

Disability Action Plan Goals	Responsible Officers	Report as at June 2018
<p>1. To ensure University and local level planning and evaluation processes consider implications for people with a disability and identify relevant policies and strategies aligned with the University’s strategic directions, relevant legal obligations and the intent of the University’s Disability Action Plan.</p>	<ul style="list-style-type: none"> • DVCA • Director, Human Resources • Director, Planning and Analytics 	<p>The University’s business planning framework is presently being reviewed, and it is recommended that the DAP be integrated under the key objective about community.</p> <p>For information pertaining to infrastructure project planning, refer 4, below.</p>
<p>2. To create and maintain a learning experience that is inclusive of the needs of students with a disability and optimises the participation, retention and success of students with a disability through accessible and equitable enrolment, learning, teaching, assessment and research practices.</p>	<ul style="list-style-type: none"> • Executive Director, Office of Academic Engagement • Pro Vice-Chancellor (Research Operations) 	<p>Student Life Disability Support manages and administers support and advice regarding student access and engagement.</p> <p>Disability Advisors are appropriately qualified, trained and experienced and are members of the State Disability Tertiary Education Network (DTEN) and Australian Tertiary Education Network on Disability (ATEND). These networks promote and facilitate information sharing around current thinking about education/disability issues and best practice, and promote professional development opportunities.</p> <p>Individualised support is provided to students by Disability Advisors who undertake one-to-one consultations with students to consider, identify and implement reasonable adjustments including, but not limited to:</p> <ul style="list-style-type: none"> • provision of equipment and assistive software where appropriate • employment of Participation Assistants to provide practical hands-on assistance when required by individual students • arrangements made for alternative formatting where required • consultative support to academics around implementation of reasonable adjustments • assisting students to locate accessible routes on campus • regular communication with the Examinations Office in relation to the provision of Alternative Exam Arrangements • liaising with external agencies (incl Guide Dogs SA, Royal Society for the Blind, Autism SA) • information about financial scholarships to assist students with disabilities

		<p>Student Life staff provide up-to-date information to academic staff in the form of advice and support to faculties and schools through:</p> <ul style="list-style-type: none"> • information sessions and presentations at staff meetings • written resource material relevant to disability support • a dedicated webpage (Information for Staff) on the Disability Support website which includes Frequently Asked Questions and links to policies, guidelines and relevant teaching support resources • Staff Induction online training module regarding mental health awareness <p>Additionally the Learning and Teaching Awards includes a category which provides a platform for showcasing good practice in ‘Supporting diversity and implementing inclusive practices’.</p> <p>For information concerning web accessibility, refer 3, below.</p>
<p>3. To enable equitable access to information and communication resources for students and staff with a disability including ICT, Library services, and information published by the University.</p>	<ul style="list-style-type: none"> • Chief Information Officer • University Librarian • Director, Marketing and Communications 	<p>During 2016 – 2017 an <i>Accessibility Reference Group</i> (with representatives from ITDS, Learning Technology Team, Barr Smith Library and Disability Support) was established and met on a quarterly basis to foster collaboration, enhance communication regarding resources and new e-learning and teaching systems, develop resources for academics (as required), troubleshoot individual student issues as required, share information and resources, convene task groups as required. While this group no longer meets as a collective, the formation of the group led to the establishment of key contacts and regular communication between the various unit representatives.</p> <p>Noting that students rely on the University’s website to enrol, access information and services, and to support their learning and research:</p> <ul style="list-style-type: none"> • All university web authors are trained in their responsibilities to create accessible content prior to being given access to publish content to the website. • The online style-guide and example web sites are regularly reviewed by Vision Australia to ensure compliance with current web accessibility standards. • Wherever possible, CMS components used on the site have been created to meet WCAG 2.0 Level AA requirements. • Additional tools, support and advice are also provided to university web authors upon request to assist with accessible content creation.

		<p>Additionally:</p> <ul style="list-style-type: none"> • The <i>IT Security Procedure</i> made under the <i>IT Acceptable Use and Security Policy</i> includes the requirement that acquisition or development of University IT must be done in such a way that it is compliant with other University policies, and specifically mentions the Disability Action Plan (Clause 3.a).v. a). • The Disability Support Service facilitates access to an Adaptive Technology Suite (24/7) which includes a range of adaptive technology equipment and assistive software. • The Library provides assisted access to course material through technology and alternative formatting. • The Disability Support website includes specific information to support students with a disability and the Human Resources website includes specific information for staff with a disability and their line managers.
<p>4. To create and maintain an inclusive physical environment that enables the safe and equitable participation of people with a disability.</p>	<ul style="list-style-type: none"> • Director, Infrastructure 	<p>In 2018 updated UoA Design Standards (Standards) were introduced to apply to all infrastructure projects at the University. The Standards are mandatory for all infrastructure projects and contractually binding for all Consultants providing design and construction services to the University. The Standards explicitly aim to enable equity and accessibility (Clause 1.1) by:</p> <ul style="list-style-type: none"> • Requiring that the feasibility and planning stage of all internal and external infrastructure projects (including maintenance, refurbishment or new building projects) evidence that the DAP has been considered (Clause 1.3.1) and that a review must be carried out by the consultant team during the Design Development Phase against the Disability Discrimination Act and other legislation, and in certain circumstances a specialist DDA consultant be engaged (Clause 3.3.9). • Mandating compliance with <ul style="list-style-type: none"> ○ <i>Disability Discrimination Act 1992 (Cth)</i> (Clause 1.3.2) ○ <i>Disability (Access to Premises – Buildings) Standards</i> ○ <i>Disability Standards for Education 2005</i> ○ <i>Relevant Australian Standards including (but not limited to) AS1428.2- 1992 Design for access and mobility – Enhanced and additional requirements – Buildings and facilities.</i> For refurbishment of existing non-compliant buildings to be carried out in such a way as to reasonably optimise opportunities to make adjustments to the space, to make it compliant with the above standard (Clause 3.3.8) • Evidencing compliance with the Standards and legislation through the mandatory Project Process checklists, including:

		<ul style="list-style-type: none"> ○ Feasibility Phase Action F-6 Feasibility Phase Equity of Access analysis ○ Feasibility Phase Action F-14 Stakeholder consultation with gender, equity and diversity representative ○ Design Development Action DD-9 DDA and Equity Review ○ Occupation Management Phase Action OM-2 Stakeholder Post Occupancy Survey <p>Additionally, Property Services provide regular updates to the Disability Support Service about construction/disruptions on campus and relevant and timely information is provided to students via email or phone/sms in relation to access issues, including resolving venue changes (where an individual student is unable to access an allocated room).</p> <p>Note that a University Disability Advisor has completed accreditation for nationally recognised unit of competency to 'Conduct an Educational Facility Access Audit' (May 2018).</p>
<p>5. To ensure the University's employment and development policies and procedures are free of discrimination toward people with a disability and that they enable their recruitment and development in an equitable and inclusive manner.</p>	<ul style="list-style-type: none"> ● Director, Human Resources 	<p>The University's <i>Equal Opportunity Policy</i> underpins all other policies and is reflected in:</p> <ul style="list-style-type: none"> ● The <i>Recruitment Policy</i> and <i>Recruitment Procedure</i> which both describe a non-discriminatory process for selection based on merit and in particular the ability to perform the inherent requirements of the role as set out in the selection criteria in the Position Description, which require 'reasonable adjustments for people with a disability'. ● The <i>Voluntary Flexible Work Arrangements Procedure</i>, which provide options to staff including staff who may have a disability, or with caring responsibilities for a dependent with a disability. ● The <i>Injury Management Handbook</i> makes a commitment that rehabilitation assistance will be free from discrimination, as required by the DDA. ● The <i>Staff Development, Performance and Promotions Policy</i> aims to ensure that 'ensure that development, performance and promotions processes are inclusive, fair, respectful of diversity and promote equitable access for staff' including through the Special Consideration process that forms part of the <i>Academic Promotions Procedure</i>.

Additionally:

The updated staff induction process (December 2017) introduces new staff to the University's DAP and advises academic staff of the support available to students with a disability.

- Specific resources are provided to support staff and their line managers with respect to mental health awareness.
- The inaugural staff census in February 2018 provided an opportunity for staff to report a disability whether or not it required workplace adjustment. Eighty-six staff identified as having a disability. Prior to the census there was no data about the frequency of disability among staff.