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Chapter 1 – About the Accessibility Service

The Accessibility Service provides advice, support and assistance to future and current students with disabilities, health conditions and carers to reach their full academic potential.

This handbook is a guide to inform you about the Accessibility Service and how it may assist students and staff.

WHAT DO WE DO?

The Accessibility service is responsible for ensuring that students with a disability, health condition and/or carers of people with a disability are provided with appropriate assistance, support and services to access the university. The service works directly with students to assess needs and to provide support and services to match their academic requirements.

Disability practitioners and support staff work closely with other key departments within the University to implement reasonable adjustments and to raise awareness and understanding of disability issues with all students and staff.

Access to university is more than being physically able to enter and move about the buildings and grounds. It is about access to education and participation in the whole student experience. This means that students can:

- Participate and compete equally with their peers in all course activities including assessments and examinations – this includes course activities that occur both on and off campus, such as field trips, PACE units and placements.
- Access verbal or written information that is required for you to participate in university activities.
- Have the opportunity to participate in all of the social activities organised and/or sponsored by the University.

The University offers traditional face to face (on campus) study, as well as blended and fully online options. We will always take a student’s chosen mode of study into consideration when determining the best support and services needed.

THE ACCESSIBILITY SERVICE TEAM

The Accessibility Service Team comprises of professional Disability Practitioners and support staff. Below is a list of roles that sit within the Accessibility Team, and the responsibilities of the team members.

DISABILITY SUPPORT LEAD:

- Manages the day to day operation and future development of the Accessibility Service.
- Provides support and advice to students registered with the Accessibility Service.
- Supervises all members of the Accessibility Service team including Disability Practitioners, Administrative staff and casual support staff.
- Provides expert advice and training to University staff on issues relating to Disability/Disability Awareness.
- Other Accessibility and Inclusion related duties as required.

DISABILITY ASSESSMENT ADVISORS

- Conduct assessments with students to identify reasonable adjustments.
- Develop, implement and monitor reasonable adjustments in consultation with students and relevant University staff.
- Develop Individual Education Access plans.
- Provide support and advice to students registered with the Accessibility Service, potential students and staff.
- Work with faculties and departments within the university on all issues of relevance to the Accessibility Service.

OCCUPATIONAL THERAPIST

- Conduct Assessments with students to identify reasonable adjustments.
• Develop, implement and monitor reasonable adjustments in consultation with students and relevant University staff.
• Develop Individual Education Access plans.
• Provide support and advice to students registered with the Accessibility Service.
• Work with faculties and departments within the University on all issues of relevance to the Accessibility Service.
• Provide expert advice and assistance on accessibility.
• Provides expert advice on other Occupational therapy related cases/matters.

DISABILITY ADJUSTMENT LIAISON OFFICERS
• Coordinate the allocation of educational support staff – readers, scribes, note-takers, study support assistants, etc.
• Coordinate the implementation of timed assessments that are run outside of the formal exam period.
• Coordinate live-captioning service.
• Coordinate the transcription service.
• Liaise with faculty staff regarding the implementation of reasonable adjustments.

DISABILITY SUPPORT COORDINATOR
• Manages the life cycle of disability registration’s and IEAP’s.
• Coordinates Auslan services.
• Coordinate Accessibility Service data collection and distribution.

ACCESSIBILITY SUPPORT OFFICERS
• Develop and facilitate workshops and skill development programs to assist students to overcome their challenges as a result of their Disability/Health condition or adverse circumstances.
• Develop online resources that include psychoeducational material and study support resources that may assist students with a disability.
• Support and train students on the use of assistive technology that may assist access to course materials or their learning experience.
• Develop resources and facilitate training for University staff to assist in creating accessible classrooms and promote disability awareness.
• Disability Assessment Adviser duties as required.

To contact any member of the Accessibility team you can call 02 9850 7497 or Email: campuswellbeing@mq.edu.au

All services provided by the Accessibility Service are free.
Find out more about the Accessibility Service.
ACCESSIBILITY SERVICE LOCATIONS AND OPENING HOURS

The Accessibility Service is open Monday to Friday 8.30am to 5.30. At peak periods/holiday period’s hours of operation may vary to meet demand.

To make an appointment with the Disability Assessment Advisor, you can call 02 9850 7497 or email campuswellbeing@mq.edu.au. You can also make an appointment at the Campus Wellbeing Reception desk, located at 16 Wally’s walk, C8A, Level 2.

If you are enrolled in an online course and are not required to attend any classes on campus, please contact us by phone or email (as above) to make alternative arrangements for an appointment.

Please inform staff if you require a sign language interpreter for your appointment, or if you will be attending with support person to ensure appropriate accommodations can be made.

WHO IS THE ACCESSIBILITY SERVICE AVAILABLE TO?

Macquarie University is committed to providing an inclusive experience to all students.

The Accessibility Service is available to all Macquarie University students who have a disability or health condition, inclusive of students with temporary injuries or conditions and mental health conditions.

The service also assists the carers of people with a disability or students that may require adjustments that sit outside of health and disability, i.e. adjustments for cultural or religious requirements, breastfeeding requirements, etc.

Students can contact the Accessibility Service at any time during their studies, however we recommend contacting the Accessibility Service as soon as possible as some services can take some time to put in place.

It is important to note that requests for Formal Exam adjustments will need to be processed by no later than Week 9 of the semester.

Prospective students can also seek advice and assistance in relation to enrolment, planning for their future studies and information about support available within the University and the Accessibility Service.

DO I HAVE TO SPEAK TO THE ACCESSIBILITY SERVICE?

You are not obliged to attend the Accessibility Service or disclose your disability or health condition to the University.

However, if you want to receive assistance, you will need to disclose your disability or health condition to a Disability Assessment Advisor and will need to provide appropriate and current (not older than two years in most instances) supporting medical or educational documentation when registering with the service.

Please see below more information of documentation that is required for registration with the service.

<p>| Registration documentation requirements |
|-----------------|-----------------|-----------------|
| <strong>Disability type</strong> | <strong>Evidence provider</strong> | <strong>Guidance notes</strong> |
| Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADHD/ADD) | General practitioner, psychologist or medical specialist (e.g. psychiatrist or paediatrician) | The impact of medication/treatment may also be considered for adjustment and supports. Where there is indication of impact on information processing, a psychometric assessment report may be requested to inform adjustments and support appropriate in the educational context. |
| Autism Spectrum Disorder | General practitioner, psychologist or medical specialist (e.g. psychiatrist or pediatrician) | The impact of medication/treatment may also be considered for adjustment and supports. Where there is indication of impact on ability to communicate verbally, recommendations are sought regarding |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Specialist(s)</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hearing Impairment/Deaf</td>
<td>Audiologist (preferred) or General practitioner</td>
<td>Information is sought regarding the use of AUSLAN, hearing aids or assistive technology, and how the hearing impairment impacts in a learning environment. To ensure we provide the most accurate support it is recommended that students provide an audiogram and audiologist’s report, including speech discrimination with and without aides.</td>
</tr>
<tr>
<td>Learning Disorders (e.g. mathematics, reading, visual processing, or written/verbal expression disorders)</td>
<td>Psychologist, speech pathologist, or occupational therapist</td>
<td>Student is required to be at least 16 years + 9 months in age at the time of psychometric testing. Evidence provided must include standardised assessments of information processing and/or expression. High school / HSC (NESA) documentation may be used for one session of study but will require updating to ensure continued access to adjustments and support.</td>
</tr>
<tr>
<td>Medical Illness (e.g. asthma, diabetes, chronic fatigue syndrome)</td>
<td>General practitioner or medical specialist</td>
<td>The impact of medication/treatment may also be considered for adjustments and supports.</td>
</tr>
<tr>
<td>Mental Illness (e.g. depressive disorders, anxiety disorders, trauma and stressor-related disorders, schizophrenia)</td>
<td>General practitioner, psychiatrist, AASW accredited social worker, psychologist, or occupational therapist</td>
<td>The impact of medication/treatment may also be considered for adjustment and supports.</td>
</tr>
<tr>
<td>Neurological Condition (e.g. epilepsy, cerebral palsy, multiple sclerosis, acquired brain injury)</td>
<td>General practitioner, medical specialist, psychologist, occupational therapist or physiotherapist</td>
<td>The impact of medication/treatment may also be considered for adjustment and supports. Where there is indication of impact on information processing, a psychometric assessment report may be requested to inform adjustments and supports appropriate in the educational context.</td>
</tr>
<tr>
<td>Physical Impairment (e.g. mobility, arthritis, musculoskeletal injuries)</td>
<td>General practitioner, medical specialist, physiotherapist, rehabilitation counsellor, or occupational therapist</td>
<td>The impact and access requirements of mobility aids may also be considered for adjustment and supports. Students with handwriting impairments need to have the impact of their condition assessed by an occupational therapist or physiotherapist.</td>
</tr>
<tr>
<td>Vision Impairment</td>
<td>General practitioner or medical specialist [e.g. ophthalmologist, optometrist, specialist vision testing service (e.g. Vision Australia services)]</td>
<td>The documentation must include the extent of vision loss and visual acuity. Recommendations are sought regarding accessible formats such as large print (font size and type), e-text, audio, Braille, and associated adaptive technologies.</td>
</tr>
</tbody>
</table>
technology / software requirements. This ensures that the most appropriate accessible format reading material is provided to the student.

**Associate / Carer**

Associates of a person with disability need to provide evidence of their relationship to the person with disability and how their responsibilities in that relationship impact on their capacity to undertake educational tasks.

Examples of evidence include: confirmation of receipt of carer payment from Centrelink, or confirmation from a doctor or specialist that a named person requires daily care due to a health condition or disability, and the student is identified as the parent of, or primary carer for, that person.

**Other Adjustments**

Students requesting adjustments on the basis of culture or religion must provide a supporting letter or statement from a religious leader or elder.

Students requesting adjustments for breastfeeding requirements must provide a supporting letter or statement from their general practitioner.

**PRIVACY AND CONFIDENTIALITY**

The Accessibility Service is a confidential service. We understand that students are disclosing personal and often sensitive information and we take privacy and confidentiality very seriously. We are also bound by relevant State and Commonwealth legislation and Macquarie University policy.

Disclosure is a dilemma most students with a disability or health condition face and is one that presents a number of challenges and choices. More information about disclosure and the issues that you might need to consider, are available on the [NDCO disclosure website](#).

What happens to my information?

When you first register with the Accessibility Service, you will be asked to provide consent to allow us to share your information in the following ways:

- Within the Accessibility Service team.
- With other student support staff (i.e. counselling, welfare, faculty support staff).
- With, when necessary, academic staff.

If we need to consult with a third party outside of the University, we will request your consent first.
YOUR INFORMATION AND THE ACCESSIBILITY SERVICE TEAM
When you register with the Accessibility Service, we will document notes of our meetings and communications with you, we will create an electronic file to store this information. Access to this file is limited to the staff of the Accessibility Service.

YOUR INFORMATION AND OTHER UNIVERSITY STAFF
We may need to consult with other units within the University including Faculty offices, PACE office and other services to ensure the appropriate adjustments and supports are provided to you.

When we are consulting with these units, we never disclose the nature of your disability or health condition. We will only discuss the impact of your condition on your academic studies and what reasonable adjustments will be required.

DISCLOSING YOUR INFORMATION WITHOUT CONSENT
There may be occasions when we are legally required to disclose your personal or health information without your consent. These include:

- If the court issues a subpoena.
- If there is a serious and imminent threat to your life, health or safety or that of another person, or if there is a serious threat to public health or safety.
- Where laws, or serious criminal activity, may require mandatory disclosure of information.

You can get more information about the privacy policy from a Disability Assessment Advisor or the Privacy Officer at MQ via privacyofficer@mq.edu.au.

You can also access the Macquarie University privacy policy online.

DISABILITY DISCRIMINATION ACT 1992
The services we provide are underpinned by the Commonwealth’s Disability Discrimination Act 1992 (DDA). The DDA provides protection for everyone in Australia against discrimination based on disability.

One of the areas which the DDA covers is Education – it is illegal for an educational authority (such as Macquarie University) to discriminate against someone because that person has a disability.

The definition of disability in the DDA is as broad as possible. This broad definition means everyone with a disability is protected.

It includes:
- Physical
- Intellectual
- Psychiatric
- Sensory
- Neurological and learning disabilities
- Physical disfigurement
- The presence in the body of disease-causing organisms

WHAT DOES THE DDA COVER?
Within the education sector, 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 inaccessible 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.

The DDA covers a disability which people:
• Have now or had in the past (e.g. a past episode of mental illness).
• May have in the future (e.g. a family history of a disability which a person may also develop).
• Are believed to have (e.g. 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, sign language interpreter or reader.
• They are accompanied by a registered/trained animal, such as a guide or hearing dog.
• They use equipment or an aid, such as a wheelchair or a hearing aid.

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REASONABLE ADJUSTMENTS UNDER THE DDA

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.

Examples of adjustments may 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.
• Changing assessment procedures: allowing for environmental changes in the exam room, i.e. smaller exam room, 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.

IMPORTANT LINKS

This handbook should be read in conjunction with the Macquarie University policy and legislation as listed below.

Relevant legislation
• Disability Discrimination Act (1992-as amended 2009)
• Disability Education Standards (2005)
• Privacy and Personal Information Protection Act (1998)
• Health Records and Information Privacy Act (2002)

Macquarie University policies and procedures
• Student Disability support policy
• Accessibility Service: Principles and Procedures
• Accessibility Service Guideline: Assessing Reasonable Adjustments
• Access and Inclusion Plan
• Inherent requirements
• Fitness to practice procedure

NSW ANTI-DISCRIMINATION ACT 1977

Services provided by Macquarie University are also subject to the NSW Anti-Discrimination Act (1977). This law prohibits discrimination on the basis of race, including colour, nationality, descent and ethnic, ethnoreligious or national origin, sex, including pregnancy and breastfeeding, marital or domestic status, disability, homosexuality, age, transgender status, and carer responsibilities.

Examples of adjustments may include:
• Exam schedules which adhere to cultural or religious observances (e.g. the Sabbath).
• Changing assessment procedures such as allowing unpenalised breaks for breastfeeding and prayer.
**INHERENT REQUIREMENTS**

All students, including students with a disability or a health condition must meet the inherent requirements of their individual course.

Inherent requirements are the fundamental parts of a course or unit that must be met by all students. They are the core abilities, knowledge and skills that you need to complete the course.

Students with a disability or health condition can have adjustments made to enable them to meet these requirements. Any adjustments, however, must not fundamentally change the nature of the inherent requirement.

We strongly encourage both prospective and current students to review the available inherent requirements for your course. If you are unsure what the inherent requirements are, the Accessibility Service can assist you to navigate these requirements.

In addition, before committing to any course, you are responsible for checking the eligibility criteria for registration with professional registration boards before enrolling.

**FITNESS TO PRACTICE**

The Fitness to Practice (FTP) Procedure establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units. It is the professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit.

Students in a practical, clinical or profession program or unit are required to make themselves aware the requirements, self-identify and seek support where there is a risk of not meeting the requirements, actively participate in intervention strategies and use the support services offered to them when an issue is identified.

**REASONABLE ADJUSTMENTS WITHIN THE UNIVERSITY**

Reasonable adjustments are steps taken to assist students with a disability or health condition to participate in education on an equal basis to their peers. We will work with you to determine what reasonable adjustments are suitable at the University.

Depending on the nature of your disability and how this affects you during different activities related to your course, you may require reasonable adjustments during classes, while on placements or during exams.

**INDIVIDUAL EDUCATION ACCESS PLANS**

At Macquarie University, reasonable adjustments are provided to students through a formal document called an Individual Education Access Plan (IEAP). An IEAP is developed in partnership between you and your Disability Assessment Advisor. It sets out the reasonable educational adjustments that you will require to participate in the University experience.

**YOUR INDIVIDUAL EDUCATION ACCESS PLAN**

- A legal agreement between yourself and the University developed by the Accessibility Service.
- Is based on the current medical evidence you provide as well as your report of symptoms and impact on your study.
- Does not disclose your diagnosis or condition.
- Details a combination of reasonable adjustments for activities relating to your academic studies.
- Includes an expiry date.

**CONTENTS OF THE INDIVIDUAL EDUCATION ACCESS PLAN**

Your IEAP will include basic student information including your name, student ID, email and faculty. If you are studying a double degree note that only one faculty will be listed. The IEAP will also list an expiry date – all provisions will be extinguished at this time unless a re-registration has occurred and a new IEAP is allocated.

Your IEAP will only include information that is relevant to your individual circumstances, so please be aware that it may look different to your friends/peers.

Information located at the bottom on the IEAP refers to relevant policies and procedures and students are encouraged to make themselves familiar with this information.
### SAMPLE INDIVIDUAL EDUCATION ACCESS PLAN (IEAP)

| ID: 4457007 Individual Educational Access Plan Macquarie University |
|---|---|
| **Student** | 44569809 - MR John Smith |
| **OneID** | 4457007 |
| **Email** | 4457007@students.mq.edu.au |
| **First name** | |
| **CDX#** | 00000 |
| **Last name** | Smith |
| **Designated Faculty** | Faculty of Science and Engineering |
| **Disability Assessment Advisor** | Jane Doe |
| **Disability Type Primary** | Mental Health |
| **Disability Type Secondary** | Chronic Medical |
| **Duration of assessment** | All Year |
| **Second tier adjustments** | No |
| **Is there an Emergency Medical Management plan in place** | No |
| **Is student registered with NDIS** | No |
| **Please enter the expiry date** | 01/08/2019 |
| **Expiry date reason** | New medical documentation plus assessment appointment required. |

### Categories

- **Main Exams**
- **Timed Assessments**
- **Learning/Study Skills Referral**

### Exams

- **Additional time per hour**
  - **Please enter the adjustment needed**: 10 minutes
The adjustments in your IEAP have been recommended based on the documentation you have provided during the registration process, an assessment of your current level of functioning, and a consideration of the inherent requirements you are likely to be required to display during your studies at Macquarie University.

Please take this opportunity to email campus wellbeing on any further disability support issues that have not been addressed by you IEAP or that you wish to address.

For some course units and programs of study (e.g. PACE, placements, higher degree research), you are required to contact the Accessibility Service to enable a specific consideration of the impact of your health condition(s) / disability based upon the unique tasks, environments and learning outcomes involved.

All adjustments recommended in this plan are subject to review based on student usage and feedback.

You will receive communications from service providers and/or Campus Wellbeing and Support Services staff members who are responsible for implementing your supports. Please note that the implementation of time assessment provisions may take up to 7 days from receipt of the IEAP. Adjustments (including start times and locations) for Final Examinations are confirmed the week prior the commencement of the examination period of each session of study.

Academic / Faculty staff members consider the suitability of the adjustments recommended in your IEAP in relation to the inherent requirements and learning outcomes of course units and programs of study. The Accessibility Service will inform you when a recommended adjustment has been considered inappropriate and will invite you to provide feedback to the academic / faculty staff members.

Please note that when assessments have incorporated universal design techniques, reasonable adjustments are unlikely to be implemented. Please contact your Disability Assessment Advisor if you have any queries about adjustments relating to these type of assessments.

Disagreements in the implementation of an adjustment are sought to be resolved within 5 working days. Please contact Campus Wellbeing if you disagree with anything that is listed on this IEAP.

If you experience a Disruption to Studies that will impact on your ability to complete a scheduled assessment task (e.g. assignment, exam, test, practical or class attendance) please ensure that you notify the University of your disruption according to the University Special Consideration Policy. In accordance with the Student Accessibility Support Policy and the Student Disability Support Procedure, if at any point during your enrolment, you identify a need for your disability support needs to be reconsidered and your IEAP to be reviewed, you may submit feedback and further supporting documentation to aid in the further assessment of your needs: https://ask.mq.edu.au/account/pub/view/4ed6b068-069c-eb07-b2b3-5b3d53e3a950.

Thank you,
Campus Wellbeing

Please note this is a sample IEAP Related to an Individual Assessment of need.

All IEAP’s will appear different and will reflect the required reasonable adjustments of the individual student.
THE REGISTRATION PROCESS
You can register at any time during your studies, but registration should be completed as soon as possible, so that the University has time to implement the required supports.

Supports cannot be implemented retrospectively. We suggest that you register at least two weeks prior to the start of session.

Steps to register:
1. Have your Health Practitioner complete a Health Practitioners Report (PDF download) or appropriate documents (see page 8 for full details).
2. Complete the registration form (login required). You will be contacted by the Accessibility Service to arrange a Disability Assessment and confirm any other details.
3. Attend a disability assessment.
4. Follow any directions given by your Disability Assessment Advisor and your IEAP.

DOCUMENTATION REQUIRED FOR REGISTRATION
For your first appointment, you will be required to provide supporting documentation which verifies your condition from a medical, psychological or other AHPRA recognised professional specialist. We do not accept medical certificates. For adjustments based on cultural or religious grounds, students will require a supporting letter or statement from a religious leader or elder.

If your medical documentation is insufficient, you may be asked to provide further documentation. It would be helpful if you could have your treating specialist complete the Health Practitioners Report form.

Depending on the nature of your disability/health condition and your current symptoms, updated medical documentation may be requested periodically, typically every twelve months.

REVIEW OF YOUR INDIVIDUAL EDUCATION ACCESS PLAN
Your IEAP is a legal document. For this reason, your IEAP will be periodically reviewed to ensure your adjustments are still suitable. For most students, this review will occur no later than every two years. Depending on the nature of your condition, the Disability Assessment Advisor may need to review your IEAP more regularly. Your IEAP may also require review due to one of the reasons listed above.

When your IEAP requires a review, it is important to re-register as failure to do so will result in no adjustments being implemented.

EXPIRY OF YOUR INDIVIDUAL EDUCATION ACCESS PLAN
There are a few reasons your IEAP may be closed. Possible reasons include:

- Your previous medical evidence has expired and you have not provided sufficient up-to-date documentation.
- The medical documentation you have provided is insufficient.
- Your IEAP needs to be reviewed and you have not responded to requests by the Accessibility Service.
- Your IEAP is no longer required as your condition was temporary.
- You have provided a written request to your Disability Assessment Advisor to close your IEAP.

In these instances, you will no longer receive any reasonable adjustments and services will be extinguished.

YOUR FIRST APPOINTMENT
Your first appointment with a Disability Assessment Advisor can take up to one hour, so make sure you’ve allocated enough time. The longer appointment will allow enough time for the Disability Assessment Advisor to assess the educational adjustments you may require as part of your studies.

For on-campus students, a face-to-face appointment is preferred. OUA and external students, a phone appointment may be booked.

TIPS FOR YOUR FIRST APPOINTMENT
- Contact the Accessibility Service well in advance.
- Allow one hour for the first appointment.
- Think about what subjects/study you may enroll in, identify any barriers to study and consider how we may assist you.
- Bring along any questions!
THE ASSESSMENT PROCESS
The Disability Assessment Advisor will start by taking you through the assessment process and the purpose of an IEAP.

The Disability Assessment Advisor will then ask you for information to help determine what support and ‘reasonable adjustments’ may be appropriate. Areas of discussion may include your disability/health condition and associated treatment, your current studies, your past experiences and any concerns you may have about the university experience.

The Disability Assessment Advisor must also consider the academic integrity and inherent requirements of the course when determining reasonable adjustments.

**Reasonable adjustments are determined in accordance with the needs of individual students, the course of study and the mode of study.**

Once the assessment and registration processes are complete, an Individual Education Access Plan (IEAP) will be developed (when appropriate). The IEAP will list the reasonable adjustments required to enable you to participate in your studies.

A written record of the assessment interview will be kept in a confidential database.

DISTRIBUTION OF YOUR INDIVIDUAL EDUCATION ACCESS PLAN
Adjustments outlined in your IEAP are implemented by various departments within the University.

For this reason, information about your adjustments may be distributed to staff from the following areas:

- Accessibility Service staff, including the Disability Adjustment Liaison Officers (DALO) and Accessibility Support Advisers.
- Faculties, including faculty administration managers.
- Academic staff, including course convenors and tutors.
- PACE and/or placement/practicum coordinators.
- Support services staff such as study support assistants.
- Exams Department
- Library Conversion Team
- Campus Security

You will also receive a copy of your IEAP via your student email account. This is your plan and you may use this plan as an avenue to start conversations with teaching staff if you would like them to know more about your disability and your required adjustments. Disclosure is a decision made by you!

Once you have an IEAP, the adjustments continue to be distributed to the relevant areas before the start of each teaching session and throughout your enrolment whilst the plan is active. Upon expiry of the IEAP no further adjustments will be put in place.

Please be aware that information is communicated to academic staff only when adjustments are required. The Accessibility Service does not notify academic staff of your registration with the Accessibility Service. Students are given the authority to inform people of their personal circumstances of their own accord.

CHANGES TO YOUR INDIVIDUAL EDUCATION ACCESS PLAN

- Your IEAP will be sufficiently flexible to allow for modification when necessary. There are many reasons your IEAP may need to be modified, including:
  - Changes to your health status or medications.
  - Changes to the way your disability or condition is impacting upon your studies.
  - Change of course.
  - To accommodate specific unit requirements (i.e. PACE/Clinical placement etc.).
  - Your IEAP is due to be reviewed due to an upcoming expiry date.

When changes to your IEAP are needed based on medical grounds, you may be required to provide additional medical documentation.
Chapter 3 – Types of adjustments

EXAMS AND TIMED ASSESSMENTS
The IEAP will include, where appropriate, reasonable adjustments for exams and/or timed assessments. Students eligible will receive exam adjustments for any exam classified as a Formal exam, such as final exams, supplementary exams or take-home exams. Students eligible for timed assessment adjustments will receive adjustments for any tests held outside of the Formal exam period, such as tests, quizzes, practical exams and mid-session exams.

Depending on the nature of your disability or health condition adjustments may include:

- Changes to the time requirements of the exam
- Assistance in exams including scribes, readers, computer use or practical assistants
- Specific venue requirements
- Use of specific furniture or equipment

More detailed information about each exam adjustment and what is involved can be found in the IEAP Glossary of Terms.

NOTIFICATION FOR EXAMS AND TIMED ASSESSMENTS
Throughout session and during the Formal Exam period, you will be notified in advance of assessments or exams where reasonable adjustments are applicable. A notification for each applicable assessment will be sent to your student email account.

Formal exam details and adjustments will be sent in the last week of Session (i.e. Week 13 of Session 1 or 2). Any errors should be identified and reported to exams@mq.edu.au and campuswellbeing@mq.edu.au.

Time assessments notifications will be sent at least five business days prior to the assessment. It will contain the details with the time, date and adjustments required for the assessment. Contact disability.adjustments@mq.edu.au if you have not received an email by this point.

Students should let the relevant service provider know when they are unable to attend an assessment or exam, as soon as possible.

ADDITIONAL INFORMATION – EXAM ADJUSTMENTS
Depending on the adjustments contained within your IEAP, you may be required to sign a statutory declaration confirming you are aware of the conditions surrounding particular exam adjustments.

EXAM ADJUSTMENTS – IMPORTANT DATES
If you are registering with the Accessibility Service for the first time or need amendments to your existing IEAP, all IEAP exam adjustments must be finalised prior to Week 9 of the semester.

New or amended exam adjustments issued after these timeframes will require you to sit a supplementary exam so that the updated adjustments can be implemented.

Any changes to exam adjustments must be supported by medical evidence.

Your Disability Assessment Advisor can assist you to complete the application to sit the deferred exam(s) in order to receive your new IEAP adjustments.

USING COMPUTERS IN EXAMS
Depending on the nature and impact of your disability or health condition, you may be allowed to use a PC or laptop during an exam. This may be to type rather than handwrite your answers, or to engage with assistive technology. The IEAP will specify the type of exams (if any) for which you are allowed to use a computer.

You will be required to sign a statutory declaration confirming you are aware of the conditions surrounding the use of computer equipment during exams.

If you are required to use your own computer for exams, you may be requested to submit the computer for a security check.
If you are using a specialised keyboard you will be required to produce the keyboard for each exam. You must allow sufficient time before the exam to connect the keyboard to the computer.

Please note that computer use may be monitored/recorded throughout exams to ensure academic integrity.

YOUR RESPONSIBILITIES – EXAMS/TIMED ASSESSMENTS

When you receive your IEAP:

- If any exam adjustments are listed on your IEAP, you need to read more about each adjustment and what is involved by referring to the IEAP Glossary of Terms.
- Please be aware that if you are allocated exam provisions as an adjustment you will not be sitting your exams in the exam room with your class peers but will be allocated specialised supervision in an alternative room/area to accommodate the provisions.
- If you have been informed you that you need to complete a Statutory Declaration in order to receive your exam adjustments, please follow the instructions prior to the commencement of the exam.

Before exams:

- For in-semester exams/tests, the relevant Disability Adjustment Liaison Officer for your faculty will confirm your IEAP adjustments for an upcoming test at least five (5) working days prior to the test. Contact disability.adjustments@mq.edu.au if you have not heard from them at this point.
- For end-of-session exams, check the final exam timetable to confirm exam details. Use this as a guide to timetable for your exams. Note that you will receive your individual exam timetable via your student email in Week 13. Dependent on your exam adjustments your exam time/day may be different to that of your peers in the same unit. Contact your Disability Assessment Advisor immediately if any information is incorrect.

Exam day:

- Do not sit an exam unless you are well enough to do so. If you are unwell on the day of an exam, you should not attempt it. You will need to supply appropriate medical documentation if this is the case. See fit to sit clause within the Special consideration policy.
- Inform the Disability adjustment team via disability.adjustment@mq.edu.au if you are unable to sit an in-class test ASAP.
- Inform the Exam department if you are unable to sit a formal end of session exam via exams@mq.edu.au.
- If you miss an in-class test/exam within the session you will need to lodge an application for Special Consideration.
- If it is a formal end-of-session exam, you will need to lodge an application for a Special consideration and request a supplementary exam.
- If you are unwell on the day of a deferred exam, you will need to lodge an application for Special Consideration. Please note that failure to sit a supplementary exam may result in a referral for withdrawal.
- Before you start the exam paper, read over the adjustments listed. You must confirm all adjustments have been implemented prior to starting the exam.
- Do not start the exam until the all adjustments are implemented.
- If there are any issues during the exam (e.g. if you suddenly become unwell), ask the exam supervisor to make note of this in the supervisor’s report. You will need to lodge a Special Consideration application within 5 days of the exam to qualify for a supplementary exam/remedy.
NOTE TAKING

HOW IT WORKS
If your disability significantly impacts on your ability to produce your own notes during lectures or other classes, your Disability Assessment Advisor may authorise a note taker. Note takers are peers/classmates employed by the Accessibility Service to attend their timetabled classes and provide a copy of their notes.

Your IEAP will state whether the note taker is for lectures, online lectures, tutorials, seminars, practical classes, labs, field trips or all classes.

It is important to note, that:

- You are still expected to attend all scheduled classes.
- Notes that you receive 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 you will have done the appropriate preparation for the class, attend the class and bring an appropriate level of understanding to the notes provided.
- The note taker is required to upload an electronic copy of the class notes to the iLearn - Community Units site within 48 working hours (excluding weekends) after the finish of the class.
- Notes will not be provided prior to the time of registration with the service. Students requiring this type of support are encouraged to register with the Accessibility Service prior to the beginning of the semester.
- Please be aware that it may take up to 2 weeks to recruit note takers for your classes.

QUALITY OF THE NOTES
You are required to check your notes on iLearn regularly. Your use of the allocated services/adjustments are monitored regularly. If services are not used on a regular basis the support services will be ceased.

If you are dissatisfied with the quality, presentation or content of the notes you receive contact the Accessibility Service via disability.adjustments@mq.edu.au, and they will investigate the issue. In the case where the quality of the notes is the issue, we will review the notes provided and request feedback from relevant staff. The Accessibility Service will take appropriate action to resolve the problem and you will be informed via student email of the outcome of the issues raised.

If you don’t contact the Accessibility Service within five working days from the time the notes are uploaded to iLearn, it will be assumed that the notes are satisfactory and continue with the allocated support.

YOUR RESPONSIBILITIES WHEN WORKING WITH A NOTE TAKER
- Read the Working with a note-taker factsheet.
- Note-takers are allocated to units/classes for which you are enrolled via e-student. If you are attending a class outside of the enrolled timetable you will need to seek approval from the course convenor and inform the Disability Adjustment team via disability.adjustments@mq.edu.au.
- During the teaching session inform the Accessibility Service of any changes to your timetable or enrolled units.
- If you require a note taker for other course-related activities (e.g. fieldtrips) you will need to discuss this with your Disability Assessment Advisor at least 2 weeks prior to the trip taking place to allow time for recruitment.
- Check the uploaded notes regularly - Notes are provided to assist you with your course work and assessments throughout the 13-week semester. Failure to use the services may result in the service being removed from your IEAP.
- If there are any changes to your units (i.e. withdrawal), please advise the disability adjustment liaison team on disability.adjustments@mq.edu.au.

AUSTRALIAN SIGN LANGUAGE INTERPRETING (AUSLAN)

HOW IT WORKS
Wherever appropriate and possible, students who are Deaf, who request Australian Sign Language (Auslan) services will be provided with a professional Auslan interpreter for the following situations:

- In lectures, classes, tutorials, workshops, seminars or laboratory sessions.
- In an interview or consultation, on a one-to-one basis with teaching staff.
- During practicum or field trips.
- Group work activities related to an assessment task.
There may be other University activities or opportunities for which you require Auslan Interpreters. Please discuss such requests with your Disability Assessment Advisor.

To ensure Auslan interpreters can be booked, you must register in tutorials/lectures and send your timetable to cwb.interpreting@mq.edu.au before the teaching session starts.

The role of the interpreter is to facilitate communication between Deaf students and their lecturers, tutors and peers. The Accessibility Service will provide training and information to the University staff on working with an interpreter. Unit Coordinators are encouraged to provide relevant materials to Auslan interpreters at least 24 hours in advance of the scheduled lecture to allow for preparation. The Accessibility Service will liaise with academics to encourage universal design in the planning of their teaching material.

Auslan interpreters are not normally provided for written exams, as flash cards may be used as an alternative.

YOUR RESPONSIBILITIES WHEN WORKING WITH AN AUSLAN INTERPRETER

- Read the Working with an Auslan interpreter.
- Provide your timetable to cwb.interpreting@mq.edu.au, as soon as possible, please ensure this is done at least 2 weeks before session starts.
- If you are unable to attend your class, inform cwb.interpreting@mq.edu.au or SMS 0437 973 899 as soon as possible, preferably at least 24 hours before the scheduled class.
- You need to arrive to class on time. Please ensure you inform the service if you are running late. Interpreters are only required to wait 30 minutes for you to arrive if you are running late. The interpreter is free to leave if you do not arrive within this time.
- Position yourself with a clear line-of-sight to both the interpreter and academic staff member.
- If you are required to deliver a presentation, provide your interpreter with a copy of your presentation in advance, to enable them to prepare and do justice to your assessment.
- Inform the Accessibility Service if there is any content for your unit that you are unable to access due to your hearing impairment.
- Inform your Disability Assessment Advisor of any issues that arise from using the service.

STUDY SUPPORT ASSISTANTS

HOW IT WORKS

A practical assistant is a person employed by the Accessibility Service to assist students with a disability who, for various reasons, are unable to physically complete academic tasks that are essential to meeting their academic requirements.

Practical assistants may be required to attend timetabled classes in science labs, clinical labs or computer labs and provide out of class assistance where appropriate in the campus library or other venues on campus.

Practical assistants may be available to work with students participating in fieldwork, however this requires written approval from the Disability Assessment Advisor. The Accessibility Service does not provide any personal care assistance or transport to and from the University.

YOUR RESPONSIBILITIES WHEN WORKING WITH A PRACTICAL ASSISTANT

- Read the Working with a Study Support Assistant fact sheet.
- Respond to the initial email from your practical assistant to organise a mutually convenient time to meet on campus (where applicable).
- At the first meeting, read through their position description and negotiate the day, time, location and length of future sessions.
- Become familiar with the duties your practical assistant is authorised to do (listed in their position description). Do not ask your practical assistant to perform any duties that are not listed in their position description.
- Remember, you need to give the practical assistant clear and specific directions to complete required tasks.
- Contact your Disability Assessment Advisor if any issues arise.
TRANSCRIPTION

HOW IT WORKS

Transcription services are provided to students with hearing impairments that cannot otherwise access lectures/online video content.

Audio files are sent to a transcription services where a verbatim record of the information is provided in a written format.

YOUR RESPONSIBILITIES WHEN RECEIVING TRANSCRIPTS:

- You are expected to attend all scheduled classes.
- Transcripts are the verbatim record of what was stated in the class/or on the recording - No editing has been done. It is assumed that students will review the transcripts and develop one’s own study notes form the information.
- Transcripts are provided by an external service and are generally uploaded as an electronic copy to the iLearn - Community Units site within 72 working hours (excluding weekends) of the end of class.
- Transcripts will not be provided retrospectively of the time you register with the service. Students requiring this type of support are encouraged to register with the Accessibility Service prior to the beginning of the semester.
- Please inform your Disability Assessment Advisor if additional information appears on your iLearn site that requires transcription (i.e. videos, etc.)
- Transcripts are prepared for the units for which you are enrolled in via e-student. If you are attending a class outside of the enrolled timetable you will need to seek approval from the course convener and inform the Disability Adjustment team via disability.adjustments@mq.edu.au.
- Check the uploaded notes regularly - Notes are provided to assist you with your course work and assessments throughout the 13-week semester. Failure to use the services may result in the service being extinguished and the adjustment removed from your IEAP.

LIVE-CAPTIONING

HOW IT WORKS

- Live-captioning services are provided to students with hearing impairments that cannot otherwise access lectures/online video content.
- Highly trained captioners and stenographers listen to the live audio stream and re-speak or type what they hear (including punctuation and grammar) into text which is then streamed over the internet and available directly to your laptop/tablet. Students are also sent a copy of the written transcripts after the class.

YOUR RESPONSIBILITIES WHEN USING LIVE-CAPTIONING

- Read the Working with a live-captioner factsheet.
- You are still expected to attend all scheduled classes.
- Live-captioning is provided for the units for which you enrol in via e-student. If you are attending a class outside of the enrolled timetable you will need to seek approval from the course convener and inform the Disability Adjustment team via disability.adjustments@mq.edu.au.
- Students are required to log in to the live-captioning service as per the instruction sent to them at the start of the semester and in the Using Live-captioning Guide.
- Live-captioners record the verbatim information of the streamed audio file provided. It is assumed that students will review the transcripts and develop one’s own study notes from the information.
- Live-captioning cannot be provided retrospectively of the time you register with the service. Students requiring this type of support are encouraged to register with the Accessibility Service prior to the beginning of the semester.
- Please inform your Disability Assessment Advisor if additional information appears on your iLearn site that requires captioning (i.e. videos, etc.).
- Use the service regularly - Failure to use the captioning service may result in the service being extinguished and an appointment will need to be made to arrange an alternative adjustment.
ALTERNATIVE FORMAT/CONVERTED MATERIAL

HOW IT WORKS

The IEAP may include, where appropriate, a request for some or all of the course related material to be converted into accessible alternative formats. This may include, but is not limited to:

- Large print and specific font types
- Accessible electronic texts
- Braille

Please note that conversion of textbooks and reading may take several weeks, and students are encouraged to update their Disability Assessment Advisor well in advance of session beginning. Texts will be converted progressively throughout session into your preferred format.

Please be aware that only ‘Required Readings and Required Textbooks’ will be made available in alternative formats. Students are encouraged to peruse the library reserve, alternative formats of books, publications etc. may be readily available.

See the university library website for details.

YOUR RESPONSIBILITIES WHEN RECEIVING ALTERNATIVE FORMATS:

- If you have any issues receiving the alternative formats listed on your IEAP, contact your Disability Assessment Advisor as soon as possible as conversion can take several weeks to complete.
- If you do withdraw/change a unit, please inform your Disability Assessment Advisor as soon as possible.

OTHER TUTORIAL/SEMINAR ADJUSTMENTS

HOW IT WORKS

Where your disability or health condition may impact upon tutorials and seminars, reasonable adjustments are listed within the IEAP to help minimise these impacts.

Adjustments may be required for oral presentations, group work activities and attendance.

If adjustments are needed for science labs, you may be requested to complete an additional Work Health and Safety (WHS) assessment. Be aware that all students are required to comply with WHS policies. If you are working in labs, using chemicals or lab equipment you must exercise a duty of care and inform the Unit Coordinator of any risks to your own health and safety and any risks to others. This should occur before classes start.

YOUR RESPONSIBILITIES WHEN RECEIVING TUTORIAL/SEMINAR ADJUSTMENTS:

- If any tutorial or seminar adjustments are listed on your IEAP you will need to inform your Disability Assessment Advisor in advance of when adjustments are required to be negotiated.
• Students are encouraged to contact their Disability Assessment Advisor approximately 2 weeks in advance of any assessable task to ensure that the required arrangements can be negotiated.

REASONABLE ADJUSTMENTS WHILE ON PLACEMENT/PACE

HOW IT WORKS
Your course may include compulsory or elective units that require you to attend professional placements. This usually involves working off-campus in order to gain valuable work experience and practical on-site training. Sometimes placements are also referred to as ‘pracs’, ‘practicums’, ‘clinics’, ‘PACE’ or ‘professional experience’.

YOUR RESPONSIBILITIES WHEN RECEIVING ADJUSTMENTS FOR PROFESSIONAL PLACEMENTS:
• Contact your Disability Assessment Advisor as soon as possible to arrange an appointment to discuss the adjustments you will need on placement.
• Your reasonable adjustments will need to be put in place well in advance of placement. Failure to notify in time may result in you not meeting the placement requirements.
• You will need to read the course outline and/or practical handbook provided to you and meet all the outcomes required.

SKILL DEVELOPMENT WORKSHOPS/GROUP PROGRAMS
You may be encouraged to register in one of the Specialised group programs offered through the Accessibility Service. The programs promote student wellbeing and incorporate skill development activities/resources to assist students to flourish in the university environment by overcoming some of the barriers they may experience as a result of their disability/health condition.

Students that identify as having Autism Spectrum Disorder, Attention Deficit (Hyperactivity) Disorder, Mental Health concerns or a Specific Learning Disability are eligible to register for a group program that runs throughout the session.

Students may register at any time during the session by completing this online registration form.

For further enquiries, please discuss the program with your Disability Assessment Advisor or contact the Accessibility Service on 9850 7497 or email campuswellbeing@mq.edu.au.

WELLBEINGWISE
WellbeingWise is an online platform of resources created by staff members within the Accessibility and Counselling Services allow 24/7 access to information that can support students through their university journey. It provides useful material relating to the transition into university, psycho-education resources and delivers an abundance of useful coaching tips to assist students with their study.

LIBRARY ADJUSTMENTS
Where appropriate, the Associate Librarian may be contacted when specific library assistance is required. Adjustments may include extended borrowing periods, electronic text books and library assistance.

More detailed information about each adjustment and what is involved can be found on the library website.

EMERGENCY MANAGEMENT PLAN (EMP)
When you have a significant health issue that could warrant emergency medical treatment, the Disability Assessment Advisor will discuss developing an Emergency Management Plan (EMP) with you. The EMP will stipulate an appropriate course of first aid action for staff to follow.

It is the responsibility of the Manager of Campus Safety and Security ensure the EMP is located in a secure environment and that all security staff are aware of how to access the information if required. The EMP will also be provided to staff members supervising your exams/tests.

EQUIPMENT LOANS (INCLUDING ASSISTIVE TECHNOLOGY)
We maintain a limited pool of specialised equipment and software for loan by students registered with the Accessibility Service.
At the end of the loan period, you must return the equipment and software to the Accessibility Service on your home campus.

If the equipment or software is lost or stolen, you must report the incident to Campus Safety and Security and the Accessibility Service.

ASSISTIVE TECHNOLOGY TRAINING

The IEAP will specify the type of Assistive Technology (AT) you will need to use during lectures, tutorials, seminars, pracs and exams. In some instances, the Disability Assessment Advisor may organise some AT training. This may be because you are unfamiliar with the AT or we believe you may benefit from some additional training.

If we recommended this, the Disability Assessment Advisor will arrange for you to meet with a member of University staff to receive one-to-one or group training on particular programs. Common types of assistive technology we recommended may include:

- Speech to text software
- Text to speech software
- Screen magnifications and text zoom
- A range of other more specific software training

YOUR RESPONSIBILITIES – ASSISTIVE TECHNOLOGY TRAINING

If your Disability Assessment Advisor arranges for a referral to learn more about Assistive Technology, it is expected that you:

- Respond to any email correspondence about a meeting time and location.
- Maintain a commitment to positively approach and actively practise using the technology regularly and in your own time.
- Keep the Disability Assessment Advisor informed about your progress with using the technology.
- Contact the Disability Assessment Advisor if there are any issues.

AUDIO-ASSISTIVE LISTENING SYSTEMS

There are two systems operating across the University campuses – the hearing induction loop system and the infrared system. Signs indicating the system are installed at the entry doors to appropriate rooms.

The hearing induction loop system is provided for the benefit of hearing aid users.

If you are interested in utilising the infra-red system, please discuss this with your Disability Assessment Advisor.

QUIET ROOMS

Quiet rooms are available on each campus and provide students with access to specialist Assistive Technology and adaptive equipment. Not all students are granted use of the Quiet rooms. Your Disability Assessment Advisor will assess your eligibility based on your disability, the impacts of your disability and the need for you to access specialised software, Assistive Technology or specialised equipment.
Access is granted by swipe card entry which is arranged by your Disability Assessment Advisor.

Access rooms may have limited availability during formal end-of-session exam periods as they are often required for the use of exams.

**PARKING**

Accessible parking bays are available on each campus for students displaying a current Road and Maritime Services (RMS) Mobility Parking Scheme / Australian Disability Parking permit. You must follow all other parking and road traffic rules and restrictions.

You can apply to the RMS for a temporary parking permit if required. Consideration for alternate parking arrangements on medical grounds may also be given if you have a temporary disability affecting your mobility and do not have a RMS Mobility Parking Scheme / Australian Disability Parking permit. Your Disability Assessment advisor can support you to arrange these temporary permits.

**SPECIAL CONSIDERATION**

If at any time during the semester you experience short-term, unexpected, serious and unavoidable circumstances, which affect your performance in one of more assessments, you may apply for **Special Consideration**.

**Special Consideration** is the process of notifying the university that you are experiencing short-term, serious and unavoidable circumstances that have arisen after a study period has commenced, and that this situation is affecting your ability to complete one or more specific assessment tasks within your studies.

Under the Special Consideration Policy, the University deems circumstances to be serious and unavoidable if these arise from a set of circumstances that:

- Could not have reasonably been anticipated, avoided or guarded against by the student; and were beyond the student's control; and
- Caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- Occurred during an event critical study period and was at least three (3) consecutive days duration or a total of 5 days within the teaching period, and / or
- Prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

For examinations and tests it is important to remember that that University has a “Fit to Sit” model, meaning that if you are not well enough to sit an examination, that you should not sit it. It is your responsibility to lodge an application for Special Consideration to notify the university of your circumstances.

To make an application for Special Consideration, you will need documentation from your treating health practitioner (for a health condition), or alternative approved documentation for other circumstances.

You may lodge an application for Special Consideration on ask.mq.edu.au. The application must be lodged no later than five (5) working days after the due date of the assessment task, or date of the test or examination.

Your application for Special Consideration will then be processed by staff within your Faculty Office who will make a determination and advise of the outcome of your application. The most likely outcome of a Special Consideration application (if approved by the faculty) is an extension of time (for an assignment), or a supplementary assessment task (for a test or examination).

**IMPORTANT FACTS:**

- Special Consideration is for temporary, unexpected, serious, and unavoidable situations impacting on assessable tasks.
- You must lodge the application on ask.mq.edu.au within 5 days of the due date.
- Supporting documentation must be from your treating health practitioner for health conditions.
- Your application is assessed by your Faculty Office. The Accessibility Service is not involved in the processing of your application.
- For further information please refer to the guide on Special Consideration.
HELPFUL TIPS FOR A SMOOTH SEMESTER:

Know the name of your Disability Assessment Advisor and their contact details.

Read your student email regularly and respond to any communications sent to you from the Accessibility Service or Accessibility Support team – this includes emails relating to:

- Your IEAP and all attached documents
- Tests/exam arrangements
- Meeting with practical support assistants/support personnel
- Service usage
- Notifications/requests from the Accessibility Service when your IEAP is due for review/renewal

Check to make sure your IEAP is accurate. If there are any errors such as missing adjustments or adjustments which should not be there, contact your Disability Assessment Advisor as soon as possible.

Be familiar with all of your adjustments and how they work. Each adjustment is likely to have specific responsibilities of which you need to be aware. In addition to reading this handbook please read the fact sheets related to particular adjustments.

Be realistic about the timeframes in which your Disability Assessment Advisor will respond to your emails and phone calls. Due to the nature of our work, it is not always possible to get back to you immediately—generally the Accessibility Service will respond to your enquiry within 3 days.

Contacting your Disability Assessment Advisor regarding any changes to your health status or if you are considering changing your course as your IEAP may need to be reviewed and modified.

Contacting your Disability Assessment Advisor as soon as possible if you experience any problem with the implementation of your adjustments or are having issues with your study/university experience.

Use the supports and services that are at your disposal that will assist you to flourish at university.

Ask for help! We are here to assist you so do not hesitate to reach out for assistance.
Chapter 4 – Information and resources

EXTERNAL RESOURCES AND SUPPORT

AUSTRALIAN HUMAN RIGHTS COMMISSION
This webpage provides a convenient entry point for Commission resources on equal access to and opportunity in education. It also provides access to resources from other organisations where these are available electronically.

- Visit the Australian Human Rights Commission website

DISABILITY EDUCATION STANDARDS (2005)
The website has been designed to help users understand important parts of the DDA Education Standards. It does not cover the full detail of the DDA Education Standards, just the more important parts.

- Visit the Disability Discrimination-Education Standards website

AUSTRALIAN NETWORK ON DISABILITY – STEPPING INTO PAID INTERNSHIP PROGRAMS
This paid internship program is designed specifically for university students with a disability, who want to gain some paid hands-on work experience in their chosen field of study. The Australian Network on Disability (AND) work with their members to identify and provide opportunities for students with a disability to ‘step into’ the workplace to gain exposure to their potential career field, get involved in projects and work alongside experienced professionals.

- Visit the Australian Network on Disability website

CHOOSING YOUR PATH, DISCLOSURE: IT’S A PERSONAL DECISION
This website provides substantial information about options and pathways that people with disabilities can use in disclosing their disability in post-secondary education and employment environments. The website also articulates the role and responsibilities of employers and educators in relation to disclosure.

- Visit the Choosing your path, Disclosure website

AUSTRALIAN CLEARING HOUSE ON EDUCATION AND TRAINING
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.

- Visit the ADCET website

EDUCATION TO EMPLOYMENT
Graduates with a disability make great qualified staff. Turning your new qualification into qualified employment takes early planning, research, and smart moves. Find facts, tips and advice to support a successful move from tertiary education to graduate employment.

- Visit the Education to Employment website

NATIONAL DISABILITY COORDINATION OFFICER PROGRAM – NORTH, WESTERN AND SOUTH WESTERN SYDNEY
The National Disability Coordination Officer Program (NDCO) Western Sydney and South Western Sydney is funded by the Australian Government and hosted by Western Sydney University. The NDCO program provides support to people with disability, including chronic medical conditions and mental health conditions, who are transitioning into university, TAFE or work, and then transitioning out of university, TAFE into work.

- Visit the NDCO website
MACQUARIE UNIVERSITY INFORMATION AND SERVICES

STUDENT CONNECT
Visit Student Connect for more information.
Student Connect Infoline: 9850 6410 or send a message via Ask.mq.edu.au.

SECURITY AND EMERGENCY INFORMATION
Security Enquiries: 9850 7112
24-hour Security Hotline: 9999
Emergencies (police, fire, ambulance): 000
Visit Security for more information.

TRANSPORT AND GETTING TO UNIVERSITY
Macquarie University encourages travel by public transport rather than car, as we strive to be sustainable in all that we do. Public transport services to the University extend right across Sydney. If you live close by, then walking and cycling is easy and inexpensive. If you choose to drive, then why not car share or mix travel modes? See the transport site for details on all the available options to get to and from the campus.

SHUTTLE BUSES
The University offers a complimentary shuttle bus service around the Campus during semester. Hop on or off wherever you choose and use the service as much or as little as you like.

What you'll love about the Courtesy Shuttle bus service:

- It's FREE for all staff, students and guests.
- It operates on Monday to Friday during semester from 4:00pm to 12.30am, meaning you can use the service to transport you to and from Buildings, the Hub, train station and student accommodation.
- The shuttle bus follows several routes and operates every 30 minutes so it's very easy to get where you need to go.

View the Shuttle Bus Route Map.

NSW TERTIARY STUDENT CONCESSION CARD (OPAL CARD)
Students with a disability or health condition, who are only able to undertake a part time study load may be eligible for a NSW Tertiary Student Concession Opal card.

Detailed information is available on the Travel Concession webpage. Talk to your Disability Assessment Advisor about eligibility.

ACCOMMODATION
The University has a diverse range of on and off campus accommodation available for students, including accommodation that has been specifically fitted out to accommodate the requirements of students with disabilities.

This includes ramps, larger than average rooms, wheelchair accessible ensuites, emergency press alarms, audio and visual fire alarms, etc.

Where appropriate, we will liaise with Macquarie Accommodation services (who run the on-campus accommodation) about appropriate adjustments you may require if you are entering University accommodation.

We encourage you to apply early as student accommodation is limited, and rooms are subject to availability.

More information is available at the Accommodation website.
LIBRARY
The library will provide, where appropriate, individual assistance to identified students with a disability or health condition.

Short term computer loans are also available for use through the library.

MACQUARIE UNIVERSITY CAREMQ
24-hour information and support service for Macquarie University students and staff.
Ph.: 1800 2273 67

WELLBEINGWISE AND UNICOACH
The Accessibility and Counselling Services have an online unit focusing on equipping you with skills, knowledge and resources that will assist you through your good and bad times whilst studying at Macquarie. The unit was developed by students for students and can be accessed via iLearn.

MAC101
MAC101 is an online orientation module to help answer the many questions you may have when starting university. Students are automatically enrolled in the unit at the start of their degree and can access the unit from iLearn – Student Support.

ACADEMIC INTEGRITY UNIT
Learning Skills offers an online unit to share the principles of academic honesty and guide you developing the skills needed to avoid plagiarism in your assessments. Students are automatically enrolled in the unit at the start of their degree and can access the unit from iLearn – Student Support.

RESPECT NOW ALWAYS
Macquarie University is committed to preventing and responding to incidents of sexual assault and to providing ongoing support. If you or someone you know has experienced sexual assault or sexual harassment, you will find a range of useful information on the Respect Now Always webpage about confidential counselling, medical support, reporting, complaint options, and external services.

ACCESS NEWS
Access News is a quarterly electronic newsletter sent to all students who are registered with the Accessibility Service. Once you are registered with us, you will automatically get a copy via your student email account.

Access News contains important updates and information about a range of subjects including opportunities to participate in paid internships or work experience. We strongly encourage every student registered with the Accessibility Service to read the quarterly editions. You may, however, choose to unsubscribe to the newsletter by emailing campuswellbeing@mq.edu.au.
SERVICES DIRECTORY

Academic Skills workshops
Academic and Program advice
Accessibility Service
Advocacy Services
Campus life, food and fitness services
Campus maps
Career advice, jobs and workshops
Childcare centres
Counselling, mental health and wellbeing
International exchange programs
IT and systems support
Library
Macquarie University Facebook page
Mentoring program
Multi-faith chaplaincy
Numeracy Centre
PASS (Peer Assisted Study Sessions)
Printing
Scholarships
Services for Indigenous Students
Services for International Students
Starting at Macquarie University
Student Groups
Study Skills
Textbooks
Welfare, financial help and accommodation assistance
Workshops, programs and online resources
Chapter 5 – IEAP Glossary of terms

**Additional working space required** - exam organisers will be instructed to move a scheduled exam location to one with large desk space.

**Alternate question required for visual representation** - where questions in a test or exam are of a visual nature (such as photographs or diagrams), alternate questions will be requested by the Accessibility Service. Student will still need to meet the learning outcomes of the assessment.

**Assistive Software** - exam organisers will be instructed to provide access to the nominated assistive technology.

**Assistive technology** - any device or software that allows an individual to perform a task they could not do independently or increases the ease or safety of the task.

**Auslan Interpreting** - Auslan interpreters will be provided for the student’s nominated classes.

**Boomgate Access** - student is given access to the inner roads of the university, where disability parking is found.

**Building/Room Access** - student has been granted swipe access to a specific building or room.

**Closed captioning** - another name given to subtitling. A transcript is made and embedded into a video.

**Conversion** - reproducing a piece of written/printed material into an accessible format such as Braille, large print or electronic format.

**Disability Discrimination Act 1992 (DDA)** - the Australian legislation which requires universities to provide reasonable adjustments for students with a disability or health condition.

**Emergency Management Plan** - a plan that instructs university staff on how to manage a person in the event of a significant health emergency such as loss of consciousness.

**Equipment** - student will receive their nominated hardware or assistive software in their class (where applicable).

**Exam equipment required** - exam organisers will be instructed to provide access to nominated assistive furniture.

**Exam seat location** - the exam seat of a student with a disability will be in the nominated position and in a location that meets their needs.

**Extra time** - the additional time provided to a student as a reasonable adjustment. Extra time on the IEAP is calculated per hour.

**Fitness to Practice** - a Macquarie University procedure which outlines the professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit.

**Formal examination** - any examination held during the Formal/Final exam period and run by the Exams department.

**In-department exam** - an exam carried out during the formal examination period which is run and invigilated by the unit’s department.

**Inherent requirement** - They are the core abilities, knowledge and skills that you need to complete the course.

**Learning/Study Skills Referral** - student has been referred to a support service such as the Group workshop.

**Lighting modifications required** - the exam seat of a student with a disability will be in the nominated position and in a location that meets their needs.

**Live-captioning** - a live method for producing written transcripts. A ‘captioner’ will listen to lecture audio remotely and re-speak it to produce a transcript, which can then be accessed by an individual listening to the lecture in real time.
Locker - student will be provided a locker in the Library for the duration of their IEAP.

Maximum 30 mins extra time in case of symptom exacerbation (Student is required to notify supervisor. Student will not have access to exam paper) - in the event of an exacerbation of symptoms, the student will nominate to take a 30 mins (or less) break without access to the exam paper.

Modifications required for audio representations - where questions in a test or exam are of an audio nature (such as listening tasks) alternate questions will be requested by the Accessibility Service. Student will still need to meet the learning outcomes of the assessment.

Note-taker - a peer, or employee of the university, selected to make notes for a student with a disability.

Number of days required between formal main exams - exam organisers will be instructed to schedule exams in the Formal exam period with a set number of days between them.

Open book or answer sheet modifications - where a test or exam allows open book or cheat sheets, the student will be allowed the nominated reasonable adjustment, such as digital notes.

PACE - a work placement or internship organised by the student and university to meet the requirements of a particular professional unit.

Permission to administer prescribed medication or bring food and drink into the exam - student will be allowed to bring food, drink and medication into the exam room.

Permission to have one exam per day - exam organisers will be instructed to move a scheduled exam times for students with a disability, where more than one exam is scheduled in a day.

Q-room - a quiet, single study space found within the Library. Access is restricted to those with swipe access and need to be booked in advance.

Reader - an employee of the university who can read the questions and answers of a student taking an exam or test. This is done at the direction of the student sitting the assessment.

Reasonable adjustments - adjustments to accommodate an individual's disability.

Recommended exam time - exam organisers will be instructed to move exam times for students with a disability, where the scheduled time conflicts with the nominated time.

Requires fewer occupants in room - exam organisers will be instructed to limit the number of students in an exam or test location.

Scribe - an employee of the university who can write for a student during a test or exam. This is done at the direction of the student sitting the assessment.

Sign language interpreter - a NAATI accredited employee of the university who signs in Australian Sign Language (Auslan).

Special Consideration - the application for a student to have an additional opportunity to meet the learning requirements of a unit. The student needs to demonstrate illness or misadventure at the time of the assessment, as per the Special Consideration Schedule.

Statutory Declaration - a type of written statement that allows a person to declare something to be true.

Study support assistant - an employee of the university who assists a student with a disability with the practical elements of a class.

Supplementary exam - an additional opportunity for a student to sit a missed exam or test.

Test material requires modification - all exam papers will be printed/provided in the nominated format.

Transcription - a written version of audio material.

Universal design - the design of buildings, products or environments to make them accessible to all people, regardless of age, disability or other factors.

Venue location requirements - exam organisers will be instructed to book a room that meets the nominated requirements.
Chapter 6 - Raising concerns & complaints

We provide opportunities for you to address any matter of concern regarding the Accessibility Service.

The Accessibility Service is committed to continuously improving. If you have any feedback or suggestions on how we can improve our service, we would welcome your input. You can talk with your Disability Assessment Advisor or you can contact the Disability Support Lead via campuswellbeing@mq.edu.au to let us know your thoughts.

DO YOU HAVE A COMPLAINT?

The University has a complaint handling and resolution policy and a number of ways in which you can make a formal complaint. For more information about the policy and the complaints process see the Complaints Resolution website.

If you would like to make a complaint relating to the service or assistance you have received from the Accessibility Service, or within the University, you need to contact us so that we can talk through your concerns in the first instance. You can contact your Disability Assessment Advisor or if you do not feel comfortable with this you can contact the Disability Support Lead to discuss your concerns.

If you do not feel that your grievances have been resolved, you can seek assistance through the student advocacy and support service.

If you feel that you have experienced discrimination you also have the option to make a complaint through the Human Rights Commission. You can find more information about making a complaint through the Human Rights Commission website.

There are also legal services which provide free specialist advice about disability discrimination. Find out more on the Community Legal Centre website.
Chapter 7 - Feedback from past students

We pride ourselves on providing a professional, high quality service that is individualised, timely and equitable.

We always love to hear from students and welcome more feedback!

Past students have kindly provided feedback on their experiences with the Accessibility Service.

TESTIMONIALS:

‘I feel like my health conditions and mental illness has been really taken seriously and I receive lots of help in ensuring the best conditions for exams as possible. Recognising my need for disability parking has made attendance possible for me. Allowing part time study is also vital so thank you!’

‘I have a number of chronic health conditions, including a rare eye disease which only two other people in the world have. Macquarie University and Campus Wellbeing have been extremely helpful, putting in place support around exams when I experience difficulties with my vision. Because of my health conditions and transport needs, Macquarie’s new system of early enrolment into classes has assisted me greatly with organising class times which suit my needs. This is an incredible system and is one that makes a huge difference to students like myself.’

‘It’s such a huge benefit speaking to someone who can help me organise and plan my study and who is there to assist me with my needs when I require it.’
Macquarie University is a vibrant hub of intellectual thinkers, all working towards a brighter future for our communities and our planet.

A PLACE OF INSPIRATION
Macquarie is uniquely located in the heart of Australia’s largest high-tech precinct, a thriving locale which is predicted to double in size in the next 20 years to become the fourth largest CBD in Australia.

Our campus spans 126 hectares, with open green space that gives our community the freedom to think and grow. We are home to fantastic facilities with excellent transport links to the city and suburbs, supported by an on-campus train station.

RENOWNED FOR EXCELLENCE
We are ranked among the top two per cent of universities in the world, and with a 5-star QS rating, we are renowned for producing graduates that are among the most sought after professionals in the world.

A PROUD TRADITION OF DISCOVERY
Our enviable research efforts are brought to life by renowned researchers whose audacious solutions to issues of global significance are benefiting the world we live in.

BUILDING SUCCESSFUL GRADUATES
Our pioneering approach to teaching and learning is built around a connected learning community: our students are considered partners and co-creators in their learning experience.

FIND OUT MORE
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