

Examinations for Students with Disabilities - Guidelines

Definitions

- (1) For the purposes of these Guidelines the following definitions apply:
 - a. Reasonable Adjustments - are measures, actions or adjustments made to teaching, learning and assessment to allow students with disabilities or chronic medical conditions to participate in the course or unit on the same basis as students without a disability.
 - b. Inherent Requirements - Inherent requirements are the fundamental parts of a course or unit that must be met by all students. They are the abilities, knowledge and skills which students need to complete the course.
 - c. Academic Integration Plan (AIP) - is a plan developed and approved by the Disability Service to specify the reasonable adjustments required to enable students with disabilities or chronic medical conditions to participate in the course or unit on the same basis as students without a disability. AIPs are developed in consultation with students, based on appropriate medical documentation to verify the nature of the disability or chronic medical condition.
 - d. Individual Examination Arrangements - are adjustments to examinations specified in the AIP of a student with a disability to allow the student to be assessed on the same basis as a student without a disability.

Introduction

(2) Academic outcomes for any course apply to all students without exception. Where a student has disclosed a disability or chronic health condition to the Disability Service, then Reasonable Adjustments as per the Disability Discrimination Act (1992), the Disability Education Standards (2005) and the relevant University Policies that are in force will be implemented by the University in consultation with the student and academic staff.

(3) Any students with a disability or chronic medical condition which may result in their being disadvantaged are advised to contact the Disability Service as early as possible in the session, to discuss required adjustments in relation to all types of assessments. The provision of any Reasonable Adjustments will be in keeping with the Disability Policy.

(4) These Reasonable Adjustments will be formally notified to Academic Staff and the Assessment and Graduation Unit each session in writing, and may cover examination arrangements.

Academic Integration Plan (AIP)

(5) Academic Integration Plans are developed by the Disability Advisor located on the student's home campus to address the effects of disabilities while maintaining the academic integrity of teaching, learning, assessment and accreditation and meeting the Inherent Requirements of units and courses. Academic Integration Plans are issued by the Disability Service.

(6) Students requiring Individual Examination Arrangements because of a disability or chronic health condition are eligible for an Academic Integration Plan, which sets

out what reasonable adjustments the University will make when the student sits for examinations in the formal examination period or mid-session and school based examinations.

(7) Adjustments may include provisions such as:

- a. extra time, for resting, toilet breaks, and use of a scribe, or for tasks, such as reading or writing, as examples;
- b. use of a scribe or reader;
- c. the use of a computer or assistive technology;
- d. examination papers in alternate format such as accessible electronic format, Braille or large print;
- e. ergonomic furniture, appropriate lighting, aids, etc;
- f. adjustments to the timing, frequency and location of examinations; and / or
- g. other adjustments as approved by the Disability Service.

(8) Students with a disability are encouraged to register with the Disability Service as soon as possible. If students with a disability require Individual Examination Arrangements, an Academic Integration Plan must be submitted to the Assessment and Graduation Unit 30 days prior to the commencement of the examination period as per advertised timelines. If this deadline is missed the adjustments cannot be implemented for that session's final examinations. If the student requires the adjustments, their examinations will be moved to the Deferred Examination Period upon appropriate application to the Disability Service.

(9) A student with a disability or chronic health condition seeking Individual Examination Arrangements must have a current Academic Integration Plan which stipulates the reasonable adjustments required. Academic Integration Plans are developed, issued and expire in line with the Disability Service Principles and Procedures.

Individual Examination Arrangements

Taking Examinations or Tests at Home or at Other Venues

(10) Disability Advisors on occasions, with the approval of the Unit Coordinator, will recommend that a student be given permission to sit an examination at home, or at an appropriate venue, rather than sitting the paper on campus. Appropriate arrangements must be made by schools or run in accordance with procedures for external students. The examination paper would be completed at the specified venue within a specified time frame and under certain criteria and conditions. Where such changes of venue are approved, those venues become the examination venues for those students. The arrangements approved by the Unit Coordinator will stipulate how examination papers will be handled to ensure due consideration is given to maintaining the integrity and security of the examinations.

Taking Examinations at an Alternate Time

(11) The nature of some disabilities may require examinations to be held at a different time to the scheduled examination. Where such changes occur, due

consideration will be given to maintaining the integrity and security of the examinations.

Additional Time

(12) Some students with a disability require additional time to complete examinations. Additional time is granted on the basis of the impacts of the disability in the examination environment.

(13) Time adjustments for online assessments need to be made in accordance with the Student's Academic Integration Plan.

Materials in the Examination Venue

(14) A student may use aids or specialised equipment during the examination if such aids and equipment are specified on the student's Academic Integration Plan.

(15) Students with disabilities may need to have material provided in alternate format such as Braille, electronic, large print or coloured paper. Details of alternate format requirements will be specified in the student's Academic Integration Plan.

(16) Students who are using a computer for the exam must print the exam answers, under instruction and supervision by the Examination Supervisor, before leaving the examination room. Provisions under clause 37g of the Examinations Procedures regarding the removal of completed and unused examination answer booklets, examination papers, whether print, electronic or other format, shall apply. All examination materials on computers used for the examination should be deleted after the examination answers have been printed.

Examinations Organised in Schools

(17) Academic Integration Plans will state all the adjustments required for examinations for students with disabilities and chronic health conditions. Academic Integration Plans need to be implemented for all examinations, including Supplementary Examinations, mid-session and other examinations run by schools.

(18) The Disability Service, on request, organises and funds the employment of an Examination Supervisor to monitor the examination, at the examination venue. This also applies to intra-session classroom examinations, where a student may be disadvantaged unless provided with support.

(19) The Disability Service will provide Scribes, Readers, aids and other appropriate assistance, on request, for students sitting examinations organised by schools.

(20) Unit Coordinators are responsible for ensuring the students' Academic Integration Plans are fully implemented. Unit Coordinators are responsible for organising the booking of individual or small group rooms and requesting that the Disability Service provide the Exam Supervisor, Scribe or Reader, aids or other appropriate assistance.

(21) For mid-session examinations and supplementary examinations organised by schools, the school must give adequate notice of ten working days to the Disability Service, so that the necessary support arrangements can be organised.

Students with a Temporary Injury or Disability

(22) Students with a temporary injury or disability which may cause them to be disadvantaged in an examination and who may require individual examination arrangements must inform the Assessment and Graduation Unit immediately. The

Assessment and Graduation Unit will advise the student whether to apply for Special Consideration or to contact the Disability Service to be assessed for Individual Examination Arrangements under a Temporary Academic Integration Plan.

(23) A student with a temporary injury, disability or medical condition which may impact on examination performance must contact the Disability Service as per the advertised timelines to facilitate the provision of reasonable adjustments in the formal examination period. The Disability Service will develop a Temporary AIP in accordance with University policy and the Disability Discrimination Act.

(24) Students with a temporary disability that will prevent them from sitting an examination may apply for Special Consideration - see the Special Consideration Policy.

Attendance at Examinations

(25) It is the responsibility of the student to be present at examinations at the correct time and place.

(26) For students with a disability, where individual examination arrangements have been made, the student must attend the exam at the venue specified in their individual examination arrangements. If individual examination arrangements require amendment or are no longer required, the Disability Service must be notified in writing as per the advertised timelines to allow the AIP to be amended and the Assessment and Graduation Unit informed.

(27) Students with a disability are advised to bring a copy of their current Academic Integration Plan to the examination venue to ensure that all their individual examination arrangements are in place. If approved adjustments are not in place, the Examination Supervisor should be advised immediately. Students are entitled to not commence the examination until all approved adjustments are in place.

Responsibilities

(28) The Assessment and Graduation Unit is responsible for the provision of the Examination Supervisor, Scribes or Readers for all final examinations including Deferred Examinations.

(29) The Disability Service is responsible for training Examination Supervisors, Scribes or Readers plus supplying any Assistive Technology or aids and provides funding for the employment of Exam Supervisors, Scribes or Readers for individual examination arrangements.

Associate Director, Student Progression

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