



Investment Banking Institute Business School Pty Ltd - Accessibility statement

Investment Banking Institute Business School Pty Ltd (ABN 46 142 988 921) (the “Company” or “IBIBS”) is a higher education provider that is registered with the Tertiary Education Quality and Standards Agency (TEQSA). IBIBS only delivers Investment Banking advisory education to undergraduate domestic student through TEQSA accredited courses. IBIBS is committed in making www.ibibs.edu.au website accessible to all users.

The functionality of our library is maximised for Staff and Students and the general public are denied access.. If you have any difficulties accessing any part of the website please let us know using the **feedback** page. We also welcome any suggestions to help make IBIBS’s website more accessible.

Standards compliant

With better design and accessibility in mind, we aim to:

- ensure that all pages validate as XHTML 1.0 Strict (Transitional where needed).
- satisfy the Priority 1 and Priority 2 checkpoints of the [WCAG 1.0](#) and improving towards WCAG 2.0 Level AA.

Structured HTML and separation of content from presentation

We have done our best to keep our pages well-formed and to avoid using HTML tags for anything except their semantic value (implied purpose). As an example, IBIBS has used:

- div tags for page division/sections and table strictly only for displaying tabular data.
- fieldset, legend, label to markup our forms.
- headings tags to denote document hierarchy.
- lists for all list of things, especially menus.

We have also kept our HTML free of presentational code and placed all presentational code in external CSS files. However CSS can be switched on or off and pages will still render information accurately. The combination of structured HTML and the separation of content from presentation achieved by using CSS bring many benefits in accessibility and performance.

Text size

Your browser should allow you to increase or decrease the size of the text on this website. Most visual browsers have a menu named “View” or “Display” which could have an option called “Text Size” or “Zoom” or something similar. This option lets you increase and decrease the size of the text on this website. In addition some browsers also let you use the Ctrl+MouseWheel or Ctrl++ and Ctrl+-.

Skip link

Each page in the website includes a “Skip to Content” link. This link takes you directly to the main content bypassing the navigation. Skip links are particularly useful for users using Assistive technology or just the keyboard.

Keyboard users

The website also facilitates navigation by keyboard. The tabbing is in natural order and the links are highlighted as they are tabbed. The “Skip to Content” link also becomes visible and gain focus when tabbed by keyboard. A highlighted link can be navigated by pressing “Enter” on your keyboard.

Access keys

IBIBS does not use access keys as this may interfere with the normal operation of the keyboard.

Other features

- Firefox 2 and above compliant.
- IE 6 and above compliant.
- Optimized for viewing at 1024×768 pixel resolution which is the new 800×600.
- Optimised typography and minimalist approach to interface design enhancing readability of contents and usability of the website.
- Path navigation, A-Z index and Comprehensive search function, further enhancing accessibility.

Guides for Academics by Students with Disabilities

Multiple Sclerosis

Multiple sclerosis (or MS) is a chronic, often disabling disease that attacks the central nervous system (CNS), which is made up of the brain, spinal cord, and optic nerves. It is considered to be an autoimmune disorder as the body's own defence system attacks myelin, the fatty substance that surrounds and protects the nerve fibres in the central nervous system. The nerve fibres themselves can also be damaged. The damaged myelin forms scar tissue (sclerosis), which gives the disease its name. When any part of the myelin sheath or nerve fibre is damaged or destroyed, nerve impulses travelling to and from the brain and spinal cord are distorted or interrupted, producing the variety of symptoms that can occur. If a student is in a wheel chair or with a walking aid, clear the room from the doorway so they can get through.

Dyslexia

Dyslexia literally means 'trouble with words'. The Oxford English Dictionary defines dyslexia as a disorder involving difficulty in learning to read words, letters and other symbols. Linking concepts with analogies or experiences are often highly effective with dyslexic students. There is no cure for dyslexia since it is a learning style not a disease. Dyslexics can correct their reading problem when aided with visual or experiential methods of learning.

- 1. Be encouraging and reassuring
- 2. Encourage articulating of ideas aloud.
- 3. Give ample notice of public speaking or being called out in class which requires thinking on their feet.
- 4. Use visual learning tools.
- 5. Be creative in teaching; make it an experience and use analogies to explain concepts

Hearing Impairment -

During lectures: please don't call out their names! They will not hear you, or at least pretend not to hear you.

Mental Illness –

Due to stigma, students are reluctant to disclose that they have a mental health issue.

Blind Students – What they want Teaching Staff to Know

If you have any questions or are wondering how to best help a blind student, just ask! Ask them to stay back for a quick chat after class or send them an email, they will really appreciate this, rather than talking to staff or other students on the blind student's behalf. Don't discuss the student's needs in front of the class, students will find this humiliating. If a student elects to have a note-taker or a support-worker in class, the student will discuss with the support worker what assistance they need. The support worker is not a care-giver or a gopher between the teaching staff and the student so don't direct questions about the student to the support worker, talk directly to the student! All students will have different needs and preferences so don't assume that two students will have the same requirements. Always speak directly to the blind student if you have a question concerning them or their needs, don't speak indirectly or about them through the person they may be sitting with. This is very frustrating as blind students are more than capable of answering for themselves!