

**WESTERN SYDNEY**  
UNIVERSITY



**ACADEMIC INTEGRATION PLANS**  
**GLOSSARY OF TERMS**

*Ability Unlimited*

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## TABLE OF CONTENTS

Copyright.....	2
<b>Introduction .....</b>	<b>5</b>
Academic Integration Plan (AIP).....	5
Legal requirements.....	5
Bio-psychosocial assessment .....	5
Distribution and implementation timeframe.....	5
School Disability Coordinator (SDC) role .....	6
<b>Academic Integration Plan (AIP) .....</b>	<b>7</b>
Student information.....	7
Current and incomplete units.....	7
Adjustments .....	7
Impact statement .....	8
Service provision during teaching session.....	8
Academic Notetaker.....	8
Sign Language interpreter .....	9
Reader .....	9
Practical Assistant.....	9
Adjustments within class during teaching session.....	10
Alternative-format material .....	10
Students need to use powered stethoscopes (to amplify sound) for OSCA, OSCE, clinical assessments and clinical placements.....	13
Tutorial/seminar adjustments.....	14
Practicum/clinical placement/practice teaching.....	15
Exams / Timed Task Adjustments.....	16
Exam Scheduling.....	16
Extra exam time.....	17
Split Exams.....	17
Allocation of Assistance.....	18
Computer use and Assistive Technology requirements.....	19
Alternative Format .....	20
Venue Type.....	21
Room requirements .....	21
Resources required.....	22
Additional requirements .....	23
School Run Tests which are timed, for example: in-class tests, online quizzes, mid-session exams and practical exams.....	25
Students need to use powered stethoscopes (to amplify sound) for OSCA, OSCE, clinical assessments and clinical placements.....	25
Organising School Run Tests.....	26
Assistance available to Unit Coordinators / School Representatives when organising school run tests.....	26
Procedures for school run tests, including mid-session and non-coordinated end-of-session exams.....	26
Additional resources.....	29
Library .....	<b>Error! Bookmark not defined.</b>



# INTRODUCTION

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

## ACADEMIC INTEGRATION PLAN (AIP)

### Legal requirements

The AIP is underpinned by the Disability Discrimination Act (1992, amended 2009), Disability Education Standards (2005), Western Sydney University Disability Policy (2018), Privacy and Personal Information Protection Act 1998 (NSW) (PPIPA) and the Health Records and Information Privacy Act 2002 (NSW) (HRIPA).

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

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

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

### Bio-psychosocial assessment

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

### Distribution and implementation timeframe

AIPs for students who are already registered with the Disability Service are sent to the Unit Coordinator at least ten working days prior to the commencement of each session for implementation. The exception to this timeframe is English Language students and Pathway students from Western Sydney University, The College. Their AIPs are distributed within eight days after the commencement of the session. New student registration, or amendments to existing AIPs, can occur at any time during the year. Once the AIP has been finalised, the Disability Service must send the AIP electronically to the Unit Coordinator/s and/or other nominated staff within two working days.

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

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

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

### **SCHOOL DISABILITY COORDINATOR (SDC) ROLE**

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

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

## **ACADEMIC INTEGRATION PLAN (AIP)**

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

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

The AIP document is divided into four components:

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

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

### **STUDENT INFORMATION**

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

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

### **CURRENT AND INCOMPLETE UNITS**

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

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

### **ADJUSTMENTS**

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

Please refer to the [Inherent Requirements](#) website for details on Inherent Requirements and Reasonable Adjustments.

### **Impact statement**

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

### **Service provision during teaching session**

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

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

Educational Support Services (ESS) staff include Academic Notetakers, Practical Assistants, Readers and Sign Language interpreters. ESS staff are employed and trained by the Disability Service.

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

### **Academic Notetaker**

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

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

The majority of notes provided by the Academic Notetakers will be word-processed using either Alphasmart word processors or a laptop computer. In some classes where the notes may involve recording a number of calculations, mathematical or scientific symbols including formulas, a notepad may be used.

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

### **Sign Language interpreter**

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

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

### **Reader**

A person employed for a specified number of hours per week by the Disability Service who will read printed material directly to a student with a disability who may have difficulty reading accurately and quickly when there are time constraints and who does not have the capacity to use Assistive Technology speech-to-text software. Students must provide the reader with the required written material each week, which could include textbooks, journal articles, course handouts etc. Students are encouraged to audio record the reading sessions. Reading can only occur on campus and readers are employed for a specified number of hours per week. A reader will also be allocated for exam situations as required

### **Practical Assistant**

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

## **ADJUSTMENTS WITHIN CLASS DURING TEACHING SESSION**

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

### **Alternative-format material**

#### **Braille**

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

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

#### **Large print**

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

#### **Coloured paper**

All printed material to be provided using the coloured paper and brand as specified within the AIP. All printed material including exam papers for School run exams are to be purchased by the School and printed using these specifications.

#### **Live captioning-lectures**

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

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

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

### **Audio description**

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

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

### **Accessible electronic text**

Electronic text will be required in all printed learning material. The information needs to be provided as a Microsoft Word, PowerPoint or accessible Pdf document to enable the student to use screen reading or text-to-speech software.

For more information about how to create content in accessible formats, please contact the Digital Futures team.

### **Accessible electronic text - textbooks and readers**

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

If the academic has created a reader, an accessible electronic version as indicated on the student's AIP, needs to be provided to the student.

Students cannot purchase e textbooks from The Coop.

Students who have this adjustment on their AIP can obtain e versions of textbooks via our specialist member of staff, Copyright Officer, Frank Hill.

Academics are encouraged to email Frank ([F.Hill@westernsydney.edu.au](mailto:F.Hill@westernsydney.edu.au)) advising him of the textbooks required. Please also supply Frank with the student's name and SID. Frank will then send the e text directly to the student. If there are any issues with obtaining an e version of any of the textbooks from publishers, Frank will advise.

### **Unit outline**

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

### **Reading of main points**

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

### **Slides provided before class**

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

### **Whiteboard**

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

### **Video transcription**

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

### **Video captioning**

**This is not just an individual adjustment for a student with an AIP, but is a requirement in order to make video content fully accessible to all students, whether they are registered with the Disability Service or not.**

As per the Australian Web Content Accessibility Guidelines, it is an expectation that all video content used in any unit of study at WSU be captioned.

Please contact the Digital Futures team for support on captioning your materials.

### **Audio record lectures**

A student is permitted to record lectures and tutorial classes. The recording is to be made either by the student or the Practical Assistant.

### **FM transmitter & receiver**

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

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

### **Audio - assistive listening systems**

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

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

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

Because academics may not be aware that students are using either of the above systems, questions from the class should be repeated over the microphone, to ensure the information is available to everyone including those using the hearing induction loop or the infrared hearing system.

### **Powered Stethoscope**

Students need to use powered stethoscopes (to amplify sound) for OSCA, OSCE, clinical assessments and clinical placements.

The Disability Service does not provide e-Stethoscopes.

The Disability Service recommends that Schools purchase a small number of e-Stethoscopes to make available to students who may need them for use in clinical skills labs and tests or exams held at university.

**The School of Nursing recognized the benefit to students and adopted this practice in 2018.**

The expectation would be that if a student becomes aware that their hearing impairment would require the ongoing use of an e-Stethoscope on clinical placements, then they would need to purchase one themselves or via NDIS funding if they meet the criteria for this.

The Disability Service can assist students by providing a referral and screening tool document to an Audiologist in order to identify the best type of e-Stethoscope for them.

## Tutorial/seminar adjustments

### Extensions

This adjustment is designed to alert the teaching staff that the student may not be able to complete assessments including tasks and assignments on time due to an exacerbation or impacts directly associated with their condition.

Disability Advisors have verified the medical documentation relating to the condition which supports the need for extensions on these occasions.

The student is not required to submit medical documentation or disclose their condition when requesting the initial extension. Students are required to complete the first page of the *Request for Extension* form, attach their AIP to the application and lodge the application to their School / Unit Coordinator no later than 2 working days after the due date of the task as per university policy.

The agreed timeframe for the extension for a student who has an AIP with extension adjustment indicated, is 7 days from the original due date.

Where the student requests an extension of longer than 7 days, further supporting documentation may be required to verify the need for the extended timeframe. The academic may contact the relevant Disability Advisor to discuss the student's request. More than 7 days can be negotiated between the academic and the student in line with the Guidelines for Academic Staff – Assignment Extensions; Assessment Policy – Criteria and Standards-based Assessment.

The 7-day timeframe was agreed to in May 2018 after consultation and discussion between the Disability Service and the School Disability Coordinators.

The normal penalties for assignments submitted after the extension deadline applies unless there are additional or extenuating circumstances, which may be eligible via a Special Consideration application.

### Oral presentation

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

### Group work

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

## **Attendance**

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

## **Alternative assessment**

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

## **Work Health Safety (WHS) compliance**

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

## **Workplace risk assessment**

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

## **Practicum/clinical placement/practice teaching**

### **Placement Integration Plan (PIP)**

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

### **Placement Director/Student Meeting**

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

A student may be requested to undertake an additional Functional Capacity evaluation to ensure they are able to fulfil the inherent requirements of the practicum or

placement. The Disability Service will organise and meet the costs associated with this evaluation.

### **Work Health Safety (WHS) compliance**

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

### **Workplace assessment**

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

## **EXAMS / TIMED TASK ADJUSTMENTS**

Examinations Unit will organise the implementation of all adjustments Scribes, Readers and Exam Supervisors for all coordinated exams for main and deferred exam periods.

For school run tests including mid-session and supplementary exams, it is the Unit Coordinator responsibility for organising all the following exam adjustments. Refer to the '*Organising School Run Tests*' section of the Glossary of Terms for guidelines as to how to organise School Run tests. This can be organised in conjunction with your school Student Experience Administration Officer

### **Exam Scheduling**

#### **Morning / afternoon / start no earlier than or finish before**

For medical/health reasons, a student may not be able to attend a particular scheduled exam session time. When this occurs, the AIP will specify that the student is only to sit exams at a particular time of day and or they must complete the exam by a certain time of day. Morning refers to a start time between 08:30 – 10:00am while afternoon refers to a start time between 1:30 – 3:00pm. For School Run Tests, the Unit Coordinator / School Representative needs to refer to the 'Notes' field as there may be exceptions to the application of exam scheduling for tests timetabled within class time.

#### **Weekday session only**

For some students, a weekend exam is not manageable for a multitude of reasons, for example the use of a personal carer or other medical /health related reasons so the exam must be held during the week.

### **One exam per day**

The student is unable to sit any more than one exam per day. If the student is scheduled to sit more than one exam per day, the second exam is to be rescheduled to an alternate day – preferably after the rest of the main student cohort have sat the exam.

### **1 Rest day between exams / 2 Rest days between exams**

Exams must not be scheduled on consecutive days. There must be at least 24 hours or 48 hours between the finish of one exam and the beginning of the next exam for example, exams are scheduled on Monday and Wednesday (1 rest day) or Monday and Thursday (2 rest days). This may result in a final exam being held on a different day to the scheduled exam. Given a student's exam schedule may be stretched over an extended period of time which may exceed an exam period, the student may need to sit some of their exams in the deferred or supplementary exam period.

### **Extra exam time**

This refers to the additional exam time required per hour and is allocated to adjust for the impacts of the student's condition/s. The additional time may be used for extended toilet breaks, needing to stand and stretch and / or additional writing time. Extra time needs to be applied on a pro rata basis, for example where the extra exam time is 10 minutes per hour, this means that for a two-hour exam the student shall be granted an extra 20 minutes, but for a 30-minute exam the student shall be granted an extra 5 minutes.

### **Extra time does not apply to tasks where time is an inherent requirement for OSCE/OSCA/practical exams**

For practical exams with specific tasks in which time is considered an inherent requirement, this means that the outcome of the task may have a different result if additional time is given, additional time cannot be applied for these specific tasks. However, extra exam time must be applied for the remainder of the exam. There may be variations on the application of extra exam time to these school run tests which will be stipulated in the notes section by the Disability Advisor on the AIP. The Unit Coordinator / School Representative needs to specify whether the exam is an OSCE/OSCA/practical exam in the comments section of the *Request for Scribe/Reader/Supervisor for School Run Exam form* which is available from the [Disability Services staff resources webpage](#) (staff login required) .

### **Split Exams**

This requires the exam to be split into 2 or sometimes 3 parts with a break between sessions. This adjustment is applied when the impacts of the students' condition mean that they cannot complete the whole exam in one seating.

The Disability Advisor will determine the number of splits and duration of breaks required, while the Unit Coordinator will determine the proportion of the exam paper to be done in each part. Split sessions may be of unequal length depending on the content of the exam paper and marks or weighting allocated to questions.

If a split exam is held on the same day, the Disability Advisor will stipulate on the AIP how much break the student is approved to have between each part of the exam, for

example, 30 minutes, 1 hour or 2 hours. During the breaks, the student is not to have access to the exam questions and must remain under supervision unless stated on the AIP.

If the exam parts are held over consecutive days or with 1 or 2 rest days in between each part, the student will only be provided the corresponding part of the exam paper on the day.

The Unit Coordinator is responsible for submitting the exam manuscript, for both the main exam period and the deferred exam period, to the Examination Unit by the advertised cut-off date. The split exam should be included in both the main and deferred exam envelope with the main exam paper and clearly identified as Part A, Split Exam Part B and so on. The Unit Coordinator, where appropriate, needs to record on the exam cover page the amount of reading time permitted for each session. For School Run tests, the Unit Coordinator / School Representative needs to specify where the split/s need to be administered in the comments section of the *Request for Scribe/Reader/Supervisor for School Run Exam form* which is available from the [Disability Services staff resources webpage](#) (staff login required) .

## Allocation of Assistance

Specialised staff such as Scribes or Readers may be required to assist the student during exams. The type of assistance will be specified on the AIP for each exam type, and it may be necessary that the gender of the staff be stipulated. Where a Reader and a Scribe are required, the same person will undertake both tasks. For School Run tests, refer to the '*Organising School Run Tests*' section of the Glossary of Terms.

### Scribe role

A Scribe will write or type (if the student is allocated the computer to type their exam responses) on behalf of the student. The Scribe can only write / type exactly what the student has dictated. The Scribe is not permitted to provide additional information on to exam and cannot correct a wrong answer. The student may choose to write / type some of the exam and is allowed to ask the Scribe to take over writing / typing at any time. The Scribe is only to read out loud to the student what has been scribed, when requested by the student. A student who has this exam adjustment will always be allocated to an individual room.

A Scribe may need to be computer literate, familiar with the subject matter and terminology, or familiar with the communication style of the student which will be documented in the 'Notes' section.

### Reader role

The Reader is required to read directly from documents or a screen the exam questions, exam information/case studies or any exam material including texts when resources are permitted. The Reader needs to be familiar with the subject matter in general terms however will not be permitted to provide an interpretation of material or explain meanings of terms. A student who has this exam adjustment will always be allocated to an individual room.

## Notes

The Disability Advisor may provide further instruction in this section in regards to the assistance required and or may specify that a practical assistant (PA) may be necessary. A practical assistant provides assistance with practical tasks which are unique to the student and these responsibilities are outlined in the Practical Assistant Position Description (PAPD) which is available by contacting [disabilitysupport@westernsydney.edu.au](mailto:disabilitysupport@westernsydney.edu.au). The Disability Support Service will advise the exam supervisor that the PA will be present, they will provide a copy of their PAPD, which can be sighted by the Exam Supervisor. Whenever a PA is allocated, an independent Exam Supervisor must also be scheduled for the same exam.

## Computer use and Assistive Technology requirements

### Student to use own computer (MAC user with AT requirements)

The student will always use a University computer unless the AIP stipulates the student needs to use their own as they are a MAC user with assistive technology requirements. When a student is to use their own computer with specialised software installed, they may be required to submit their computer for inspection prior to the exam. No unauthorised material is permitted to be stored on the computer during exam and internet access is not permissible.

### Spell check

The spell check function should be disabled for all exams unless the AIP stipulates that spell check is allowed and then the supervisor needs to ensure spell check is enabled.

### Where resources are permitted, the student will use the computer to access their electronic texts and they will provide their own USB

Unless otherwise stipulated, the student is to use a University computer and will access their electronic texts using their USB. Unless it is specified that the student will use the computer to type their responses, they will need to hand write all exam responses.

### Student will use the computer to type their responses

The student is to use a University computer to type their responses, unless stipulated on the AIP that they need to use their own computer.

The student is to be provided a USB stick to save their typed exam responses and they should be saving their responses to the USB every 5 minutes. On completion of the exam, a hard copy of the answers is to be printed before the student leaves the exam room. If printing facilities are unavailable, the student is to save the exam answers on to the USB; the supervisor and the student will leave the room which will be locked; the supervisor in the company of the student will go to a predetermined location to print out the paper; and the student will be asked to check the paper to ensure no errors have occurred with the printing of the paper. Both the student and the exam supervisor are to complete the IEA Exam Printing Declaration form. If there is a printing problem, the exam responses are to be saved onto a USB. The USB is to be placed in the exam envelope. If the completed exam is to be uploaded to vUWS, the supervisor is to supervise the student whilst this occurs and reports any issues.

### **Multiple choice answers will be typed in a WORD document**

The student is to use a University computer, unless stipulated on the AIP that they need to use their own computer, to type their multiple choice responses. The student is to be provided a USB stick to save their typed exam responses.

### **Student can modify computer screen display**

The student has approval to adjust the computer screen display to their own personal preference which may include adjusting the background colours, font style, size and colour.

### **Specialised software**

If a student requires use of specialised software, this will be stipulated on the AIP along with the equipment they are permitted to bring and utilise, such as headphones. The supervisor needs to check that the student is only accessing the AIP stipulated software on the computer during the exam.

### **Alternative Format**

Students with exam paper / answer booklet format adjustments in place must still be provided with hard copy exam papers and answer booklets

For all College exams, the Disability Support AIP Officer is responsible for uploading exam papers to TRIM for the Examinations Unit and implementing all alternative format adjustments.

### **Braille**

The Unit Coordinator will need to initiate contact with the Campus Disability Advisors to have the exam paper sent to an external service to be brailled. A minimum of eight weeks is required for conversation of the exam paper.

### **Exam paper print requirements**

Print needs to reflect the font type, colour, size and to be printed on the paper size as stipulated on the AIP. The Examinations Unit will arrange all printing.

### **Exam paper colour**

All printed material handed out during the exam including the exam paper must be printed on the specified coloured paper. The paper brand, colour and code will be included on the AIP. The Examinations Unit will arrange all printing.

### **Answer booklet colour**

The answer booklet must be provided on the specified coloured paper. The paper brand, colour and code will be included on the AIP. The Examinations Unit will arrange all printing.

### **Exam paper to be supplied on USB**

By the advertised cut-off date, the Unit Coordinator will submit the manuscript electronically in the format stipulated on the AIP, i.e. accessible PDF, WORD or rich text format, to the Examinations Unit. The manuscript USB will be given to the student in

addition to a hard copy of the exam paper and answer booklet. The student will use a computer to access the exam paper questions.

### **Multiple choice answer scan sheet enlarged to A3**

The multiple choice answer sheet must be enlarged to the size of A3. This answer sheet will need to be marked manually as organised by the relevant School. The Examinations Unit will arrange all printing.

### **Student to mark answers directly on Multiple Choice question sheet**

The multiple choice question sheet must be signed by the student with name and student identification number. The question sheet will need to be marked manually as organised by the relevant School.

## **Venue Type**

### **Main exam room**

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

### **Individual or Shared Access Room**

A Disability Access Room is allocated when the AIP specifies that the student requires access to specialised computer software/hardware or assistive technology or requires a standing height adjustable desk. Students will require individual Access Room allocation if they require a scribe, reader, or utilise voice recognition software.

For School Run Tests, the Unit Coordinator / School Representative is to book the Disability Access Room according to the campus specific booking system. If further information is needed, contact the main number: **1300 668 370** for clarification.

### **Individual room**

Individual room means that only the student nominated will sit an exam in that room at that particular time.

### **Small group room**

A maximum of 5 students may sit an exam in the same room at the same time.

### **Large group room**

A maximum of 10 students may sit an exam in the same room at the same time.

### **Room with a computer - individual or group room**

Students using a computer are allocated to a room with a computer. This may be on an individual or group basis with the maximum number of students stipulated on the AIP. The room may be a computer lab or a general room that has a computer set up in it.

## **Room requirements**

### **Natural Light (seated beside window)**

If the AIP stipulates natural light, the student is to be positioned beside the window to maximise the natural light.

### **No flickering lights**

The supervisor must ensure that there are no flickering lights in the allocated exam room. If a light is flickering, switch off the light and notify the Campus Coordinator, Maintenance, Office of Estate & Commercial immediately. Supervisors may need to relocate the exam if a flickering light cannot be replaced.

### **Close to accessible toilets / accessible parking**

The exam venue must have accessible toilets available within the same building or in the adjacent building or be close to the accessible parking bays on the campus. To ensure that the venue meets these requirements, contact timetabling

[Timetabling@westernsydney.edu.au](mailto:Timetabling@westernsydney.edu.au)

### **Lift accessible room (not chair lift)**

The exam venue must be accessible by a vertical passenger lift as opposed to any other kind of lift including staircase chairlift or platform lift.

### **Ground floor only**

The exam venue can only be located on the ground floor.

### **Wheelchair accessible venue**

Wheelchair accessible means the venue needs to be on the ground floor or in a building which has a lift or ramp facility. The student may utilise a wheelchair or scooter for mobility or may have a range of mobility impairments.

## **Resources required**

### **Ergonomic chair with / without armrests and without wheels**

The student may require an ergonomic chair which typically has the following features: height adjustable, full swivel, adjustable tilting options, lumbar support and a tilting back allowing you to lean back and alleviate pressure to the legs and back. The AIP will specify if wheels and armrests are required. For school-run tests, the Unit Coordinator is responsible for contacting Office of Estate & Commercial to organise delivery of this equipment.

### **Height adjustable desk / Standing height adjustable desk**

Refers to a large desk that can easily be moved up or down within a certain height range. Depending on the type of workstation, the height adjustment is made by either: turning a cranked handle; releasing a lever to activate a gas or counter balanced mechanism or pushing a button control operating an electric motor. The height adjustable desk may be necessary to accommodate someone utilising a wheelchair or scooter for mobility while a standing height adjustable desk is necessary to enable someone to alternate between the sitting and standing position. For school run tests, the Unit Coordinator is responsible for contacting Office of Estate & Commercial to organise delivery of this equipment.

### **Large desk**

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

### **Sloping desktop**

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

[midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au)

### **Footrest**

Refers to a small piece of equipment which is placed on the ground and is designed to raise your feet off the ground when you are sitting. These are available for school-run tests from Student Services on your campus by emailing:

[midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au)

### **Desk lamp (warm globe)**

Desk lamps will be provided by the University which are fitted with a warm globe. The lamp is to be positioned on the student's exam desk and the student has the freedom to reposition it according to their preference. These are available for school-run tests from Student Services on your campus by emailing:

[midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au)

### **Dictionary**

Dictionaries are only available for students who are deaf. They will use a Macquarie, Australia's National Dictionary, during an exam. These are available for school-run tests from Student Services on your campus by emailing:

[midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au)

## **Additional requirements**

### **Permission to stand and stretch**

The student has permission to stand, move about the room, stretch and/or practice stress management techniques however they are only permitted to leave the room for a supervised toilet break.

### **Permission to use medication**

The student is permitted to take prescribed medication into the exam room, which is to be placed on the desk at the commencement of the exam. The additional time necessary for administration of medication has been factored into the extra exam time allocated on the AIP.

### **Permission to eat bite size food**

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

**Permission to bring a drink other than water**

The student is able to bring liquid refreshments into the exam room other than water. Extra exam time is not provided. The drink/s must be presented to the supervisor at the point of entry into the exam room and placed on the student's desk at the commencement of the exam.

**Student is permitted to set up equipment prior to exam commencement**

The student is approved to spend up to 20 minutes prior to the exam commencement time to set up their equipment. This may involve adjusting the height adjustable desk, modifying the computer screen display, ensuring approved software is loaded and working, connecting a USB connected headphone.

**Extended and / or frequent toilet breaks may be required**

The student may require prolonged or frequent toilet breaks. The additional time necessary for these toilet breaks has been factored into the extra exam time allocated on the AIP. Where no toilet break has been specified, the general exam rule in relation to toilet breaks applies.

**Student will bring / use medical equipment in exam room and / or bathroom**

The student has authorisation to bring medical equipment such as a blood glucose meter, inhaler into the exam room and administer in the exam room and or in the bathroom. The additional time necessary for administration of medication has been factored into the extra exam time allocated on the AIP.

**All exam communications / changes to the exam paper must be given to the student in writing**

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

**Personal carer (organised by student) will:**

Due to the nature of the student's condition, they have organised a personal carer who is someone external to the university who will attend to their physical needs. The extent of the personal carer's role during the exam time will be stipulated on the AIP and may include tasks such as: physically assisting toileting, taking things out of their bag and placing on the exam desk prior to exam commencement. The personal carer is not authorised to sit in the exam room while the exam is in progress.

**Student is to be seated:**

If there is a specific location in which the student needs to be seated, for example, close to the exit door, the exam supervisor must ensure that this is adhered to in the exam room.

**Student will bring:**

The student is authorised to bring the items specified on the AIP. They must be presented to the exam supervisor who can cross check the exam pack / AIP to ensure each item has been approved.

**Exam supervisor to assist student**

There may be various tasks that the exam supervisor needs to assist the student with which will be specified on the AIP. These may include tasks such as: adjust the desk to the correct height for the student, position the computer monitor to ensure the student has frontal view.

**School Run Tests which are timed, for example: in-class tests, online quizzes, mid-session exams and practical exams****Application of Exam / Timed Task Adjustments to School Run Tests**

The statement specified on the AIP advises the Unit Coordinator / Academics and relevant School/s, when to apply the AIP Exam / Timed Task Adjustments to the school run tests.

Exams / Timed Task Adjustments apply to:

- school run tests greater than 30 minutes (excluding extra exam time)
- school run tests 60 minutes or more (excluding extra exam time)
- ALL school run tests regardless of their duration
- NONE of the school run tests

If there are any further considerations that the Schools need to implement, these will be stipulated by the Disability Advisor throughout the Exam / Timed Task Adjustments section.

**Alternative Exam Arrangement**

An alternative exam arrangement such as a take home exam or oral exam has been assessed as necessary for the student due to the impacts of their disability and or chronic health condition. The Unit Coordinator, in considering measures to ensure the integrity of the unit content to be examined, can determine whether the student is to be granted the alternative exam to the scheduled examination. Arrangements for an alternative exam are the responsibility of the Unit Coordinator in consultation with the campus Disability Advisors.

**Practical Exam Requirements**

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

**Powered Stethoscopes**

Students need to use powered stethoscopes (to amplify sound) for OSCA, OSCE, clinical assessments and clinical placements.

## **ORGANISING SCHOOL RUN TESTS**

Refer to the '*Exams / Timed Task Adjustments Explained*' section of the Glossary of Terms for detailed guidance as to how to implement each adjustment.

### **Assistance available to Unit Coordinators / School Representatives when organising school run tests**

The Examinations Unit are responsible for organising Educational Support Service staff (scribes, readers and exam supervisors) for the scheduled end-of-session final and deferred exam periods. It is not necessary for Unit Coordinators / School Representatives to undertake any activity for these exams beyond what the Examinations Unit requires unless:

- The AIP stipulates that there are alternative exam arrangements in place;
- In the case of The College, if all the student's exams do not fit within the defined exam period, then the College AIP Officer will need to arrange supplementary exams for the remaining unit/s after the exam period.
- The final exams are run by the relevant School as a matter of practice, for example OSCAs.

For school run tests, the Disability Service will provide and fund the employment of trained Scribes, Readers or Exam Supervisors however the relevant School needs to initiate this request.

The Disability Support Service outsources this work to an external agency thus the people employed for this work are agency staff who have been trained by the WSU Disability Advisors and are required to comply with the University's Exam Supervisor's Manual (2015) and the Individual Exam Arrangements (IEA) Manual for Scribes, Readers and IEA supervisors.

Academic Notetakers currently working in classes are not permitted to be used as Scribes, Readers or Exam Supervisors unless trained or assigned as a Practical Assistant to the student as stipulated in their AIP, in which case, an Exam Supervisor is also required.

### **Procedures for school run tests, including mid-session and non-coordinated end-of-session exams**

As the AIP is a legal agreement, all adjustments must be implemented in full. Failure to implement an adjustment listed on the AIP could result in the student lodging a formal complaint with the Western Sydney University Complaints Resolution Unit or with the Australian Human Rights Commission. Under the Disability Discrimination Act (DDA), the University can be held responsible for an individual staff member's non-compliance with an AIP.

If a student requests that they do not wish for their adjustments to be implemented, they are to be advised that unless the AIP is updated by Disability Services, that all adjustments will be implemented in full.

Students are advised not to commence an exam or test unless all adjustments have been implemented. Students who wish to have their exam adjustments altered must contact or be directed to contact their campus Disability Advisor as soon as possible.

### **Organise Online Quizzes with Additional Time**

If school run online quizzes need to be adjusted to include extra exam time, refer to the document *Extending Time Permitted for students with AIPs* which is available under the 'Teaching and exams resources' area on the on the [Disability Services staff resources webpage](#) (staff login required)  for instructions.

### **Organise Exam / Timed Task Venue and Time**

The Unit Coordinator/School Representative must book a venue for the exam / timed task ensuring it complies with all AIP venue type and room requirement adjustments. This may involve contacting Office of Estate & Commercial to ensure that the identified venue meets the AIP requirements for example, close to the accessible toilets, lift accessible or contacting [Timetabling@westernsydney.edu.au](mailto:Timetabling@westernsydney.edu.au). This must be done prior to organising the exam supervisor.

If there is an exam scheduling adjustment on the AIP, the exam must be scheduled accordingly, for example, morning (08:30 – 10:00am start time), afternoon (01:30 – 3:00pm start time) or one or two rest days between each exam.

### **Organise Exam Supervisors, Scribes, Readers and other Educational Support Service Staff**

To book the exam supervisor and any other Educational Support Service staff such as a scribe or reader (as stipulated on the AIP), the Unit Coordinator / School Representative, must complete the online *Request for Scribe/Reader/Supervisor for School Run Exam form* which is available from the [Disability Services staff resources webpage](#) (staff login required) .

Information requested on this form includes:

- Position required (scribe/ reader/ exam supervisor)
- Requestor details
- Unit details
- Exam details (Date and location of the exam, Duration of exam, Location for pick up and return of the exam pack)
- Student details

The Disability Support Service requires 10 days' notice to organise the required support. If unable to provide this period of notice, please contact Disability Support via [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au) .

Note: If the AIP states Practical Assistant is required to attend exams, please contact Disability Support via [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au) .

The *Request for Scribe/Reader/Supervisor for School Run Exam form* which is available from the [Disability Services staff resources webpage](#) (staff login required) will be retained by the Disability Support Service and a copy sent to the external agency.

### **Informing the student of their Exam / Timed Task Details**

The student must be sent an email confirming their exam details. It is ideal that at least 1 week (5 business days) notice is provided however if this is not possible, a 2 working day notice period is the minimum requirement. The email must not identify any other students who may also be sitting the exam in the same venue, as this is a violation of confidentiality provisions under the legislation. The Disability Support Service will also send a copy of this email to the requestor for their information.

### **Arrange for the Test Paper or Quiz to be converted to an accessible format**

Where a student's AIP stipulates provision of the exam or quiz in an alternative format the Unit Coordinator / School Representative is responsible for creating an accessible copy of the exam. Any queries with regards to formatting requirements can be directed to the campus Disability Advisors.

### **Organise Exam Resources such as Furniture, Sloping Desks, Footrests & USBs**

The Unit Coordinator / School Representative is responsible for organising the provision of furniture for example ergonomic chairs, height adjustable desk, which can be undertaken either by utilising their own School resources or contacting Office of Estate & Commercial to lodge a request for supply and delivery to the exam venue.

The Disability Service has a number of resources available on each campus for use during exams which include: desk lamps, dictionaries, footrests, sloping desks and USBs.

It is the responsibility of the Unit Coordinator / School Representative to contact the Disability Service on [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au) to organise equipment loans. Arrangements will be made for the School to pick up the equipment from their campus Student Services office.

The Unit Coordinator / School Representative is responsible for returning any equipment to the campus Student Services office at the conclusion of the exam. For enquiries/assistance, email [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au).

### **Assemble the Student's Exam Pack**

The Unit Coordinator / School Representative must include on the front of the individual exam pack a copy of the student's AIP. The student's exam pack must include contact details for the academic responsible for the exam, the total time permitted for the exam and any material/equipment required by the student to complete the exam paper.

The Unit Coordinator / School Representative is responsible for ensuring the exam pack is to be available in the room, 30 minutes prior to the official commencement time as specified on the *Request for Scribe/Reader/Supervisor for School Run Exam form* which

is available from the [Disability Services staff resources webpage](#) (staff login required) .

The scribe/reader/exam supervisor will receive the exam pack and check to ensure all exam documents including the AIP are provided. Confirmation of the return drop off point location and contact details must be included on the Exam Pack. The scribe/reader/exam supervisor will conduct the exam in accordance with Individual Exam Arrangements (IEA) Manual for scribes, readers and IEA supervisors and the principles set out in the current Exam Supervisor's Manual.

### **Organise the return of the student's completed Exam**

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

If a student has used a computer to type their responses, the exam responses are to be printed as a hard copy before the student leaves. Both the student and the exam supervisor are to complete the IEA Exam Printing Declaration form. If there is a printing problem, the exam responses are to be saved onto a USB. The USB is to be placed in the exam envelope. If the completed exam is to be uploaded to vUWS, the supervisor is to supervise the student whilst this occurs and reports any issues.

The Scribe/Reader/Exam supervisor will return the exam pack, together with any equipment to the Academic / School Representative in the nominated location stated on the *Request for Scribe/Reader/Supervisor for School Run Exam form* which is available from the [Disability Services staff resources webpage](#) (staff login required) .

The Scribe/Reader/Exam supervisor is required to obtain the signature of the nominated school person on the Request for Scribe/Reader/Supervisor for School Run Exam form. If the student is a "No Show" to the exam, the School Representative is to advise the Unit Coordinator.

### **Managing Incidents during School-run tests**

If during the exam, the Student/Scribe/Reader or Exam Supervisor experiences a problem, then either the Student Exam Conduct Report or the Exam Conditions Report needs to be completed. The exam supervisor is responsible for ensuring a copy needs to be: provided to the student; included in the exam pack and a copy to be emailed to [midsemesterexams@westernsydney.edu.au](mailto:midsemesterexams@westernsydney.edu.au) .

### **Additional resources**

Further detailed information is available on the [Disability Service website](#)  or within the following Disability Service documents:

- Student Disability Principles & Procedures (2010)
- Information Manual for Educational Support Staff (2010)
- Scribes, Readers and Exam Supervisors Information Manual (2010)
- Individual Exam Arrangements (IEA) Manual for scribes, readers and IEA supervisors
- Exam Supervisor's Manual 2015
- Incident report

## **Library**

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

### **Assistance with Library Resources**

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

### **Electronic textbooks**

The University Copyright Officer, Frank Hill, will contact the publisher to obtain an electronic copy of the textbook. The Copyright Officer will send the electronic textbook via attachment to an email to the student.

Students who have this adjustment on their AIP can obtain e versions of textbooks via our specialist member of staff, Copyright Officer, Frank Hill.

### **Library assistance**

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

Emergency Response Plans are no longer implemented by Campus Safety & Security and have been discontinued as a practice.

Standard First Aid/First Responder protocols will be applied to any student, staff or member of the community found to be unwell or injured on university premises.