities and in all dealings with, or on behalf of the institution. The implementation requires collective

responsibility and accountability by all sections of the University. The overall coordination and linkage shall be the responsibility of the Office of the Deputy Vice Chancellor (Administration and Finance). The overall responsibilities in relation to this Policy are as follows:

#### **4.3.1 The Council**

The University Council is the supreme authority and the ultimate financial accounting authority of the University. The Council is responsible for ensuring that the University complies with Policy and legal framework and treats students with disabilities in accordance with provisions stipulated in this Policy. In order to fulfil this responsibility, the Council will receive annual progress reports on the monitoring and implementation of the Policy. The Council will discharge this responsibility through the management structures of the University.

#### **4.3.2 The Student Affairs Committee will:**

- (i) ensure that policies pertaining to student affairs cover students with disabilities;
- (ii) ensure the overall system of overseeing and managing student affairs is responsive to the needs of students with disabilities; and
- (iii) issue necessary directives and provide guidance on how to address disability issues at the University.

#### **4.3.3 The University Management**

The University Management will ensure that:

- (i) all members of the University are aware of the terms of this Policy and their responsibilities under it;
- (ii) structures and processes are developed and maintained to coordinate the support of students and staff with disabilities;
- (iii) appropriate training is provided for staff who work with students and staff to recognise disability issues and to seek appropriate support services; and
- (iv) the Policy is reviewed and updated on a regular basis or when need arises.

#### **4.3.4 Faculties, Institute, Directorates and Departments**

Faculties, institute, directorates and departments will ensure that:

- (i) reasonable adjustments in teaching and learning are considered for students falling under the definition of disability;
- (ii) students and potential students with disabilities are given a clear account of the nature and content of a study programme, the assessment methods and the required learning outcomes publications and academic programme related materials;
- (iii) clear and practical information on how to access support services is given to students with disabilities during their orientation;
- (iv) internal procedures do not unlawfully discriminate students with disabilities and staff; and
- (v) students and staff with disabilities are made known to the relevant offices and that they work together to coordinate any necessary accommodation.

#### **4.3.5 Staff**

Individual staff members are responsible for:

- (i) treating any disclosure of disability seriously and referring students and staff to appropriate offices for support;
- (ii) helping to creating a stigma-free community within the University, where students with disabilities are encouraged to succeed;
- (iii) keeping accurate records of interactions with students which are related to student's health;
- (iv) handling written and electronic information which relate to a student's and staff's health in a secure and confidential manner;
- (v) familiarising themselves with the procedures for helping people with disabilities;
- (vi) ensuring that accurate information is given to prospective students regarding the availability of support for students with disabilities in the University; and

- (vii) familiarising themselves with the University's responsibilities towards people with disabilities.

#### **4.3.6 Students**

Students are responsible for:

- (i) declaring any pre-existing health conditions and disabilities during application for studies or after admission (if the condition happens after enrolment);
- (ii) discussing with the Management any necessary support arrangements prior to commencement of studies whenever possible;
- (iii) notifying the University if their health is having a detrimental impact on their ability to fulfil the commitments of the course;
- (iv) notifying the University if they feel their exam performance has been affected by disability issues; and
- (v) ensuring that they have a clear idea of what will be expected of them in their course of study.

#### **4.3.7 Dean of Students**

The Dean of Students will:

- (i) offer advice and guidance to the University faculties and staff on supporting students with disabilities and work with them to provide adjustments to the academic environment;
- (ii) carry out assessments of study-related needs for students with disabilities;
- (iii) work towards improving the provision of support for students with disabilities; and
- (iv) provide accessible information about the services available at the University for students with disabilities through convenient means.

#### **4.3.8 Moshi Co-operative University Students' Organization**

Moshi Co-operative University Students' Organization (MoCUSO) will:

- (i) Bring necessary disability information and issues to the attention of the University Management through the Dean of Students;
- (ii) Provide necessary support to students with disabilities during learning and social activities; and
- (iii) Use inclusive approaches in organizing social and academic activities and in managing the affairs of the students' organization.

### **PART V**

#### **5.0 MISCELLANEOUS PROVISIONS**

##### **5.1 Policy Monitoring**

In general, MoCU shall monitor the applications, admissions, academic progress and nature of impairment of students with disabilities. MoCU shall operate systems to monitor and evaluate the effectiveness of service provision for students with disabilities, evaluate progress and identify opportunities for enhancement. An elaborate framework for monitoring and evaluation will be put in place at all levels of the University. Regular and timely monitoring of progress regarding this Policy and associated action plans will be carried out by the appropriate mechanism in the organisation structures of the University.

##### **5.2 Validity of the Policy Provisions**

The Policy shall be effective from the date of its approval by the University Council and shall remain valid and binding until when they are revoked by the authority entrusted with such powers.

##### **5.3 Effective Date and Policy Review**

This Policy shall become effective upon its approval by the Council and may be reviewed when need arises.

#### 5.4 Approval of the Policy

The Policy was approved by the Council on the <sup>22<sup>nd</sup></sup> day of DECEMBER 2017.

TITLE	NAME	SIGNATURE
Secretary	Prof. F. T. M. Kilima (PhD)	
Chairperson	Bw. George Yambesi	