



UNIVERSITY
OF SOUTHERN
QUEENSLAND

Student Services

Resource Guide For Academic Staff

**Students with Disabilities and
Long-Term Medical Conditions**

WELCOME FROM DISABILITY RESOURCES

On behalf of the Disability Resources Team across the Toowoomba, Fraser Coast and Springfield campuses of the University of Southern Queensland (USQ) I would like to thank you for your support for students with disabilities and long-term medical conditions and commend to you this booklet as a resource to assist in your involvement with students with disabilities.

University of Southern Queensland is committed to equitable access for students with disabilities and facilitates a range of support services to registered students with disabilities to assist them during their study and to meet the legislative requirements stipulated by the [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#).

Disability Resources acknowledges the significant workload of academic staff and the many considerations that staff are asked to make to take into account the needs of a varied student population. This booklet is designed to provide you with a quick reference guide, information, practical tips and strategies to assist you in your support of students with disabilities. In many situations the strategies provided will have benefits for all students in your course/s.

Disability Resources seek to work collaboratively with all USQ staff in providing appropriate supports and services for students with disabilities. Whilst this booklet will hopefully be a valuable resource to assist you please remember that the Disability Resources team are also available to provide support and advice to you with regard to disability issues. Please feel free to contact us with any questions or to arrange a workshop or presentation regarding any disability issue for your workgroup or Faculty.

If you have any comments on how to improve this booklet or our service, or if you have any further questions after reading this booklet, please feel free to contact us on +61 7 4631 2372.

KLawson

Kym Lawson
Coordinator, Disability Resources
on behalf of the Disability Resources Team

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QUICK REFERENCE GUIDE

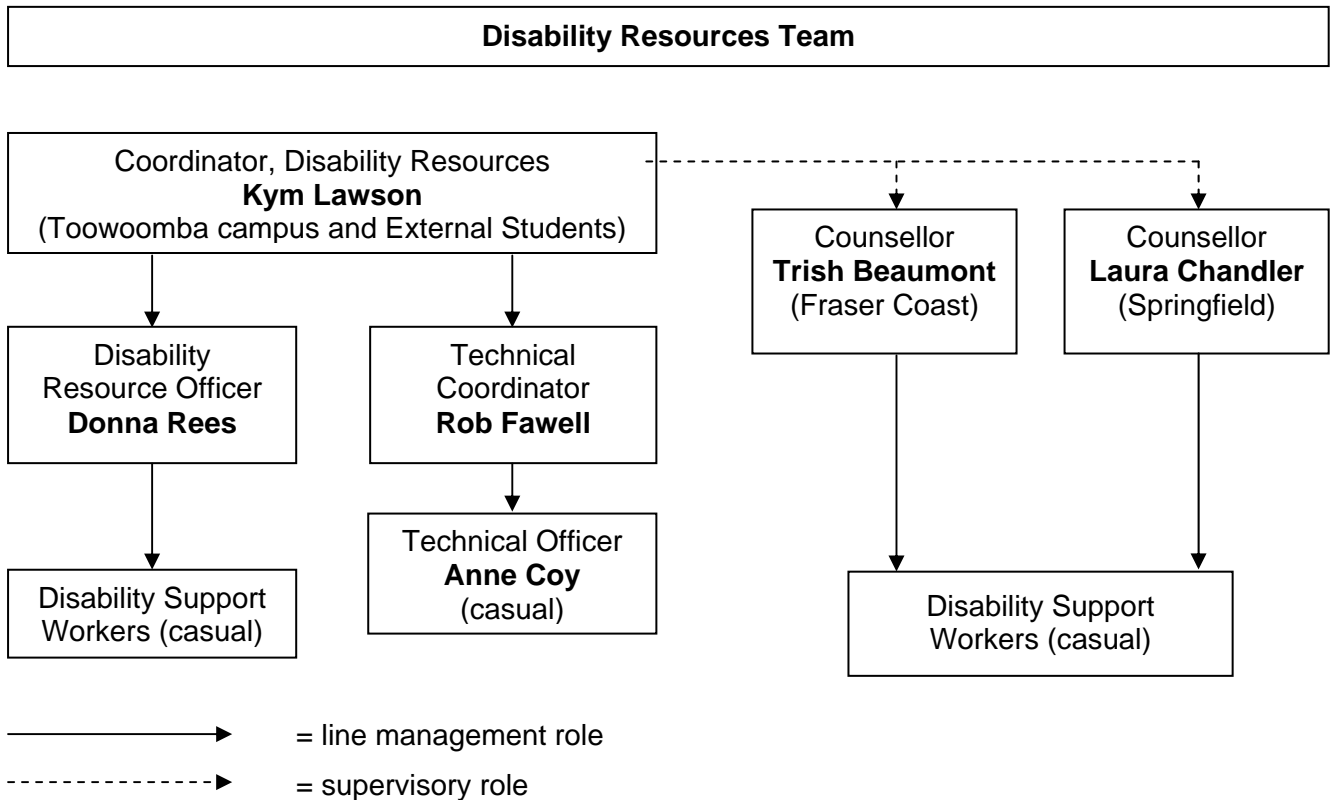
The following table is designed to provide you with quick information regarding frequently asked questions and common scenarios in relation to students with disabilities.

| Issue / Question | Things to Consider | Page |
|---|---|--|
| How can I check if a student is registered? | <ul style="list-style-type: none"> - Contact the Coordinator, Disability Resources or Disability Counsellor for the relevant campus. | 12 |
| I need to know more information about a particular student's disability | <ul style="list-style-type: none"> - If the student has introduced themselves to you ask the student about their particular support needs and how you can assist; or - Contact Disability Resources for further information (information provided will be based on the level of consent permitted). | 12 13 14 |
| I think a student might need supports from Disability Resources – how do I broach this with them? | <p>Depending on the situation, how well you know the student and your level of comfort there are a number of things you could do:</p> <ul style="list-style-type: none"> - Provide general information to the class about the various supports at Uni including disability supports; - Meet with the student individually and provide information about supports available; - If the student is more comfortable speaking with a personal counsellor at Student Services you might suggest this as an option; - Sometimes the term 'disability' is a factor in students' perceptions. Providing information on the wide variety of students that can access the service may assist. | 6 7 8 |
| How are assignment extension requests made for students with disabilities? Should I automatically approve an extension request if a student has a disability? | <ul style="list-style-type: none"> - Students with disabilities must make requests for extensions using the process established by the course examiner / Faculty; - Some students have extensions listed in the recommendations on their notification memo. This means that their condition is likely to impact on completion of work however extensions are only to be requested if required, not as a standard for every assignment; - As with any student it is up to the examiner to assess the individual request – examiners are welcome to seek advice from Disability Resources to assist in their decision-making. | 9 10 13 |
| Request for alternate assessment (assignment instead of exam; oral exam) | <ul style="list-style-type: none"> - Is the current method of assessment an inherent requirement of the course? If not, and the student's abilities can be assessed in alternate ways than this request should be considered. | 9 10 11 |
| I think the supports in place for a student are not reasonable – what do I do? | <ul style="list-style-type: none"> - Contact Disability Resources. It may be that the supports were appropriate initially however no longer fit with the student's situation or with the particular course; - Disability Resources may have access to more information about the student's disability – however may not have the student's consent to release these details to academic staff; - Supports can be reviewed at any time and Disability Resources welcome contact from staff and discussion about supports. | 9 10 11 12 16 |
| How do I determine the inherent requirements of my course? | <ul style="list-style-type: none"> - This is a process involving analysis of the course, clear documentation of the course objectives and determination of how these objectives can be assessed; - It also involves determining which objectives are essential and which are preferred. | 11 |
| I think that extra time in exams provides students with an unfair advantage | <ul style="list-style-type: none"> - For students without disabilities providing one student with extra time over another would be an advantage. For some students with disabilities extra time is required to minimise the impact of their condition and allow them to demonstrate their abilities on the same basis as their peers; - For example: a student with acquired brain injury may have reduced cognitive processing speed and need extra time to read a question and formulate a response; a student with repetitive strain injury would have reduced writing speed and require extra time to write responses and to rest the affected limb. - If you are concerned about extra time in general or in a particular situation please contact the Coordinator, Disability Resources. | 9 10 16 |

USQ DISABILITY RESOURCES – OVERVIEW

Disability Resources at USQ is the main coordination point for the supports provided for students with disabilities during their studies. Disability Resources is located within Student Services and is line-managed by the Manager, Counselling, Disability and Health. The team provides supports across the three USQ campuses and to external students.

Organisational Structure



Disability Resources - Responsibilities

The Disability Resources team is responsible for:

- identifying the educational and access needs for prospective and current students with disabilities
- assisting current students with disabilities to identify and access appropriate support needs
- coordinating student access to available equipment and resources
- referral to appropriate internal and community services
- monitoring, evaluating and reporting on support systems/policies for students with disabilities
- advising relevant sections of the University on matters related to disability
- developing policy and procedures and forward-planning in the disability area.

The main goals of Disability Resources are:

- To enable students with disabilities to have an equal opportunity to access and participate in university life;
- To minimise the impact of the student's disability and provide students with the opportunity to perform to their potential;
- To promote and ensure the rights of students with disabilities as equal members of the University and broader community.

Disability Resources coordinates a range of support services to registered students with disabilities. The supports recommended are based on the needs of the individual student and their situation.

Services and supports available, depending on the individual's needs, include:

- General support and advocacy;
- Examination adjustments, e.g. extra time, ergonomic chair, reformatting of exam, use of a scribe or reader, etc;
- Access to distance materials, lecture notes prior to classes;
- Permission to audio tape classes;
- Assignment extensions;
- Required texts and materials in alternative formats, i.e. enlarged font, electronic format, Braille;
- Assistive technology and equipment;
- Disability Support Workers, i.e. note-takers, sign language interpreters, etc.

Role of Coordinator, Disability Resources / Disability Counsellor:

- Provide information to current and prospective students regarding disability supports and considerations for study;
- Assess student's educational and access needs and recommend supports;
- Coordinate adjustments, services, resources and supports;
- Notify relevant university staff of the supports recommended;
- Advocacy as required e.g. negotiate with academic staff;
- Provide advice, training and information to staff regarding disability-related matters;
- Advising relevant sections of the university on matters related to disability (legislation, policy, support services, resources, etc.) and advising on appropriate institutional responses.

Who can Access Disability Supports?

The definition of disability is broad and you may be surprised by the range of disabilities and conditions covered by Disability Resources. Disability Resources uses the definition of disability from the Disability Discrimination Act (DDA), 1992. To summarise the DDA definition, a person with a disability is anyone who has a physical, sensory, psychiatric, learning or intellectual impairment which impacts on daily living. The disability may arise from illness, injury, disease or may be present from birth. Disabilities may include, but are not limited to:

- Chronic medical conditions (e.g. diabetes, arthritis, cancer);
- Mental health conditions (e.g. depression, schizophrenia);
- Learning disability (e.g. dyslexia, dysgraphia);
- Neurological conditions (e.g. Acquired Brain Injury, Asperger's syndrome, Adult ADHD);
- Visual impairment;
- Hearing impairment; and/or
- Physical impairment.

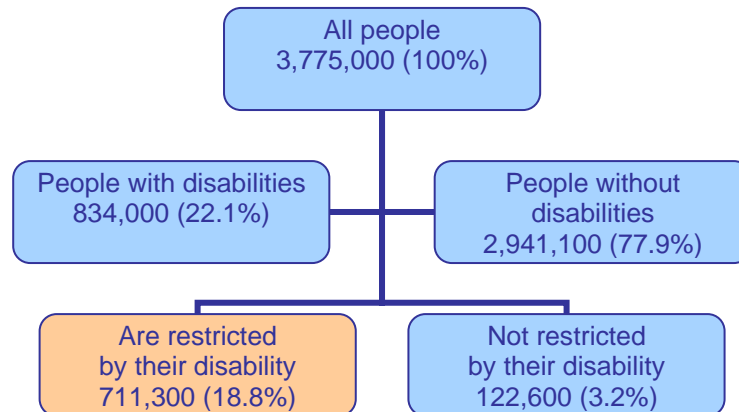
A person's disability may be permanent (e.g. cerebral palsy), temporary (e.g. broken arm) or fluctuating (e.g. chronic fatigue syndrome).

Not everyone with a disability needs support and many students have effective strategies in place. Some students require one-off support regarding a specific issue. If the student's disability is likely to impact on study or participation at Uni it is a good idea to contact Disability Resources to discuss this further.

STUDENTS WITH DISABILITIES AT USQ – A PROFILE

Profile of Disability, Queensland, 2003

(Source – www.disability.qld.gov.au)



Based on the information in the diagram above over 1 in 5 people in Queensland identify as having a disability with just under 1 in 5 (18.8%) people stating that they are restricted in some aspect of their life by their disability.

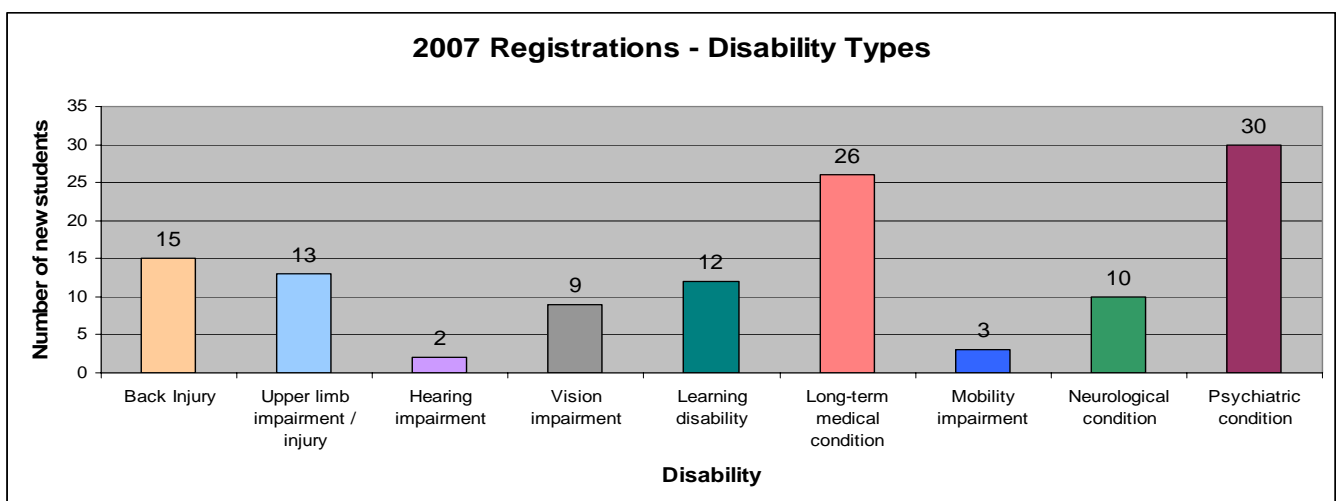
By comparison USQ generally has around 2% of the student population, or 1 in 50 students, identifying as having a disability and seeking supports in relation to their disability.

There are a number of reasons for the discrepancy in prevalence between the general population and USQ student population figures. These reasons include:

- some students with disabilities do not require supports for their studies or have effective strategies in place other than supports from Disability Resources;
- some students are not aware of the supports available to them or how to access support;
- some students don't identify as having a 'disability' and therefore do not think they are eligible to access supports.

Of the various disability groups represented at USQ the most common 'disability types' over the past few years have consistently been:

- students with mental health conditions / psychiatric disability;
- students with long term medical conditions.



ACCESSING SUPPORTS

Students must be registered with Disability Resources to receive supports.

The Registration Process

Initial Information

Disability Resources notify students about the service in a number of ways. A letter is sent to students who indicate that they have a disability on their enrolment form. Information is also available on the [Disability Resources](#) website and provided during open days, tertiary taste programs and orientation.

Appointment Scheduled

Students make an appointment as soon as possible with Disability Resources personnel by contacting Students Services reception at the relevant campus.

Documentation Provided

Students must provide: documentation from a clearly identified, qualified and appropriate professional.

Interview

Assessment by Disability Resources Personnel is based on:

- Documentation
- Self report
- External sources e.g. doctor, psychiatrist, family member etc
- Knowledge regarding the particular condition

Supports Recommended

Disability Resources Personnel establish appropriate supports and services in collaboration with the student and relevant stakeholders.

Relevant Staff Notification

Staff are notified about student's needs through a notification memo. Appropriate adjustments may need to be negotiated. For future semesters students (except those with temporary disabilities) are responsible for notifying Examiners about their needs prior to the semester via the memo.

Students are responsible for:

- **identifying** themselves **as soon as possible** to lecturers/tutors after the notification has been sent by Disability Resources or by the student (for previously registered students);
- **notifying** Disability Resources if they encounter difficulties or require changes to their supports;
- **following up** with examiners or lecturers to negotiate assignment extensions if required;
- **contacting** Disability Resources if they have mid semester exams;
- **contacting** Disability Resources if they encounter difficulties or require further support.

Should I Encourage Students to Register?

The decision to register is up to the student however if the disability is likely to impact on studies or pose difficulties in a particular aspect of the course (e.g. prac, exams) then it is a good idea to register.

Some students require short-term support or support around a specific issue, others require more ongoing assistance. It is much quicker to put supports in place, should the need arise, if a student is already registered. Students are welcome to have an appointment with Disability Resources to discuss their situation without an obligation to register with the service.

HOW ARE SUPPORTS DETERMINED?

The Coordinator, Disability Resources (Toowoomba) and Disability Counsellors (Fraser Coast and Springfield) require qualifications in the area of human service delivery (e.g. Social work, Psychology, Occupational Therapy, Education or related field), experience in working with people with disabilities and knowledge of legislative obligations relating to people with disabilities. It is the responsibility of these staff members to assess the support needs of each student registering with Disability Resources.

Reasonable Adjustments / Accommodations

A main role of the Coordinator/Counsellor is to assess what 'reasonable adjustments' are needed for students to participate equitably at Uni. Under the Disability Standards for Education (2005) students with disabilities are legally entitled to reasonable adjustments. The aim of these is to ensure that students can achieve a result based on merit and not disadvantaged by the impact of their disability.

An adjustment is considered reasonable if it assists the student to participate on the same basis as other students whilst taking into account the student's learning needs and balancing the interests of others affected including the student, the education provider, staff and other students.

What constitutes "reasonable" varies on a case by case basis and the balance is sometimes difficult to strike. It is clear that universities are not required to lower academic standards or disregard the needs staff or other students. In more complex cases discussion between Disability Resources and Academic Staff will be needed to find this balance.

The following information is taken into account when assessing the student and their situation and recommending reasonable adjustments:

- documentation regarding the student from the appropriate health / medical professional;
- any other relevant documentation (e.g. reports from school, Workcover reports etc);
- the views of the student and any key people (e.g. family, other agencies involved);
- knowledge of the particular disability - likely impact of the disability on study, prognosis etc;
- the Program/s and Courses that the student will be undertaking.

Some reasonable adjustments are recommended and actioned directly by Disability Resources with the assistance of other USQ staff as required. Examples of these would include:

- Specialist disability equipment and software;
- Alternate formatting of texts and materials i.e. enlarged font, electronic format, Braille;
- Disability Support Workers i.e. note-takers, sign language interpreters, etc.;
- Access to distance materials, lecture notes prior to classes;
- General support and advocacy.

These supports are listed on the student's notification memo so that academic staff are aware of the individual supports in place.

Other recommendations require academic staff approval however generally require minimal or no negotiations as the recommendations are standard practice. Examples of these would include:

- Extra time in exams;
- Use of scribe or reader in exams;
- Rest break, permission to move around, permission to medicate or to eat/drink during exam;
- Permission to tape classes.

Some recommendations require specific approval from the course examiner as whether the recommendation can be actioned will depend on the inherent requirements and nature of the course or piece of assessment. Examples include:

- Use of computer in exam;
- Use of dictionary in exam;
- Change of exam format or specific exam conditions e.g. oral exam; open book exam; use of prompt sheet; split exam;
- Request for alternate assessment e.g. assignment instead of exam;

Changes of exam date or time are also negotiated individually with the course examiner.

Will all Student Requests be Supported by Disability Resources?

Not necessarily – as mentioned, in assessing whether a particular adjustment is reasonable, a number of factors also need to be taken into account including:

- the nature of the student's disability;
- information from the student and relevant others about the impact of the disability on studies;
- views of the student about the proposed adjustment;
- the effect of the proposed adjustment on the student, on anyone else affected; the costs and benefits of making the adjustment;
- ensuring that the integrity of the course or program and assessment requirements and processes are maintained. - [Source: Disability Standards for Education 2005.]

Requests must also be made by students within a reasonable timeframe to allow supports to be organised. Students should make contact as early as possible discuss their support needs to ensure reasonable adjustments can be actioned in a timely manner.

Some examples of Reasonable Adjustment:

- A student who is blind and cannot access standard textbooks would be at a disadvantage in their studies compared to other students with no vision impairment. A reasonable adjustment would be providing the recommended text in an accessible format e.g. Braille.
- A student who needs to eat and check their blood glucose levels regularly due to diabetes would be at a disadvantage in an exam. Working time would be lost due to their condition. Extra time to attend to their medical needs would be a reasonable adjustment.
- A student with Repetitive Strain Injury cannot write for prolonged periods or at regular speed and would be disadvantaged in an exam. A reasonable adjustment would be additional time and/or access to a computer as well as a rest break. If, in negotiation with the examiner, it was advised that access to a computer would compromise the academic integrity due to the nature of the course an alternate recommendation would be to have a scribe.

Academic Staff Role in Reasonable Adjustment Decisions

Recommendations made by Disability Resources are designed to minimise the impact of the disability on study to ensure, as much as possible, that students have the maximum opportunity to demonstrate their full academic potential in their chosen Program. This goal must also be balanced with ensuring that the inherent requirements of the course and Program are met so that the individual student is awarded a Degree that is in no way a compromised or 'watered down' version.

In order to achieve this Disability Resources relies on Academic Staff to identify the inherent requirements of each course and to advise whether the recommendations made will compromise these. If a recommendation has been assessed as 'reasonable' by Disability Resources and can be accommodated without compromising the inherent requirements and therefore the academic integrity of the course and the recommendation does not place any unjustifiable hardship on other relevant parties then the recommendation should be actioned.

Do I have to Implement the Recommended Adjustments for Students with Disabilities?

Academic staff have a legal responsibility to provide reasonable adjustments recommended for students with disabilities. At USQ students must identify themselves and their support needs through registration with Disability Resources in order to have adjustments recommended. Academic staff must adhere to the reasonable adjustments unless the recommended adjustments compromise the inherent requirements of the course or pose unjustifiable hardship on another party. In many cases where inherent requirements would be compromised by the proposed adjustment alternate options can be found that adequately consider the needs of all parties.

INHERENT COURSE REQUIREMENTS

It is important to determine the inherent requirements of your course to be able to assess whether any recommended adjustments for individual students with a disability can be put in place to meet their support needs without compromising the academic integrity of the course. If you can determine what the inherent requirements are for all students you can more easily determine whether a recommended adjustment for a student with a disability compromises these requirements.

Essential or 'Inherent' Requirements Defined

- Adapted from Queensland University of Technology website (used with permission)

Inherent requirements are the outcomes (including skills, knowledge, and attitudes) all students must demonstrate with or without using adjustments to be assessed in a non-discriminatory manner. In other words, some students might use adjustments and some might not, but all students must achieve the same outcomes. Process is important, of course, but not necessarily essential. Focusing on your course outcomes will help you to define your course's inherent requirements.

The difference between inherent and non-inherent requirements is similar to the difference between "essential" and "preferred" skills commonly listed in job descriptions. As an employer, you may want to see both sets of skills, but only the essential skills are an absolute requirement of employment. Similarly, in your courses, you can articulate essential / inherent outcomes that all students must demonstrate in order to successfully complete the course, as well as preferred outcomes you hope students will be able to demonstrate.

Finally, consider allowing some flexibility in getting to the outcomes. For example, a student who has the use of only one hand may still give a patient an injection, although different procedures may be needed to achieve this outcome. A student with a social phobia disorder may be unable to give a class presentation but may be able to give the presentation to the lecturer or tutor. The adjustment in this example is the alternate audience; the inherent requirement, the presentation, remains.

Frequently Asked Questions about Inherent Requirements

Q. How can I determine the inherent requirements of my course?

A. To determine the inherent requirements of your course, consider the following:

What is the purpose of your course?

- Are there pre-existing abilities or skills all participating students must possess?
- What other knowledge, background is assumed?
- What outcomes are absolutely required of all students in the course, with or without adjustments?
- What teaching strategies most effectively address the inherent outcomes?
- What methods of instruction are non-negotiable?

Methods of instruction should be examined to determine how information is taught and what alternative opportunities are available for teaching and learning the information, format of materials, skills etc.

- What methods of assessing outcome variables are absolutely necessary?
- Does the ability or skill need to be performed in the prescribed manner?
- What are acceptable levels of performance on these measures?
- What skills or competencies will be needed in the field after graduation?
- What are the requirements for licensure or professional accreditation?

Q. If I provide adjustments for some students, won't I end up watering down my course?

A. Providing reasonable adjustments for students with documented disabilities will not compromise the inherent requirements of your course. You should never feel you are "watering down" your courses. Nor should you see this as an infringement on academic freedom. As a matter of fact, some argue that requiring academic staff to define their inherent requirements actually preserves principles of academic freedom by allowing academic staff to determine what is most important, while still allowing access for students with disabilities.

COMMUNICATION BETWEEN DISABILITY RESOURCES AND ACADEMIC STAFF

How do I know if a Student in my Course has a Disability?

For students with permanent conditions a Notification Memo will be sent from Disability Resources to the course examiner/s and the Academic Staff Faculty Disability Contact in the semester that the student registers with the service. Thereafter it is the student's responsibility to use this memo to introduce themselves and discuss their support needs with lecturers and tutors in following semesters. If students require support to do this or require changes to their supports Disability Resources will assist in this process.

Disability Resources encourages students to introduce themselves prior to the start of semester or early in semester and students are made aware of their responsibility to do this when they register. Some students choose not to inform lecturers of their needs for a number of reasons including:

- embarrassment regarding their condition;
- not wanting to be seen as 'different';
- the student may be going well at the start of semester and may decide that contact isn't necessary;
- some students may have difficulties with communication and social interactions (if this is the case students are encouraged to seek assistance from Disability Resources each semester).

There are a number of things that staff can do to encourage students to let you know about their support needs or to find out whether a student is registered:


- In an initial lecture or tutorial encourage the group to get in touch with you if they are registered with Disability Resources to discuss their support needs with you;
- Contact Disability Resources if you have concerns about a particular student or if you think they may be registered – depending on the level of consent given by the student Disability Resources will be able to confirm whether they are registered with the service and what the recommended supports are and may be able to provide you more detail about the student's condition;
- Prior to exams Disability Resources will inform Academic Staff of any registered students with recommended exam supports.

Disability Resources Contacts

| Toowoomba Campus & External Students | Fraser Coast Campus | Springfield Campus |
|---|--|---|
| <i>Kym Lawson</i> <i>Coordinator, Disability Resources</i> | <i>Trish Beaumont</i> <i>Counsellor</i> | <i>Laura Chandler</i> <i>Counsellor</i> |
| Ph: +61 7 4631 2372 Fax: +61 7 4631 2880 Email: stsv@usq.edu.au G Block | Ph:+61 7 4120 6133 Fax: +61 7 4120 6133 Email: stsvwb@usq.edu.au A Block | Ph:+61 7 3470 4287 Fax: +61 7 3470 4401 Email: chandler@usq.edu.au |

The Notification Memo

The notification memo is the main method of providing information on a newly registered student to relevant academic staff. The memo covers the following information:



Memo Ref No: 364

Confidential Memorandum

If 'type of disability' is listed as **Permanent** or **Fluctuating** this memo is valid throughout the student's studies unless the student's support needs change at which point an updated memo will be issued.

Client Area of Disability may not appear in the memo if consent has not been given to release these details.

To: Examiners
From: Coordinator, Disability Resources
Date: 9/01/2008
Student: [Student Name] – [Student Number]
Re: **NOTIFICATION OF SUPPORT NEEDS**

The above student is registered as a student with a disability and is currently enrolled in your Faculty.
Program: B Science
Client Area of Disability: Psychiatric Condition
Study Impact: Difficulties in concentration and motivation. Difficulties with memory and retention of information due to medication. Fatigue impacts during afternoon. Hospitalisations may impact on class attendance.
Type of Disability: Permanent
Mode of Study: On-Campus/Internal

External students are supported by the Coordinator, Disability Resources (Toowoomba).

This student has provided evidence of their disability and attended an interview with Disability Resources Personnel to assess their needs. Should there be any concerns regarding the recommended accommodations listed below in light of academic requirements, we would appreciate timely feedback from the Examiner. These recommended accommodations can be negotiated with Disability Resources when required.

A Faculty report will be sent each semester listing the exam accommodations for students per course.

Exam Adjustments (Examiners notified every semester, organised through Examinations Office, Student Administration)

- Extra 15 minutes every hour;
- Rest break included in the extra time;
- No more than 1 exam per day;
- Morning only exams.

Assignment Extension (Student to negotiate with Examiner as required)

Disability Support Worker (provided by Disability Resources)

- Weekly tutoring support to assist with organisation of study schedule;
- Note-taker required during any afternoon lectures.

Lecture Notes (made available – Disability Resources organised with Examiner)

- May be required during periods of hospitalisation.

Academic staff may query any recommendation or request further information from Disability resources staff on receipt of this memo or in response to the Faculty report outlining exam accommodations.

Comments:
 It is strongly recommended that Examiners ensure that the student's tutors and other lecturers are informed of the student's needs.
 End of semester examination adjustments are administered by the Examinations Office, Student Administration. The arrangement of adjustments for mid semester tests/exams is the responsibility of the Examiner of the course.
 If you have any further queries, please contact Disability Resources Personnel through Student Services reception on ext 2372.

Reminder regarding confidentiality

[Signature]
 [Coordinator, Disability Resources / Disability Counsellor]

This memo may contain information of a sensitive & confidential nature. In order to respect the student's confidence and right to privacy, please ensure that this information is securely kept and not discussed with anyone not directly related to this student's academic requirements.

For students with high support needs an Accommodation Plan is written which contains a more detail regarding the student and their support needs. These Plans are reviewed and sent out by Disability Resources staff on a Semester or Yearly basis depending on the individual student.

In addition specific meetings are sometimes arranged between Disability Resources, academic staff and the student regarding specific issues or concerns or if the supports requested need information from all parties to reach consensus on the adjustments that can be made.

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Privacy and Confidentiality

[Adapted from webpage: <http://www.adcet.edu.au/cats/ViewFAQDetail.aspx?itemid=529>]

Universities are subject to privacy legislation and need to have privacy policies in place detailing how student information is handled (see [USQ Privacy Policy](#).) Within this context there are a number of issues relating to the confidentiality of disability-related information. There is a need to protect the privacy of the student and to balance this with the importance of ensuring that relevant staff are informed of the student's needs so that required adjustments can be made.

Many universities find this balance by establishing guidelines to facilitate the confidential disclosure of disability-related information. Disability Resources have confidentiality release procedures which clarify the ways in which disability-related information will be used by the service. Fundamental to this process is the requirement that each student signs a consent form as part of registration. Students nominate the level of disclosure that they give permission for Disability Resources staff to work within. The levels of consent on this form are as follows:

- ❑ *I give permission for Disability Service Personnel to release the nature of my condition and its effects on my studies to relevant staff at University of Southern Queensland*
- ❑ *I give permission for the Disability Service Personnel to release only the impact of my condition on my studies to relevant staff at University of Southern Queensland*
- ❑ *I do not wish for the nature or effects of my condition to be discussed with relevant staff at University of Southern Queensland.*

Faculty Disability Contacts

Each USQ Faculty and Section has nominated one or more Disability Contacts to act as liaison and coordination points for disability-related matters. These representatives are:

Academic Staff Disability Contacts

| | |
|---------------------------|--------------------------------------|
| Ms Yan Zhao | Faculty of Arts |
| Mr Dom Pensiero | Faculty of Business |
| Ms Linda De George-Walker | Faculty of Education |
| Assoc Prof Ron Ayers | Faculty of Engineering and Surveying |
| Dr Lorelle Burton | Faculty of Sciences |

General Staff Disability Contacts

| | |
|----------------------------------|--------------------------------------|
| Ms Sherryl Lendrum | Faculty of Arts |
| Ms Tricia Hughes / Ms Pat Ashman | Faculty of Business |
| Ms Diane Wilson | Faculty of Education |
| Ms Anne White | Faculty of Engineering and Surveying |
| Ms Kerri McAdam | Faculty of Sciences |
| Ms Vicki Blatchford | LTSU |
| Ms Kym Lucas | Library |
| Ms Kaye England | Library |
| Mr Brad Everton | Residential Colleges |
| Ms Judy Timmins | DEC - Outreach |
| Mr Kevin Stapleton | Student Guild |
| Ms Amie Dinnis | Student Admin - Examinations |
| Mr George McHugh | Parking /Security |
| Mr Rod Ibell | Information Technology Services |

USQ's Disability Action Plan and Disability Advisory Committee

USQ has a Disability Action Plan that has been developed according to the provisions of the Disability Discrimination Act (1992) and is registered with the Human Rights and Equal Opportunity Commission (HREOC). A Disability Action Plan helps to ensure that USQ meets its commitments and responsibilities under the DDA. To view the Plan go to: <http://www.usq.edu.au/resources/dap.pdf>

USQ has a Disability Advisory Committee that provides a forum for consideration of disability-related matters. This Committee also monitors and evaluates the progress of actions within the Disability Action Plan. Membership of the Committee includes a range of USQ staff and student representation.

INCLUSIVE PRACTICE – Tips and On-line Resources

Approaches to teaching which assist all students to learn include:

Taken from webpage: <http://www.adcet.edu.au/cats/ViewFAQDetail.aspx?itemid=74>

- Make sure students know what and how they are expected to learn: This can be done by:
 - previewing new topics and showing how they fit in with other parts of the subject
 - making explicit what you expect students to learn from a lecture or tutorial
 - summarise the main points of each topic and make clear how that topic will be assessed.
- Integrate instructions on how to learn with content teaching.
- Design the workload so that students have time to think, to reflect on what they have learned, to see how it fits in with their previous learning and experience, to work out what they don't yet know but need to know next.
- Help students see the relevance to the broader personal and vocational goals of their learning in a particular situation. Provide opportunities for students to relate what is taught in class to their own experiences and values.
- Demonstrate your interest and enthusiasm for your subject. For example, your students will better appreciate the intellectual challenge if you relate your teaching to your research interests and activities.
- Provide appropriate feedback on how students are progressing with their learning, particularly on their achievement of learning goals.
- Assess students' learning in line with what they thought they had to learn. Provide opportunities to learn how to deal with assessment tasks before the final assessment.

See also: [inclusive assessment practices](#)
[resources for inclusive teaching](#)

[Adapted from a publication in the [UniAbility](#) series]

Specific Learning and Teaching Aspects

The Creating Accessible Teaching Strategies (CATS) website provides useful information and advice regarding a teaching practices and support for students with disabilities in the following areas:

Course Design

- [Inclusive course design](#)
- [Making course expectations clear](#)
- [Using inclusive language](#)

Making Reasonable Adjustments

- [Adjusting delivery methods to meet the needs of students](#)
- [Clarifying rights & responsibilities](#)
- [What is "reasonable"?](#)

Course Delivery

- [Consulting with students about adjustments required](#)
- [Making learning programs accessible](#)
- [Learning environment specific strategies](#)
- [Discipline specific strategies](#)
- [Meeting the needs of off campus students with disabilities](#)

Learning Resources

- [Making course materials accessible](#)
- [Making course materials available in time](#)

Assessment

- [Making assessment inclusive](#)
- [Alternative assessment strategies](#)
- [Using assistive technology in exams](#)

Learning Environments

- [Making learning environments safe](#)
- [Making online learning environments accessible](#)
- Information related to [particular learning environments](#)

Post Graduate Students

- [Recruiting post graduate students with disabilities](#)
- [Supervising students with disabilities](#)

The Disability Context

- Introduction to the [social context of disability](#)

Information on Specific Disabilities

- Hearing Impairments <http://202.83.76.41/cats/hearingimpairment.aspx>
- Health Conditions <http://www.adcet.edu.au/cats/healthconditions.aspx>
- Learning Disabilities <http://www.adcet.edu.au/cats/learningdisability.aspx>
- Physical Impairment <http://www.adcet.edu.au/cats/physicalimpairment.aspx>
- Mental Health Conditions <http://www.adcet.edu.au/cats/mentalhealth.aspx>
- Vision Impairments <http://www.adcet.edu.au/cats/visionimpairment.aspx>
- Aspergers Syndrome & Autism <http://www.adcet.edu.au/cats/ViewFAQDetail.aspx?itemid=538>

Legislation Links

- [Disability Discrimination Act \(DDA\)](#)
- [Disability Standards for Education](#)
- [Rights and responsibilities](#) of students and staff under legislation.

FURTHER INFORMATION

We hope that this booklet has been of assistance in increasing your awareness of students with a disability and has provided you with some useful information and resources to assist you in accommodating the diverse needs of students.

As mentioned at the start of this booklet, please remember that the Disability Resources team are there to provide support and advice for staff with regard to disability issues. Please feel free to contact us with any questions or to arrange a workshop or presentation regarding any disability issue for your workgroup or Faculty.

Regards,

KLawson

Kym Lawson
Coordinator, Disability resources

Ph: +61 7 4631 2848

Email: lawson@usq.edu.au

For further information regarding disability issues please also refer to:

- Disability Resources Website: <http://www.usq.edu.au/student-services/disability-resources/>
- Organise a presentation: ph: Coordinator, Disability Resources
- Resource Guide for Academic Staff: ph: Coordinator, Disability Resources to obtain a copy
- CATS Website: <http://www.adcet.edu.au/cats/default.aspx>
- Complete the online course for new staff: Access granted during induction or contact LTSU for access