

Guidelines for Accessible Assessment

Assessing Students with Vision Impairment



**Round Table on Information Access
for People with Print Disabilities**

Guidelines for Accessible Assessment

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These guidelines are published by Round Table on Information Access for People with Print Disabilities Inc. (Round Table). Round Table is an umbrella organisation that brings together producers, distributors and consumers of information in alternative formats such as blindness service agencies, tertiary institutions and government departments in Australia and New Zealand.

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Introduction

Students with vision impairment can face a range of challenges when undertaking courses of study in a formal education (school) and/or post-school setting in which their academic performance and/or competencies are being assessed for educational or training/vocational purposes. Teachers, support staff and awarding bodies (e.g. Boards of Studies and Tertiary Admissions Centres), are often unsure of how to adequately and appropriately assess the skills and competencies of students with vision impairment, and may not understand the complexity of their support needs.

These Guidelines for Accessible Assessment (Guidelines) have been prepared by a Working Group established by the Round Table on Information Access for People with Print Disabilities (Round Table) - a standards-setting body concerned with the production and use of accessible information. Its purpose is to guide the preparation, production and completion of assessment tasks as they relate to students with vision impairment in a changing learning environment. It is a substantive revision of the Round Table *Examination Guidelines for students with vision impairments*, produced in 1995.

This document is a project of Round Table to ensure that students with vision impairment enrolled in all public and privately funded education and training institutions in Australia and New Zealand are assessed in a manner designed to minimise (if not eliminate) the level of disadvantage of their vision impairment when completing their study or training program. Specifically it aims to:

- Assist those involved with teaching and/or supporting students with vision impairment to negotiate the appropriate accommodations required to ensure assessment in an equitable manner.
- Encourage a consistently high quality approach to the assessment of students with vision impairment across the education and training systems of Australia and New Zealand.
- Ensure the production of educational materials in accordance with relevant guidelines and standards to ensure these students will not be disadvantaged by unsatisfactory or unfamiliar presentation of alternative format material in an assessment situation.
- Provide producers of accessible format materials with the guidance needed to produce examination papers and other written assessment materials in formats designed to accommodate the needs of students with vision impairment.
- Provide a framework for disability service practitioners to assess the educational support needs of students with vision impairment in relation to assessment and examination accommodations.

The Working Group has identified diverse target audiences in the education and training systems and blindness service agencies in Australia and New Zealand for whom these guidelines could be of significant benefit. They include accessible format producers, disability services/equity practitioners in post-secondary education institutions (universities, TAFE colleges and private training organisations), teachers, academic staff, tertiary admissions centres, students and their families, education and training authorities and examining bodies.

Both New Zealand and Australia have ratified the United Nations Convention on the Rights of Persons with Disabilities, which requires signatory states to ensure an inclusive education system at all levels. The need to accommodate the requirements of students with vision impairment is enshrined in New Zealand and Australian human rights law. It is unlawful to discriminate against people with disabilities in various spheres of community life, including education and training.

In Australia, the Disability Standards for Education, 2005 were developed to support the Commonwealth Disability Discrimination Act 1992 (DDA), and along with state and territory equal opportunity legislation, require the assessment of students with disabilities - including those with vision impairment - on the same basis as other students. In New Zealand, the Human Rights Act (1993) makes it unlawful to discriminate on the basis of disability in the provision of education.

Education and training bodies are required to facilitate participation of students with various disabilities in all aspects of education and training programs. To meet this objective they are required to anticipate and plan for the inclusion of students with disability, consult with students with disability or (where appropriate) their representatives, make reasonable adjustments and provide appropriate support services.

Education providers must assess students with vision impairment, a small but important section of the student population, in a non-discriminatory manner. Assessment tasks must take their impairments into account by providing assessment materials in a suitable format (e.g. braille), to ensure they are not disadvantaged. Failure by an education/training organisation to accommodate students with vision impairment in an assessment situation may expose them to discrimination complaints under Australian Commonwealth, state/territory and New Zealand laws. These complaints could be lodged by the student, their families or disability advocacy organisations. If a complaint is upheld following its investigation, the education/training provider may be required to pay financial damages to the complainant or may incur other penalties.

Reliance on recommendations contained in the present document will not eliminate exposure for education and training providers to litigation on disability discrimination grounds. However, the present document will provide invaluable information needed to assist in accommodating these students under the current legislation. Staff employed by education/training providers, Tertiary Admissions Centres and examining bodies are

strongly encouraged to consult the websites of the Australian Human Rights Commission or that of the Human Rights Commission of New Zealand and related resources for detailed information concerning New Zealand, Australian Commonwealth and state/territory disability discrimination legislation.

Where possible, education and training providers and producers of accessible format materials should adhere to the Guidelines included in this document. It is recognised that circumstances may preclude provision of a form of assessment requested for individual students due to the nature of the original assessment activity. However, education and training providers should ensure a student is not disadvantaged by ensuring that an appropriate alternative assessment task that adheres to the Guidelines is provided.

It is envisaged that assessment activities and processes developed in accordance with the present Guidelines will accommodate the needs of most students with vision impairment. Where this is not possible, staff supporting individual students should contact the examiner concerned to discuss their student's specific requirements.

This document consists of six sections.

- **Section 1: Accessible Assessment** is concerned with issues pertinent to the construction of assessment tasks for students with vision impairment, and is of direct relevance to all personnel involved in assessing and supporting these students in an education/training setting.
- **Section 2: General Considerations** covers production issues such as security, timeliness and access to practice tests.
- **Section 3: Responsibilities of Specialist Support Staff** provides useful information to specialist support staff such as support teachers, teacher/consultants or disability service practitioners, in negotiating accessible forms of assessment for students with vision impairment with relevant staff or examining bodies.
- **Section 4: Accessible Format Papers** relates specifically to the production and distribution of accessible format materials. It is relevant to blindness service agencies and education and training organisations that produce accessible format assessment materials for students with vision impairment.
- **Section 5: Examination Environment and Conditions** details special provisions that must be addressed to ensure there is no disadvantage to the student during examinations. The examination environment is a crucial element in the assessment process.
- **Section 6: Consideration of Disadvantage** addresses the issue of consideration of disadvantage. It provides examples of disadvantage which could occur during the examination.

Assessing students with vision impairment can be a complex process. Teaching staff, specialist support personnel and accessible format producers may find the task daunting, especially when confronting terminology that is largely unfamiliar to them. A **Glossary** has been included in this publication to aid understanding in this area.

This document does include useful web links and a comprehensive reference list to be consulted by the readership for additional sources of information, advice and assistance.

It is recognised that students with other print disabilities, such as learning disability, also encounter disadvantage under assessment conditions and could require accommodations. However, the inclusion of guidelines needed to support these students was viewed by Round Table as being beyond the scope of this publication. Recognising the importance of guidelines designed to accommodate these students, Round Table encourages preparation of assessment guidelines to assist students with other forms of print disability by personnel with expertise in these areas.

It is hoped that this edition of the guidelines will be an invaluable source of assistance to all involved in assessing and accommodating students with vision impairment. Feedback regarding their usefulness is most welcome and will inform future editions of this publication.

Section 1: Accessible Assessment

Overview

All assessment questions and materials should be appropriate for students with vision impairment and must be provided in the student's preferred format.

Students would be considered disadvantaged if assessment tasks were inaccessible. Assessment materials which contain a high proportion of visually-based questions, or questions which require unreasonable amounts of time for the student to read and/or interpret, may be regarded as disadvantaging a student with vision impairment.

Inaccessible content within assessment materials may include the use of visual source material such as photos, illustrations, diagrams, cartoons, maps and data tables. It may not be possible to enlarge successfully or to adequately represent the information in tactile format.

If visual images are used as stimulus material, the examiner should provide a written description. Specialist support staff should not be expected to perform this role. Refer to Round Table's *Guidelines for Conveying Visual Information* and *Guidelines for Producing Clear Print* for further information on writing descriptions and dealing with images. Care should always be taken to ensure any modifications to questions and/or diagrams do not impinge on the integrity of the assessment.

The use of a scribe should never be considered an acceptable alternative to the provision of preferred format. Readers and/or scribes should only be considered if this is the student's preferred strategy.

In some situations it may be necessary to provide an alternative question or if this is not suitable, the question may be omitted. Negotiation with specialist support staff is recommended so that individual needs are taken into account.

It is essential that the form of response required from the student is appropriate. Inappropriate methods of response could include drawing tasks or construction tasks.

In situations where preparation for an examination or an assessment task involves a practice test, it is essential that students requiring alternative formats are supplied with the practice materials in their preferred format.

Preparation materials provide students with experience in reading test genres and in using different response methods. If the student is to develop familiarity with test structure and response types, the materials need to be presented in the same format that the student

will encounter in the exam, and at the same time that any explanation is being provided in teacher-led preparation.

Lack of familiarity will create a situation of disadvantage for users of alternative formats and may cause anxiety about the exam and affect the use of allocated time.

Special provisions

In Australia, the *Disability Standards for Education 2005* (Standards) sets out the rights of students with disability in relation to the obligations of education and training providers under the *Disability Discrimination Act 1992*.

The Standards set out a process whereby education and training providers can meet this obligation. This includes a requirement to make reasonable adjustments and/or accommodations where necessary to ensure the maximum participation of students with vision impairment.

The process includes:

- consultation with the student (or nominated associate);
- consideration of whether an adjustment or accommodation is necessary;
- provision of an adjustment and/or accommodation through special provisions; and
- access to special provisions.

An adjustment or accommodation is a measure or action taken to assist a student with vision impairment to participate in education and training on the same basis as other students. An adjustment and/or accommodation is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with the vision impairment, the education/training provider, staff and other students (Standards, Section 3.4).

Requests for special provisions for a student may vary depending on the nature of the examination or assessment. Further guidance may need to be sought from the test administrators or teaching staff to determine whether there are any restrictions that may apply to the specific delivery of the examination or assessment.

Principles of assessment modification:

- the individual needs of students who apply for, and are granted special provisions for assessments and examinations, will vary. Every effort should be made to provide reasonable adjustments and access arrangements to a student with vision impairment needing such adjustments;

- the same academic standards are applied to all students. Any adjustments or access arrangements made must maintain the academic rigour of the assessment and the integrity of the credential;
- every effort should be made to provide reasonable adjustments and access arrangements to a student with disability needing such adjustments;
- if a required adjustment is considered to confer an unfair advantage on the student an alternative adjustment may be offered depending on the circumstances;
- if required and approved, reasonable adjustments should be made to the assessments themselves, and/or the procedures for conducting these; and
- support to the student through access technologies and other means should also be made available as long as equal rigour and challenge are maintained.

The following special provisions may be provided for students:

- assessment material should be provided in braille including the provision of any tactile graphics where necessary. Where a test or examination is used as the assessment tool, a print transcript of the braille paper should be provided for the use of the examination supervisor;
- examination or assessment material can be provided in a larger font size. This is normally in 18, 24 or 36 point but this is not necessarily exclusive of other font sizes;
- examinations may be requested on a specific colour paper and on a specific size paper, e.g. A4; and
- stimulus magazines and test booklets may be requested as black on white copies. This will support any student who is unable to discern colour or who may need to have their materials copied onto a specific colour paper or to use with coloured overlays. Students should use the colour overlay accessed daily in the classroom.

Students may be granted additional time in examinations and assessments to compensate for the use of:

- braille;
- large print;
- use of access technology; and
- use of a scribe or reader.

For further information see **Section 5: Examination Environment and Conditions**.

Section 2: General Considerations

Security and confidentiality:

- when dealing with assessment materials, security is essential. All assessment materials that have been made available for conversion into accessible formats must be afforded the same security provisions as for production of these materials for other students. Failure to maintain the confidentiality of the assessment material may impact on significant numbers of students;
- all personnel who have access to such assessment materials must be aware that this material is strictly confidential and that high security should be maintained for this material at all times, at least until after the scheduled date of the assessment;
- wherever possible, the document requiring accessible format production should be provided to the producer in a secure electronic form, e.g. a 'read only' file;
- assessment materials should always be produced in a secure physical environment. Further, discussions about preparation of the assessment materials and proofreading should take place in a secure environment;
- assessment materials should never be left unattended in areas where unauthorised personnel may have sight of, or access to them;
- documents should never be worked on in public places or on public transport;
- contents of question papers should never be mentioned or discussed with others not authorised to have access to the material;
- it is essential to ensure the absolute security of the computer network upon which the assessment materials are being produced. The contents of the assessment must never be mentioned or discussed with others not authorised to have access to the material. Personnel need to be mindful that even letting it be known that assessment materials are being prepared within the organisation could introduce a security risk;
- assessment materials must be secured overnight and at all times when not being worked on. Ideally, assessment materials should be stored in a strong safe. If a suitable safe is not available, a non-portable, lockable, reinforced metal cabinet or similar cabinet should be used. The safe or cabinet must be in securely locked accommodation with access restricted to a minimum number of key-holders;
- where the assessment authority provides specific stationery for the printing and dispatch of examination materials, this stationery should also be used and stored under strict security;
- all waste materials associated with production of the assessment materials, including

early versions produced for proofreading and extra copies must be destroyed (preferably shredded), or be locked away securely until the date of the assessment has passed;

- personnel who would normally be producing any part of the assessment material and who have close relatives who will be involved in the same assessment must declare this relationship to the examiner. The examiner will decide whether the member of staff should be involved in the production of this assessment material. Personnel may be required to sign an agreement or declaration such as a "confidentiality agreement" or a "close relationship declaration" prior to starting work on assessment materials;
- secure transport and delivery of the completed assessment material must be undertaken (see **Section 4: Accessible Format Papers**);
- the examiner must be informed immediately if the security of the assessment materials has been put at risk by fire, theft, loss, damage, unauthorised disclosure or any other circumstances; and
- following completion of the assessment activity, personnel involved in supervising a student or transcribing their responses for marking must not discuss the assessment task with anyone other than authorised staff.

Timeliness

Every effort should be made to ensure the timely provision of advice concerning the assessment support needs of students with vision impairment to the assessment authority in order to not disadvantage these students.

Production of materials in accessible formats for students with vision impairment, particularly non-literary materials (e.g. mathematics, electronics, geography etc), can be very time consuming. It is essential that all materials required for the production of assessment material be made available in a timely manner. The time frame for production should be negotiated and agreed upon by the assessment authority and the production department well in advance.

Such materials will include:

- a clean copy of all elements of the original print paper including answer sheets, colour stimulus material etc.;
- an electronic copy of the original paper; and
- descriptions of non-text assessment material (e.g. photographs and graphics) provided by the examiner.

The assessment authority and the student's support personnel both have responsibility for ensuring that practice materials are supplied to students at the same time as papers in standard formats are supplied.

Access to practice tests:

- in situations where preparation for an examination or piece of assessment involves completion of a practice test, it is essential that accessible format versions are produced concurrently and supplied to students with vision impairment in their preferred format to assist their revision of subject matter on which they are to be assessed;
- practice materials provide students with experience in reading test genres and in using different response methods. If the student is to develop familiarity with test structure and response types, the materials need to be presented in the same format that the student will encounter in the exam, and at the same time that any explanation is being provided in teacher-led preparation;
- lack of familiarity will create a situation of disadvantage for users of alternative format assessment materials and may elicit anxiety about the assessment task and affect the use of allocated time.

Section 3: Responsibilities of Specialist Support Staff

The purpose of adapting examination or other assessment materials is to make the assessment accessible to students with vision impairment. It is the role of specialist support staff to recommend to the examiner what action is needed to achieve this outcome. Specialist support staff should be qualified and/or experienced in working with students with vision impairment, in order to make appropriate recommendations regarding the assessment material.

Specialist support staff should make recommendations to the assessment body regarding the additional time allowance and other special provisions appropriate for the student.

General recommendations

Assessment materials should only be altered at the recommendation of specialist support staff in consultation with the examiner. If a question is to be altered, the following principles should be applied:

- the examiner should provide specialist support staff with as much information as possible to assist them in making informed judgements, including details of the assessment criteria to be tested in individual questions;
- the amended question must assess the same skills, knowledge and concepts as the original question in the print paper and/or enable the student to meet the same assessment objectives;
- the question should be of an equivalent level of difficulty as the original;
- any alteration should preserve the balance of the original assessment task in terms of both the content and the weighting of questions;
- the amended question should not require students to spend a disproportionately large amount of time to gain relatively few marks;
- where amendment of an existing question is not possible, the specialist support staff may propose an alternative question which meets the same assessment criteria;
- in the event that the alternative question is deemed unacceptable by the examiner, the specialist support staff and examiner should consult to determine what action will be taken, with due consideration to ensure the minimum of disruption or confusion for the student;
- the adjustment of an examination paper or other assessment activity may require overall amendment to the instructions of the paper or the instructions for individual questions;

- assessment materials being prepared for a student in more than one format should be prepared to ensure any introduced differences between them are kept to a minimum; and
- consistency from year to year can be important, particularly because students may make use of past papers for practice. Where possible, specialist support staff should refer to past papers as a guide when making recommendations regarding amendments.

Where an examination paper or other assessment task includes material which has been previously released to the student for working on in class, the specialist support staff should instruct the producer to place it in a separate clearly labelled pamphlet. The specialist support staff should specify an appropriate label, and ensure that any other necessary adaptations are made to the student's instructions.

Recommendations for drawing and measuring

Specialist support staff should advise the Assessment Body of the degree of accuracy that can be expected from a student with vision impairment to a question that involves either measuring or drawing. The degree of accuracy expected of these students should not be greater than plus or minus 0.5 cm (or 5 degrees).

Where students are required to complete or draw a pie chart, the specialist support staff should ask that a pie chart template be provided. The template should consist of a circle marked with a very large centre point. There should be 10 degree markings cutting the circumference, 90 degree markings may be slightly longer. A vertical starting line (from the centre up to 0 degrees) should be drawn.

The specialist support staff must ensure that large scale equipment can be used. For example, large print protractors have a radius of 8 cm and so all lines must be at least this long if a protractor is to be used.

Many students with vision impairment have no 3D vision, and many are unable to cope with using isometric paper (paper pre-printed with a pattern of dots for 3D drawing). Questions must not ask students to draw 3D shapes either on blank paper or on isometric paper; such questions should be adapted to avoid this.

In general, graphs should show only major grid lines, whether or not these appear on the original print version. (Grid spacing of 1.5 cm or 2 cm is generally appropriate.) It may be necessary for the specialist support staff to alter the scale on the axes or the data in a given table in order to facilitate this. Areas of the graph, such as bars or segments on a pie chart should, if necessary, be highlighted using thicker lines or shading. Major grid lines should be shown on bar charts even if not present in the original.

The specialist support staff should specify that features of geometric diagrams, e.g. equal length line markings and parallel line markings should be stated in writing as well as on the diagram. This might mean that diagrams need to be labelled where they are not labelled in the original.

Section 4: Accessible Format Papers

Decisions about assessment format(s) should be made in consultation with the student and specialist/support staff and based on a functional vision assessment.

Braille Assessment Materials

When constructing the assessment task the examiner should adhere to the principles of appropriate assessment as outlined in **Section 1: Accessible Assessment**.

Braille assessment materials should be made available according to the needs of the individual student. Materials should be provided in the braille code and format which has been identified by the student or their vision support specialist to provide best access to the assessment material.

These guidelines provide information which is particularly relevant to the production of examination papers. There are additional issues specific to the braille format that may need to be considered. For further information about braille please refer to *The Rules of Unified English Braille, Guidelines for the Formatting of Braille Materials* and *Guidelines for Conveying Visual Information*.

It is essential that all braille and tactile graphics assessment materials be made available to students at the time of the examination.

Braille and tactile materials are extremely time consuming to produce and the time frame for production should be negotiated and agreed upon by the assessment authority and the production department well in advance.

The assessment authority and the student's support personnel both have responsibility for ensuring that practice materials are supplied at the same time as those in standard format.

The braille production personnel will need to ensure that all assessment material remains secure and confidential. (Refer to **Section 2: General Considerations**)

The purpose of adapting examination materials is to make the assessment accessible to students. Specialist support staff may recommend to the examiner what action is needed to achieve this outcome.

The examiner should provide specialist support staff with as much information as possible to assist them in making an informed judgement. If adaptations need to be made to the question, the examiner will need to provide details of the assessment criteria to be tested in individual questions.

Assessment instructions may need to be amended to reflect any adjustments to the questions.

The format of braille assessment papers must:

- be clear and unambiguous; and
- enable efficient navigation.

The title page should:

- omit details specific to print users (this will need to be cleared with the examiner);
- adjust all time allowances throughout the paper to reflect any additional time the student has been granted; and
- if the allocation of additional time is unknown, a note indicating that these are standard times should be inserted.

Paper format:

- page headers that contain the exam subject name and section should be included;
- the original print page number should be indicated whenever possible; and
- references to print page numbers occurring within an examination question should include both print and braille page numbers, e.g. "... on page 9 (braille page 13)".

Body of the paper:

- papers should be formatted for efficiency of navigation;
- question numbers should be located on the left margin, clear of any overruns as this will allow for efficient scanning by the reader;
- a blank line may be left between questions, this will assist in navigation;
- the marks assigned to the questions should be placed after the question number, e.g. Question 1 (5 marks);
- splitting questions across pages should be avoided wherever possible;
- if splitting questions across pages is unavoidable, care should be taken to ensure the break is made mid-sentence;
- when the student is required to do extended reading in order to answer questions, it may be helpful to insert the questions both at the beginning and at the end of the passage;
- the approximate length of the answer required should be indicated except for very short answers (allow approximately 7 words per print line);

- centred headings in the body of the paper are not recommended; and
- hyphenating of words should be avoided.

Graphics:

- diagrams and pictures may need to be produced in tactual form. The method of production should be specified by the student or the support staff in consultation with the student;
- where the inclusion of a diagram means the question extends to two braille pages, the diagram should appear adjacent to the question to which it refers. Alternatively, diagrams can be bound separately;
- diagrams may need to be simplified and unnecessary detail deleted or the information split over two or more diagrams, changes may require negotiations with the examiner;
- some graphic or diagrammatic material may be best presented in written form. All descriptions should be provided by the examiner in consultation with specialist support staff and, where appropriate, the producer. For further information on visual description, refer to the Round Table *Guidelines for Conveying Visual Information*;
- concrete items such as models may be necessary to supplement diagrams;
- some diagrams or pictures may be unsuitable for a braille reading student, in this case it may be necessary to provide an alternate question; and
- in some situations it may be appropriate for diagrams to be placed in a separate booklet, and in this case the diagram heading(s) should state the question number (e.g. 'diagram for question 8'), as well as any other heading information present in the original. This practice should also be followed if diagrams are on loose or removable sheets.

Timeliness

Production of materials in accessible formats for students with vision impairment, particularly non-literary materials (e.g. mathematics, electronics, geography), can be very time-consuming. It is essential that all materials required for the production of assessment material be made available in a timely manner. The time frame for production should be negotiated and agreed upon by the assessment authority and the production department well in advance.

Such materials will include:

- a clean copy of all elements of the original print paper including answer sheets, colour stimulus material;
- an electronic copy of the original paper; and

- descriptions of non-text assessment material (e.g. photographs and graphics) provided by the examiner.

The assessment authority and the student's support personnel both have responsibility for ensuring that practice materials are supplied to students at the same time as papers in standard formats are supplied.

Proofreading:

- meticulous proofreading by two people with expertise in braille is essential to ensure accuracy;
- it is essential that proofreaders are fully aware of the production guidelines for the format and have knowledge of any specialist codes used;
- the paper is proofed by a braille touch reader to ensure clarity of layout;
- the proof reader can also make practical judgements about how easily the different tactile features in a diagram can be discerned; and
- proofreaders check that the diagram contains all the relevant information to ensure the question can be answered.

Compiling the paper:

- examination papers are bound and not stapled;
- papers are bound in sections or as one volume (preferably no more than 40 braille pages);
- volumes are divided where a natural break occurs;
- a table of contents of the sections or options in the examination paper is provided; and
- the supervisor has a print transcript of the braille paper.

Checking:

- that the assessment material is clearly labelled in print;
- that all the assessment material is present and appears in the correct order;
- all details relating to the examination are correct on the front cover of the question paper and that these details correspond to those stated on the print copy;
- whether there are any diagrams or other material to be included, and ensure that figure references in the text correspond to those on the diagrams;

- that the line references to prose passages in questions have been correctly amended where the line numbers in the braille version of the passage do not correspond with those in the print version;
- that references to the location of the diagrams have been amended to reflect the actual location in the braille copy, e.g. “diagram opposite” or “ diagram over page” rather than “ the diagram below” as stated in the original paper;
- page information lines throughout the paper and on any diagram sheets to ensure that it is the correct examination paper all the way through;
- page numbers, including diagram sheets, to ensure that all the pages are there and check that the paper ends with 12 centred hyphens and the statement “End of Paper”;
- each page for the quality of the braille, e.g. that the dots have been embossed satisfactorily and have not been flattened, and that the cells have not been embossed out of alignment;
- that any thermoformed diagrams are crisp and that there are no creases or obvious signs of missing pieces;
- the instructions for binding the diagrams have been followed and that any additional copies are present; and
- that any special instructions concerning the collation of separate sections have been followed.

Any faults must be corrected: **examination papers sent out must be 100% correct.**

When an examination paper has been checked and is correct, the examining body's name, the subject, and any other identifying features of the paper, such as a code and/or the paper number, must be in print on the top of the front page of the braille paper to assist non-braille readers to identify the paper.

Include:

- the original print examination paper with the braille;
- the print transcript of the braille paper;
- any other materials such as diagrams or booklets;
- any relevant notes or instructions including those attached to the original print copy; and
- a list of contents, especially where a number of tactile diagrams or three dimensional models are enclosed with the braille papers.

Dispatch:

- examination papers should be forwarded by registered post, clearly marked for the attention of the contact person within the examining body;
- the post pack should state clearly that the materials inside are braille, fragile and should not be compressed; and
- it may be advisable to send an advice note under separate cover, notifying the examining body that the paper has been posted on a particular date; and
- storage and transport of assessment materials should be undertaken under the same level of security afforded to the regular print assessment materials.

Large Print Assessment Materials

Overview

Large print examination papers and other assessment materials should be made available according to the needs of the individual student. Papers should be provided in the font style and size, paper size and colour that have been assessed by their support specialist as giving the student optimal access to the assessment material.

These guidelines only provide information that is particularly relevant to the production of examination papers. There are many additional large print issues which need to be considered. For further information about large print, please refer to the *Round Table Guidelines for Producing Clear Print*.

If photocopied assessment material has to be used it must conform to the same guidelines as computer generated material. It should be remembered that papers that are produced in A3 format will be difficult for the student to handle.

Computer-Generated Large Print Papers

When reformatting examination papers it is important:

- that examination papers are bound and not stapled;
- to retain as much as possible of the original paper, including visual stimuli; and
- to ensure the complete removal of visual material is only contemplated if it does not constitute an integral part of the purpose of the question.

Consistency

Because students regularly use past papers for practice:

- it is desirable to maintain a level of consistency from year to year in examination papers; and
- it may be useful to consult previous papers when considering formatting issues.

Paper Size, Type, and Binding:

- assessment papers should generally be produced on A4 paper in the colour preferred by the student;
- the paper used should be non-glossy and of a sufficient weight (preferably 120 gsm) to avoid any 'show through';
- papers should be bound on the left to enable them to be opened out flat. Left handed students may prefer their papers bound at the top; and
- the paper may be produced in either single-sided or double-sided format, to suit the needs of the individual student.

Formatting and Fonts:

- the format of the original print in the placement of question numbers and the indentation of questions and sub-questions should normally be followed;
- alterations to time allocations or instructions should be reflected in the instructions throughout and at the beginning of the paper;
- references to the location of diagrams, tables, etc. should be amended as necessary;
- the font selected should be clear and easy to read;
- there should be an increase in spacing between lines to aid readability;
- italicised passages should be avoided where they only serve a visual function. Consideration should be given to replacing italicised words or phrases with bolding, where bolding has not been used in the same context;
- attention should be given to special characters such as arithmetical signs (+, =, etc), decimal points, spots, fractions, superscripts and subscripts, etc. to ensure that they are of sufficient weight;
- where there are expressions with superscripts and subscripts in a paper, the base font for mathematical expressions throughout the paper may need to be increased or the font size of the superscript/subscript increased;
- algebraic letters in mathematical expressions should normally not be italicised, but

extra spaces should be inserted before and after such expressions so that they stand out from the normal text;

- paragraphs should be left aligned, not fully justified; and
- information should not be placed on the right margin without indication as it may be inadvertently overlooked by the student.

Setting out and Splitting of Questions:

- questions should be clearly indicated. In general, more space should be left between questions than between paragraphs or sub-questions;
- if dividing lines are used between questions in the original (standard print) this practice should be followed in the large print paper, but ensure that there is sufficient space between the lines and the text;
- the value of each question should normally be placed immediately after the question number, irrespective of its location in the original (standard print) version;
- if the question number in the original is repeated when a question continues on a new page a similar style should be adopted for the large print paper;
- it is preferable that an entire question or sub-questions be on one page. If this is not possible clearly indicate that the question continues on the following page; and
- where questions continue onto the next page this should be clearly indicated. This can be shown in a number of ways:
 - i rather than commencing a new question towards the end of a page, move the question on to a new page; or
 - ii by ensuring that the question is split mid-sentence; or
 - iii by indicating at the foot of the page, and at the top of the following page with appropriate wording, e.g. 'Question continued on the next page', 'Question continued from the previous page'.

Answer Sheets, Booklets and Answer Spaces:

- any answer sheets or booklets which accompany the assessment task should be made available to the student in the same font size as the assessment paper and should conform to the same formatting guidelines;
- multiple choice answer sheets will require enlargement to the same font size as the assessment paper;
- wherever possible, spaces for answering and working should be reproduced in the large print version of the paper;
- indicate the number of blank lines in the original question for student responses;

- answering spaces should normally be placed on the left-hand side of the page in the large print paper even if placed at the right margin in the original version;
- answer line thickness should reflect the font size; and
- if grids or tables form part of a response, these should normally be retained.

Reference Material:

- all reference and stimulus material, should be in the student's required font size and adhere to the formatting guidelines;
- all reference information must be clearly identified and easy to locate;
- tabular information such as programs or timetables may need to have the volume of information reduced to an appropriate level;
- ensure that all relevant information is included, plus some distracters (information which is not relevant to the answer, but provides a "distraction" from the answer);
- for lengthy passages of text it may be useful to consider placing the questions and passages in separate booklets. This would not usually be the case where the passages include texts with gaps and set words or phrases to be inserted; and
- for questions where the student has to modify a given word and insert it into a gapped text, the word or phrase to be inserted should be located at the beginning of either the passage or line depending on the original. Any instructions should be amended appropriately.

Explanatory Notes:

- stimulus material may occasionally need an accompanying description (which should be provided by the examiner) the written description should not interfere with the integrity of the question;
- some questions will require special layouts or presentation of information. If descriptions are provided care must be taken to avoid key words required for answers; and
- in some subjects the descriptions required will encounter specific difficulties, especially when the objects depicted in photographs and diagrams are not everyday objects but ones only encountered in a specific context. Certain objects may have an immediate visual resonance for fully sighted students, and, whilst it would be inappropriate to give students with vision impairment an advantage by naming the object, it is important that the description is clear and sufficiently unambiguous in order to not place them at a disadvantage.

Colour in Papers:

- where the original material (including stimulus material) is in colour, the enlarged version should also be in colour;
- for students who have difficulty with colour perception, reformatting should take into account the needs of the individual; and
- colours or patterns need to be clearly differentiated from each other.

Complex Diagrams:

- cartoons, photographs, sketches, diagrams or graphs which could be problematic for the student with low vision should be clarified by the examiner so it is clear what information a student is expected to obtain from the original print copy. If possible, this type of material should be accompanied by a written description;
- a complicated layout with arrows and a series of pictures may need to be reorganised and enlarged;
- where increased contrast is required on a diagram, line thickness and style can be adapted and areas can be coloured or shaded using distinctive patterns. If a key is required it should be in a prominent position;
- extraneous information in the graphic may need to be reduced or removed from the graphic. If graphics need superfluous information removed or clarification of relevant parts, care must be taken to ensure that they remain structurally correct;
- if the focus of the graphic is printed information it may be able to be converted to text;
- the graphic may need to be split into more than one diagram and relevant sections of the diagram highlighted;
- particular care needs to be taken with scale diagrams, which cannot be enlarged without the scale factor being affected. It may be necessary to re-draw a scale diagram completely in order to create a scale of equivalent standard to the original. An alternative is to alter the relevant numerical values in the question or those required for the answer so that the enlarged scale diagram (using the original scale) gives the correct results;
- in some situations it may be useful to provide a visual/tactile version of graphics;
- supplementary material in the form of shapes or models to replace 3-D diagrams may also be helpful. The approval for the use of models should be sought from the examiner; and
- if no appropriate adaptation can be made to inaccessible graphics it may be necessary to consider approaching the examiner to provide a substitution of source material or a substitute question.

Placement of Graphics:

- unless instructed otherwise, diagrams should be placed with the question as in the original paper;
- text and diagrams must be arranged on the pages with consideration as to what information will be visible at one time across facing pages when the booklet is open;
- arrange diagrams, tables and other ancillary material to appear on the same page spread as the question(s) that relate to them wherever possible;
- the basic order of the material as presented in the standard print version of the examination paper should normally be adhered to. In order to achieve this it may be necessary to leave portions of or entire right-hand pages blank. If a whole page is left blank the words [blank page] should be placed near the top of the page. It is not necessary to retain redundant original blank pages; and
- in some situations it may be appropriate for diagrams to be placed in a separate booklet, and in this case the diagram heading(s) should state the question number (e.g. 'diagram for question 8'), as well as any other heading information present in the original. This practice should also be followed if diagrams are on loose or removable sheets.

Labelling of Graphics:

- graphics headings should normally be placed at the top, whatever the position in the original;
- names or labels should be at least the same size as the main text and horizontal wherever possible. On occasions labels may need to be placed differently to enhance clarity of the diagram;
- any labelling such as 'not drawn to scale' should be placed at the top left of a diagram so that it is not overlooked;
- labelled lines and arrows, which clutter an illustration, should be avoided where possible and a key provided;
- lines or arrows which are essential should be straight and of a suitable thickness. such lines should not intersect; and
- if lines are close to one another they should be clearly differentiated.

Written Descriptions:

- a written description may need to be provided. This should be enclosed in square brackets, unless square brackets are being used in another context within the document;

- care must be taken with written descriptions to ensure they do not provide leading information or material which is not available to other students;
- for foreign language papers, the examiner should provide information in regard to the purpose and content of illustrations required; and
- even if the examination for which the description has been provided is in a language other than English, the description itself should be given in English.

Timeliness

Production of materials in accessible formats for students with vision impairment, particularly non-literary materials (e.g. mathematics, electronics, geography), can be very time-consuming. It is essential that all materials required for the production of assessment material be made available in a timely manner. The time frame for production should be negotiated and agreed upon by the assessment authority and the production department well in advance.

Such materials will include:

- a clean copy of all elements of the original print paper including answer sheets, colour stimulus material;
- an electronic copy of the original paper; and
- descriptions of non-text assessment material (e.g. photographs and graphics) provided by the examiner.

The assessment authority and the student's support personnel both have responsibility for ensuring that practice materials are supplied to students at the same time as papers in standard formats are supplied.

Proofreading:

- all examination material must be carefully proofread to ensure accuracy; and
- it is essential that proofreaders are fully aware of the instructions for the format produced and have knowledge of any specialist material included (e.g. music).

Checking:

- that the assessment material is clearly labelled in print;
- that all details relating to the examination are correct on the front cover of the question paper and that these details correspond to those on the original print copy;
- that it is the correct examination paper all the way through and all the pages are there;
- the quality of the print on each page;

- that the diagrams are included as required and appear in the correct place
- if there are any diagrams or other material to be included separately;
- that any answer booklets required have been included;
- that any special instructions for binding the diagrams have been followed, and that any additional copies are present; and
- that any special instructions concerning the collation of separate sections have been followed.

Any faults must be corrected; **examination papers sent out must be 100% correct.**

Include:

- the original print examination paper with the large print version;
- any other materials or booklets which need to be supplied, e.g. maps, coloured photographs and machine-read answer sheets; and
- any relevant notes or instructions.

Dispatch:

- examination papers should be sent by registered post, clearly marked for the attention of the contact person within the examining body;
- it may be advisable to send an advice note under separate cover, notifying the examining body that the paper has been posted on a particular date; and
- storage and transport of assessment materials should be undertaken under the same level of security afforded to the regular print assessment materials.

Digital Assessment Materials

Students may be permitted to access assessment materials in digitised form which may include human voice or digitised recording (e.g. DAISY) or electronic text files (e.g. Word).

They may require the use of electronic devices with voice output software, enlargement software, voice and enlargement software or refreshable braille displays in order to respond to assessment questions.

In constructing the assessment task, the examiner should adhere to the principles of accessible assessment as outlined in this document (**Section 1: Accessible Assessment**) and consult with specialist support staff.

Production of the digital assessment document should take into account the student's method of access and the particular adjustments the student may require. For example, students with low vision may prefer diagrams be included in their electronic text copy of the paper whilst students using braille may require diagrams in tactual format and/or a written description.

All digital documents must be produced in compliance with relevant standards pertaining to specific formats (e.g. the DAISY Consortium's *DAISY 3 Structure Guidelines* or the Round Table *Guidelines for Accessible E-text*).

Examination papers being supplied in DAISY format must be supplied in accordance with DAISY standards, ensuring that correct announcements of heading levels have been incorporated.

Any modification made to the assessment task or document should:

- be reflected in the instructions throughout, for example, any repositioning of information;
- ensure stimulus material is located as close as possible to the question;
- reflect accurate readability, specifically in relation to directions as to where to locate different sections. Alterations to wording such as the word “above”, “previous page” or “below” may be required in the digitised version;
- indicate the amount of space for answers, e.g. 2 lines;
- include descriptions provided by the examiner of diagrams and other stimulus material. Locate this description within the body of the examination to optimise readability. Refer to the Round Table *Guidelines for Conveying Visual Information* for more specific information;
- ensure information presented in table format in the print document is accessible to the digital user. Refer to the Round Table *Guidelines for Accessible E-text*;
- be subject to meticulous proof reading by two people with expertise in digital format production; and
- make provision for a backup copy.

Multiple Format Assessment Materials

Consideration of providing examination materials in multiple formats should only be made if this is the student's standard format. Students may utilise a combination of alternative formats including:

- braille;
- tactile (e.g. diagrams only);

- electronic text;
- audio/DAISY;
- a reader;
- print; and
- large print.

Where a student is utilising multiple formats, care must be taken to ensure the assessment materials are compatible across all formats. For example, a student may be working from an exam paper in electronic text as well as using tactile diagrams in braille.

Check that any support materials, such as diagrams have been included and are correctly labeled.

Section 5: Examination Environment and Conditions

Special provisions

All students sit tests and examinations in accordance with the rules and conditions set by the relevant examiner. Where variations to these conditions have been applied for and approved, the personnel assigned to supervise these students are encouraged to adhere to the guidelines outlined below.

Applications for special provisions must be lodged with the examining body before the examination takes place. Specialist Support Staff should be involved in this process.

The allocation of additional time for completion of braille examinations should reflect the content of the examination (e.g. extensive reading and interpretation of graphics), and be determined in consultation with specialist support staff.

Examination supervision

Students with vision impairment will require separate supervision (in an individual or small group setting) to ensure they can comfortably and conveniently use equipment and facilities.

Where a student has been granted special provisions the supervisor should (wherever practicable) have access to a person with expertise with the student's equipment and/or accessible format materials who can be called upon should any problems arise.

When appointing personnel as supervisor of a student, it is important that anyone performing this role does not have an existing close association with that student.

The student should be provided with an appropriate space where the possibility of any disturbance is minimal. A separate room may need to be considered.

Venue

The venue should:

- be comparable to the conditions for the other students, (for example have air conditioning, heating, be sufficiently soundproof);
- have sufficient power outlets available;
- be spacious enough and have adequate furniture to accommodate specialised equipment;

- have seating for the supervisor and reader and/or amanuensis;
- have appropriate lighting, including a desk lamp if required; and
- have easy access to bathroom facilities.

If these facilities are not available at the campus or location where an examination is to be held, a special venue may need to be arranged in conjunction with the examination authority.

Role of the supervisor

The supervisor needs to:

- ensure that the student is able to locate their designated work space within the examination area;
- ensure that the student is granted sufficient time to locate and position any relevant access technology;
- if appropriate, inform the student of the location of all relevant examination papers or items in their workspace;
- be fully aware of the details of the student's special provisions as approved by the examiner;
- advise the student of both the original examination time and the extra time which has been approved by the examiner; and
- liaise with the student and supervise any approved rest break provisions.

During the examination the supervisor:

- should maintain an appropriate and professional management of the examination area at all times, ensuring that conversation, volume and behaviour is limited to the appropriate conduct of the examination;
- should consult (when supervising students completing braille examination papers) the print transcript of the braille paper in responding to student queries to ensure the part of the paper they are accessing is identical to that being read by the student, thereby eliminating the risk of providing incorrect information to the student;
- should assist the student if material appears to be omitted, damaged or unreadable. The supervisor cannot be asked to interpret the material;
- may, in the event that accessible material has not been provided for the student's responses, scribe the answers under the student's instructions.

Following the examination the supervisor:

- should ensure that the relevant sections of the student's responses are correctly collated, identified, proofed and secured; and
- should ensure the student's safe exit from the examination venue.

Amanuensis and/or reader

An amanuensis is a person who writes down a student's dictated answers to questions in an examination. A reader is a person who reads the questions from the examination paper to the student. The use of an amanuensis or a reader should neither give the student an unfair advantage nor should it disadvantage the student.

The amanuensis and/or the reader should be a responsible adult, unrelated to the student. The amanuensis should be able to produce an accurate record of the student's answers, write legibly or type on computer at an average speed. If the examination is in a specialist subject the amanuensis and/or the reader should have a good working knowledge of the subject matter being examined. This is because courses in higher education may have a specialised vocabulary and the student may be at a disadvantage if the amanuensis and/or the reader incorrectly records or pronounces the text.

If an amanuensis and/or a reader is provided, additional time and a separate venue will be necessary. The student should have had adequate practice in working with an amanuensis and/or a reader before taking an examination where either of these provisions is to be utilised.

An amanuensis and/or reader:

- must not give factual help or offer suggestions to the student;
- should not advise the student regarding which questions to do, when to move on to the next question, or the order in which the questions should be done;
- should write down, type or word process answers exactly as they are dictated and draw diagrams, maps and graphs only in accordance with the student's instructions;
- may need to repeat the question a number of times to allow the student to process the information;
- in order to ensure accuracy, should repeat the answer given by the student;
- should be aware that some students may prefer to draw their own diagrams/charts when they are required for an answer;
- should write, type or word-process a correction on a typescript or braille sheet if requested to do so by the student;

- should, at the student's request, read back what has been recorded; and
- if there is no supervisor, must accompany a student if they need to leave the examination room and intend to return.

Extension of examination time

Students with vision impairment may be eligible for extension of examination time with respect to:

- reading time;
- production time; and
- rest breaks.

Decisions about extensions of time should be made in consultation with the student and specialist support staff, and based on a functional vision assessment and a demonstrated history of the student requiring additional time in order to compensate for their vision impairment.

Requests for additional time to complete an assessment task should recognise that students with vision impairment may be slower than their sighted peers with respect to:

- reading speed in a particular format (e.g. braille, electronic text via screen reader), reading the examination paper and reading/reviewing answers;
- locating specific sections within an examination paper;
- production of answers (e.g. handwriting, working with an amanuensis);
- interpretation of diagrams and graphical material, either visually (e.g. on computer screen with magnification software), tactually and/or through descriptions provided by the examiner;
- verbal interaction during the examination with the supervisor, reader and/or amanuensis; and
- use of access technology (e.g. electronic magnification unit or other low vision aids).

Calculations of extension of time should take into account the implications of the student's particular vision impairment and the nature of the tasks contained in the examination. For example:

- multiple choice questions;
- essay questions;
- questions based around graphic stimulus material, formula sheets etc; and
- questions based around several stimulus items, e.g. data sheets.

Use of access technology

For most students with vision impairment, the use of technology is essential. If a student is to use technology for an examination there are some issues that need to be addressed:

- the student should use equipment with which they are familiar and should not be presented with different equipment for the assessment;
- any time a computer or an access technology device is to be used for an examination, it should be checked thoroughly in advance to ensure that it is in proper working order;
- it is advisable to ensure that back-up equipment is available for the student to use in an emergency. A combination of aids, amanuensis and reader may be utilized;
- students may wish to use their own equipment. In the event that the student uses their own computer, care will need to be taken to ensure that the student cannot access any information stored in the computer - this is the responsibility of the supervisor; and
- a decision will need to be made in advance regarding the use of computer functions such as spell-check.

Examination materials

The examiner or examination authority should arrange for provision of the assessment materials required in the appropriate alternative format. These may also include special bold lined paper, answer sheets and booklets. See **Section 4: Accessible Format Papers** for more detailed guidance on accessible assessment materials.

Open book examinations:

- open book examinations may create a situation of disadvantage if digital files cannot be provided and the student is required to access the information via large amounts of hard copy material;
- to complete an open-book exam a student may also need to bring additional equipment (which may be large and cumbersome) for use in accessing materials, and/or computer-based information, and in providing responses.
- the time needed to complete the exam will increase significantly, raising fatigue levels and limiting the student's capacity to complete the exam within reasonable time.

Online examinations

Online examinations are becoming more accepted as a method of assessment. This presents some issues for students with vision impairment.

The key issues are:

Accessibility:

- host sites should conform to the W3C's web accessibility guidelines, including *WCAG 2.0*;
- the document should conform to the Round Table *Guidelines for Accessible E-text*; and
- the examination should be checked well in advance for the availability of access technology and the student's capacity to interact with the information.

Time allowance:

- some exams have a time allowance which is an integral part of the exam; and
- the program may shut down at a pre-determined time which does not allow for extra time allowances.

These issues would need to be addressed in consultation with the examiner well in advance of the examination.

Section 6: Consideration of Disadvantage

Consideration of disadvantage is a process by which it has been acknowledged that a student's level of performance has been impacted upon by a factor which has caused a disadvantage. If a student makes application for consideration of disadvantage the student is, in effect, requesting that it be acknowledged that disadvantage occurred.

Consideration of disadvantage could include:

- lack or late provision of study material;
- lack of or late provision of appropriate examination material;
- lack of provision of appropriate examination support materials;
- the examination paper included many graphics which were difficult for visual or tactual interpretation;
- the examination was not provided in the special format/s required and the student was not assessed for reading speed (and consequent extensions of time) on the format which was made available;
- a task in the examination was so visually oriented that made it difficult for the student to undertake, e.g. if the student was required to draw a detailed graphic, or make a visual description;
- the examination paper contained an error;
- the examination was disrupted;
- the equipment failed during the examination; and
- the venue was inappropriate.

Students have the option of applying to the assessment authority for consideration of disadvantage. This would be assessed and applied for after the examination. If consideration of disadvantage is granted, the student's mark may be adjusted, or the granting of this facility may be noted on the student's results.

Glossary

3D Vision - the ability to see objects in a three dimensional format.

Access Technology - a generic term that is also referred to as adaptive technology or assistive technology. It describes devices or products for people with vision impairment that enable access to information that might otherwise be inaccessible (some examples include hand-held optical magnification aids, screen reader and magnification software, closed circuit televisions, reading/writing stands, speech synthesisers, etc.).

Accessible Information/Accessible Format - text or graphics that have been adapted to a format enabling equity of access for a student with vision impairment.

Accessible Assessment- an assessment method, practice or activity free from bias which takes into account a student's support needs and learning style related to disability.

Accommodations - changes that are made to assessment procedures to enable access for a student with vision impairment

Additional Time - extra time allocated to the student with vision impairment that is over and above the standard examination time.

Adjusted Questions - questions that have been altered in some manner (e.g. through changed wording or graphics, modified lists) or replaced with an alternative question to accommodate the needs of a student with vision impairment.

Amanuensis - a person who types or writes a student's dictated responses.

Awarding Body - educational groups that set the criteria for educational certification, e.g. Board of Senior Secondary Studies, ACER, Australian Educational Council, universities.

Bold Lined Paper - paper in landscape or portrait format which has thickened lines, usually black in colour and spaced to suit the individual needs of the student.

Braille - a tactile system of reading and writing for use by people who are blind. Invented by Frenchman Louis Braille, the characters making up the braille system are composed of combinations of dots from a matrix of three rows and two columns.

Consideration of Disadvantage - allowances made for the impact that disability or medical trauma, social or compassionate circumstances, may have made on a student's educational performance.

DAISY (Digital Accessible Information System) - an international platform for the

production of material in digitised form for access by people with print disability. DAISY contains sound, text or both. DAISY files can be read on a portable digital playback device or accessed using a computer on which DAISY software is installed.

Functional Vision Assessment - an assessment that measures how well students use their vision to carry out routine tasks in different places and at different times throughout the day.

Graphics - illustrations, tables, photographs, diagrams, charts and cartoons.

ICT - Information and Communications Technology

Inclusion of Students With Disabilities - provision for the needs of all students regardless of their ability or disability.

Large Print/Clear Print - Font styles and sizes that are used in the preparation of papers for students with vision impairment. (see Round Table's Guidelines on Clear Print)

Low Vision - visual acuity less than 6/18 and equal to or better than 3/60 in the better eye with best correction. (World Health Organisation)

Multiple Format - papers that have been prepared for students, or which are submitted by students, using more than one format such as multi-media, print copy, electronic format, audio, braille, clear print/large print.

Open Book Examinations - examinations in which students are allowed to use notes (hard copy or digital files), texts or resource materials for reference.

Overruns - where a line of text flows onto the next line of print.

Proofreading - comparing a prepared copy with an original text to detect and correct production errors.

Reader - a person who reads written material to a student or into audio format.

Read-Only File - computer file that you can read, but cannot change in any way.

Reasonable Adjustments - measures or actions taken by an education provider that ensure equity for students with disability.

Specialist Support Staff - personnel (e.g. teachers, consultants, disability service practitioners) employed by an education/training organisation whose role includes provision of support to students with vision impairment.

Stimulus Material - visual material that may take the form of text, drawings, advertisements, three-dimensional objects, graphs, tables, photographs, flow diagrams,

symbols and images that communicate information.

Supervisor - a person with the responsibility of supervising students in an exam situation where special considerations are required.

Tactile Format - graphics produced in a raised form that can be interpreted by touch (e.g. 3D illustrations, charts, slit tape diagrams, stereocopy diagrams).

Tactual Form - see tactile format

Time Allowances - see additional time

Timeliness - production of accessible format materials to ensure the student with disability receives his/her materials at the same time as peers.

Unified English Braille - The braille code adopted by the Australian Braille Authority in 2005 for use in all braille production across Australia and also adopted by the Braille Authority of New Zealand in 2005.

Vision Impairment - "visually impaired in both eyes (visual acuity <6/12). (Centre for Eye Research Australia)

Vision Specialist - a medical or allied health professional with qualifications in ophthalmology, optometry or orthoptics.

Links

The following list of links to websites, while not exhaustive, provides additional sources of information to readers.

ACHIEVE provides best practice guidelines on inclusive tertiary education provision in New Zealand, developed by a national network established to ensure equal opportunity and access to post-secondary education and training for people with impairments.

<http://www.achieve.org.nz/>

Australian Braille Authority (ABA) includes information regarding the work of the Australian Braille Authority and some valuable resources about braille usage.

<http://www.printdisability.org/aba>

Australian Disability Clearinghouse on Education and Training (ADCET) provides information and resources to support the work of disability service practitioners in the Australian post-secondary education and training sector.

<http://www.adcet.edu.au/>

Australian Human Rights Commission (AHRC) provides important information regarding current Australian anti-discrimination legislation and its application to people with disabilities in Australia.

http://www.humanrights.gov.au/disability_rights/

Creating Accessible Teaching and Support (CATS) provides comprehensive information about inclusive teaching, learning and assessment strategies, accommodations and support services for people with disabilities undertaking university education.

<http://www.cats.edu.au/>

DAISY Consortium provides information on the work of this international association which develops, maintains and promotes development and use of international DAISY standards for the production of digitised material for people with print disabilities.

<http://www.daisy.org/>

Human Rights Commission - Te Kāhui Tika Tangata provides information about human rights and anti-discrimination legislation in New Zealand.

<http://www.hrc.co.nz/>

Round Table on Information Access for People with Disabilities provides information about Round Table and invaluable resources produced as a direct result of its work.

<http://www.printdisability.org>

South Pacific Educators in Vision Impairment (SPEVI) provides information about the work of SPEVI (the professional body concerned with matters pertaining to the education of people with vision impairment within the South Pacific region) and links to information and resources regarding vision impairment.

<http://www.e-bility.com/spevi>.

Web Accessibility Initiative (WAI) includes strategies, guidelines and resources for use in making the world-wide web accessible to people with disabilities.

<http://www.w3c.org/wai>

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