

Guidelines for Heads of Schools and Lecturers on Disability examination adjustments, including School exams and School tests

PART 1 INTRODUCTION

Background and roles in the process

These Guidelines are provided in accordance with Clause 3.6 (vii) of Australian Catholic University's Assessment Policy and Procedures.

The University and the individual staff member concerned must provide any reasonable examination adjustments in order to be compliant with the Disability Standards for Education (2005), which are delegated legislation and have the same status as the Disability Discrimination Act.

Reasonable means reasonable taking all relevant circumstances into account.

The Equity and Disability Unit's disability database listed 555 active students at the March 31st 2008 census date. Around 325 (c. 58%) of these have exam adjustments listed in their Education Inclusion Plans (EIPs). Assume each of these students is taking on average 3 units in any given semester. Allow for the fact that some units are not assessed via exams, and some units do not hold School exams. Even so, at June 2008 there are around 300 separate units in which at least one exam adjustment needs to be organised for an individual student. In some units there may be a number of students who require exam adjustments. In addition some students require several simultaneous exam adjustments.

The Equity and Disability Unit does not have any data on the number of units where a School exam or a School test forms part of the assessment for the unit, but given the data above, the likelihood of a lecturer having to provide an exam adjustment for a School exam or School test would seem to be at least moderate.

The purpose of this document is to clarify aspects of the provision of examination adjustments for students with disabilities, and assist lecturers to deliver exam adjustments appropriately in School exams and School tests.

It covers

- relevant acronyms
- relevant terms
- the role of the Disability Adviser
- the role of TE&R
- the role of the Schools
- guidelines for Heads of Schools
- guidelines for Lecturers
- the confirmed standardised text for specifying the most common exam adjustments
- additional information about provision of certain adjustments, and
- problematic exam adjustments and their status.

For the information of Lecturers the Appendix also includes some information on the interface between the Disability Advisers and Timetabling, Examinations and Results (TE&R) in the delivery of Central Exams.

Acronyms

ASSD	Additional Support for Students with Disabilities (DEEWR program)
CC	Course Coordinator
DA	Disability Adviser
DE form	Application for Deferred Examination form
DEEWR	Department of Education, Employment and Workplace Relations
E&D Unit	Equity and Disability Unit
EIP	Education Inclusion Plan
EP	Campus Exam Presence
HOS	Head of School
ITCS	Information Technology and Communication Services
TE&R	Timetabling, Examinations and Results Section (of Student Administration)
LIC	Lecturer in Charge (of an academic unit of study)
NAATI	National Accreditation Authority for Translators and Interpreters
PC	Personal computer
PREOD	Personnel Relations and Equal Opportunity Directorate
SA form	Application for Special Adjustment Examination form

Glossary

Campus Exam Presence	The Team Leader of the Student Centre of each campus. Deals with any issues raised by Exam supervisors
Area Supervisor	Senior Supervisor in charge of coordinating exams on a campus in the Central and Deferred Examination periods
Examination Supervisor	Supervisor in charge of an examination room in the Central and Deferred Examination periods
School exam	An exam which is run by a School outside the Central Exams and Deferred Exams periods (<i>Note: this is an interim definition pending a foreshadowed amendment to the Assessment Policy</i>)
School test	Any test, (e.g. a quiz, a multiple choice test, an oral test, a written test) the results of which form part of the assessment of a unit and which is held during the scheduled class hours of that unit (<i>Note: this is an interim definition pending a foreshadowed amendment to the Assessment Policy</i>)

The role of the Disability Adviser (DA)

The role of the DA in relation to examinations is generally confined to identifying and recommending appropriate exam adjustments, and where required, securing the approval of the Head of School. Note that in practice, all exam adjustments for School exams and School tests require the approval of the Head of School.

The DA lists the exam adjustments in the Education Inclusion Plan (EIP)

The DA also supports TE&R and the Schools by reinforcing, where possible, students' knowledge and understanding of the relevant policies and procedures.

The DA also assists TE&R and/or the School concerned with the provision of a limited number of adjustments, to the extent set out in the four sections of these *Guidelines*.

For Central Exams, the Equity and Disability Unit (E&DU) provides TE&R, at the published date each semester, with a spreadsheet summary of all exam adjustments listed for each student on its database.

The DA also lists on the EIP any extra detail relevant to any exam adjustment listed.

Reasonable adjustments and the Policy and Procedures for Central Examinations

The exam adjustments recommended by the DAs will not normally be in contravention of the provisions of the Policy and Procedures for Central Examinations. The Disability Education Standards 2005 provide for reasonable education adjustments to be made for people with

disabilities. Such adjustments may include adjustments to the application of the terms of a policy, or to its procedures or to related practices, so long as those adjustments are reasonable in the circumstances.

In the exceptional circumstance where a DA believes that examination adjustments which will breach the provisions of the University's policy/ies governing examinations should be recommended, the DA will consult with the Manager TE&R in the first instance.

Advice to students about Exams procedures

DAs will reinforce the advice from TE&R to all students with disability exam adjustments that they should arrive at least fifteen (15) minutes before the scheduled commencement of the exam and identify themselves to the examination supervisor. (If students are aware that they can talk to the supervisor discreetly beforehand, this may help allay any concerns they may have.)

DAs will advise all students with disabilities to familiarise themselves with the Assessment Policy and Procedures and the Policy and Procedures for Central Examinations (see ACU National Handbook).

If it seems advisable, the DA should alert the student beforehand to the procedures that apply should they be unwell on the day of the exam. That is, the student must apply within the required timeframe for a deferred exam using the DE form. Submission of a DE form is standard practice and is therefore never listed as an exam adjustment. Note: Supporting documentation must be attached to the DE application.

The SA (Special Adjustment) form is used by students requiring special adjustments due to an unexpected (recent) occurrence, which has caused a medical condition, for example a broken bone resulting from an accident, or sudden worsening of an existing condition. Students must attach supporting documentation, i.e. an original medical certificate, to the SA form and consult the campus DA who will assess the student's requirements and complete and sign section C of the form. Students must submit the SA form not later than 24 hours prior to the examination in question. Such adjustment will apply to any subsequent examinations in the remainder of that Central examination period unless TE&R is advised otherwise.

Other circumstances where it is appropriate to use the SA form include

- where a student has received a recent diagnosis of a condition that will warrant an EIP, but where there has not yet been time to develop the EIP
- where a student who already has an EIP for one condition has received a recent diagnosis of an additional condition
- where a student who already has an EIP for one condition has an accident

and additional or different exam adjustments are required to accommodate the student's unexpectedly changed situation.

The DA will subsequently develop or amend EIPs as necessary and incorporate exam adjustments provided as a consequence of the circumstances listed above.

Note: Students are responsible for lodging their DE or SA forms with the Student Centre.

The role of TE&R

TE&R is responsible for implementing the recommended exam adjustments as advised by the E&D Unit, during the official Central Exams and Deferred examination periods. There are only two such blocks, the first in Semester One, and the second in Semester Two. Refer to the Academic calendar for details.

If TE&R encounters a significant difficulty in providing an exam adjustment, they will contact the relevant DA as soon as possible.

If the local DA is unavailable and the matter is urgent TE&R will contact a DA on another campus for advice.

The role of the Schools

It is important to be aware that the exam adjustments listed on an EIP apply to Central and Deferred examinations administered by TE&R **and also** to any test or exam administered by Schools.

All School tests and School exams scheduled outside the official Central Exams and Deferred examination periods referred to above, including those in a non-standard study period such as a summer or winter school, or deferred exams that for whatever reason are conducted outside the official examination periods, are the responsibility of the School concerned.

In such instances it is the responsibility of the School to effect the recommended exam adjustments as advised by the E&D Unit and authorised by the HOS via the Education Inclusion Plan.

This includes employing appropriately qualified staff, such as scribes and additional supervisors, in a timely way, as necessary, and the creation of the exam/test in the specified alternative format. The Lecturer is responsible for doing this.

Additionally all practical examinations (for example, nursing practicals), although administered as Central Examinations, are co-ordinated and supervised by the relevant School. Occupational Health and Safety issues preclude TE&R examination supervisors from supervision of these examinations.

PART 2 GUIDELINES FOR HEADS OF SCHOOLS

Guidelines for Heads of Schools regarding the delivery School tests and exams

The relevant clauses of the Assessment Policy and Procedures are 3.6 (vi), and 3.6 (vii).

In order to comply with 3.6 (vii), HOSs should ensure

- that the procedures for delivery of School tests and exams are covered in the induction of new staff of the School, and
- that all relevant staff are familiar with the procedures and with these Guidelines.

In order to maximise the University's reimbursement under DEEWR's Additional Support for Students with Disabilities (ASSD) program, HOSs should

- ensure that all relevant costs are tracked against individual identified students via a T3 code. All relevant staff should be made aware of the School's procedure for tracking such costs. The E&D Unit submits an annual claim to DEEWR for reimbursement where an individual student generates total disability related costs over \$500.

Note:

In the Faculty of Arts and Sciences each School has a different code.

The Faculty of Education has a single T3 code, attached to the budget of the Dean. HOSs of the Faculty of Education are responsible for ensuring that any disability related costs are clearly identified, then the Faculty Finance Manager adds the appropriate code.

In the Faculty of Health Sciences each School has a different code.

- **provide details of costs to the Student Disabilities Resources Officer (phone 3382 or 3289), preferably via Excel spreadsheet, by the last working day each November.**

In order to facilitate the delivery of Exam adjustments in School exams and School tests, HOSs could also

- consider training one or more of the School's administrative staff as supervisors and/or scribes and/or readers. This is common practice in other universities. Provision of an untrained reader or scribe may disadvantage the student. DAs can provide this training. Contact the Manager, Equity and Disability (3309) to make arrangements.
- clarify the circumstances in which a member of the School's administrative staff can be made available for supervising/scribing/reading and ensure that CCs and LICs are informed of these circumstances
- consider developing a register of potential supervisors, scribes and readers
- consider employing identified supervisors/readers/scribes on a year long casual contract, to minimise paperwork. This strategy is especially useful if it is necessary to employ a supervisor/reader/scribe at short notice.
- clarify whether and to what extent the School's administrative staff can be made available to assist lecturers in the preparation of School exam and School test materials in alternative formats, and ensure that CCs and LICs are informed of this
- consider developing a list of computers that can be used by students who need to do School exams or School tests on a PC, (e.g. a computer might be idle because a staff member is on extended leave) bearing in mind that such computers may need enough capacity to operate assistive technology software (e.g. in cases where the

student uses their own voice recognition software or if library computers loaded with other assistive technology are unavailable). Establish a protocol for ensuring that, prior to their use in a School exam or School test, such computers do not provide access to unauthorised resources, e.g. the internet, documents or software programs i.e. while exam responses are being completed.

- ensure that a supply of USB sticks is readily available to lecturers conducting School exams and School tests; students who complete their exam/test on a PC must be provided with a USB stick for their exam response. The School is responsible for their supply.
- consider developing a register of suitable extra rooms that may be available at times when School exams and School tests are most likely to be held.
- consider assigning the location and booking of extra rooms for exam adjustments for School exams and School tests to a School Administrative Officer.

PART 3 GUIDELINES FOR LECTURERS

Guidelines for Lecturers responsible for running School tests and exams

Preamble

Exam adjustments are provided for students with disabilities to enable them to demonstrate their knowledge, skills and abilities on an equal basis with their peers who do not have disabilities. Exam adjustments are recommended by the Disability Adviser (DA) in the light of information provided by an appropriate professional practitioner.

The University and the individual staff member concerned must provide any reasonable adjustments in order to be compliant with the Disability Standards for Education (2005), which are delegated legislation and have the same status as the Disability Discrimination Act.

Some basic pointers

- Assume from the outset that you will need to provide exam adjustments in School exams and School tests and plan accordingly.
- Try not to schedule School tests too early in the semester, particularly in first semester in units taken mainly by commencing students. It is not always possible to finalise all EIPS (which set out the necessary exam adjustments) of all commencing students within the first few weeks of their first semester.
- To reduce the risk of problems arising from such delays, make a general announcement, on at least two different occasions, asking students who are awaiting their EIP and expect that it will include exam adjustments, to see you privately.
- Remind all students in advance, preferably on several different occasions, of coming School exams/tests/quizzes/online tests. At the same time, ask students whose EIPs list exam adjustments to touch base with you in private, to ensure you are aware of everyone for whom you need to provide adjustments, to clarify any details, and to help your planning.
- Check EIPs as soon as you receive them for details of exam adjustments required. It is conceivable that you could have several students in the same exam/test, each requiring different types of adjustments.
- Consult your local DA for clarification if necessary.
- Allow adequate time for planning. Arrangements left to the last minute increase the likelihood that the student will be disadvantaged (and therefore possibly discriminated against on the basis of disability). There is a wide range of exam adjustments that you may need to organise.
- Liaise with the student about the way in which you will provide their adjustments. Students with disabilities experience the same anxieties as most students when faced with an exam or test, but they often also experience an extra level of anxiety about the provision of their exam adjustments, as unfortunately they may have met problems in the past.

Organising exam adjustments

Things to consider

Even a simple adjustment such as extra time can be difficult to organise for a School exam or School test. School tests are usually held during normal semester weeks, when all facilities

have normal usage rates. It can be very difficult to provide even 10 minutes extra working time if another class is scheduled to use the classroom immediately after your class.

Thus you might consider starting the student who needs extra time before the other students start - but at the risk of disrupting that student's exam when the others troop in. So for School tests it may often be necessary, for logistical reasons, to find a separate room for students who require extra time, even though an extra room was not specified by the DA. But note that if the student needs a separate room, it must be a suitable room.

What is a suitable room?

The room needs to be accessible, comfortable, quiet (or at least as quiet as the venue where the other students are taking the exam) and free of interruptions.

Avoid using rooms that are in high traffic areas.

If it is necessary to use a staff member's office, you must take steps to ensure there will be no interruptions, e.g. disconnect the phone, set things up so that people cannot come to the door. Additionally the room must be able to meet any other adjustments specified for that particular student e.g. natural light.

Note that a room that may be suitable for one student may be unsuitable for another.

Booking a room

In large Schools, the Head of School may wish to develop a request procedure and assign this task to an administrative officer. If not, the Lecturer is responsible for locating and booking a room via Campus Operations in the normal way. Lecturers are strongly advised to familiarise themselves with these procedures and book rooms well in advance.

Note: the DA is not responsible for locating rooms for any type of exam or test and should not be approached to do so. The DA may however be consulted as to the suitability of a particular room, and on how the suitability of a room might be enhanced.

Organising equipment

The following items are typically listed on EIPs as exam adjustments. The item most commonly listed is a PC.

- PC*
- PC loaded with specialist software (specify software)*
- FM receiver with microphone worn by the supervisor at all times so student can hear all instructions
- Back support/cushion
- Magnifying glass/visual aid
- Bookstand/holder
- Reading/writing ergonomic portable desk slope*
- Lectern*

**Additional information relating to Equipment*

PC*

Lecturers are responsible for arranging the availability and timely set up of an appropriate computer for any student who needs to do their exam/test on a computer, including provision of the USB stick. The DA may be consulted about the details of the setup that is required, but is not responsible for organising this for you. USB sticks are available from your HOS or CC, or follow procedures as advised by your School.

It can be difficult to locate an appropriate computer, especially during semester, so lecturers should arrange this well in advance.

The options are

- book a computer in a suitable space in the library

- book a computer lab
- book a COW (Computers On Wheels, if available on your campus)
- discuss with your HOS what arrangements are available via your School

Note

- students should not be permitted to do their exam on their own computer, to avoid security breaches.
- lecturers are responsible for ensuring, prior to the exam or test, that the student does not have access to unauthorised resources, e.g. the internet, software programs or documents while completing their exam responses via computer.

A small number of suitable computers may be available in the Library on some campuses. On some campuses computers loaded with assistive software may be located in a separate room in the library. Lecturers should arrange bookings for computers and/or separate rooms well in advance, directly with the Library via the procedures of the local campus library.

Contact your Library Disability Contact for further information.

School tests are usually held during semester, at times when the computer labs are likely to be heavily booked. This may also be the case for some School exams. You may need to consider running the exam/test at a different time from the scheduled time for students who, because of their disability, need to do their exams on a computer.

Students requiring a PC as an adjustment shall be advised by the Lecturer beforehand that they are required to remain under supervision until

- their examination/test is printed, and
- they have signed the printout as a true copy of their examination/test response.

Note: this applies only where the examination is not already a PC based exam i.e. the PC is an approved adjustment, not the actual examination format for all students in the unit.

Personal equipment

A number of items listed above that may be needed as adjustments may be provided by the student concerned. Where this is the case, this will be indicated as "provided by the student" on the EIP.

PC loaded with specialist software (specify software) *

Specialist software may include adaptive software for students whose disability impedes communication. Examples are Dragon Dictate and Jaws. This software is normally available on one or more computers in the local campus library. The DA will specify the version required on the EIP. The DA will check availability in the campus library in advance (i.e. when including the recommendation in the EIP). The lecturer should contact the DA immediately they are aware of the need to provide this adjustment, for up to date advice about its availability. Where it appears there may be difficulties in providing this adjustment the matter will be dealt with on a case by case basis.

Reading/writing ergonomic portable desk slope*

Some such items are located on some campuses, usually in the library but possibly elsewhere. The E&D Unit has also purchased one per campus. The DA will identify the location of such items on their campus, and establish whether the item can be made available for tests and exams. Contact the local DA for details of the location, contact person and contact number.

Lectern*

Some portable lecterns are located on some campuses, possibly in the library or possibly elsewhere. DAs who list a lectern as an exam adjustment requirement will investigate

whether any portable lectern exists on their campus, and establish whether it can be made available for exams. Contact the local DA for details of the location, contact person and contact number.

Furniture

- Ergonomic chair – adjustable height and angles, with arms
- Ergonomic chair – adjustable height and angles, without arms
- Padded chair, with arms
- Height adjustable table*
- Standard table (for when students need a table instead of the writing tablet attached to chairs in a lecture theatre)
- Non-standard table (for when exam adjustments require large printed (A3) sheets)

**Additional information relating to furniture*

Chairs and tables*

Lecturers are responsible for locating and providing chairs and tables as specified. If the test or exam is being held in a lecture theatre where only built-in writing tablets are provided, the lecturer will need to arrange a suitable small table for the examinee to write at.

Height adjustable table*

Height adjustable tables are not available in most potential exam venues. Generally they are not portable. The Sydney campuses have some available in the Library. DAs will advise any student requesting this adjustment that it is unlikely to be available.

Alternative formats

The Lecturer is responsible for the creation of the exam/test in the specified alternative format. It is crucial that lecturers follow the details of the recommended adjustment (i.e. the details listed in the EIP) in every respect. Near enough is not good enough for students with vision impairments and other print disabilities. In doubt, consult the DA as to how the alternative format might be provided and the lead time required.

It is essential that lecturers allow enough time to convert the exam/test to the required format.

Note: the Equity and Disability Unit is not responsible for the preparation or provision of a School exam or a School test in an alternative format.

Details of how to provide other specified adjustments

For details of how to provide other specified adjustments, in particular the procedures for and distinctions between extra working time and rest breaks (which are very common exam adjustments), consult the attached Appendix.

Confidentiality

Care should be taken not to draw attention to a student with a disability when providing an exam adjustment, as this can amount to disclosure of a confidential matter. A student with a confidential psychiatric condition probably won't feel like following a lecturer who says "Students with disabilities, follow me to the room next door!"

Supervision

When a supervisor/reader/scribe is in a separate room from the one where you are supervising the exam/test

- provide the supervisor/reader/scribe with a written summary of any extra time adjustments for the student concerned and in particular clarify the start and finish time (see *Extra time* in section 4 below)

- ensure that the supervisor is provided with a copy of the student's Medical Plan, should there be one (e.g. re students with specific medical conditions [e.g. epilepsy])
- set in place contact arrangements between yourself and the supervisor/reader/scribe so that they can easily contact you during the exam/test e.g. if the student has a question, or if the student becomes ill

You should also instruct supervisors that they must not

- draw attention to the student with a disability in the course of providing the exam adjustment
- ask the student anything about the nature of their disability
- hover over the student.

Employment of specialised staff e.g. supervisor, scribe, reader or signing interpreter*

***A signing interpreter is an Auslan sign language interpreter for a Deaf student**

A member of your School's administrative staff may have been trained in these functions. Your HOS can arrange for the DA to provide this training, as long as sufficient notice is given (see page 5 above). Contact your CC or HOS for details. Alternatively, your School may already have employed, on a contingency basis, one or more casual staff for this purpose. Check with your CC or HOS.

If neither of the above applies, proceed as follows:

When employing a scribe, make every effort to employ someone who is familiar with the terminology of the Unit concerned. A graduate student might be suitable, so long as you arrange for the necessary training (see page 5 above).

TE&R (located on the Queensland campus) or your local DA may be able to provide you with names and contact details of potential scribes and/or supervisors, but it is not their responsibility to find alternatives if the people they suggest are unavailable.

Notetakers, scribes and readers should be paid at HEW 2, Step 1 (at 07/2008 \$23.81 per hour plus 23% casual loading. NB rate goes up at 20/09/08). Note that this is the same rate at which TE&R pays supervisors, scribes and readers.

Check with your CC or HOS whether your School's procedures differ from those set out below.

If not, and having identified the person you propose to employ,

- Complete the first page of the form Approval to Fill a Casual Staff Position, available on the Personnel and Equal Opportunity Directorate (PREOD) page (*My ACU/PREOD/Working at ACU/Policies and Procedures/ Employment Matters/ Employment of Casual Staff/Form or Short url: <http://my.acu.edu.au/20429>*).
- Note that where the form asks if the position has been classified, and whether a PIQ has been completed, the answer to both questions is No.
- The account code is 5213 (i.e. the account code for employing casual general staff)
- Your HOS will complete the Budget Unit Code/Position Budgeted Against section
- Do not write anything on the second page
- Send the form as soon as possible to your HOS for approval. Your HOS then sends it to PREOD.

PREOD will send the person the employment paperwork. The person cannot be paid until they have returned the signed paperwork to PREOD.

In order to be paid, the person must also complete the payment record form. Normally this form is provided to them by PREOD. If it has been mislaid, you can print another at the short url above.

If you need to employ a signing interpreter, contact your local DA immediately. Signing interpreters are in short supply and are paid at a much higher rate. The DA will arrange the

employment and payment of the signing interpreter for you, subject to sufficient notice and dependent on signing interpreter availability.

Assigning costs for adjustments for School tests and exams

The costs of any exam adjustments for School exams and School tests are met by the School concerned. This includes the cost of any additional staffing required.

APPENDIX

This section is provided to HOSs and Lecturers for information and reference.

This section provides additional information on how specified exam adjustments should be provided to students. While the text below is mostly written with reference to the Central Exams and with the DA as the target audience, Lecturers should consult it whenever providing an exam/test adjustment.

Lecturers are advised to familiarise themselves with the procedures for and distinctions between extra working time and rest breaks, as these are very common exam adjustments.

Confirmed standard text for options for disability examination adjustments

The standard text (at July 2008) for specifying each type of adjustment is shown in the following dot-pointed exam adjustments. They are listed on the Disability Database and may be selected for inclusion in Education Inclusion Plans.

The text of each dot-pointed adjustment is the standard text agreed by the E&D Unit and TE&R. Additional information and examples are provided below for further clarification.

Supervision

- A small break-out room (no more than 10 students)
- A small break-out room (no more than 3 students)
- Separate room
- Advise Supervisor of Medical Plan

Additional information relating to supervision

DAs should be aware that supervisors are required to move about the room during the exam to ensure appropriate levels of supervision of students. Students must be advised that if they need the supervisor's attention or assistance they should raise a hand, or if necessary the DA and the student can devise an alternative adjustment re attracting attention. Note: any such adjustment will need to take account of examination conditions – i.e. silent so as not to disrupt other students.

Personal assistance

- Reader
- Scribe
- Reader/Scribe*
- Reader/Scribe - student may write part of the exam at their own discretion
- Reader/Scribe - not required for multiple choice
- Reader/Scribe - assign a scribe who is familiar with the subject material. School concerned to locate and employ suitable scribe and provide details to TE&R*
- Signing Interpreter*. Specify NAATI level*
- Student will provide own personal assistant (e.g. for toileting and any other assistance of a personal nature, including assistance requiring physical contact with the student)

**Additional information relating to personal assistance*

*Reader/Scribe - assign a scribe who is familiar with subject material. School concerned to locate and employ suitable scribe(s) and provide details to TE&R (i.e. in the case of Central Exams).

*Signing Interpreter

The DA will if possible locate an appropriate signer on behalf of TE&R and/or the relevant School.

Clarifier

Occasionally a student, for example a student with a profound hearing impairment, may need the assistance of a clarifier to avoid misinterpretation of the exam. The only person who is appropriate for this role is the LIC/lecturer, who is in any case normally on call to deal with queries regarding the exam. If it is anticipated that the LIC will be unavailable then the provision of an alternative assessment should be explored with the relevant authority in the School.

Thus "Clarifier" is not listed as an adjustment to be organised by TE&R. If the LIC is to perform this function, the DA is to advise the LIC concerned. Details of the agreed arrangement (including the name of the LIC) are to be provided to TE&R to enable TE&R to provide appropriate advice to the Area Supervisor.

Venue detail

- Seating at front of room
- Seating at rear of room
- Seating close to exit
- Venue to be well lit*

**Additional information relating to Venue detail*

*Venue to be well lit

The EIP will specify whether natural or fluorescent lighting is required.

Extra time

The Manager, TE&R recommends that because of the noise generated by students leaving an exam at the standard finish time, where the exam group is more than 40, where possible the student should sit the exam in a breakout room, even when the student says they are happy to sit with the 'main' exam group. DAs will advise students accordingly when establishing exam adjustments for the EIP.

Note: Where exam time is stipulated on a "per hour" basis, this should always be calculated based on the original length of the exam. It does not refer to the adjusted length.

The total time required by students for extra working time and rest breaks must be tallied by the supervisor and normal working time extended accordingly.

Extra working time

Agreed meaning of extra working time: extra working time includes extra time for both reading and writing and is added on at the end of the normal working time.

- 10 minutes per hour
- 15 minutes per hour
- 20 minutes per hour
- 30 minutes per hour
- 60 minutes per hour

- e.g. exam is 2 hours duration, no reading time stipulated. 10 mins extra working time per hour will result in an overall duration of 2 hours and 20 minutes
- e.g. exam is 2 hours duration, with 10 minutes reading time stipulated. 10 mins extra working time per hour will result in an overall duration of 2 hours and 30 minutes
- e.g. exam is 2 hours duration, no reading time stipulated. The DA's assessment is that the student needs 20 minutes extra time to read and 15 minutes extra time per hour to write, totalling 50 minutes or 25 minutes per hour. The DA enters an exam adjustment of 25 minutes per hour extra working time, resulting in an overall duration of 2 hours and 50 minutes.
- e.g. exam is 3 hours duration, with 10 minutes reading time stipulated. The DA's assessment is that the student needs 30 minutes extra time to read and 10 minutes extra writing time per hour, totalling 60 minutes or 20 minutes per hour. The DA enters an exam adjustment of 20 minutes per hour extra working time, resulting in an overall duration of 4 hours and 10 minutes.

Additional information relating to Extra working time

How much of the extra time the student uses for reading, and how much for writing, is at the student's discretion.

Rest breaks

*Agreed meaning of rest breaks: taken within the normal working time at the student's discretion. The total of the extra time **actually** used as rest breaks will be recorded on the supervisor report form by the Principal Supervisor, tallied by the supervisor and added on at the end of the normal working time. In the case of School exams, this should be done by whoever supervises the student with exam adjustments.*

- 5 minutes per hour
- 10 minutes per hour
- 15 minutes per hour
- may require some or all of their rest breaks to be taken as supervised absences from exam room*
- may require frequent (supervised) visits to the toilet , which shall be counted as rest breaks *

Note: Extra working time may not be used as a rest break. If rest breaks are required they must be stipulated as a separate adjustment to remove potential for confusion.

**Additional information relating to Rest breaks*

*may require some or all of their rest breaks to be taken as supervised absences from exam room

ANY student leaving the exam room must be accompanied by an examination supervisor at all times. A student leaving the exam room without supervision, *for any reason*, will not be permitted re-entry.

*may require frequent (supervised) visits to the toilet, which shall be counted as rest breaks

All students are permitted to leave the exam room under supervision to go to the toilet but they are not normally permitted additional time to make-up for the time lost by going to the toilet. However where a student requires some or all of their rest breaks for frequent visits to the toilet as a specified exam adjustment, such rest breaks will

be tallied and added to the total working time as outlined above. The Examination Supervisor will be advised in advance by TE&R of such adjustments. However to ensure there is no confusion about whether this is a 'normal' toilet break and to ensure the Examination Supervisor records the period/s of absence as a rest break, the student should be advised by the DA to remind the Examination Supervisor that they are using their rest break/s to attend the toilet.

Students will be advised by the DA and in the exam adjustment letter from TE&R that they should meet with the supervisor at least 15 minutes prior to the commencement of the examination to discuss rest break arrangements. Lecturers running School exams should make equivalent arrangements.

All rest breaks are taken at the student's discretion, meaning

- the break may be taken in part, fully or not at all
- the break may be taken all at one time or as a few breaks
- the break may be taken at any time during the exam, as determined by the student.

Students will inform the exam supervisor, normally by raising their hand, when they wish to take the break.

There will be no writing during a rest break.

When a student has particular requirements while on a rest break, the DA will normally list these on the EIP.

To avoid confusion over the use of rest breaks, an explanatory sheet regarding the use of rest breaks during an exam will be sent with the exam adjustments letter from TE&R.

Exam format

In this context "Exam format" means the format of the examination paper provided to the student (whether via hard or soft copy, or online).

- Specified font (i.e. the DA will specify the font on the EIP)
- Specified font size* (i.e. the DA will specify the font size on the EIP)
- Specified paper colour (by brand name and catalogue name/code of colour, plus fall back option) (i.e. the DA will specify the details of the paper colour on the EIP)
- Enlarged by photocopy A4 to A3
- Electronic copy saved to a USB stick

**Additional information relating to Exam format*

**Specified font size*

NB: This request must be identified to the School/LIC and to TE&R by the DA at an early point in the process. Note: TE&R provides details of the format requirements to the Campus Exam Presence (EP) and to the Area Supervisor so that if the LIC doesn't provide the correctly formatted paper in a timely manner the EP can chase it up. The EP will provide a non-protected electronic copy of the Exam Paper Cover Sheet for the LIC to complete in the relevant font. For security reasons, TE&R do NOT (as in never) receive exam papers via email from the lecturers. Enlarged format also applies to diagrams and on-line exams; lecturers must be advised of this requirement well in advance, via the EIP.

Response format

“Response format” means the format of the materials the student will be provided with by TE&R (or in the case of School exams, the School) to complete the exam response that the student will hand in at the end of the exam. The student will be provided with required response materials as specified in detail by the DA in the EIP. The DA must ensure that wherever either the exam response or the exam format differs from the standard format, the format for each is specified separately.

Example 1

If the exam paper format is to be font 14pt on coloured paper, and the same format is required for the response format, the DA must specify that the writing booklet will be provided on the same coloured paper and the cover page of the writing booklet will be printed in 14pt font.

Example 2

If the exam paper format is to be font 14pt on coloured paper, but the response format required is the standard format, the DA must specify that the standard format is required as the response format.

If the DA believes there is potential for confusion this should be avoided by prior discussion/clarification with TE&R.

- PC USB stick with hard copy printout signed off by the student*
- Hard copy on (specify brand and colour code) coloured paper*

Note: In Central Exams, the USB stick is provided by TE&R. In School tests/exams the USB stick is provided by the School.

**Additional information relating to Response format*

The DA, TE&R and in the case of School exams and tests, the lecturer, all need to be conscious of the need for flexibility in relation to the response format; a number of students do not necessarily require the response format to be the same as the exam format. DAs must ensure clear advice is provided for BOTH the exam format and the response format.

For example, multiple choice exam papers come with multiple choice answer sheets, but for some students the response format will differ from the exam format (such as when a student is unable to use the standard multiple choice answer sheet and instead needs to circle the answer directly on the exam paper; or a student who may have their exam paper on tape as well as in hard copy, yet may in fact only need to respond on the hard copy, not via tape).

**PC USB stick with hard copy printout signed off by the student*

The DA will advise students that they must allow time to have the exam printed and signed off before they can leave the exam venue. Students must also be made aware that they are only signing off that the hard copy is an accurate copy of their exam as they wrote it, i.e. they are not being provided with an opportunity to amend or alter any part of their exam. For Central and Deferred Exams this information will be included in the exam adjustments letter from TE&R and reiterated by the Examination Supervisor. Anyone supervising a School exam or School test should also stress this point.

**Hard copy on (specify brand and colour code) coloured paper*

ACU's exam booklets are pre-printed on white paper. To accommodate this adjustment TE&R will provide writing booklets photocopied on paper of the colour specified by the DA. Students should be advised that the booklet(s) will appear different from the standard white response booklet.

Permitted materials

- Food
- Drink

- Medication
- Blood monitoring equipment
- Materials approved by lecturer over and above standard approved permitted materials*

**Additional information relating to Permitted materials*

*Materials approved by lecturer over and above standard approved permitted materials
The DA will discuss this adjustment with the LIC well in advance of the examination period. As such materials are specific to an individual unit, it is not possible to list them on the EIP, which is a generic document, designed to apply to all units. In the case of Central Exams and Deferred Exams, any such materials (e.g. a summary or prompt sheet) need to be advised separately to TE&R.

It is strongly recommended that the student obtain written approval from the LIC specifying the type and nature of materials permitted before it is entered in Banner or the Lecturer should advise examinations@acu.edu.au

The DA would also put a note to this effect in their advice to TE&R. This would enable the details of what is permitted to be included in the letter of exam adjustment advice from TE&R to the student.

Note: TE&R will provide advice to the Area Supervisor and examination supervisor wherever allowable materials are stipulated as an examination adjustment. For this exam adjustment the LIC **is required** to provide TE&R with written advice, preferably via email and copied to the DA, as to the permitted materials. This advice will be provided to the Examination Supervisor by TE&R.

Other exam adjustments

- 15 minutes preparation time with scribe prior to the exam
- Permission to adjust posture/stretch/stand/walk around as necessary
- Place exam in close proximity to a toilet as frequent visits may be required*

**Additional information relating to Other exam adjustments*

* Place exam in close proximity to a toilet as frequent visits may be required
TE&R and staff organising School exams will try to accommodate this. However DAs should advise students that this may not be possible. It will partly depend on the layout/facilities of the relevant campus.

Exam adjustments for implementation by academic staff only

- Provide alternative assessment in place of any multiple choice questions

This issue must be negotiated well in advance with the lecturer. It is listed on the Disability database as a possible exam adjustment for inclusion in the EIP.

- Mark all written papers for content only, disregarding stylistic/syntactical irregularities

This issue must be negotiated well in advance with the lecturer. It is listed on the Disability database as a possible exam adjustment for inclusion in the EIP.

Problematic exam adjustments

Equipment

Laptop with specialised software - provided by the student
For security related reasons, this adjustment is not normally permitted.

PC with ergonomic keyboard (as specified)

Possible specifications include: with built-in wrist-rest, split keyboard, left-handed, right-handed, black on white, white on black etc. Students who require customised keyboards are likely to own their own, and it is anticipated that these items can be provided by the student. In cases where they do not own their own, the E&D Unit will have purchased the item. Contact the DA for details. As ergonomic keyboards are plug in items it is not anticipated that ITCS would need to test installation.

Cassette recorder with head phones - provided by the student

Provision of this adjustment requires approval by the LIC, over and above generic approval by the HOS, under clause 4.14 of the Policy and Procedures for Central Examinations. The DA should also check that a recorded verbal response is acceptable for the relevant examination/s and will liaise comprehensively with the LIC in advance regarding all related issues.

Exam format

Exam paper to be provided on tape and in hard copy format

It would be necessary to establish who would put it on tape. Whoever did this task would need to be trained in reading to tape. Lead time would be likely to be a problem.

Split exam paper for delivery across two sittings if 3 or more hours in length

This adjustment is unrealistic for security reasons. It is suggested that instead the student should negotiate with the School for 2 separate papers which could then both be administered by TE&R. The first one would comprise, say, the first half of the exam the other students were sitting, and the second would be a different paper, covering the same ground as the second half of the standard paper.

If this adjustment is absolutely required TE&R recommend that it be written into the EIP in some detail so the HOS and LIC are clear about examination requirements at the outset, especially bearing in mind that all examination provisions apply equally to central and School-based examinations.

Response format

Audiotape from dictaphone

TE&R advise that audio-taped responses may present difficulties as unlike a USB printout the contents cannot be confirmed by the student as being accurate.

Scheduling of exams

The following text is provided for the information of HOSs, CCs and lecturers, to demonstrate one of the circumstances which might lead to an exam that would otherwise be run as a Central Exam, being run as a School Exam for a student with a disability.

No more than one per day

No more than one per day - AM if possible

No more than one per day - PM if possible

No more than one exam per two day period

No more than one exam per three day period

For logistical reasons such adjustments can be extremely difficult to provide in some cases, owing to the short time span of the Central Exams period.

Alternative arrangements should therefore be explored during development of the EIP. For example where a student would be sitting exams in four units it might be possible to schedule two in the Central Examinations period, and seek agreement from the School(s) concerned to administer the other two. It might also be necessary to consider alternative assessment options.

For the time being such requests will be dealt with on a case by case basis. In the event that the timetable does not permit an appropriate spread of exams, TE&R will consult with the relevant DA. DAs should emphasise to students for whom this adjustment has been recommended that it may not be possible for the recommendation to be met.

*July 2008
Equity and Disability Unit*