



University of
Western Sydney

Bringing knowledge to life

Student Support Services

UWS Disability Service

**Glossary of terms for
Academic Integration Plans**

Unlock your potential

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Academic Integration Plan (AIP)

The [Disability Discrimination Act \(1992\)](#) 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 Academic Integration Plan (AIP) stipulates the reasonable adjustments that the individual student will require to be implemented by relevant UWS academic, exam, library, facilities and administrative staff.

The AIP is developed by the Disability Advisor after a comprehensive 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 health condition changes, a new AIP will be issued.

An AIP is underpinned by the [Disability Discrimination Act \(1992\)](#), [Disability Education Standards \(2005\)](#), [UWS Disability Policy \(2010\)](#), [Disability Services Principles and Procedures \(2010\)](#) and the [Privacy Act 2000](#). An 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. An AIP is developed for each student registered with the Disability Service. The AIP will not disclose the nature of the student's disability or chronic health condition but sets out the specific reasonable adjustments required by the student. For students who are already registered with the Disability Service, AIPs 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 from UWS College whose AIP's 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 coordinators and/or other nominated staff within 48 hours. This means that unit coordinators can receive an AIP up to and including the last day of the teaching session. In theory the AIP adjustments would need to be implemented for all classes including provision of an academic note taker or practical assistant, but if classes have already finished then implementation of the adjustments would not be necessary.

However, if the student still has outstanding assessment tasks or was sitting a deferred or supplementary exam, then the AIP would have to be applied. If there are no outstanding assessment tasks, then the AIP is for your information only and no action needs to be taken.

The unit coordinator is responsible for ensuring all the adjustments stipulated in the AIP are implemented by the lecturers and tutors teaching in the nominated unit, no later than five working days after electronic receipt of the AIP. 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.

It is the responsibility of the unit coordinator to ensure a copy of the AIP is provided to relevant lecturers, tutors and/or supervisors and that the AIP is implemented within five working days from the date of receipt of AIP. Failure to comply with the AIP could potentially result in a complaint being made to the Australian Human Rights Commission and litigation against the University and individuals concerned.

School Disability Coordinators

Each school has appointed a School Disability Coordinator (SDC) whose role it is to provide support, consultation and liaison between academics, 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 – Glossary of Terms

The purpose of the Academic Integration Plan - Glossary of Terms is to provide relevant university staff with an explanation of what is meant by the terminology used in each of the adjustments set out in the AIP.

AIPs include all adjustments required to be implemented by teaching staff, the Exam Unit, IT, campus libraries and Security. Each school or department will be provided with that portion of the AIP that is relevant to its work. Teaching 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 which are relevant to their work.

The AIP document is divided into four sections:

1. Student information
2. Current and Incomplete Units
3. Adjustments (which are divided into three sub-sections – see below)
4. Library and Security

Adjustments:

Service provision: indicates if Educational Support Staff are required, i.e. academic note taker, practical assistant or reader. Educational Support Staff are funded by the Disability Service.

Adjustments within class: this is the academic's responsibility.

In-class tests and end of session exams: The Disability Service and Exam Unit will organise the implementation of all exam adjustments and provide and fund 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 responsibility for implementation of adjustments. Students are advised not to commence an exam or test unless all adjustments have been implemented.

Library and Security

This section will cover if a student requires extended borrowing time for library material, printed resources in alternative format or individual assistance from the library staff. Security information usually relates to emergency medical plans if the student becomes unwell or other intervention is required. Emergency Medical Plans are developed independently from the AIP.

The following services may form part of the AIP:

Service provision during teaching session

Educational Support Staff are required to wear an ID Lanyard and are to provide the lecturer/tutor with a Disability Service Introductory *Letter* prior to commencing work along with a request to have access to the unit's vUWS site. Access to vUWS is required to enable the Educational Support Staff to prepare for the next class or download lecture notes or worksheets which will 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 detailed 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 so that they can 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. 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.

Practical assistant

A person employed by UWS Disability Services 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 directions to complete the task. The practical assistant is not to perform any task that is not written into their PD, nor perform any work off campus.

Reader

A person employed for a specified number of hours per week by the Disability Service who will read, face to face, printed material to a student with a disability that impacts on accessing the printed word. Students must provide the written material each week to the reader which could include text books, 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.

Sign interpreter

A professionally qualified person employed by the Disability Service to attend classes and translate the spoken word into a nominated sign language and vice versa.

Adjustments within classes during teaching session

Alternate format material:

Course outline/reading

Material including course handouts or reading lists are to be sent to the student or 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 an interpreter to become familiar with the material or for the student to read using specialised equipment.

Braille

Braille is an embossed language enabling a person to read and write through touch. Hard copy 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 6 and 8 weeks.

Large print

Print that has been increased in size either using a photocopier or by changing 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.

PDF file

A PDF file has portability across a wide range of computer platforms; it is able to retain its layout, regardless of the computer used to display it. 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.

Coloured Paper

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

Audio taping

A student is permitted to tape record lectures tutorial discussions. The recording is to be made either by the student or the practical assistant. The student/assistant is responsible for carrying out this task.

Alternatively the unit coordinator may organise for the tape recording of the class presentation/discussion to be made by the UWS IT Audio Visual Systems. In these instances the lecturer is responsible for organising with Audio Visual for this to occur and ensuring the student is provided with the tape within a reasonable timeframe.

Tape recording of tutorials is only permitted with the consent of all tutorial participants. Students are not permitted provide other students with copies of the tape recording.

Laptop/word processor/Livescribe Pens

The majority of notes provided by the academic note takers will be word processed using either Alphasmart Word processors or a laptop computer. Hearing impaired or deaf student will sit next to the academic note taker and read from the 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.

In some classes where the notes may involve recording a number of calculations, mathematical or scientific symbols including formulas, a Livescribe Smartpen will be used. The Smartpen is embedded with a computer that captures handwriting and simultaneously records audio, and later is able to synchronize audio with the written word. The Livescribe 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.

FM transmitter & receiver & infra red/hearing loops

A lapel microphone/transmitter is worn by the lecturer and a receiver is worn by the student. The system transmits the sound either by infrared or FM signals. The student can use headphones, an ear piece or induction plate which is used with the hearing aid in the T switch position. The range is about 500m. This equipment will be provided to the student by the Disability Service. The student will be responsible for handing it to the lecturer before the start of the class.

Audio - hearing loop induction system

This involves the lecturer using a microphone connected to an amplifier and a "loop" of cable which surrounds a room or part thereof. The student then can hear what is said anywhere in the enclosed area by turning their hearing aid to the T position. Signs indicating audio loop induction systems are installed at the entry doors to appropriate buildings. Microphones must be used by the lecturer; otherwise the audio loop will not function. Questions from the class should be repeated over the microphone to send the information to the student through the audio loop.

Overheads

An aid used by lecturers to write presentation points during the class. Where possible, black pens are to be used and writing is to be large and legible. Overheads are to be read aloud by the lecturer to ensure that all students have access to the information at the same time.

Whiteboard

Use black pens only and use large print. Read aloud information to be written on whiteboard.

Video script/notes

Teaching notes and video script or podcasts need to be provided in either print for the student or sign interpreter before the screening. The Disability Service provides a transcription service for students and academics. Contact the campus Disability Advisor for further information.

Wheelchair accessible

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

Tutorial/seminar adjustment

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. Disability Advisors will have verified the medical documentation relating to the student's disability. Students are therefore not required to submit further medical documentation when an extension is sought if the reason for the extension relates specifically to the disability. Students are still required to submit the usual application and follow UWS 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.

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.

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 assignment may need to be considered by the lecturer. Disability Advisors or school 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 ought not to be penalised by losing marks which will affect the final grade for the unit.

Where a student has been absent from a number of 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 previously therefore additional medical

certificates are usually not required. The Disability Advisor is notified when the student has been absent in excess of double the number of absences permitted so that the Disability Advisor has an opportunity to reassess the situation with the student.

Alternative assessment

The purpose of alternative assessment strategies is to minimise the impact of the student's disability 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. The objective in providing alternative assessment strategies is simply to accommodate the functional differences that exist because of the student's disability. Consultation between the unit coordinator, School Disability Coordinator, the Disability Advisor and student is recommended.

Practicum/clinical placement/practice teaching

Director/student meeting

Students, 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 clinical practicum, placement or practice teaching. 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 Occupational Therapist assessment to ensure they are able to fulfil the inherent requirements of the practicum or placement. The Disability Service will organise and meet costs associated with the assessment.

Workplace assessment

The Disability Advisor, unit coordinator and the host organisation develop a written plan to ensure that reasonable adjustment is implemented in the workplace. 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. 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.

Risk assessment

An assessment by the Manager, UWS Occupational Health and Safety or WorkCover or other interested parties to determine the risks, if any, for the client group and the student with a disability undertaking workplace training or experience in a host organisation.

In class tests & final exams

Extra time in exams

Total extra time for 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.

Assistance in exams

Morning/afternoon starts

For medical reasons a student may not be able to attend a scheduled final exam session time. When this occurs the AIP will specify that the student is only to sit exams held in the morning or afternoon. The exam will commence at the same time as the main exam session.

This adjustment does not apply to in class tests where the test is held during the normal lecture or tutorial time slot.

One exam per day

The student is unable to sit any more than one exam per day. This may result in a final exam being held on a different day to the scheduled exam.

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.

Split exams

An exam may require being split into two or more sessions. Split sessions may be of unequal length depending on the content of the paper. The Disability Advisor may consult with the unit coordinator about the proportion of the exam paper to be done in each session. The proportion or percentage 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 lecturer. If the exam is to be held over two or more days the students will only be given a 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 a Student Centre 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 needs to record on the exam cover page, the amount of reading time permitted for each proportion.

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 warning 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 must ensure the student is aware that a notice has been placed on the desk.

Scribe

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.

Reader

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/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.

Computer use

Student is to use a university computer either in a computer lab or the access room or the student to use their own laptop computer. The student may need to access specialised software programs, use own modified keyboard or use personalised background and colours.

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 then the answers must be saved to a USB or sent as an email attachment to the unit coordinator. The USB or the hard copy is to be handed to the supervisor who will place both in the exam envelope.

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 a Student Centre by the advertised cut-off date for lodging manuscripts.

Coloured paper

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

Audio tape

Exam questions are to be provided to the student on audio tape. The tape is not to be removed from the exam room and is to be returned to the unit lecturer along with the student's completed exam paper.

Exam Venues

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.

Group room

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

Computer lab

Students using a computer are allocated to a computer lab unless otherwise specified on the AIP. The lab will be closed to the general student population for the duration of the exam.

Disability access room

A Disability access room is nominated when the student has to access specialised computer software/hardware. No other students are to use the room at the time of the exam. Access rooms will be closed to students between 8:00am and 7:30pm during the entire exam period. The Disability Service will be responsible for placing notices on the entry to the access rooms during the end-of-session exams. For in-class tests the unit coordinator is to book the access room through the campus Disability Service.

Wheelchair accessible

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

Lighting

The AIP will specify using either natural light; incandescent light or darkened room. Desk lamps will be provided if specified or student will supply their own. Ensure there are no flickering light tubes. If a light is flickering, switch off and notify the Campus Coordinator, Maintenance, Capital Works & Facilities immediately.

Air conditioning

The student is affected by extreme temperatures or is unable to control body temperature and needs access to air conditioned environment for extended periods.

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 or blue parking bays.

Computer use

Student to use a computer. This will be specified as either a university computer in a computer lab (or access room), or the student's own laptop computer. The student may need to access specialised software programs, use own modified keyboard or use personalised background and colours.

On completion of the exam a hard copy of the answers are to be printed before the student is permitted to leave the room. If printing facilities are unavailable the answers are to be saved to a USB drive or emailed to the unit coordinator as an attachment.

Spell check

Use of computer spell check permitted.

Exam questions on disks (USBs)

The unit coordinator is to lodge the USB with the exam questions at a Student Centre at the same time as lodging the main exam paper and the deferred exam paper by the advertised cut-off date. 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. Before leaving the room at the completion of the exam the student is to print a hard copy of the Answers Paper. The USB and the hard copy are to be handed to the Supervisor who will place both in the exam envelope for return to the lecturer.

Additional requirements

Dictionary

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

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.

Permission to use medication

The student is able to take prescribed medication, 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 specified on the AIP. Where no toilet break has been specified the general exam rule in relation to toilet breaks applies.

Ergonomic chair

Height adjustable chair with a tilting back and tilting seat with no armrests. The AIP will specify if arm rests are required.

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.

Ergonomic desk

Refers to a large desk that is height adjustable, these desks are available in access rooms or in at least one computer lab on each campus.

Large desk

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. Usually used when the student uses large print on A3 paper.

Heater

Heater refers to a standard floor heater to be located close to and under the control of the student.

Lumbar roll

A small back support that is placed on the chair to support the lower back.

Other requirements

The AIP will specify if any additional adjustments are required. A resource box containing additional aids that have been stipulated on the AIP for use during the exam will be provided to the Exam Unit on the Friday before the commencement of the exam period by or on behalf of the Disability Service. Academics are able to borrow equipment from the exams resource box for in class and mid-session exams. The AIP will specify non-standard furniture that will be required to accommodate the student.

Information Technology (IT)

Own keyboard

The student to supply and use own modified computer/keyboard.

Specialised software

Student to use own laptop computer or 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. On request, students will be required to submit their computers for inspection. No unauthorised material is permitted to be stored on the computer during exams.

Screen modification

Student may need to use own laptop or access room computers so that the appropriate screen colours can be used.

Headphones/microphones

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

Library

Extended borrowing period

Eligible undergraduate students with a disability will be granted postgraduate borrowing privileges which extends the borrowing period for books. Where appropriate, as part of the AIP, assistance will be provided for retrieving books and photocopying articles. Eligible students will have this adjustment included on their AIP.

Library assistance

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

Security

The Disability Service will provide an AIP to the Manager, Security Services, and Capital Works & Facilities for particular students where appropriate. The AIP will stipulate an appropriate course of action that needs to be followed in relation to students who have identified as having a medical alert. Where relevant, a medical action plan will be specified. It is the responsibility of the Manager, Security Services, Capital Works & Facilities to ensure the AIP is implemented on the relevant campus and that all Security staff on that campus are provided with a copy of the AIP within a reasonable timeframe.

In class tests and mid-session exams assistance available to academics

The Disability Service and the Exams Unit in partnership are responsible for organising and funding of 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 Exams 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.

The Disability Service outsource this work to an external agency thus the people employed for this work are not UWS staff but are experienced and have been trained by the UWS Disability Advisors and are required to comply with the UWS Exam Supervisor's Manual (2008). Minimum employment period is 4 hours at a time.

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

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

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](#) form which is available from the Disability Service Teaching Resources website.

The booking form must be returned to the Disability Service 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](#) form to Disability Service Coordinator

Information to be completed on the [Mid-Session/School Run Exam Booking](#) 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

The [Mid-Session/School Run Exam Booking](#) form will be retained by the Disability Services Coordinator and a copy sent to Assign Recruitment.

The Disability Service Coordinator will confirm details of the exam arrangements to the student by UWS email. 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

A resource box is available from the campus Disability Service for use during exams. It is the responsibility of the academic/school administrative officer to access the resource box.

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](#) form. 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 *UWS Exam Supervisor's Manual 2008*.

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 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 UWS staff email. The USB is to be placed in the exam envelope.

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](#) 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](#) form.

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 any enquiries or assistance please email midsemesterexams@uws.edu.au

Additional Information

The Disability Service provides a resource box on each campus for use during exams. Academics and the Exam Unit are invited to borrow the equipment providing it is returned immediately after the exam. The resource box includes back supports, sloping desks, dictionaries and USBs. Contact the campus Disability Service for further information.

Further detailed information is available at: www.uws.edu.au/disabilityservice or 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)