



ACADEMIC INTEGRATION PLANS

GLOSSARY OF TERMS

Ability Unlimited

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First published January 2016

Version 3

CRICOS Provider Code: 00917K

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# Introduction

The purpose of the Academic Integration Plan Glossary of Terms is to provide Western Sydney University staff and students with an explanation of the terminology used in each of the adjustments set out in the Academic Integration Plan. The listing below aligns to the format of an Academic Integration Plan document.

## Academic Integration Plan (AIP)

### Legal requirements

The AIP is underpinned by the Disability Discrimination Act (1992, amended 2009), Disability Education Standards (2005), Western Sydney University Disability Policy (2010), Disability Services Principles and Procedures (2010) and the Privacy Act 2000.

The Disability Discrimination Act (1992, amended 2009) and the Disability Education Standards (2005) require universities to provide ‘reasonable adjustments’ for students with a disability or chronic health condition to enable the student to have an equal opportunity to compete academically with their peers, to fulfil their academic potential and to participate fully in the university experience.

An AIP is developed for each student registered with the Disability Service. The AIP stipulates the specific reasonable adjustments that the individual student will require to be implemented by relevant academics, Assessment & Graduation Unit, Library, Campus Security & Safety, Capital Works & Facilities and administrative staﬀ. The AIP does not disclose the nature of the student’s disability or chronic health condition.

This AIP is considered to be a legal agreement between the student and the University, stating what adjustments the University will implement for the student during each teaching session.

### 

### Bio-psychosocial assessment

The Disability Advisor develops the AIP after a comprehensive bio-psychosocial assessment has been undertaken. The assessment includes consideration of the student’s educational history, knowledge, skills, current health status and medical and/or educational reports. Recommendations by relevant health/educational professionals are taken into consideration. Where appropriate, a student’s AIP is reviewed to ensure the adjustments are appropriate to meet the changing needs of the student. During the session, if a student’s disability or health condition changes, a new AIP may be issued.

### 

### Distribution and implementation timeframe

AIPs for students who are already registered with the Disability Service are sent to the Unit Coordinator at least ten working days prior to the commencement of each session for implementation. The exception to this timeframe is English Language students and Pathway students from Western Sydney University, The College. Their AIPs are distributed within eight days after the commencement of the session.

New student registration, or amendments to existing AIPs, can occur at any time during the year. Once the AIP has been finalised, the Disability Service must send the AIP electronically to the Unit Coordinator/s and/or other nominated staff within 48 hours.

The Unit Coordinator is responsible for ensuring all the adjustments stipulated in the AIP are implemented by the teaching staff in the nominated unit, no later than five working days after electronic receipt of the AIP. This means that the Unit Coordinator must ensure a copy of the AIP is provided to relevant lecturers, tutors and/or supervisors for implementation within this period. Should the Unit Coordinator disagree with any adjustment in the AIP, the Disability Advisor must be informed and a meeting organised to resolve the problem within five working days of receipt of the AIP.

Unit Coordinator/s may receive an AIP up to and including the last day of the teaching session. In circumstances where classes have already finished, implementation of any class adjustments would not be necessary. However, if the student still has outstanding assessment tasks or is scheduled to sit a deferred or supplementary exam, the AIP would be applied. If there are no outstanding assessment tasks, the AIP is for information only and no action needs to be taken.

Failure to comply with the AIP could potentially result in a complaint being made to the Western Sydney University Complaints & Resolution Unit or the Australian Human Rights Commission and litigation against the University and individuals concerned.

## 

## School Disability Coordinator’s (SDC) role

Each School has appointed a School Disability Coordinator (SDC) whose role it is to provide support, consultation and liaison between academics, the Disability Service and students with disabilities to ensure appropriate, eﬀective and eﬃcient provision of access, adjustments and support for students with disabilities within their School.

SDCs will provide assistance to academics within their school to implement AIPs and will liaise and advise academics on the implementation of exam adjustments for all school run exams and class tests. Students are encouraged to introduce themselves to their SDC early in the session and to advise the SDC if they experience any difficulties with the implementation of their AIP.

# Academic Integration Plan (AIP)

An Academic Integration Plan (AIP) includes student details, current session course details and all adjustments requiring implementation by teaching staff, Academic Registrar’s Office (ARO), Assessments & Graduation Unit, Information Technology Services (ITS), and each campus Library and Campus Safety & Security office.

Academic staff will be provided with the complete AIP, which will show all adjustments provided for the student. Other departments will only receive the components of the AIP relevant to their work.

The AIP document is divided into four components:

1. Student Information
2. Current and incomplete units
3. Adjustments
   * Impact statement
   * Service provision
   * Adjustments within class
   * In-class and end-of-session examinations
4. Library and Security

**Note:** When new versions of the AIP are created, details of the most recent changes are shown at the end of the Academic Integration Plan.

## Student information

The student details at the top of an AIP reflect the student’s information in the University student record system (MyStudentRecords), and include course/s in which the student is enrolled.

Whenever an AIP is changed or corrected, a new ‘version’ will be created, and this ‘AIP version’ number appears under the student’s details.

## 

## Current and incomplete units

This information is imported from MySR when a new version of the AIP is created. ‘Current Semester Details’ *(now known as session*) includes any units in which the student is enrolled, for the current teaching session.

‘Incomplete Unit Details’ lists any units undertaken in a past teaching session for which the student has a temporary grade, i.e. I, J or N. The adjustments within an AIP remain in place for any unit until a completed grade has been applied, e.g. AF, P, C or S. This is particularly relevant for assessment tasks such as supplementary exams.

## 

## Adjustments

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. Examples of adjustments include: provision of a note taker or sign language interpreter; provision of adaptive equipment/furniture or assistive technology.

Please refer to the [Inherent Requirements](http://www.uws.edu.au/ir/inherent_requirements/inherent_requirements_key_terms) Opens in a new window website for details on Inherent Requirements and Reasonable Adjustments.

### 

### Impact statement

A brief description of how the disability or health condition will impact on the student’s academic studies. The student’s disability or health condition is not disclosed.

### 

### Service provision during teaching session

*(Service provision within an AIP is the responsibility of the Disability Service)*

Adjustments may include the employment of Educational Support Services (ESS) staff during the teaching session.

Educational Support Services (ESS) staff include academic note takers, practical assistants, readers and Sign Language interpreters. ESS staff are funded and trained by the Disability Service.

ESS staff are required to wear an ID lanyard. Staff must provide the lecturer/tutor with a Disability Service ‘Introductory letter’ and need to request access to the Unit’s vUWS site prior to commencing work. Access to vUWS is required to enable the ESS staff to prepare for the next class or download lecture notes or work sheets. These may need to be included with their notes for the students. Practical assistants have an individual Position Description (PD), which stipulates the duties they are to perform. A copy of the PD will be provided to the Unit Coordinators before work commences.

### 

### Academic note taker

A person employed and trained by the Disability Service to attend classes, to take summary notes from the presentation/discussion and to provide these notes electronically to the student with an AIP.

Academic note takers are assigned to a Unit, which enables them to provide notes for all registered students enrolled in that Unit, regardless of which campus the student is attending. Academic note takers are only assigned to an individual student if the student is deaf or hearing impaired or as determined by the Disability Advisor. Academic note takers working with an individual student will be required to sit next to the student during class to enable the student to read from the laptop computer screen. The student may need to access the computer to ask a question or clarify information. If the student’s question is directed to the academic or tutorial group, the academic note taker is required to read the question aloud and type the answer in the usual manner. For all other students the academic note taker is not required to sit with the student, nor are they required to confirm the student’s attendance in class. Students are encouraged to attend all classes.

The majority of notes provided by the academic note takers will be word-processed using either Alphasmart word processors or a laptop computer. In some classes where the notes may involve recording a number of calculations, mathematical or scientific symbols including formulas, a Smartpen will be used. The Smartpen is embedded within a computer and captures handwriting and simultaneously records audio, and later is able to synchronize audio with the written word. The Smartpen has an ARM 9 processor and a high-speed infrared camera with a Dot Positioning System (DPS) that works with the Dot Paper Notebook.

Academic note takers may be employed to cover diﬀerent types of presentations i.e. face-to-face classes, online lectures, practical classes or field trips. The AIP will specify which type of classes the note taker will be required to attend. Academics need to include ESS staﬀ when calculating seating numbers for the class.

### 

### Sign Language interpreter

A professionally accredited person employed by the Disability Service to attend classes and interpret the spoken word into a nominated sign language and vice versa. Sign Language interpreters usually work in pairs, rotating every 20 minutes. The interpreter should stand next to the lecturer at the front of the room. Pre-registration for the student is required when using Sign Language interpreters; it is recommended that the student enrol in the tutorial immediately following the lecture. Academic staff should include interpreters when calculating seating numbers for the class.

DeafBlind Interpreters who work with individuals who are DeafBlind undertake specialised training to effectively accommodate low vision and blindness. The interpreter provides both auditory and visual information, modifies the signing space and distance from the DeafBlind consumer, and may incorporate subtle grammatical markers ordinarily visible on the face into signing received tactilely.

### 

### Reader

A person employed for a specified number of hours per week by the Disability Service who will read printed material directly to a student with a disability who may have difficulty reading accurately and quickly within the time constraints of a lecture or an examination. Students must provide the reader with the required written material each week, which could include textbooks, journal articles, course handouts etc. Students are encouraged to tape record the reading sessions. Reading can only occur on campus and readers are employed for a specified number of hours per week.

### 

### Practical Assistant

A person employed by Disability Service to provide physical assistance to a student to complete practical tasks during tutorials, labs or library study. The student with the AIP is required to give the practical assistant specific and detailed directions necessary to complete the task. The practical assistant is not to perform any task that is not written in their position description, nor are they to perform any work off-campus, unless authorised in writing by the appropriate Disability Advisor. Academic staff should include practical assistants when calculating seating numbers for the class.

## Adjustments within class during teaching session

*(AIP adjustments within class during the teaching session are the responsibility of Unit Coordinators and academic staff)*

### 

### Alternative-format material

Braille

Braille is an embossed language enabling a person to read and write through touch. Hardcopy braille is defined as material produced in braille form on paper. Refreshable braille, on the other hand, is accessed by the user in electronic form using a computer or specialised note taking device.

Where a student requires printed material to be brailled, the Unit Coordinator must provide the Disability Advisor with the material on receipt of the AIP. The turnaround time for braille is between six and eight weeks.

Large print

Large print is print that has been increased in size, either using a photocopier, or by changing the computer font. All written material including course handouts, articles, readers and test papers are to be provided in the font size specified in the AIP. The font type and paper size for the enlarged print will be specified on the AIP.

Coloured paper

All printed material to be provided using the coloured paper and brand as specified within the AIP. All printed material including exam papers are to be printed using these specifications. The School Manager can organise purchase of the required paper.

Live captioning-lectures

Live remote captioning involves the audio content (spoken word) of a lecture/tutorial being transmitted to a remote captioning provider where it is converted into text and then streamed to the student‘s electronic device e.g. laptop or iPad, in the form of captions. The student is logged into a secure website and as the academic speaks, the captions appear on the screen of the student’s electronic device. The delay between the oral speech presented in the classroom and the student receiving the captions on their screen is approximately two to eight seconds. This enables deaf and hearing impaired students to access spoken class content in real time.

This process is most effective in classroom settings where there is one key speaker. Microphones, which are installed in the room, must be used by the speaker (e.g. lecturer) to ensure that the audio that is being transmitted to the remote captioning provider is audible.

To ensure the captioners are prepared and able to convert the text into captions with minimal delay, academics may be requested to provide copies of their lecture notes and a list of any specific terminology or jargon that may be presented in advance of the class.

Audio description

Audio description is the auditory narration of visual representations such as television programs, videos and films which enhances access for people who are blind or vision impaired. During gaps in dialogue, audio description describes visual elements that can’t be determined through dialogue or other sounds. For example, audio description will tell the audience that the police cut the wrong wire or that it was the good guy who was shot*.* Contact Disability Support at [disabilitysupport@westernsydney.edu.au](mailto:disabilitysupport@westernsydney.edu.au) Opens in a new window for assistance.

The Disability Service funds provision of audio description required by students registered with the Disability Service.

Accessible electronic text

Electronic text will be required for all printed and online learning material including online exams. The information needs to be provided as a Microsoft Word document to enable the student to use screen reading software. Text in PowerPoint slides is generally accessible.

Documents saved as PDF

There are different types of PDF:

* Image only  
  Image only is the simplest form of PDF and contains only graphics representing each page instead of actual text characters. Although text may appear on the screen, it is only a picture of text without the underlying characters needed by a screen reader. For example: a paper document that has been scanned/printed on a photocopier is most likely to be an image only PDF. These are totally inaccessible to screen readers.
* Untagged documents  
  PDF documents often contain page layouts with multiple columns, sidebars, and captions for photos. As a result, even when a PDF contains actual text instead of images only, it may be inaccessible because of problems in determining the most appropriate reading order. A screen reader might not be able to extract words, sentences and paragraphs in a coherent order. Instead, they may be mixed together in disconnected, confusing ways.
* Tagged documents   
  Tagged PDF provides the best reading experience for screen reader users. Like tags in HTML that improve accessibility of Web pages, PDF tags convey a suggested reading order, allowing a screen reader to present the document in an intelligible manner.

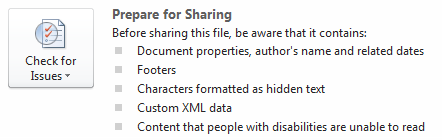
How to check for accessibility issues

Microsoft Office 2010 has a new tool for Word, Excel, and PowerPoint called the Accessibility Checker. You can use this tool to check your documents for any issues that might make it challenging for a user with a disability.

Similar to the way the Spell Checker alerts you to spelling errors, the Accessibility Checker in Word, Excel, and PowerPoint tells you about possible accessibility issues in your Microsoft Office file, allowing you to fix issues so someone with a disability can read your content.

Using the accessibility checker

1. Click File > Info
2. If the Accessibility Checker sees any potential issues, you will see a message next to the Check for Issues button



1. To view and repair the issues in your file, click Check for Issues > Check Accessibility

For more information about how to create accessible format go to the [Web Services Unit - Accessibility](http://www.uws.edu.au/webservices/wsu/web_resources/accessibility)Opens in a new window site.

Accessible electronic text - textbooks and readers

Textbooks and readers are to be provided to the student as an accessible electronic version. Academics are to advise the student and Disability Advisor, as soon as possible, what textbooks will be used for the Unit.

The student is required to purchase the textbooks and submit the receipt to the Disability Advisor, who will organise with the publisher to provide an electronic version. If the academic has created the reader, an electronic version available from the publisher needs to be provided to the student. PDF files produced by scanning are inaccessible to screen reading software and must be converted in the same way as paper documents to be accessible to students with print disabilities using screen reading software. Refer to section above: Accessible electronic text – [Documents saved as PDF](#_Documents_saved_as)Opens in a new window.

Unit outline

Material, including unit handouts or reading lists, are to be sent to the student and the Disability Advisor, either electronically or as hard copy, as early as possible before the beginning of session. This will ensure sufficient time is available for the material to be converted into an appropriate format, to enable a Language interpreter to become familiar with the material, or for the student to read using specialised equipment or software.

Reading of main points

Summary of main points on white board or slides are to be read aloud by the lecturer to ensure that all students have access to the information at the same time.

Slides provided before class

Wherever possible a copy of the slides is to be provided to the student before class. This will enable ESS staff to prepare in advance and is particularly important if a Sign Language interpreter is attending class. Slides also need to be converted to an alternate format as specified on the AIP.

Whiteboard

Where possible, when using the white board, black pens are to be used and writing is to be large and legible. Information written on whiteboard should be read aloud.

Video transcription

Transcriptions need to be provided to the student or Sign Language interpreter before the screening of any video or podcast. It is recommended that the transcript be available five days prior to the screening. The Disability Service provides a transcription service for students and academics. Contact Disability Support at [disabilitysupport@westernsydney.edu.auOpens in a new window](mailto:disabilitysupport@westernsydney.edu.au) for instructions. The Disability Service funds provision of transcriptions.

**Video captioning**

Videos or podcast scripts need to include open/closed captions for the student during the screening. The Disability Service provides a captioning service for students and academics. Contact Disability Support at [disabilitysupport@westernsydney.edu.auOpens in a new window](mailto:disabilitysupport@westernsydney.edu.au) for assistance. The Disability Service funds provision of captioning required by students registered with the Disability Service.

Audio record lectures

A student is permitted to tape record lectures and tutorial discussions. The recording is to be made either by the student or the practical assistant. Alternatively the Unit Coordinator may organise for the tape recording of the class presentation/discussion to be made by the University IT audio visual systems. In these instances, the lecturer is responsible for organising with audio visual for this to occur and ensuring that the student is provided with the tape within a reasonable timeframe.

FM transmitter & receiver

This adjustment is for hearing impaired students. The lecturer wears a lapel microphone/transmitter and the student wears a receiver. The system transmits the sound using FM signals. The sound (audio) is transmitted through the microphone (connected to the transmitter) and through to the student’s receiver, enabling the student to have a direct and clearer link to the audio. In many cases the audio will be transmitted directly to the student’s hearing aid or cochlear implant.

The FM transmitter and the lapel microphone are separate to the audio visual system. This equipment will usually be provided by the student who will be responsible for handing it to the lecturer before the start of the class. Questions from the class should be repeated over the microphone to transmit the information to the student through the FM system.

Audio – assistive listening systems

This involves the lecturer using the lectern microphones or the wireless microphones which are part of the University audio visual system. The lecturer must use the lectern or wireless microphone otherwise these systems will not function. There are two systems in operation – the hearing induction loop system and the infrared hearing system.

In lecture theatres equipped with a hearing induction loop system, the lectern microphones and the wireless microphones are connected to the audio visual system and a "loop" of cable that surrounds the room or part thereof. Within the enclosed area the student can receive the audio with improved clarity and reduced background noise by turning their hearing device to the ‘T’ position. Signs indicating hearing induction loop systems are installed at the entry doors of relevant rooms.

In lecture theatres equipped with an infrared hearing system, the lectern microphones and the wireless microphones are connected to the audio visual system and the infrared hearing system. The infrared hearing system is suitable for use by students with a hearing device e.g. hearing aids as well as those who do not have a hearing device. The student uses a receiver which is connected to headphones or a neck loop. Receivers are available from the Campus Safety and Security office. For technical advice, contact the IT Help Desk (02) 9852 5111. Signs indicating infrared hearing systems are installed at the entry doors of relevant rooms.

When students are using either of the above systems, questions from the class should be repeated over the microphone, to transmit the information to the student through the hearing induction loop or the infrared hearing system.

Powered stethoscope

There are two general types of stethoscopes; acoustic and electronic. Acoustic stethoscopes involve transmission of sound from a chest-piece to the listener's ears via an air-filled hollow tube. The dual-sided chest-piece contains a flat, disc-shaped disc called the diaphragm on one side and a smaller, disc-shaped bowl called the bell on the other side. While both heart and lung sounds are low frequency sounds, this dual chest-piece design enables users to better hear different body sounds, since each specific body sound is tuned to a different frequency range.

Electronic stethoscopes work in the same manner as acoustic stethoscopes. The main difference between the two is that electronic stethoscopes are battery-operated devices designed to amplify body sounds so that they can be more easily heard. By the nature of this differentiation, all amplified stethoscopes are electronic in nature, since they are designed to amplify body sounds to compensate for the presence of a hearing loss.

Students are required to use powered stethoscopes for OSCA, OSCE, clinical assessments and clinical placements. The Disability Service will provide equipment to the student initially, however the student is expected to eventually purchase their own equipment.

### Tutorial/seminar adjustments

Extensions

This adjustment is designed to alert the teaching staff that the student may not be able to complete assignments on time due to unpredictable bouts of incapacitation which are directly associated with the disability or health condition. Disability Advisors will have verified the medical documentation relating to the student’s disability or health condition.

Students are therefore not required to submit further medical documentation when the first extension is sought on the assignment if the reason for the extension relates specifically to the disability. Students are still required to submit the usual application and follow University process for an extension request. The normal penalties for assignments handed in after the extension deadline applies unless there are extenuating circumstances, which can be supported by independent evidence.

The timeframe for the extension is to be negotiated between the academic and the student. Academics should consult the Disability Advisor only when there is doubt or concern about the appropriate length of extension.

If a student requires an extension that is not directly related to their disability or chronic health condition, they are required to meet the normal criteria for extensions.

Should a student require a further extension on the first extension for the assignment already approved, they will need to provide a medical certificate however students are advised to advise their medical practitioner not to disclose their medical health condition or disability on the medical certificate.

Oral presentation

If the student’s disability results in the student experiencing difficulties in presenting information orally, adjustments need to be made. A Disability Advisor’s recommendation for alternate assessment or adjustment to oral presentation format will be included on the AIP. This could include presenting to the lecturer or tutor in a one to one situation, developing a PowerPoint presentation or a video. The student with this adjustment will be required to participate in a program designed to develop strategies that will assist the student to be able to present to a large group in the future.

Group work

It will be specified on the AIP when it may not be appropriate for a student to work as a member of a group. An alternative individual assignment may need to be considered by the lecturer. Disability Advisors or School Disability Coordinators are available to discuss how this might be achieved.

Attendance

Due to health problems or ongoing medical treatment, the student could be absent from classes in excess of the number of absences permitted by the School. In these cases, students should not to be penalised by losing marks, which may affect the final grade for the Unit.

Where a student has been absent from a number of compulsory classes, the lecturer may need to organise ‘make-up’ classes. The Disability Advisor may be able to assist with this process. Disability Advisors have verified the medical documentation relating to the student’s disability or health condition previously; therefore additional medical certificates are usually not required. The Disability Advisor is to be notified by the Unit Coordinator when the student has been absent in excess of double the number of absences permitted so that the Disability Advisor has an opportunity to re-assess the situation with the student.

Alternative assessment

The purpose of alternative assessment strategies is to minimise the impact of the student's disability or health condition upon assessment performance. It is designed to place such students on a more equal footing with non-disabled students. It is not designed to give them any additional advantage. The same academic requirements and standards should be applied to all students whether or not they have a disability or health condition.

The objective in providing alternative assessment strategies is simply to accommodate the functional differences that exist because of the student's disability or health condition. Consultation between the Unit Coordinator, School Disability Coordinator, the Disability Advisor and student is recommended.

Work Health Safety (WHS) compliance

Western Sydney U students are required to comply with WHS policies. Students with a disability or health condition, who are working in laboratories using chemicals or laboratory equipment, must exercise a duty of care and inform the Unit Coordinator of any risks to their health and safety and the risks to others. This must occur prior to classes commencing.

Workplace risk assessment

School staff are required to undertake a workplace risk assessment for all tasks performed in labs and practical classes. Where it is identified that a student’s disability or health condition may impact on their or other student’s safety in performing the tasks, alternate adjustments may need to be considered. If deemed necessary, the Disability Service may organise for an external qualified and independent assessor to undertake a comprehensive risk assessment. The Disability Service will meet the costs associated with this assessment.

### 

### Practicum/clinical placement/practice teaching

Placement Integration Plan (PIP)

This document is developed separately to the AIP and will include adjustments the student will require when undertaking placement or professional experience. PIP will be sent to the relevant Practicum/Placement Director/Coordinator and student in the same way AIPs are distributed. The student placement system (InPlace) will automatically distribute PIP to the host practicum organisation prior to the commencement of the placement.

Director/student meeting

The student, Disability Advisor and the Practicum/Placement Director/Coordinator or supervisor are encouraged to discuss what reasonable adjustments would be required to enable the student to participate in placement or professional experience. Where appropriate, a student may be requested to provide the University with a current letter from their treating doctor outlining any restrictions on ability to perform certain tasks while on practicum/clinical placement/practice teaching.

A student may be requested to undertake an additional Functional Capacity evaluation to ensure they are able to fulfil the inherent requirements of the practicum or placement. The Disability Service will organise and meet the costs associated with this evaluation.

Work Health Safety (WHS) compliance

Western Sydney U students are required to comply with WHS policies. Students with a disability or health condition working in laboratories, using chemicals or laboratory equipment must exercise a duty of care and inform the Unit Coordinator of any risks to their health and safety and the risks to others. This must occur prior to classes commencing.

Workplace assessment

The Disability Advisor, Unit Coordinator and the host organisation will develop a Placement Integration Plan (PIP) to ensure that reasonable adjustments are implemented in the placement setting. Where appropriate, a student may be requested to provide the University with a current letter from their treating doctor outlining any restrictions on their ability to perform certain tasks while undertaking placement or professional experience. Where appropriate; external agencies may be involved in providing a workplace assessment. The Disability Service will organise and meet the associated costs of this assessment.

### 

## In-class tests and final examinations

The Disability Service, ARO, and the Assessment & Graduation Unit will organise the implementation of all exam adjustments including providing and funding the employment of scribes, readers and exam supervisors for all coordinated exams.

For in-class tests, mid-session or non-coordinated final session exams run by the school, the Unit Coordinator is responsible for implementation of adjustments. Students are advised not to commence an exam or test unless all adjustments have been implemented.

### 

### General

Morning/afternoon/evening exam sessions

For medical/health reasons, a student may not be able to attend a particular scheduled final exam session time. When this occurs, the AIP will specify that the student is only to sit exams at a particular time of the day. For some students, an evening exam is not possible and this information will be included on the AIP. All exams are to commence at the same time as the main exam session. Any deviation from this starting time will be included on the AIP.

This adjustment does not apply to in-class tests where the test is held during the normal lecture or tutorial time slot, unless specified on the AIP.

No weekend exams

Where a student requires the assistance of Educational Support Service staff (scribe, readers, practical assistant, and Sign Language interpreters), the exam is to be held during the week. This may also be the case for students who require assistance from the Disability Advisor or Counsellor during an exam.

One exam per day

The student is unable to sit any more than one exam per day. If the student is scheduled to sit more than one exam per day, the second exam is to be rescheduled to an alternate day – preferably after the rest of the student cohort have sat the exam. Students are required to sign a Statutory Declaration declaring they will not discuss the contents of the exam paper with any other person.

Rest day

Exams must not be scheduled on consecutive days. There must be at least 24 hours between the finish of one exam and the beginning of the next exam. This may result in a final exam being held on a different day to the scheduled exam.

Exam instructions

Exam instructions or changes to the exam paper must be given to the student in writing or other format appropriate to the student’s disability. This includes time checks and warnings that the exam is about to finish. This means that any verbal instruction must be given to the student in clear, legible writing or other format appropriate to the student’s disability at the same time as the other students are given the information. Supervisors are to place the instructions on the student’s desk and must ensure the student is aware that a notice has been placed on the desk.

**Alternative exam arrangements - split exams**

An exam may require being split into two or more sessions with a break between sessions. The Disability Advisor will be responsible for determining the number of splits while the Unit Coordinator will be responsible for determining the proportion of the exam paper to be done in each session. Split sessions may be of unequal length depending on the content of the paper. The number of splits will appear on the AIP.

If a split exam is held on the same day, the student is to remain under supervision unless stated on the AIP and approved by the Unit Coordinator. If the exam is to be held over two or more days, the student will not be given the whole exam paper. The student is only to be given the identified proportion of the exam paper at each session.

The Unit Coordinator is responsible for submitting the exam manuscript, for both the main exam period and the deferred exam period, to the Assessment & Graduation Unit by the advertised cut-off date. The split exam should be included in both the main and deferred exam envelope with the main exam paper and clearly identified as Part A, Split Exam Part B and so on. The Unit Coordinator, where appropriate, needs to record on the exam cover page, the amount of reading time permitted for each session.

Alternative exam - take home or oral exam

The Unit Coordinator is responsible for determining if a student is to be granted an alternative exam to the scheduled examination. An alternative exam could take the form of a take home exam paper or an oral exam. Arrangements for an alternative exam are the responsibility of the Unit Coordinator in consultation with the Disability Advisor.

Practical exam requirements

Where adjustments are required for practical exams, the adjustments will be stated on the AIP. Academics may need to seek clarification or assistance from the campus Disability Advisor or the School Disability Coordinator.

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### Computer use

The student is to use a computer to complete written components of exams. Most students will be able to use a University computer either in a computer lab or office space. The student may need to use his or her own modified keyboard or mouse.

Where a student requires the use of assistive software or assistive technology, they may use a University computer located in the Access Room. Students are only permitted to use the Access Room if the student needs to use assistive technology or specialised software in which case the use of access room will be specified on the AIP.

Where a student requires the use of specialised assistive software or when background and colours are personalised, they may be required to use their own laptop computer.

The AIP will specify the type and style of exam requiring the use of a computer e.g. for short answers or essays but not for multiple choice exams.

Spell check

The AIP will specify if spell check is permitted or is to be turned off.

Exam questions on USB

By the advertised cut-off date, the Unit Coordinator must lodge the USB with the exam questions at the Assessment & Graduation Unit at the same time as lodging the main exam paper and the deferred exam paper. The USB will be given to the student in addition to a hard copy of the exam paper. The student will use a computer to answer the questions.

Exam answers format

Students are required to save their exam answers to a USB every five minutes during the exam period. On completion of the exam, a hard copy of the answers is to be printed before the student leaves the exam room. If printing facilities are unavailable, the student is to save the exam answers on to a USB; the supervisor and the student will leave the room which will be locked; the supervisor in the company of the student will go to a predetermined location to print out the paper; the student will be asked to check the paper to ensure no errors have occurred with the printing of the paper; the student is to sign and date the exam paper. The USB and the hard copy are to be placed in the exam envelope for collection by the Unit Coordinator. The supervisor is to return to the exam room and delete the exam answers from the computer.

### Alternative formatted material

Braille

The Disability Advisor will organise with the Unit Coordinator to have the exam paper sent to an external service to be brailled. A minimum of eight weeks is required.

Large print

Print needs to be increased in size either using a photocopier or changing computer font. Font size and paper size will be specified on the AIP. The Unit Coordinator will submit an enlarged copy of the exam paper at the same time as submitting the main exam papers to the Assessment & Graduation Unit, by the advertised cut-off date for lodging manuscripts.

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### Other

Coloured paper

All printed material to be provided on the specified coloured paper. The paper brand and colour code will be included on the AIP.

Electronic Text

The AIP will specify if the exam paper is to be provided as an electronic text and the format of the text.

PDF files produced by scanning are inaccessible to screen reading software and must be converted in the same way as paper documents, to be accessible to students with print disabilities using screen reading software. Refer to section above: Accessible Electronic Text - [Documents saved as PDF](#_Documents_saved_as)Opens in a new window.

### Venues for exams

Individual/separate room

Individual/separate room means that only the student nominated will sit an exam in that room at that particular time. Students using scribes, readers, voice activated software or screen readers must have an individual room.

Small group room

A maximum of five students may sit an exam in the same room at the same time.

Large group room

A maximum of ten students with a current AIP, which includes exam adjustments, may sit an exam in the same room at the same time.

Computer lab - individual or group room

Students using a computer are allocated to a computer lab unless otherwise specified on the AIP. This may be on an individual or group basis with the maximum number of students with a current AIP. The lab will be closed to the general student population for the duration of the exam. The AIP will specify if the lab is to be used by one student or can be shared by other students sitting the exam at the same time. For school-run exams, Unit Coordinators may use an appropriate room with an appropriate computer within their school building.

Access Room

A disability Access Room is nominated when the AIP specifies that the student requires access to specialised computer software/hardware or assistive technology. The AIP will specify if the student is able to share the Access Room for exams. Access Rooms will be closed to students between 8:00am and 7:30pm during the entire formal exam period.

The Disability Service will be responsible for placing notices on the entry to the Access Rooms during the formal exam period. For mid-session tests and exams, the Unit Coordinator is to book the access room through the campus Disability Service by emailing [disabilityadmin@westernsydney.edu.au](mailto:disabilityadmin@westernsydney.edu.au).

Main exam room

Students with minor exam adjustments will be able to use the main exam room. The AIP will state what adjustments the supervisor will need to implement.

Wheelchair accessible

Wheelchair accessible means the venue needs to be on the ground floor or in a building which has a lift or ramp facility. The building and pathways must be easily accessible and preferably close to a disabled parking bay and accessible toilets. The student may not necessarily be a wheelchair user but may experience difficulties with mobility.

Lighting

The AIP will specify using natural light, incandescent light or darkened room. Desk lamps will be provided if specified or the student will supply their own. Ensure there are no flickering light tubes. If a light is flickering, switch off the light and notify the Campus Coordinator, Maintenance, Capital Works & Facilities immediately. Supervisors may need to relocate the exam if a flickering light cannot be replaced.

Toilets

Class tests/exams need to be held in close proximity to toilets, within a two minute walk. The AIP will specify if an accessible toilet is required.

Parking

Classes/exams need to be located near disabled/blue parking bays.

Computer labs not required for school run exams

A computer lab will not be required for school run exams when a student is using their own computer or are using a computer provided by the School. The School may choose to use an appropriate office or meeting room.

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### Extra time in exams

This refers to the total extra time required for the exam. It may be made up of time for writing, rest breaks or toilet breaks. The total allocation of time will be specified on the AIP. This is the maximum extra time the student is permitted. Extra time shall be granted on a pro rata basis e.g. where the provision is for an additional 10 minutes per hour, this means that for a two hour exam, the student shall be granted an additional 20 minutes. For a 30 minute exam, the student shall be granted an additional five minutes. In the event that a practical exam includes specific tasks in which time is an inherent requirement (e.g. performing CPR), additional time does not need to be provided for these tasks, however should apply for the remainder of the assessment.

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### Assistance for exams by exam type

Educational Support Service staff (note takers, practical assistants, readers) may be required to assist the student during exams. The type of assistance will be specified on the AIP for each exam type, including those that are short answer and essays.

Reader role

The reader is required to read the exam questions, exam information/case studies or any exam material including texts when an open book exam is scheduled. The reader needs to be familiar with the subject matter in general terms. Where a reader and a scribe are required, the same person will undertake both tasks.

Scribe role

A scribe will write the exam answers on behalf of the student. The scribe can only write exactly what the student has dictated. The scribe is not permitted to provide additional information or to correct a wrong answer. The student may choose to write some of the exam him/herself, and may ask the scribe to take over writing at any time. The scribe is to read back to the student when requested the answer that has been written.

A scribe may need to be computer literate, familiar with the subject matter and terminology, or familiar with the communication style of the student.

Scribe/reader/supervisor

In most cases, one person can perform the combined duties of scribe, reader and/or supervisor.

Type of exam where a scribe is required

The AIP will indicate which types of exam the student will require access to a reader and/or scribe assistance.

Practical Assistant

A practical assistant may be allocated to an exam when a student is using a computer. The practical assistant may need to assist the student to set up the equipment or to assist with opening books and locating specific content when it is an open book exam. The student must give specific instructions to the practical assistant. The practical assistant is not permitted to act independently without student direction whilst the exam is in progress.

### Information Technology (IT)

Own keyboard

The student may need to use a specialised keyboard for exams; the student will provide the keyboard and be responsible for installing it.

Headphones/microphones

The student will need to use headsets/microphones when using voice activated or screen reading software. For WHS reasons, headsets are to be supplied by the student.

The AIP may also state that the student may use a headset during the exam to listen to music; this adjustment is to assist the student to maintain concentration and reduce environmental distractions. Students are advised that academics or the exam supervisor may wish to check the content of the disk prior to the exam.

Specialised software

The student will use own laptop computer or a computer in the Access Room which has specialised software installed, (e.g. Dragon Naturally Speaking). Software will be specified on AIP. Students using Dragon Naturally Speaking in the Access Room can only sit the exam on their home campus. If a student is to use their own computer with specialised software installed, the student will, on request, be required to submit their computer for inspection 24 hours prior to the exam. No unauthorised material is permitted to be stored on the computer during exams.

Screen modification

The student may need to use own laptop or be able to change background or colours in the computer lab.

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### Additional requirements

Permission to stand and exercise

The student has permission to stand, move about the room, exercise and/or practice stress management techniques. The student has permission to sit or stand to do their exam. Students are only permitted to leave the room for a supervised toilet break.

Prescribed medication

The student is permitted to take prescribed medication into the exam room, which is to be placed on the desk at the commencement of the exam. Extra rest time is provided in cases where blood sugar levels or medical testing is required during the exam period.

Bite size foods and water

The student is able to consume small amounts of food or water during the exam. Extra time is not provided. Consumables are to be stored in soft packaging and are to be placed on the student’s desk at the commencement of the exam. Any food or drinks must be presented to the supervisor at the point of entry into the exam room.

Toilet breaks

For medical reasons, the student may require frequent or prolonged toilet breaks. Where toilet breaks are required, extra time will be included on the AIP. Where no toilet break has been specified, the general exam rule in relation to toilet breaks applies.

Ergonomic chair

The student may require a height adjustable chair with a tilting back and tilting seat with no armrests. The AIP will specify if armrests are required. For school-run exams, the Unit Coordinator is responsible for contacting Capital Works & Facilities to organise delivery of this equipment.

Height adjustable desk

Refers to a large desk that is height adjustable these desks are available in the computer labs and several teaching rooms on each campus. For school run exams, the Unit Coordinator is responsible for contacting Capital Works & Facilities to organise delivery of this equipment.

Sloping desktop

Refers to an A3 size, light plastic/wooden board with tilt adjustment that is placed on a standard desk to assist a person to write or read. These are available for school-run exams from Student Support Services on your campus.

Large desk

The student will need a large desk refers to a desk approximately 143cm x 85cm. Several desks may be moved together to create a desk large enough for the student’s needs. This is usually used when the student uses large print on A3 paper.

Dictionary

Dictionaries are only available for students who are deaf. They will use a Macquarie, Australia’s National Dictionary, during an exam. Dictionaries are provided in the exams resource box.

Powered stethoscope

The Disability Service will provide this equipment on loan to the student. The student will need to use this equipment during OSCA/OSCE clinical assessments.

Exceptions for AIP exam adjustment implementation

A statement will indicate when an AIP exam adjustment should not be implemented, when one or more of the following four exceptions occur:

* 1. Assessments under 30 minutes
  2. Time sensitive tasks for clinical assessments e.g. OSCA or OSCE
  3. Practical exams
  4. Online exams

If no statement appears on the AIP in relation to these exceptions, all exam adjustments must be implemented regardless of the length of time allocated for the exam.

## Library and Security

### Library

A student with an AIP may require extended borrowing time for library material to be converted into braille by Vision Australia as conversion can take between six and eight weeks.

Assistance with Library Resources

A student may require assistance from library staff to access books from shelves, retrieving books and photocopying articles. Students are required to make an appointment to ensure staff availability.

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Electronic textbooks

Student will require all textbooks to be provided in electronic format. The student will be encouraged to purchase an electronic version where available. If no electronic version is available, the student is then required to purchase a hard copy of textbook with the receipt sent to the Disability Service. A referral with the receipt is sent to the library Copyright Officer who will contact the publisher to obtain an electronic copy of the textbook. The Copyright Officer will send the electronic textbook via attachment to an email to the student. Depending on the location of the publisher, this process can take up to four weeks.

Library assistance

The Associate Librarian, Corporate Services will be provided with a student’s AIP that details the specific assistance required when using the library.

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### Campus Safety and Security

Emergency Response Plans (ERP)

Security information usually relates to Emergency Response Plans (ERP), which is a confidential document prepared by the student’s treating medical practitioner, and is only used if the student becomes unwell and an ambulance is called to campus. ERPs are developed independently from the AIP.

An Emergency Response Plan (ERP) will be developed for students with a significant health issue that could warrant emergency admission to hospital. The ERP is a confidential document that is developed between the student and their treating medical practitioner. The ERP will stipulate an appropriate course of action for Security staff to follow if an ambulance is required.

It is the responsibility of the Manager, Security Services, Capital Works & Facilities to ensure the ERP is located in a safe and secure environment and that all Safety & Security staff on the relevant campus are aware how to access the information if required. If a student becomes unwell during class, the Campus Safety and Security office is to be contacted immediately.

# Additional information for academic staff

## Exam procedures

### In-class tests and mid-session exam assistance available to academics.

The Disability Service and the Assessment & Graduation Unit in partnership are responsible for organising Educational Support Service staff (scribes, readers and exam supervisors) for the final end-of-session exams. It is not necessary for academics or school administrative officers to undertake any activity for these exams unless specifically requested to do so by the Assessment & Graduation Unit.

For in-class tests, mid-session and final exams run by the School, the Disability Service will provide and fund the employment of trained scribes, readers or exam supervisors. Disability Support Service requires 10 days’ notice to organise the required support.

The Disability Service outsources this work to an external agency thus the people employed for this work are agency staff who have been trained by the Western Sydney U Disability Advisors and are required to comply with the University’s Exam Supervisor’s Manual (2015). Minimum employment period is four hours at a time.

Academic note takers currently working in classes are not permitted to be used as scribes, readers or exam supervisors.

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### Procedures for school run in-class tests, mid-session and non-coordinated end-of-session exams.

Mid-session/school run exam booking form

A scribe will write the exam answers on behalf of the student. To book a scribe, reader or exam supervisor, the academic or the school administrative officer completes an online [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new window form which is available from the Disability Service teaching resources website.

The booking form must be returned to the Disability Support Services Coordinator no later than 10 working days before the scheduled date for the exam.

The academic or school administrative officer must book a venue for the exam before returning the [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new window form to the Disability Support Services Coordinator. Information to be completed on the [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new window form includes:

* Position required (scribe/ reader/ exam supervisor)
* Student details
* Date and location of the exam
* Duration of exam
* Location for pick up and return of the exam pack.

Booking process - mid-session/school run exams

The [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new window form will be retained by the Disability Support Services Coordinator and a copy sent to Assign Recruitment.

The Disability Support Services Coordinator will confirm details of the exam arrangements by sending an email to the student’s University email address. The email will not identify any other students who may also be sitting the exam, as this is a violation of confidentiality provisions under the legislation.

The academic/school administrative officers are responsible for ensuring the exam adjustments on the AIP are provided. These may include:

* Specialised equipment (i.e. chairs, USB, computer)
* Group or individual rooms.

Exam Resource Box

The Disability Service provides an exam resource box on each campus for use during exams. The resource box includes lamps, sloping desks, dictionaries and USBs. It is the responsibility of academics/school administrative officer or Assessment & Graduation Unit staff to access this equipment etc. The equipment must be returned immediately following the completion of the exam. Contact the campus Disability Service for further information.

Exam pack

The academic/school administrative officer must include on the front of the individual exam pack a copy of the student’s AIP. The student’s exam pack must include contact details for the academic responsible for the exam, the total time permitted for the exam and any material/equipment required by the student to complete the exam paper.

The academic/school administrative officer is responsible for ensuring the exam pack is available in the room at the time specified on the [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new windowform. The exam pack is to be available 30 minutes prior to the official commencement time of the exam.

The scribe/reader/exam supervisor will receive the exam pack and check to ensure all exam documents including the AIP are provided. Confirmation of the academic’s telephone details and location for the return of the exam pack will be required. The scribe/reader/exam supervisor will conduct the exam in accordance with Scribe, Reader, Exam Supervisor Information Manual and the principles set out in the Exam Supervisor’s Manual 2015.

Exam completion

At the completion of the exam/s, the scribe/reader/exam supervisor will collect all exam documents including exam questions, exam answer booklet, rough drawings/illustrations etc. and place in them in the student’s exam pack.

If a student has used a computer, the exam answers are to be printed as a hard copy. If there is a printing problem, the exam answers are to be saved onto a USB or sent as an email attachment to the academic using their staff email address. The USB is to be placed in the exam envelope. The student is to sign each page of the printed exam answers to confirm the print out is a true copy of the exam paper completed by the student.

If during the exam period, the student/scribe/reader or exam supervisor experiences a problem or an irregularity occurs, a written statement outlining the incident and action taken needs to be prepared and included in the exam pack.

The scribe/reader/exam supervisor will return the exam pack, together with any equipment to the academic/school administrative officer in the nominated location stated on the [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new window form. The scribe/reader/exam supervisor is required to obtain the signature of the nominated school person on the [Mid-Session/School Run Exam Booking](http://www.uws.edu.au/currentstudents/current_students/services_and_facilities/disability_service/request_for_assistance)Opens in a new windowform.

Return of equipment

The academic/school administrative officer is responsible for returning any equipment or aids to the campus Student Support Services office at the conclusion of the exam. For enquiries/assistance, email [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au).

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### Additional resources

Further detailed information is available on the [Disability Service website](http://www.uws.edu.au/disabilityservice)Opens in a new window or within the following Disability Service documents:

* Student Disability Principles & Procedures (2010)
* Information Manual for Educational Support Staff (2010)
* Scribes, Readers and Exam Supervisors Information Manual (2010).