

WESTERN SYDNEY
UNIVERSITY



Academic Integration Plan Guidelines

Western Sydney University Disability Service Academic Integration Plan Guidelines -
Version 1 (this document replaced the Glossary of Terms 22-02-22)

Guidelines for AIP Implementation

Table of Contents

Introduction	4
Process flow for Academic Integration Plan (AIP) Distribution – Western Sydney The College Students	5
Process flow for Academic Integration Plan (AIP) Distribution – Undergraduate and Postgraduate Coursework Students.....	6
Process flow for Academic Integration Plan (AIP) Distribution – Sydney City Campus (SCC) Students.....	7
Process flow for Academic Integration Plan (AIP) Distribution – Western Sydney University Online Students	8
Process flow for Academic Integration Plan (AIP) Distribution – Higher Degree Research (HDR) Candidates	9
Service Provision.....	10
Notetakers	10
Sign Language Interpreters	10
Practical Assistants.....	11
Adjustments Within Classes.....	12
Braille.....	12
Print and Paper requirements	12
Live Captioning.....	12
Audio Description	13
Accessible Electronic text (for all coursework materials)	13
Accessible Electronic textbooks.....	14
Learning Guides and Readings available prior to beginning of session.....	14
Slides provided to student before classes.....	14
Video Transcription.....	14
Closed Captioning (for class recordings and all video resources used)	15
Use of Assistive Technology	15
Recording of classes (using Assistive Technology)	15
Tutorial Pre-Allocation Required and Tutorial Amendment Required	16
Extensions on individual assignments/practical work	16
Oral Presentations	17
Group Work	17
Alternative Method of Assessment	17

Practicum/Clinical Placement/Practice Teaching	18
Placement Integration Plan (PIP)	18
In-Class Tests and End-of-Semester Exams	18
In-Class tests (including online quizzes and mid-semester exams).....	18
Allocation of Assistance	20
Computer Use and IT Requirements.....	20
Alternative Format	20
Venue Type	21
Room Requirements	21
Resources Required	21
Additional Requirements	22
HDR Adjustments	22
Supervisor and Panel Contact	22
Candidate and Supervisor/s to consult over and confirm upcoming meeting arrangements including the establishment of a meeting agenda.	23
Candidate to be permitted to make audio recordings of meetings	23
Candidate to be permitted to make video recordings of meetings	23
Candidate to be supported in engaging with supervisors and panel using the following communication methods including phone, videoconferencing, email, face-to-face etc.	24
Arrangements to record and circulate notes, meeting outcomes and actions of meetings between candidate and supervision panel to be negotiated in accordance with the "Early Candidature Plan". Consultation with Disability Service to be undertaken as required.	24
Written feedback on research work and theoretical guidance to be provided using the following methods including tracked changes/comments within text, email and notes.	24
Candidature/Project management	25
HDR Research Project Presentations/Interviews	26
HDR Research Project Workspace/Practical/Field Safety	26
Candidate requires the use of ergonomic/protective equipment	27
Workspace to be wheelchair accessible	27
Workspace to be in proximity to accessible toilets	28
Participation in University endorsed on and off-campus events	29
Candidate, the Disability Service, and relevant School to consult over accessibility and travel considerations and arrangements where required.	29

Introduction

This document has been developed by the Disability Service to provide guidance and instruction to academics and students on how to implement the Reasonable Adjustments outlined in a student's Academic Integration Plan (AIP). The AIP is a legal document that is underpinned by the Disability Discrimination Act (DDA) 1992 and the Disability Standards for Education 2005 and specifies a list of academic provisions that help adjust for the impacts of a student's disability and/or health condition/s on their university study.

These guidelines are set out in the following way:

- Section headings correspond to Reasonable Adjustment categories found in the student's AIP sent to students/candidates and staff.
- All adjustments which warrant definition are listed under each section.
- Under each adjustment, academic, student and Disability Service responsibilities for how the adjustments are implemented are specified.

The College, Undergraduate, Postgraduate and Higher Degree Research (HDR) coursework students can have Reasonable Adjustments in place for the following depending on their individual requirements as assessed by the Disability Advisor:

- Service provision (notetaking, reading and practical assistance with academic tasks).
- Class Adjustments (supporting equitable access to content and class activities and participation).
- Examinations (supporting equitable set up and symptom management during in-class, online and end of session examinations where appropriate).

Higher Degree Research (HDR) students or candidates will also have the following Reasonable Adjustments in place:

- HDR specific Adjustments that relate to research project activities and administration.

AIP distribution process flow charts indicating the distribution of the AIP across Schools and other departments are detailed in the following pages:

- AIP Process Flowchart - Western Sydney University The College students.
- AIP Process Flowchart - Undergraduate and Postgraduate Coursework students.
- AIP Process Flowchart - Sydney City Campus students.
- AIP Process Flowchart - Western Sydney University Online students.
- AIP Process Flowchart - Higher Degree Research students/candidates.

Please contact the Disability Service and/or the relevant Disability Advisor for queries relating to the Reasonable Adjustments outlined in this document via the [Wellbeing Service Enquiry Form](#).

Process flow for Academic Integration Plan (AIP) Distribution – Western Sydney The College Students

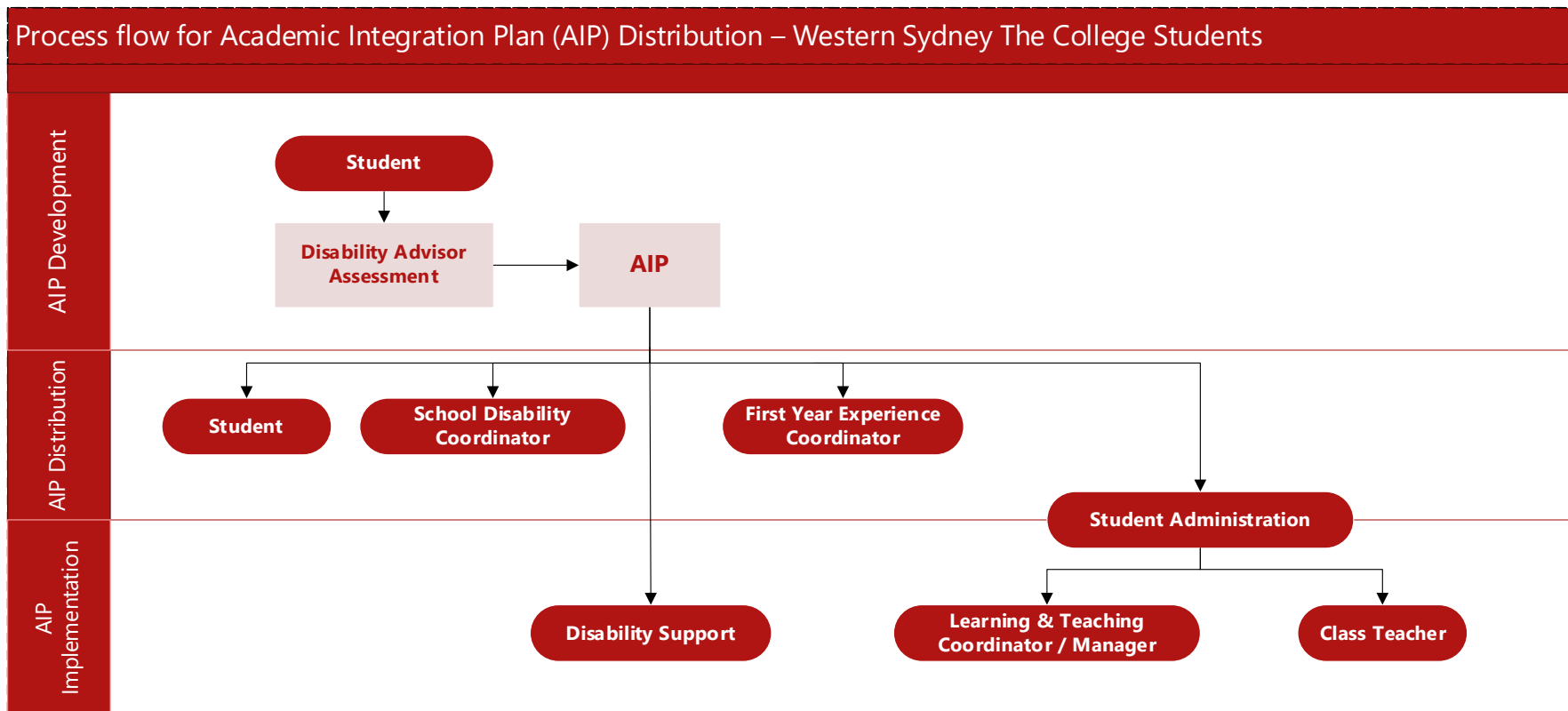


Image description: Process flow for AIP Distribution for Western Sydney University The College students:

An Academic Integration Plan (AIP) outlining reasonable adjustments for students is developed following an assessment undertaken by a Disability Advisor. The AIP is then distributed to the School Disability Coordinator, First Year Experience Coordinator, Student Administration, Learning and Teaching Coordinators and Managers, and Class Teachers. Students and Class Teachers can consult with Disability Advisors to clarify requirements and discuss concerns with implementing reasonable adjustments outlined in an AIP as needed.

If, due to the nature or format of a particular task or assessment item, modification of the specific adjustment/s as stated in the AIP is needed students should discuss this further with their Class Teachers and/or Learning & Teaching Coordinator, and contact the Disability Advisor as required. Students, where relevant, may need to liaise with Disability Support for notetaking, reading and practical assistance arrangements. Teachers, where relevant, may need to liaise with Disability Support for provision of Exam Supervisors/Scribes/Reader for School-run examinations.

Process flow for Academic Integration Plan (AIP) Distribution – Undergraduate and Postgraduate Coursework Students

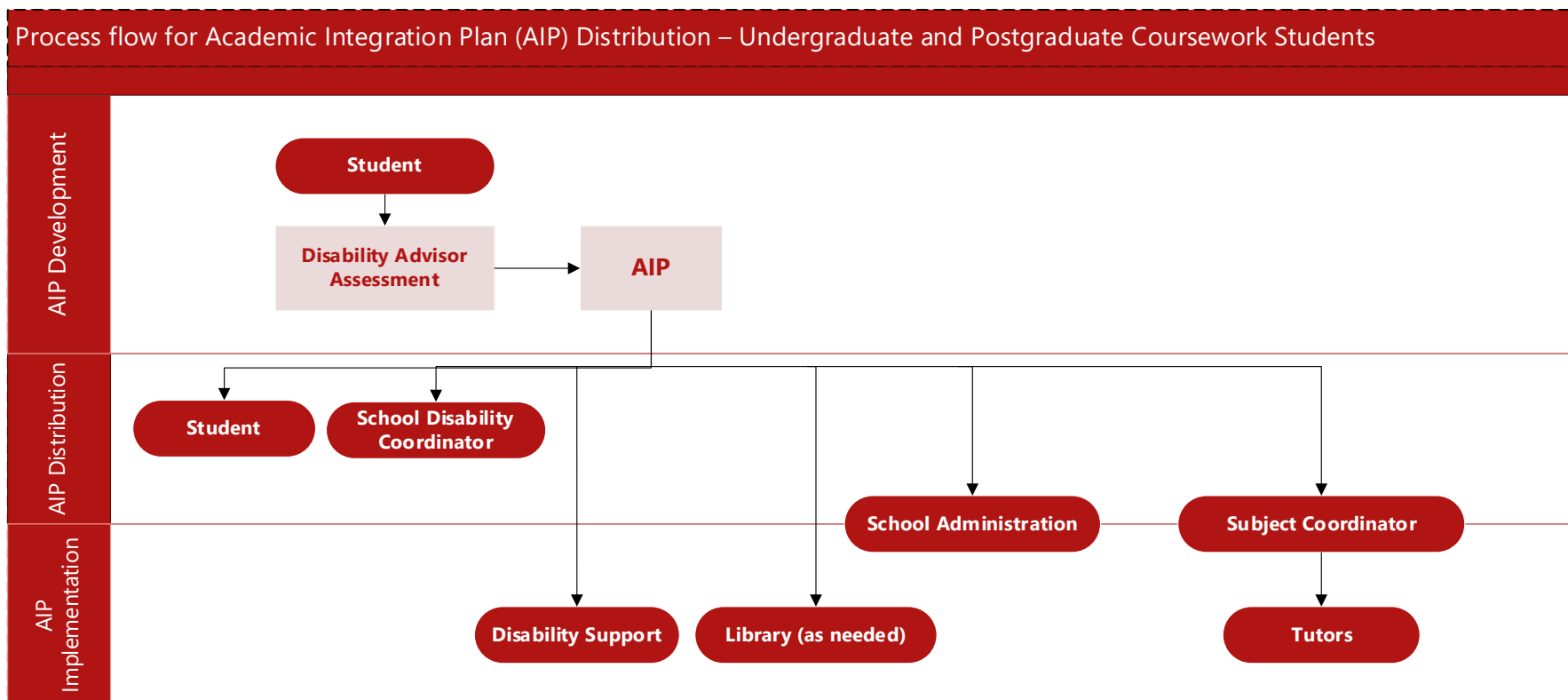


Image description: Process flow for AIP Distribution for Undergraduate and Postgraduate Coursework students:

An Academic Integration Plan (AIP) outlining reasonable adjustments for a student is developed following an assessment undertaken by a Disability Advisor. The AIP is then distributed to the School Disability Coordinator, relevant Subject Coordinators, School Administration, and Library (as required). **Subject Coordinators will need to distribute student AIPs to relevant tutors.** Subject Coordinators, where relevant, may need to liaise with Disability Support for provision of Exam Supervisors/Scribes/Reader for School-run examinations.

Students, Subject Coordinators and Tutors can consult with Disability Advisors to clarify requirements and discuss concerns with implementing reasonable adjustments outlined in an AIP, as needed. Students, where relevant, may need to liaise with Disability Support for notetaking, reading and practical assistance arrangements. If, due to the nature or format of a particular task or assessment item, modification of the specific adjustment/s as stated in the AIP is needed, students should discuss this further with their Subject Coordinators, and contact the Disability Advisor as required.

Process flow for Academic Integration Plan (AIP) Distribution – Sydney City Campus (SCC) Students

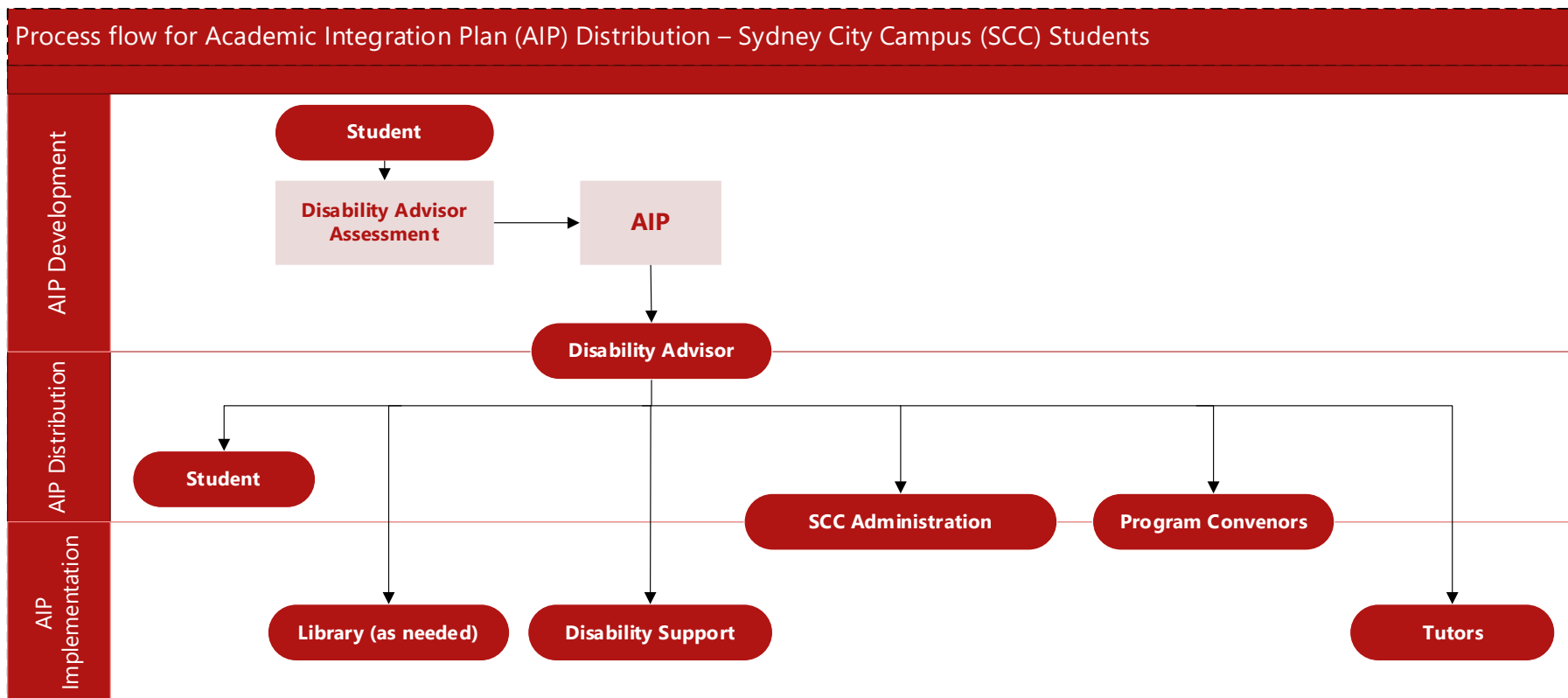


Image description: Process flow for AIP Distribution for Sydney City Campus (SCC) students:

An Academic Integration Plan (AIP) outlining reasonable adjustments for a student is developed following an assessment undertaken by a Disability Advisor. The AIP is then distributed by the Disability Advisor to the School Disability Coordinator, Academic Services Manager and SCC Administration, relevant Program Convenors and Tutors, and the Library (as required). Tutors where relevant, may need to liaise with Disability Support and the Academic Services Manager regarding Exam supervisors/Scribes/Reader arrangements for school run examinations.

Students, the Academic Services Manager, Program Convenors, Tutors can consult with Disability Advisors to clarify requirements and discuss concerns with implementing reasonable adjustments outlined in an AIP as needed. Students, where relevant, may need to liaise with Disability Support for notetaking, reading and practical assistance arrangements. If, due to the nature or format of a particular task or assessment item, modification of the specific adjustment/s as stated in the AIP is needed, students should discuss this further with their Tutors and contact the Disability Advisor as required.

Process flow for Academic Integration Plan (AIP) Distribution – Western Sydney University Online Students

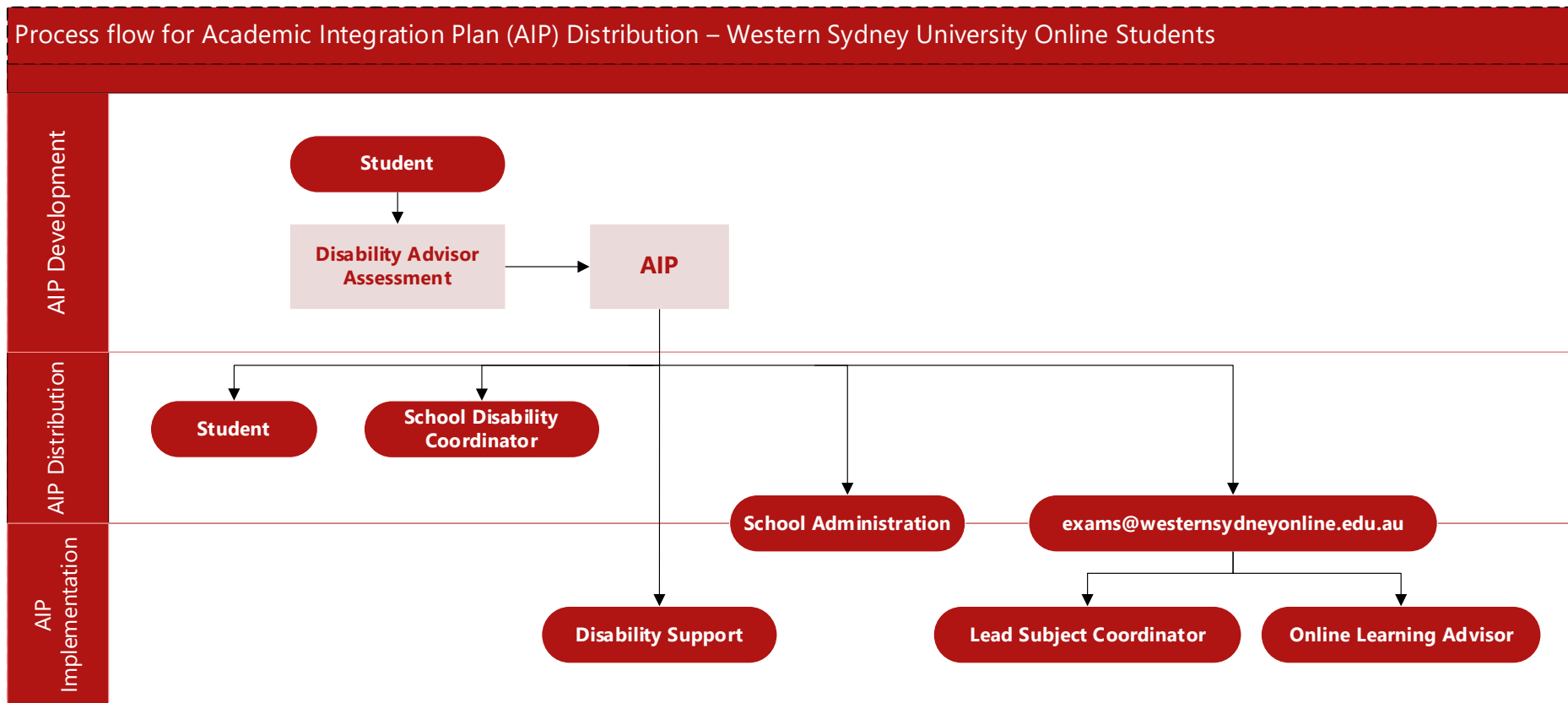


Image description: Process flow for AIP Distribution for Western Sydney University Online students:

An Academic Integration Plan (AIP) outlining reasonable adjustments for a student is developed following an assessment undertaken by a Disability Advisor. The AIP is then distributed to the School Disability Coordinator, School Administration, and exams@westernsydneyonline.edu.au, where it is then forwarded to the Lead Subject Coordinator and Online Learning Advisor.

Students, Lead Subject Coordinators and Online Learning Advisors can consult with Disability Advisors to clarify requirements and discuss concerns with implementing reasonable adjustments outlined in an AIP as needed. Students, where relevant, may need to liaise with Disability Support for notetaking, reading and practical assistance arrangements. If, due to the nature or format of a particular task or assessment item, modification of the specific adjustment/s as stated in the AIP is needed, students should discuss this further with the Online Learning Advisor, and contact the Disability Advisor as required.

Process flow for Academic Integration Plan (AIP) Distribution – Higher Degree Research (HDR) Candidates

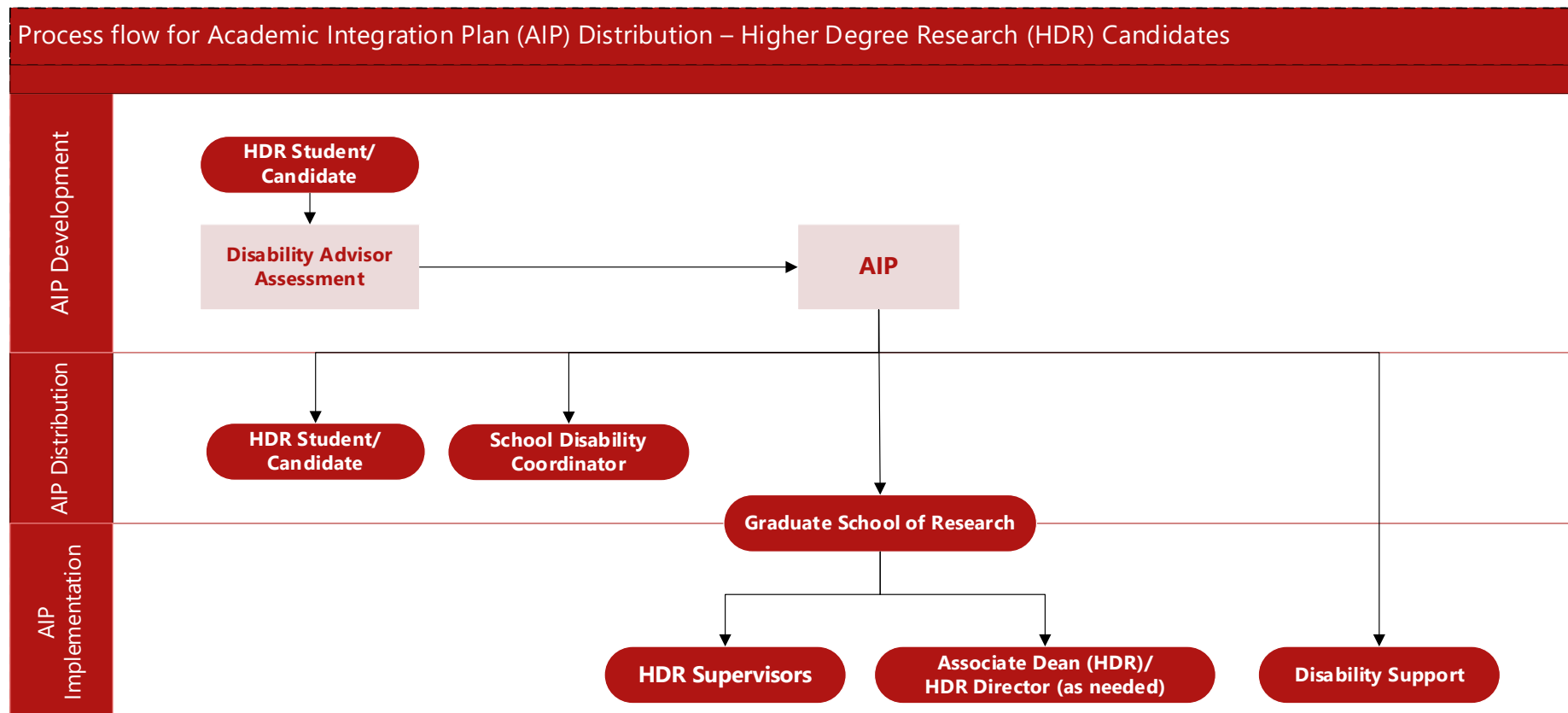


Image description: Process flow for AIP Distribution for HDR Students/Candidates:

An Academic Integration Plan (AIP) outlining HDR adjustments for a Candidate is developed following an assessment undertaken by a Disability Advisor. The AIP is then distributed to the Graduate School of Research, the School Disability Coordinator, and HDR Supervisors, and School specific Associate Deans (HDR) as required. Candidates, HDR Supervisors and Associate Deans (HDR) can consult with Disability Advisors to clarify requirements and discuss concerns with implementing reasonable adjustments outlined in an AIP as needed.

If, due to the nature or format of a particular task, modification of the specific adjustment/s as stated in the AIP is needed, candidates should discuss this further with their supervisors and contact the Disability Advisor as required.

Candidates, where relevant, may need to liaise with Disability Support for notetaking, reading and practical assistance arrangements.

Service Provision

Notetakers

Academic notetakers are engaged and managed by the university to provide in-class or online notetaking services for students who are unable to do this independently.

Responsibilities

Academic	Student	Disability Service
	<p>Provide additional information about class timetable if required (eg, links to Zoom meetings, if online classes) to disabilitysupport@westernsydney.edu.au</p> <p>Provide timetable for seminars/workshops/field trips/intensives/non-timetabled classes with minimum 5 working days' notice to disabilitysupport@westernsydney.edu.au</p>	<p>Provide academic notetaker.</p>
<p>Provide access to vUWS site for Notetaker.</p> <p>Include Notetaker when calculating seating numbers for the class.</p>	<p>Check vUWS for uploaded notes, allowing 2 working days from when the class takes place for notes to be uploaded.</p> <p>Contact disabilitysupport@westernsydney.edu.au regarding any concerns about notes.</p>	<p>Notetaker must wear ID lanyard and present introductory letter to introduce themselves to the member of teaching staff at the first class.</p> <p>Notetaker must provide notes in agreed electronic format to student via vUWS site within 2 working days of class taking place.</p> <p>Notetaker working with an individual student will be required to sit next to the student during face-to-face classes to enable the student to read from the laptop computer screen during the class as the notetaker types the notes.</p>

Sign Language Interpreters

This refers to both AUSLAN (the language of the Australian Deaf community) and Deaf Blind interpreters who provide in-class or online interpreting services for students who require this.

The Interpreters are engaged by the university via the Disability Support team.

Responsibilities

Academic	Student	Disability Service
<p>Include two interpreters when calculating seating numbers for the class.</p> <p>Provide access for sign interpreters to online Zoom classes as required.</p>	<p>Provide additional information about class timetable if required (e.g., links to Zoom meetings, if online classes) to disabilitysupport@westernsydney.edu.au</p> <p>Provide timetable for seminars/workshops/field trips/intensives/non-timetabled classes with minimum 10 working days' notice to disabilitysupport@westernsydney.edu.au</p>	<p>Provide professional AUSLAN interpreters.</p>
		<p>AUSLAN Interpreters to introduce themselves to the member of teaching staff at first class.</p>

Practical Assistants

Practical Assistants are engaged and managed by the university to provide physical assistance to a student to complete practical tasks. Practical Assistants may also act as a Notetaker for the student.

Responsibilities

Academic	Student	Disability Service
<p>Include Practical Assistant when calculating seating numbers for the class</p>		<p>Provide Practical Assistant and provide introduction to the student via email.</p> <p>Provide information to the student on what to expect when working with a Practical Assistant and what agreed tasks the Practical Assistant will undertake.</p>
	<p>Respond to email from Practical Assistant to set up initial meeting for the first class and agree timetabling of out-of-class sessions, if appropriate.</p>	<p>Practical Assistant to email the student to set up initial meeting for the first class and agree timetabling of out-of-class sessions, if appropriate.</p>
	<p>Give the Practical Assistant specific and detailed directions necessary to complete the task/s as outlined in the Practical Assistant Position Description (PAPD).</p>	

	Attend scheduled out-of-class sessions, if appropriate. Advise disabilitysupport@westernsydney.edu.au if they are unable to attend a scheduled session.	
--	--	--

Adjustments Within Classes

Braille

Braille is a system of writing and printing for people who are blind or visually impaired, in which varied arrangements of raised dots representing letters and numerals are identified by touch.

Responsibilities

Academic	Student	Disability Service
Request all course materials to be converted to Braille via WesternNow. Request must be made as soon as possible on receipt of the AIP as turnaround for obtaining brailled versions of material is approximately 6-8 weeks.		Request and provide brailled resources to student using third party service.

Print and Paper requirements

These adjustments relating to paper size and/or colour, font type and/or size to ensure that hard copy documents are accessible to the student.

Responsibilities

Academic	Student	Disability Service
Provide all hard copy and in-class materials in required font, size and/or paper colour.		

Live Captioning

Live remote captioning involves the audio content (spoken word) of a lecture/tutorial being transmitted to a remote captioning provider where it is converted into text and then streamed to the student's electronic device e.g., laptop or iPad, in the form of captions. This enables deaf and hearing-impaired students to access spoken class content in real time.

Responsibilities

Academic	Student	Disability Service
<p>Provide all Zoom meeting links with passwords to disabilitysupport@westernsydney.edu.au</p> <p>Provide access for captioning agents to online Zoom classes as required.</p>	<p>Provide timetable for seminars/workshops/intensives/non-timetabled classes with minimum 10 working days' notice to disabilitysupport@westernsydney.edu.au</p>	<p>Provide third party captioning service and instructions for the student and academic.</p>

Audio Description

Audio description is the auditory narration of visual representations such as television programs, videos and films which enhances access for people who are blind or vision impaired. During gaps in dialogue, audio description describes visual elements that can't be determined through dialogue or other sounds. For example, audio description will tell the audience that "the police cut the wrong wire" or "it was the good guy who was shot".

Responsibilities

Academic	Student	Disability Service
<p>Provide all video files requiring Audio Description, with minimum 10 working days' notice to disabilitysupport@westernsydney.edu.au</p>		<p>Provide third party Audio Description service and final product to student.</p>

Accessible Electronic text (for all coursework materials)

Accessible Electronic text means text that can be read using all forms of Assistive Technology (e.g., Text-to-speech software and Screen reading software). Not all digital text is inherently accessible and needs to be checked to ensure accessibility.

As per the Australian Web Content Accessibility Guidelines, it is an expectation that all electronic text used in any subject at WSU be accessible.

Responsibilities

Academic	Student	Disability Service
<p>Ensure that all documents (i.e., Word, PDF, PowerPoint) used as materials on vUWS or provided in classes are accessible by using ALLY Accessibility checker on Blackboard, and/or seeking support from Learning Futures via elearning@westernsydney.edu.au</p>		

Accessible Electronic textbooks

Accessible Electronic text means text that can be read using all forms of Assistive Technology (e.g., Text-to-speech software and Screen reading software) All major textbooks are available from the publishers as e-textbooks for students with print-related disabilities.

Responsibilities

Academic	Student	Disability Service
	Complete the Alternate textbook format for students with an Academic Integration Plan form in the WesternNow student portal.	Disability Advisor to approve the request in WesternNow.

Learning Guides and Readings available prior to beginning of session

Responsibilities

Academic	Student	Disability Service
Provide Learning Guides and Readings to student a minimum of two weeks prior to commencement of teaching session.		

Slides provided to student before classes

Responsibilities

Academic	Student	Disability Service
Provide any PowerPoints or similar electronic materials to be used in class to student 24 hours prior to class.		

Video Transcription

Transcriptions are a verbatim written account of everything said in an audio or audio/visual file. They can also include descriptions of what is being seen in video, in addition to what is spoken.

Transcriptions need to be provided to the student or Sign Language interpreter before the screening of any video or podcast. It is recommended that the transcript be available five days prior to the screening.

Responsibilities

Academic	Student	Disability Service
Request this via WesternNow with minimum 10 working days' notice.		Provide third party transcription service. Fund provision of transcriptions.

Closed Captioning (for class recordings and all video resources used)

Closed Captions are subtitled text of the audio of an audio or audio/visual file that can be enabled for class recordings and video files.

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

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

Responsibilities

Academic	Student	Disability Service
Contact Learning Futures for support on how to caption recorded classes and videos via elarning@westernsydney.edu.au		

Use of Assistive Technology

Assistive technology (AT) in education can mean that a student is using a software program to give them access to or enhance their access to/creation of study materials and academic work. Examples of this are text-to-speech, notetaking and voice recognition software.

AT can also mean hardware, for example FM systems used in conjunction with a microphone worn by the academic and a receiver worn by the student, to amplify sound in conjunction with their hearing aid devices.

Most of the time, teaching staff will not be aware of what AT a student is using, as it will have no impact or very little impact on teaching of classes. If, as in the example in the paragraph above, teaching staff need to be involved in the successful deployment of AT used by a student, this will be clearly stated on the AIP.

Recording of classes (using Assistive Technology)

All students at the university are permitted to record any classes for study purposes and permission is not required from peers or teaching staff.

Some students use Assistive Technology (for example, Sonocent Audio Notetaker) to record classes, others just use their smartphone.

Responsibilities

Academic	Student	Disability Service
Permit audio recording of all classes.	Only use recordings for academic purposes.	

Tutorial Pre-Allocation Required and Tutorial Amendment Required

If a student's health condition or disability mean that there are particular days and/or times of the day when they do not have capacity to attend classes, Tutorial pre-allocation (or post allocation change after the allocation window has closed) may be supported by the AIP to ensure that they are given priority for the classes they can attend.

Tutorial pre-allocation may also be required for booking of interpreter services.

Responsibilities

Academic	Student	Disability Service
<p>Student Experience Advisor or Officer/School staff to approve Tutorial Pre-Allocation request when student submits request via WesternNow prior to the allocation cut off each session.</p> <p>After the tutorial allocation cutoff date, the same process can be used to approve Tutorial Amendment change.</p>	<p>Submit request via WesternNow prior to tutorial allocation cut off each session, attaching supporting documentation from the Disability Advisor to the request.</p> <p>After the tutorial allocation cutoff date, the same process can be used to request Tutorial Allocation change.</p>	<p>The Disability Advisor provides the student with a supporting email to state the student is eligible for the reasonable adjustment.</p>

Extensions on individual assignments/practical work

Standard extension with an AIP is seven days from the original due date. The AIP cannot be used for a further extension beyond this timeframe.

Responsibilities

Academic	Student	Disability Service
<p>Approve extension request, assuming student has submitted the '<i>Extension Request</i>', via WesternNow along with a copy of their AIP no later than two working days after the assignment due date.</p>	<p>Complete and submit the Extension Request via WesternNow no later than two working days after the assignment due date.</p>	

Oral Presentations

If a student's health condition or disability mean that they may be unable to present to the whole class or large group, an alternative or various alternatives are proposed as documented by the Disability Advisor on the AIP.

Responsibilities

Academic	Student	Disability Service
Contact the Disability Service via disability@westernsydney.edu.au to discuss any concerns about the proposed alternatives to standard class presentations with a Disability Advisor.		Respond to academic's concerns or request for dialogue regarding proposed alternatives to standard class presentations.

Group Work

If a student's health condition or disability mean that there are impacts on their capacity to work in groups, the considerations or adjustments are proposed as documented by the Disability Advisor on the AIP.

Responsibilities

Academic	Student	Disability Service
Contact the Disability Service via disability@westernsydney.edu.au to discuss any concerns about the proposed alternatives to standard group work with a Disability Advisor.		Respond to academic's concerns or request for dialogue regarding proposed alternatives to standard group work.

Alternative Method of Assessment

If a student's health condition or disability mean that there are impacts on their capacity to complete the standard assessment as per the Learning Guide, consultation between the Disability Advisor and Subject Coordinator or Tutor may be required.

Responsibilities

Academic	Student	Disability Service
Contact the Disability Service via disability@westernsydney.edu.au to discuss any concerns about the proposed alternative/s to the standard assessment item with a Disability Advisor.		Respond to academic's concerns or request for dialogue regarding proposed alternatives to standard assessment item.

Practicum/Clinical Placement/Practice Teaching

Placement Integration Plan (PIP)

This document is developed separately to the AIP and will include adjustments the student will require when undertaking placement or professional experience.

Not all students who have an AIP will necessarily require a PIP, as the impacts of their condition/s may be limited to academic requirements.

The PIP will be sent to the relevant Practicum/Placement Director/Coordinator and student in the same way AIPs are distributed. However, unlike the AIPs, there is a consultation period that occurs between the Disability Advisor and the relevant placement staff.

In-Class Tests and End-of-Semester Exams

In-Class tests (including online quizzes and mid-semester exams)

Implementation of all in class test or exam adjustments are the responsibility of the School or The College. This may mean the Subject Coordinator, or the Subject Coordinator in conjunction with their School Student Experience Advisor/Officer.

While End-of- Session exams are usually the responsibility of the Examinations unit, this is not always the case, particularly when tests/exams are being run online. Where an End-of-Semester/Session exam is being run by the school, the advice below also applies.

General Responsibilities

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Contact the Disability Service via disability@westernsydney.edu.au to discuss any concerns with a Disability Advisor about AIP test/exam adjustments at the beginning of the semester/session or well in advance of the first in-class test/exam.</p> <p>Email the student at least 5 working days prior to the test/exam, with confirmation of their test/exam with AIP adjustments including confirmation of the venue, time and date. The email must not identify any other students who may also be sitting the exam in the same venue, as this is a violation of confidentiality provisions under the legislation.</p>	<p>Email the Subject Coordinator one week prior to the test/exam, if confirmation of test/exam with AIP adjustments including confirmation of the venue, time and date has not been received.</p>	<p>Disability Advisor to respond to any concerns raised by academic about AIP test/exam adjustments within 2 working days of receipt of the query.</p>

Exam Scheduling

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Ensure that tests/exams are scheduled as per the AIP adjustments, even if this differs from the usual class time.</p> <p>Check the 'Notes' field as there may be exceptions to the application of exam scheduling for tests timetabled within class time.</p>		

Extra Exam Time

Extra time needs to be applied on a pro rata basis, for example where the extra exam time is 10 minutes per hour, this means that for a two-hour exam the student shall be granted an extra 20 minutes, but for a 30-minute exam the student shall be granted an extra 5 minutes.

Academic	Student	Disability Service
Unless stipulated otherwise on the AIP, extra time applies to all online quizzes.		

Split Exams

This requires the exam to be split into 2 or 3 parts with a break between sessions. During the breaks, the student does not have access to the exam questions. If the exam parts are held over consecutive days or with 1 or 2 rest days in between each part, the student will only be provided the corresponding part of the exam paper on the day.

Academic	Student	Disability Service
<p>Determine the proportion of the exam paper to be done in each part. Split sessions may be of unequal length depending on the content of the exam paper and marks or weighting allocated to questions.</p> <p>Submit the exam manuscript to the Examination Unit by the advertised cut-off date. The split exam should be included in both the main and deferred exam envelope with the main exam paper and clearly identified as Part A, Split Exam Part B and so on.</p> <p>Record on the exam cover page the amount of reading time permitted for each session. For School Run tests, the Subject Coordinator / School Representative needs to specify where the split/s need to be administered in the comments section of the Request for Mid-session exam, supervisor, scribe or reader booking form.</p>		

Allocation of Assistance

Specialised staff such as Scribes or Readers may be required to assist the student during exams. The type of assistance will be specified on the AIP for each exam type. Where a Reader and a Scribe are required, the same person will undertake both tasks.

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
Complete the online request for Mid-session exam, supervisor, scribe or reader booking form. at least 10 working days prior to the date required.		Provide Educational Support Staff as stipulated on the AIP, provide confirmation of booking after request is made by the academic or Student Experience Advisor/Officer.

Computer Use and IT Requirements

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
Ensure that tests/exams are scheduled in the correct venue. If a student has 'Access Room' as the venue, this means that they require use of the Assistive Technology software and/or hardware in the Access Room and the test cannot be booked for in a regular computer lab venue. If further information on booking Access Rooms is needed, please email disability@westernsydney.edu.au or call 1300 668 370.		

Alternative Format

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Ensure that tests/exams are scheduled as per the AIP adjustments, even if this differs from the usual class time.</p> <p>Check the 'Notes' field as there may be exceptions to the application of exam scheduling for tests timetabled within class time.</p>		

Venue Type

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Book the venue for the text/ exam / timed task, ensuring it complies with all AIP venue type and room requirement adjustments. This may involve contacting Office of Estate & Commercial to ensure that the identified venue meets the AIP requirements. For example, close to the accessible toilets, accessible via lift or by contacting Timetabling@westernsydney.edu.au. This must be done prior to requesting the exam supervisor.</p> <p>Ensure that tests/exams are scheduled in the correct venue. If a student has 'Access Room' as the venue, this means that they require use of the Assistive Technology software and/or hardware in the Access Room and the test cannot be booked for in a regular computer lab venue.</p>		

Room Requirements

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Ensure that tests/exams are scheduled as per the AIP adjustments, even if this differs from the usual class time.</p> <p>Check the 'Notes' field as there may be exceptions to the application of exam scheduling for tests timetabled within class time.</p>		

Resources Required

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Organise the provision of furniture; for example, ergonomic chairs or height adjustable desk, either by utilising School resources or contacting Office of Estate & Commercial to lodge a request for supply and delivery of the furniture to the exam venue.</p> <p>For all/any other resources listed as required, please contact midsemesterexams@westernsydney.edu.au</p> <p>Arrangements will be made for the School to pick up the equipment from their campus Student Services office.</p> <p>Return any equipment to the campus Student Services office at the conclusion of the exam.</p>		

Additional Requirements

Academic and/or Student Experience Advisor/Officer	Student	Disability Service
<p>Assemble the Student exam pack, which must include contact details for the academic responsible for the exam, the total time permitted for the exam and any material/equipment required by the student to complete the exam paper.</p> <p>Ensure the exam pack is available in the room, 30 minutes prior to the official commencement time.</p> <p>Confirmation of the return drop off point location and contact details must be included in the Exam Pack.</p>		<p>The exam supervisor will receive the exam pack and check to ensure all exam documents including the AIP are provided.</p> <p>The exam supervisor will conduct the exam in accordance with Individual Exam Arrangements (IEA) Manual for scribes, readers and IEA supervisors and the principles set out in the current Exam Supervisor's Manual.</p> <p>The exam supervisor will return the exam pack, together with any equipment to the Academic / School Representative in the nominated location stated on the Mid-session exam, supervisor, scribe or reader booking form.</p>

HDR Adjustments

Higher Degree Research (HDR) Adjustments are a set of academic provisions that apply only to candidates enrolled in the following programs:

- Master of Research (MRes Stage 1 and/or Stage 2)
- Master of Philosophy (MPhil)
- Doctorate programs including Doctor of Philosophy (PhD) and Professional Doctorates including Doctor of Creative Arts (DCA), Doctor of Cultural Research (DCR) and Doctor of Education (EdD).

Supervisor and Panel Contact

Adjustments in this section relate to the meeting arrangements and communication methods to be adopted by supervisors and candidates.

The timing, frequency, location, and format of meetings between the candidate, supervisor, and supervision panel is to be negotiated in accordance with the 'Early Candidature Plan'. Consultation with Disability Service to be undertaken as required.

Candidates and supervisors are to negotiate and agree on meeting scheduling arrangements to be specified in the document Early Candidature Plan to be completed by candidates and supervisors. While both candidates and supervisors should contact each other to discuss meeting format and scheduling arrangements, supervisors have the overall responsibility for ensuring that agreed arrangements are in place.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Contact candidate. • Negotiate meeting arrangements. • Complete Early Candidature Plan document. • Confirm changes to meeting arrangements in writing. 	<ul style="list-style-type: none"> • Contact supervisor. • Negotiate meeting arrangements. • Complete Early Candidature Plan document. • Confirm changes to meeting arrangements in writing. 	<ul style="list-style-type: none"> • Advise candidate to complete the section on 'Candidate-Supervisor Meeting Arrangements' in the Early Candidature Plan document as required. Advise supervisors to support candidates in the completion of the Early Candidature Plan section and facilitate contact as necessary.

Candidate and Supervisor/s to consult over and confirm upcoming meeting arrangements including the establishment of a meeting agenda.

Candidates and supervisors are to consult and agree over meeting expectations and establish responsibilities over setting a meeting agenda. While both candidates and supervisors should contact each other to discuss meeting expectations and an agenda, supervisors have the overall responsibility for ensuring that agreed arrangements are in place.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Contact candidate. • Discuss meeting expectations. • Discuss meeting agenda. 	<ul style="list-style-type: none"> • Contact supervisor. • Discuss meeting expectations. • Discuss meeting agenda. 	<ul style="list-style-type: none"> • Facilitate contact and clarification of expectations as necessary.

Candidate to be permitted to make audio recordings of meetings

Candidates are to be permitted to make an audio recording of meetings attended. Candidates can use their own digital recording device to make a recording. If needed, a candidate can also use Assistive Technology (AT) software already in use by the candidate or use AT software supplied through the Disability Service and IT Services. Recordings are not to be taken of information that is of a personal and confidential nature.

Responsibilities

Supervisor	Candidate	Disability Service
	<ul style="list-style-type: none"> • Consult with and advise supervisor/attendees. Use own device/assistive technology to record. 	

Candidate to be permitted to make video recordings of meetings

Candidates are to be permitted to make a video recording of meetings attended. Recordings are not to be taken of information that is of a personal and confidential nature.

Responsibilities

Supervisor	Candidate	Disability Service
	<ul style="list-style-type: none"> • Consult with and advise supervisor / attendees. Use own device to record.	

Candidate to be supported in engaging with supervisors and panel using the following communication methods including phone, videoconferencing, email, face-to-face etc.

Candidates and supervisors are to discuss and adopt indicated communication methods (including phone, videoconferencing, email, face-to-face and/or other communication modes) to undertake contact.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Consult with candidate. Use indicated communication methods.	<ul style="list-style-type: none"> • Consult with supervisor. Use indicated communication methods.	<ul style="list-style-type: none"> • Provide clarification of communication methods as required.

Arrangements to record and circulate notes, meeting outcomes and actions of meetings between candidate and supervision panel to be negotiated in accordance with the "Early Candidature Plan". Consultation with Disability Service to be undertaken as required.

Candidates and supervisors are to establish expectations and arrangements on managing the recording and distribution of meeting content. These arrangements are to be specified in the document, Early Candidature Plan, to be completed by candidates and supervisors.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Consult with candidate. • Discuss expectations on management of meeting content. • Agree on and record arrangements on Early Candidature Plan. 	<ul style="list-style-type: none"> • Consult with student. • Discuss expectations on management of meeting content. • Agree on and record arrangements on Early Candidature Plan. 	<ul style="list-style-type: none"> • Advise on completion of the Early Candidature Plan document.

Written feedback on research work and theoretical guidance to be provided using the following methods including tracked changes/comments within text, email and notes.

Any written feedback to be provided by supervisors is to be given using the indicated methods in the AIP which could include tracked changes/comments within text, emails and notes.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Provide written feedback using indicated methods in the AIP. 		<ul style="list-style-type: none"> • Provide clarification of methods of written feedback as required.

Candidature/Project management

Adjustments in this section relate to applying timelines and flexibility for management of the activities within a candidate's research project.

Candidate and Supervisors to undertake consultation in the Candidate's development and/or revision of a Project plan / research activity timeline in accordance with the "Early Candidature Plan". Consultation with Disability Service to be undertaken as required.

Candidates are to develop and/or revise their project plan or research activity timeline in consultation and with support from their supervisors and the Disability Service where required.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Direct completion/provide guidance on development or revision of project plan/activity timeline. 	<ul style="list-style-type: none"> • Develop or revise project plan/activity timeline. • Consult with supervisor. • Consult with Disability Services as required. 	<ul style="list-style-type: none"> • Provide advice on adjustment to activity timelines and need for extensions to research activities as required.

Candidate may require some flexibility for submission dates and deadlines, timeframe to be negotiated with supervisor with consideration given to progression of candidature. Where additional time requested may have a significant impact on progression, consultation will be required between the candidate, supervision panel and Disability Advisor. (Extension to candidature time will only be granted in specific circumstances. Consultation and approval are required from the Associate Dean of Research & HDR/HDR Director and the Dean, Graduate Studies.)

Candidates are permitted to request additional time to complete research activities within their project. Granting of additional time is subject to:

- A candidate's change in their health status impacting on project activities (with the need for supporting evidence to be determined on a case-by-case basis).
- Consulting with supervisors and the Disability Service (as required) to negotiate a revised time frame for completion of a project activity.
- Maximum submission deadlines for milestone research activities.

- The degree of impact the additional time will have on submission deadlines and/or candidature funding parameters.

Where candidates experience significant delays in completion of research and require an extension of their candidature time, candidates will need to consult with their supervisors and the Disability Service (as required) whilst completing an Application to Extend Candidature.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Review request for additional time. • Review factors contributing to and limiting additional time. • Consult with Disability Services as required. 	<ul style="list-style-type: none"> • Consult with supervisor to request and negotiate additional time. • Consult with Disability Services to discuss circumstances and limits around disclosure as required. 	<ul style="list-style-type: none"> • Consult with candidate and supervisor. • Provide clarification on need for additional time as required.

HDR Research Project Presentations/Interviews

Adjustments in this section relate to modifying approaches to candidates undertaking presentations and interviews.

Candidate to be supported in undertaking small group presentations only

Candidates are to be permitted to undertake presentations in a small group format with consideration to interview format and internal/external presentation requirements.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Consult with candidate. • Discuss presentation arrangements. 	<ul style="list-style-type: none"> • Consult with supervisor to request small group presentation arrangements. 	<ul style="list-style-type: none"> • Consult with candidate and supervisor on modifying presentation arrangements as required.

HDR Research Project Workspace/Practical/Field Safety

Adjustments in this section relate to Work, Health and Safety considerations and requirements to ensure candidates can access their on-campus workspace and off-campus research activities safely.

WHS risk assessment will be required prior to undertaking practical / field activities. Risk assessment to be arranged in consultation with the relevant School, Candidate, and the Disability Service.

Where potential risks to a candidate's environmental/physical access and safety during practical and/or field activities have been identified by either the candidate, their supervisors or the Disability Service, a Work, Health & Safety (WHS) risk assessment will need to be conducted prior to undertaking practical/field activities.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Discuss identification and communication of risks to access and safety prior to practical/fieldwork arrangements. • Facilitate and support arrangements for WHS Risk assessment as required. • Complete WHS Risk Assessment form found on the Risk management Western Sydney University webpage in consultation with supervisors and Disability Services as required. 	<ul style="list-style-type: none"> • Discuss practical/fieldwork requirements and identify and communicate potential risks to access and safety. • Discuss current capacities as they relate to identified risks. 	<ul style="list-style-type: none"> • Assist with identification and communication of potential risks as required. • Provide consultation on environmental/physical access and safety concerns and WHS Risk assessment arrangements as required.

Candidate requires the use of ergonomic/protective equipment

Non-customised computer hardware, standard ergonomic furniture and personal protective equipment suitable for use by a candidate during on-campus research and/or practical/field activities is required to be supplied to the candidate.

Consultation between the relevant School, Disability Services and the Graduate Research School will be required to determine responsibilities for purchase and supply of equipment.

Self-help aids and specialised, custom-built equipment and devices specific to supporting a candidate's health conditions will need to be purchased and supplied by the candidate.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> • Assist with and/or support School arrangements for the provision of non-custom equipment where required. 	<ul style="list-style-type: none"> • Contact the relevant School to request provision of non-customised equipment for use during on-campus and/or practical/fieldwork research activities. • Advise on the use of specialised, custom equipment and provide equipment as required. 	<ul style="list-style-type: none"> • Provide consultation on the need for candidate to use non-custom and/or specialised equipment as required.

Workspace to be wheelchair accessible

Where an on-campus workspace and/or field workspace is assigned, a candidate will need to have level or lift access, and the circulation space in approach to and around the workspace will need to accommodate a wheelchair and its movements.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> Assist with and/or support School arrangements for the provision of a wheelchair accessible workspace as required. 	<ul style="list-style-type: none"> Advise on wheelchair accessibility requirements as needed. 	<ul style="list-style-type: none"> Provide consultation on the candidate's need for wheelchair accessible workspaces as required.

Workspace to be in proximity to accessible parking

Where an on-campus and/or field workspace is assigned, a candidate will require allocation to a workspace close to an accessible parking space (signposted with the International Symbol of Access or Wheelchair Symbol) that is located in proximity to the main pedestrian entrance of a building or area of work.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> Assist with and/or support School arrangements for the assigning of a workspace located close to an accessible parking space as required 	<ul style="list-style-type: none"> Advise on requirements for nearby accessible parking as needed 	<ul style="list-style-type: none"> Provide consultation on candidate's need for proximity to accessible parking space

Workspace to be in proximity to accessible toilets

Where an on-campus and/or field workspace is assigned, a candidate will require allocation to a workspace in close proximity to an accessible toilet (signposted with the International Symbol of Access or Wheelchair Symbol).

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none"> Assist with and/or support School arrangements for the assigning of a workspace located close to an accessible toilet as required. 	<ul style="list-style-type: none"> Advise on requirements for nearby access to an accessible toilet as needed. 	<ul style="list-style-type: none"> Provide consultation on candidate's need for proximity to an accessible toilet.

Participation in University endorsed on and off-campus events

Adjustments in this section relate to work, travel considerations and accessibility requirements to ensure candidates can access on and off-campus University endorsed events safely.

Candidate, the Disability Service, and relevant School to consult over accessibility and travel considerations and arrangements where required.

Where a candidate is due to attend an on or off-campus event as part of their research project consultation, the candidate will be required with the relevant School / event organiser to determine:

- Accessible travel options where relevant.
- Accessible accommodation options where relevant.
- Venue accessibility.
- Accessible conference room setup.

Please note that expenses incurred with travel, accommodation and fees for event attendance are to be covered by the candidate.

Responsibilities

Supervisor	Candidate	Disability Service
<ul style="list-style-type: none">• Assist with and/or support School arrangements for clarifying and addressing accessibility concerns for event attendance as required.	<ul style="list-style-type: none">• Advise on individual accessibility requirements for attending events as required.	<ul style="list-style-type: none">• Provide consultation on candidate's accessibility requirements for attending events as required.