**Medical Documentation Guidelines for Academic Adjustments**

Students requesting services from the Disability Unit must be actively enrolled in an award course at the University of Queensland and must have a disability defined in accordance with the Disability Discrimination Act 1992

Students requiring academic adjustments are required to provide diagnostic evidence of the disability or condition that requires these adjustments. The student should provide relevant, current documentation on letterhead from a qualified professional who has comprehensive training and experience in the particular field of disability or health profession e.g. medical specialist, psychiatrist, general practitioner, educational psychologist. It is not appropriate for students to provide documentation from professionals who are members of their family or where there is a personal or business relationship.

Once documentation has been prepared, students should arrange a consultation with a disability adviser, who will negotiate possible adjustments according to the nature and impact of the disability on academic requirements.

The University's request for this information is in compliance with the minimum standards and operational guidelines as outlined in the 'Students with Disabilities: Code of Practice for Australian Tertiary Institutions (1998) '.

F8 ’An institution requires students where necessary to demonstrate or supply certification of the functional limitations of their disability as a basis for requesting reasonable adjustments '.

|  |  |  |
| --- | --- | --- |
| **Conditions that may warrant academic adjustments** | **Required documentation** | **Validity of document when dates are not stated**  |
| Physical Impairment |
| **Mobility Impairment** Can include conditions that affect walking and movement**Dexterity Impairment** Can include conditions that affect fine and gross motor skills, particularly with writing and typing | Appropriate professional: general practitioner or specialist Documentation should include:* A clear statement of the condition including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature.
* A statement indicating whether the condition is permanent, short-term or if the disability needs to be reassessed after a period of time by the treating practitioner (e.g. every 6 months, yearly).
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments.
* Review Date for non-permanent conditions
 | For short term illnesses, as indicated by the document or at the end of every semester.For permanent conditions, medical documentation is provided only once, unless new significant adjustments are required. |
| Developmental Disorder |
| **Learning Disorder**Can include Dyslexia, difficulties with input, integration, storage and/or output of information**Attention Disorder**Can include Attention Deficit Disorder and Attention Deficit Hyperactive Disorder**Cognitive Disorder**Can include low IQ or Diagnosed Intellectual Disability**Autism Spectrum Disorder**can include Autism and Asperger Syndrome | Appropriate professional for learning and cognitive disorders: educational psychologist with training and experience in testing for learning and cognitive disabilities. Documentation on letterhead should include:1. The name and credentials of the Psychologist, including the date of the testing.
2. Standardised assessment of current levels of aptitude, achievement and information processing.
3. Clear and specific evidence and identification of a learning disability. Individual 'learning styles' and 'learning differences’ do not constitute a learning disability.
4. Actual test scores and interpretation of these results.
5. Evidence of comprehensive age-appropriate testing – minimum age of 17.
6. A comprehensive diagnostic interview that includes academic, developmental, family, and psychosocial history.
7. A statement of the strengths and weaknesses that will affect the student's ability to meet academic demands and recommendations relevant to the university environment. Recommendations should be based on objective evidence of limitations in learning and supported by test results.
8. Suggestions that may act as a guideline equitable academic adjustments.

Appropriate professional for attention and autism spectrum disorders: registered psychologist, psychiatrist or general practitioners Documentation should include:* A clear statement of the condition, including diagnosis present symptoms and whether the condition is mild, moderate or severe in nature.
* Relevant medical information on letterhead relating to the impact of the disability or condition on the student's ability to meet academic requirements within the university context.
* If a learning disability exists with another disability, and the student requires accommodations for both disabilities, then diagnostic evidence of all disabilities must be included in the report(s).
* Suggestions that may act as a guideline for Disability Advisers to negotiate suitable academic adjustments for this student
 | Documentation is provided only once, unless new significant adjustments are required. |
|
| Sensory Impairment |
| **Visual Impairment**can include stable, progressive or degenerative sight conditions**Hearing impairment**can include stable, progressive or degenerative auditory conditions**Speech Impairment**can include vocal conditions, stutters and mutism | Appropriate professional for visual impairment: ophthalmologist Documentation should include:* The type of visual impairment including the amount of residual vision present and whether the impairment is permanent, fluctuating or short-term.
* Relevant medical information relating to the functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments.

Appropriate professional for hearing impairment: audiologist Documentation should include:* The amount and type of hearing loss and whether the impairment is permanent, fluctuating, or short-term.
* The functional impact of the impairment on the student's functioning in the university environment (e.g. the need for assistive technology, AUSLAN Interpreters).
* Suggestions that may act as a guideline for equitable academic adjustments.

Appropriate professional for speech impairment: speech therapist, general practitioner or specialistDocumentation should include:* The type of speech impairment, symptoms and whether the condition is permanent, short-term or if the disability needs to be reassessed after a period of time by the treating practitioner (e.g. every 6 months, yearly).
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments.
 | For short term impairments, as indicated by the document or at the end of every semester.For permanent conditions, medical documentation is provided only once, unless new significant adjustments are required. |
| Mental Health Disorder |
| **Mood Disorder**can include Major Depressive Disorder, Clinical Depression and Bipolar Disorder**Anxiety Disorder**can include Generalised Anxiety Disorder, Panic Disorder, Social Phobia, Obsessive Compulsive Disorder and Post Traumatic Stress Disorder**Eating Disorder** Can include Anorexia Nervosa and Bulimia Nervosa**Sleep Disorder** Can include Insomnia, Hypersomnia and Narcolepsy**Psychotic Disorder** Can include Schizophrenia and Schizoaffective Disorder | Appropriate professional: registered psychologist, psychiatrist or general practitionerDocumentation should include:* A clear statement of the condition including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature.
* A statement indicating whether the condition is fluctuating, constant, improving, degenerating.
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments.
* Review Date must be included
 | 12 months maximum for new diagnosis.18 months maximum for existing conditions.For complex Mental Illness that is unlikely to change e.g. Schitzophrenia, OCD or multiple diagnosis - a case review can be arranged between the DA and TL to discuss waving the review requirements on a case by case basis |
| Neurological Impairment |
| **Neurological Impairment** can include conditions that affect the nervous system such as Cerebral Palsy, Stroke, Parkinson's Disease, Spinocerebellar Ataxia, Multiple Sclerosis, Acquired Brain Injury and Migraine | Appropriate professional: neurologist, neurophysiologist or general practitionerDocumentation should include:* A clear statement of the condition including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature.
* A statement indicating whether the condition is fluctuating, constant, improving, degenerating.
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments.
 | For short term illnesses, as indicated by the document or at the end of every semester.For permanent conditions, medical documentation is provided only once, unless new significant adjustments are required. |
| Other Disability |
| **Other Disability** can include medical conditions that are stable, progressive or fluctuating in nature and not otherwise categorised such as Severe Eczema, Arthritis and Chronic Pain | Appropriate professional: general practitioner or specialist Documentation should include:* A clear statement of the condition including diagnosis, present symptoms and whether the condition is mild, moderate or severe in nature.
* A statement indicating whether the condition is fluctuating, constant, improving, degenerating.
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments
* Review date
 | For short term illnesses, as indicated by the document or at the end of every semester - Review date must be provided on documentation where condition is not indicated as permanentFor permanent conditions, medical documentation is provided only once, unless new significant adjustments are required. |
| **Mental Health Issues – non-diagnosed**- Mental health symptoms – un-diagnosed- Aggravated stress levels/ anxiety due to build-up of stressful life events | Appropriate professional: general practitioner, psychologist or psychiatristDocumentation should include:* A clear statement of the condition including present symptoms and whether the condition is mild, moderate or severe in nature.
* A statement indicating whether the condition is fluctuating, constant, improving, degenerating.
* The functional impact of the disability on the student's ability to meet academic requirements within the university context.
* Suggestions that may act as a guideline for equitable academic adjustments
* Review date
 | For short term illnesses, as indicated by the document or at the end of every semester.A condition would not be categorized as permanent if it has not reached a diagnosis stage yet – Review date must be provided on documentation  |