



## SCHOOL OF HUMANITIES AND LANGUAGES

This course outline is to be read in conjunction with A Companion to Course Outlines, available on the School of Humanities and Languages website at:

<http://hal.arts.unsw.edu.au/undergraduate/>

1. Location of the Course			
<b>FACULTY</b>	Arts and Social Sciences		
<b>SCHOOL</b>	Humanities and Languages		
<b>COURSE CODE</b>	MODL5102		
<b>COURSE NAME</b>	Interpreting in business and community settings		
<b>SEMESTER</b>	2	<b>YEAR</b>	2013

2. Table of Contents		Page
1. Location of the Course		
2. Table of Contents		
3. Staff Contact Details		
4. Course Details		
5. Course Timetable		
6. Rationale for the Inclusion of Content and Teaching Approach		
7. Teaching Strategies		
8. Assessment		
9. Academic Honesty and Plagiarism		
10. Course Schedule		
11. Expected Resources for Students		
12. Course Evaluation and Development		
13. Other Information		

3. Staff Contact Details			
<b>Name</b>	Prof. Sandra Hale	<b>Office</b>	MB207
<b>Phone</b>	93851279	<b>Email</b>	s.hale@unsw.edu.au
<b>Contact Time and Availability</b>	Any time via email		
OTHER TEACHING STAFF			
<b>Tutorial</b>	<b>Name</b>	<b>Email</b>	
Chinese Tutorials	Sean Cheng	sean.cx@unsw.edu.au	
French	Celine Guerin	celine.guerin@unsw.edu.au	
Indonesian	Sue Piper	s.piper@unsw.edu.au	
Japanese	Masako Ogawa	m.ogawa@unsw.edu.au	
Korean	Dae Young Kim & Gyunghhee Choi	daeyoung.kim@unsw.edu.au; g.choi@unsw.edu.au	
Russian	Elena Mikhailik	elena.mikhailik@unsw.edu.au	
Spanish	Erika Gonzalez	e.gonzalez@unsw.edu.au	

<b>4. Course Details</b>	
<b>Credit Points</b>	6
<b>Summary of the Course</b>	This course will focus on Interpreting in multi-party business negotiations as well as on medical and welfare settings. The course will introduce students to the contextual knowledge needed to operate in these three settings and will develop the interpreting and linguistic skills necessary to work as professional business and community interpreters. The course will combine theory and practice and will be informed by the results of research into these subfields of interpreting. The course will consist of a one-hour lecture in English and a two-hour language specific practical tutorial.
<b>Aims of the Course</b>	1. To equip students with the knowledge and skills necessary to perform successfully as ethical professional interpreters in business and community settings
	2. To provide students with the necessary contextual knowledge of the relevant settings
	3. To teach students about the discourse of business negotiations, medical consultations and welfare interviews
	4. To provide students with a thorough knowledge of the theories that underpin accurate interpreting in these settings
	5. To provide students with the tools to explore the applications of relevant research to their own practice
	6. To develop students' practical bilingual interpreting skills and bilingual terminology and equip them with the necessary tools to critically evaluate their own performance and to justify their interpreting choices
<b>Student Learning Outcomes</b>	1. Students will acquire the necessary contextual knowledge to successfully interpret in business, medical and welfare settings
	2. Students will learn about the ethical requirements of professional interpreters in these settings and learn to make informed decisions when confronted with ethical dilemmas in the workplace
	3. Students will learn about, study and analyse the discourse of business negotiations, medical consultations and welfare interviews
	4. Students will become familiar with the theories that underpin accurate interpreting in these settings
	5. Students will learn about relevant research and acquire the tools to explore applications to their own practice
	6. Students will acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/simultaneous and sight translation. They will also develop specialised bilingual terminology
	7. Students will acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices
<b>Graduate Attributes</b>	1. A respect for ethical practice and social responsibility
	2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
	3. The capacity for analytical and critical thinking and for

		creative problem-solving
	4.	The skills of effective communication

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture	Thursdays	12:00-13:00	Biomed ThF
Tutorials	Please check	<a href="http://www.timetable.unsw.edu.au">www.timetable.unsw.edu.au</a>	
* Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at <a href="http://www.timetable.unsw.edu.au">www.timetable.unsw.edu.au</a> .			

6. Rationale for the Inclusion of Content and Teaching Approach
Students will apply the theories learnt in the lectures in their language specific practical tutorials.

7. Teaching Strategies
Lectures covering the theories, practical language specific tutorials with role plays, discussions, bilingual interpreting practice, self and peer evaluations

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Grad. Attributes	Due Date
Continuous skills assessment		30	Acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/	1, 2, 7, 8, 9,11	Throughout the semester
Self evaluation Project	Critical self evaluation of interpreting performance using discourse analytical tools	30	Self evaluation Project	3,4	Week 11 (18 October)
Final viva examination	Simulated interpreted interaction	40	Learn about the ethical requirements of professional interpreters in these settings and learn to make informed decisions when	7,9,12	Exam period (Dates to be advised closer to the time)

			<p>confronted with ethical dilemmas in the workplace. Acquire bilingual interpreting skills in the following modes: short and long consecutive, chuchotage/ simultaneous and sight translation. Develop specialised bilingual terminology acquire the skills necessary to critically evaluate their own performance and justify their interpreting choices.</p>		
--	--	--	---	--	--

#### Description of Assessment Tasks

- **Continuous assessment:** Students will be assessed in class four times in the semester. Written feedback will be provided to them a week after they have been assessed.
- **Self Evaluation Project:** Students will be required to interpret a simulated medical dialogue, transcribe it, analyse their own performance and write a paper of the results, highlighting the difficulties encountered and commenting on the strategies used to overcome them. **(See full instructions on Moodle)**
- **Final Viva Examination:** Simulated bilingual interaction covering different interpreting skills. (Full details of this examination will be provided closer to the time)

- 
- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
  - All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
  - **Grades**  
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards, a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>  
See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

## 9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website:

<http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here <http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 10. Course Schedule

Topic	Date	Lecture Content	Tutorial/Lab Content	Readings Required
Overview of Community Interpreting	W1 (1 August)	<ul style="list-style-type: none"> <li>-What is community interpreting?</li> <li>Controversy over labels</li> <li>-Community interpreting in Australia</li> <li>-Community interpreting in the rest of the world</li> <li>-Characteristics of Community Interpreting</li> </ul>	<ul style="list-style-type: none"> <li>-Memory exercises</li> <li>-Practise dialogue interpreting in general topics</li> <li>-Practice sight translation in general topics</li> </ul>	<p>Hale, S. (2007). <i>Community Interpreting</i>. Basingstoke: Palgrave Macmillan (Chapter 1)</p> <p>Ozolins, U. (1998). <i>Interpreting and Translation in Australia. Current issues and international comparisons</i>. Melbourne: Language Australia</p> <p>Pöchhacker, F.</p>

				(1999). The evolution of community interpreting. <i>Interpreting</i> 4(1):125-40
Overview of Medical Interpreting	W2 (8 August)	<ul style="list-style-type: none"> <li>-Nature of medical interpreting</li> <li>-Medical interpreting settings</li> <li>-Debate on the role of the medical interpreting</li> <li>-Ethical considerations in medical interpreting</li> <li>-Dealing with cross-cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>-Sight translation of medical consent forms</li> <li>-Dialogue interpreting of general practitioner medical consultations</li> <li>-Discuss cross-cultural issues in medical settings and how to deal with them in light of the code of ethics</li> </ul>	Hale, S. (2007). <i>Community Interpreting</i> . Basingstoke: Palgrave Macmillan (Chapter 2)
Interpreting protocols  (Show medical interpreting video from “Moving Towards meaning” series.	W3 (15 August)	<ul style="list-style-type: none"> <li>-The contract</li> <li>-Introducing yourself and your role</li> <li>-Seating arrangements</li> <li>-Management of the interaction</li> <li>-Asking for clarification</li> <li>-Forms of address</li> <li>-Transparency</li> <li>-Preparation</li> <li>-Interpreters’ needs and resources</li> <li>-Protocols for remote interpreting</li> </ul>	<ul style="list-style-type: none"> <li>-Practice interpreting protocols</li> <li>-Role play a medical interaction, from the introductions to the conclusion</li> <li>-Simulate a telephone interpreting interaction and discuss protocols and challenges</li> <li>-Practise sight translation in both languages</li> </ul>	Tebble, H. (1998). <i>Medical interpreting. Improving communication with your patients</i> . Canberra and Geelong: Language Australia/Deakin University
The discourse of medical interactions	W4 (22 August)	<ul style="list-style-type: none"> <li>-Doctor-patient monolingual communication</li> <li>-Different questioning styles</li> <li>-Patient</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss interpretation of different questioning styles</li> <li>-Practise interpreting</li> </ul>	<a href="http://www.evelynlee-mentalhealth.org/interpreters_article.asp">http://www.evelynlee-mentalhealth.org/interpreters_article.asp</a>  Angelelli, C.

		<p>participation</p> <ul style="list-style-type: none"> <li>-Linguistic strategies</li> <li>-Psychiatric assessments</li> </ul>	<p>different question types</p> <ul style="list-style-type: none"> <li>-Discuss mental health interpreting</li> <li>-Practise interpreting simultaneously in the whispering mode for mental health patients</li> </ul>	<p>(2004). <i>Medical Interpreting</i>. Cambridge: Cambridge University Press (Chapter 1)</p>
The discourse of interpreted interaction	W5 (29 August)	<ul style="list-style-type: none"> <li>-Research into medical interpreting</li> <li>-What interpreters do</li> <li>-Trained vs untrained interpreters</li> <li>-What medical practitioners expect of interpreters</li> <li>-What patients expect of interpreters</li> </ul>	<ul style="list-style-type: none"> <li>-Practise medical interpreting dialogues</li> <li>-Practise consecutive interpreting in both languages on topics such as children's disease, cancer, skin care, etc.</li> </ul>	<p>Cambridge, J. (1999). Information loss in bilingual medical interviews through an untrained interpreter. <i>The Translator</i> 5(2): 201-19.</p> <p>Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. <i>The Translator</i> 5(2):179-99.</p>
Discourse analysis	W6 (5 September)	<ul style="list-style-type: none"> <li>-What is discourse analysis?</li> <li>-How is discourse analysis used in interpreting research</li> </ul>	<ul style="list-style-type: none"> <li>-Practise dialogue interpreting</li> <li>-Record students</li> <li>-Have student listen to their interpretation, transcribe and self assess</li> <li>-Have students share their evaluations with the class</li> </ul>	<p>Hale, S. (2007). <i>Community Interpreting</i>. Basingstoke: Palgrave Macmillan (Chapter 7)</p>
Self evaluation of	W7	-Acquiring tools	-Practise all	Jenks, C. J.

interpreting performance	(12 September)	to evaluate own performance -Identifying strengths and weaknesses and devising strategies for improvement	modes of interpreting -Have students role play and assess each other	(2011). Transcribing talk and interaction: issues in the representation of communication data. Amsterdam ; Philadelphia : John Benjamins.
Medical terminology  Interpreting in welfare settings	W8 (19 September)	-Patterns of medical terms -Etymology of medical terms -Children's diseases -Main medical conditions -Main medical treatments -Dealing with lack of equivalence across language  -Different types of welfare settings -Counselling sessions -Interpreting for Mental Health settings -Welfare payments -Ethical considerations	-Discuss medical terminology in the LOTE -Analyse medical documents for terminology and structure -Practise sight translation -Analyse medical information texts for terminology and structure -Have students prepare short speeches from texts -Practise consecutive interpreting  -Practise interpreting in counselling sessions -Sight translation of Centrelink forms -Interpreting at the counter for Centrelink	Free Medical Terminology course <a href="http://www.dmu.edu/medterms/">http://www.dmu.edu/medterms/</a>  Medical terminology word structure  <a href="http://www.docstoc.com/docs/20028975/Medical-Terminology-Basic-Word-Structure#">http://www.docstoc.com/docs/20028975/Medical-Terminology-Basic-Word-Structure#</a>  Crezee, I. (1998). A Brief Guide to Healthcare Settings and Healthcare Terminology for Interpreters and other Professionals. Auckland: New Horizons Advisory Services. <a href="http://www.basic-counseling-skills.com/">http://www.basic-counseling-skills.com/</a>
Business	W9	-What is	-Role play multi	Takimoto, M. &



interpreting	(26 September)	business interpreting? -Role of the interpreter in business settings -Dealing with multi-party interactions -Management of interaction -Accuracy in business interpreting -Ethical considerations	party interactions with interpreters -Discuss difficulties and practice interpreter management skills -Practise interpreting in different positions (e.g. sitting down and standing up with a business delegation)	Koshiba, K. (2009). Interpreter's non- rendition behaviour and its effect on interaction: A case study of a multi-party interpreting situation. Translation & Interpreting. The international journal of translation and interpreting research. <a href="http://www.trans-int.org/index.php/transint/issue/view/3">http://www.trans-int.org/index.php/transint/issue/view/3</a>
Student vacation	3 October	NO CLASS		
PG week off	W10 – 10 October	NO CLASS		
Multiparty situations and complexities	W11. 17 October	-Show video on business interpreting - Dealing with multi-party interactions -Discuss difficulties and strategies	-Practise multi party dialogue interpreting -Practice simultaneous interpreting for multiple parties -Practice consecutive interpreting for a group of business partners	Ko, L. Business settings. In Gentile, A. et al (1996). Liaison Interpreting. Melbourne University Press.  Available at Level 6, Main Library (S 418.02/117)
Briefing and preparation for assignments	W12. 24 October	-Briefing and preparation for business interpreting assignments -Different sites of business interpreting	-Practise multi party interactions -Discuss turn taking -Practice sight translation	Rudvin, M. & Tomassini, E. (2011). Interpreting in the community and workplace. Basingstoke: Palgrave Macmillan. (Chapter 3) <a href="http://site.ebrar">http://site.ebrar</a>

				<a href="http://www.library.unsw.edu.au/lib/unswweb/docDetail.action?docID=10511119">y.com/lib/unswweb/docDetail.action?docID=10511119</a>
Language, terminology and ethical issues in business Interpreting	W13. 31 October	-Interpreting requirements in different settings -Ethical considerations -Turn taking and coordination -Terminology	-Discuss the interpretations of discourse structures and terminology	Takimoto, M. Interpreters' role perceptions in business dialogue interpreting situations. Monash University Linguistics Papers. 5(1), 2006.

### 11. Expected Resources for Students

#### Textbook Details

Hale, S. (2007). *Community interpreting*. Basingstoke: Palgrave Macmillan

#### Additional Readings

Angelelli, C. (2004). *Medical Interpreting*. Cambridge: Cambridge University Press

Bargiela-Chiappini, F; Nickerson, C. & Planken, B. (2007). *Business discourse*.

Basingstoke: Palgrave Macmillan.

[http://er.library.ums.ac.id/Pendidikan/bahasa/Business\\_Discourse\\_Research\\_and\\_Practice\\_in\\_Applied\\_Linguistics\\_.pdf](http://er.library.ums.ac.id/Pendidikan/bahasa/Business_Discourse_Research_and_Practice_in_Applied_Linguistics_.pdf)

Bot, H. (2005). *Dialogue interpreting in mental health*. Amsterdam: Rodopi

[http://books.google.com.au/books?hl=en&lr=&id=ON3pJlgca\\_MC&oi=fnd&pg=PA1&dq=mental+health+interpreting&ots=X0p45Fn3-9&sig=UFzYbvrgLzQlir0HSsyGNS8vw0&redir\\_esc=y#v=onepage&q=mental%20health%20interpreting&f=false](http://books.google.com.au/books?hl=en&lr=&id=ON3pJlgca_MC&oi=fnd&pg=PA1&dq=mental+health+interpreting&ots=X0p45Fn3-9&sig=UFzYbvrgLzQlir0HSsyGNS8vw0&redir_esc=y#v=onepage&q=mental%20health%20interpreting&f=false)

Crezee, I. (1998). *A Brief Guide to Healthcare Settings and Healthcare Terminology for Interpreters and other Professionals*. Auckland: New Horizons Advisory Services.

Ehlich, K. & Wagner, J. (eds.). (1995). *The discourse of business negotiation*. Berlin: Mouton de Gruyter.

[http://books.google.com.au/books?hl=en&lr=&id=RdXejSRZJfoC&oi=fnd&pg=PA1&dq=discourse+of+business+interactions&ots=rSUGiMm9FV&sig=NU0bYG55a7v26SVZ5GJSQor6xtl&redir\\_esc=y#v=onepage&q=discourse%20of%20business%20interactions&f=false](http://books.google.com.au/books?hl=en&lr=&id=RdXejSRZJfoC&oi=fnd&pg=PA1&dq=discourse+of+business+interactions&ots=rSUGiMm9FV&sig=NU0bYG55a7v26SVZ5GJSQor6xtl&redir_esc=y#v=onepage&q=discourse%20of%20business%20interactions&f=false)

Hale, S.; U. Ozolins & I. Stern (eds.). (2009). *The Critical Link 5*. Amsterdam: John Benjamins.

Hale, S. (1996). *Bilingual Encounters. Spanish-English medical and legal dialogues. A practical resource for educators and students of interpreting*. Sydney: UWS

Jenks, C. J. (2011). *Transcribing talk and interaction: issues in the representation of*

<i>communication data</i> . Amsterdam ; Philadelphia : John Benjamins.
Malmkjaer, K. & K. Windle (eds.).(2011). <i>The Oxford Handbook of Translation Studies</i> . Oxford: Oxford University Press.
Márquez-Reiter, R. (2000). <i>Linguistic politeness in Britain and Uruguay : a contrastive study of requests and apologies</i> . Amsterdam ; Philadelphia : John Benjamins.
Rudvin, M. & Tomassini, E. (2011). <i>Interpreting in the community and workplace</i> . Basingstoke: Palgrave Macmillan.
Takimoto, M. & Koshiba, K. (2009). Interpreter's non- rendition behaviour and its effect on interaction: A case study of a multi-party interpreting situation. <i>Translation &amp; Interpreting. The international journal of translation and interpreting research</i> . <a href="http://www.trans-int.org/index.php/transint/issue/view/3">http://www.trans-int.org/index.php/transint/issue/view/3</a>
Tebble, H. (1999). The tenor of consultant physicians. Implications for medical interpreting. <i>The Translator</i> 5(2):179-99.
Tebble, H. (1998). <i>Medical interpreting. Improving communication with your patients</i> . Canberra and Geelong: Language Australia/Deakin University
Valero-Garcés, C. and A. Martin. (eds.). (2008). <i>Crossing borders in community interpreting. Definitions and dilemmas</i> . Amsterdam & Philadelphia, John Benjamins Publishing Company
<b>Websites</b>
Free Medical Terminology course - <a href="http://www.dmu.edu/medterms/">http://www.dmu.edu/medterms/</a>
Mental Health interpreting resoruces - <a href="http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/attachments/\$file/Mental%20Health%20Interp%20Resources.pdf">http://minerva.stkate.edu/offices/academic/interpreting.nsf/pages/attachments/\$file/Mental%20Health%20Interp%20Resources.pdf</a>
Health Care Interpreter Service - <a href="http://www.wsahs.nsw.gov.au/services/hcis/">http://www.wsahs.nsw.gov.au/services/hcis/</a>
Centrelink payments - <a href="http://www.centrelink.gov.au/internet/internet.nsf/payments/index.htm">http://www.centrelink.gov.au/internet/internet.nsf/payments/index.htm</a>

## 12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 13. Other Information

*For more detailed information relating to the information below and other important administrative information.*

### Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. It can be downloaded from <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration". It is individual students' responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### **OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see <http://www.ohs.unsw.edu.au/>

### **Attendance**

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

### **Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

Applications on the grounds of illness must be filled in by a medical practitioner.

Further

information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### **Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and

teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.