

Disclaimer

Information contained in this Handbook is current at time of printing. However, procedures and regulations may change over time. Updated versions of this document can be found at the Disability Service website:

www.uws.edu.au/disabilityservice

or by contacting your Disability Advisor. The UWS Disability Service is not bound by any information contained in this handbook that is no longer current.

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1. Introduction

The intention of the Disability Service Student Handbook is to provide students who have a disability or chronic health condition with information that may directly affect them at some time during their time as a student enrolled at UWS. The issues covered in the Student Handbook include information on the student's educational legal rights, Commonwealth and State legislation, relevant University policies, on-campus facilities and services, academic advice and the role of the School Disability Coordinator.

An overview of the structure of the Disability Service is provided along with information about the roles and responsibilities of the Disability Advisors, Educational Support Staff and the rights and responsibilities of a student registered with the Disability Service.

Other information has been included in the Handbook that students may find useful. Where possible, contact details of a nominated contact person have been provided along with an email address or the website address. The Disability Service endeavours to ensure information in the Student Handbook is current and accurate however it is not possible to guarantee that every detail in the Handbook is

correct as the educational system is in constant process of change. However, as changes or new information comes to hand the Disability Service will amend the electronic version of the Student Handbook which is located on the UWS Disability Service website.

The work of the UWS Disability Service is underpinned by the Disability Discrimination Act (As Amended 2009), Disability Education Standards (2005), Occupation Health and Safety Act (2000), Health Records and Information Privacy Act (2002), the UWS Staff and Student Disability Policy and the Disability Service 'Principles and Procedures (2010) document. The Disability Service acknowledges and adheres to the principles declared in the United Nations Convention of Rights of Persons with Disabilities (2009).

The Disability Service Principles and Procedures cover:

- Academic Integration Plans (AIP)
- Academic note taking
- Practical assistants
- Readers and scribes
- Sign Language Interpreting
- Examinations
- Assistive technology
- Audio tape recording
- Library assistance
- Alternative formatted material
- Alternative assessment
- Equipment loan for trialling new products or software

2. Overview of the Disability Service

The Disability Service is a unit within Student Support Services. 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 assistance, support and services that enable them to access the University of Western Sydney (UWS).

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
- be able to access verbal or written information that is presented in lectures, tutorials, and practicums, computer labs or the libraries in an appropriate format

- 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-admission counselling
- academic 'reasonable adjustment' assessment
- development and distribution of AIPs
- provision of alternative formats for written material
- recruitment, selection and training of all Educational Support Staff including academic note takers, scribes, readers and practical assistants
- booking and funding of sign interpreters
- negotiation with library staff to meet the specific needs of the students
- negotiation with academic, administrative and school staff
- maintaining the access rooms
- trialling and purchase of specialised equipment
- computer training in use of hardware and appropriate software
- liaison with Vision Australia, the Deaf Society and other specialist agencies and 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 established, 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 and confidential.

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

All services provided by the UWS Disability Service are free and confidential.

2.1 Locations

The Disability Service is located in the office of Student Support Services on all UWS campuses.

- Bankstown Building 11
- Nirimba Building U8, Room 56
- Campbelltown Building 16
- Hawkesbury Building G7
- Parramatta Building EJD
- Penrith Building P104

2.2 Appointments

Disability Advisors operate on an appointment booking system. To make an appointment with a Disability Advisor, drop in to one of our campuses, call 02 9852 5199 or email disability@uws.edu.au.

Opening hours are 9.00am - 4.30pm. Appointments outside these hours may be available but only with prior approval of the Disability Advisor.

3. Key points of the Disability Discrimination Act 1992¹

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

¹Reprinted with permission from The Australian Human Rights Commission

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

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
- behaviour resulting from a disability

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, college or university they 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 for example, could include:

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

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

Changing assessment

procedures: 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:

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 Australian Human Rights Commission (AHRC). 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

An AHRC 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

AHRC 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, AHRC 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.

Combined Community Legal Centres' Group

NSW State Office C17,
99 Jones Street ULTIMO NSW
2007

Phone: 02 9212 7333

Fax: 02 9212 7332

Email: nswclc@clc.net.au

Disability Discrimination Legal
Centre (NSW) Phone: 02 9310
7722 1800800708

(1800 644419 TTY) 9.30am –
12.30pm Tuesday, Wednesday,
Friday

Email: info@ddlcnsw.org.au

www.ddlcnsw.org.au

4. UWS contact points

Disability Advisors, Disability Service Student Support Services

The Disability Service has an office on each campus. To make an appointment with a Disability Advisor, drop in to one of our campuses, call 02 9852 5199 or email disability@uws.edu.au

Director of Equity and Diversity Unit

Dr Sev Ozdowski
Building AK Werrington North
Phone: (02) 9678 7378
Mobile: 0413474744
Email: s.ozdowski@uws.edu.au

Western Sydney National Disability Coordination Officer (NDCO) Program

Nicole Ison
Building 16, Campbelltown campus
Phone: (02) 4620 3246
Fax: (02) 4628 5697
Email: ndco@uws.edu.au

5. UWS Disability Policy 2010

The current UWS Disability Policy for staff and students can be found at:

<http://policies.uws.edu.au/view.current.php?id=00094>

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 Staff and Student's Disability Policy 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 Advisors and the work of the Disability Service.

6.2 General

Disability Service

The Disability Service of the UWS affirms its commitment to providing appropriate and reasonable 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 UWS.

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 declare their identity and the nature of their disability or health condition to the Disability Service.

Students registered with the Disability Service using Educational Support Staff are required to submit current class timetable to the Disability Service prior to the commencement of each session.

Students who are registered with the Disability Service who have taken leave from the university for one or more sessions are responsible, on their return to inform the Disability Service to reactivate their AIP.

Students with exam adjustments must ensure adjustments have been implemented or available for all exams, in-class test or end-of-

sessions final exams before they commence the exam paper.

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 renew 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, will not release information. The Disability Service complies with the Health Records and Information Privacy Act (2002).

6.3 Reasonable educational adjustment

Academic assessment

Students with a disability or a chronic health condition must meet the inherent requirements of the individual unit and course. Whilst students are required to meet the 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 (AIP), will be developed for each student with a disability or chronic health condition registered with the Disability Service. The AIP will not disclose the nature of the student's disability or chronic health condition. The AIP will set out the specific reasonable adjustments required by the individual. The University, within a reasonable time frame, will implement the AIP. AIPs will be reviewed periodically.

Sign language interpreting

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

Academic note taking assistance

Students with a disability or chronic health condition, where appropriate, will be approved to have either assistance of a trained academic note taker or be provided with a copy of the session's notes for lectures, seminars, labs and/or tutorials.

Practical assistant

Students with a disability or chronic health condition, where appropriate, will be approved to have a practical assistant who will follow specific instructions provided by the student to perform academic tasks essential to the unit of study.

Reader

Students with a disability or chronic health condition, where appropriate, will be approved to have a reader assigned to assist with reading academic material.

Assistive 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 recording

Students may, where appropriate, audio record 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 an electronic version of the text books rather than hard copy

Examinations

Students will be permitted to use aids or assistance appropriate to their disability or chronic health condition during examinations. Examination adjustments will be stipulated in the AIP. The Assessment and Graduation Unit requires notification of adjustments not less than thirty working days prior to the commencement of the main exam period.

6.4 Academic assistance

AIPs

AIPs will be issued not less than ten working days prior to the commencement of the teaching session. New or amended AIPs developed after this period will usually be issued within two working days. 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 within five working days of receiving the AIP. Practicum/placement coordinators are responsible for ensuring the appropriate adjustments are implemented in the teaching/work environment.

Non-coordinated examinations

The Unit Coordinator will be responsible for ensuring that the examination section of the AIP will be implemented for all class tests and non-coordinated examinations.

Students are advised not to commence an examination paper unless the exam adjustments stipulated on the AIP are implemented.

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, printers, specialised software and ergonomic furniture.

Equipment loan scheme

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

Library

University libraries will provide, where appropriate, individual assistance to identified students with a disability or chronic health condition.

Parking

Disabled parking bays are available on each campus for students displaying a current RTA disabled mobility sticker. Blue parking bays are available when no disabled parking bays are available. Students are required to comply with road traffic and parking restriction signs.

Student accommodation

Where appropriate, the Disability Service will recommend to the Executive Officer, Residential Colleges and Manager, UWS Village, the specific adjustments required by a student with a disability or chronic health condition entering University

accommodation.6.6 Disability Service procedures

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.

Recommendations will be considered but not necessarily be included in the AIP.

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 the session's final examinations may 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 (AIP)

The Campus Disability Advisor, 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 (as Amended 2009), Disability Education Standards (2005), the UWS Staff and Students Disability Policy and the Universities Australia Guidelines relating to Students with a Disability and Guidelines on Information Access for Students with Disabilities.

This assessment will form the basis of the AIP. The plan will set out the academic, practicum, examination, library, security and information technology requirements the student will need whilst studying at the UWS. Where appropriate, a student undertaking a professional placement may require the development of an additional AIP that includes adjustments recommended by an independent workplace risk assessment.

Where appropriate documentation is not immediately available, the Disability Advisor

will develop a temporary AIP. The temporary AIP will not cover end-of-session examinations. Failure to submit the necessary document within the four-week period will result in the AIP being terminated.

The AIP 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 AIP with the Campus Disability Advisor.

Students are required to sign the 'AIP Agreement' plus the 'AIP Distribution Consent' form and, where necessary, a 'Statutory Declaration' prior to the AIP being finalised and distributed to the Unit Coordinator and other relevant University staff for implementation. The distribution and implementation of the AIP to relevant academic staff is the responsibility of the Unit Coordinator. The AIP is to be implemented by the relevant Academics within five working days of the AIP being sent electronically to the Unit Coordinator.

An electronic copy of the AIP will usually be sent to the student's UWS email account within two working days of the AIP being finalised. Students are encouraged to discuss the plan with the unit or practicum coordinator lecturer and/or tutor

in a timely period after receiving their AIP.

If the Unit Coordinator disagrees with any of the reasonable adjustments set out in the AIP, he/she must contact the relevant Disability Advisor within five working days of receipt of the plan. A meeting between the School Disability Coordinator, lecturer and/or Unit Coordinator, the Disability Advisor and the student may be required to resolve difficulties. This meeting is to be scheduled within five working days of notification of non agreement.

Students are responsible for ensuring all the agreed adjustments are included in the current session's AIP. Where amendments to the AIP are sought, the student must meet with the Disability Advisor and additional documentation may be requested. AIPs can only be cancelled if the student informs the Disability Advisor in writing. Students who take leave or are excluded from the University for one or more sessions must notify the Disability Advisor in writing giving permission to reactivate their AIP.

6.7 Sign language interpreting

The Disability Advisor will consult with the student to determine their specific interpreting needs. This information will be included in the AIP. The Disability Service will be responsible for recruiting

appropriate and competent sign interpreters.

The Disability Advisor will be responsible for providing training to academics on using an interpreter. Disability Advisors 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 12 of this Handbook.

6.8 Academic note taking assistance

Procedure for students

The AIP will state when a student with a disability or chronic health condition requires the assistance of an academic note taker. The AIP will state whether the student requires the academic note taker for lectures, tutorials, seminars or all classes including labs. Students are expected to attend all scheduled lectures, tutorials, seminars, workshops or labs.

The student is required to submit a copy of their current timetable to the Disability Service Coordinator via disabilitysupport@uws.edu.au. Timetables are required to be submitted within 24 working hours of the student first registering with the Disability Service and, for returning students, no later than the last day of tutorial registration each session. Academic note takers will not be allocated until the timetable has been received. An academic note taker will usually be assigned to the identified unit within two working days of the timetable being submitted to the Disability Service Coordinator.

Students are responsible for advising the Disability Service Coordinator via disabilitysupport@uws.edu.au of any changes to their timetable or enrolled units. If an academic note taker is required for a non-scheduled classes (e.g. workshop, field trip) the student is to discuss this with the Disability Advisor who will authorise, where appropriate, the allocation of an academic note taker. The Disability Service will require five working days notice prior to this activity being undertaken.

Academic note takers are assigned to a unit rather than an individual student; this means that the academic note taker may be taking notes for a number of

students enrolled in the same unit. The academic note taker is required to contact the student via their UWS student email within 24 working hours (working days only) of being assigned to the student.

The academic note taker is to introduce themselves as the student's academic note taker for a particular unit. The student is required to reply to the email to confirm receipt of advice.

The academic note taker is required to send to the student an electronic copy of the class notes, usually within 48 working hours (excluding weekends) after the finish of the class. Within five working days of receiving the notes the student is required to check the notes and if dissatisfied with the quality, presentation or content of the notes to contact the Disability Advisor. The Disability Advisor will assess the notes, and, where appropriate, the notes will be referred to the Unit Coordinator for evaluation and comment.

The Disability Advisor is responsible for firstly, ensuring the identified problem is resolved which may include recommendation to the Disability Service Coordinator for further action to be taken in relation to the academic note taker. Secondly, to ensure the problem, action and resolution is recorded

on the student's file. If the student does not contact the Disability Advisor within the five working days of receipt of the notes it will be assumed that the student is satisfied with the quality, presentation and content of the notes.

Notes provided are not intended to be a verbatim or comprehensive transcript of lectures, seminars or tutorials, but are designed to be a reasonable summary of the main points of the class. It is assumed that the students will have done the appropriate preparation for the class, attended the class and bring an appropriate level of understanding to the notes provided.

6.9 Procedures for deaf / hearing impaired student's using academic note takers

Students who are deaf or have a hearing impairment and do not use a Sign Language Interpreter will have an allocated academic note taker who will use a laptop computer to take class notes. The student will follow the above procedure for submitting a timetable however in this case the academic note taker will be assigned to the student rather than the Unit.

The academic note taker is required to contact the student using their UWS student email and arrange to meet with the

student on campus prior to commencing work. The student and the academic note taker will negotiate the format and presentation of the notes as well as the sitting arrangements for classes.

The academic note taker will record all class notes on a laptop computer. The student will sit next to the academic note taker and will read the notes from the screen. During tutorials, workshops or question time the student must have access to the laptop to enable the student to type a question or seek clarification.

The academic note taker is to read the question to the presenter/group and type the answer so the student is able to participate. The academic note taker is also to record any oral information given in class that is different from the presentation material e.g. change of venue for next class.

The academic note taker is to send the notes as an attachment to the student using the UWS student email address usually within 48 working hours of the conclusion of the class.

6.10 Assistive technology

The AIP is to specify the type of assistive technology the student will be permitted to use during lectures, tutorials, seminars, practicums 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 and the Disability Service.

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 assistive technology can be used by the student, as specified in the AIP.

Where the AIP 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 console and microphone.

Where appropriate, the Disability Services will provide training to the student and academics on the use of specialised equipment or software.

Hearing loops are installed in a small number of the large lecture theatres on campus. Installation of a hearing loop is advertised on the entrance to the venue and on the Disability Service website.

6.11 Audio recording

The AIP will specify when audio recording is a reasonable adjustment for a particular student.

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

Audio recording 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 audio recording equipment. Students are responsible for providing their own recording media.

Students are responsible for setting up the equipment prior to the class commencing and, when necessary, changing the recording media during classes.

6.12 Alternative material

The AIP 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 Advisor as soon as possible. This will enable the material to be converted into accessible alternative format.

Transcription of podcasts into alternate form is available

for students who are deaf or hearing impaired. Students are responsible for providing podcast details to the Disability Service at least ten working days before podcast transcription is required.

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

6.13 Examinations

The AIP will state the reasonable adjustments required by the student for in-class tests and formal end-of-session examinations.

Unit Coordinators are responsible for ensuring the reasonable adjustments specified in the AIP are implemented for class tests, mid-session and non-coordinated examinations that are held at the end of session and have not been coordinated through the Assessment and Graduation Unit.

For final end-of-session examinations the Disability Service will provide exam adjustments stipulated in the AIPs to the

Assessment and Graduation Unit by 12:00 noon on the 30 April for Autumn session and 12:00 noon 30 September for the Spring

session each year. No changes to AIP's after this time will be permissible for that exam period.

The Examination Officer, Assessment and Graduation Unit, 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, computers separate room, extended time, rest breaks, examination spread, alternative formats, large print, coloured paper or a Brailled examination. The Assessment and Graduation Unit will be responsible for the provision of ergonomic chairs, height adjustable desks, lecterns or any other specific furniture requirements stipulated in the AIP.

The Disability Service will maintain and deliver to the campus Assessment and Graduation Unit a resource box containing other items required by the student (e.g. desk lamps, lumbar rolls, USB Drive, sloping desks, heat packs and similar). The resource box will be delivered to the Assessment and Graduation Unit before 12.00 noon Friday before the commencement of the exams.

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 for a security check. The Assessment and Graduation 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.

Students using specialised keyboards will be required to produce the key board for each exam. The student is to allow sufficient time before the exam to connect the keyboard to the computer. The Disability Advisors will ensure the campus access rooms are equipped with appropriate furniture including back supports, computers and specialised software that are necessary to meet the student's examination requirements. Access rooms may not be available for general use by students during the exam period. A notice will be placed on the door of the access room advising students when the room will be restricted to use by students sitting examinations.

Alternative assessments for in-class tests or examinations, including oral-to-examiner, oral-to-audio or dictaphone, will only be available after consultation and written agreement between the Disability Advisor, the Unit

Coordinator and the Assessment and Graduation Unit.

The Assessment and Graduation Unit will provide notification to students with exam adjustments about the venue, date and time of examination on the student's individual exam timetable which is published on PlatformWeb. The timetable for the main exam period is published five weeks before the commencement of the exam period. The timetable for deferred exams is published at least five working days before the commencement of the exam. Students are encouraged to carefully check this information. Students must notify the Disability Advisor if the information provided on the timetable is incorrect.

Students who require exam adjustments must be registered with the Disability Service by the 30 April for the Autumn session and 30 September for the Spring session. Students registering with the Disability Service or requiring amendments to existing AIPs after this date will be unable to have adjustments for the main exam period but can apply for deferred exams with adjustments.

Non-coordinated exams

The Unit Coordinator must contact the Disability Service Coordinator to book a scribe, reader or exam supervision. Online booking of Educational Support Staff is located at: www.uws.edu.au/disabilityservice_examassistance

The Disability Service requires not less than ten working days to organise assistance. The Unit Coordinator is responsible for ensuring the appropriate equipment is provided for the exam or class test. The exam resource box is available for academics' use and is located in the campus office of Student Support Services.

6.14 Academic assistance

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

The School Disability Coordinator is to liaise directly with campus Unit Coordinators concerning any recommendations that may have significant impact on the teaching or assessment of the unit. Where approval of the 'reasonable adjustments' set out in the plan is withheld, the Unit Coordinator must notify the Disability Advisor in writing within five working days from date of receipt of the AIP

indicating the rationale for the decision.

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

If there is no objection to the AIP it is to be distributed to relevant academics and implemented within five working days from the date of receipt.

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-coordinated 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 (e.g. oral examinations/presentations) to accommodate students with particular disabilities (e.g. hearing or hand/arm impairment). The Disability Service will provide and fund, where appropriate, a scribe, reader or practical assistant.

Specialised equipment required will be supplied by the Disability Service.

6.15 Non-academic assistance

On registration with the Disability Service the Disability Advisor will assess the individual student's academic requirements. Students who require the support offered by the access rooms will be issued with a personalised code/ card that will enable the student to enter the campus access room.

The Disability Advisor 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 Advisor 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 access room will result in termination of access. Students are required to report any computer problems to the ITS Service Desk on 9852 5111 or at servicedesk@uws.edu.au

Students are required to supply their own paper for printing.

Students experiencing problems with the computers or printers are to inform the ITS Service Desk.

Access rooms may be closed during the end-of session main and deferred exam period. A notice on the door will indicate when room is unavailable. Students are not permitted to give access to the access room to students not registered with the Disability Service.

6.16 Equipment loan scheme

The Disability Service is able to loan specialised equipment for short term use for student trialling new hardware or software. The loan period will be determined by availability and overall demand for the equipment or software. 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 Service.

The student is required to provide the Disability Service with current contact details and sign an equipment loan contract prior to borrowing the equipment and again when returning the equipment. The student is responsible for providing batteries, disks and/or other disposal items.

6.17 Library

Each session the Disability Service will provide the Library with an AIP that specifically states the adjustments the student will require to access written and electronic material and to use library equipment. The Library Information Desk will be the contact point for the student when assistance is required. It is recommended that an appointment is made with the relevant library staff member if extended time is required. Material requiring translation by Vision Australia or other external supplier is to be submitted to the Disability Advisor.

6.18 Parking

A student is able to use the disabled parking bays providing an RTA 'Disabled' mobility 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 Advisor 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.

6.19 Student accommodation

The Disability Advisor 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 Advisor will make written recommendations to Capital Works and Facilities.

6.20 Student responsibilities

The Disability Advisors are committed to ensuring students with a disability or chronic health conditions are provided with every opportunity to access, participate and to compete academically on equal footing with their peers. Disability Advisors, Academics and students must work together to make the most of the opportunities presented, each of us are responsible for playing our part in the process.

Before prospective or current students with a disability or chronic health condition commit to any one course they are responsible for checking the eligibility criteria for registration with professional registration boards prior to enrolling in a UWS degree course. Information on registration for Health Practitioners is available from:

Nursing and Midwifery Board of
Australia
www.nursingmidwiferyboard.gov.au

NSW Medical Board
www.medeserv.com.au/nswmb

NSW Psychologist Registration
Board
www.psychreg.health.nsw.gov.au/hprb/psych_web

Students have the right to not declare their disability or chronic health condition to the University. However, if the student requires the implementation of reasonable adjustments to their educational program they must declare their identity and the nature of their disability or health condition to the Disability Service. The Disability Service ensures the nature of the disability or health condition remains confidential.

Students are responsible for the provision of medical or educational documentation required by the Disability Service and updating of this documentation from time to time. Students may be requested, at no cost to themselves, to undertake an additional assessment for the purpose of ensuring safety when on practicum or if there are concerns the student may not be able to meet the inherent requirements of the unit or course.

Students registered with the Disability Service using Educational Support Staff are required to

submit a copy of their current timetable to the Disability Service Coordinator via disabilitysupport@uws.edu.au

Where possible, timetables are required to be submitted within 24 working hours of the student first registering with the Disability Service and, for returning students, no later than the last day of tutorial registration each session.

Academic note takers will not be allocated until the timetable has been received.

Students are responsible for advising the Disability Service Coordinator via disabilitysupport@uws.edu.au of any changes to their timetable or enrolled units.

If an academic note taker is required for a non-scheduled classes (e.g. workshop, field trip) the student is to discuss this with the Disability Advisor who will authorise, where appropriate, the allocation of an academic note taker. The Disability Service will require five working days notice prior to this activity being undertaken.

Students will usually receive their notes within 48 working hours (excluding weekends) after the finish of the class. Students are required to send by email an acknowledgment of receipt of notes to the academic note taker. Students are required

to check the notes within five days of receipt of the notes and, if dissatisfied with the quality, presentation or content of the notes to contact the Disability Advisor. If no contact is made within this period it is assumed that the notes have been accepted and no further action will be taken unless there are exceptional circumstances.

Notes provided are not intended to be a verbatim or comprehensive transcript of lectures, seminars or tutorials, but are designed to be a reasonable summary of the main points of the class. It is assumed that the students will have done the appropriate preparation for the class, attended the class and bring an appropriate level of understanding to the notes provided.

Students are expected to attend all scheduled lectures, tutorials, seminars, workshops or labs. It is assumed that students will prepare for each class, completing set homework and will endeavour to meet all the unit requirements and assignment deadlines.

Students are encouraged to maintain contact with the Disability Advisor make contact with the Unit Coordinator or the school Disability Coordinator to discuss their AIP or any academic concerns.

Students requiring textbooks in alternate format are responsible for either providing the material (no second hand textbooks please) or, in the case of electronic versions of the book providing the book, title, publisher and date to the Disability Advisor as soon as possible. If transcripts of podcasts or videos are required, similar information is required. Students are to ensure that they give the Disability Service sufficient time to provide alternative format material.

Students with exam adjustments must ensure adjustments have been implemented or available for all exams, in-class tests or end-of-sessions final exams before they commence the exam paper. Students are advised not to commence the exam until the adjustments are implemented.

Students who have taken leave from the University for one or more sessions are responsible, on their return, to inform the Disability Service to reactive their AIP.

6.21 Sign language interpreting responsibilities

Overview

UWS contracts sign language interpreting services to enable deaf and hard of hearing student's 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 are 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
- 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

Interpreters' responsibilities

- interpreters will abide by the 'Ethics of Interpreting'
- 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
- 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 (i.e. at least the previous evening). Interpreters will be paid for a minimum of two 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, e.g. 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, e.g. 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 Student Support Services 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

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

selected is acceptable

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 messages
- 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 Advisor, 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. Access rooms are located within campus libraries with the exception of Penrith which is located in Building P. The purpose of the access rooms is to provide a safe, quite environment where students registered with the service can read, study, write assignments or just have a quite 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, wheel chair 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:

- Vista
- JAWS
- Dragon Naturally Speaking
- Kurzweil 3000
- OmniPage Pro
- 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. Disability Advisors 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 to contact the ITS Service Desk on 9852 5111 or at servicedesk@uws.edu.au to enable repairs to be organised.

Notice boards have been placed around the walls of the access rooms and students are encouraged to use them to share information or advertising. Disability Advisors 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 Advisor.

7.2 Location of access rooms

Access rooms are open during Library hours:

- Bankstown Library Room Level 1
- Nirimba 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 session. Loan renewals may be 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 and removable media such as 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.

Equipment for loan includes:

- sloping desk
- FM receiver transmitter
- Littman Classic magnified Stethoscope
- 3 wheel mobility scooters

Further information is available from the Disability Advisors.

9. UWS access email list

An email list has been established to inform students registered with the UWS Disability Service of important information and events. Information sent to students via 'access' may include:

- University deadlines
- Scholarship opportunities
- Workshops and seminars
- Updates on assistive technology and software
- Important information from Disability Advisors on your campus

Access to post content is only available to Disability Advisors. If you would like to share something or you have any information relevant to students with disabilities at UWS, please email owner-access@lists.uws.edu.au

10. Virtual UWS

Virtual UWS 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.

Virtual UWS or vUWS (pronounced 'views') is the name of the e-learning system at UWS and provides a range of online learning tools that your lecturer might use. The contents of each site are setup by your lecturer to suit the specific needs of the unit or course. You are supported in your use of vUWS with online resources including documentation, podcasts and tutorial videos. In addition to these, you are able to contact the

E-Learning Service Desk by using the online 'Student Help Form' and phone or email if you have any enquiries in relation to using vUWS.

How do I login to vUWS?

To access vUWS, please visit the login page: elearning.uws.edu.au

You may also navigate to the login page from the UWS homepage by clicking on the E-Learning link on the top left-hand corner of the page: www.uws.edu.au

Once you are on the login page, you will be required to login using your MyUWSAccount ID and Password:

- Your Login ID is your student ID number
- Your Password is your MyUWSAccount password

If you have not activated your MyUWSAccount, please do so at the following link: myuwsaccount.uws.edu.au

If you need assistance with your MyUWSAccount, contact the ITS Service Desk on 9852 5111 or at servicedesk@uws.edu.au

Where can I get assistance with vUWS?

For specific assistance, access the 'E-Learning Student Support' vUWS site which is available to all students once you have

logged into vUWS. This vUWS site provides you with instruction guides, interactive tutorials and podcasts. It also provides a practice vUWS quiz and a practice assignment submission so that you can check your computer is configured correctly for these activities in preparation for when you need to do these tasks for real. Click the Help link in the top right hand bar once you have logged into vUWS. This Help link is available on every screen as you move through vUWS.

You can also access the Education Technology Preparation site through your vUWS account.

For technical problems:

1. Complete the Student Help Form, which is located as a link on the vUWS Login page at: elearning.uws.edu.au
2. Contact the E-Learning Service Desk which is open from 8.30am to 5.00pm Monday to Thursday and 8.30am to 3.00pm on Fridays. Submit your enquiry by undertaking one of the following: phone the E-Learning Service Desk on (02) 9852 5252, complete the Student Help Form or email vuws@uws.edu.au

For assistance with all content and learning aspects in your sites

contact your lecturer or tutor.

11. 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 requirements will be included on your AIP which will be automatically electronically sent to the Library each session. This means that you can attend any UWS library, give them your name and the library staff will be available to assist you.

Students with disabilities or chronic health conditions 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 Advisor will include this adjustment on your AIP. Further information is available from the Disability Advisors.

12. School Disability Coordinators (SDC)

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

13. 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
- 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 campuses. Appointments can be made by phoning the numbers below. If you require a sign interpreter please advise staff when booking an appointment.

To make an appointment on any campus call (02) 9852 5199 or email counselling@uws.edu.au

14. Student Welfare Service

The Student Welfare Service provides professionally trained staff to help you work through the problems that may arise when you least expect it.

Welfare Officers can you assist you with advice, support and advocacy in areas such as:

- assistance with applications for Special Consideration and Review of Grade
- support at misconduct hearings
- financial assistance including; student grants and loans, food and textbook vouchers plus organising workshops on managing finances
- provide advice on Centrelink
- referral to other specialist services

For more information contact:
welfareservice@uws.edu.au

Hawkesbury Campus Building G7
(02) 4570 1965

Bankstown Campus Building 1
(02) 9772 6338

Campbelltown Campus Building 5
(02) 4620 3013

Penrith Campus Building K
(02) 4736 0674

Parramatta Campus Building EJD
(02) 9685 9366

15. Student Learning Unit (SLU)

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 offers a number of workshops throughout the year. A full description of workshops can be found under the heading Academic Skills Workshops on the UWS home page. Not all workshops will be run each session.

The workshops are free to students enrolled at the UWS and are conducted by SLU academic staff. New workshops are constantly being developed; students are encouraged to check the Learning Skills website frequently so as not to miss out.

Registration for workshops is available online:
www.uws.edu.au/skillsworkshops

Workshops Available include:

- Introduction to Academic Writing Style
- Introduction to Assignment Preparation
- Introduction to Critical Analysis
- Developing Your Writing

- Introduction to Essay Structure
- Introduction to Referencing

Also available is the Education Technology Program (ETP) at UWS. This project is a collaborative partnership between the Student Learning Unit, Teaching Development Unit, Library and IT Services. It is funded by the Higher Education Equity Program (HEEP). It aims to support UWS equity students develop skills in using UWS online services and e-learning through vUWS to enhance their first year learning experience and success at UWS. An online version of the program can be accessed through your vUWS site.

16. Hearing loops and infrared systems

Hearing loops and infrared systems are available in a number of lecture theatres and seminar rooms. Look for the international, blue and white, hearing loop signs on entrance doors. The infrared system (Penrith only) 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.

16.1 Locations

Hearing Loops and Infrared Systems:

Bankstown Lecture Theatres 1, 2, 4, 5, and 15

Nirimba Buildings U3.10, U3.11, U3.12, and U3.15

Campbelltown Lecture Theatres 1, 2, 3, 4, 5, and 6 Buildings 30.2.06 and 30.2.13

Hawkesbury Buildings G1, G6, R4, and R5

Kingswood Buildings DG (The Playhouse), K.1.04, P.G.34, P.1.24, U.G.43, U.G.50, U.G.03, U.G.05 and XA.G.03

Parramatta Buildings EEG.03, EEG.19, EEG.36, EGG.04, EAG.18, EAG.19, EAG.34, EAG.36, EAG.38, EA1.29, EA1.31, EA1.33, EA2.14, EA2.29, EA2.31, EB.G.02, EB.G. 06, EB.G.08, EB.G.33, EB.2.06, EB.2.17, EB.2.18, EB.3.05, EB.3.17, EB.3.18, and EB.3.33

Werrington South Buildings BB.G.13, BB.G.39, BB.1.01, and BJ.1.17

17. 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 Blue Reserved Parking bays.

You are exempt from paying parking fees when using the Disabled Parking bays as long as a current RTA disabled mobility 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 Advisor 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.

18. Campus transport

A campus bus runs between Kingswood and Werrington North via the Ward library. The buses run approximately every 10 minutes during session. The bus service is free. Penrith campus 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.

Note: A mini campus bus runs between North Parramatta and main campus Parramatta every 15 minutes. At the time of publication this bus is **not** wheelchair accessible.

19. 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 is available from:

UWS Residential Colleges
(Bankstown, Campbelltown, Hawkesbury, Nirimba Education Precinct, Penrith)
residences.uws.edu.au

UWS Village (Parramatta)
www.uwsvillage.com.au

20. Useful web addresses

Australian Human Rights Commission

www.humanrights.gov.au

This webpage 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

www.uws.edu.au/ndco

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:

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

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

Disability Education Standards (2005)

www.ddaedustandards.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.

National Disability Coordinator Officer (NDCO) Program

The NDCO program works toward the Australia-wide coordination and delivery of transition services for people with a disability who are at, or who will be attending, university, vocational education and training or another training organisation. The NDCO program's goals are to:

Improve transitions: to help people with a disability from

school or community into post-school education and training and subsequent employment.

Increase participation: by people with a disability in higher education, vocational education and training and employment.

Establish better links: between schools, universities, TAFEs, training providers and disability service providers so that they can work together to provide the best possible assistance for people with a disability.

General contact:
Western Sydney NDCO Office
Phone: 9678 7376
Fax: 9678 7373
Email: ndco@uws.edu.au

Australasian Network of Students with Disabilities
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 email 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 who is studying and discuss relevant issues. If you are a student with a disability who is studying at University, it is recommended joining the ANSWD discussion list.

For more information about ANSWD go to:
www.answd.org
or if you wish to join the discussion list you need to subscribe to the mailing list, send an email 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 email to:
answd-list@postoffice.utas.edu.au

The discussion list will only receive emails from members. If you are not a member of the list and you wish to send something to the list please email convener@answd.com

The Australian Clearing House on Education and Training

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 provides information on changes to legislation, conference and other related events.

21. UWS campus 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:

www.uws.edu.au/campus

