

Staff Quick Guide: Education Inclusion Plan (EIP) reasonable adjustments

Purpose: This guide is designed to provide academic staff with a general understanding of the common reasonable adjustments often included in a student's EIP. The examples provided are not exhaustive due to the unique nature of individual disabilities and carer responsibilities, as well as the diverse competencies required across different courses.

Reasonable adjustments will be recommended in accordance with legislative guidelines and standards, based on current supporting documentation provided by the student, and in consultation with an Access and Disability Advisor. Reasonable adjustments are made with the following guiding principles:

- negotiation between the student and advisor,
- consideration of the individual student's needs,
- relevance to the type of assessment and specific course inherent requirements,
- maintenance of academic standards' integrity,
- flexible application,
- focus on enhancing student independence,
- cost-benefit analysis of the adjustment,
- consideration of the adjustment's impact on others, including staff and students,
- alignment with the student's usual work methods and their ability to achieve learning outcomes.

Reasonable adjustments are provided to ensure that students with a temporary or ongoing health condition, mental health condition, neurodivergence, disability, or significant carer responsibilities can access their education on an equal basis with other students.

If you are unsure of how to implement a stated reasonable adjustment, contact the named Access and Disability Advisor on the EIP to discuss the specific requirements of the assessment task or any other adjustment to discuss.

Please refer to the [Disability Standards for Education 2005 Guidance Notes](#) and the [Australian Disability Clearinghouse on Education and Training \(ADCET\)](#) for more information on reasonable adjustments. The [Policy on Students with Disability](#) and [Procedure](#), as well as [Assessment Policy](#) and [Procedure](#) are useful references to be read in conjunction with this guide.

Acronyms:

ACU	Australian Catholic University
ADA	Access and Disability Advisor
AD&S	Access and Disability Service
ASR	Automatic Speech Recognition
CEI	Centre for Education and Innovation
E&R	Exams and Results Team
EIP	Education Inclusion Plan
LIC	Lecture in Charge
NLIC	National Lecture in Charge
P&F	Properties and Facilities
PEC	Professional Experience Coordinator

Reasonable adjustments:

	REASONABLE ADJUSTMENT	EXAMPLE	RESPONSIBILITY
1	Accessibility	<p>Adjustments around accessibility refer to making learning environments as accessible as possible.</p> <p>The following adjustments are some examples:</p> <ul style="list-style-type: none"> • Lift access – classes are required to be close to student accessible lifts. • Hearing loop classrooms – student requires classrooms to have hearing loop access, and if not, a portable loop needs to be utilised. Teaching staff also need to be able to operate the classroom microphones for the hearing loop to work. • Wheelchair accessible classrooms – the student requires lectures and tutorials to be timetabled in a wheelchair accessible room. • Room locations – the room is required to be easily accessible for a student with a physical impairment. • Locker –to be provided to students who require physical support with items such as medical equipment and/or other resources/supports. 	<p>A&DS - responsible for identifying student access needs.</p> <p>P&F - responsible for ensuring all accessible equipment is in working order.</p> <p>Timetabling - responsible for ensuring the class is operating from the most accessible space available for the student and faculty.</p> <p>Student - advise A&DS of their enrolled units within the reasonable requested timeframe – prior to timetable preference entry date, or as soon as EIP is finalised.</p>
2	Alternative formats required	<p>This adjustment is directly related to the conversion of identified academic text(s)/material into an accessible format via a personal webpage used by the student to access reading material. The most common format is 'Accessible PDF'.</p>	<p>A&DS - responsible for actioning the request.</p> <p>Library - responsible for sourcing materials.</p>

3	Assessment: Alternative assessment	<p>Provision for an alternative assessment such as oral presentation of information or blended oral and written where the marking criteria and identified learning outcomes are not dependent on written communication.</p> <p>Provision to provide a video recording of oral presentation tasks or present one-on-one with a lecturer/tutor or small group of students.</p>	<p>Student - responsible for initiating a discussion with their LIC regarding alternate options.</p> <p>LIC - responsible for determining <u>reasonable alternative</u> to enable student to demonstrate knowledge whilst meeting the learning objectives and/or accreditation requirements of the assessment task.</p>
	Assessment: Practical assessment	<p>When not evaluating a student's capacity for recalling information within a specific timeframe, additional time (XX mins/hr) to be provided.</p> <p>For practical assessments with a duration shorter than 60 minutes a pro-rata adjustment of XX mins/hr is considered reasonable. When the duration is shorter than 30 minutes, the student will require an extension of time exceeding the standard pro-rata time allocation.</p>	<p>Student - responsible for providing advanced notice of adjustment to their LIC.</p> <p>LIC – implement <u>additional time</u>.</p>
4	Assistive Technology	<p>The most common assistive technology is Otter.ai note making software.</p> <p>Further information on Otter.ai is available here https://otter.ai/</p> <p><u>Other assistive technology</u> may include:</p> <ul style="list-style-type: none"> • JAWS – text to speech software • Dragon – speech to text software • ZoomText – magnification and reading software • Natural Reader – reading software 	<p>A&DS - provide an relevant software licence for the student. Training is offered to the student.</p>
	Assistive Equipment	<p>Provision of accessible equipment available for loan through the ACU library such as:</p> <ul style="list-style-type: none"> • Digital audio recording devices • IR signal receivers 	<p>A&DS – to purchase equipment when required and facilitate item to be catalogued with the library.</p> <p>Student – can borrow items using their ACU student card.</p>

		<ul style="list-style-type: none"> Digital stethoscopes Ergonomic keyboard <p>Refer to Library staff or Access and Disability Advisor, if necessary.</p>	<p>Library – maintain borrowing records.</p>
	Assistive Furniture	<p>The Access and Disability service will facilitate access to ergonomic chairs/height adjustable table in allocated class spaces.</p>	<p>Student - advise A&DS of their enrolled units within the reasonable requested timeframe.</p> <p>A&DS – will notify P&F of student requirements.</p> <p>P&F – to facilitate equipment in the allocated class spaces.</p>
5	Classroom Interpreters/ Transcribers	<p>Students may need interpreters or transcribers for lectures and/or tutorials.</p>	<p>A&DS - responsible for providing in class interpreters/transcribers.</p>
6	Exam Adjustments	<p>Adjustments are recommended for written tests, quizzes, and exams. It may be helpful for academic staff to remind students to provide their EIP and discuss exam adjustments, particularly in units with school-based exams, tests and quizzes.</p> <p>For OSCEs and other practical exams, please also refer to Practical Assessment</p> <p>More information:</p> <ul style="list-style-type: none"> https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments/exam-adjustments 	<p>School based tests/quizzes/exams - the LIC is responsible for establishing all examination adjustments.</p> <p>Central based exams - adjustments are provided to the E&R team who are responsible for establishing adjustments.</p> <p>Students - provide their EIP to each LIC each semester within a reasonable timeframe. This will be at the start of each semester, for students with existing EIPs and within a week of finalising/updating a new EIP during semester. Students are made aware that delays in discussing their</p>

	<ul style="list-style-type: none"> https://www.studentportal.acu.edu.au/services-support-and-resources/health/disability-support/exam-adjustments <p>ACU Exam Policy: https://policies.acu.edu.au/student_policies/examination_policy</p>	Exam Adjustments with LICs may result in difficulties providing these adjustments.
Exam Adjustments: Extra working time and rest breaks	<p>Students may be granted additional time and rest breaks during an exam to accommodate various needs. This adjustment ensures all students have an equal opportunity to demonstrate their knowledge and skills without being disadvantaged by their condition.</p> <p>For OSCEs and other practical exams, please also refer to Practical Assessment</p>	<p>School based:</p> <ul style="list-style-type: none"> LIC - implement additional time and rest breaks for exams, tests and quizzes. Student - provide EIP to their LIC for additional time to be implemented. <p>Central based - E&R to implement additional time and rest breaks.</p>
Exam Adjustments: Supervision	<p>Students may require flexibility in the type of supervision provided during an exam. This may include:</p> <ul style="list-style-type: none"> rest breaks taken as absences from exam room, frequent visits to the toilet which count as a rest break, 15mins preparation time with scribe prior to the exam, permission to adjust posture/stretch/stand/walk around as necessary, student to remain on camera for online proctored exams. 	<p>School based:</p> <ul style="list-style-type: none"> LIC – School is required to provide supervision for school-based exams. Student - provide EIP to their LIC for supervision requirements to be implemented. <p>Central based – student to verbally advise to camera the actions they are taking as outlined in their EIP.</p>

Exam Adjustments: Equipment	Students may require specific equipment to have an equal opportunity to demonstrate their knowledge and skills without being disadvantaged by their condition. This may include: <ul style="list-style-type: none"> • provision for use of pc, • FM receiver with microphone to be worn by the supervisor, • magnifying glass/visual aid, • bookstand/holder, • reading/writing ergonomic portable desk slope, • standing desk. 	School based: <ul style="list-style-type: none"> • LIC – if PC is recommended, LIC to determine if student will use a personal PC or university one. School is responsible for implementing equipment requirements as per EIP. If specific furniture or other equipment not supplied by the student is required, raise a Service Central request with Property and Facilities to arrange. • Student - to provide EIP to their LIC for implementation of specific equipment requirements. Student may provide some or all of equipment requirements. <p>Central based - if E&R are unable to accommodate equipment requirements, they will liaise with the School to host a school based exam.</p>
Exam Adjustments: Venue Detail	Students may require flexibility in the venue for an exam. This may include: <ul style="list-style-type: none"> • separate exam room, • classroom with a maximum 10 students, • seat close to a toilet, • well-lit classroom, • seat at front, • seat close to an exit, • natural lighting only. 	School based: <ul style="list-style-type: none"> • LIC – School is required to implement venue requirements as per EIP. • Student - provide EIP to their LIC for implementation of venue requirements. <p>Central based – implement venue requirements for on-campus exams.</p>

<p>Exam Adjustments: Assistance: Reader</p>	<p>Students who are unable to read print, or access auditory information better than visual information may require a person to act as reader.</p> <p>Reader and Scribe self-training guide available here.</p>	<p>School based:</p> <ul style="list-style-type: none"> • LIC – School is required to source and pay for human reader and provide exam supervision. This can be any person able to fulfil the role of reader such as academic, professional or casual staff. A&DS Resource Officer may provide contact information for staffing agency if required. • Student - provide their EIP to their LIC within a reasonable timeframe. <p>Central based – source and pay for reader and provide exam supervision.</p>
<p>Exam Adjustments: Assistance: Scribe</p>	<p>Students may be unable to write, or type may require a scribe.</p> <p>Reader and Scribe self-training guide available here.</p>	<p>School based:</p> <ul style="list-style-type: none"> • LIC – School is required to source and pay for scribe and provide exam supervision. This can be any person able to fulfil the role of scribe such as academic, professional or casual staff. • Student - provide their EIP to their LIC within a reasonable timeframe. <p>Central based – source and pay for scribe and provide exam supervision.</p>

<p>Exam Adjustments: Assistance: Signing interpreter</p>	<p>Students who are deaf and who use sign language will require an Interpreter at the start of an exam if any instructions are delivered orally, as well as to allow the student to clarify information on the exam paper.</p>	<p>School based:</p> <ul style="list-style-type: none"> • LIC – School is required to provide exam supervision. • Student - provide their EIP to their LIC within a reasonable timeframe. <p>A&DS – source and pay for signing interpreter for students registered with A&DS.</p> <p>Central based – provide exam supervision.</p>
<p>Exam Adjustments: Exam Software</p>	<p>This section of the EIP will list the specific software, generally used by the student during the semester, to support the student in facilitating exam answers. This may include on-screen print enlargement, text-to-speech, and speech-to-text software. The specific software will generally be listed on the EIP. Common software can be made available on ACU computers through an IT Service Central request, including: Texthelp Read&Write, Dragon Dictation, JAWS. For more specialist software, student devices with appropriate software installed may be used.</p> <p>A&DS Resource Assistant and Access and Disability Advisors can be contacted for advice if required.</p> <p>Students using Dragon Dictation will not be able to sit a Proctorio exam due to the use of headsets.</p>	<p>School based:</p> <ul style="list-style-type: none"> • LIC – School is to source separate room for use of software and provide exam supervision. Raise Service Central request for software installation on ACU computer, if student will not be using their own devices. • Student - to provide EIP to their LIC for implementation of adjustments. <p>Central based – if E&R are unable to accommodate equipment requirements, they will liaise with the School to host a school based exam.</p>

Exam Adjustments: Permitted Materials	Students may require specific materials during the exam to maintain their condition. This may include: <ul style="list-style-type: none"> • food, • drink, • blood monitoring equipment, • medication. When a student utilises a blood monitoring app on their phone, they are advised that the phone will need to be kept out of reach. If there is a need for blood monitoring, the student will access the phone in view of the camera and/or invigilator and advise they are checking blood glucose levels, as outlined in their EIP.	School based: <ul style="list-style-type: none"> • LIC – School is required to provide exam supervision. • Student - provide EIP to their LIC for implementation of adjustments. Students are made aware of the actions they need to take during an exam to maintain exam integrity. Central based – student to advise camera the actions they are taking as outlined in their EIP.
Exam Adjustments: Exam format	Students may require a specific format to have an equal opportunity to demonstrate their knowledge and skills without being disadvantaged by their condition. This may include: <ul style="list-style-type: none"> • specified font, • specified font size, • specified colour answer booklet, • enlarged to A3. 	School based: <ul style="list-style-type: none"> • LIC – provide student with an exam that meets the format requirements outlined in their EIP. • Student – provide EIP to their LIC for implementation of adjustment within a reasonable timeframe. Central Based - provide student with an exam that meets the format requirements outlined in their EIP. If E&R are unable to accommodate, they will liaise with the School to host a school based exam.

	Exam Adjustments: Scheduling	Students may require flexibility in the scheduling of their exams. This may involve any of the following: <ul style="list-style-type: none"> • Morning or afternoon exams only • One exam per day • Rest day provided between exams 	School based: <ul style="list-style-type: none"> • LIC – schedule exam per EIP. • Student – provide EIP to their LIC for implementation of adjustment within a reasonable timeframe. Central Based - schedule exam per EIP.
	Exam Adjustments: Additional comments	In this section of the EIP the ADA will outline additional adjustments that a student may require during an exam. This may include the use of a stimming object, stopwatch, blank sheet of paper, heat pack, non-transmitting headphones or to flag specific eye movements, and involuntary body movements by the student.	School based: <ul style="list-style-type: none"> • LIC – School is required to provide exam supervision and implement adjustments. • Student - provide EIP to their LIC for implementation of adjustments. Students are made aware of the actions they need to take during an exam to maintain exam integrity. Central based – student to advise camera the actions they are taking as outlined in their EIP. If the system flags misconduct, review footage with adjustment consideration, whilst ensuring academic integrity.
7	Extensions	Upon submission of the EX-form, students should be given not less than 1 week and not more than 2 weeks extension. The EIP itself is sufficient supporting documentary evidence for these extension requests. Factors which may influence the variance of time within that guideline may include: the nature and current situation of the student’s condition (which they may or may not specifically disclose), and/or the nature of the task and	Student - responsible for applying for an extension using the EX-form, using EIP as documentary evidence. Students are advised to attach their EIP to every EX-form, regardless of whether they have provided it before.

		<p>what is considered reasonable given semester timeframes.</p> <p>Students are informed that they must negotiate the exact amount of time with the LIC. It is at the LICs discretion to request assessment progress to determine the appropriate length of reasonable extension, though it is not required, as per the Assessment Procedure.</p> <p>Students are also advised that more time may be sought through the Special Consideration process with further medical documentation provided at that time.</p> <p>More information: https://policy.acu.edu.au/document/view.php?id=347</p>	<p>LIC – to advise student of approval (or to engage in further discussion) within 2 working days from lodgement of application.</p>
8	Format Requirements	<p>Students requires specific format for in class handouts, materials, and/or whiteboard instructions. Examples may include, font size, paper size, specific-coloured markers for the whiteboard, and/or digital presentation requirements.</p>	<p>Student – provide their EIP to each LIC each semester within a reasonable timeframe. This will be at the start of each semester, for students with existing EIPs and within a week of finalising/updating a new EIP during semester.</p> <p>LIC – responsible for implementing adjustment.</p>
9	Lecture Captions	<p>Where videos are provided as a learning resource it will be useful to ensure that any captioning functions are available, and/or the source video is linked to ensure student can gain full access to learning content</p>	<p>NLIC/LIC - responsible in ensuring that captioning is available on any audio-visual material. A&DS or CEI can assist as required.</p>

	<p>Lecture Materials</p> <p>Provision of course materials, lecture/tutorial slides and instructions in advance to support active participation in class.</p> <p>Provision of reading lists that highlight what are the essential texts and what are extension reading</p>	<p>Student - responsible for engaging with teaching staff in a timely manner when this adjustment is in their EIP.</p> <p>LIC - responsible for the early provision of materials.</p>
	<p>Lecture Transcripts</p> <p>Student requires automatically generated, timed transcripts of recorded lecture content.</p> <p>Further information is available here: https://support.echo360.com/hc/en-us/articles/360035406171-EchoVideo-Automatic-Speech-Recognition-ASR-Service-for-Media-Transcription</p>	<p>NLIC/LIC - responsible for ensuring Automatic Speech Recognition (ASR) is enabled through Echo 360. Recorded content is to be uploaded or shared to the correct, current semester Echo360 section for the unit.</p>
	<p>Lecture Record</p> <p>Student may request permission to record lectures as per the ACU Lecture Capture Policy.</p> <p>Lecture Capture Policy supports the recording of lectures to enhance students' learning experiences. Implemented in response to student feedback, this policy ensures that lectures are recorded and made available within 24 hours.</p>	<p>Student – access recording on Canvas or request LIC to record.</p> <p>LIC – record lectures and provide the student with access.</p>
10	<p>Library</p> <p>Where a student requires the use of a private/quiet study space on a regular basis, an adjustment for ongoing bookings with the Library can be implemented.</p>	<p>A&DS - responsible for emailing library for initial booking.</p> <p>Student - to make future bookings as per A&DS initial request or seek guidance from A&DS.</p> <p>Library - to grant permission as per EIP.</p>

11	Notetakers	<p>Notetakers may be provided for all or some units by A&DS.</p> <p>Notetakers are generally students who are enrolled in the same course/subjects as the student with the EIP.</p>	<p>A&DS - responsible for recruiting and contracting notetakers, however A&DS may reach out to faculty staff for identification of appropriate candidates.</p>
12	Participation Assistant	<p>Participation assistant may be provided for all or some units by A&DS.</p>	<p>A&DS - responsible for recruiting and contracting participation assistants, however A&DS may reach out to faculty staff for identification of appropriate candidates.</p>
13	Placement	<p>ACU is responsible for ensuring placement partners provide reasonable adjustments for students with disability in accordance with legislation and standards.</p> <p>More information:</p> <ul style="list-style-type: none"> • https://www.adcet.edu.au/students-with-disability/employment/work-integrated-learning • https://www.adcet.edu.au/inclusive-teaching/teaching-assessment/fieldwork-and-placement 	<p>PEC - negotiate reasonable adjustments with placement providers.</p> <p>Student - provide advanced notice of placement adjustments to their PEC</p>
	Placement: General adjustment	<p>When a student requires an adjustment to their placement, but unsure how they will be impacted, we list the general adjustment and advise the student to contact their PEC/LIC to discuss reasonable adjustments.</p> <p>Wording on EIP: Whilst adjustments on placement may be organised, these should be negotiated with your Professional Experience Coordinator as the EIP is not a document that can be given to your placement provider to be implemented.</p>	<p>Student - advised not to take their EIP to their placement provider and ask for adjustments to be implemented.</p> <p>Student - advised they need to negotiate adjustments with their ACU PEC.</p>

	<p>Updated wording as of June 2024:</p> <p>The student requires reasonable adjustments to clinical/professional experience placements. Please coordinate placement adjustments with your Professional Experience Coordinator in advance, as the EIP is not intended for direct use with placement providers. The Access and Disability Advisor is available to support these discussions.</p>	<p>PEC – make themselves available to discuss possible reasonable adjustments.</p>
<p>Placement: Scheduling</p>	<p>There are times when a student will require flexibility in the scheduling of their placements. This may be part time placements, no night shifts, or weekend shifts. If there are documented registration or learning outcomes requirements precluding any of these adjustments for a particular placement, the student will need to be informed that they are not reasonable for those reasons. The Access and Disability Advisor will be available to assist in discussing alternative adjustments where possible.</p> <p>Students are made aware that the limited availability of placements may mean that the provision of suitable locations, full/part time and shift scheduling may take longer than usual, or modified adjustments may need to be negotiated. This may include delaying placement to a later study period, if necessary.</p>	<p>PEC - to source a placement that can accommodate requested reasonable schedule.</p> <p>Student - advised they need to negotiate adjustments with their ACU PEC as early as possible to allow time for a suitable placement allocation.</p>
<p>Placement: Location</p>	<p>Provision for placement location to be in proximity to the student’s residence to support the effective management of their condition and minimize any potential disruptions to their performance during the placement.</p> <p>Provision for placement location to be in proximity to the student’s residence to support their carer responsibilities.</p>	<p>PEC - to source a placement within reasonable proximity to the student’s residence.</p> <p>Student - advised they need to negotiate adjustments with their ACU PEC/LIC as early as possible to allow time for a</p>

		Students are made aware that the limited availability of placements may mean that the provision of a suitable location, may take longer than usual, or modified adjustments may need to be negotiated. This may include delaying placement to a later study period, if necessary.	suitable placement allocation. Keep their current residential address details up to date on Student Connect.
	Placement: Pre-orientation	Where possible, prior to the commencement of placement the student will benefit from an extended orientation/meet and greet, to assist in becoming familiar with the environment/routines etc.	<p>PEC - to arrange a pre-orientation/meet and greet between the student and the placement provider.</p> <p>Student - advised they need to negotiate adjustments with their ACU PEC as early as possible to allow time for a suitable placement allocation.</p>
14	Priority Preference	<p>Student is eligible for priority preference during the sorting and class selection process. Please refer to the Course Timetable for allocation dates and times.</p> <p>Students are to participate in the preference entry period at the same time as all other students.</p> <p>More information: https://www.studentportal.acu.edu.au/course/e/timetable-dates-and-information</p>	<p>A&DS – notify Timetabling of students with priority preference.</p> <p>Timetabling – sort students with priority preference first.</p> <p>LIC – can amend a student’s timetable if the student was not able to participate in the preference entry period due to timing of course offer, enrolment, and/or due to special consideration.</p>
15	Occasional Absences	Student may have occasional absences from class or may need to leave class unexpectedly.	Student – responsible for ensuring they understand the attendance requirements of each unit and initiating discussions with their LIC if their attendance is impacted.

		<p>Supporting documentation has established that the student’s condition is likely to impact attendance.</p> <p>The student has been advised to consult the unit guides to understand attendance requirements, and to meet with each LIC as soon as possible, each semester, to understand how to manage occasional absences whilst meeting the unit's learning outcomes.</p> <p>Strategies may include reduced attendance requirements, provision of missed materials, attending an alternate tutorial group, or an opportunity to complete an alternate assessment.</p> <p>Any activities expected of students to mitigate missed learning opportunities should be directly related to the specific learning experience. Additionally, careful consideration is recommended when allocating assessment type activities to make up for absences, to prevent situations where students may fall further behind due to having to complete additional tasks in addition to standard assessment requirements for a unit/class.</p> <p>In situations where a student knows that their condition/carer responsibilities present a high likelihood of absences, it may be advantageous to discuss at the outset of semester how to manage attendance. In this way, it is proactive, planned, and both the student and staff are aware of and have strategies to manage absences.</p>	<p>LIC – discuss strategies to meet learning outcome and approve an alternative option where possible.</p>
16	Referrals/Skill Development	Student will benefit from additional consultation with the Academic Skills Unit.	A&DS – if student requests, send initial email to Academic Skills Unit introducing student.

			<p>Student - engage with Academic Skills unit for academic support.</p> <p>Academic Skills unit – provide additional support to the student.</p>
17	Teaching strategies	1:1 consultation with faculty staff to confirm understanding of tasks and material covered within the learning environment.	<p>Student – responsible for requesting consultation. Students are advised that these are to be capacity-building and not overused.</p> <p>LIC – make themselves available for student consultation.</p>

Resources:

Australian Catholic University. *FAQs: Access and disability service.*

https://staff.acu.edu.au/tools_and_services/services/access-and-disability-service/faqs

Australian Catholic University. *Reasonable adjustments.* Access and Disability Service.

https://staff.acu.edu.au/tools_and_services/services/access-and-disability-service/reasonable-adjustments

Australian Disability Clearinghouse on Education and Training. *Disability-specific adjustments.* ADCET.

<https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments/disability-specific-adjustments>

Australian Disability Clearinghouse on Education and Training. *Reasonable adjustments.* ADCET.

<https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments>

Australian Disability Clearinghouse on Education and Training. *Exam adjustments.* ADCET.

<https://www.adcet.edu.au/disability-practitioner/reasonable-adjustments/exam-adjustments>