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## Procedures for Setting Appropriate Learning and Assessment Modes for Students with a Disability – Student Access Plan (Disability)

### Overview

The Senate approved Disability Action Plan (see University Disability Policy 1.70.8) aims to identify and eliminate disadvantage and disincentive to students with disabilities. The University is committed to making *reasonable accommodations (adjustments)* in program/course design, delivery and assessment, in order to provide equal access to learning. Its responsibilities in this regard arise under the aegis of the *Disability Discrimination Act of 1992*.

Teaching and assessment modes should be appropriate in terms of achieving learning outcomes, applying one academic standard to all students and meeting the needs of students with disabilities. The following guidelines address adjustments in teaching, learning and assessment modes for students with disabilities. These guidelines provide the procedural elaboration of the University Policies on the Provision of Alternative Academic Arrangements for Students with a Disability policy (see HUPP 3.40.7) which addresses adjustments in program design and delivery; and the variations in procedures addressed in the Arrangements for Reasonable Adjustment in Examinations for Students with a Disability policy (see HUPP 3.30.3).

Adjustments must always be tailored to the individual's needs. In order to give effect to the University of Queensland Disability Action Plan Goals 1, 2 and 10, the Student Access Plan (Disability) has been developed, which details the specific learning and assessment needs of a student with a disability and the strategies recommended to respond to them.

### 1. Student Access Plan (Disability)

A Student Access Plan Disability (SAPD) may be devised for each student with a disability, to facilitate a partnership between the student, academic staff and Student Services in relation to managing information on, and the responsibilities of providing services and academic adjustments for the student.

Development of a SAPD is voluntary. The approach to managing SAPDs should be consistent with the University's Privacy Management Policy (HUPP 2.20.2).

### 2. Consultation/Procedures

The development of a Student Access Plan (Disability) involves several steps.

- A. The Disability Adviser will assess the student with a disability in relation to the implications of the disability for the student's learning needs and the nature of any specific adjustments needed, and will explain to the student the need for consultation with all the appropriate personnel involved in developing the Plan.
- B. The Disability Adviser is responsible for initialising the SAPD and completing details on **Assessment and Identification of Learning/Educational Requirements of the Student and Recommendations in Response to These Requirements**. The SAPD will include suggested adjustments for teaching and learning and assessment. Suggested Adjustments and strategies on the SAPD should prevent either advantage or disadvantage for students with disabilities.
- C. Once the SAPD has been initialised, it will be sent to Course Coordinators of the student. The Course Coordinators are invited to review and respond to the suggested adjustments on the SAPD. As experts in their subject area, feedback from Course Coordinators will enable the development of a plan that facilitates student access to the specific requirements of the course.
- D. Once all Course Coordinators have responded to the SAPD, it will progress to the Associate Dean Academic of the relevant Faculty for final comment. Once the Associate Dean has submitted his or her final comment, the SAPD will return to the Disability Adviser and be finalised.

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## Reconciliation/Further Consultation

It is not anticipated that there will be frequent discrepancies between suggested adjustments by the Disability Adviser and responses from either the Course Coordinators or Associate Deans. However, if there are major discrepancies or the student has concerns about the Plan, a meeting between the student, the Disability Adviser and the relevant academic will be held as soon as possible, and the Plan will be revised and re-issued.

## Records Management

The **Disabilities Management System (DMS)** will be utilised to process as well as record SAPDs. Access to finalised SAPDs is only available to those immediately involved in a participatory role in the Plan. Awareness of and compliance with the Privacy Management policy (HUPP 2.20.2) are essential for all involved.

### Examination Adjustments.

**Note please:** The process for organising examination adjustments is separate from that of the SAPD

Students requiring Arrangements for Reasonable Adjustment in Examinations will register their support needs with a Disability Adviser. Students will require supporting medical documentation which, in conjunction with consultation, will be used to ascertain the appropriate arrangements for reasonable adjustments in Examinations. Upon authorisation of the Director of Student Services (or nominee) these adjustments will be forwarded directly to the Examinations Section (see HUPP 3.30.3).

## Communication

All course/program outlines will continue to include the statement as specified in the Disability Action Plan (Goal 3.2)

*"Any student with a disability who may require the provision of alternative academic arrangements in the course/program is encouraged to seek advice at the commencement of the semester from a Disability Adviser at Student Services".*

Publications such as the Undergraduate and Postgraduate Handbooks will continue to publicise the University's obligation and commitment to providing equitable assessment. Liaison, counselling on issues relating to disability, and information on inclusive teaching practices and modes of assessment for students with a disability will be available from the Disability Advisers.

## Useful Terms

**Alternative Academic Arrangements:** Adjustments to academic program to be negotiated between the student, Executive Dean, Head of relevant Department/School or nominee, the Academic Registrar or nominee and Disability Advisers. Details of the University policy on the "Provision of Alternative Academic Arrangements for Students with a Disability" (policy number 3.40.7) are included in the Handbook of University Policies and Procedures. *Requires extensive consultation with appropriate academic staff members.*

**Alternative Forms of Assessments:** Alternative assessments are considered when the usual methods of assessment do not allow students with disabilities to equitably demonstrate their knowledge and understanding of the course material. Examples include assessing students by assignments instead of examinations or oral presentations, by video taping presentations instead of live presentations, individual presentation rather than group work and differential weighting in the calculation of final grades. *Requires extensive consultation with appropriate academic staff members.*

**Alternative Print Service (APS):** Print material converted to alternative formats including enlarged print, Braille, audio-cassette and disc, electronic. Course Coordinators/lecturers are responsible for the prompt provision of OHTs, reading lists, handouts and any other written material provided for students in the course to the Alternative Print Service upon request. Material should be in a format that is easy to scan or read and references should be comprehensive. Director of Studies will direct academic staff members to submit materials at the earliest possible date in the semester for print service conversion. *Requires minimal consultation.*

**Assessment Variations for Assignments/Practicals:** Some students with disabilities require longer than other students to prepare and complete assignment and practical work as a result of the symptoms of their disability. Variations usually include extensions for submission of assignments and completion of practicals. With practical assessments, some students with disabilities may need assistance from a Participation Assistant or may need to do the assessments individually in a separate room.

*Requires extensive consultation with appropriate academic staff members.*

**Computer Access/Equipment:** Specialist computer facilities are located in the Special Needs Rooms, SS&H Library. Software/equipment in the rooms includes scanners, voice synthesiser, large screen, Braille embosser, voice-activated programme, modified keyboard and mouse and ergonomic keyboard. Students are assessed for eligibility by the Disability Advisers and are registered to use the appropriate room. Student Services has some equipment available for loan to students to use on campus, which include motorised scooters, wheelchairs, white canes, and electronic pipettes.

*Requires no/minimal consultation.*

**Disability Adviser:** Professionally trained staff member, who specialises in assisting students with a disability. The DA is responsible for assessing the impact of the student's disability on their level of functioning as a student and for identifying educational requirements. The DA will recommend strategies in response to these identified requirements. Disability Advisers provide advice for students on issues related to disabilities and are also available for consultation with staff members of the University.

**Inclusive Teaching Practice:** Ensuring that lectures and tutorials are accessible for all students by following the general and specific guidelines included on the following websites: <http://www.tedi.uq.edu.au/cdip/> and <http://www.adcet.edu.au/cats/teachingstrategies.aspx>

Guidelines are available for some specific disabilities and are sent to course coordinators by the Disability Advisers if the coordinator has a student with that disability enrolled in their course. Specific guidelines will be included with the Plan as required.

**Participation Assistance:** Student Services employs Participation Assistants for access tasks such as reading the library catalogue, obtaining materials from the library, photocopying, assisting in a practical class or mobility between lectures and tutorials, and typing assignments. The Assistants may need to accompany the student to some classes and practicals. *Requires consultation only if assistance must be provided by a specialist (e.g. laboratory tasks); disability adviser will make arrangements.*

**Peer Note-taking:** A student peer provides copies of notes taken in lectures and tutorials for a student who requires this due to their disability. When a student requires note-taking, the Administrative Officer of the Peer Note-taking Program will advise the course coordinator. The course coordinator is responsible for identifying as quickly as possible, a suitable primary note-taker who receives a stipend and to also identify a backup note-taker. The course coordinator sends the names to the Administrative Officer who sends out an information package to the note-takers. If no note taker can be found the coordinator may provide the student with copies of his/her own notes or discuss alternative options with the relevant disability adviser. The recipient(s) of the lecture notes should not be identified to any other student. The program does not replace the student's responsibility for attending lectures and tutorials. *Requires minimal consultation – inform academic staff members of the need to assist in the recruitment process.*

**Arrangements for Reasonable Adjustments in Examinations:** Some students with disabilities require reasonable adjustments when sitting examinations. Examples of adjustments include extra time, use of specialist equipment, scribes or amanuenses, rest pauses, enlarged print or Braille, use of a computer, etc. Accommodations are organised by the Examinations Section. Responsibilities for academic staff members include the prompt provision of examination papers to the Examinations Section to enable modification if necessary. Policy on "Arrangements for Reasonable Adjustments in Examinations for Students with a Disability" (policy number 3.30.3) can be found in the Handbook of University Policies and Procedures. *Requires consultation with Examinations Section regarding appropriate arrangements.*

**Study Mode (FT/PT):** The University of Queensland policies specify that part-time study in full-time courses can be approved for students with disabilities. Recommendations regarding study mode can be made by the Disability Adviser and/or Director of Studies. *Requires consultation with appropriate academic staff members.*