

Accessibility Service: Student Handbook

The purpose of the Accessibility Service: Student Handbook is to provide students who are [registered](#) with the Accessibility Service with information to make requests for reasonable adjustments and interact productively and proactively with the Accessibility Service.

The handbook includes:

- information about contacting Accessibility Service staff
- information answering frequently asked questions
- details on procedures for requesting reasonable adjustments for participation, learning, assessment and examinations and for work based learning (course placements & internships etc.).
- tips for managing your study with the impacts of a disability / health condition

The handbook is **not** intended to be a substitution for appointments or communication with your Accessibility Consultant (AC). Rather, it is a handy collection of practical information to build your confidence and knowledge of how to make requests, address disability related study matters and assist you with how to access the Accessibility Service usefully to best meet your needs.



TIP: If you are using an electronic version of this manual, an easy way to search for what you are looking for is to use the “Find” function on your computer/laptop.

Keyboard shortcut: Hold the “Control” and “F” keys at the same time.

A search window will appear into which you can type keyword/s e.g. ‘notetaking’, ‘travel concession’, ‘extension’.



TIP: The Table of Contents is hyperlinked so that you can easily navigate to the relevant page/s.

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Glossary

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| ALO | Academic Liaison Officer |
| AC | Accessibility Consultant |
| MSA | My Student Administration |
| SAU | Student Administration Unit |
| SNDS | Student Notetaker Direct Services |
| SSU | Student Services Unit |
| LAAF | Learning and Assessment Arrangements Form |

PART 1: About the Accessibility Service & FAQs

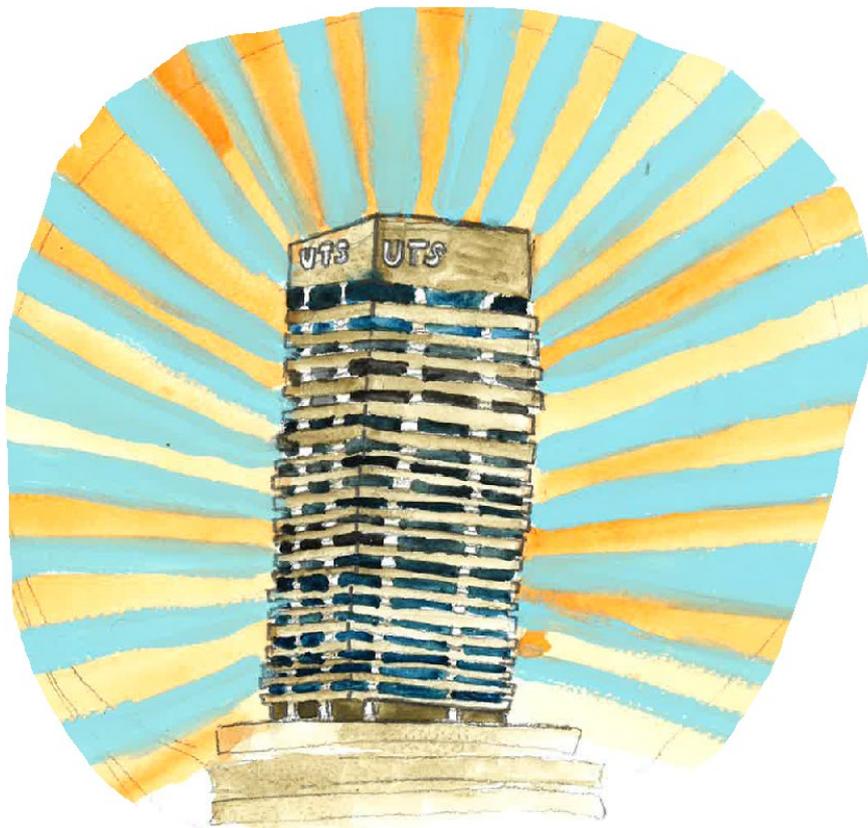
1.1 Accessibility Service

The [Accessibility Service](#) is the University's central contact point for all students living with one or more disabilities, medical or mental health conditions, to request assistance and support, access services, assessment arrangements and reasonable adjustments to enable an accessible and inclusive learning environment.

The main purpose of the Accessibility Service is enabling student participation in their learning and coursework and minimising the impacts of disability / health conditions upon study, as far as possible while maintaining academic integrity.

While the main focus remains on student's course progression, the Accessibility Service encourages students to use this time to take up opportunities to build upon their individual strengths and strategies. Learning how to manage the impacts of your disability / health condition in the study environment can provide transferrable strategies for the workplace and/or in preparation for transition following university.

The Accessibility Service assists students to develop their independence, self-determination and self-advocacy skills to enable participation in a productive and concerted way.



The Accessibility Service is located in the Student Services Unit on Level 6 in the Tower (Building 1).

1.2 The Accessibility Service Team

The Accessibility and [Financial Assistance Service](#) are both part of the Student Services Unit. While they are managed as one service, the Accessibility Service and Financial Assistance Service operate separately for student use.

The Accessibility Service staff includes the Manager, Accessibility Consultants, Accessibility Administrator and a pool of casual employees who mostly work as notetakers as well as scribes for exams, and/or transition and participation assistants.

Your [Accessibility Consultant \(AC\)](#) will be your main contact for making any changes to your Accessibility Services, and any concerns you have with your progress during session. If you are encountering any emerging difficulties, please [make an appointment](#) to see us earlier, rather than later.

The [Accessibility Administrator](#) implements the following Accessibility Services:

- Notetakers,
- Auslan Interpreters/captioning/stenographers,
- Audio recording,
- Alternative Formats,
- Readers and Scribes for exams and tests,
- UTS Parking permits for students with RMS mobility permits,
- Student Services Unit Resource Room (SSURR).

You can [contact the Accessibility Administrator](#) directly to:

- Advise of any changes to your study plan/timetable affecting your support services such as notetaking, alternative formats, audio recording or interpreters/captioning.
- Request a UTS parking permit
- Request an SSURR locker or advise of any problems, requests for additional equipment or software in the SSURR.

1.2.1 Accessibility Staff, Role and Contact Details



Please Note: All staff in the Accessibility team, including your AC can be contacted via the Student Services Unit (SSU) reception.

Please phone **+61 2 9514 1177** and reception will transfer you to the requested staff member.



The Student Services Unit reception location is CB01.06.001 (near the escalators)

Email contacts are provided in the table below and at uts.edu.au/accessibility-contact

| Name | Position | Email | Availability |
|---------------------|--|--|--------------------|
| Fiona Robertson | Manager, Accessibility & Financial Assistance | Fiona.Robertson@uts.edu.au | Monday - Tuesday |
| Evan Knowles | Manager (Acting), Accessibility & Financial Assistance | Evan.Knowles@uts.edu.au | Wednesday - Friday |
| | Senior Accessibility Consultant | | Monday - Tuesday |
| Sandra Guthrie | Accessibility Administrator | Accessibility@uts.edu.au | Monday - Friday |
| Christie Baldock | Accessibility Consultant | Christie.Baldock@uts.edu.au | Tuesday - Friday |
| Kimberley Cheung | Accessibility Consultant | Kimberley.Cheung@uts.edu.au | Monday - Friday |
| Justin Dewhurst | Accessibility Consultant | Justin.Dewhurst@uts.edu.au | Monday - Friday |
| Andrew Downie | Accessibility Consultant | Andrew.Downie@uts.edu.au | Tuesday |
| Rebecca Hudson | Accessibility Consultant | Rebecca.Hudson@uts.edu.au | Monday - Friday |
| Racheal Jane Sarcia | Accessibility Consultant | Rachealjane.Sarcia@uts.edu.au | Monday - Friday |
| Michael Tobin | Accessibility Consultant | Michael.Tobin@uts.edu.au | Monday - Friday |
| Deb Toman | Accessibility Consultant | Deb.Toman@uts.edu.au | Monday - Friday |

1.3 Contacting your Accessibility Consultant (AC)

Appointments can be made via the Student Services Unit (SSU) Reception.

Ph: +61 2 9514 1177 or email Accessibility@uts.edu.au if phone is not accessible.



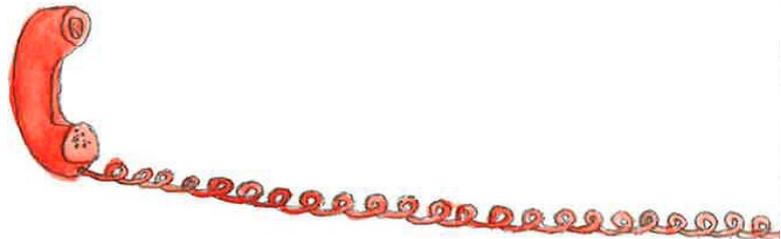
There are quicker ways to get in touch with your AC.

Face to Face Appointment:

- Face to face appointments must be booked.
- These are best if you would like to discuss a concern/issue in detail, make any changes to your direct Accessibility Services, are feeling stressed with your workload, or you're having difficulties with any type of assessment or any other emerging difficulties.

Phone Appointments:

- Phone appointments must be booked.
- At the time of your appointment, call SSU Reception (Ph: +61 2 9514 1177) who will transfer you to your AC.
- Phone appointments are available if it's difficult for you to come in and/or the enquiry or request requires minimal consultation.
- Please be aware that if your AC needs to return your call, their phone number will show as a private number.



Email:

- Please use your UTS student email account to contact your AC.
- This short video will show you how to [link your UTS webmail to your existing email account](#).
- Email is best if you have a quick enquiry such as confirmation or a request or administrative enquiries e.g. checking exam condition arrangements, to inform us of a small notetaking problem or to provide some information prior to your appointment or re-occurring requests such as details for information to Academics.
- Depending on how recently you've been in contact with your AC it may also be suitable for requesting extensions.

Phone Messages:

- ACs cannot easily return a phone call because most of their time is allocated to student appointments.
- If your phone call has not been returned it is a good idea to email your AC or book a phone appointment. Phone appointments help avoid 'phone tag' situations.
- AC's phones will show as a private number, so please be aware that your AC will be returning your call from a private number.

SMS Messaging:

- SMS is used to remind you of booked appointments.
- ACs may also contact you via SMS to alert you to an important email or to respond to their request / email.
- Please don't reply via SMS – instead, use your UTS email account.

Cancelling or rescheduling appointments:

- If you cannot attend your appointment, call us on +61 2 9514 1177 or email Accessibility@uts.edu.au as early as possible so that we can reschedule another appointment.

Running late:

- Please phone or email to let us know if you're running late and advise your estimated time of arrival, if possible.
- If you arrive late for your appointment, we cannot guarantee that your Accessibility Consultant will be able to see you. Your appointment time will be shortened, or you may need to reschedule another appointment.



Tip: If you're running late, it is helpful to consider the priorities that need to be addressed *first* in your appointment to ensure that you get the most out of the shorter appointment time with your AC.

1.4 Frequently Asked Questions

1.4.1 Who is my AC and how do they assist?

Your Accessibility Consultant (AC) is ***your contact for your Accessibility Services*** and the person that you can direct your requests to for reasonable accommodations.

Usually the AC that you first meet with will continue as your AC contact in the Accessibility Service.

Your AC can assist with any disability / health condition enquiry related to your study, as well as make referrals for further assistance.

Please [book an appointment to see your AC](#) to review your services at any time. If you are new to the service it is a good idea to make an appointment:

- at the end of your first session
- if things haven't gone well
- if you have any difficulties,
- if your disability or health condition changes.

In most instances, it is best to book an appointment.



Please Note: If you do send an email and have not heard back from your AC, it is important that you follow up with a further email.

1.4.2 Who is my ALO and how do they assist?

Academic Liaison Officers (ALOs) are Academic staff in each faculty designated to assist students registered with the Accessibility Service, according to which course they are enrolled in. If you are studying a combined degree then you will have two ALO contacts – one for each course.

Your ALO is the central ***contact point in your faculty*** for any requests for reasonable adjustments and their role is to decide on the outcome of recommendations and requests made by your AC. Your ALO is copied in on all correspondence sent to your faculty from the Accessibility Service.



Please note: ALOs require that requests for reasonable adjustments such as extensions (more than one week), exam provisions and alternative assessments are requested via your AC, rather than directly from students.

[A list of current Faculty ALO contacts is available here.](#)

1.4.3 Why is the Census date important? And when is it?

The [census date](#) is important because it's the date on which your enrolment is finalised.

From the census date onwards you will incur a cost and an academic result for any subjects that you are enrolled in, regardless of whether you continue to participate in the subject. In other words, it is the last day that you can withdraw from a subject without a financial or academic penalty.

1.4.4 My disability / health impacts have worsened, but it's past the census date...

If you experience a worsening of your diagnosed disability / health condition **after** the census date, which is beyond your control and makes it impractical to complete your subject/s, you may be eligible to apply to withdraw from your subject/s without academic or financial penalty via a [Remission application](#).

[NB: Please see the Remission application \(link above\) for the detailed eligibility criteria. Your AC can also explain this further and help you with the process.](#)

1.4.5 I need to make a request but my AC is on leave...

- You can contact Accessibility@uts.edu.au and the Accessibility Administrator will direct your enquiry or schedule an appointment with another AC – they will have access to your file to assist with your request until your AC returns. There is always someone available to help you.
- Please don't wait until your AC returns to action any requests and there are often deadlines or the requirement for requests to be made in a timely way.

1.4.6 How do I access the study spaces for students registered with the Accessibility Service?

- Swipe card access using your student ID card is available for the:
 - [Student Services Unit Resource Room](#) (SSURR) located CB01.05.003, and
 - Assistive Technology room 2a, located the in Library.
- You will need to arrange access from your [AC](#).
- To access Assistive Technology room 2b, located in the Library, you will need to make a booking via the [Library room bookings](#) or via 'Quick Links' on [the Library Homepage](#) (click 'Book a Room').



Please Note: Arrangements can be made for installation of course specific software in these study spaces, via a request to Accessibility@uts.edu.au. The outcome may depend on whether the University has a site licence for the particular software.

[For more information about these study spaces, please see our website.](#)

1.4.7 What if I am registered with Accessibility and I also have carer responsibilities?

You need to contact your Academic Liaison Officer (ALO) to make any carer related requests. You will need to contact the ALO at the start of each session.

Please refer to the following UTS websites:

- [Information for carers](#)
- [The application process](#) (including documentation requirements)
- The [Learning and Assessment Arrangements Form](#) for students who are primary carers. This needs to be completed and given to your ALO each session.

1.4.8 What is the difference between the Accessibility Service and Special Consideration?

The Accessibility Service and Special Consideration operate as two *separate* UTS services/programmes.



Please Note:

The Accessibility Service does **not** coordinate or process applications for Special Consideration.

- Students registered with Accessibility **do not** receive an overall ‘special consideration’ for individual assessments or at the end of a subject’s completion. See [Section 1.4.9 I’m disappointed with my final mark, can the Accessibility Service help change my grade?](#)

| Accessibility Service | Special Consideration |
|--|---|
| <p>The Accessibility Service is available for students living with a disability or ongoing (long term) medical or mental health condition.</p> <p>Occasionally, students registered with Accessibility may need to apply for a special consideration in addition to the reasonable accommodations provided. E.g.</p> <ul style="list-style-type: none"> - You experience an unexpected flare up of your condition that is more severe than usual, and is unable to be accommodated by Accessibility requests OR - You experience an illness or misadventure unrelated to the disability/health condition for which you have registered with us. <p>Your AC is able to advise you on this.</p> <p>You may register with Accessibility for temporary injuries (e.g. broken arm) if:</p> <ul style="list-style-type: none"> - You require more assistance than can be provided via the special consideration process, such as exam provisions. E.g. the use of a scribe if you are unable to write. | <p>Special Consideration is intended to provide equitable academic treatment for students whose performance in an assessment task is affected by short term illness, misadventure or work-related circumstances.</p> <p>You should only apply for special consideration when your performance in an assessment item or examination has been affected by extenuating or special circumstances beyond your control.</p> <p>If you are frequently applying for special consideration for the same condition, please make an appointment to discuss this with an Accessibility Consultant.</p> <p> Please Note:</p> <ul style="list-style-type: none"> - Special Consideration applications have strict submission deadlines. - See the UTS Special Consideration page for more information. |

1.4.9 I'm disappointed with my final mark, can the Accessibility Service help change my grade?

The Accessibility Service facilitates requests for reasonable accommodations *prior* to assessments taking place to ensure accessibility and in most cases *cannot* advocate for grade changes retrospectively.



Please Note: Students registered with Accessibility *do not* receive an overall 'special consideration' for individual assessments or at the end of a subject's completion.

See also:

- [Section 1.4.10 How do I let my Academics know I'm registered with Accessibility?](#)
- [UTS Student Rules 8.6 Review of final subject assessment results](#)

1.4.10 How do I let my Academics know I'm registered with Accessibility?

- If you are registered with the Accessibility Service, an 'Accessibility Verification and Information to Academics' Memo provides information to teaching staff about what accommodations have been recommended.
- Please be aware that while your teachers can be notified that you are registered with the Accessibility Service and provided with details regarding how your disability/ health condition impacts on your study, this *does not* mean that:
 - the academic will use a different marking criteria to assess your work.
 - the recommended accommodations/extensions and faculty-based exam conditions are automatically granted or organised for your assessment tasks – you will need to [request these specifically](#) for each assessment.



Please Note: Your 'Accessibility Verification and Information to Academics' Memo will only include information that you have provided consent to release, and can be reviewed at any time. You do not need to specifically disclose your health condition/disability. Find out more about [Disclosure](#) on our website.

1.4.11 Do I need to disclose my disability / health condition to my Academics?

- No, it is up to you how much information you choose to share with your academics. After your initial appointment with your AC, you will have provided the Accessibility Service with written consent describing the level of information you wish to share with your Academics. For example, you may determine you'd like to share the impact your condition places on your study process but *not* the diagnosis.
- In any situation, that you find yourself pressured to disclose and/or provide details relating to your disability - you are *not* required to do so. If you have concerns about disclosure or you wish to discuss an experience around being requested to provide health related details, you can organise to discuss with your AC. You may also want to seek clarification from the [Student Associations' Student Legal Service](#).
- Find out more about [Disclosure](#) on our website.

1.4.12 Can I access assistive software on campus?

The following assistive software is available on campus in [all general access IT Labs](#) and the SSURR and Library Assistive Technology rooms:

- JAWS version 18
- Zoomtext version 10.1
- Read and Write

Additionally, the following assistive technology software is available in the SSURR (for use in the individual study room) and the Library Assistive Technology room 2b:

- Dragon Naturally Speaking version 14

Please [contact the Accessibility Administrator](#) and copy in your AC if you need to request:

- Installation of assistive technology in Faculty computer Labs.
- Access to assistive technology for use from your personal computer/device.
- Installation of course specific software in the Accessibility Service study spaces. The outcome may depend on whether the University has a site licence for the particular software.



TIP: UTS students can download Read and Write to their personal computer for free. [Instructions for how to install Read and Write can be found here](#). You will need to scroll down to Read & Write.

1.4.13 Which classrooms have hearing loops / infra-red hearing assistance?

- A list of [rooms identifying the hearing assistance options is available here.](#)
- Infra-Red devices can be borrowed for long term use via the Accessibility Administrator (contact Accessibility@uts.edu.au).
- Infra-Red devices can be borrowed from Security, out of office hours.

1.4.14 How can I find out about physical accessibility on campus?

- [Campus Maps and Facilities](#) information is useful.
- You can also ask your AC to assist you with facilitating orientation needs for your transition into UTS.

1.4.15 If I have an RMS Mobility Parking Permit, where can I park?

- While there is limited accessible parking on the UTS Campus, if you have a current/valid RMS Mobility Parking Permit, ***you will need a UTS Parking Permit to use the accessible spaces.***
- You can apply for a UTS Parking Permit via your AC or the Accessibility Administrator (Accessibility@uts.edu.au), who will explain the parking options.
- The UTS Parking Permit is to ensure that only UTS Staff, Students and approved visitors can park in these spots.



Please note: Accessible parking at UTS is enforced by UTS Security, which is authorised to issue parking tickets under an agreement with the NSW RTA and Police.

1.4.16 What are the accessibility features of the lifts in the Tower building?

The lifts across campus have accessibility features that include audio announcements and visual lighting within the lift to identify the floor being served.

The following information may assist in accessing the lifts in the Tower Building:

- When you enter the Tower Building from street level (15 Broadway), you arrive on Level 4.
- There are 6 lifts that service the Tower Building and these are all located in a corridor in the centre of the building.

Lifts A, B, C and D are located on one side of the corridor, and Lifts E and F are located on the other side of the corridor.



Please note:

- Only two lifts access Level 3 – Lift B and Lift F.

- Only four lifts access Level 5 – Lift B and C are on one side of the corridor, and Lift E and F are on the other side of the corridor.

Lift Touchpads:

The lifts in the Tower Building do not have buttons inside each lift indicating individual floor numbers. Instead, the lifts operate from a destination allocation system, which is coordinated by touchpads located near the lifts on each floor.

These touchpads have a touch screen that is approximately 15cm by 9cm (height x width) and are located approximately 120 cm high from the ground.

Each floor has at least three touchpads. There is always at least one touchpad at each end of the corridor of lifts, and one in the middle of the corridor between lifts B & C.

The touchpads are either free standing, or are mounted onto the wall. If wall mounted, the touchpad at each end of the corridor will be mounted near the corner of the wall. In the middle of the corridor, the touchpad will be mounted between lift B & C.

On the ground floor (Level 4), there is a free standing touchpad approximately 120cm high located directly to the left of the Concierge desk as you approach the corridor of lifts.

To use the touchpad:

On the touchpad, individual floor numbers are displayed in 3 rows of 3, or 4 rows of 3.

Below these numbers there is also a rectangular display that reads 4 – Main Lobby and below that are another two displays, which read ‘Lower Floors’ or ‘Upper Floors’.

Press the number of the floor you would like to go to.

If your floor number does not appear, use the ‘Lower Floors’ and ‘Upper Floors’ buttons to navigate to the right floor number.

Once pressed, an audio announcement will indicate the Lift (Car) that has been allocated. For example “Car D”. Lights will also flash at the top of the allocated Lift i.e. the letter D will flash at Lift D.

Accessible features:

The raised button at the top of the touchpad has braille. When the button is pressed it triggers the following additional functionality:

- The touchpad will commence an audio announcement of the building levels, one by one, commencing with Level 27 and descending down the building to Level 2.
- When your destination floor is announced, press the button again.
- Audio advice on which lift has been allocated is then announced at the touchpad e.g. "Car C".
- An audio function is also triggered at the designated lift. A bell tone will sound at the allocated lift, and the Letter of the allocated lift will also be said aloud e.g. "Car C". The audio also notes when the doors open and close.
- Additional time is allocated to get to the lift and the lift doors are held open longer to give the passenger time to enter the lift.
- You can also use the assistance button with the audio and the touchpad simultaneously to select your floor, to receive the function of additional time to get to the lift and to slow the speed of the lift doors.

Inside the lift:

- On the edge of each side of the doorframe (near the top), there is a black rectangular panel approximately 28cm by 6cm. The floor numbers at which the lift will stop are displayed in red on each of these panels.
- Audio announcements within the lift identify the floor being served. The floor number being served will also flash on the black display panel.
- The only buttons in the lift are (from top to bottom): Doors Open Button, Doors Closed Button and the Emergency Telephone Button which are located midway up the edge of the lift wall, on the left hand side of the lift as you enter. Instructions for the Emergency Telephone Button read, "Press button for 5 seconds and await reply".



TIP:

- The Accessibility Service is located in the Student Services Unit, on Level 6.
- To access levels 5 and 6 from street level (Level 4) it may be easier to use the escalators rather than wait for the lifts, which can become very busy during peak periods.
- The escalators are located on the far left hand side of the building as you enter the Tower Building (on Level 4).
- When you step off the escalator on Level 5, the next escalator going up will be directly behind you, approximately 11 metres.
- When you step off the escalator on Level 6, the Student Services Unit is directly behind you, approximately 17 metres.

1.4.17 My disability impacts on carrying my books and equipment around Uni – are there lockers?

Yes, lockers are located in the Student Services Unit Resource Room (SSURR). Requests for lockers can be made to the [Accessibility Administrator](#), or to your [AC](#).

Please be aware that the allocation of lockers is prioritised for students with mobility impairments.

1.4.18 What if I need assistance with personal care, mobility and/or transport to access University studies?

Your AC can assist you with facilitating these arrangements with external agencies. You may want to consider eligibility for funding of these services via the National Disability Insurance Scheme [National Disability Insurance Scheme](#) (NDIS). This [fact sheet from the NDIS](#) might also be a useful resource.

1.4.19 I need to reduce my subject workload but I'm not sure if I will still be eligible for my Centrelink payment – who can help?

- The Financial Assistance Service can assist you with accessing Centrelink information to work out options that you can apply for to undertake a reduced subject workload and maintain Centrelink eligibility.
- Please see the [Financial Assistance Service website](#) and/or make an appointment via Student Services Unit Reception to see Financial Assistance Ph: + 61 2 9514 1177 or email Financial.Assistance@uts.edu.au.

1.4.20 Can I get travel concession if I'm not studying full-time?

- If the reason you're not able to study full time is directly related to the impacts of your disability / health condition, your AC can assist in making an application for travel concession.
- Your AC can advise if you need to supply additional documentation to support your request.

1.4.21 What do I do if I'm concerned about my timetable in relation to my disability/health condition?

- Contact your AC with details about what specific subjects you are enrolled in and what times you are requesting to change to.
- Your AC will need to assess the medical documentation we have on file and may request further documentation to support your request.
- If you are able to provide the necessary documentation, your AC will write a support memo which you can upload along with an e-request via My Student Admin.



Please Note: While your request may be reasonable, there is no guarantee that the University will be able to accommodate the timetable change due to Workplace Health and Safety (WHS) Legislation i.e. the number of people, chairs, tables in a room etc.

1.4.22 How do I organise support services for field trips/excursions/off campus course activities?

- Meet with your AC to discuss your needs and be prepared to discuss the field trip or activity in detail.
- Your AC can liaise with your faculty ALO and Subject Coordinator to develop a Field Trip Management Plan.
- [Contact us to make an appointment.](#)

1.4.23 How do I organise support services for exchange or cross institutional study?

- Meet with your AC to discuss your study plans.
- Your AC can write a verification of the services you receive at UTS, and help contact the support service in your host exchange University.
- Your service provisions will be provided by the host University and you should make contact early to ensure that you're aware of what service provisions will be available to you.
- Please be aware: if you are studying overseas, each country has its own disability legislation. As each University's services operate differently, you will not necessarily receive the same service provision as you do at UTS.

1.4.24 How do I organise support services for my In-Country Study (International Studies course)?

- Meet with your AC, ideally **one year prior to your departure**, to start looking into any arrangements you might need.
- Your AC can assist with developing a Travel Management Plan in partnership with the Faculty ALO and In-Country Study Coordinator.

- If you have any enquiries or requests for assistance related to In-Country Study and your disability / health condition, your AC will arrange a meeting with your Faculty ALO and In-Country Study Coordinator.

1.4.25 What are inherent requirements?

Inherent requirements are tasks that are essential to meeting the subject/course requirements. These tasks may be knowledge, activity or skills (practical or theoretical) based.

While there are inherent requirements exist in various formats across all faculties and courses inherent requirements are officially published for the following UTS courses:

- [Nursing](#) and [Midwifery](#)
- [Teacher Education](#)
- [Design, Architecture & Building \(DAB\)](#)

Reasonable accommodations can be implemented to assist in the way students demonstrate/perform these tasks. Academic integrity must be maintained throughout this process.

1.4.26 What are the most accessible pathways between Central station, The Goods Line, UTS main campus and Haymarket (Building 5 or 8)?

The Devonshire Street tunnel from Central station to the start of The Goods Line provides an accessible entry to UTS that avoids the need to cross any roads.

At the very end of the Devonshire Street tunnel (at the start of The Goods Line) there are escalators that take you to UTS Building 6, level 4. The Harris St bridge can then be used to access Buildings 1, 3 and 4, as well as heading across the Alumni Green to building 7, 10 and 11.

What do I do if escalators are not accessible to me?

Lifts are planned for the entry into Building 6. If escalators are not accessible for you, please make use of this alternative pathway, which is an interim route until the lifts are in place:



Please Note: You will need to contact your Accessibility Consultant to have card reader access activated on your Student ID card.

- At the end of the Devonshire Street tunnel, go past the escalators on your left, approximately 20 metres.
- There are three entrances to UTS via UTS Housing - please enter through the third entrance, which is a black metal door.

- With your Student ID card, tap the card reader with the red light, located to the right of the door.
- Stay near the card reader as the door opens outwardly, towards you.
- Follow to the end of the corridor.
- Enter through the door marked 'loading dock'. There is another card reader with a red light on the right wall, about 2 metres away from the door. Tap it with your Student ID card.
- Turn left and continue to the end of corridor.
- Continue through the doorway and turn right into Building 6, level 2.
- Access lifts are to your left.
- Take the lift to level 4.
- Turn right, then left. Pass through the glass doorway, then turn left to exit through the glass sliding doors. Turn right to access the Harris St Bridge.
- You can exit off the bridge in three places, to enter either:
 - Building 4, level 4
 - Building 3, level 2 or
 - Building 1, level 4 (Tower)
- To access Buildings 7, 10 & 11, continue along the Harris St Bridge into Building 1 for further directions.

What is the return route from Building 6 to UTS main campus?

- Take the lift in Building 6 to level 2.
- Turn right out of the lifts, and take the next immediate right, followed by a left (a small zig zag).
- Look for the door on your right that has a card reader with red light next to it. Tap your Student ID card to open the door.
- Go through the corridor. As you approach the exit door, there is another card reader with a red light on the left side of the wall about 2 metres from the door. Tap your Student ID to open to the door.

PART 2: Requesting reasonable adjustments

2.1 Extension Requests – Individual Assessments



PLEASE NOTE:

- **ALL** students can apply for an extension of one week or less **directly to their Subject Coordinator / Tutor as specified in the Subject Outline.**
- Some Faculties have specific Faculty handbooks. It's important you are familiar with the information contained in these handbooks as there may be requirements that need consideration, related to the requests you are making to your AC. Please advise your AC of any relevant faculty handbook requirements when making your requests. The Faculty handbooks that we are aware of include:
 - Law
 - Design, Architecture and Building (DAB)
 - Graduate School of Health (GSH)
- If you are requesting an extension based on the impacts of your disability / health condition, please see the details below in [Section 2.1.2 How do I apply for an extension via the Accessibility Service?](#)



TIPS:

- It's important to keep **both** your AC and ALO included in all extension requests.
- Please be aware of all the Subject requirements listed in your Subject Outline. Ensure that you let your AC know of subject requirements related to any requests you are making, as further consideration of subject requirements may need to be included in your request.

2.1.1 Things to consider when making an extension request

2.1.1a Determine if extension request is related to Accessibility

What is the reason for your extension request?

- If your request is related to the disability / health condition for which you have registered with the Accessibility Service (AS), then you can ask your AC to support your extension request.
- If your request is related to temporary illness (e.g. you have the flu) or other extenuating circumstances, then you should **check your Subject Outline** and information about a [special consideration application](#) for details about requesting extensions.
- If your request is related to [family / carer responsibilities](#) or pregnancy and you have met with / contacted your Academic Liaison Officer (ALO) for these needs, please:
 - Make your request to your ALO, [or](#)
 - [Follow the information provided in your](#) Subject Outline, and see the [special consideration application](#) for details about requesting extensions.
- If your request is related to **both** your registered disability / health condition and another personal extenuating circumstance, consider which one is having the **most** impact on your current assessment:
 - If your personal/extenuating circumstances are having the most impact on your current assessment, [follow the information provided in your](#) Subject Outline, and see the [special consideration application](#) for details about requesting extensions.
 - If your disability / health condition is having the most impact on your current assessment, you can ask your AC to support your extension request.
 - If both are having a significant impact on your study, it may be necessary to complete both processes – discuss with your AC.

2.1.1b Determine how long an extension you need to request

How long an extension should you request?

- We suggest you think about when you can realistically complete the remaining work for your assessment. To estimate this as accurately as possible, it's a good idea to plan the main tasks/steps of your assessment along with estimated timeframes that take into consideration the current impacts of your disability / health condition e.g. allowing extra time for

concentration difficulties, rest breaks or time required to attend additional medical appointments/treatment.

- It's also a good idea to consider the due dates for any other assessments for all subjects for the session. Your next assessment may rely on the completion of your current assessment or it may be a priority to schedule time for a following assessment that holds more weighting e.g. you're currently working on an assessment worth 10% with an upcoming assessment worth 40%.
- To help with planning your assessments, please see the [assignment survival kit](#) and the resources listed in [PART 4: Managing your Study](#).

2.1.2 How do I apply for an extension via the Accessibility Service?

There are different options available to make your extension request, depending on the length of the extension you are requesting:

If your extension request is for one week or less:

- You can make a request directly to your Subject Coordinator. If you're studying a Faculty of Law subject you need to follow the [Faculty of Law procedures](#).
- You may prefer to use this self-advocacy approach. We recommend this approach if you are making your request within a week prior to the due date of your assessment, as you may be able to avoid delays in waiting for an appointment and/or corresponding with the Accessibility Service.
- Making a direct request works best if you have organised for a verification of registration with the Accessibility Service memo to be sent to your Academics at the start of the session, detailing the impacts of your disability / health condition on your study.
- If you decide to request your extension to your Subject Coordinator directly, we suggest that you mention that you are registered with Accessibility and highlight the impacts of your disability / health condition related to your extension request.
- If you make your request verbally, follow up in an email to confirm - copy in your AC and ALO.
- If you make your request via email – copy in your AC and ALO.

If your extension request is for more than one week:

- If you have **not** met with your AC recently, or regularly, please [book an appointment](#).
- If you have met with your AC recently, or meet with them regularly it may be possible to arrange your extension via email.
- Please complete the online request form found here: [Accessibility Service - Request for support for an assessment extension](#)
- You will be asked for the following details:
 - Student ID Number
 - Subject Name & Number
 - Subject Coordinator's Name and Tutor's Name
 - Assessment Title/Type and Weighting *e.g. Assessment 1: Research Essay 30%*
 - Assessment due date and extension request date

Once you have submitted your request, your AC will then:

- Advise you if further information, documentation or an appointment is needed to support your request.
- Determine if your extension request is a reasonable request to support.
- Email your Subject Coordinator and Tutor, and copy in your Academic Liaison Officer (ALO) to request the extension

As your Subject Coordinator / ALO have to consider the request for approval – the more notice that you can provide in making your request, the better. **We recommend requesting extensions at least one week prior to the due date** to allow time for the approval process and for you to receive a response prior to the assessment due date.

Of course we understand you cannot always foresee the need for an extension. If you are unable to contact us a week before the due date, we will do our best to respond to your request as quickly as possible, but cannot guarantee that your request will be sent and responded to by the assessment due date.

If you make an extension request after the due date of your assessment, the lateness of the request will need to be explained and you may need to provide further documentation to support/explain the late application.

2.1.3 How do I find out the outcome of my extension request?

You will need to check your UTS email account to find out the outcome of your extension request.

Can the request for an extension be declined?

Some examples of extension requests that might not be considered reasonable by the Academic:

- The proposed due date you are requesting is after the date that your academic is providing feedback on the marked assignments, affecting academic integrity.
- You have requested an extension after the due date without additional documentation that supports why you were unable to make the request before the due date.
- The academic is concerned about the length of your extension impeding on the following assessment, requesting a review of your request.

The decision to approve requests remains with the Faculty. In most cases extensions will be considered by the Subject Coordinator or Tutor and may be referred onto the ALO for further consultation.

When will I hear if the request has been approved?

Your AC or Academic may confirm the outcome of your extension request via email. If you're concerned about the time it's taking to receive a response or if you haven't heard back and it is approaching the original due date – please email your AC to ask if there is an outcome for the request. It is ok to send follow up emails to your AC if you have not received a response within 2 working days. You can also follow up directly with your Subject Coordinator or Tutor e.g. you could approach your Tutor at the end of class or arrive early to ask if there is a response available for your extension request.

2.1.1 Extension Requests - Group Assessments

- It's not usually possible to request extensions for group assessments, due to the impacts on other students in your group.
- It's best to prioritise your group work assessments above individual assessments. E.g. if you have a group assessment and individual assessment due around the same time, prioritise your group assessment and request an extension on your individual assessment.
- Alternatively, if you're unable to complete your group assessment due to your disability / health condition, it may be possible to request an alternative assessment.
- It's important to seek assistance early by making an appointment to see your AC (email them to let them know it's urgent if there is a waiting period) as soon as you are aware of your disability / health condition affecting your progression on your group work assessment.
- If you're unable to continue in the group work assessment it's important to let your Subject Coordinator/Tutor and fellow group members know as soon as possible.

2.2 Attendance

Attendance is a requirement of the University and specific attendance requirements differ with each course and subject. It is your responsibility to keep track of the attendance requirements for each subject and to attend the range of face-to-face scheduled hours within your timetable e.g. lectures, tutorials, seminars, lab sessions, field trips and work based learning: clinical placements, professional experience, internships.



TIP: If you are unable to attend a class due to the impact of your disability / health condition:

- As a courtesy, please email the Academic that runs the class to let them know prior to class, or as soon as possible.
- Make sure that you copy in your Accessibility Consultant to the email.

2.2.1 Requests for alternative to attendance requirements

It may be reasonable to request makeup work or an alternative assessment to meet the attendance requirements if your disability / health condition has a direct impact on your ability to attend and/or meet subject attendance requirements. Additional documentation may be required to support your request, as advised by your AC. Any arrangements/alternative assessments then need to be negotiated with your Subject Coordinator/faculty via your AC, within a reasonable timeframe.

While an alternative to attendance requirements may be supported by the Accessibility Service as a reasonable adjustment, it is not always possible for the Faculty to accommodate these requests. In particular, for practical classes it may not be possible to offer alternatives for attendance or there may be a limitation of how many missed classes can be accommodated.

Where possible, requests for alternative to attendance requirements should be made **prior to** the [census date](#) to enable you to make an informed decision about continuing in the subject, if the request cannot be accommodated.

Steps: Please see below for further detail.

1. Organise your timetable to suit your disability / health condition, as far as possible.
2. Check the attendance requirements for each subject in your Subject Outline.
3. If you have any concerns about meeting the attendance requirements, make an appointment with your AC to discuss these concerns and possible options. It's best to do this prior to the start of session or prior to the census date at the latest (where possible).

4. If you're unable to meet the attendance requirements of your subject, make a request for an alternative arrangement, via your AC. Make your request prior to the census date and before you've exceeded the attendance requirements of the subject.
5. If you've unexpectedly been unable to attend classes due to the impacts of your disability / health condition, contact your AC for an appointment to discuss as soon as you are well enough to do so. As a courtesy, email the Academic that runs the class to let them know that you are unable to attend and copy in your AC.

STEP 1: Organise your timetable to suit your disability / health condition, as far as possible.

- Check if there are any alternative timetable options that would assist you to attend classes.
- If there are alternative timetable options but they are not available, [contact your AC](#) to request a timetable option change.
- It's best to enrol as early as possible to get the most suitable timetable.

STEP 2: Check your attendance requirements.

- Check the subject outline for the required attendance.
- If it is not clear, or not mentioned in the subject outline, please clarify the attendance requirements for your subject with your Subject Coordinator.

STEP 3: If you have any concerns about meeting the attendance requirements make an appointment with your AC to discuss these concerns/options.

- It's best to do this before the start of session or prior to the census date at the latest.
- Ensure you have provided documentation to the Accessibility Service that verifies how your disability / health condition impacts your attendance.
- You can ask your AC to send a memo to your teaching staff at the beginning of each session indicating that your attendance may be impacted. The benefit of this is that if your attendance is impacted, the Subject Coordinator has been informed from the beginning of session that requests may come for makeup work or alternative arrangements / assessment.

STEP 4: If you're unable to meet the attendance requirements of your subject, make a request for an alternative arrangement.

- Make your request prior to the census date and before you've exceeded the attendance requirements of the subject.
- You will need to [make an appointment](#) to discuss your request with your AC. Your AC will work with you to clarify your request and then send your request to the subject Coordinator, copied to your ALO. Please check and respond to your UTS email promptly during the request process.

- Keep your own record/copy of emails of your attendance and any missed classes.
- If you arrive late or leave early from a class, make sure you confirm your attendance with your Tutor – it's best to send an email to confirm any verbal arrangements.

STEP 5: If you've unexpectedly been unable to attend classes due to the impacts of your disability / health condition, contact your AC for an appointment to discuss as soon as you are well enough to do so.

- You will need to [make an appointment](#) to discuss your request with your AC.
- Contact the Academic that runs the class to let them know that you are/have been unable to attend classes and that you have scheduled an appointment with your AC – copy in your AC to this email.
- If you've missed too many classes for an alternative assessment, and your circumstances and/or health worsened after the census date, you may instead be eligible to apply for a [Remission application](#) to request to withdraw from your subjects without academic or financial penalty.

2.3 Requests for Alternative Assessments

If a particular type of assessment is not accessible to you and reasonable accommodations do not assist in addressing the disadvantage, it may be possible to be provided with an alternative assessment that gives you an opportunity to demonstrate your knowledge, while meeting the subject requirements.

Alternative assessments are ideally requested prior to each session or by the census date where possible. Alternative assessments are considered in relation to the requirements of the particular subject. It should not be assumed that alternative assessments will be repeated in future subjects because they've been provided in past subjects, as each subject has its unique requirements.

It may be possible to accommodate alternative assessments at the beginning of the course during a transition period, and then for the student to work towards completing the original assessment type throughout the course, to meet the course requirements. Examples of such assessment types are group work and presentations.

Where possible:

- Your AC will work with you to develop strategies to minimise the need for alternative assessments. Your AC can also provide referrals to offer further assistance.
- Requests for alternative assessments should be made **prior to** the [census date](#) to enable you to make an informed decision about continuing in the subject, if the request cannot be accommodated.

Requests for Alternative Assessments:

STEP 1: Check your subject outlines, assessment types and details to identify any alternative assessment request needs. Ideally, prior to the start of session.

If you have any concerns about being able to attempt, complete or demonstrate your knowledge in a particular type of assessment due to the impacts of your disability / health condition, and previous accommodations have not assisted/addressed the difficulties, you may need to request an alternative assessment.

STEP 2: Meet with your AC for assistance, support and if needed, a request for an alternative assessment. Ideally, prior to the start of session or within first two weeks of session.

- You will need to [make an appointment](#) to discuss your request with your AC. Be prepared to discuss your needs and the assessment in detail.
- Your AC can discuss assistance and support available to manage the assessment type for your individual circumstances and recommend reasonable adjustments.
- If it's determined that instead an alternative assessment is needed, your AC will discuss in detail how your disability / health condition impacts on your opportunity to demonstrate your knowledge. Your AC will also consult with you about possible alternatives to request to the Faculty ALO / Subject Coordinator.
- You will need to provide specific and current documentation from your primary health professional. Documentation will need to detail the extent to which you are unable to complete the particular assessment type (with accommodations) and an option to suggest alternative arrangements.
- Where possible, you will be expected to take steps towards learning how to manage the impacts of your disability / health condition to complete the particular assessment type e.g. learning strategies and/or undertaking counselling to assist in managing anxiety in exam or presentation situations.

STEP 3: Review arrangements for alternative assessment.

- Following the completion of an alternative assessment or session, [make an appointment](#) with your AC to review how the alternative assessment was implemented.
- This is an opportunity to improve any arrangements for a future request, as well as to reflect on developing further strategies for particular assessment types.

2.4 Reasonable Adjustments for Work Based Learning (WBL): Clinical Placement / Professional Experience / Internship

Work Based Learning (WBL) includes clinical placements, professional experience and internships that are completed as part of the course. The main course areas with work based learning requirements at UTS include:

- Nursing and Midwifery
- Teacher Education
- Clinical Psychology, Pharmacy, Orthoptics, Physiotherapy and Traditional Chinese Medicine (TCM)
- Courses with internships, such as Engineering, IT

Any requests for reasonable adjustments for placements/WBL will need to be supported by specific and current documentation from a health professional.

All requests will be considered in consultation with the Faculty ALO and in some Faculties the Academic responsible for coordinating placements/WBL. It is important that inherent course requirements and industry requirements can still be upheld when implementing reasonable adjustments.

Requests are considered in relation to the requirements of the particular placement, and may be approved on a permanent or temporary basis.

It may be possible to provide some placement accommodations at the beginning of the course during a transition period. As the course progresses, you can work towards completing your placements with minimal accommodations (where possible), in order to meet the course requirements.

Where possible, you will be expected to take steps towards learning how to manage the impacts of your disability / health condition to complete placements/WBL with minimal adjustments e.g. learning strategies and/or undertaking counselling to assist in managing anxiety.

Requests for placement accommodations should ideally be made prior to the session or **prior to the census date** where possible, to enable you to make an informed decision about continuing in the subject if the request cannot be accommodated.

Steps:

1. Get informed: [Read the inherent requirements for your course, if available](#). These provide you with an outline of the course requirements to complete your course. Review the [Course Related Work Experience Vice-Chancellor's Directive](#).
2. If you have any concerns about being able to complete placements or meet the inherent requirements, discuss these concerns with your AC as soon as possible.
3. Check your Subject Outline for work based learning details.
4. Meet with your AC for assistance, support and planning regarding your placement needs, and request for accommodations. Following a detailed consultation with you, your AC will make a request with recommendations to the Faculty ALO and relevant Placement Coordinator, where necessary.
5. Meet with ALO and relevant Clinical Director / Professional Experience Coordinator, if needed, to discuss support in detail – this meeting is usually organised by your AC, who can also attend.
6. Notify your AC and Faculty placement contact if you encounter any problems with the implementation of your agreed placement accommodations.
7. Meet with your AC to review reasonable adjustments provided. This is an opportunity to improve any arrangements for a future request, as well as to reflect on developing further strategies for particular assessment types.

2.5 Exam Provisions

UTS can provide exam provisions to minimise the impact of the disability / health condition when sitting exams.

Depending on your circumstances, exam provisions can be arranged:

- on a temporary basis (for one session/year), or
- permanently, for the duration of your degree.

Please note that if you change your course you need to re-apply for exam provisions through an appointment with the Accessibility Service and approval from your ALO.

2.5.1 How do I apply for exam provisions?

Documentation: To apply for exam conditions you must be [registered](#) with Accessibility and provide specific supporting documentation regarding the impact of your disability / health condition *in exams*.

Appointment: You must [make an appointment](#) with an AC to discuss your needs and complete the [Learning and Assessment Arrangements Form \(LAAF\)](#). The LAAF is the approval of exam provisions for centrally conducted and faculty based exams. Your AC will consult with you about your needs and make a recommendation for exam provisions. Your AC will send your LAAF to your ALO for consideration/approval. [The current list of ALOs is available here.](#)

Timeframe: Learning and Assessment Arrangements Forms have closing dates for the examination period, which are published via [Student Administration Unit: Examinations](#).

It's best to make an appointment with an AC during the preparation week and by the [census date](#) at the latest, to ensure you make your application on time. It's important to notify your AC immediately if your circumstances change and you need to change your exam provisions, to receive advice on the options available to you.

If you are unable to meet the application deadline, late applications can be arranged under extenuating circumstances, such as:

- Your disability / medical condition / injury occurred after the closing date.
- Your disability / medical condition / injury changes after the closing date.
- You have other extenuating circumstances that impacted on making your application by the closing date.

If you have circumstances that occur or change after the extended closing date please email Accessibility@uts.edu.au for disability / injury related requests.

Examinations for late applications are scheduled during the Alternative Examination period. [You can view the UTS examination timetable here.](#)

2.5.2 How do I ensure my exam provisions are applied?

You can apply for exam conditions for both Centrally Conducted Exams and Faculty Based Exams.

Centrally Conducted Exams:

- Centrally conducted exams are held during the formal examination period at the end of the teaching session. Centrally conducted exams are managed by Student Administration Unit: Examinations, and [exam timetable information](#) is published via My Student [Admin \(MSA\)](#).
- When your timetable is released via MSA it will have scheduled your approved exam provisions. Please note that your exam may be held at a different time to your class/peers so ensure you follow the details in [MSA](#).

Faculty Based Exams:

- Faculty based exams are any in-class exams, quizzes or tests facilitated by your Faculty e.g. Tutor, Lecturer or Subject Coordinator. If your exam is scheduled during the session teaching period, it is a faculty based exam.

Requesting exam provisions for faculty-based exams:

If you need to request your exam provisions for any faculty based exams, quizzes, tests please complete the [faculty based exam application](#) by the census date or at least two weeks prior to the exam date. The faculty based exam application is to request the implementation of your exam provisions, approved by your Learning and Assessment Arrangements Form (LAAF).

Before making your application please check your subject outlines for the details about the exam/test and format **and consider whether you need all or only some of your exam provisions** e.g. if you have a laptop as an approved exam provision and the format of the exam is multiple choice, you may not need the laptop for this particular exam.

- Your Tutors, Lecturers or Subject Coordinators are not automatically aware of your approved exam provisions and rely on your faculty-based exam application to initiate organisation for exam provisions.
- At least one week prior to the faculty based exam **it is your responsibility** to check in with the Academic running the exam to confirm your provisions are in place.
- Contact your AC if you need assistance in making or confirming your request.
- Your AC will email your teaching staff and cc you in with a verification and request for your exam provisions.

2.5.3 What if my circumstances change?

If you no longer require your exam provisions please [email your AC](#).

If your disability / health condition has changed and you require additional exam provisions you will need to make an appointment with your AC to complete a new [Learning and Assessment Arrangements Form](#) (LAAF). You will also be required to provide documentation to support any additional changes.

NB: Please be aware of the application ***closing dates***, and ***make your application by the census date*** of the teaching session.

As the process for applying for Learning and Assessment Arrangements in Examinations involves making an appointment with an AC, providing supporting documentation and approval from your Academic Liaison Officer (ALO) you should aim to make your application prior to the census date. If this is not possible, contact your AC for options available for your situation.

2.5.4 What if I'm unable to sit my exams due to the impacts of my disability / health condition?

You may be eligible to apply to reschedule your exam/s to the Alternative Examination Week, to assist in spreading your workload. [Contact your AC](#) for options and advice, prior to the commencement of the exam period.

2.5.5 I have successfully applied for an Alternative Exam in the Alternative Exam Week; will my approved exam conditions be put in place?

Applications for an alternative exam held after the main exam period are processed by SAU. If you have successfully applied for your exam to be rescheduled to the Alternative Exam Week, most of the exams are centrally conducted by exams branch and your conditions will be arranged. You will be notified via [My Student Admin](#) (MSA).

If your exam is instead being conducted by the Faculty - they will not automatically be aware of your exam provisions so you will need to ask your AC to send a verification of your exam conditions to your Subject Coordinator / exam contact. Please arrange this as soon as possible and ideally, with at least two weeks' notice.

2.5.6 Can I use my exam provisions for Supplementary Exams?

Yes, you can. You will need to [contact your AC](#) to ask them to send a verification of your exam conditions to your Subject Coordinator/exam contact. Please arrange this as soon as possible and ideally, with at least two weeks' notice.

PART 3: Information about Accessibility Services

3.1 Library Access Information

Accessible features of the Library Services include:

- Access to the assistive technologies rooms in the library
- Extended borrowing rights and assistance with inter library loans
- Assistance in learning how to research using databases
- Assistance with assistive technology such as Kurzweil, Read and Write Gold & Dragon Naturally Speaking
- Assistance in collecting books from shelves

The [Library website](#) provides further details. If you need assistance for information about your Library record, accessing and borrowing Library materials and booking rooms, please contact a [Library Accessibility Officer](#).

If you need assistance with an introduction to Library services and facilities, or training in finding information and using assistive technologies and software, please contact the Information Services Team. Contact details for the Information Services Team are listed under the [Library Accessibility Officer](#).

3.1.1 Library Assistive Technology Rooms (LATR)

[Assistive Technology Rooms:](#)

- There are two Assistive Technology rooms in the library, for use by students registered with Accessibility Service.
- Assistive Technologies Room 2.a can be accessed using your student ID card. Please contact your AC or Accessibility@uts.edu.au to request access.
- Assistive Technologies Room 2.b is for individual use – for using read aloud software, and can be booked via the [Library room bookings](#) or via ‘Quick Links’ on [the Library Homepage](#) (click ‘Book a Room’).
- [More information about Library Assistive Technologies rooms can be found here.](#)

3.2 Student Services Unit Resource Room (SSURR)

The Student Services Unit Resource Room (SSURR) is located in Building 1, Level 5, Room 3 (CB01.05.003). The SSURR is a study space with accessibility features including computers, kitchen, lounge rest area, lockers and an individual room for using assistive read aloud software.

It is available 7 days a week, 24 hours a day except between 24 December and 2 January and any other periods during which the Building is closed by the University. The SSURR is accessed using your Student ID card and access is organised with your AC. All users agree to a Code of Practice to assist in maintaining a harmonious study environment.

3.3 Notetaking Service

Students will need to apply for a notetaker through their AC. If your AC determines that you are eligible for this service, they will explain the service and complete the *Release of Information and Service Agreement – Notetaker* form with you. This will outline the type of service that will be provided (typed or hand written notes), and for which type of classes a notetaker will be allocated (lectures, tutorials, seminars etc.). This form also sets out your responsibilities in relation to how you communicate with your notetaker to maximise the benefits of the Notetaking Service.

Please be aware that:

- The provision of typed notes must be specifically approved. Whilst it's common to receive typed notes. You are likely to receive hand written notes from your notetaker, unless you are approved for provision of typed notes. Typed notes are approved in relation to disability / health impacts rather than learning preferences.
- The notetaking service does not **replace** class attendance. You are still required to meet the attendance requirements for each subject or meet with your AC to discuss / make requests if you're unable to meet the attendance requirements for your subject.

Once the service has been established, requests for notetakers should be made via [SNDS](#). It is your responsibility to request notetakers within a timely manner in order to allow the Accessibility Administrator enough time to establish the service for you. A message will be sent out via your UTS email when SNDS is open to accept requests for the upcoming session.



Please Note: you will need to make a notetaking request for each of your classes *every teaching session*.

3.3.1 Notetaking for group work

You will need to communicate with your notetaker about how you would like them to take notes when there are groupwork activities during your class.

- Talk to your notetaker **at the beginning of session** about your expectations in different teaching activities. For example, if you know that you would prefer your notetaker not to join you during groupwork, you can make sure that your notetaker has prior knowledge of this arrangement.
- Consider whether you need your notetaker for break out group activities during class e.g. if your tutor asks you to break into small groups for discussion. If you don't feel comfortable with your noter joining your group in breakout discussions and you know that a group activity is planned for a particular class, you can advise your notetaker prior to the class. Instead, you could ask your notetaker to focus on the general outcomes discussed during the feedback session after small group work.



Please note: If you ask your notetaker not to sit with you in group settings, you will not receive notes for that part of your class, or you may receive notes from another group discussion.

If you choose not to have your notetaker join in class groupwork activities, or not to take notes for these activities – consider whether you still require a notetaking service for this class – it's fine to stop your notetaking for a class after the session has started. Your notetaker will **not** be disadvantaged if you stop using the service for this class. In most cases, we will be able to reallocate your notetaker to another student requesting the service

3.3.2 How do I access my notetaking service?

- Once you complete your *Release of Information and Service Agreement - Notetaker* with your AC, you will be added to the notetaking service system called [Student Notetaker Direct Services \(SNDS\)](#). This can take up to 48 hours following your appointment with your AC.
- Once you have access to SNDS, you will receive a welcome email to your UTS email address. Use your Student ID and webmail password to login.
- When you log into SNDS, use the “class requests” link from the top navigation menu to make a request for a notetaker. You will be able to select the subjects in which you are enrolled, and the type of class that has been approved for the allocation of a notetaker.

- If you are unsure why a particular class type is not approved for a notetaker, [contact your AC](#) for more information.
- If you don't require a notetaker for all subjects and all classes, please only make a request for those in which a notetaker is needed e.g. if you're provided with a lecture transcript or notes from your Subject Coordinator for a particular class you may not need additional notes from a notetaker.



Please note: you will need to make a notetaking request for each of your classes ***every teaching session***.

- You can view all your notetaking requests via [SNDS](#). You can also see which classes have a notetaker allocated, and who your notetaker is.

3.3.3 What do I do if I'm not receiving my notes from my notetaker on time?

- If your notetaker attends the same class as you, you should receive your notes via email within 24 hours of the class. Please be aware that if your notetaker attends a different class, you can expect to receive the notes within 24 hours of the class the notetaker attends.
- If you have not received your notes within this time, please contact the Accessibility Administrator (Ph: +61 2 9514 1177 or email Accessibility@uts.edu.au) so that we can follow up with the notetaker as soon as possible.
- It is your responsibility to review your notes regularly. Please don't wait until you are mid-way through the session to let us know that you have not received notes for the first few weeks of the teaching period.

3.4 Course Materials in Alternative Formats

- Students will need to apply for Course Materials in Alternative Formats through their AC.
- Please be aware that it takes a lengthy period of time and resources to establish this service. If the required textbooks are not already available in an electronic version, it can often take 4-6 weeks to make available some textbooks in an alternative format. Therefore, ***we encourage you to apply for this service as soon as possible*** i.e. ideally, 4 weeks prior to the start of session.
- It is also important to keep the Accessibility Service updated about any subject enrolment changes, to ensure you have access to your required alternative formats. Please consider these issues when making your changes to your subject enrolment.
- Once this service has been approved, you will be contacted by the Accessibility Administrator prior to the beginning of the session to confirm your subject enrolment. It is important to advise the Administrator as soon as possible if you make changes to your subject choices or amend your enrolment.

3.4.1 Access your course materials in alternative formats:

- The link to your personal webpage will be emailed to you from the Alternative Formats team in the Library. This is not a webpage that you can search for so it's best to bookmark it.
- Log in using your Student ID and webmail password.
- Updates about the progress of your materials are also available on your webpage.

3.5 Audio Recording of Lectures

If your disability or health condition impacts on your ability to write, read, or comprehend notes, you may be able to access audio recordings of your lectures, which will be made available to you online.

However, as these recordings can take up to 24 hours to access, and it can be time consuming to re-listen to the whole lecture many students prefer to use our [Notetaking service](#) instead. Together with your AC you can discuss and identify which of the two services will best meet your needs.



Please note:

- Access to audio recordings **does not replace attendance**, and you need to meet the compulsory attendance requirements for each of your subjects.
- Courses with large enrolments are often recorded and accessible to **all** students.

If you are approved to access audio recordings of your Lectures:

- The Accessibility Administrator will book the recordings via AudioVisual Services (AVS). If repeat lectures are offered in your subject, AVS may choose which lecture they will record.
- The Accessibility Administrator will then email you a personalised Cloudstor link through which you can access the recordings at any time.

3.6 Readers and Scribes for exams and tests

While the Accessibility Service does not conduct tests and examinations, we provide trained scribes and readers for examinations. Scribes and readers are selected and trained by the Accessibility Service and are allocated in relation to the same or similar discipline in which the student is studying.

The role of the scribe is to:

write, verbatim, as is instructed by the student.

The role of the reader is to:

read the exam paper and any related allowable documents, as instructed by the student.



Please Note:

You will need to have a scribe or reader approved as an [exam provision](#).

If you have approved exam provisions for a scribe and/or reader they will be implemented differently depending on whether your exam is faculty based or centrally conducted:

- **Faculty based exams:** following your request to implement your scribe/reader via [your AC](#), you will receive a confirmation email to your UTS email account from the Accessibility Administrator. This email will list the details of your exam/quiz/test including the date, time, and location.

You need to reply to this email to confirm that the exam details are correct.

- **Centrally conducted exams:** approved scribes/readers will be supplied for all centrally conducted exams.



Please Note:

- You will need to meet your scribe/reader at the allocated room and at the allocated time **prior** to the scheduled start time of your exam.
- The purpose of this is for you to:
 - Clarify with the scribe/reader how you will be working together i.e. will they be scribing/reading the whole exam or just when requested by you.
 - Review any abbreviations/jargon you'll be using – you may want to show them a list during this time.

3.7 Education and Career Support (ECS)

The Education and Career Support (ECS) Program offers eligible students' peer tutoring and career support at no cost. The program aims to enhance student's employability and to establish relationships with the UTS Careers service.

Students are eligible for the ECS Program if they are:

- Registered with the Accessibility Service and/or
- Receive a Centrelink benefit or are on a low income and/or
- Referred by the UTS Counselling Service, or UTS Financial Assistance Service.

If you would like to access this program please [contact your Accessibility Consultant](#) and if you are eligible they can book you in for an appointment to see the Accessibility Project Officer who coordinates the Education and Careers Support Program.

During your appointment with you will create a learning plan, and discuss the subject(s) for which you require tutoring assistance.

This will also give you the opportunity to develop a career action plan and to link into further assistance from the [UTS Careers service](#).

PART 4: Managing Your Study

4.1 Getting organised for the start of session

We encourage you to organise your support services **prior to the beginning of each session** so that once your classes start you can focus on your study. Below are some reminders for getting organised prior to session:

UTS student email account: You are required to use your UTS student email account to make contact with staff across the University. This short video will show you [how to link your UTS webmail to your existing email account](#).

[Software available for UTS students – free!:](#)

Read & Write: a literacy software with literacy features help English Language Learners, as well as people with dyslexia or other learning difficulties. [Instructions on how to install Read and Write can be found here](#). You will need to scroll down to Read & Write.

Office 365: Office 365 is a subscription cloud based productivity suite based available to all UTS students. Office 365 Education includes Word, Excel, PowerPoint and OneNote, plus additional classroom tools. This short video will show you [how to get Office 365 for free](#).

Enrolment: Check your enrolment is finalised before the required date. [Important enrolment dates are listed here](#).

If you are having difficulty with your enrolment, please contact the [Student Centre](#) as they can assist with any enrolment changes. If you have any requests or difficulties related to your disability or health condition, please make an appointment to see your AC. Remember that you can make a phone appointment if it is difficult for you to travel to campus.

[U:PASS:](#) Check if any of your subjects offer U:PASS, and register if needed.

Subject Workload/Academic Advice: If you are unsure about how many subjects you can manage due to the impacts of your disability / health condition, flexibility is available to study as little as one subject per session, depending on your course. However, it's important that you remain aware of the progression rules and pre-requisite requirements for your course. Your AC can put you in contact with the faculty for advice on course structure and planning when studying a reduced subject workload. If you choose to withdraw from a subject, you need to withdraw [by the census date](#).

Information to Academics: If you require particular information regarding your disability / health condition to be forwarded to your Academics each session, email your AC the names of the subject coordinators and your tutors for each of your subjects. The 'Information to Academics' memo can be arranged each session, following an appointment/consultation with your AC.

Check Subject Outlines thoroughly: Make sure that you're aware of all subject requirements including assessment and attendance, and contact your AC early if you need to make any requests.

Workshops to help support your study: Book into [workshops](#) run by the Counselling service to help you learn to cope with study, work and life.

Study skills support: Check the [HELPS](#) website for assistance available, assignment writing assistance, presentation skills, workshops and self-help resources.

Study skills resources:

- Check the [library website](#) for study skills resources. Here you will find useful resources across a range of areas including how to plan your time, manage multiple projects, and tips on collaborating effectively with others.
- The [Assignment Survival Kit](#) is a step-by-step tool to help you successfully complete your assignments.

[HeadsUp](#): HeadsUp is a series of online tutorials to help you get started at Uni. Accessed via the library website, the tutorials cover topics such as Library Orientation, Referencing, Academic writing, Presentations, Study skills, Coping skills and many more.

[HeadsUp:Researchers](#) provides similar training modules targeted to the specific needs of student's undertaking research.

Get Organised: Find the most current Session Planners on the [Links for registered students](#) page of the Accessibility Service website.

The following templates included below are also helpful organisational tools:

- [Weekly Study Schedule](#),
- [List of Assessment Tasks](#),

Health and Wellbeing:

[thedesk](#) is a website that aims to support Australian tertiary students to achieve mental and physical health and wellbeing. It offers free access to online modules, tools, quizzes and advice to help students improve their wellbeing and to be able to study more effectively.

4.2 Weekly Timetable

- Enter in class times
- Enter work commitments
- Enter other social commitments/responsibilities, which reoccur weekly
- Think about the best times for you to study e.g. when you are most productive?
- Enter study review times
- Enter time for working on assignments

| Time | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|-------------|------------|-------------|------------|--------------|------------|------------|------------|
| 7-8 | | | | | | | |
| 8 - 9 | | | | | | | |
| 9-10 | | | | | | | |
| 10-11 | | | | | | | |
| 11-12 | | | | | | | |
| 12-1 | | | | | | | |
| 1-2 | | | | | | | |
| 2-3 | | | | | | | |
| 3-4 | | | | | | | |
| 4-5 | | | | | | | |
| 5-6 | | | | | | | |
| 6-7 | | | | | | | |
| 7-8 | | | | | | | |
| 8-9 | | | | | | | |

4.3 List of Assessment Tasks

| # | Subject | Assessment type | % | Due Date | Start Date | Started | Submitted | Grade |
|----|---------|-----------------|---|----------|------------|---------|-----------|-------|
| 1. | | | | | | | | |
| 2. | | | | | | | | |
| 3. | | | | | | | | |
| 4. | | | | | | | | |
| 5. | | | | | | | | |
| 6. | | | | | | | | |
| 7. | | | | | | | | |
| 8. | | | | | | | | |

| # | Subject | Assessment type | % | Due Date | Start Date | Started | Submitted | Grade |
|-----|---------|-----------------|---|----------|------------|---------|-----------|-------|
| 9. | | | | | | | | |
| 10. | | | | | | | | |
| 11. | | | | | | | | |
| 12. | | | | | | | | |
| 13. | | | | | | | | |
| 14. | | | | | | | | |
| 15. | | | | | | | | |
| 16. | | | | | | | | |