

## Carer's Documentation Form

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The University provides support services and reasonable academic adjustments for students who are a primary carer of a person with a disability or who is considered frail and aged. The aim is to reduce the impact of these conditions on the student's study.

To assist the University in determining the most appropriate support for the student, an assessment of their needs is required.

PLEASE NOTE: A Carer is defined by the *Carer Recognition Act 2010* as "an individual who provides personal care, support and assistance to another individual who needs it because that other individual (a) has a disability; or (b) has a medical condition (including a terminal or chronic illness); or (c) has a mental illness; or (d) is frail and aged... An individual is not a carer merely because he or she (a) is the spouse, de facto partner, parent, child or other relative of an individual, or is the guardian of an individual; or (b) lives with an individual who requires care."

### Authority to release information

I, .....(Student Name and ID), give authority for .....  
(Health Practitioner Name) to release information relating to my role as a Carer to AccessAbility Services at the University of the Sunshine Coast.

Student's signature: .....

Date: .....

Disclosure of information is voluntary. The information you provide is treated as private and confidential. No information is released without your written consent, except where required or authorised by law, for example if the staff member believes that you or others may be at risk.

### Documentation requirements

Carers registering with AccessAbility Services must provide current evidence of their roles for any reasonable academic adjustments and support. Adjustments will be based on the verified impacts of the Carer role, considering the [Inherent Academic Requirements](#) for their program. Students who do not provide sufficiently comprehensive documentation may only have access to limited supports.

A Carer's Documentation Form should be completed by an Australian Health Practitioner Regulation Agency (AHPRA) qualified professional (or equivalent in other countries). Alternatively, the same information as requested in the Carer's Documentation Form can be provided on letterhead, dated and signed by the health professional. **Official letters from the Department of Human Services confirming Carer status of the student are also eligible.**

Documentation will not be accepted if it is:

- More than six months old for variable health conditions
- A medical certificate with insufficient information
- From a professional who is a member of the student's family or where there is a personal or business relationship
- From a provider who is not a suitably qualified health professional
- From other institutions outlining prior educational adjustments (although this could be helpful in assessing student needs)
- Not signed or dated
- Not in English

Diagnostic reporting on temporary or variable conditions must be updated at intervals to be negotiated with the Ability Adviser.

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### Guidelines for academic adjustments

Below is a list of conditions and their required documentation. All documentation must provide details of specific impacts in a learning environment.

#### Acquired Brain Injury

- Assessment by a neurologist or neuropsychologist

#### Attention-Deficit/Hyperactivity Disorder (ADHD)

- Assessment by a paediatrician, psychiatrist or psychologist

#### Autism Spectrum Disorder (ASD)

- Assessment by a paediatrician, psychiatrist or psychologist

#### Hearing impairment

- Assessment by an audiologist or GP
- Must include type of assistive device/s used (eg hearing aids, cochlear implants etc)

#### Intellectual disability

- Assessment by a psychologist
- Must include results of standardised assessment
- Recommendations must be substantiated by test results

#### Medical condition (eg Asthma, Cancer, Chronic Fatigue Syndrome, Diabetes etc)

- Assessment by a medical specialist or GP

#### Mental health condition (eg Generalised Anxiety Disorder, Major Depressive Disorder, PTSD, Schizophrenia etc)

- Assessment by a psychologist, psychiatrist or GP

#### Neurological condition (eg Brain Tumour, [Central] Auditory Processing Disorder, Epilepsy, Multiple Sclerosis etc)

- Assessment by a medical specialist or GP
- For [Central] Auditory Processing Disorder, assessment by a team including an audiologist with specialised training in assessing this disorder

#### Physical impairment (eg Amputation, Arthritis, Cerebral Palsy, Muscular Dystrophy etc)

- Assessment by a medical specialist or GP
- Where relevant, assessment by a physiotherapist may assist with identifying functional impacts

#### Specific Learning Disorder with impairment in reading (Dyslexia), written expression (Dysgraphia) and/or mathematics (Dyscalculia):

- Assessment by a psychologist
- Must include data and results of standardised assessment
- Recommendations must be substantiated by test results
- Must have been completed no more than three years ago or after the age of 16 years
- Results from screening tests will not be accepted
- For mechanical based Dysgraphia, assessment by an occupational therapist may also be required

#### Vision impairment

- Assessment by an ophthalmologist, optometrist, GP or Specialist Vision Testing Service (such as Vision Australia Services)
- Must include the extent of vision loss, visual acuity and use of assistive equipment

#### Temporary condition or injury (eg broken bones affecting mobility or writing ability, surgery affecting study ability etc)

- Assessment by a GP or relevant registered health professional
- Must state the nature of the condition and dates or a timeframe for which the student is expected to be affected by the condition or when the student is due to be reassessed

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### Health Practitioner to complete

**Please note: A Carer designation does not include routine parental responsibilities**

The following student has an ongoing Carer role impacting on their functioning at university

Student (Carer) name:.....

Relationship, age (for child) and diagnosis of person being cared for: .....

.....

Likely duration of Carer role (in relation to 3-4 year full-time university programs): .....

Diagnostic assessment for the person being cared for was:

Prepared by me

Sighted by me but prepared by (name): .....

Profession: .....

OR

Carer role confirmed by:

Centrelink payment documentation

Other: .....

### Functional implications for the student's study

Please describe the type and level of impact of this Carer role on the Carer's academic engagement (eg. multiple medical appointments per month; fatigue from 24-hour care; approximately two hospital admissions per year with on-site support required)

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The student is to contact AccessAbility Services should the circumstances of their Carer role change

Clinic stamp

Name: .....

Profession: .....

Phone: .....

Email: .....

Signature: .....

Date: .....

### AccessAbility Services

University of the Sunshine Coast, QUEENSLAND, AUSTRALIA

Tel: 07 5430 1226 | Email: [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au)