

The University of Adelaide

Disability Action Plan

2008 - 2013

Dear Colleague

The Disability Action Plan 2008-2013 for the University of Adelaide provides an important component in providing equitable outcomes and participation for our students and staff who have a disability. The plan reflects the values which underpin and guide our future development and the day-to-day teaching, learning, research and other activities that make us a university.

The University of Adelaide's values are

1. The pursuit of excellence in all that we do
2. Fairness, integrity and responsibility
3. The rights and responsibilities of freedom of inquiry and expression
4. Service to the local, national and international communities
5. Innovation, creativity and breadth of vision.

By developing a Disability Action Plan, the University of Adelaide demonstrates its commitment to making the University Values real for students and staff with a disability. The University's Disability Action Plan reflects the philosophy that provisions for students with a disability or medical condition should be 'normalised' as much as possible. In other words, all efforts should be made by each Faculty, School and Department to be as inclusive of such students and staff as possible and adjustments made for them should reflect as closely as possible conditions for students and staff who do not have a disability or medical condition. They should neither be overly advantaged nor disadvantaged and marginalised.

The Disability Action Plan 2008-2013 has been designed in accordance with the provisions of the Commonwealth Disability Discrimination Act (1992) and the Disability Education Standards (2005) and will be lodged with the Australian Human Rights Commission.

Students and staff with disabilities and chronic medical conditions receive a range of specialised supports provided through the University's Student Support Services and the Human Resources Branch as well as ongoing assistance provided by academic and general staff. These individual supports are aimed at enabling this group of students and staff to access information, facilities and services and to compete on an equal basis. But individual supports can only ever be regarded as secondary to the proactive removal of barriers to full participation. It is the removal of barriers at the point of delivery of an academic program and during the course of employment that is the most effective and equitable approach to providing quality services to university students and staff with disabilities.

Implementation of the plan will ensure that students and staff with a disability receive equitable benefits from their study or work and are able to contribute to the life and achievements of the University as valued members of our community. Responsibility for implementation of the plan is spread across the University as all members of the University community have an obligation to the values of equal opportunity for people with a disability and I look forward to your cooperation in achieving the goals of the Disability Action Plan.

Professor James McWha

Vice-Chancellor and President

March 2008

University of Adelaide Disability Action Plan 2008 - 2013

The University of Adelaide is committed to building and supporting a diverse and inclusive community and to the principles of equal opportunity and social justice. A focus on the quality, visibility, impact and involvement of a diverse range of people will enable the University to utilise the skills and experience of its entire staff so that the total University community benefits from this diverse intellectual resource.

The University has made a number of commitments to Equity and Diversity. These include:

- The University's Strategic Plan 2008-2012, which sets a number of goals designed to make the University of Adelaide an employer of choice. The Strategic Plan commits the University to the development and promotion of a culture of mutual respect that makes social justice and cultural diversity key components of its quest for excellence.
- The Gender Equity and Diversity (GED) Committee which oversees the development of an overall environment which reflects and responds to the social and cultural diversity of staff and students in the University community.
- Equity and diversity principles that underpin processes and decisions in relation to employment
- Increased employment and development opportunities for Indigenous Australians through the implementation of an Indigenous Employment Strategy.
- The issuing of a Reconciliation Statement that expresses regret for previous injustices to Indigenous people.
- A range of provisions for maternity leave, adoption leave, special family leave, and conversion to part-time employment for the care of a child, and special leave for and cultural obligations.
- The provision of a work and study environment free from unlawful discrimination and harassment.

Legislative Context

The Commonwealth Disability Discrimination Act (1992) provides protection to people with a disability by making it unlawful to discriminate against a person on the grounds of their disability. Within higher education it places an obligation on institutions to provide services and facilities in such a way as to ensure that students with disabilities can participate on the same basis as those without.

The DDA makes discrimination on the basis of disability unlawful in a number of areas applicable to universities. These include:

- education;
- employment;
- sport;
- access to premises used by the public;
- provision of goods, services and facilities;
- residential accommodation, clubs and associations; and
- administration of Commonwealth Government laws and programs.

The definition of 'disability' in the DDA is very broad. It encompasses physical, intellectual, psychiatric, sensory, neurological and aural disorders and also physical disfigurement and the presence in the body of an organism causing disease. The definition covers both temporary and permanent disability and includes:

- people who have had a disability in the past (such as an episode of mental illness);
- people who may have a disability in the future (for example, where there is a family history of disability); and
- people who are believed to have a disability (for example, if someone is thought to have HIV-AIDS).

The Act describes both direct and indirect discrimination. Direct discrimination occurs where a person is treated less favourably because of a disability. Indirect discrimination occurs where there is a requirement or practice that is applied equally to persons with and without disabilities, but more severely impacts on a person with a disability, and that requirement or condition is unreasonable. Whether unlawful discrimination has occurred can only be decided with reference to all the circumstances of the case.

The Disability Standards for Education (2005) were formulated under the DDA to clarify the rights of students and responsibilities of education providers. The intention and effect of the Standards is to give students with a disability the same rights as other students.

The Standards require that universities meet certain obligations in the following areas:

- enrolment;
- participation;
- curriculum development, accreditation and delivery;
- student support services; and
- elimination of harassment and victimisation.

Under the Standards, the University is required to make reasonable adjustments to enable a person with a disability to participate at University on the same basis as other persons without a disability, if that person meets the essential entry requirements for admission to a course. However, the Standards do not require the University to make adjustments which would compromise the academic integrity of a course or program.

As an employer, the University's obligations to people with a disability extend to recruitment and selection processes, terms and conditions and access to benefits such as promotion and training. The University is obliged to provide reasonable adjustments for a staff member with a disability to enable him or her to carry out the inherent requirements of the job.

Making Reasonable Adjustments

Students

The University is committed to the provision of reasonable adjustments, in consultation with the student, within a reasonable time after notification of the need for adjustments.

Reasonable adjustments are measures taken to enable students to participate fully and equally in areas of the University's operations on the same basis as a student without a disability. These include:

- admission and enrolment,

- academic activities,
- curriculum development, assessment and certification requirements,
- physical access to buildings and facilities
- information access
- a safe learning environment

Staff

The University will provide staff with reasonable workplace adjustments, to ensure that all staff have equal opportunity to participate in all aspects of workplace life, especially in regard to the following:

- recruitment processes
- performance of duties
- employment benefits and conditions
- professional and career development
- physical access to buildings and facilities
- information access
- a safe working environment

Exceptions

The University will implement all necessary measures and reasonable adjustments to enable equal access and opportunities for students and staff with disabilities except in the following instances:

Students

- where provision of adjustments or measures would impose unjustifiable hardship on the University;
- where, even with the provision of all reasonable adjustments, the student remains unable to fulfil the inherent requirements of a course of study;
- where the provision of adjustments or measures would compromise the academic integrity of the course of study, assessment or accreditation process; and
- where the student with a disability has an infectious disease or other condition that requires isolation in order to protect their health and welfare or the health and welfare of others and the course can not be made available on line.

Staff

- where provision of adjustments or measures would impose unjustifiable hardship on the University;
- where, even with the provision of all reasonable adjustments, the staff member remains unable to fulfil the inherent requirements of the position.
- where the staff member with a disability has an infectious disease or other condition that requires isolation in order to protect their health and welfare or the health and welfare of others.

In determining 'unjustifiable hardship', all relevant circumstances of the particular case will be taken into account, as prescribed by the DDA.

'Inherent requirements' can be defined as:

- the ability to perform the tasks or functions which are a necessary part of the course/job;
- productivity and quality requirements;
- the ability to work effectively in the team or other type of work organization concerned;
- the ability to study/work safely.

Disability Action Plan Purpose

Under Section 61 of the DDA institutions are invited to develop an *Action Plan*, which includes:

- development of policies and programs to achieve the objectives of the Act;
- communication of these policies and programs;
- review of practices;
- measures to assess and evaluate the success of the plan; and
- appointment of persons responsible for implementation.

The Disability Action Plan provides a framework that sets goals and strategies that intend, in a systematic way, to identify and remove barriers to full participation in University activities by current and future staff and students of the University who have a disability and develop new strategies for further improving resources. The Plan reflects the University's stated commitment to provide a supportive and inclusive educational and employment experience for people with a disability.

In 2001, the University responded to the Commonwealth Disability Discrimination Act 1992 by lodging its first Disability Action Plan with the Human Rights and Equal Opportunity Commission.

Since the University's first Disability Action Plan was developed:

- DDA case law has developed, complementary state based legislation has been introduced, and obligations on institutions are now better understood.
- There has been a significant increase in numbers of students with a disability attending all universities and in the service expectations of these students.
- Students are more frequently resorting to formal complaints both within Universities and under anti-discrimination legislation.
- There has been a significant shift in institutional response to disability issues, with most universities now having professional disability services in place.
- The *AVCC Guidelines on Information Access for Students with Print Disabilities* were developed in 2004.
- The Disability Standards for Education, which clarified both the obligations on universities to provide accessible educational services to all students and the rights and responsibilities of students, were introduced in 2005.

Since the first Disability Action Plan was lodged with the Human Rights and Equal Opportunity Commission (HREOC) it has been reviewed annually and Faculties and Departments have been required to report on progress against Plan objectives. These reviews have indicated that substantial progress had been made towards achieving the goals of the Plan and have been made available to the University's Gender Equity and Diversity Committee.

Achievements included:

- Improvement of assessment and support systems;
- More efficient use of resources;
- Supporting teaching staff with students with a disability in their classes;

- Assistive technology;
- [Disability Entry Guidelines](#);
- [Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy](#);
- Installation of a lift to provide access for people with mobility impairment between the northern and south sections of the University's North Terrace campus;
- An annual program of Minor works;
- [Fair Treatment Policy](#) ;
- [Fair Treatment Procedures for Students](#); and
- [Fair Treatment Guidelines for Staff](#).

Disability Action Plan Implementation and Review

The review of the University of Adelaide's Disability Action Plan and development of the Disability Action Plan 2008 – 2013 demonstrates the University's ongoing commitment to positively support cultural and social diversity in its staff and student body. The plan aims to provide an environment that promotes the principles of Equity and Diversity and zero tolerance for unlawful discrimination on the grounds of disability as set out in the University's Fair Treatment Policy and associated procedures and guidelines.

Implementation

Responsibility for implementation of the Disability Action Plan is to be shared by many staff of the University, including teaching staff and staff providing services to students. Student Support Services, Information Technology Services, Property Services and Human Resources will have leading roles in implementing actions to achieve specific goals. Teaching staff in Faculties and Schools will be involved in ensuring the rights of students with a disability to education.

Monitoring

Overall responsibility for overseeing the implementation of the Disability Action Plan will rest with the University's GED Committee which will receive annual reports from a committee which will be established to monitor and review the Disability Action Plan. This committee will have representation from and receive reports and information in three distinct areas: physical access; education and employment.

The report to GED will include information on:

- access, participation, retention and success rates for students with a disability as reported annually to DEEWR;
- the number of students registering with Disability Services;
- access audits conducted at five-year intervals that show a reduction in the number of changes needed to the physical environment;
- Increase in numbers of staff with a disability to levels comparable with the representation of people with a disability in the broader community.

University of Adelaide

Disability Action Plan 2008 2013

- A. University wide - applicable to staff and students
 - Planning Resources and Policy
 - Accessibility
 - Awareness Raising
 - Disability Action Plan Implementation
- B Access, participation retention and success for students with a disability
- C Employment and support of staff with a disability

SECTION A University wide - applicable to staff and students

Goal: To create an inclusive educational, research and employment experience for students and staff with disabilities through incorporation of disability issues into existing planning, implementation and evaluation procedures.

This section of the Disability Action Plan affects the whole University community and includes access to the physical environment, the information environment and to the University's socio-cultural experience. The ability to access information resources is an extremely important and often daily requirement of working and studying at a university. Access to the physical environment is equally important and many of the University's buildings and grounds were designed and constructed before existing disability access codes, standards and philosophies were developed. Upgrading of the physical environment to ensure that all people can study and work in a safe and equitable manner is a long-term planning and financial commitment by the University.

Objective A1: To create a physical environment that enables the safe and equitable participation of people with disabilities in all aspects of University life.

Key outcome	Strategy	Responsible Officer	Time Frame
A1.1. Building designs include requirements for meeting the needs of people with a disability and reflect statutory requirements	Property related projects delivered within the University environment will comply with the current Building Code of Australia and have regard for meeting the needs of people with a disability. Post occupancy audits will have regard for compliance with the Building Code of Australia and will include any specific requirements for people with a disability.	Director, Infrastructure – Property and Technology	Ongoing
A1.2. Relevant expertise on disability access is available for planning, implementation and evaluation of capital works and property initiatives.	Designate/appoint a Disability Access Adviser to act as a point of contact on access issues for people with disabilities. Incorporate disability awareness training into Property Services induction, staff development and training programs.	Director, Infrastructure – Property and Technology	Ongoing
A1.3. The University's physical environment is accessible for people with a disability.	Review, update and fund priorities identified in the Physical Access Review 2003 – 2018 document annually. Ensure that the annual Capital Management Plan has an allocation for ongoing disability improvements. Commission risk analyses to inform financial decisions especially in relation to the investment in physical infrastructure.	Vice-President, Services and Resources	Ongoing

Key outcome	Strategy	Responsible Officer	Time Frame
A1.4. Communication with the Disability Service and Human Resources about access issues that affect University students and staff to occur in an effective and timely manner.	Put mechanisms in place to enable staff and students with a disability to identify and report access issues as they emerge. Communicate changes in physical access (either temporary or permanent) to the Disability Service and/or Human Resources to enable them to notify people with a disability of those changes.	Director, Infrastructure – Property and Technology	Ongoing
A1.5. Disability Access Maps for each campus are current and available.	Regularly update the Disability Access Maps for each University of Adelaide campus.	Director, Infrastructure – Property and Technology	Ongoing
A1.6. Campus signage meets the needs of people with a disability.	Review current signage, including markers of gradient change and barriers to free access and initiate a long term plan to upgrade signage where necessary. Investigate the use of alternative communication strategies in key campus locations.	Director, Infrastructure – Property and Technology	Ongoing
A1.7. Students and staff with a disability have adequate parking on campus. Parking issues identified are dealt with promptly and effectively	Undertake an annual audit of car parking for people with a disability to ensure appropriately located accessible spaces for people with a disability in accordance with relevant Australian standards. Designate a Property Services staff member with responsibility for disability issues related to parking at each University campus.	Manager, Business Services, Infrastructure – Property and Technology	Ongoing

Objective A2: Ensure Information Resources can be accessed equitably by people with disabilities.

Key outcome	Strategy	Responsible Officer	Time Frame
A2.1. The University promotional material and web site content is accessible for people with a disability.	Review and take relevant action where possible to ensure that all promotional materials, print, electronic, and web based, are accessible for people with a disability.	Director Marketing and Strategic Communications	Ongoing

Key outcome	Strategy	Responsible Officer	Time Frame
A2.2. The University's information technology environment adheres to universal W3C standards and the DDA.	Review and take relevant action where possible to ensure that the University's information technology environment is accessible for staff and students with a disability and adheres to relevant standards.	Director, Infrastructure – Property and Technology	Ongoing
A2.3. Library resources and services are appropriately accessible for students and staff with disabilities.	<p>Evaluate the needs of staff and students with disabilities who are Library users and incorporate these needs into Library planning processes with disability specific objectives and performance indicators as appropriate.</p> <p>Maintain and promote an area containing specialised equipment and software for users with disabilities. Review the area regularly based on the expressed need of users.</p> <p>Provide training on the use of specialised equipment and software to people with a disability.</p> <p>Ensure that online Library resources are accessible for people with a disability and meet W3C standards.</p> <p>Review ancillary infrastructure such as photocopiers, library self check-out machines and service desks for accessibility requirements.</p>	University Librarian	Ongoing

Objective A3: Promote awareness of, and positive, informed and non-discriminatory attitudes towards, people with a disability

Key outcome	Strategy	Responsible Officer	Time Frame
A3.1. Increased awareness that the University values the participation of people with a disability.	<p>Include the University's commitment to people with a disability in relevant promotional material.</p> <p>University of Adelaide events and functions are inclusive of and accessible for people with a disability.</p>	Director Marketing & Strategic Communications Area Managers	Ongoing

Key outcome	Strategy	Responsible Officer	Time Frame
A3.2. Staff are aware of the University's commitment to the inclusion of people with a disability and of their responsibilities regarding people with a disability.	Oversee the development and maintenance of a comprehensive information and an awareness raising strategy focussed on staff responsibilities, in their specific work roles, in line with disability legislation and standards.	Director HR	Ongoing
A3.3. University' publications and web sites are inclusive of people with a disability and disability issues.	Review the University's publications and web site to include content about and images of people with a disability and disability issues.	Director Marketing & Strategic Communications	Ongoing
A3.4. Staff and students understand and exercise their rights and responsibilities in terms of disability discrimination, harassment and victimisation.	Promote and review University policy and guidelines on harassment and discrimination prevention and complaints resolution. Provide staff who have responsibility for dealing with student and staff concerns with training on legislation and policy relating to the management of disability discrimination.	General Manager: Student Services Director HR	30 June 09
A3.5. People with disabilities are consulted about access and support provided through relevant University policies, services and processes.	Ensure that relevant survey material including the Staff Survey and Student Expectations Survey consults students and staff about the success of the University's policies, services and processes in supporting people with a disability.	Director HR General Manager Student Services	Ongoing

Objective A4: Disability Action Plan Implementation

Key outcome	Strategy	Responsible Officer	Time Frame
A4.1. Information about implementation of the DAP readily available.	Action Plan located on the policies website with links to the Human Resources and the Student Services Websites.	Director HR General Manager Student Services	31 May 09
A4.2. Staff are aware of their obligations for achieving the goals and targets of the DAP.	Establish a process to inform staff of their Disability Action Plan responsibilities.	Director HR	31 Dec 09

Key outcome	Strategy	Responsible Officer	Time Frame
A4.3. Performance measures of the Action Plan are reviewed on an annual basis.	Provide an annual report on progress against performance measures in line with specified time frames for presentation to the VCC.	General Manager Student Services, Director Hr	November annually

SECTION B: STUDENTS

Goal: To ensure that University's policy and practices comply with the requirements of the DDA, show no direct, indirect or systemic discrimination towards students with a disability and create and maintain excellent learning environments for undergraduate and postgraduate students.

This section of the Disability Action Plan aims to identify strategies that when incorporated into existing outreach programs, learning and teaching activities and assessment and evaluation procedures, will bring about a more inclusive educational experience for students with disabilities.

Implementation and review of the strategies in this section which affect access, participation retention and success of students with a disability are the responsibility of a range of staff across the University community.

Key result area: B1 Student Recruitment, Enrolment and Admission

Key outcome	Strategy	Responsible Officer	Time Frame
B1.1. University undergraduate and postgraduate outreach and recruitment activities are inclusive of prospective students with a disability.	Ensure that outreach information contains information welcoming applications from students with disabilities. Ensure that disability information relevant to prospective students is available on the Future Students page of the University web site.	General Manager: Student Services	30 June 2009
B1.2. Prospective students are aware of the information and support services, available to students with a disability.	Provide training and disability information to staff who receive inquiries from potential students. Include a link to the Disability Services web page from Faculty/ School/ Student Service web pages for prospective students.	General Manager: Student Services Area Managers	Ongoing 31 July 2009
B1.3. Disability-specific publications are available at all outreach programs	Display and distribute as required, information designed for people with a disability contemplating higher education at outreach activities.	General Manager: Student Services	Ongoing
B1.4. Access Scholarships are available for students with a disability	Review scholarship programs and access schemes to identify opportunities for creating scholarships for students with a disability. Information about external scholarships for people with a disability is provided on the disability support web page.	General Manager: Student Services	31 Dec 2012

Key outcome	Strategy	Responsible Officer	Time Frame
B1.5. Prospective and current students are informed about the University's services for students with a disability.	Develop an informative website for students with disabilities dealing with application, facilities, and reasonable accommodation.	General Manager: Student Services	April 2009
B1.6. The University complies with anti-discrimination legislation within existing entry requirement reviews	Ensure that where non-standard processes of admission apply e.g. audition and/or interview, appropriate accommodations will be implemented to ensure equitable treatment of students with a disability. Approve applications for disability entry in accordance with the provisions of the Disability Entry Guidelines Policy.	General Manager Student Services	Ongoing
B1.7. Students with disabilities are able to enroll without undue difficulty.	Review enrolment procedures to ensure that students with disabilities are able to complete the enrolment process without undue difficulty. Where difficulties arise, adjustments are developed to facilitate enrolment processes.	General Manager, Student Services	Ongoing
B1.8. Appropriate funding is available to implement reasonable accommodations for students with a disability as required under the DDA	Provide an annual funding source(s) for the support of students with a disability, including the identification, purchase and maintenance of appropriate equipment, e.g. computers, assistive technology.	General Manager, Student Services	Ongoing
B1.9. Students with disabilities begin their University program of study without undue difficulty.	Ensure that orientation programs are inclusive of the needs of students with a disability. Negotiate Learning and Assessment Agreements with Faculty staff when adjustments are required to teaching and assessment methods as a result of disability. Establish and implement support requirements in a timely manner.	General Manager, Student Services	Ongoing

Key result area: 2: The Learning Experience

Key outcome	Strategy	Responsible Officer	Time Frame
B2.1. Teaching practice is inclusive of the needs of students with a disability.	Negotiate Learning and Assessment Agreements with Faculty staff when adjustments are required to teaching and assessment methods as a result of disability.	General Manager, Student Services	Ongoing
	Provide website links for teaching staff to information about practical teaching and support strategies available on the CATS website.	Director CLPD	30 Jun 2009
	Include information about disability issues in education in the induction program and information for academic staff.	Director CLPD Director HR	Ongoing
	Conduct at least one seminar on disability issues in education annually	Director CLPD	Ongoing
	Review the Reasonable Adjustments To Teaching And Assessment For Students With A Disability Policy.	General Manager: Student Services	31 Dec 2010
B2.2. A trial of the AUTC QA framework for disability standards is conducted.	Conduct a comprehensive self assessment of teaching and support service provision using the CATS self assessment tool.	PVC Learning and Quality	31 Dec 2010
B2.3. Accessible on line course materials for students with a disability	Provide a service to assist staff in reviewing on line course material available on MyUni to meet Web Content Accessibility Guidelines (WCAG) (http://www.hreoc.gov.au/disability_rights/standards/www_3/www_3.html) standards.	Director CLPD	Ongoing
B2.4. Alternative format course materials are available, when required, in a timely manner.	Establish processes to ensure that course materials are converted into alternative format as relevant for students with a disability and available in a timely manner.	General Manager, Student Services	Ongoing

Key outcome	Strategy	Responsible Officer	Time Frame
B2.5. Students with disabilities have access to technological resources without undue difficulty.	Review access for students with a disability in student computer pools. Review access for students with a disability to photocopiers and other technologies which are integral to their learning.	Director, Infrastructure – Property and Technology	Ongoing
B2.6. Support for students with a disability is provided at the point of service.	Identify a contact person in each Faculty to undertake designated disability related responsibility.	Executive Deans	31 July 2009
	Identify faculty responsibility for students with a disability and determine issues to be referred to the Disability Advisor.	General Manager: Student Services	31 Dec 2010
B2.7. Academic staff effectively manages educational issues for students with a disability.	Provide teaching staff with information in teaching courses and by website links about Disability Specific booklets that are available on the CATS (www.adcet.edu.au/Cats/) website.	Director CLPD	30 Jun 2009
B2.8. Accommodations available for students with disabilities comply with legislative requirements.	Develop guidelines for a process to be followed for the provision of reasonable accommodation in the curriculum whilst ensuring that the inherent course requirements are maintained.	General Manager: Student Services	31 Dec 2013
B2.9. Students with a disability are able to participate in field trips and placements required as part of the program of study.	Assess work sites and work requirements for suitability and modify or provide alternatives as appropriate without compromising inherent requirements of the field trip or placement.	Course Coordinators	Ongoing
	Document disability accommodation to inform future placement and /or field trip activities and forward to the Disability Advisor.	Course Coordinators	
B2.10. Student feedback instruments collect feedback from students with a disability.	Include a question about program and course flexibility for students with a disability in the Student Experience of Learning and Teaching (SELT) questionnaire.	Director: CLPD	31 Dec 2011
B2.11 Students with a disability graduate with dignity and with their student cohort.	Review the graduation ceremony processes to ensure that students with a disability are able to graduate with their student cohort.	General Manager: Student Services	31 Dec 2009

Key result area: B3: Participation of students with disabilities in community and cultural life

Key outcome	Strategy	Responsible Officer	Time Frame
B3.1. The University's management of students with mental health issues is non-discriminatory and promotes a safe learning and working environment.	<p>Ensure the capacity of the Counselling and Health Services to respond to the mental health needs of the student community.</p> <p>Develop a policy on Inappropriate Behaviour Management Policy to assist University staff respond to students whose behaviour may be inappropriate.</p>	General Manager: Student Services	<p>Ongoing</p> <p>31 Dec 2010</p>
B3.2. Students with disabilities have equitable access to extra-curricular activities that are deemed integral to the student experience.	<p>Develop Guidelines for the provision of support to students in community and cultural activities.</p> <p>Encourage students with disabilities to participate in study abroad and exchange opportunities by including information about study abroad opportunities for students with disabilities in promotional materials.</p>	General Manager: Student Services	31 Dec 2010
B3.3. Viable emergency evacuation procedures exist and are promoted for students with disabilities.	Establish and practice a system for the evacuation of students with a disability who require assistance.	Area Managers	Ongoing

SECTION C: STAFF

Goal To ensure that the University's employment policy and practices comply with the requirements of the DDA, show no direct, indirect or systemic discrimination towards people with a disability and facilitate the recruitment and employment of people with a disability.

Implementation and review of this section of the plan will be the responsibility of the Director HR who will ensure that strategies are undertaken in a systematic manner and that they are evaluated for their effectiveness and reported to the GED committee annually.

Key Result Area C1 Funding

Key outcome	Strategy	Responsible Officer	Time Frame
C1.1. Appropriate funding is available to implement reasonable accommodations for staff with a disability as required under the DDA	The University identifies and establishes a budget line to make reasonable adjustments for staff with disabilities. Allocated budget to be administered by the Director HR.	Director HR Chief Financial Officer	Ongoing
C1.2. Costs over \$1000 for funding reasonable accommodations are assessed and, where appropriate, are met	Organisation units meet low level costs and forward other requests to HR for assessment and payment as deemed appropriate.	Director HR	Ongoing

Key result area C2 – Recruitment and selection

Key outcome	Strategy	Responsible Officer	Time Frame
C2.1. Equity principles are followed in the selection, appointment and induction processes.	At least 30 percent of staff on selection committees are trained in equity principles including issues for people with a disability.	Director HR	30 Dec 2010

Key outcome	Strategy	Responsible Officer	Time Frame
C2.2. The University is recognised as an equal opportunity employer and employs on the basis of merit.	Consideration of the recruitment of people with a disability included as a term of reference in the University Recruitment Project. Position Descriptions should have the standard phrase "Reasonable workplace adjustments will be made for people with a disability."	Director HR	30 Dec 2009
C2.3. The University is recognised by potential employees as a leader in the employment of people with a disability and there is an increase in the number of people requesting interview modification.	Letters inviting short listed applicants for an interview advise that reasonable accommodations are available, if required, during the selection process. Guidelines to support managers undertaking recruitment to include the suggestion that managers discuss any special requirements required during the selection process.	Director HR	30 Dec 2009

Key result area .C3 - Staff Development and Training

Key outcome	Strategy	Responsible Officer	Time Frame
C3.1. All staff with supervisory roles are aware of their disability responsibilities.	Disability information is included in all supervisory and management training.	Director HR	30 Dec 2010
C3.2. Frontline staff across Divisions and Faculties model best practice behaviours toward people with a disability.	Frontline staff across Divisions and Faculties are provided with regular staff development to enable them to meet their responsibilities towards staff and students with disabilities.	Director: HR	30 Dec 2011
C3.3. Staff with disabilities participate in staff development activities.	Reasonable accommodations are made for staff with disabilities attending staff development activities.	Director: HR Managers and Supervisors	Ongoing

Key outcome	Strategy	Responsible Officer	Time Frame
C3.4. University culture is supportive of the career aspirations of staff with a disability.	Conference Leave funds accommodate the needs of Staff with a disability when they travel.	DVC & VP (R) Director HR	Ongoing
C3.5. Ensure that sufficient expertise is available to the University Community on issues of health and safety for people with disabilities.	Staff and student disability officers and OH&S advisers receive training with respect to the interface between anti-discrimination legislation, in particular the DDA (1992) and OH&S legislation.	Director HR	30 June 2010

Key result area C4 –An inclusive organisational culture and safe working environment for people with a disability

Key outcome	Strategy	Responsible Officer	Time Frame
C4.1. The University promotes a harassment free environment.	All staff are made aware annually of the University's commitment to a harassment free environment The University's on-line Induction course includes information about disability.	Vice Chancellor	Ongoing (twice yearly at commencement of each Semester)
C4.2. University culture is supportive of work life balance for staff.	Staff are provided with opportunities to access flexible work arrangements.	Director HR	31 Dec 2010
C4.3. Occupational Health & Safety procedures accommodate the needs of staff with a disability	Review Occupational Health and Safety procedures for inclusion of staff with disabilities.	Director HR	31 June 2010
C4.4. Viable emergency evacuation procedures exist and are promoted for people with disabilities.	Establish and practice a system for the evacuation of staff with a disability that requires assistance.	Director HR in consultation with Security Services	31 Dec 2010