



Student Support Services
Disability Service

UWS Disability Service Student Handbook

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1. INTRODUCTION

The intention of the Student Handbook is to provide students who have a disability or chronic health condition with information about their educational legal rights; university facilities; academic advice; service and assistance available on campus; and other information that the student may find useful.

The work of the University of Western Sydney's Disabilities Advisers is underpinned by the Disability Service 'Principles and Procedures (2007) document. The Disability Service Principles and Procedures cover:

- Academic Integration Plans
- Note Taking
- Sign Language Interpreting
- Examinations
- Adaptive Technology
- Audio Tape Recording
- Library Assistance
- Alternative Material
- Alternative Assessment
- Equipment Loan Scheme

The sections of that document that are relevant to students been reprinted here. This Handbook also contains the University of Western Sydney's *Staff and Student Disability Policy 1997* and the educational section of the Commonwealth's *Disability Discrimination Act 1992*.

This Handbook provides an overview of the role of the Disability Advisers, School Disability Coordinators and the UWS Disability Service. Individual sections provide information on a range of other services, faculties and assistance available to UWS students. A description of the service, faculty or assistance is provided along with the contact details of the appropriate staff members. Wherever possible an email address and/or website has also been included.

2. OVERVIEW OF THE DISABILITY SERVICE

The Disability Service is one unit within Student Support Services, which is located under the Office of Academic Registrar. The Disability Service deals exclusively with issues relating to students with disabilities or chronic health conditions. The working philosophy of the Disability Service is that all UWS students have the right to take advantage of the opportunities provided to fulfil their own human and academic potential and to be able to participate and compete equally in the pursuit of academic excellence.

The Disability Service has the responsibility of ensuring students with a disability or chronic health condition are provided with appropriate support and services that enable them to access the University of Western Sydney. Access means not only being physically able to enter and move about the buildings and grounds but more importantly to be able to access education. This means that students must be able to participate and compete equally with their peers in all course activities including assessments and examinations. To be able to access verbal or written information that is presented in lectures, tutorials, practicum's, computer labs or the libraries in an appropriate format. For students to have the opportunity to participate in all the social activities organised and/or sponsored by the university.

The services provided by the Disability Service are extensive. The main areas covered are:

- Pre-enrolment counselling;
- Academic 'reasonable adjustment' assessment;
- Development and distribution of Academic Integration Plans;
- Provision of alternative formats for written material;
- Employment and training of note takers, scribes, readers and sign interpreters;
- Organisation of end of semester examinations;
- Negotiation with library staff to meet the specific needs of the students;
- Negotiation with Academic, Administrative and School staff;
- Establishing and maintaining the Access Rooms;
- Equipment purchase and loan scheme;
- Computer training in use of hardware and appropriate software;
- Liaison with the Royal Blind Society, Deaf Society and specialist agencies;
- Referrals to external agencies for assessment and follow up as required;
- Working in partnership with the Equity & Diversity Unit and Capital Works & Facilities to improve physical access to the buildings and grounds on all campuses;
- Organising and facilitating training workshops for students and staff on disability related issues;
- Student advocacy;
- Research which aims to enable new or improved services to be establish and secondly to make a contribution to the professional body of knowledge on disabilities in the educational environment.

ALL services provided by the UWS Disability Service are free.

Information provided to the Disability Service is confidential and can only be released with the students written approval.

2.1 Locations

The Disability Service is located at Student Services on all six campuses of UWS.

Bankstown

Building 12, Room 133
02 9772 6401

TTY 02 9772 6403

Blacktown

Building U8, Room 56
02 9852 4065

Campbelltown

Building 16, Room 16.02
02 4620 3191

Hawkesbury

Building P2, Room 6
02 45 70 1845

Parramatta

Building EJ, Room D51
02 9685 9266

TTY 02 9685 9401

Penrith

Swinbourne Building, Room P104
02 47 36 0487

TTY 02 4736 0109

2.2 Disability Service Team

The Disability Advisers operate on an appointment system. Appointments are available Monday to Friday 9:00 am to 4:30 pm and after hours by arrangement. Appointments can be made by phoning any of the numbers above. If a staff member is unavailable at the time of your call, an answering machine is available for you to leave a message. *All* calls will be returned as soon as possible.

The members of the Disability Team are:

Sandra Norris, Head

Counselling & Disability Service
(Bankstown Campus)
Email: s.norris@uws.edu.au

Kerri Heavens, BSW. MA. JP

Disability Adviser (Blacktown and Parramatta Campus')
Email: k.heavens@uws.edu.au

Geoff Maddox B.Soc.Stud., M.Bus (Management)

Disability Adviser (Bankstown and Campbelltown Campus')
Email: g.maddox@uws.edu.au

Tim Sanderson BSc (Hons), MA (Ed),
Disability Adviser (Hawkesbury and Penrith Campus)
Email: t.sanderson@uws.edu.au

Diane Worthington
Administrative Officer
Counselling and Disability Service
(Campbelltown Campus)
Email: d.worthington@uws.edu.au

3. KEY POINTS OF THE *DISABILITY DISCRIMINATION ACT 1992*¹

3.1 What's it all about?

Disability discrimination happens when people with a disability are treated less fairly than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. The Commonwealth's *Disability Discrimination Act 1992* (DDA) provides protection for everyone in Australia against discrimination based on disability. The Act also means meeting responsibilities that many people may not be aware of. It encourages everyone to be involved in implementing the Act and to share in the benefits people with a disability can make to the community and the economy.

3.2 What areas of life does the DDA cover?

The DDA makes it illegal to discriminate against someone if they have a disability in these areas of life:

Employment When someone is trying to get a job, equal pay, training, or promotions.

Education When enrolling in a school, a course at TAFE, university or other colleges.

Access to premises used by the public Using libraries, places of worship, government offices, hospitals, restaurants, shops, or other premises used by the public.

Provision of goods, services and facilities When a person wants goods or services from shops, pubs and places of entertainment, cafes, video shops, banks, lawyers, government departments, doctors, hospitals and so on.

Accommodation When renting or trying to rent a room in a boarding house, a flat, unit or house.

Buying land Buying a house, premises for a group of people, or a drop-in centre.

¹ Reprinted with permission from Human Rights & Equal Opportunity Commission

Activities of clubs and associations Wanting to enter or join a registered club, (such as a sports club, RSL or fitness centre), or when a person is already a member.

Sport When wanting to play, or playing a sport.

Administration of Commonwealth Government laws and programs When seeking information on government entitlements, trying to access government programs, wanting to use voting facilities.

3.3 What does the DDA protect?

The definition of 'disability' in the DDA is as broad as possible. It includes:

- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological and Learning disabilities
- Physical disfigurement
- The presence in the body of disease-causing organisms.

This broad definition means everyone with a disability is protected. The DDA covers a disability which people:

- have now or had in the past (for example: a past episode of mental illness)
- may have in the future (for example: a family history of a disability which a person may also develop);
- are believed to have (for example: if people think someone has AIDS);

The DDA also covers people with a disability from being discriminated against because:

- they are accompanied by an assistant, interpreter or reader;
- they are accompanied by a trained animal, such as a guide or hearing dog;
- they use equipment or an aid, such as a wheelchair or a hearing aid.

3.4 A responsible government

The DDA makes disability discrimination illegal in many areas of life. This means that all governments in Australia (Commonwealth, State, Territory and local government) have responsibilities under the DDA along with other areas such as employment, education, access to premises, and the provision of goods, services and facilities.

In every area of the administration of Commonwealth laws or programs, it is illegal for any government body to treat a person with a disability less fairly than a person without a disability. This includes access to places where Commonwealth programs are being run for example:

- Skill share courses
- Commonwealth benefits
- Medicare or social security assistance
- Information on Commonwealth law
- Voting places, facilities and information
- Court buildings
- Education
- Information in Braille, audio tape or TTY

A person with a disability has a right to study at any educational institution in the same way as any other student. The DDA makes it illegal for an educational authority to discriminate against someone because that person has a disability. This includes all public and private educational institutions, primary and secondary schools, and tertiary institutions such as TAFE, private colleges and universities.

3.5 What should educators do?

Educators must offer a person with a disability the same educational opportunities as everyone else. This means that if a person with a disability meets the necessary entry requirements of a school or college he or she should have just as much chance to study there as anyone else.

Educators must base their decisions on a person's ability to meet the essential requirements of the course. They should not make assumptions about what the person can or cannot do because of a disability.

3.6 The DDA protects people in the following areas:

Admission

- Refusal or failure to accept an application for admission from a person with a disability
- Accepting a person with a disability as a student on less favourable terms or conditions than others
- Asking a person with a disability to pay higher fees

Access

- Denying or limiting access to people with a disability
- Not allowing a person to attend excursions or join in school sports, delivering lectures in an accessible format, inaccessible student common rooms

- Expelling a person because of a disability
- Subjecting a person with a disability to any other detriment

Harassment

- Humiliating comments or actions about a person's disability, such as insults
- Comments or actions which create a hostile environment

3.7 What about course changes?

If a person with a disability meets the essential entry requirements, then educators must make changes or 'reasonable adjustments' if that person needs them to perform essential coursework.

For example, a student may not be able to perform dissections in a biology course because the bench is too high. The ability to reach a certain height is not an essential part of dissection. The student would be perfectly capable of performing the tasks of the lab session if provided with a lower table. In most situations the person with a disability will be able to tell educators what he or she needs to be able to study. If necessary, educators should also seek advice from government agencies or organisations, which represent or provide services to people with a disability.

Adjustments could include:

Modifying educational premises For example, making ramps, modifying toilets, ensuring that classes are in rooms accessible to the person with a disability.

Modifying or providing equipment For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system.

Changing assessment procedures For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability.

Changing course delivery For example, providing study notes or research materials in different formats, providing a sign language interpreter for a deaf person.

3.8 The ins and outs of access

A person with a disability has a right to have access to places used by the public. The DDA makes it illegal for public places to be inaccessible to people with a disability.

Places used by the public with a disability:

- Public footpaths and walkways
- Educational institutions
- Shops and department stores
- Banks, credit unions, building societies
- Parks, public swimming pools, public toilets, and pedestrian malls
- Cafes, restaurants, pubs
- Theatres and other places of entertainment
- Lawyers' offices and legal services
- Libraries
- Sporting venues
- Social and sporting clubs
- Government offices
- Public transport including trains, buses, ferries, boats, ships and planes
- Dentists' and doctors' surgeries
- Hospitals
- Hairdressers and beauty salons
- Travel agents
- Government-run services

This applies to existing places as well as places under construction. Existing places must be modified and be accessible (except where this would involve 'unjustifiable hardship').

3.9 What is expected?

Every area open to the public should be open to people with a disability. They should expect to enter and make use of places used by the public if people without a disability can do so. Places used by the public should be accessible at the entrance and inside. Facilities in these places should also be accessible (wheelchair-accessible toilets, lift buttons within reach, tactile and audible lift signals for people with vision impairments). Rather than being confined to a segregated space or the worst seats, all areas within places used by the public should be accessible to people with a disability.

Examples of changes, which have already taken place at the request of people with a disability, include:

- A local council built footpath ramps, altered stair areas, widened some path areas, and relocated post boxes and traffic signs to create a clear passage and access to three local shops
- A ramp was installed at the front door of a bank to enable a local customer to independently conduct her financial transactions
- Furniture in a college canteen was rearranged to enable a student easier access. The new arrangements meant improved traffic flow for everyone.

While changes may not happen overnight, people with a disability should expect that changes will be made. A person with a disability has the right to complain when they are discriminated against because a place used by the public is inaccessible.

3.10 What if providing access is too difficult?

The DDA does not require the provision of access to be made if this will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'. But before it can be claimed that providing access is unjustified, a person or organisation needs to:

- thoroughly consider how access might be provided
- discuss this directly with the person involved
- consult relevant sources of advice.

It is up to the person or organisation to show that providing access is unjustified.

3.11 Joining in sport

A person with a disability has a right to take part in sporting activities in the same way as people without a disability. This means a person with a disability must not be excluded from playing a sport if he or she is capable of playing the sport and has been selected to play the sport on the basis of his or her skills and abilities.

A person with a disability should also not be excluded from any administrative or coaching activities associated with the sport. For example, if a person with a disability has the necessary skills to play cricket or swim competitively, he or she cannot be excluded because of asthma or a hearing loss.

3.12 Clubs and Associations

A person with a disability has a right to be a member of a club or association in the same way as a person without a disability. This includes sporting, social and licensed clubs, drama or music groups, political parties, business associations, and self-help groups.

3.13 What is expected?

The DDA makes it against the law for clubs and associations to discriminate against a person because of his or her disability. This means clubs and associations cannot:

- refuse to accept an application for membership from a person with a disability
- provide membership on less favourable terms and conditions
- offer a person with a disability part membership or charge that person more for membership
- limit a person's access to the benefits and activities offered by the club or association because that person has a disability
- restrict the activities a person with a disability can take part in or the hours he or she can use the club.

The DDA also states that the premises and facilities of clubs and associations should be accessible to people with a disability.

3.14 Complaints and conciliation

Complaints of disability discrimination are made to the Human Rights and Equal Opportunity Commission (HREOC). Complaints can be made by:

- the person who claims he or she has been discriminated against
- a person affected by discrimination - on his or her own behalf and on behalf of others affected in the same way
- a person acting on behalf of another person or other people who claim they have been discriminated against (for example a trade union).

3.15 Making a complaint

A HREOC Enquiry Officer can answer confidential enquires over the telephone, but a formal complaint must be made in writing. The Commission can help a person put the complaint in writing, or the person's union, advocate or friend can help write the complaint.

The person can also give a statement to the Commission in Braille, on video or audiotape, through an advocate, or verbally.

The Commission can also assist a person to make a complaint by providing:

- community language interpreters
- sign language interpreters
- information on where a person can get advocacy support
- a written or verbal statement can be made in any language. It should state that the person has been discriminated against on the basis of disability, and it should describe what happened, when and where it happened, who was involved, and give the names of any witnesses.

3.16 Complaint handling

HREOC will investigate any complaints received that are within its jurisdiction. Where a complaint against a person or organisation appears to involve an unlawful act of discrimination, HREOC will write to the person or organisation to get their side of the story. The Commission can also conduct an investigation if necessary.

3.17 Conciliation

If it appears that disability discrimination has occurred, the person or organisation will be asked to participate in a conference with a conciliator and the complainant in order to help resolve the matter to the satisfaction of both parties. This is called conciliation.

The conciliation process is private and confidential and Commission staff members are prohibited by federal law from disclosing details of any individual case. A solicitor is not needed, but either party can engage one if they wish.

Depending on the complaint, conciliation may result in:

- job reinstatement
- job promotion
- an apology
- changes in policies or practices
- withdrawal of the complaint
- payment of damages
- some other outcome.

Where a complaint cannot be resolved by conciliation, a formal determination can be made by the Commission, which is enforced in the Federal Court.

3.18 Legal advocacy services

A number of DDA legal advocacy support services have been funded by the Commonwealth Government to provide legal advice in relation to the DDA. Listed below are some initial contacts, which provide information on disability services, being provided in New South Wales.

NSW Community Legal Secretariat
Suite 1, 245 Chalmers Street
Redfern NSW 2016
Tel: 02 9698 2401 Fax: 02 9318 2031

Pathways State Library

Macquarie Street
Sydney NSW 2000

Provides information about services & advocacy groups for people with a disability in NSW.

Tel: 02 9230 1583

TTY: 029230 1541

Fax 02 9232 4816

4. UNIVERSITY OF WESTERN SYDNEY

Contact points:

Disability Advisers, Disability Service, Student Services

The Disability Service has an office on each campus. The location and telephone for each office can be obtained by contacting:

Email: d.worthington@uws.edu.au or telephoning 02 4620 3191

Director of Equity and Diversity Unit

Hawkesbury Campus, Tel 02 4570 1460

Email: s.ozdowski@uws.edu.au

Anna Mungovan, Regional Disability Liaison Officer

Bankstown Campus

Tel: 02 9772 6314 Mobile: 0409 07 3366

Email: a.mungovan@uws.edu.au

5. UWS DISABILITY POLICY 1997

5.1 Access and Inclusion in University

Staff and students with disabilities are an integral part of the diverse population at the University of Western Sydney. The University of Western Sydney's Equal Opportunity/Affirmative Action Policy Statement confirms the University's commitment to providing equal opportunity for all staff and students and to promoting inclusion through valuing diversity.

The University of Western Sydney is committed to continual review of all policies and practices as they affect both staff and students with disabilities. This results in the integration of the principles of equal opportunity for people with disabilities in University policies, procedures, decisions and operations.

The University of Western Sydney is also committed to redressing, through affirmative action, the past disadvantage experienced by people with disability. To

achieve this objective, the University of Western Sydney has developed, and will continue to develop, a range of services and accommodations for staff and students who have a disability to ensure equal access to, and participation at, the University.

The University of Western Sydney is committed to providing a learning and work environment free from discrimination and harassment on the grounds of disability.

5.2 Disability Discrimination Act 1992

The University of Western Sydney is required to comply with the *Disability Discrimination Act 1992*. The Act makes it unlawful for tertiary institutions to discriminate (in the provision of educational and employment opportunities, services and facilities) against people on the basis that they have, or may have, a disability. The University of Western Sydney defines “disability” in accordance with the Act. This policy should be read in conjunction with the Act, and aims to give full effect to the objectives of the Act.

5.3 How the University of Western Sydney Implements Access and Inclusion

The University of Western Sydney has in place a Disability Action Plan prepared in accordance with Section 61 of the *Disability Discrimination Act 1992* and the Human Rights and Equal Opportunity Commissions publication, *A Guide to the Development of Disability Discrimination Act Action Plans for the Tertiary Education Sector*. This Plan is a working document, which sets out the University’s goals and strategies to achieve access and inclusion for people with a disability. The Disability Action Plan is available for viewing on the University of Western Sydney Web site (www.uws.edu.au).

The University of Western Sydney Disability Committee ensures a consistent approach to policies and practices between Network Members at the University level. The Committee is responsible for the implementation and review of the University of Western Sydney Disability Action Plan.

Each Network Member will have a Disability Committee. This committee is responsible for providing advice on policy development and representing staff and students who have a disability on matters pertaining to access and inclusion. The Network Member Committees report to the University of Western Sydney Disability Committee.

5.4 Disability and Disclosure

Staff and students are not required to disclose their disability unless they are seeking accommodations or workplace adjustments. The University of Western Sydney observes confidentiality in matters relating to disability, and has procedures in place to ensure confidentiality.

5.5 Physical Access

The University of Western Sydney is committed to ensuring that all University buildings and facilities are accessible to students, staff and the wider community. The University of Western Sydney will achieve this through an ongoing program of improvements to the physical access of existing buildings and facilities and ensuring that new buildings are accessible.

The policy adopts a standard, which goes beyond the minimum set by the Australian Standard AS 1428.1. The basic standard for all UWS developments (new and alterations) shall be Australian Standard 1428.2-1992 Design for Access and Mobility, Part 2: Enhanced and Additional Requirements—Buildings and Facilities, and related standards. The UWS standards will be the most current version of these Standards and be consistent with the requirements of the *Disability Discrimination Act 1992*.

The policy document Protocol on Access provides details of Standards and procedures for ensuring access across all UWS campuses.

5.6 Library and Information Technology Services

The University of Western Sydney Libraries and Information Technology Centres will make available resources, services and professional assistance to support the information and research requirements of students and staff. The University's Libraries and Information Technology Centres will assist students and staff with disabilities to ensure equitable access to contemporary information and technology services. This includes: special loan conditions; and the installation, maintenance and upgrading of assistive technology such as print enlargement, close-circuit televisions, voice activated/speaking computers and text scanners, large computer monitors and associated software programs.

Wherever possible, assistive technology equipment is pooled to ensure it can be made available across the Network to students and staff with disabilities at the appropriate campus.

5.7 Disability Awareness, Training and Education

The University of Western Sydney aims to promote disability awareness through a range of programs including:

- A program of disability awareness training for students through student forums conducted by each Member;

- Compulsory disability awareness programs and training in reasonable accommodations to teaching practices and assessment for academic staff;
- Disability awareness training for all staff, particularly academic and administrative Heads of Units;
- Staff training on matters pertaining to the Disability Discrimination Act and the human resource policies of the University of Western Sydney.

5.8 Appeals, Grievances and Complaints

Staff and students who believe they have been treated unfairly on the grounds of disability are encouraged to use the University procedures on appeals, grievances and complaints. The University of Western Sydney is committed to accessible, fair and confidential processes for the resolution of complaints based on allegations of discrimination on the grounds of disability.

Any concerns on matters pertaining to disability discrimination may be referred to the EO/Equity Units.

5.9 Budget Allocation

Annually each University Member will, as part of its annual budget process, determine an appropriate allocation of funding to resource disability support services to students and staff of that Member. The funding will be allocated as a budget to the area within the Member responsible for administering disability policy and it will be the responsibility of that Unit to develop a detailed budget plan and to report on expenditure of funding against that budget plan, income performance, output and appropriate performance measures. In determining the annual allocation, the University Member needs to take into account the requirement that funding should be available for the provision of work place adjustment and assistance for conference and study leave of staff, and other reasonable workplace accommodations required by a person with a disability. The support needs of students with disabilities should also be accommodated within the budget allocation.

5.10 Students

Selection, Admissions and Enrolment of Students

Applicants with disabilities will be admitted as students to the University of Western Sydney subject to them meeting the entry requirements, which apply to all students. Students with disabilities will also be able to apply for admission under the range of Special Admission Schemes available within the University. Such Schemes allow students to be considered for admission by the University where the student's disability has prevented them from meeting the usual academic requirements.

To be approved for admission under this Scheme, the student has to have the ability to satisfactorily complete the chosen course of study, subject to the provision of any

accommodations and support services required to eliminate barriers to access and inclusion.

The University of Western Sydney offers all students an orientation program. This program includes information on available support services and policies relating to disability.

Support for Students with Disability

A Disability Adviser is employed by each Network Member. The Disability Adviser is the nominated contact person responsible for ensuring students with a disability are provided with appropriate support and services. Students with disabilities are strongly encouraged to make contact with the Disability Adviser prior to enrolment or before the commencement of semester. This allows significant time to identify the students' needs and for the Adviser to organise appropriate accommodation.

Students are required, at the time of registering with the Disability Adviser, to submit documentation of an assessment from a medical or other recognised professional specialist. This should include confirmation of the disability and recommendations on the type of accommodations required. Documentation is not acceptable if more than two years old.

Students are required to also complete a 'Release of Information to UWS Disability Services' (available from the Disability Adviser) and submit this with the supporting documentation. In the event that appropriate documentation is not available at the time of registering, the Disability Adviser can accept an interim medical certificate or educational report. The interim certificate/report will be for a four-week period, valid from the date of registering.

As part of academic support services, each Network Member offers a range of specialised services and programs to students with disabilities. These include:

- Pre-enrolment advice and assistance with enrolment
- Note taking services
- Personal readers
- Sign interpreters
- Relocation of lectures where necessary for access
- Liaison with teaching staff in relation to reasonable accommodations.

The University of Western Sydney will appoint Disability Academic Officers across the University. The Disability Academic Officers will be a contact point for the Disability Advisers, students with disabilities and teaching staff. Disability Academic Officers will act as a resource to other staff on appropriate accommodations in relation to teaching and assessment. They will assist with the organisation of individual examination arrangements and appropriate methods of assessment.

Subject Design and Delivery

Before a subject is approved by a Member Academic Board it must be demonstrated that reasonable requirements of students with disabilities, in relation to curriculum, fieldwork, laboratory work, practicum's, teaching practices and assessment, have been taken into consideration in the course design.

Accommodation in Teaching and Assessment

The University of Western Sydney will develop guidelines for the accommodations to be provided at the three Network Members in relation to teaching practices and assessment. Examples of appropriate accommodations include:

- Lectures which make use of formats and approaches suitable for students with vision or hearing impairments
- Individual exam conditions such as scribes, extra time or enlarged print papers
- Alternative forms of assessment such as oral exams
- Appropriate adjustments to fieldwork, laboratory work and practicum's according to the nature of the disability.

While students are required to meet subject/course assessment requirements as determined by the University, provision will be made for reasonable variations in assessment in order to accommodate the students' disability. All subject outlines will contain a statement informing students that:

Any student with a disability who may require reasonable accommodations in the subject are requested to seek advice and assistance at the commencement of the semester/session, or soon thereafter, from the Subject Co-ordinator, in conjunction with the Disability Adviser and/or Disability Academic Officer.

Non-Academic Student Activities

Autonomous and semi-autonomous bodies associated with the University of Western Sydney such as student unions/associations; student accommodation and child care services will be assisted by the University of Western Sydney to develop Action Plans of their own and to ensure continuous improvement in the area of disability access. The University of Western Sydney will aim to ensure consistency between these Action Plans and the UWS Disability Action Plan.

5.11 Staff

Recruitment

All recruitment and selection processes accommodate the needs of people with a disability. This includes processes such as advertising, job design, interviewing and medical assessments.

People with a disability will be encouraged to apply for positions at UWS. Targeted recruitment strategies will be developed and implemented to increase the

opportunities of employment for people with a disability who require workplace adjustments.

Terms of Offer and Employment

Persons with a disability will have the same terms and conditions by which employment is offered as persons without a disability (including all express terms of any contract of employment and any terms implied).

Promotion, Career Development, Training, Study and Conference Leave or Other Benefits

Staff with a disability will have equal opportunities for promotion and career development. The University will provide appropriate assistance for staff with a disability to attend University approved work activities such as, staff training, study and conference leave.

Workplace Adjustment

Reasonable accommodations will be made for people with a disability who require workplace adjustments. Persons seeking workplace adjustments are required, at the time of registering with the EO/Equity Unit, to provide documentation of assessments from a medical or other recognised professional specialist, to confirm their disability and provide recommendations on the appropriate type of workplace adjustments. Documentation is not acceptable if more than two years old.

The UWS Policy for Reasonable Adjustment in the Workplace for People with Disabilities provides more details on the provision of workplace adjustments. UWS is committed to ensuring that the workplace accommodates the needs of staff with a disability through the provision of adjustments, including:

- Flexible work arrangements
- Modifications to work premises
- Changes to job design, work schedules or other work practices
- Modifications to equipment
- Provision of training or other assistance.

Occupational Health and Safety

The University of Western Sydney recognises its obligations and responsibilities under the guidelines of the *Occupational Health and Safety Act* and associated Regulations and Codes of Practice. The University is committed to ensuring a safe work environment and to ensuring that Occupational Health and Safety planning and activities also incorporate the needs of people with a disability.

Social Justice Unit (now known as the Equity & Diversity Unit)

Staff and prospective staff with a disability are encouraged to seek advice and assistance from Social Justice Unit, who will assist supervisors and the person with

a disability in determining reasonable accommodation in the workplace. Any concerns on matters pertaining to disability discrimination may be referred to the Social Justice Unit.

6. UWS DISABILITY SERVICE: STUDENT DISABILITY PRINCIPLES & PROCEDURES

6.1 Principles

The Disability Services 'Student Disability Principles and Procedures' document is to be read in conjunction with *UWS Disability Policy 1997* and the current year *UWS Rules* and *UWS Policies and Procedures* as contained in the UWS Calendar. The Disability Service '*Principles and Procedures*' document underpins, informs and gives direction to the professional practice of the Disability Advisers and the work of the Disability Service.

6.2 General

Disability Service

The Disability Service of the University of Western Sydney affirms its commitment to providing appropriate assistance to students with a disability or chronic health condition. Wherever feasible, the Disability Service will seek to ensure students with a disability are able to participate in all aspects of the academic, social and recreational activities of the University of Western Sydney.

Individual Student's Responsibility

Where appropriate, prospective students with a disability or chronic health condition are required to familiarise themselves with the eligibility criteria for registration with professional registration boards prior to enrolling in a UWS degree course.

Students with a disability or chronic health condition have the right to not disclose their disability or chronic health condition to the Disability Service. Students with a disability who require the implementation of reasonable adjustments to their educational program, however, are required to disclose their identity and the nature of their disability or health condition to the Disability Service.

Professional Documentation

Students registering with the Disability Service are required to produce relevant supporting documentation from a medical, psychological or other recognised professional specialist at the time of registering with the Service. The supporting documentation must be comprehensive and not older than two years at the time of registration with the Disability Service. Medical certificates are unacceptable. In most cases students will be required to re-new their documentation every two years.

Confidentiality

The Disability Service respects the confidentiality of the student with a disability. Confidential and/or sensitive information provided to the Disability Service is treated accordingly. The Disability Service, without the written authority of the individual student, does not release information. The Disability Service complies with the *Privacy Act 2000*.

6.3 Reasonable Educational Adjustment

Academic Assessment

Whilst students with a disability or a chronic health condition must meet normal assessment requirements for the units in which they are enrolled (including assignments, examinations, seminar participation, tutorials, practicums and the like), provision may be made for variation in the timing or method of presentation of work for assessment to accommodate the nature of an individual's disability.

Academic Integration Plan (AIP)

An individual plan, known as the Academic Integration Plan, will be developed for each student with a disability or chronic health condition registered with the Disability Service. The Academic Integration Plan will not disclose the nature of the student's disability or chronic health condition. The Academic Integration Plan will set out the specific reasonable adjustments required by the individual. The University, within a reasonable time frame, will implement the Academic Integration Plan. Academic Integration Plans will be reviewed periodically.

Sign Language Interpreting

Wherever appropriate and possible, students who are deaf will be provided with a professional Sign Language Interpreter during lectures, tutorials and assessment processes. Interpreters will be required to act in accordance with the Interpreting Code of Ethics.

Note Taking Assistance

Students with a disability or chronic health condition, where appropriate, will be permitted to have for lectures and/or tutorials either assistance of a trained note taker or be provided with a copy of the sessions notes.

Adaptive Technology

Students with a disability or chronic health condition will be permitted to use aids appropriate to suit their disability during lectures, tutorials, assessments, examinations and during work experience/practicum/placements.

Audio Taping

Students may, where appropriate, audio tape lectures, tutorials and other teaching sessions. Appropriate safeguards to ensure the prevention of the misuse of the audio recordings are a prerequisite.

Alternate Material

Wherever possible and if appropriate, the Disability Service will provide registered students with their course material in an accessible alternative format. Where appropriate, a student may be required to purchase text books on CD ROM rather than hard copy.

Examinations

Students will be permitted to use aids or assistance appropriate to their disability or chronic health condition during examinations. Additional time may be allowed and special rooms may be provided wherever necessary.

6.4 Academic Assistance

Academic Integration Plans (AIP)

Unit Coordinators are responsible for ensuring all the adjustments stipulated in the AIP are implemented by the lecturers and tutors teaching in the nominated unit.

Non-coordinated Examinations

The Unit Coordinator will be responsible for ensuring that the Examination section of the Academic Integration Plans will be implemented for all class tests and non-coordinated examinations. The Senior School Administrative Officer will assist lecturers/tutors to organise the examination provisions of the Academic Integration Plans.

6.5 Non-Academic Assistance

Access Rooms

The Disability Service will make available an Access Room on each campus for the exclusive use of students with disabilities or chronic health conditions. Access Rooms will be wheel chair accessible, equipped with appropriate computer hardware, specialised software and ergonomic furniture.

Equipment Loan Scheme

The Disability Service will maintain a limited pool of specialised equipment for use by students with a disability or chronic health condition registered with the Disability Service. Students must adhere to the loan conditions. Generally loans are short term.

Library

The university libraries will provide, where appropriate, individual assistance to identified students with a disability or chronic health condition. The library will provide an extended loan period for students requiring printed material in Braille or another alternative format.

Parking

Disabled parking bays are available on each campus for students displaying an RTA disabled sticker. Blue parking bays are available when no disabled parking bays are available. The Disability Service, where appropriate, will authorise the use of a 'reserved' parking bay for students with a temporary mobility condition.

Student Accommodation

Where appropriate, the Disability Service will recommend to the Executive Officer, Residential Colleges, the specific adjustments required by a student with a disability or chronic health condition entering university accommodation.

6.6 Disability Service Procedures

Professional Documentation

Students are required to produce relevant assessment documentation from a medical, psychological or other recognised professional specialist at the time of registering with the Disability Service. Documentation should include confirmation of the disability and recommendations on the type of reasonable adjustment required.

Documentation is not accepted if it is more than two years old at time of registration. Medical certificates from general practitioners will generally not be accepted. Where documentation is not immediately available, students will be given four weeks in which to provide the appropriate documentation. During this time students will receive the required services, however, adjustments for final semester examinations will not be included. Students may be required to renew their medical/psychological/specialist documentation every two years. Referral for assessment of a Learning Disability (dyslexia/dysgraphia/ADD) is available where appropriate.

Academic Integration Plan

The Campus Disability Adviser, in conjunction with a student with a disability or chronic health condition, will undertake a comprehensive educational assessment at the time of registration. The assessment will be underpinned by the *Disability Discrimination Act 1992*, *Educational Standards 2005*, the *UWS Disability Policy 1997* and the *Australian Vice-Chancellors' Guidelines*.

This assessment will form the basis of the Academic Integration Plan. The plan will set out the academic, practicum, examination, library, security and information

technology requirements the student will need whilst studying at the University of Western Sydney. Where appropriate, a student undertaking a professional placement may require the development of an additional Academic Integration Plan that includes adjustments recommended by an independent workplace risk assessment.

Where appropriate documentation is not immediately available, the Disability Adviser will develop a temporary Academic Integration Plan. The temporary Academic Integration Plan will not cover end-of-semester examinations. Failure to submit the necessary document within the four-week period will result in services being terminated.

The Academic Integration Plan will be sufficiently flexible to enable modification or additional adjustments to be incorporated into the plan to reflect changes in circumstances or health status. Students need to negotiate changes to the Academic Integration Plan with Campus Disability Adviser.

Students are required to sign the 'Academic Integration Plan' plus 'A Release of Information' form and, where necessary, a 'Statutory Declaration' prior to the Academic Integration Plan being distributed to the Unit Coordinator for implementation. The distribution and implementation of the Academic Integration Plan is the responsibility of the Unit Coordinator.

A copy of the Academic Integration Plan will be provided to the student as soon as possible after the plan has been finalised. Students are encouraged to discuss the plan with the Unit Coordinator, lecturer and/or tutor.

Should the Unit Coordinator disagree with any of the reasonable adjustments set out in the Academic Integration Plan, he/she must contact the relevant Disability Adviser within ten working days of receipt of the plan. A meeting between the School Disability Coordinator, lecturer and/or Unit Coordinator, the Disability Adviser and the student may be required to resolve difficulties. This meeting is to be scheduled as soon as possible.

Students are responsible for ensuring all the agreed adjustments are included in the current AIP. Where amendments to the AIP are sought, the student must meet with the Disability Adviser. Academic Integration Plans can only be cancelled if the student informs the Disability Adviser in writing.

6.7 Sign Language Interpreting

The Disability Adviser will consult with the student to determine their specific interpreting needs. This information will be included in the Academic Integration Plan. The Disability Service will be responsible for recruiting appropriate and competent Sign Interpreters.

The Disability Adviser will be responsible for providing training to academics on using an Interpreter. Disability Advisers will provide university staff with information on the role of the Interpreter in lectures and tutorials.

Unit Coordinators are responsible for ensuring relevant Sign Language Interpreters are provided with printed copies of lecture presentations or relevant materials, at least one hour prior to the scheduled lecture.

Sign Interpreters will not normally be provided for written examinations.

For further information relevant to Sign Language Interpreting, see Interpreters' Responsibilities, page 30 of this document.

6.8 Note Taking Assistance

Procedure for Students

The Academic Integration Plan will state when a student with a disability or chronic health condition requires the assistance of a note taker. It will state whether the student requires the note taker for lectures, tutorials or seminars. In addition, the AIP will state the category of note taker required (ie, peer or professional). The Professional note taker and student are required to meet face to face prior to the first class to negotiate hand over arrangements and exchange contact telephone/email details.

Students are required to attend all lectures, tutorials and seminars. Notes will not be provided if the student is absent from class, unless prior arrangements have been made with the Disability Adviser and the Unit Coordinator.

The student, where possible, must notify the note taker if they will not be attending class. Where notification is not given and the student is absent, the note takers will remain in class for 20 minutes before leaving. Notes taken when the student is absent will not be available to the student.

On receipt of the class notes, students are required to sign the 'Note Taking Service' form. This form states that the notes have been received and that the student is satisfied with the quality, content and presentation of the notes.

If any difficulties arise relating to the quality, content or presentation of the class notes, the student must notify the Disability Adviser immediately.

Students are required to collect their notes from the CDS Administrative Officer within seven days of the lecture unless authorised by the Disability Adviser.

Procedure for Note Takers

The Disability Service is responsible for the recruitment, training and supervision of note takers. Note takers are required to attend a training session prior to the commencement of duties. Where possible, the note taker will be employed for the entire semester. Note takers are required to attend all allocated lectures, tutorials and seminars. Punctuality is essential for note takers. Where possible, note takers are required to give 24 hours notice to the CDS Administrative Officer if unable to attend classes.

Note takers are required to discuss the following with students:

- any abbreviations that may be used in note taking
- the format of the lecture notes, and
- individual requirements of the student.

Note takers are to provide the student with a copy (photocopy/disk) of the notes at the completion of the class or as soon after as possible. The note taker must ensure that the student signs the Note Taking Service Form on the receipt of the notes. Completed Note Taking Service Forms are to be submitted along with Time Sheets to the Campus CDS Administrative Officer each fortnight for payment. The Disability Adviser or the lecturer may occasionally examine class notes to ensure that the notes are of high standard and reflect the information provided in class. Note takers are required to leave classes after 20 minutes if the student is absent and no prior arrangements have been made with the Disability Adviser. Note takers are not to provide students other than the assigned student with a copy of the class notes.

Where appropriate, the Disability Adviser will authorise for the note taker to remain in class even when the student is not present. The Unit Coordinator will be advised by email of this authorisation.

6.9 Adaptive Technology

The Academic Integration Plan is to specify the type of adaptive technology the student will be permitted to use during lectures, tutorials, seminars, practicum's and examinations.

Students with a disability are responsible for the supply, maintenance and security of their own equipment. If the equipment is lost or stolen the student should report the incident to campus Security.

Lecturers, tutors and supervisors will ensure the student is provided with the course outline, reading lists, assignments, class tests and similar in the appropriate format so that adaptive technology can be used by the student, as specified in the Academic Integration Plan.

Where the Academic Integration Plan specifies the use of an FM system or an Infra-Red System for a student with a hearing loss, the lecturer and tutor is required, in the case of FM system, to pin the transmitter close to their face. To activate an Infra-Red System the lecturer is required to use the standard consol and microphone. The Disability Adviser will provide the student with the FM system or a headset for their use during the academic year.

6.10 Audio Taping

The Academic Integration Plan will specify when audio taping is a reasonable adjustment for a particular student.

The student is required to sign a Statutory Declaration to prevent the audio tape(s) being used for any purpose other than individual private study.

Audio taping of interactive tutorials is permitted only with the permission of the other members of that tutorial class.

Students are responsible for providing and maintaining their own audiotape equipment. Students are responsible for providing their own tapes.

Students are responsible for setting up the equipment prior to the class commencing and changing the tapes during classes.

6.11 Alternative Material

The Academic Integration Plan will include, where appropriate, a request for all printed course related material, including course outlines, assignments and reading lists, to be sent to the Disability Adviser as soon as possible. This will enable the material to be converted into accessible alternative format.

The School Senior Administrative Officer may act as the liaison person between the lecturers and the Campus Disability Adviser to facilitate the timely receipt of learning materials, which need to be adapted (eg, to Braille) for use by students with a disability.

6.12 Examinations

The Academic Integration Plan will state when reasonable adjustments are required by a student for in-class tests and formal examinations. The Academic Integration Plan will specify the reasonable adjustments required for the identified student.

Unit Coordinators are responsible for ensuring the reasonable adjustments specified in the Academic Integration Plan are implemented for class tests, mid-semester and

non-coordinated examinations that are held at the end of semester and have not been coordinated through the Examinations Unit.

For final semester examination the Disability Service will forward the Academic Integration Plans to the Examinations Unit no less than 30 working days prior to the commencement of the official examination period. No changes to Academic Integration Plans after this time will be permissible for that exam period.

The Examination Officer (located within the Examination Unit, Student Administration) will be responsible for ensuring that all coordinated examinations, including deferred examinations requirements, are implemented for students registered with the Disability Service. This includes the provision of scribes, readers, computer disks, separate room, extended time, rest breaks, examination spread, alternative formats, large print, coloured paper and Brailled examination papers.

The Disability Advisers will provide the Examination Unit with a Resource Box of items (e.g. dictionaries, coloured paper, etc.) to meet the requirements of the students registered with the Disability Service.

Students using their own computers for examinations may be requested to submit their computer two days prior to the commencement of the formal examination period. The Examination Unit will hold the student's computer in a secure location until such time that the student has completed their last examination. The student will be required to sign a Statutory Declaration stating that the computer does not contain any unauthorised material.

The Disability Advisers will ensure the campus Access Rooms are equipped with appropriate furniture including back supports, foot rests, computers and specialised software that are necessary to meet the student's examination requirements.

Alternative Assessments for in-class tests or examinations, including oral-to-examiner, oral-to-audiotape or dictaphone, will only be available after consultation and written agreement between the Disability Adviser, the Unit Coordinator and the Examination Unit.

The Examination Unit will confirm in writing, to the student, the provisions organised for the coordinated examinations. Students are encouraged to carefully check this information.

6.13 Academic Assistance

The Unit Coordinator is responsible for both reviewing the provisions and ensuring the implementation of the academic 'reasonable adjustments' included in the Academic Integration Plan.

Where approval of the 'reasonable adjustments' set out in the Plan is withheld, the Unit Coordinator must notify the Disability Adviser in writing within ten working days from date of receipt of the AIP indicating rationale for the decision.

If necessary, the School Disability Coordinator will convene a meeting between the Unit Coordinator and/or Lecturer, the Disability Adviser and the student, within five working days of notification of non-approval of the plan, to resolve the difficulties.

Academic Integration Plans are to be distributed and the plan implemented as soon as possible after approving the reasonable adjustments.

The School Disability Coordinator is to liaise directly with campus Unit Co-ordinators concerning any recommendations that may have significant impact on the teaching or assessment of the unit.

The School Disability Coordinator and the School Senior Administrative Officer are responsible for assisting academic staff with the implementation of examination provisions for students with a disability for all non co-ordinated examinations (exams occurring outside of the official co-ordinated Examination period).

Where appropriate, School Disability Coordinators will assist staff in the development of individual examination arrangements and alternative methods of assessments (eg, oral examinations/presentations) to accommodate students with particular disabilities (eg, hearing or hand/arm impairment). The Disability Service will provide, where appropriate, a scribe, reader, practical assistant. Specialised equipment required will be supplied by the Disability Service.

6.14 Non-academic Assistance

The Disability Adviser will issue the student, on registration with the Disability Service, a personalised code/card that will enable the student to enter the campus Access Room.

The Disability Adviser will provide information to the student on the computer hardware, specialised software and other adaptive equipment available in the Access Room for their use.

The Disability Adviser is responsible for organising the training of students to use the specialised software located in the Access Room.

Students must adhere to all university policies in relation to use of computers. Inappropriate use of the internet will result in termination of access to Access Room. Students are required to report any computer problems to the Help Desk or the Disability Adviser.

Students are required to supply their own paper for printing.

Students experiencing problems with the computers or printers are to inform the Helpdesk or the campus CDS Administrative Officer.

Access Rooms will be closed between 8:30am and 7:30pm weekdays during the coordinated examination period.

6.15 Equipment Loan Scheme

The Disability Service is able to loan certain specialised equipment for short term use. The loan period will be determined by availability, overall demand for equipment and disability related issues. Loans may be renewable. Students are required to keep the equipment safe and secure. If the equipment is lost or stolen it must be reported immediately to the Disability Adviser.

The student is required to provide the Disability Service with current contact details and sign an Equipment Loan Contract prior to borrowing the equipment. The student is responsible for providing batteries, disks and/or other disposal items.

6.16 Library

The Disability Service each semester will provide the Head Librarian with the name and specific requirements of any student registered with the Service who may require individual assistance from the library staff. The student is required to present at the Circulation/Information Desk to access this assistance. Material requiring translation by the Royal Blind Society is to be submitted to the Disability Adviser.

6.17 Parking

A student is able to use the disabled parking bay providing an RTA 'Disabled' sticker is clearly displayed on the windscreen. If disabled parking bays are occupied, students are able to park in the blue parking zones.

In the case of students with a temporary mobility condition, the Disability Adviser will negotiate with Security, Capital Works and Facilities to authorise a Temporary Disabled permit. A Temporary Disabled permit is available to enable the student to park in blue parking zones.

6.18 Student Accommodation

The Disability Adviser will negotiate in writing with the Executive Officer, Residential Colleges to ensure that a student identified as having a disability is provided with appropriate University accommodation.

Where modifications to the building, pathways and or environment are required the Disability Adviser will make written recommendations to Capital Works and Facilities.

SIGN LANGUAGE INTERPRETING RESPONSIBILITIES

Overview

The University of Western Sydney contracts Sign Language Interpreting services to enable deaf and hard of hearing students equal access to courses. The role of the Educational Interpreter is to facilitate communication between deaf students and their hearing lecturers, tutors and peers. Frequently, the Interpreter acts as the interface between the deaf person and hearing people. The Interpreter's presence, performance and understanding of their role and those of the communicants is critical in providing a service which appropriately meets the needs of deaf people.

Interpreters working at the University may work in one or a number of the following situations:

- In lectures with the deaf student as part of a larger group of hearing students;
- In a class or tutorial, workshop, or laboratory session with hearing students;
- In an interview, on a one-to-one basis;
- During practicums or field study activities.

Interpreters' Responsibilities

- Interpreters will abide by the Ethics of Interpreting (*see over page*);
- Interpreters will endeavour to become familiar with the concepts and vocabulary relevant to the context of the interpreting situation. This includes advance preparation for difficult lectures or presentations (in conjunction with lecturer and/or student) and reasonable knowledge of the technical language and signs used in specific subject areas;
- When and if the interpreter cannot interpret information at the speed that is being delivered, they should make the presenter aware of the difficulty;
- Interpreters are expected to arrive 5–10 minutes before the scheduled commencement time;
- Before the Interpreter begins work, the mode of communication will be clearly established with the student, for example, Auslan Signed English, cued speech or Pidgin Signed English;
- The student, where appropriate, will make the lecturer aware of specific needs of the interpreter. An interpreter should position themselves in a place comfortable to both the lecturer and student. The interpreter should be able to hear the speaker clearly in any situation. In some situations a clear line of vision will be required;
- The standard of dress of interpreters will be such as to enhance clarity of communication and minimise distraction for the student;

- Interpreters will ensure that sufficient time is allowed at the end of a session for feedback from both the student and lecturer/presenter if necessary;
- An interpreter shall reserve the right to refuse an interpreting job if the content is deemed to be beyond their ability or if a conflict of interest exists;
- Interpreters are entitled to claim for payment for work unless due notification of lecture cancellation or student non-attendance is given (ie, at least the previous evening). Interpreters will be paid for a minimum of 2 hours for any work undertaken;
- Interpreters will wait for 20 minutes of lecture time for a late student to arrive. The interpreter is free to leave if the student does not appear within this time. In this situation, the interpreter is entitled to claim for payment for the booked time;
- Interpreters should be prepared to work in a variety of interpreting situations, eg, mass lectures, tutorials, seminars, special or guest lectures, departmental or administration meetings, site visits, practice teaching situations, interviews and examinations;
- Interpreters should be prepared to provide a sign-to-voice interpretation for the deaf or hard of hearing student at appropriate times, eg, seminar presentations, comments or questions during lectures, answers to direct questions, participation in group work and discussion and practice teaching;
- If unable to attend work, an interpreter should advise the campus CDS Administrative Officer as far in advance as possible.

The Ethics of Interpreting²

Confidentiality

- Interpreters will keep all information related to their interpreting work strictly confidential at all times;
- The only written records of interpreting assignments should be those of a general nature required for payment purposes. No personal information should be recorded.

Conflict of interest

- It remains the responsibility of every interpreter to ensure that an interpreting assignment does not involve a potential conflict of interest. A conflict of interest is where the situation to be interpreted impacts personally or professionally on the interpreter such that the interpreter may be unable to remain impartial;
- Where a conflict of interest exists, an interpreter has the responsibility to disqualify themselves with sufficient time for an alternative interpreter to be arranged;
- The deaf or hard of hearing student will, where possible, be asked if the interpreter selected is acceptable.

² Reprinted with permission from Australian Sign Language Interpreters Association (ASLIA)

Accuracy of information

- Interpreters should ensure that the most appropriate communication system is used to suit the preferences of the deaf or hearing-impaired student. This will be determined through prior consultation with the student;
- Interpreters will convey the message faithfully and accurately. They will ensure that to the best of their ability, the meaning of words, concepts, statements and bodily expressions are conveyed accurately. This includes all information given by the lecturer fellow students or audio-visual material;
- Interpreters will transmit all information provided, regardless of whether the interpreter considers it important. Nothing should be added or deleted from the original message;
- Interpreters will never convey any personal values, attitudes or opinions other than those expressed in the original message. Interpreters should, at no time, join in a discussion or lecture.

Personal integrity

Interpreters will:

- dress and conduct themselves with decorum appropriate to the occasion; conduct themselves in an unobtrusive manner, avoiding any distracting body movements;
- not appear to collude with either party in the situation, in the sense that the other party may be, or feel, left out or belittled;
- do their utmost to maintain full confidence in the integrity and dignity of the interpreting profession, providing support and encouragement to fellow interpreters;
- not take advantage of any information gained during the course of an interpreting assignment;
- consult with the Campus Disability Adviser, Disability Service and/or fellow interpreters with regard to difficult situations.

Limits of the interpreting role

- An interpreter on assignment must not offer advice, instruction or opinion to the deaf or hard of hearing student or to others present;
- The interpreter shall not answer for the deaf or hearing-impaired student;
- If a person is asked to convey a personal opinion whilst he or she is in the role of interpreter, he or she should politely decline to do so, indicating that this would constitute a breach of ethics;
- An interpreter is not required to explain or clarify the content of the lecture for the student, except when the misunderstanding is due to the interpreter's relaying of the message.

7. CAMPUS ACCESS ROOMS

The Disability Service has established an Access Room on each campus. All but one of the Access Rooms are located within campus libraries. The purpose of the Access Rooms

is to provide a safe, quiet environment where students registered with the service can read, study, write assignments or just have a quiet place to relax. Each Access Room is wheelchair accessible and has ergonomic furniture. The desks are large enough to enable large print users to spread out their reading material, wheelchair users are able to adjust the desk height and every desk has an ergonomic chair suitable for people with back injuries. Several back and lumbar support aids are also available for student use.

A number of computers with large screen monitors are located in the rooms. The computers are installed with a number of specialised software programs including:

- Windows 2000
- JAWS 4.5
- Dragon Naturally Speaking 6 Preferred
- Kurzweil 3000
- OmniPage Pro 12
- Internet Explorer.

These computers are linked to laser printers, scanners and the Internet. Email is also available. The equipment and software in the Access Room are regularly upgraded to keep pace with changing technology and student demand. The Disability Advisers can organise on-campus training sessions to help you use the equipment and software. Students are required to supply their own paper for printing. If the equipment or printer is not working students need to advise the office of Student Services to enable repairs to be organised.

Other equipment available for use in the Access Rooms includes:

- Closed Circuit Television (CCTV) magnifying system
- Clearview Enlarger
- Mountbatten Braille
- Sloping Desks
- Computer Headsets
- Document Holders
- Desk lamps
- Heaters
- Back and Lumbar supports.

Contact your campus Disability Adviser for further information on this equipment. Notice Boards have been placed around the walls of the Access Rooms and students are encouraged to use them to share information or advertising. The Disability Advisers have endeavoured to make these rooms comfortable, safe environments where students are able to take advantage of the latest technology and specialised software. We welcome any suggestions or feedback you may have to make the room more useful or accessible.

7.1 Entry to Access Rooms

Students registered with the Disability Service are issued, on registration, with a code or card that gives them entry into the Access Room on their home campus. To gain entry students are required to enter their code or swipe their card on the pad next to the entrance door. The code/card is a security device, which is linked to the Security Office, so there is a record of who enters and the time of entry. The code/card **must not** be given to any other person. If any equipment is missing or if there is a security problem, students are requested to immediately report it to Security or the Disability Adviser.

7.2 Location of Access Rooms

Access Rooms are open during Library hours.

Bankstown Library Room 9.56, Level 2

Blacktown Level 1

Campbelltown Library, Room 1.59, Level 2

Hawkesbury Library, Room 30, Level 1

Parramatta Library, Room ENG26, Level 1

Penrith Swinbourne Building P, Room 131, Level 2

8. EQUIPMENT LOAN SCHEME

The Disability Service has a small pool of equipment that students registered with the service can borrow. The period of the loan depends on the type of equipment borrowed. In some cases the loan period is for the duration of the student's course, while other equipment is lent only for a semester. Loan renewals are available upon request. Students are required to sign a borrowing agreement prior to removing the equipment from the Disability Service. The student is also required to sign the agreement when returning the equipment.

There is no charge for borrowing the equipment but students are required to provide their own replacement batteries, tapes and disks. Equipment on loan is the student's responsibility and all care is expected. Students must report any equipment failures, damage or loss to the office of Disability Services immediately.

The equipment for loan includes:

- Sloping Desk
- Handheld Tape Recorders
- Audio 1 x 4 Track System
- FM Receiver Transmitter

- Infra Red Systems headsets
- Littman Classic magnified Stethoscope
- Perkins Braille
- Mountbatten Braille
- Back Rests
- 3 Wheel Mobility Scooter.

Further information is available from the Disability Advisers.

9. DISABILITY SERVICES MY WEB CT

Web CT is the main mechanism for keeping students registered with the Disability Service, keeping you informed about what is going on at UWS and the wider community. There is ample opportunity to share your ideas and support with other students.

10. LIBRARY ASSISTANCE

All UWS libraries are wheelchair accessible, lifts and disabled toilets are in close proximity to the main collection areas. In each library there are several staff members who have been nominated to help students with disabilities. If you experience any difficulties using the computers, accessing information or collecting reading material from shelves please advise the staff on the Information Desk. If your request will only take a few minutes the library staff will be able to respond immediately however, if you will require assistance for a longer period it is wise to arrange an appointment a day or so before actually going to the library.

If the nature of your disability means you require substantial time and assistance from library staff, your Disability Adviser can provide written advice to the Campus Librarian outlining the assistance you need. Your name will then be added to a library listing. This means that you can attend any UWS library, give them your name and the library staff can check the type of assistance you need and how to get it.

Students with disabilities have to adhere to the normal library borrowing and renewals periods. However, if printed material has to be sent to an external agency, such as Vision Australia, the Disability Adviser can request an extension from the library. Further information is available from the Disability Advisers.

11. HEARING LOOPS AND INFRARED SYSTEMS

Hearing Loops and Infrared Systems are available in a few lecture theatres and seminar rooms. Look for the international, blue and white, hearing loop signs on entrance doors. The Infrared System does not require the user to have a hearing aid. A narrow headset (similar to a hair band) is placed on the head and turned on. Headsets are available from

the Teaching and Technical Officer, Penrith IT Audio Visual office. There is no fee and the loan period is for the academic year.

11.1 Locations

Hearing Loops and Infrared Systems

Parramatta

Auditorium

Penrith

Hearing Loops:

UG50 Kingswood

KG04 Kingswood

Ward Library Seminar Room

Infrared System:

BBG 39 Werrington South

BB1 12 Werrington South

BB1 01 Werrington South

ADG 24 Werrington North

12. TELEPHONE TYPEWRITERS

The Disability Service has placed Telephone Typewriters (TTY's) at the Reception Desk of all Student Support Services for access by students who are deaf or have a hearing impairment.

12.1 Locations and Dial-up Numbers of UWS Telephone Typewriters

Campus	Location	Number
Bankstown	Student Services, Building 12, Room 13	TTY 02 9772 6403
Parramatta	Student Services, Building EJ, Room D51	TTY 02 9685 9401
Penrith	Student Services, P Building, Room P104	TTY 02 4736 0109

13. DISABLED PARKING

A number of Disabled Parking bays (indicated by the international wheelchair sign painted on the ground) have been established in each parking area on all the campuses. If the Disabled Parking bays are full you can park in the Reserved Parking bays, which are marked blue.

You are exempt from paying parking fees when using the Disabled Parking bays as long as a current RTA Disabled Driver sticker is displayed. Failure to display an RTA sticker will result in the car being booked or towed away. A substantial fee is charged to retrieve the vehicle. Applications for disabled permits are available from the RTA.

Students who have a temporary mobility disability can obtain a Temporary Disabled Parking permit from the Disability Adviser or Security. This means the student can park for a specified period in the blue reserved bays but NOT the disabled bays. Support from the doctor treating you is required.

Covered parking bays are available on the Penrith campus near the Student Centre at the rear of building K.

14. CAMPUS TRANSPORT

A campus bus runs between Kingswood and Werrington North via the Ward library. The buses run approximately every 10 minutes during semester. The bus service is free. All buses are disabled accessible but you may need to advise the driver if you will need to use the fold-down ramp to access the bus. Once on the bus the first four seats can be folded up to allow a wheelchair to be safely positioned for the trip.

Unfortunately, Penrith is the only campus with an internal bus service.

15. STUDENT ACCOMMODATION

The university has a diverse range of on- and off-campus accommodation available for currently enrolled students. All accommodation is shared, but students have their own lockable room. Several of the units have been specifically fitted out to accommodate the requirements of people with disabilities. This includes ramps, larger than average rooms, wheelchair accessible on-suites, emergency press alarms, audio and visual fire alarms and emergency phones connected to the Campus Security.

Further information on student accommodation and application forms is available from:

Ashwin Bhutani, General Manager
UWS Conference & Residential College Ltd

Building 4, Hawkesbury Campus
 Phone: (02) 4570 1225
 Email: a.bhutani@uws.edu.u

16. COUNSELLING SERVICE

The Counselling Service provides free and strictly confidential counselling to students and members of the UWS community. The types of issues you can discuss with the counsellors include but are not confined to:

- Personal and psychological concerns of all kinds, e.g. alleviation of common problems such as stress, anxiety, depression, phobias, headaches, insomnia, loss and bereavement, sexual assault or harassment, surviving incest or domestic violence;
- Exclusions, withdrawals, leaves of absence, negotiating concessions;
- Academic decisions and concerns such as fear of failure and time management
- Relationship and family concerns;
- Assistance in using community resources in social welfare, health, education and vocational facilities;
- Developing a positive self-image and coping with crises;
- Relaxation and assertiveness training;
- Support for mature-age and international students;
- Group programs in the above areas.

The Counselling Service operates Monday to Friday on all six campuses. Appointments can be made by phoning the numbers below. If you require a **sign interpreter** please advise staff when booking an appointment.

Counselling Service, Campus Contact Numbers

Campus	Telephone	TTY
Bankstown	02 87726401	02 9772 6403
Blacktown	02 9852 4065	
Campbelltown	02 4620 3191	
Hawkesbury	02 4570 1984	
Parramatta	02 9685 9266	02 9685 9401
Penrith	02 4736 0235	02 47360109

17. STUDENT LEARNING UNIT

The aim of the Student Learning Unit (SLU) is to enhance students' academic achievement through development of academic language, mathematics and learning skills. The SLU works collaboratively with unit lecturers and other student and educational services to enhance your overall academic experience.

The SLU staff can provide advice and assistance in academic skills at all levels ranging from assignment planning and study skills for new students to advanced critical analysis, research report and thesis writing for final year, honours and postgraduate students. The SLU also offers two distinctly different programs of student support: Peer Mentor Program and Workshops.

17.1 Peer Mentoring

The Peer Mentor Program is offered in core first year subjects and is only available to first year students. The aim of the program is to assist first year students to understand what is expected of them at university. The emphasis is on learning strategies, how to approach assignments and exams, and networking with other students.

Trained Peer Mentors generally conduct group sessions (of up to 12) and encourage the group to solve their problems together. The group process can foster independent learning, collaboration and critical thinking, and become an ongoing study group. The mentoring groups are free for the first year students, and can include some content material (which first year students work on together, under the guidance of the mentor).

In Peer Mentoring there is more emphasis on working out 'how' to study the subject rather than 'what' to study. Studies in Australia and overseas have shown that students who attend similar peer mentoring sessions improve academically.

Peer Mentors are expected to have gained a credit or more for the subject, but also need to be people who are interested in 'facilitating' student learning. They are not 'paid' as such but will receive a book voucher after conducting 5 one-hour sessions. They are not meant to do more than this, as it could interfere with their own studies.

Further information can be found at www.uws.edu.au/students/ods/lisu/peermentoring or contact:

Clare Power

Tel: 4736 0235

Email: c.power@uws.edu.au

17.2 Student Learning Unit's Workshops

The Learning Skills Unit also conducts a series of free academic workshops for undergraduate students each semester. The workshops cover such topics as:

- Academic writing
- Essay writing
- Avoiding plagiarism
- Critical analysis/thinking
- Examination techniques
- Grammar (weekly class)
- How to work in a group
- Introduction to academic culture and academic genres
- Managing time
- Reading more effectively
- Referencing assignments
- Scientific report writing
- Spoken academic English
- Understanding lecturer feedback
- Using evidence in your argument
- Writing case studies
- Writing skills for university

The semester workshop program and timetable are available on the SLU website: www.uws.edu.au/students/ods/lisu/workshops . On line registration can be found at this site.

18. USEFUL WEB ADDRESSES

Human Rights and Equal Opportunity Commission³

http://www.hreoc.gov.au/disability_rights/education/education.html#access

This web page provides a convenient entry point for Commission resources on equal access to and opportunity in education. These resources are available in various sections of this site. It also provides access to resources from other organisations where these are available electronically.

Choosing Your Path. Disclosure: It's a Personal Decision

<http://sites.uws.edu.au/rdlo/disclosure/index2.htm>

Disclosure of disability presents a number of challenges and choices for people with a disability, particularly those participating in education and employment. Questions may include:

³ Web addresses were last checked 6 February 2007.

Do I need to disclose my disability?
When do I disclose my disability?
How do I disclose my disability?
What are my rights?
Do I have responsibilities when I disclose?

Employers and educators may also be challenged in relation to their role and responsibilities when a person discloses their disability.

This website addresses these challenges. It provides information about options and pathways for use in disclosing a disability in post-secondary education and employment. It also articulates the role and responsibilities of employers and educators in relation to disclosure.

Educational Standards (2006)

<http://www.daedustandards.info/>

The website has been designed to help users understand important parts of the DDA Education Standards. Whether you are a person with a disability, an associate of a person with a disability, or a person involved in the delivery of education, this website will help you understand some important parts of the DDA Education Standards. It does not cover the full detail of the DDA Education Standards, just the more important parts of the Standards.

Regional Disability Liaison Officer

<http://sites.uws.edu.au/rdlo/intro.html>

Regional Disability Liaison Officers (RDLO) provide information to people with a disability interested in or enrolled in post-school education and training and refer them to appropriate service providers. RDLOs work with education and training providers in a given region (including universities, TAFE institutions, private VET providers and schools) to provide a central information source on support and services available for students and potential students with a disability. The information on the site is intended to assist them to access the most appropriate post-school education and training.

The RDLOs work closely with key stakeholders, including disability liaison officers in universities and TAFE colleges, career counsellors, relevant staff in secondary schools and senior colleges within the region, and district and regional education office staff. RDLOs undertake a wide range of activities, which may include:

- providing information on courses available at educational institutions and linking with appropriate person within the institution;
- referring students and prospective students with a disability to appropriate agencies and, in particular, helping them to make contact with the appropriate institutional staff (most frequently, the disability liaison officers) who are

- responsible for direct support services such as enrolment assistance, career guidance, alternative teaching and learning approaches and so on;
- facilitating the sharing of resources for people with a disability in education and training within the region. This entails building up a knowledge base of the support and resource services available, such as equipment, training of note takers, AUSLAN interpreters, communication aids;
 - referring graduates with disabilities to appropriate employment organisations in collaboration with other organisations, such as employment mentoring agencies and career services.

Australasian Network of Students with Disabilities

<http://www.answd.org/>

The Australasian Network of Students with Disabilities (ANSWD) was established in December 2000. It is a student organisation, which advocates, promotes and campaigns on disability issues in the tertiary education field.

ANSWD aims to promote an equitable learning environment for all students. It is comprised of tertiary students with disabilities who are dedicated to ensuring equitable access to education by working together with staff at educational institutions throughout Australia and New Zealand.

ANSWD has an e-mail discussion list for students with disabilities to discuss educational and broader social issues related to their disability status. The list is primarily designed to share information and discuss relevant issues. If you are a student with a disability whom is either studying at TAFE or University, or you are a potential tertiary student with a disability, who plans to commence tertiary studies in the following year we strongly encourage you to join the ANSWD discussion list. For more information about the discussion list go to:

To subscribe to the mailing list send an e-mail to:

majordomo@postoffice.utas.edu.au

with 'subscribe answd-list' in the message (without quotes)

If you are a member of the ANSWD discussion list and wish to send a message to the discussion list, address the e-mail to:

answd-list@postoffice.utas.edu.au

The discussion list will only receive e-mails from members. If you are not a member of the list and you wish to send something to the list please e-mail:

convener@answd.com

Goals of the discussion list are:

- To encourage information sharing amongst students with disabilities;
- To facilitate friendships amongst students with disabilities from Australia and New Zealand;
- To encourage students to be proud of their disability and achieve anything and everything they dream of.

The Australian Clearing House on Education and Training

<http://www.adcet.edu.au/>

The Australian Clearing House on Education and Training (ADCET) provides up-to-date and comprehensive information about inclusive teaching, learning and assessment strategies, accommodation and support services for people in post secondary education and training. ADCET services primarily target teachers, disability practitioners, learning support staff and policy makers. The site also holds information.

19. UWS CAMPUS MAPS

<http://www.uws.edu.au/about/locations/maps>

Campus and precinct maps are available on the UWS website. The maps include the locations of schools, facilities, administrative offices and building numbers. The maps also show the location of disabled toilets, disabled parking and where stair climbers are available.

The 'Regional Map of Campuses' shows locations of all the campuses in Greater Western Sydney.

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Disability Service

University of Western Sydney

Locked Bag 1797

PENRITH DC NSW 1797

www.uws.edu.au/students/ods/disabilityservice

Bankstown Campus

Blacktown Campus

Campbelltown Campus

Hawkesbury Campus

Parramatta Campus

Penrith Campus

02 9772 6401

02 9852 4065

02 4620 3191

02 4570 1984

02 9685 9266

02 4736 0235

Building 12

Building U8

Building 16

Cottage P2

Building EJD-51

Building P1-04

UWS Disability Service

Prepared by:

Kerri Heavens BSW. MA.JP

Disability Adviser

UWS Disability Service