



**UNIVERSITY  
OF MALAYA**

**Standard Operating Procedure for the Teaching and  
Learning of Students with Disabilities (PWDs) at the  
University of Malaya**

**Prepared By:**

**Student with Disability Management Unit,  
Counselling and Guidance Section, Student Affairs,  
University of Malaya**

## CONTENT LIST

<b>CONTENTS</b>	<b>PAGE</b>
INTRODUCTION	6 - 9
OBJECTIVES	10
USE OF TERMS	11 - 12
<b>PART A: REGISTRATION OF STUDENTS</b>	
1.1 Registration of Disabled Students	13 - 14
1.2 Early Detection of Disabled Students	15 - 17
<b>PART B: TEACHING AND LEARNING</b>	
1.1 Notification to Departments and Lecturers	18
1.2 Inclusive Teaching Method	18 – 19
1.3 Format of Lecture Materials	20 - 21
1.4 Learning Support	21 - 23

1.5	Reading Service/ Sign Language Interpreters/ Note Takers/ Support Buddies	24 - 25
1.6	Presenting All Forms of Information on Lectures	25
1.7	Change in the Lecture Venue	26
1.8	Field Work Project	27
1.9	Lectures on Information Literacy	27 - 28
1.10	Library Services	29

## **PART C: INDUSTRIAL TRAINING**

1.1	Registration for Industrial Training	30
1.2	Placements for Industrial Training	30

## **PART D: EXAMINATION**

1.1	Examination Responsibility Officer	31 - 33
1.2	Assignments for Coursework	34 - 35
1.3	Additional Time	36 - 38
1.4	Choice of Question Forms	39 - 42
1.5	Choice of Answering Methods	42 - 43
1.6	Marking Criteria	44
1.7	Transportation during the Final Examination	44 - 45
1.8	Answer Scripts of Visually Impaired Students	45
1.9	Other Special Considerations	46

**PART E: SERVICES AND FACILITIES FOR  
DISABLED POSTGRADUATE STUDENTS (MIXED OR  
RESEARCH MODES)**

1.1	Research Assistant Service	47
-----	-------------------------------	----

**PART F: SCHOLARSHIPS & FINANCIAL  
ASSISTANCE**

1.1	UPSOKU as Mediator	47
-----	-----------------------	----

**PART G: OTHER FORMS OF SUPPORT**

1.1	Counselling Service	48
1.2	Orientation & Mobility Services	48 - 50

**PART H: REVIEW & AMENDMENTS**

1.1	Review	51
1.2	Amendments	52

# **Standard Operating Procedure for the Teaching and Learning of Students with Disabilities (PWDs) at the University of Malaya**

## **Introduction**

The enrollment of the number of disabled (PWDs) students in public Institutions of Higher Learning (IHLs) shows a very encouraging increase from year to year. This increase shows that the government is serious in ensuring equal access for persons with disabilities to the provision of higher education services. This is in line with the provision of opportunities and access in the interest of the disabled including access to education an employment as gazetted in the 2008 OKU Act. This Act stipulates that Persons with Disabilities (PWDs) cannot be excluded from the public education system despite their disabilities.

The achievements gained via higher education will have a lifelong impact on the self-reliance of PWDs. Through higher education, PWDs have the opportunity to improve their knowledge, develop social skills, gain academic qualifications and have the opportunity to expand their minds. This is in line with the expectations of our nation's education policy which is aimed at strengthening and building well-balanced human capital. Hence, public or private IHLs should ensure that the climate in their institutions is compatible with all levels of society. In IHLs the instructors are among the people who play an important role in safeguarding the interests or needs of the disabled students. Due to the influx of disabled students to higher education centres, there are matters that the university needs to take into account to ensure that these students are able to cope with more complex academic needs than those they had faced in school. Students who have been successful in securing a place in IHLs are seen as often facing various obstacles in pursuing their studies at the IHLs.

Among the obstacles faced by OKU students in IHLs are high academic expectations, loss of family support with regard to learning and lack of a well-established PWDs management service. In addition, the lack of knowledge and the lack of readiness of the university management in accepting disabled students can create situations which can cause learning barriers to this group. It is perceived that instructors might also encounter challenges in diversifying the learning styles when there are disabled students in their classrooms. However, there are instructors who respond well to disabled students in their lectures and most of them are very helpful and supportive to those who take their subjects.

There are educators who have an adequate level of knowledge about PWDs which aids them in fully accepting disabled students but it cannot also be denied that there are those with insufficient knowledge which may pose problems in dealing with disabled students. The challenge to adjust to the diverse learning and

teaching styles will in fact influence the methods and pedagogy that instructors need to employ in their teaching. In order to overcome this problem, the Standard Operating Procedure for the Teaching and Learning of Disabled Students (PWDs) at the University of Malaya is being introduced to aid the university community to be more aware about the rights and needs of disabled people in the field of teaching and learning within and outside the lecture theatre/room.

## **Objectives for Standard Operating Procedures for the Teaching and Learning of Disabled Students (PWDs) at the University of Malaya.**

- To provide a clear guideline on the teaching & learning processes involving all categories of disabled students;
- To serve as a basic reference for lecturers on the appropriate techniques for the teaching and learning of disabled students at the University of Malaya;
- To function as a medium of reference for lecturers and university administrators when faced with problems involving the management of teaching & learning of disabled students at the University of Malaya.

**Meanings of the Terms used in the Standard Operating Procedure for the Teaching and Learning of Disabled Students (PWDs) at the University of Malaya.**

OKU – *Orang Kurang Upaya* / Persons with Disabilities (PWDs)

UPSOKU – *Unit Pengurusan Orang Kurang Upaya* / Management Unit for Persons with Disabilities

SKR – *Seksyen Kemasukan dan Rekod* / Admission and Records Section

IPS - Institute of Post Graduate Studies

JKM - *Jabatan Kebajikan Masyarakat* / Department of Social Welfare

JPINK – *Jawatankuasa Pembangunan Universiti  
Inklusif / Inclusive University Development Committee*

DLO - Disability Liason Officer

CITRA - Centre for the Initiation of Talent and  
Industrial Training

JAWS - Job Access with Speech (Screen Reader)

NVDA – Non-Visual Desktop Access (Screen Reader)

## **PART A: REGISTRATION OF DISABLED STUDENTS**

### **Item 1.1: Registration of Disabled Students**

(i) The Academic Division and the Institute of Postgraduate Studies should always ensure that their registration system can be easily accessed by the various categories of disabled persons.

(ii) Any changes to the registration system must undergo the trial phase by the disabled students from the various categories before it is officially launched. Those concerned should seek advice from UPSOKU and representatives of disabled students from the various categories. The registration system will be officially launched only after UPSOKU and the representatives of the PWDs are satisfied with the improvements made.

(iii) Every channel or medium of registration either online or otherwise must have a section asking if the

registered student is a PWD or otherwise, the type of disability they have (according to the categories of PWDs listed under the Department of PWDs Development, Malaysia (*Jabatan Pembangunan Orang Kurang Upaya Malaysia*) and a space must also be provided for the student to enter his/her PWD registration card number.

(iv) The DLO at the centres of responsibility who are involved in the registration process of disabled students should ensure that there is a computer laboratory with PWD-friendly computers for all categories of PWDs. If a computer laboratory with PWD-friendly computers is not available, the DLO should provide other options to facilitate the registration of disabled students.

(v) Advisory services in relation to Item I (iii) can be obtained from UPSOKU.

## **Item 1.2: Early Detection of Disabled Students**

(i) The Admissions and Records Section (SKR) and Institute of Postgraduate Studies (IPS) will provide a list of the newly registered PWD students to UPSOKU and the DLOs concerned once the offer letters are issued to the students.

(ii) List of information on disabled students that needs to be submitted is as follows:

Name in full;

Home address;

Phone number;

Email address;

Program of study offered;

PWD Category;

Requirements for residential college;

PWD registration card number (Social Welfare Department)

(iii) After obtaining the name list of the new PWD students, UPSOKU should contact each of the students for further details about the student's disability for the purpose of verifying the information obtained in Item 2 (ii) and for subsequent preparations.

(iv) Information to be gathered about the new disabled students are as follows:

- The type and degree of disability experienced;
- Name of next of kin;
- Phone number of the next of kin;
- Address of next of kin and,
- The type of service/s required.

(v) The list of information required in Item 2 (ii) and (iv) may be further extended based on the assessment of the responsibility officer.

(vi) Upon completion of the information listed in Item 2 (iv), UPSOKU will disseminate the information in writing to the DLOs based on the program of study the disabled students are registered for. The information must be sent to the DLOs concerned at least two (2) weeks before the commencement of the course.

(vii) In the event of a disabled student who was missed out in the initial registration, the DLO or the disabled student must go to UPSOKU to verify his/her status as a PWD.

## **PART B: TEACHING AND LEARNING**

### **Item 1.1: Notification to Departments and Lecturers**

(i) DLOs should inform departments and lecturers concerned if there are going to be disabled students in their departments / lectures.

(ii) DLOs are required to submit the special needs records of a disabled student to the departments and the lecturers concerned at least two (2) weeks before the commencement of a course.

### **Item 1.2: Inclusive Teaching Method**

(i) Lecturers should take note of the presence of disabled students in their lectures.

(ii) Lecturers need to read out the content of the lecture that is displayed for the benefit of students with vision disability.

(iii) All disabled students are given permission to record a lecture on condition that the recording is only used for the purpose of the course taken. Disabled students are not allowed to share the recording with other individuals either through open web hosting or other methods of sharing.

(iv) The venue for the lecture and the physical setup of the venue should be taken into consideration to ensure that it is fully accessible to disabled students.

(v) The lecturers involved can consult and discuss about a venue of teaching/learning that is not well-suited to disabled students and the issues arising from the unsuitability of the venue.

### **Item 1.3: Format of Lecture Materials**

(i) It is important to ensure that any form of lecture materials distributed during lectures and / or uploaded to SPECTRUM by the lecturer can be accessed by disabled students of various categories.

(ii) Lecturers should upload the proforma for courses taught onto the SPECTRUM. The uploaded proforma should be in PDF format or any other format that is considered suitable. The proforma should contain at least the full name of the lecturer, the lecturer's office phone number, email address and the list of references that will be used for the lectures.

(iii) Images or pictures on the lecture slides must be accompanied by text descriptions. The pictures must be described or explained by the lecturers for the benefit of students with vision disability.

(iv) Videos shown during lectures should have proper subtitles for the convenience of students with hearing impairment. Lecturers should describe the content of the video for the benefit of visually impaired students.

#### **Item 1.4: Learning Support**

(i) Once disabled students are identified in a lecture, the DLOs or lecturers should ensure that the lecture theatre/room is accessible. If the lecture theatre/room is not suitable, the lecturer should change the venue of the lecture to a more suitable one within the same environment/locality. Priority must be given to this by authorities at the centre of learning.

(ii) The provision of sign language interpreters/ note-takers for students with speech and hearing impairment. The interpreter should be of an equal or higher academic level with the disabled student and the interpreter must provide a complete communication of everything that transpires in the learning and teaching

sessions. Note-takers should copy all the information provided by the lecturer. The note-taking language should reflect the language used by the lecturer during the lecture.

(iii) Tables or photographs used during the lectures must also be provided in braille form / embossed diagrams for visually impaired students.

(iv) In the event of a request from a disabled student taking a foreign language course (except English) with its own writing system (other than Romanized script), the student can apply for special tutorial sessions in addition to existing lectures / tutorial sessions. The disabled student must apply in writing and the application will be sent to UPSOKU with a copy forwarded to a DLO and the lecturer involved.

(v) In the event of a request from a disabled person taking subjects involving calculations, statistics,

computer encoding / simulation or experiments, the student can request for special one-to-one lectures. The student must apply in writing and the application will be sent to UPSOKU with a copy forwarded to a DLO and the lecturer concerned.

(vi) For courses that use certain software, lecturers should seek advice from UPSOKU about the accessibility of the software. If the software used is not accessible to disabled students, UPSOKU should suggest other suitable software. If necessary, UPSOKU with the department concerned can conduct special lectures for disabled students on the use of the software.

(vii) Departments and lecturers can seek advice from UPSOKU on support which is required by disabled students.

(viii) The sign language interpreter must possess at least a diploma qualification.

### **Item 1.5: Reading Service / Sign Language Interpreters / Note Takers / Support Buddies**

(i) After collecting the information specified in Item 2 (iv) of Part A, UPSOKU must send the information on the disabled students who need reading services to the DLO at the University of Malaya Main Library for the purpose of identifying potential readers. The information must be submitted at least two (2) weeks before the beginning of each semester.

(ii) The list of names of disabled students with reference to Item 5 (i) above should include the names of disabled students who are new and existing disabled students, including post-graduate students.

(iii) The Main Library staff of University of Malaya can work along with UPSOKU and the disabled students to seek out potential readers.

(iv) For sign language interpreting/ note-taking services, UPSOKU must be able to settle it within a period of two (2) weeks before or after the semester begins.

**Item 1.6: Presenting All Forms of Information on Lectures**

(i) A lecturer must post all announcements about his/her course via the Student Mail or SPECTRUM.

(ii) Lecturers with the consent of all the students in their courses including disabled students, may also use other mediums of communication to disseminate information about their lectures.

### **Item 1.7: Change in the Lecture Venue**

- (i) Lecturers are not allowed to change the venue of their lecture after the third week of the semester.
  
- (ii) If the change is inevitable, the lecturer must obtain approval from all students including the disabled students in his/her course.
  
- (iii) Such changes must be communicated in advance, especially to disabled persons either directly, through the Student Mail or SPECTRUM or any other means of communication that have been agreed upon for the course concerned.

### **Item 1.8: Field Work Project**

- (i) The lecturer concerned must ensure that the disabled students are able to carry out field work together with their fellow course mates without discriminating the disability of a student.
  
- (ii) Discussions should be held between lecturers, DLOs and disabled students on the specific needs that the disabled students might have which must be catered to for them to carry out the fieldwork. Seeking advice from UPSOKU is recommended if there are specific needs.

### **Item 1.9: Lectures on Information Literacy**

- (i) Upon UPSOKU obtaining a record of data from SKR and IPS as set out in Item 2 of Part A, UPSOKU will forward the information to DLOs at the Main Library of University of

Malaya for the purpose of conducting lectures on information literacy. The record of information must be sent no later than the second week of the semester for each new study session.

- (ii) Once Item I (i) has been completed, UPSOKU will forward a notification to all disabled students to meet with the DLOs concerned.
  
- (iii) The DLOs concerned can seek advice from UPSOKU about the teaching methods and requirements that disabled students would need for the lectures on information literacy.
  
- (iv) Information literacy courses will expose disabled students to information-seeking skills using the available library systems and academic writing methods/styles.

## **Item 1.10: Library Services**

- (i) The Main Library of University of Malaya must document all forms of facilities and services provided to disabled students of various categories. The document must be accessible to all disabled students.

## **PART C: INDUSTRIAL TRAINING**

### **Item 1.1: Registration for Industrial Training**

- (i) DLOs must submit a name-list of disabled students involved in industrial training to CITRA at least two (2) semesters prior to the industrial training.
  
- (ii) Disabled students must contact CITRA for consultation on matters relating to registration for industrial training at least two (2) semesters before the industrial training.

### **Item 1.2: Placements for Industrial Training**

- (i) CITRA will meet with disabled students and faculty supervisors to assist in the placements for industrial training.

## **PART D : EXAMINATION**

### **Item 1.1: Examination Responsibility Officer.**

- (i) The Examination Section must have an officer who is responsible for matters pertaining to exams for disabled students.
- (ii) The responsibilities of the officer include:
- Providing facilities and equipment suitable for use by disabled students during examinations.
  - Ensuring that the exam building is easily accessible to disabled students.
  - Ensuring that each special tool/equipment supplied to disabled students during examinations is in good condition.

- (iii) The Examination Section must ensure that the services / special equipment provided are in accordance with the requirements of each individual disabled student.
- (iv) The Examination Section from time to time must provide the following equipment based on the needs of the disabled student:
- Braille machine
  - Computer with screen reader software
  - Large print
  - Magnifying glass / electronic magnifying glass
  - Voice recorder
  - Note taker
  - Sign language interpreter
  - Special rooms

- (v) Inspection and maintenance of equipment will be carried out at least one (1) month before the final examination period begins. Inspection work must be conducted at least two (2) times and involve officers from UPSOKU and representatives of disabled students.
  
- (vi) If a technical problem occurs when using an equipment while answering questions, additional exam time must be given to the student.

## **Item 1.2: Assignments for Continuous Assessment**

- (i) Disabled students can be given the flexibility to submit assignments within a reasonable period, but it must be before the examination week begins.
  
- (ii) Disabled students with learning disabilities are allowed to complete an assignment in the form of mind maps or in a graphic form provided that the results of the assignment are accompanied by accurate/relevant facts, descriptions and examples.

## Quiz

- (i) Quizzes/tests conducted online must take into account the needs of disabled students like WCAG 2.0 web (Web Content Accessibility Guideline). For more information on website development tools that are suitable for various categories of users, kindly go to [www.w3c.org](http://www.w3c.org)
  
- (ii) Lecturers should provide alternative assessment methods if the online quiz / test is inaccessible to disabled students. Please refer to Item 5 and Item 6 in this section on the choice of question forms and answering methods.
  
- (iii) Lecturers must obtain the facilities/services required by the disabled students from the Examination Section. The Examination Section must provide full support on this matter.

### **Item 1.3: Additional Time**

- (i) Disabled students are eligible for additional time for tests / quizzes during mid-semester assessments and final examinations based on the stipulated criteria.
- (ii) A disabled student must meet one of the following conditions to qualify for additional time during a quiz / test / final exam:
- A student with vision disability; or,
  - A student with a learning disability; or,
  - A student with a mental health problem; or,
  - Crippled in both hands; or,
  - Has a handicap/ weakness of the muscles which limits effective hand movements; or,
  - Deaf and blind/blind and deaf student; or,

- Has more than one type of disability mentioned above. Those approved by certified medical officers get extra time.

(iii) The following is an additional time formula according to the categories of disabled students specified in Item 4

(ii) for qualitative examination papers, essays and structural questions:

- Students with vision disability = 30% (18 minutes) for each hour;
- Students with learning disability = 30% (18 minutes) for each hour;
- Students with mental health problems = 30% (18 minutes) for each hour;
- Students crippled in both arms / have limited hand movements = 50% (30 minutes) for each hour;
- Deaf blind / blind deaf students = 50% (30 minutes) for each hour;

- Students who have more than one disability listed above = 75% (45 minutes) for each hour.

(iv) Here is an additional time formula for disabled students under each category for exam papers involving calculations, complex tables and diagrams:

- Students with vision disability = 50% (30 minutes) for each hour;
- Students with learning disability = 75% (45 minutes) for each hour;
- Students with mental health problems = 75% (45 minutes) for each hour;
- Students crippled in both arms / have limited hand movements = 50% (30 minutes) for each hour;
- Deaf blind / blind deaf students = 75% (45 minutes) for each hour;

- Students with more than one disability listed above = 75% (45 minutes) for each hour.

#### **Item 1.4: Choice of Question Forms**

- (i) The Examination Section will send a notification to the departments concerned to collect information regarding the choice of question form/s and / or modulations required for complex diagrams / charts for disabled students no later than the eighth week of each semester.
- (ii) The Department must submit the information requested within the period set by the Examination Section.
- (iii) The Examination Section shall provide a question format based on the needs of every disabled student.

- (iv) Students with visual impairment can choose to have questions in the following format:
- Braille;
  - Large print; or,
  - Regular print.
  - Audio
- (v) Students with hearing impairment can choose to have exam questions in the format below:
- Regular print;
- (vi) Students with speech impairment can get the exam questions in the format below:
- Regular print;
- (vii) Students with disability in their limbs can obtain the exam questions in the format below:
- Regular print;

- (viii) Students with learning disability can get the exam questions in the format below:
  - Regular print;
  
- (ix) Students with mental health problems can get the exam questions in the format below:
  - Regular print;
  
- (x) Students with multiple disabilities can get exam questions in following formats:
  - Regular print / large print / braille / audio / reading service / electronic service according to the needs of the student.
  
- (xi) Complex diagrams or tables provided for visually impaired students should be in an embossed form or other format based on the needs of the disabled student concerned. The Examination Section must ensure that there

are invigilators on duty who can help explain complex tables/ diagrams to the disabled students if required.

- (xii) Disabled students can request for reading services from their faculty / academy / centre of responsibility.

### **Item 1.5: Choice of Answering Methods**

- (i) The Examination Section will send a notification to the departments concerned to gather information regarding the disabled students' choice of method/s for answering questions no later than the eighth week of each semester.
- (ii) The departments must submit the information requested within one (1) week of the date the notification.

- (iii) Disabled students can answer the exam questions using either pen, laptop, braille, via recording or direct copying services based on the needs of the student.
  
- (iv) Students may be placed in separate rooms (if necessary) based on the answering method/s they have chosen.
  
- (v) Students with visual impairment who answer the exam questions using screen users should be provided with the JAWS and NVDA software on the laptops provided to them.
  
- (vi) The examination assistant must ensure that the screen reader on the laptop is already open before the answering session begins. This is to avoid any problems when answering the exam questions.

### **Item 1.6: Marking Criteria**

- (i) Special consideration will be given to students with learning disabilities /students who are deaf and blind/ blind and deaf so that the assessment is based on facts, evidences, and accurate examples, and not based on a systematic presentation of language.

### **Item 1.7: Transportation during the Final Examination**

- (i) Disabled students have the responsibility to notify the residential colleges and UPSOKU regarding their examination schedule for transport arrangements to the examination venue. The information must be given at the latest during the revision week.

- (ii) UPSOKU will forward a notice to all disabled students instructing them to send their respective examination schedules to the persons concerned. This notice will be issued as soon as UPSOKU receives notification from the Examination Section.
  
- (iii) In the event of changes to the examination schedule, the Examination Section must inform UPSOKU of any amendments which must be conveyed to the disabled students concerned.

**Item 1.8: Answer Scripts of Visually Impaired Students**

- (i) The Examination Section is responsible for the transliteration process of the answer scripts of the visually impaired students from Braille to the Romanized script.

### **Item 1.9: Other Special Considerations**

- (i) Disabled students can apply to the Examination Section to obtain special consideration of other requirements other than those mentioned above with the support of the following documentation:

Official application letter (complete with particulars such as full name, student matric card number, center of study and valid reasons); and,

Letter of confirmation / support from a medical officer.

**PART E: SERVICES AND FACILITIES FOR  
DISABLED POSTGRADUATE STUDENTS (MIXED OR  
RESEARCH MODE)**

**Item 1.1: Research Assistant Service.**

(i) Postgraduate students who are pursuing a Master / Doctoral programme via a mixed or research mode may seek the services of a research assistant to aid them in their research work.

(ii) UPSOKU will take the necessary steps to provide such a service.

**PART F: SCHOLARSHIPS & FINANCIAL  
ASSISTANCE**

**Item 1.1: UPSOKU as Mediator**

(i) UPSOKU will act as an intermediary or mediator between a disabled student and the sponsor.

## **PART G: OTHER FORMS OF SUPPORT**

### **Item 1.1: Counselling Service**

- (i) The Counselling & Career Section will provide a qualified counsellor who knows sign language.

### **Item 1.2: Orientation & Mobility Services**

- (i) UPSOKU and senior PWD students should collaborate in organizing additional orientation and mobility sessions for new PWD students.
  
- (ii) UPSOKU should obtain permission to excuse the disabled students who are involved to help UPSOKU to run the orientation and mobility sessions smoothly.

- (iii) Orientation & Mobility are divided into two (2) levels namely the first and second level.
  
- (iv) Orientation & Mobility at the first level should be conducted at least twice (2x) during the Student Orientation Week. The number of Orientation & Mobility sessions are conducted based on needs.
  
- (v) The Orientation & Mobility sessions need to be focused on the type of disability and the program of study the disabled student is enrolled in.
  
- (vi) UPSOKU will cooperate with the management of the residential colleges concerned to draft the schedule for the first level of the Orientation & Mobility service for disabled students living in the residential colleges in University of Malaya.

- (vii) A comprehensive briefing on this service should be carried out with all the parties concerned before the sessions begin.
  
- (viii) UPSOKU officers must notify, in writing, to top management staff at the centres of responsibility concerned (center of study / residential college / library) about the Orientation & Mobility service. This notification must be done a month prior to the Orientation Week. A copy of the notice must also be given to the DLO who has been appointed at the respective centres of responsibility.

## **PART H: REVIEW & AMENDMENTS**

### **Item 1.1: Review**

(i) This standard operating procedure will be reviewed for effectiveness and its execution at least once every three (3) years, or when instructed by the Inclusive University Development Committee (JPINK) of University Malaya.

(ii) The review process must be conducted jointly between UPSOKU, the Academic Division and IPS.

(iii) Each review session of this standard operating procedure must involve UPSOKU, all DLOs and representatives of disabled persons of various categories at the undergraduate and postgraduate degree level.

(iv) UPSOKU also reserves the right to call on any person / representative of the institution for

assistance in the review process of this standard operating procedure.

### **Item 1.2: Amendments**

(i) All updates / amendments should be presented to the Inclusive University Development Committee of University Malaya before they are gazetted and communicated to all stakeholders such as top management of the university, disabled students and DLOs.

(ii) All amendments made to any part of this standard operating procedure must be publicly announced to the University of Malaya campus community.

(iii) The standard operating procedure documents with the new amendments must be provided in a specific format and disseminated via channels that are accessible to the University of Malaya campus community, including the disabled students.

**© 2017/12 December**

**Prepared By:**

**Student with Disability Management Unit,  
Counselling and Guidance Section,  
Student Affairs,  
University of Malaya**