

## HEALTH PRACTITIONER'S REPORT

The University provides services, study and assessment accommodations for students with disabilities or health conditions which aim to reduce the impact of these conditions on study. (Please see information overleaf).

To assist the University in providing the most appropriate support for this student, can you please provide the following information in relation to this student whose agreement to this release of information is provided below.

I ..... hereby give authority for .....  
(Student's name / Student ID Number) (Practitioner's name)

to release information relating to my disability to the Disability Service at the University of Tasmania.

Signed: ..... Date: .....  
(Student's signature)

**Practitioner to complete this section.**

*Nature and duration of disability or health condition:*

*Impact on Reading (visual) or Hearing Information:*

*Impact on Writing:*

*Impact on Mobility:*

*Impact on Concentration or Cognitive Processing:*

*Impact on Examinations:*

*Recommended strategies to minimise the impact of the disability:*

Name: ..... Profession: .....

Address: .....

Phone: ..... Email: .....

Signed: ..... Date: .....

## INFORMATION FOR PRACTITIONERS

Students with disabilities may require services and study and assessment accommodations to enable equal access to learning. This includes access to:

- the physical environment – buildings and equipment;
- lectures & tutorials – viewing & hearing information;
- tutorials – participation in group discussion;
- laboratory work – mobility and safe usage of equipment; and
- practice placements – workplace interaction with patients, school students, staff etc.

The UTAS Disability Service uses the following procedure to identify appropriate services and accommodations.

## PROCEDURE FOR PROVISION OF SERVICES AND ACCOMMODATIONS

- Step 1. The Disability Service receives advice and recommendations from health practitioners or specialist community service providers.
- Step 2. The Disability Adviser refers to the practitioner's recommendations and in conjunction with the student, assesses the student's needs.
- Step 3. Obligations under the Disability Discrimination Act and the University's policies are considered with relation to participation in the chosen course (inherent requirements of the course).
- Step 4. Services and accommodations are identified. Factors for consideration include:
  - the student's skills at that time – assistive technology, equipment, compensatory strategies, etc.;
  - implications of the disability, which are likely to impact on participation on components throughout the course;
  - strategies for developing UTAS graduate attributes, which are; knowledge, communication skills, problem solving skills, global perspective and social responsibility;
  - what is practically possible – e.g. the nature of examination accommodations; and
  - the student's preference for services and accommodations that are identified as appropriate and available.
- Step 5. A Learning Access Plan, which is the formal mechanism used for UTAS approval and implementation of services and accommodations, is provided to the student.
- Step 6. Services and accommodations are reviewed through consultation with the student and UTAS staff. Adjustments and improvements are made, if necessary by returning to Step 1 of the procedure.