

Kwame Nkrumah University of Science and Technology, Kumasi

# Disability POLICY



# DISABILITY POLICY



KWAME NKURUMAH UNIVERSITY OF SCIENCE  
AND TECHNOLOGY, KUMASI-GHANA  
**QUALITY ASSURANCE AND  
PLANNING UNIT**

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ISBN: 978-9988-2-8487-9

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# FORWARD

The Kwame Nkrumah University of Science and Technology, Kumasi has a mission to advance knowledge in science and technology through creating an environment for undertaking relevant research, quality teaching, entrepreneurship training and community engagement to improve the quality of life. In order to achieve this mission, there is the need to have Disability Policy.

The rationale of this policy is to Inform and raise awareness on disability issues among the University community.

The University is grateful to all those who ensured the initiation, development and approval of this Policy.

**PROFESSOR K. OBIRI-DANSO**

VICE-CHANCELLOR

# ACKNOWLEDGEMENT

As part of the strategic planning mandate of the Quality Assurance and Planning Unit (QAPU), university policies are initiated and proposed for approval by the Academic Board. The Unit therefore, initiated Disability Policy which was approved by the Academic Board.

The QAPU is grateful to Dr Angela Amedo's committee for the draft of this Policy. We are equally indebted to all staff who helped to edit and review it.

Lastly, we wish to appreciate the contribution of all staff of this University who contributed in several ways for the development and approval of this Policy.

**PROF. CHRISTIAN AGYARE**

HEAD, QAPU

AUGUST, 2018

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## 1.0 INTRODUCTION

Disability is a condition of physical, mental and sensory impairment that may have a substantial or long-term adverse effect on a person's ability to carry out normal day-to-day activities. According to the World Health Organisation (WHO, 2011), *"Disability is a part of the human diversity. Almost everyone will be temporarily or permanently impaired at some point in life"*.

### 1.1 BACKGROUND

Historically, people with disability have largely been provided for through solutions that segregate (e.g. special schools). The policy has now shifted towards social and educational inclusion as well as medically focused solutions that give way to more interactive approaches that recognise that people are disabled by their impairment and by environmental factors.

Disability is a developmental and human rights issue, attracting the attention of national and international institutions as 15% of the world's population live with some form of disability. About 80% of persons with disabilities (PWD) live in developing countries. In most of these countries including Ghana, PWD constitute an impoverished and marginalised group characterized by limited access to public health, education and other social services.

### 1.2 KNUST'S UNIQUE POSITION

One of the core values of the Kwame Nkrumah University of Science and Technology (KNUST) as captured in its Strategic Plan is Diversity and Equal Opportunity for all. By this value ***"we seek to ensure an environment of understanding and respect for cultural diversity and equal opportunity among students and staff, and uphold academic***

***freedom in our quest to advance the frontiers of knowledge and attain self development”.*** Diversity and equal opportunity for all encompasses the need for the establishment of an atmosphere where individuals are offered equal opportunities for self-development and learning, in order to enable them learn, grow and lead.

Beyond the core value in our Strategic Plan, KNUST has established a Centre for Disability and Rehabilitation Studies (CEDRES), which places the University in a special position to advocate for the rights of persons with disabilities.

### **1.3 JUSTIFICATION FOR KNUST DISABILITY POLICY**

A disability policy has become necessary in order to provide a framework by which KNUST can adequately raise awareness and demonstrate commitment to disability issues as it integrates staff and students with disabilities into the university’s physical and social environment.

The KNUST Disability Policy seeks to:

- a. Inform and raise awareness on disability issues among the University community;
- b. Promote the participation and equalisation of PWD by ensuring that academic programmes, employment opportunities, accommodation and all other services are accessible to them; and
- c. Avoid discrimination and empower PWD to become independent, self-sufficient and well integrated into the University environment.

## 2.0 LEGAL FRAMEWORK

Persons with disabilities continue to face barriers in their participation as members of society and their human rights are often violated in all parts of the world. Discrimination against any person on the basis of disability is a violation of their inherent dignity and worth.

Persons with disabilities have made and continue to make significant contributions, in diverse ways, to the overall well being of their communities. There is, therefore, the need to promote and protect the human rights of PWD, including those who require more intensive support. It is in this regard that the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) hereinafter called the Convention was promulgated to promote and protect the rights and dignity of PWD. The Convention seeks to make significant contributions in redressing the profound social disadvantages of such persons, and to promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities, in both developing and developed countries.

### 2.1 THE PURPOSE OF THE CONVENTION

Article 1 stipulates the purpose of the Convention as ***“...to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”***.

### 2.2 DEFINITION OF PERSONS WITH DISABILITIES

Article 1 of the Convention further defines PWD as ***“...those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”***.

## 2.3 ACCESS TO EDUCATION

Article 24(5) of the Convention enjoins State Parties ***“to recognise that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end State Parties shall ensure that reasonable accommodation is provided to persons with disabilities”***

## 2.4 IMPLEMENTATION OF THE RIGHTS

Again by Article 4(1) (a), the Convention enjoins State Parties ***“... to adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the Convention.”***

## 2.5 GHANA’S LEGAL FRAMEWORK

In complying with Article 4(1) (a) of the Convention, Ghana, through its sovereign Parliament, passed the Persons with Disability Act (Act 715) in 2006, to implement the rights under the Convention. The Act has umbrella sections on ***Education of persons with disability***.

Section 17 of the Act for instance, makes ***“provision for designated schools or institutions which shall provide the necessary facilities and equipment that will enable persons with disability to fully benefit from the school or institution”***.

By Section 20 of the Act, ***“a person responsible for admissions into a school or other institutions of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with the disability has been assessed by the Ministry of Education in collaboration with the Ministries of Health and Social Welfare to be a person who clearly requires to be in a special school for persons with disability”***.

It has been provided in Section 22 of the Act that, ***“a public library shall as far as practicable be fitted with facilities that will enable persons with disability to use the library”***.

By Section 26 of the Act, ***“an operator of a parking lot shall demarcate a special parking place which shall be reserved for the exclusive use of persons with disability”***.

The passage of the Persons with Disability Act (Act 715) therefore, enjoins the University to have and implement a comprehensive Disability Policy.

## **3.0 PURPOSE OF POLICY**

The object of this policy is to ensure that members of the University community with special needs have access to both facilities, services and a learning and working environment that is, wherever possible, comparable to that of their peers without special needs. This policy recognises that PwD who are members of the University community are an integral part of the academic community. It takes as its starting point the premise that accessible and appropriate provision is not 'additional' but a core element of the overall service which the University makes available to all.

### **3.1 KNUST'S COMMITMENT TO EQUAL OPPORTUNITIES**

KNUST welcomes every student who is capable of succeeding in a chosen programme of study. The University recognises that it is each individual's determination, potential and commitment that count.

The University also recognises that students with special needs often have to be extra determined and committed in order to achieve their academic potential as well as realise their life aspirations. This is because there are more barriers in the way of their learning and more obstacles to get through in their daily lives. KNUST is working hard to remove the barriers to learning and enjoyment within the University environment. The University also aims to make things more equitable for students with special needs by providing a range of support services for their individual needs.

The University is committed to its policy of equal opportunities for all students, including those with special needs and aims to create an environment that enables them to participate fully in the mainstream of University life.

The University is spread over a wide area, with numerous buildings of various designs and age. Although some buildings are not fully accessible, the University attempts to make structural or organisational adjustments to enable students with special needs (especially ambulatory needs) to attend their classes or to have alternative ways of accessing the curriculum. Prospective students with special needs are therefore urged to visit the University to assess the suitability/accessibility of departments, lecture halls, theatres and living accommodation, and to identify the level of support and facilities available.

The University is therefore committed to; promoting equal opportunity, eliminating unlawful discrimination against persons with disabilities, promoting positive attitudes towards disabled people, and encouraging participation of PWD in all activities they feel comfortable with in the University.

## **4.0 APPLICATION & SCOPE**

This Policy is applicable to all members of the University community, including students, officers and employees of the University and their dependants.

All members of the University Community (and their dependants) are expected to be aware of this policy and its legal framework and to respectfully treat persons with special needs in accordance with these provisions. This Policy shall be published and disseminated without charge to all members of the University community. It shall be displayed at conspicuous places in all Faculties, Departments, the University Website, Lecture Halls and other public areas as far as possible. It shall also be made available to newly recruited staff of the University and newly admitted students.

## 5.0 PROOF OF DISABILITY

### 5.1 DOCUMENTATION

Students and staff who request accommodation or services will be required to provide verification of the nature and extent of their disability from a medical, educational, psychological/psychiatric professional or other appropriate individuals.

### 5.2 VERIFICATION

Documentation from certain sources may require confirmation and verification from the Director of Medical Services, University Hospital, who shall have the ultimate authority to determine disability status. Such documentation helps to ensure the appropriate delivery of accommodation and services necessary to facilitate an individual's success.

### 5.3 CONFIDENTIALITY

The University is mindful of its responsibilities to persons with disabilities and will do all that it can to ensure that the rights and needs of such persons with special needs are not compromised. Records that identify persons with disabilities including their name, address, nature of disability, support services needed, and verifying statement of the Director of Medical Services and other documentation provided by the student will be considered confidential. It shall be protected in accordance with the **University Statutes** with the purpose of providing appropriate academic facilities and accommodation or adaptation of curricula. Information about the student may only be released with the student's informed written consent in accordance with the KNUST rules or other applicable legislation.

## **5.4 DISCLOSURE**

The University shall endeavour to develop an environment within which individuals feel able to disclose their disability. Every encouragement and opportunity 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.

## **6.0 POLICY PRINCIPLES**

The policy shall be guided by a set of principles that are discussed in the sections that follow.

### **6.1 FREEDOM FROM DISCRIMINATION AND HARASSMENT**

KNUST is committed to fostering the right of individuals to be free from discrimination and harassment while engaging in activities as part of their study, employment, or other forms of association with the University.

### **6.2 RIGHT TO DIGNITY**

All members of the University community are to be treated with dignity, courtesy and respect in accordance with the University Statutes and the Students Guide.

### **6.3 EQUAL OPPORTUNITIES**

The University shall be committed to a comprehensive policy of equal opportunities for its entire Community, and to respond to additional support requirements. Making adjustments for students who have special needs is an integral part of the responsibility of academic staff, and making relevant changes to the delivery of teaching could alleviate many difficulties. Any adjustments made should not affect academic standards.

## **6.4 EDUCATION AS A MEANS OF SELF DETERMINATION**

The University will use educative approaches to promote access to persons with special needs and ensure that such persons know their rights and responsibilities.

## **6.5 RAPID AND COMPASSIONATE RESPONSE**

Should a complaint of alleged denial of service arise, the University will sensitively facilitate timely and appropriate action through appropriate informal and/or formal conciliatory procedural options.

## **7.0 ADVISORY TEAM ON PERSONS WITH DISABILITIES**

The Vice-Chancellor shall establish an Advisory Team on Persons with Disability to review, evaluate, and recommend educational and administrative policies that address the needs of students with special needs. The Advisory Team shall meet periodically as necessary. The Advisory Team shall comprise the following, with the option to co-opt additional members when needed:

1. Coordinator, Office of Persons with Disabilities
2. Dean of Students
3. Deputy Registrar, Academic Affairs
4. Coordinating Counsellor, Guidance and Counselling Unit
5. Representative, Campus Association of Students with Disabilities
6. Staff member with special needs
7. The University Librarian
8. Head, Quality Assurance and Planning Unit (QAPU)
9. Director, University Health Services
10. Head, Centre for Disability and Rehabilitation Studies (CEDRES)
11. Director of Works
12. Chairman, Hall Administrators

The Team shall nominate a Chairperson from among its membership who shall chair all the meetings of the Committee.

There shall be a Vice-Chair who shall act in the absence of the Chairperson and a Secretary who shall ensure that all records of the Committee's

meetings and proceedings are properly taken and documented. The Chairperson shall be instrumental in summoning meetings, initiating enquiry processes and ensuring the integrity of all proceedings relating to an investigation of grievances.

The Advisory Team will ensure the enforcement of the Policy and determine when reasonable accommodation could cause fundamental alteration in the nature of the service, programme or activity or create undue financial or administrative burden, and advise accordingly.

The Advisory Team will also assist in the evaluation of current campus policies and procedures relating to persons with disabilities. Members of the Committee ordinarily shall serve two terms of two years each, after which they can be nominated for another term in order to retain institutional memory.

## **8.0 OFFICE OF PERSONS WITH DISABILITIES**

The Office of Persons with Disabilities (OPWD) (see Annex I), shall be housed in the Centre for Disability and Rehabilitation Studies.

The OPWD is to assist members of the University Community with special needs to receive reasonable accommodation in academic and non-academic programmes, and to provide them with an equal opportunity to participate fully in all aspects of university life.

The type and amount of support services and accommodation provided to persons with special needs shall be determined by the OPWD, in consultation with the students seeking the accommodation and, as appropriate, with affected faculty and staff.

## **9.0 SPECIALIZED FACILITIES/ ADDITIONAL SUPPORT FOR PWD**

In order to realise the objective of this policy, some facilities ought to be in place. In the following sections these facilities are presented by highlighting the roles they play in ensuring equity and support for PWD.

### **9.1 BRAILLE LIBRARY**

A Braille Section for visually impaired students shall be introduced at the main library with a Braille Librarian employed and Braille printers' acquired. The Braille Section is to ensure regular supply of Braille and related materials. The Braille Librarian is to assist students in library researches and transcribe reference material on demand. The Braille Library will have books in Braille, and on appropriate recorded media.

Furthermore, the E-Learning facility at the main library shall be relocated to the ground floor and made totally accessible to all PWD.

### **9.2 INFORMATION & COMMUNICATION TECHNOLOGY (ICT)**

The University Information Technology Service (UITS) shall offer PWD support to compensate for sensory, physical or functional limitations. The UITS shall also support PWD to access knowledge by adapting digitalization to the nature of their disabilities, in order to enhance their social and economic integration in the University community. Assistive Technologies such as Supernova – magnification, screen reader software and JAWS –text-to-speech, shall be provided to allow visually impaired students access to computers.

### 9.3 COUNSELLING AND PLACEMENT CENTRE

The Centre enables KNUST put in place effective and efficient support for PWD not only to achieve equalisation of opportunities for the students with disabilities at the University but also to enhance the competitiveness of graduates with disabilities in the employment market. The Centre exists to provide counselling services, career advice, and academic study skills to all persons including students with disabilities. The Counselling and Placement Centre in conjunction with the OPWD and CEDRES shall facilitate work for students with special needs and employment for disabled persons after graduation.

### 9.4 SPORTS AND RECREATIONAL FACILITIES

All efforts shall be made by the University to provide the necessary conditions to meet the sports and recreational needs of PWD. Efforts shall be made to increase their leisure, entertainment and recreational activities through sports and physical fitness. The University Sports Complex should offer PWD the opportunities to enjoy, experience and compete in adaptive sports that include football, swimming, track and field, ground volleyball, and weight lifting.

### 9.5 STUDENTS ORGANISATION

The Students with Disability Association (SWDA) is an organization of both students with special needs and others without special needs that work together to make KNUST a place where ***“disabilities are turned to abilities”***. KNUST shall assist PWD with disability in any way possible to make their existence on campus conducive by sponsoring activities such as awareness programmes.

### 9.6 TEACHING AND LEARNING PROCESS

As a policy, KNUST shall put in the necessary measures to support PWD in their teaching and learning efforts. Assessment and examination policies, practices and procedures shall provide students with special needs with the necessary opportunities as their peers to demonstrate

the achievement of learning outcomes, which may, in some cases, include alternative assessment and examination arrangements.

The Academic Affairs Section must liaise with the OPWD to ensure that any necessary support is arranged (e.g. Braille machines, sign language interpreters, etc.). Every effort shall be made to secure a means of transport to move students with disability round in bad weather, during examinations and other such situations.

## **9.7 PROVISION OF SIGN LANGUAGE INTERPRETER**

KNUST shall make necessary efforts to provide sign language interpreters for deaf persons and mobility guides for low vision or blind persons.

## **10.0 REMOVAL OF BARRIERS IN ACCESSIBILITY, ACCOMMODATION AND INFRASTRUCTURE**

As far as practicable, every building on campus that is used by pwd shall have the appropriate facilities to enable them gain easy access and move about freely. The University shall ensure that new buildings and service facilities like hospitals, lecture rooms, halls of residence, constructed at the University include structures appropriate for students, staff and visitors with disabilities and the latter are included in planning them. This approach for such persons must be enshrined in the University's construction guidelines.

Students with disabilities are to be automatically offered residential accommodation through out their stay in the University. They shall be housed in rooms that give them easy access to toilets, bathrooms, libraries, dining halls and other hall facilities. Toilets and other facilities should be adapted to make them user-friendly to students with special needs. The necessary arrangements shall be made at the residence of staff that requires any such arrangements in their accommodation on campus.

The choice of roommates for students with disabilities should be influenced by the prospective roommate's prior experience with disabilities. Persons who have had prior experience with such persons have a greater understanding of their needs, and are better roommates. Roommates with no previous experience should be given orientation to enable them understand how to relate to students with special needs.

Professional Resource Persons for students with disabilities should by the nature of their work be housed on campus.

## 11.0 RIGHTS AND RESPONSIBILITIES OF PERSONS WITH DISABILITIES

All Persons with Disabilities are entitled to equal opportunities within the university community. Students with disabilities are entitled to equal opportunities to learn. They also have the same obligations as any other students to meet and maintain the University's academic and technical standards. With that as a given standard, **persons with disabilities** have the right:

- i. To demonstrate or document how their disability affects a particular delivery system, instructional method, or evaluation criteria when requesting an accommodation.
- ii. To be evaluated based on their ability, and not their disability. If their disability affects the outcome of an evaluation method, they are entitled to an evaluation by alternative means.
- iii. To identify themselves as needing accommodation (services) in a timely fashion.
- iv. To participate actively in the search for accommodations (services) and auxiliary aids. This responsibility extends to working with the University to seek financial assistance from government and private sources.
- v. To access services, extracurricular activities, and transportation at levels comparable to those accessed by all other students. This is especially significant if the location, delivery system, or instructional methodology limit their access, participation, or ability to benefit from the academic community.

## **12.0 COMPLAINTS/APPEALS PROCEDURE**

Although the primary responsibility for the provision of a supportive and responsive academic, social and physical environment rest entirely with the University, such commitment, however, does not exclude students with disabilities from being active participants in their ultimate success. Students with disabilities must take the initiative to inform the institution about their needs; pursue their studies with the same diligence required of all students; and accept responsibility for the role that they play in their success or failure.

A person can appeal the University's decisions concerning accommodation (services). They can accomplish this by writing a letter to the Office of Persons with Disabilities. If not satisfied, they may file a complaint with the Vice-Chancellor.

## **13.0 MONITORING AND EVALUATION**

The Advisory Team in conjunction with the Office of Persons with Disabilities shall develop and implement a system for evaluating programmes and services for persons with disabilities in the University.

The University shall monitor and provide an annual report on applications, admissions, academic progress and the extent of integration in the University community of all such students and other persons with disabilities.

Every two years, the Team shall carry out an evaluation which would cover compliance with the provisions of all aspects of the policy. Based on the evaluation report to be submitted to the Vice-Chancellor, the policy may be reviewed.

## 14.0 ANNEXES

### **ANNEX I: FUNCTIONS OF THE OFFICE OF PERSONS WITH DISABILITIES (OPWD)**

Specific duties of the OPWD may include, but are not limited to:

1. Coordination and administration of specialized services, including consultation with faculty for students with disabilities.
2. Advice and counselling on disability-related issues.
3. Liaising with campus and external agencies, including referral and follow-up services to these agencies on behalf of students with special needs.
4. Facilitation and provision of adaptive technologies (e.g. computer training, assistive listening devices, adaptive computer hardware or software) including new devices that may become available with emerging technology.
5. Providing oral and sign language interpreters.
6. Providing note-takers for classroom and academic activities.
7. Providing on-campus mobility assistance to and from lectures, etc.
8. Creating a student volunteer programme/soliciting volunteers to provide support for tutoring, reading, writing, etc.
9. Registration assistance, including priority enrolment, assistance with applications for financial aid and related university services.
10. Providing Braille and transcription services.
11. Providing loaning services for tape recorders, Braille machines and enlarged prints.

12. Providing specialised orientation to acquaint students with the campus environment.
13. Examining and test-taking adaptation and facilitation.
14. Monitoring academic progress.
15. Undertaking an assessment of the educational needs of students with disability.

If future evidence supports the need to modify or amplify the aforementioned services, such changes will be assessed and acted upon within the parameters posed by the University's available resources.

## **ANNEX II: DUTIES OF THE HEAD OF OFFICE OF PERSONS WITH DISABILITIES (OPWD)**

The University may appoint a **Senior Member** in the Centre for Disability and Rehabilitation studies as the Coordinator of the Office of Persons with Disabilities.

The duties of the Coordinator shall include:

1. Ensuring the implementation of the University's policy of equal opportunities in respect of persons with disabilities.
2. Administering the affairs of PWD in the University in pursuance of the equal opportunities policy of the University encompassing admissions, accommodation, academic work, health, social and recreational needs.
3. Liaising with the Admissions Office to ensure that the applications of students with disabilities are properly evaluated with reference to exemptions and waivers.
4. Drawing up profiles of students with disabilities and their subsequent distribution to faculties, departments and halls of residence.
5. Ensuring that students with disabilities are given appropriate accommodation on campus.

6. Arranging orientation programmes for students with special needs in respect of their health, mobility, academic, social, recreational and other needs to facilitate their fullest participation and integration into campus life.
7. Liaising between students and departments during initial discussions.
8. Enhancing disability awareness on campus by organising orientation programmes for faculty, students and staff.
9. Consulting with persons with disabilities in the search for technical advice on the nature of facilities they require in the halls of residence, lecture rooms, libraries and the general environment on campus and forward findings to the University authorities for the necessary provision to be made.
10. Consulting with persons with disabilities for advice as to the facilities they would require for their support in respect of learning, studies, class work, examination, etc. and informing the University authorities to make the necessary provision and adjustment.
11. Liaising between the University and outside agencies, both governmental and non-governmental, concerned with persons with disabilities to ensure that students with special needs fully benefit from their programmes including financial and material assistance.
12. Liaising between persons with disabilities and College Boards/ other University bodies to facilitate the resolution of the problems and difficulties of persons with disabilities.
13. Ensuring that persons with disabilities get the professional helpers they need by liaising with governmental and non-governmental agencies.
14. Coordinating and overseeing all services available to persons with disabilities and writing of annual reports on them for the University's information and necessary policy decisions.
15. Campaigning for funding.

- 16. Co-operating with the Office of the Dean of Students to explore the possibilities of full employment for graduating students with special needs.
- 17. Undertaking all other kinds of services that would enhance the academic and social life of persons with disabilities in the University.

**ANNEX III: DEFINITION OF TERMS**

Word/Term	Definition with examples if required
Hearing Limitation (Deaf and Hard of Hearing)	Limitation in the hearing process that impedes the educational process and necessitates accommodations, support services, or programmes. Students in this category may require communication accommodation such as oral or sign language interpreters, and note taking services, etc.
Learning Limitations (Disability)	A generic term that refers to a heterogeneous group of disorders manifested by difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities due to neurological dysfunction. Even though a learning disability may exist concomitantly with other disabling conditions (e.g. sensory impairment) the learning disability is not the direct result of those conditions or influences.
Members of the University Community	All employees and students of the University and dependents of University staff resident at all University Locations

Word/Term	Definition with examples if required
Other Functional/Medical Limitations	Any disability, such as a dysfunction of a body part or a neurological or psychological disability that necessitates accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.
Physical or Ambulatory/Mobility Limitation (including wheel-chair users)	Limitation in locomotion or motor functions (e.g. cerebral palsy) that indicates a need for accommodations, support services, or programmes, that does not fall within the other categories of limitations defined.
Students with special needs	Students who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory, psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities
Visual limitation	Blindness or partial sight to the degree that it impedes the educational process and may necessitate accommodations, support services, or programmes, e.g., Braille, note-taking, enlarged prints, care attendants, etc.

Word/Term	Definition with examples if required
Persons with Disability	Any person (workers and their dependants as well as students) who are disadvantaged by reason of any verifiable and persistent physical, learning, cognitive, sensory, psychological, neurological, or temporary impairment of a nature and degree sufficiently serious to interfere with their studies and academic progress or participation in other essential campus activities
Adaptive Sports	Sports played by persons with disabilities, including physical, mental intellectual and sensory impairment

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ISBN: 978-9988-2-8487-9

