



THE UNIVERSITY OF
WESTERN AUSTRALIA

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DISABILITY ACCESS AND INCLUSION

ACTION PLAN 2007 - 2011

and

IMPLEMENTATION SCHEDULE 2007 - 2009

(31 JULY 2007)

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DAIAP IMPLEMENTATION SCHEDULE 2007-2009

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FOREWORD

The University of Western Australia is a leading education institution and a member of the 'Group of Eight' Australian research intensive universities. It operates within a strong values framework which emphasises excellence, innovation, integrity and equity in all facets of University life.

The University, within the context of its Strategic Plan and Operational Priorities Plan, is committed to actively promoting strategies that will maximise opportunities for participation in employment and education. The University recognises that it has a pivotal role to play in reflecting and responding to the needs of a diverse society in the design of curricula, delivery of courses, student intake and staffing. In turn, this diversity will directly enhance the capacity of the organisation to educate and govern in a truly participatory manner, thereby contributing to the economic, social and cultural well-being of the broader communities in which it operates.

In order to ensure active involvement and ownership of strategies contained within, a wide-ranging consultative process has been employed across the University in the development of this Disability Access and Inclusion Action Plan (DAIAP) and accompanying Implementation Schedule. The Implementation Schedule sets out a number of operational objectives within a broader strategic framework designed to facilitate the independent participation of people with a disability in all aspects of University life. While the overall responsibility for delivery against the set objectives rests with the UWA Executive, all Directors, Deans, heads of organisational units and managers have specific responsibilities within the Plan to ensure University-wide contribution towards implementation.

The UWA Disability Access and Inclusion Action Plan is a responsive document that proactively addresses the challenges of equitable access to educational, employment and cultural opportunities within the higher education sector for people with a disability. It creatively translates the requirements of the Commonwealth *Disability Standards for Education 2004*, the Western Australian *Disability Services Act 1993* (amended 1999; 2004) and the Western Australian *Equal Opportunity Act 1984* within a Western Australian tertiary education context, records the aspirations around the accommodation of people with a disability to which the University is committed, and identifies areas on which future developments should focus.

I commend the UWA Disability Access and Inclusion Action Plan to you all.

Professor Alan Robson
Vice-Chancellor
The University of Western Australia

STATEMENT OF COMMITMENT

The University of Western Australia affirms its strong endorsement and acceptance of students, staff and visitors with a disability, and its commitment to meeting their needs by providing an environment of equal opportunity, appropriate access and support.

The UWA Disability Access and Inclusion Action Plan (DAIAP) has been developed as part of the University's overarching commitment to equity and diversity which is clearly articulated in the UWA Strategic Plan and the UWA Operational Priorities Plan. This commitment is formalised through various policies and plans, including the University's Equal Opportunity and Affirmative Action for Diversity Policy (1993; amended 2002), Staff with a Disability Policy (2000) and Disability Policy (1997).

The University's core value of "equity and merit as the fundamental principles for the achievement of the full potential of all staff and students" is the philosophical position underpinning this Plan. In its broadest sense, this means that the University is committed to ensuring that the participation experience of people with a disability, whether they are staff, students or visitors, is similar to that experienced by the University community as a whole, and that staff and students with a disability enjoy success in the same measure as their peers. In addition, implementation of the Plan will enable the University to take clear steps toward furthering its commitments to continuous improvement, universal design and the philosophy of 'mainstreaming'.

Implementation of the Plan will also benefit the University by:

- Ensuring compliance with all relevant legislation;
- clearly demonstrating its commitment to providing an inclusive and non-discriminatory community for all people;
- identifying barriers for people with a disability and initiating appropriate action to overcome those barriers;
- enhancing competitive advantage by attracting the best students and staff regardless of impairment or disability;
- actively eliminating discrimination and thus upholding the basic human right to access services including education and employment.

The objectives and their associated implementation strategies and actions scoped in the DAIAP Implementation Schedule will dovetail with the six broad outcomes described in the *WA Disability Services Act*:

1. People with disabilities have the same opportunities as other people to access the services of, and any events organised by, the relevant public authority.
2. People with disabilities have the same opportunities as other people to access the buildings and other facilities of the relevant public authority.
3. People with disabilities receive information from the relevant public authority in a format that will enable them to access the information as readily as other people are able to access it.
4. People with disabilities receive the same level and quality of service from the staff of the relevant public authority.
5. People with disabilities have the same opportunities as other people to make complaints to the relevant public authority.
6. People with disabilities have the same opportunities as other people to participate in any public consultation by the relevant public authority.

UWA is also committed to ongoing consultation in the evaluation of the Plan, drawing on a range of sources including, students and staff with a disability, their families and carers, University staff, external disability organisations, and community feedback.

CONTEXT

The University

The University of Western Australia (UWA) is a medium-sized comprehensive international university with a broad coverage of disciplines in the arts, sciences and major professions. It has a robust tradition of academic excellence and an international focus for all its activities and standards. It continues to build research and postgraduate strengths linked to, and sustained by, a high quality undergraduate programme in which teaching and learning takes place in an atmosphere of research and scholarship.

With more than 3,000 full-time staff and 17,000 students (72% full-time) most of whom are concentrated at the main campus, the University also offers graduate and postgraduate courses in other locations (e.g. Albany, Geraldton and Singapore) using online lectures, virtual videoconferencing sessions, local tutors and visits from Perth-based academic staff.

The University provides employment, education and other services, together with facilities in which a variety of cultural, sporting and educational events are accessed by many people in the community. This includes its role as the chief sponsor of the Perth International Arts Festival and significant continuing community education programmes, including University Extension.

A commitment to a student population and a workforce that reflects the diversity of the wider communities in which the University operates is central to the UWA's vision to "be recognised internationally for its excellence in teaching and research and as a leading intellectual and creative resource to the communities it serves." This commitment is vital to the University's aim of producing leaders of tomorrow who are 'citizens of the globe', and are intellectually and emotionally comfortable with difference. Importantly, too, the University has been a significant community icon in Western Australia since its founding in 1911. UWA therefore strives to be a model institution demonstrating leadership and achievement and, as a visible and historic institution, continues to demonstrate corporate social responsibility in the wider community.

In the area of corporate social responsibility, UWA is a leading intellectual and creative resource to the communities it serves and this capacity to break new ground sets the University apart from many other organisations. Examples of significant initiatives developed by UWA staff and students that are now available to the community at large include: the AUSLAN Tuition System which provides an easy to use and interactive tutorial for learning the basics in communicating in the Australian Sign Language; the company, 'Dreamfit', which evolved out of an Honours project and which specialises in modifying recreation equipment for use by people with disabilities; the iLecture system, Lectopia, which provides a solution for university-wide lecture capture, publication and management, and is now being introduced at other universities in Australia; and the information booklet, *Colour Deficient Vision: A Guide to Preparing Screen Based Materials for Teaching and Learning* (see <http://catl.uwa.edu.au> for the online version).

Inclusivity at UWA

Inclusiveness, at UWA, means an environment which celebrates diversity and is free from all forms of discrimination and harassment. This is an environment which recognises, utilises and values the knowledge, abilities, skills and ideas of all our people, irrespective of race, ethnicity or religion, gender or sexual orientation, education level, socio-economic background, age, disability or family responsibility.

Set within this broader UWA equity and diversity context, disability is specifically positioned within the Social Model of disability. The University's programmes and services are premised on the notion that individuals may have an impairment but the physical, psychological, social and other barriers that they may face are in some measure due to ability-centred rules and practices that have been shaped to meet the needs of those without an impairment. UWA has a strong disability policy framework supported by a range of proactive initiatives designed to maximise the potential of staff and students with a disability.

The provision of disability services for students, UniAccess, is located within the Student Services division of the Office of the Registrar. These services include advice for prospective students, scholarships, orientation for new students, accessible parking, departmental/faculty mentors, assistive technology and equipment, alternative exam arrangements and career mentors. Implementation of policy and operational matters is managed by the Director of Student Services. Current support for staff with a disability is managed through OT Services in Safety and Health, and Equity and Diversity, both of which are located in the Human Resources division of Finance and Resources. Equity and Diversity is also charged with developing the University's strategic response to matters of disability for staff, students and visitors to the campus.

The University in recent years has won several prestigious awards, including the Prime Minister's Employer of the Year in the Higher Education sector for both 2002 and 2003. This award acknowledged the positive outcomes achieved through the University's Workforce Diversity Strategy, and is visible recognition of UWA's strong commitment to employing people with a disability.

Opportunities for Improvement

Physical Access

The 65-hectare Crawley campus is widely acclaimed for the beauty of its setting beside the Swan River and for its grounds and buildings, which are listed in the Register of the Australian National Estate. A large and historic campus, however, poses unique challenges regarding physical access and way finding. As the oldest university in Western Australia, many of UWA's buildings are of historical significance, but were designed and constructed in a less enlightened era. In 1997, a physical access audit recommended the upgrading of existing buildings to meet Australian Standards and Building Codes for disability access (Robinson & Bryan, 1997). Since the audit, all new buildings and major refurbishments comply with these Standards, but many access issues remain in older buildings. Efficient way finding also remains an issue for many users of the campus.

In order to effectively address the remaining physical access and way finding issues, the University appointed a landscape architect in 2005 to oversee the implementation of Phase One of a comprehensive Physical Access and Way Finding Project for the Crawley campus, with future plans to extend the project to all other University sites. This is a particularly important project given the size of the University population (in excess of 23,500 people including casual staff) and given that over 230,000 visitors come to the campus each year to enjoy the cultural, sporting and educational activities the University offers to the wider community.

Communication

The transformation of UWA in this area has been steady and marked since the International Year of the Disabled, and many communication barriers for people with a disability within the University have been addressed in recent years. These have included the availability of appropriate technical equipment for students and staff with a disability to use for work and study, offering material in alternative formats when required, and the introduction of media resources (such as Lectopia) to enable greater access to lecture and staff development material. In order to more comprehensively address these barriers and meet the communication needs of an even wider range of people with a disability, the University has foregrounded communication within every key result area in the DAIAP Implementation Plan 2007-2009.

In particular, the Plan aims to raise the profile of the University's website as a significant medium for meeting many of the information and communication needs of people with a disability. It is a primary source of information regarding many aspects of university life including (but not limited to) University policy, procedures and guidelines; disability supports and services; physical access and way finding; training and professional development; University services and events; Library services and materials; and teaching and learning materials. This Plan enables the University to work toward ensuring that the University's website complies with all relevant guidelines for web accessibility.

Attitudinal

In addition to addressing safety, accessibility and equity issues on campus for students and staff with a disability, the University has been working toward achieving attitudinal change for over a decade. A holistic approach which addresses attitudinal barriers such as discrimination or lack of awareness which may lead to inequitable practices has now been incorporated into the University's disability action planning. The University has taken steps to address this issue further, and awareness-raising and education around disability issues in the tertiary environment with a particular emphasis on staff, but also extending to students and visitors, is a primary objective of this Plan.

DEVELOPMENT OF THE PLAN

In 2001, the University set about developing a Disability Services and Action Plan and initiated a comprehensive consultation process designed to highlight issues, assess achievements and revise directions and strategies. The process solicited the active involvement of staff and students at all levels, made contact with community groups and drew upon the services of professional practitioners. Although the then UWA Disability Services and Action Plan was in its final draft in 2003, the University delayed publication of the Plan until the implications of the forthcoming *DDA Disability Standards for Education* and WA legislation for the Disability Access and Inclusion Plans were known. The DAIAP and its Implementation Schedule have since been reshaped to fulfill these new legal obligations and, in its aim to fully capture the University's aspirations in this area, underwent a further comprehensive consultation process. The final steps in the development of the UWA Disability Access and Inclusion Action Plan will be its endorsement by the University Executive, and lodgment with the Australian Human Rights and Equal Opportunity Commission and the Western Australian Disability Services Commission.

IMPLEMENTATION, MONITORING AND REVIEW OF THE PLAN

The Vice-Chancellor is responsible for the overall implementation of this Plan and the Senior Deputy Vice-Chancellor for monitoring its implementation. The Registrar has overall responsibility for academic services, including direct support to students with a disability, with implementation managed by the Director of Student Services. Deans, Heads of Schools and Heads of Sections and administrative units are responsible for implementation of individual strategies scoped within the Implementation Schedule.

The Plan will be formally evaluated under the direction of the Vice-Chancellor's Equity and Diversity Committee, chaired by the Senior Deputy Vice-Chancellor. The evaluation will use both formal and informal means (as articulated in the DAIAP Implementation Schedule 2007-2009), drawing on a range of sources including, but not limited to, students and staff with a disability, their families and carers, University staff, external disability organisations, and community feedback. The findings of the evaluation will inform the strategies contained in the Implementation Schedule which may require amendment as needs and priorities change.

COMMUNICATION OF THE PLAN

Following Executive endorsement, the UWA Disability Access and Inclusion Action Plan will be launched, published on the University website, included in the UWA Cycle of Planning and Accountability, and distributed to key stakeholders. The Plan will receive wider publicity as the many strategies documented in the DAIAP Implementation Schedule 2007-2009 are initiated.

For further information please contact Equity and Diversity on (08) 6488 3873.

THE UNIVERSITY OF WESTERN AUSTRALIA

**DISABILITY ACCESS AND INCLUSION
ACTION PLAN 2007 - 2011**

IMPLEMENTATION SCHEDULE 2007-2009



(31 JULY 2007)

OVERVIEW OF THE DAIAP IMPLEMENTATION SCHEDULE 2007-2009

In order to maximise the effectiveness of the Disability Access and Inclusion Action Plan (DAIAP), this Implementation Schedule is structured into six broad key result areas, each with a primary operational objective as the locus for change in the different aspects of university life. The six operational objectives support the overall objective of the DAIAP, which is:

To ensure equitable access to educational, employment, cultural and recreational opportunities at the University of Western Australia for people with a disability.

The effectiveness of the Implementation Schedule in achieving the DAIAP's objective is indicated by the participation rates for students and staff with a disability relative to the proportions of people with disability in the general community and a measure of the accessibility and way finding throughout the University.

The operational objectives are supported by several implementation strategies and a number of actions designed to achieve the overall objective of the DAIAP. Executive responsibility for the overall implementation of each primary objective along with key indicators of the performance with respect to achieving the objective is specified. Operational responsibility for individual implementation strategies and actions, resources required and proposed timelines for completion are also listed.

The key result area of Policy, Planning and Resource Allocation contains an implementation strategy around contractors. This is an additional requirement specified by the amended *Disability Services Act*.

The DAIAP and its Implementation Schedule together meet the requirements for a Western Australian Disability Access and Inclusion Plan (DAIP) and a Commonwealth Disability Action Plan (DAP). An additional objective targeting employment and development opportunities for staff with a disability is covered by the Western Australian *Equal Opportunity Act 1984*.

KEY RESULT AREA 1: POLICY, PLANNING AND RESOURCE ALLOCATION

Objective 1

To ensure that University policy, planning, and resource allocation support the implementation of the Disability Access and Inclusion Action Plan.

KEY RESULT AREA 2: AWARENESS AND RESPONSIVENESS

Objective 2

To increase the capacity of University staff to contribute to a welcoming and inclusive environment for people with a disability.

KEY RESULT AREA 3: PHYSICAL ACCESS AND WAY FINDING

Objective 3

To continue to improve physical access and way finding to buildings, facilities and campus services for staff, students and visitors with a disability.

KEY RESULT AREA 4: TEACHING AND LEARNING

Objective 4

To provide a flexible and responsive teaching and learning environment so that opportunities for students with a disability to achieve academic success are equitable.

KEY RESULT AREA 5: INFORMATION TECHNOLOGY AND RESOURCES

Objective 5

To provide information technology equipment, facilities and services that meet the needs of staff and students with a disability.

KEY RESULT AREA 6: EMPLOYMENT AND STAFF DEVELOPMENT OPPORTUNITIES

Objective 6

To work toward an equitable representation and distribution of staff with a disability.

1. POLICY, PLANNING AND RESOURCE ALLOCATION

Objective 1 To ensure that University policy, planning, and resource allocation support the implementation of the Disability Access and Inclusion Action Plan.

Executive Responsibility: Executive Director, Finance and Resources

Key Performance Indicators: The number of faculties, schools and administrative areas with strategic plans, operational plans and/or budgets that support achieving the objectives of the Disability Access and Inclusion Action Plan.

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|--|--------------------|---|---|
| i) Undertake implementation of the DAIAP. | <ul style="list-style-type: none"> ▪ Launch Plan (e.g. formal launch, publish on website, all staff email). ▪ Distribute to key stakeholders and advise Directors, Deans and Heads of School of their responsibilities in the Plan. ▪ Report on the Plan in line with the University's Cycle of Planning and Accountability. ▪ Begin positioning DAIAP Implementation as a standing agenda item on appropriate committees (eg. Teaching & Learning, VC's E&D Advisory). ▪ Submit annual report to DSC and HREOC. | | Dec 2007 Dec 2007 ongoing Mar 2008 July 2008, 2009 | DVCE, M/E&D M/E&D M/E&D M/E&D M/E&D |
| ii) Ensure that the University operational areas are appropriately resourced to meet their obligations under this Plan. | <ul style="list-style-type: none"> ▪ Ensure that the Facilities Management budget continues to meet the Physical Access and Way Finding requirements of the Plan. ▪ Ensure that the Information Technology Services budget meets the Information Technology and Resources requirements of the Plan. ▪ Require Schools, Faculties and organisational units to identify key areas for resourcing under this Plan and factor relevant costs into their planning. ▪ Maintain the capacity for targeted and responsive funding arrangements for support needs for students with a disability when the cost of support falls outside the responsibility of their organisational unit budget area. ▪ Maintain central fund to resource appropriate workplace accommodations/adjustments (including flexible work practices) for staff with a disability. | | Dec 2007, ongoing Dec 2007, ongoing Dec 2007, ongoing ongoing ongoing | Dir FM Dir ITS SDVC Dir SS Dir HR |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|--|--------------------|---|--|
| <p>iii) Review existing, or develop new, mechanisms for ensuring that the views of people with a disability are considered in policy, planning and decision-making processes.</p> | <ul style="list-style-type: none"> ▪ Develop a survey for the biannual collection of views of students and staff with a disability to measure the University's achievement of the objectives of this Plan. ▪ Monitor information obtained from University grievance procedures to ensure that emerging issues, needs and/or trends continue to be appropriately addressed. ▪ Integrate 'University Staff with a Disability Policy' (2000) and 'UWA Disability Policy' (1997) into a single 'Inclusive Practice – Staff, Students and Visitors with a Disability Policy'. ▪ Ensure the needs of people with a disability are included in the review of grievance procedures. ▪ Review and revise, as required, occupational health and safety policies and procedures to ensure they meet the needs of people with a disability. | | <p>Dec 2008</p> <p>ongoing</p> <p>Dec 2007</p> <p>Dec 2007</p> <p>ongoing</p> | <p>M/E&D, Dir SS</p> <p>M/E&D</p> <p>M/E&D</p> <p>SCSP (HR)</p> <p>M/S&H</p> |
| <p>iv) Develop procedure for those contractors, consultants and agents required to further the aims of the DAIAP.</p> | <ul style="list-style-type: none"> ▪ Ascertain which contractors, agents and consultants are required to further the aims of the DAIAP. ▪ Develop procedure, including annual reporting mechanism, for those contractors, agents and consultants required to further the aims of the DAIAP. ▪ Insert special condition of contract into all relevant tender documents as required by the <i>DDA</i> (1993; 2004). ▪ Review and revise, if needed, process for ensuring that all contractors, agents and consultants are aware of the University's Equity and Diversity policy environment and are already complying with the relevant standards for disability. | | <p>Oct 2007</p> <p>June 2008</p> <p>June 2008</p> <p>June 2008</p> | <p>M/E&D, Dir LS</p> <p>M/E&D, M/S&H</p> <p>M/SP</p> <p>M/S&H</p> |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|---|--------------------|--------------------------------|--|
| iii) Develop mental health strategy for staff and students. | <ul style="list-style-type: none"> ▪ Promote specialised courses/forums and resources on around mental health (e.g. Stressless, Mental Health First Aid, visiting speakers). ▪ Develop guidelines for managing mental health, which include statements around duty of care, unmet needs and reasonable accommodation. | | <p>ongoing</p> <p>Dec 2008</p> | <p>M/S&H</p> <p>M/E&D, M/S&H</p> |

3. PHYSICAL ACCESS AND WAY FINDING

Objective 3 To continue to improve physical access and way finding to buildings, facilities and campus services for staff, students and visitors with a disability.

Executive Responsibility: Executive Director, Finance and Resources

Key Performance Indicators: Proportion of the University's buildings, facilities and campus services that are accessible by people with vision impairment and people with a mobility disability.

Proportion of survey responses from staff and students with a disability indicating the University provides appropriate physical access and way finding to buildings, facilities and campus services.

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|---|--------------------|---|--|
| i) Monitor the overall implementation of the Physical Access and Way Finding Plan and other projects requiring physical access. | <ul style="list-style-type: none"> ▪ Undertake annual review of Physical Access and Way Finding Plan for presentation to the VC's Equity and Diversity Advisory Committee. ▪ Incorporate review into annual DSC DAIAP Report. ▪ Create register for recording physical access provided to the University's buildings, facilities and campus services. | | <p>June 2008, 2009</p> <p>July 2008, 2009 Dec 2008</p> | <p>Land Arch</p> <p>M/E&D Dir FM</p> |
| ii) Implement the way finding aspects of the Physical Access and Way Finding Plan. | <ul style="list-style-type: none"> ▪ Continue with Stage 2 of the Signage Policy and implementation. ▪ Develop checklist to ensure physical access prerequisites are built into the UWA Landscape Plan. ▪ Develop process to ensure that the physical access and information needs of people with a disability are included in Stage 2 of the development of the interactive campus map. ▪ Require all official University websites to have a link to information on physical access, parking, facilities, etc. for people with a disability, and to be linked to the campus map. | | <p>ongoing</p> <p>June 2008</p> <p>Dec 2008</p> <p>Dec 2008</p> | <p>Land Arch</p> <p>Dir FM</p> <p>Dir PA</p> <p>Dir PA</p> |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|--|--|--------------------|--|---|
| iii) Develop set of UWA standards for building and refurbishment, where they are higher than Australian Standards with respect to physical access and way finding. | <ul style="list-style-type: none"> ▪ Establish committee and wider stakeholder group for input into the Standards. ▪ Establish scope of project and funding source. ▪ Engage external disability consultant to develop Standards. ▪ Gain endorsement and disseminate Standards. ▪ Monitor and evaluate incorporation of UWA Standards into all design, construction, refurbishment and landscaping projects undertaken at the University. | | <p>June 2007</p> <p>July 2007</p> <p>July 2007</p> <p>May 2008</p> <p>June 2008, ongoing</p> | <p>M/E&D</p> <p>M/E&D</p> <p>M/E&D</p> <p>Dir FM, M/E&D</p> <p>Dir FM</p> |
| iv) Raise awareness of physical access barriers to education at the local level. | <ul style="list-style-type: none"> ▪ Conduct audit of venues (lecture theatres, seminar rooms, laboratories, etc) at the local level and set up a process to record type of access (e.g. ground floor, stairs, lift, ramp, etc) and access route. ▪ Establish correct correlation between timetabling and building names. ▪ Create access description for all bookable spaces for inclusion on timetabling websites. ▪ Develop mechanism for Faculties and Schools to book an accessible venue wherever possible, and to provide an access description when informing their staff and students of academic activities. ▪ Provide a mechanism for logging physical access and way finding problems and/or barriers, and for collection of feedback data on all official University websites. | | <p>Dec 2008</p> <p>June 2008</p> <p>June 2008</p> <p>Dec 2008</p> <p>Dec 2008</p> | <p>M/CP</p> <p>M/UT</p> <p>M/UT</p> <p>M/CP</p> <p>Dir PA</p> |

4. TEACHING AND LEARNING

Objective 4 To provide a flexible and responsive teaching and learning environment so that opportunities for students with a disability to achieve academic success are equitable.

Executive Responsibility: Deputy Vice Chancellor (Education); Executive Director (Academic Services) and Registrar

Key Performance Indicators: Proportion of students with a disability indicating satisfaction with the examination and assessment procedures available to them.

Participation rates in UWA courses by students with a disability are comparable with those without.

Progression rates (unit pass rates) of students with a disability are comparable with those without.

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|--|--|--------------------|------------------------------------|--------------------------------|
| i) Continue to develop and implement strategies to proactively promote and market UWA to prospective students with a disability. | <ul style="list-style-type: none"> ▪ Continue to review and revise, as needed, existing promotional material to ensure that it provides clear information about opportunities for people with a disability, the supports available to them, course requirements, and student rights and responsibilities. ▪ Further capitalise on opportunities to expand incentives for students with a disability which will attract them to the University (e.g. scholarships). | | ongoing ongoing | Dir SS Dir SS |
| ii) Improve access to and participation in UWA courses for students with a disability. | <ul style="list-style-type: none"> ▪ Ensure the needs of students with a disability are considered and incorporated into the review of course structures. ▪ Continue to collect and analyse participation statistics. ▪ Continue to monitor extent of practical assistance provided (e.g. setting and achieving academic goals, explanation of services and facilities, barriers or difficulties encountered) with a view to reviewing as needs change. | | Feb 2008 ongoing ongoing | DVC Ed Dir SS Dir SS |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|--|--|--------------------|--|---|
| iii) Ensure that alternative examination and assessment procedures are available, promoted and responsive to the needs of students with a disability. | <ul style="list-style-type: none"> ▪ Ensure assessment policies and procedures are clear and well publicised and make explicit provision for the use of procedural variations and/or alternative assessment strategies for students with a disability. ▪ Encourage staff to engage with alternative assessment practices and ensure they are responsive to the range of needs of students with a disability. ▪ Maintain process for students to be involved in developing the solution for their particular alternative assessment needs. ▪ Monitor feedback from students with a disability in relation to alternative assessments and examinations and incorporate into reviews of procedures. | | <p>June 2008</p> <p>June 2008, ongoing</p> <p>ongoing</p> <p>ongoing</p> | <p>A/Deans T&L</p> <p>A/Deans T&L</p> <p>Dir SS</p> <p>Dir SS</p> |
| iv) Ensure that, as far as is reasonable, fieldwork and practical learning environments are made as accessible as possible and accommodate the specific needs of students with a disability. | <ul style="list-style-type: none"> ▪ Require every school/department with practicum placements to develop a statement of 'reasonable' accommodation. ▪ Review laboratory policies and procedures to ensure they minimise any disability-related health and safety risk to staff or students without, where possible, restricting the learning opportunities of students with a disability. ▪ Ensure that processes are in place to provide 'reasonable accommodation' to students with a disability undertaking fieldwork, practicums and outside studies programmes. | | <p>Dec 2008</p> <p>ongoing</p> <p>June 2008</p> | <p>A/Deans T&L, HoS</p> <p>M/S&H</p> <p>A/Deans T&L</p> |
| v) Identify and address barriers to postgraduate study for students with a disability. | <ul style="list-style-type: none"> ▪ Develop and promote scholarship opportunities for students with a disability. ▪ Review postgraduate procedures to ensure that programme management and service provision for students with a disability are fully accessible. ▪ Establish procedures so that students with a disability in higher degree programmes are able to negotiate appropriate conditions if these are required. | | <p>Dec 2008</p> <p>Dec 2008</p> <p>Dec 2008</p> | <p>M/GRSO</p> <p>M/GRSO</p> <p>M/GRSO</p> |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|---|--------------------|--|---|
| vi) Build the capacity of University teaching and learning staff to respond effectively to the needs of students with a disability. | <ul style="list-style-type: none"> ▪ Increase academic staff awareness of the services provided by UniAccess, Equity and Diversity Advisers, Associate-Dean (Student Affairs) and Guild Education Office. ▪ Include disability awareness training and information in the induction of higher degree supervisors. ▪ Create component of disability awareness training for inclusion in programmes such as Foundations of University Teaching and Learning and the Teaching Intern Programme. ▪ Encourage academic staff to adopt appropriately flexible formats for course delivery. | | <p>Dec 2007, ongoing</p> <p>Dec 2008, ongoing</p> <p>Dec 2008, ongoing</p> <p>June 2008, ongoing</p> | <p>A/Deans T&L</p> <p>Dir CATL</p> <p>Dir CATL</p> <p>A/Deans T&L</p> |

5. INFORMATION TECHNOLOGY AND RESOURCES

Objective 5 To provide information technology equipment, facilities and services that meet the needs of staff and students with a disability.

Executive Responsibility: Executive Director, Finance and Resources

Key Performance Indicators: Proportion of staff and students with a disability indicating that the information technology equipment, facilities and services provided meet their needs.

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|--|--|--------------------|---|---|
| i) Increase the University's capacity to provide administrative information and teaching and learning materials in accessible formats. | <ul style="list-style-type: none"> ▪ Identify which area of the University will have responsibility for coordination of the provision of materials in accessible formats. ▪ Explore feasibility of undertaking closed captioning of teaching and learning materials within the University. ▪ Ascertain which formats can currently be produced and the availability of equipment/software required to create and/or access the formats. ▪ Identify staff responsible for assisting academic and administrative staff in developing the accessible formats. ▪ Develop procedures for requesting alternative formats (including identified need, accessibility requirements, material complexity, cost, time, etc). ▪ Continue to promote availability of Lectopia, taping and audio facilities to academic staff. ▪ Develop and distribute guidelines for developing accessible print, photocopied and PowerPoint materials. | | July 2008 | M/E&D Responsibility for these actions will be allocated following identification of who has overall responsibility for this strategy. |
| ii) Support the ongoing development of a library environment that promotes access of people with a disability to its services. | <ul style="list-style-type: none"> ▪ Maintain a high profile for the library disability services pages on library website. ▪ Regularly review the assistive technology resources in the Reid Library Resource Room and upgrade when needed. ▪ Provide IT support for running assistive technology software in the Reid Library Resource Room. ▪ Continue to offer training in the use of assistive technology to students with a disability. ▪ Ensure the library can provide alternative access to all library resources. | | ongoing ongoing ongoing ongoing ongoing | Lib Dir SS Lib Lib Lib |

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|--|--------------------|--|--|
| iii) Establish review processes to ensure that IT services, facilities and equipment provided for students and staff with a disability remain appropriate and relevant. | <ul style="list-style-type: none"> ▪ Address the needs of people with a disability in the development and review of University IT policies. ▪ Implement an eLearning strategy to identify and target areas for development or improvement (e.g. increase in availability of online materials for UWA courses). ▪ Develop process to identify, evaluate and purchase new specialised information technology. ▪ Develop plan to ensure that the refurbishment of all major teaching facilities includes the installation of hearing loops and enable audio and video recording of lectures. | | Oct 2007, ongoing June 2008 Dec 2008 Dec 2008 | Dir ITS Dir CATL Dir SS, Dir ITS M/CP, M/AV |
| iv) Continue improving all official University websites to ensure they are accessible for staff, students and, where appropriate, external users with a disability. | <ul style="list-style-type: none"> ▪ Ensure that accessibility components of University web policy meet national and international standards. ▪ Develop processes for monitoring compliance with web accessibility requirements and addressing compliance issues. ▪ Raise profile of the University Website Office as source of assistance and support for improving web accessibility. ▪ Create a web page which provides clear links to all University web-based disability information, policies and procedures, facilities, supports and services. ▪ Develop mechanism for logging web accessibility problems and/or barriers, and for collection of feedback data. | | Dec 2008 Dec 2008 Dec 2008 Dec 2008 Dec 2008 | Dir PA Dir PA Dir PA M/E&D Dir PA |

6. EMPLOYMENT AND STAFF DEVELOPMENT OPPORTUNITIES

Objective 6 To work toward an equitable representation and distribution of staff with a disability.

Executive Responsibility: Executive Director, Finance and Resources

Key Performance Indicators: Proportion of staff with a disability is comparable with the proportion of the people with a disability in the overall population.
Equity Index close to 100 for staff with a disability.

| Implementation Strategies | Actions | Resources Required | Timeframe | Responsibility |
|---|--|--------------------|-----------|-----------------|
| i) Improve University-wide understanding and uptake of employment initiatives such as the Workforce Diversity Strategy (WDS), supported employment and disability traineeships. | <ul style="list-style-type: none"> ▪ Develop policy statement and guidelines for recruiting staff through the WDS and other employment initiatives. ▪ Create pamphlet for University-wide distribution on policy and guidelines for the WDS and other employment initiatives. ▪ Continue to network with external disability agencies under the WDS and other employment initiatives. ▪ Develop information sheet/leaflet promoting the benefits of employing the supported teams, with guidelines for creating a welcoming and inclusive work environment. | | Dec 2008 | M/E&D |
| | | | Dec 2008 | M/E&D |
| | | | ongoing | M/E&D |
| | | | Dec 2008 | M/E&D |
| ii) Promote employment and development opportunities for staff with a disability. | <ul style="list-style-type: none"> ▪ Monitor recruitment, employment and promotion statistics for staff with a disability. ▪ Work with Mobility Officer and HR Services to locate suitable work experience, promotion or development opportunities for staff with a disability. ▪ Encourage staff with a disability to participate in leadership programmes and workshops. ▪ Further develop and offer professional development training and seminars for staff recruited through the WDS and other employment initiatives. ▪ Establish feedback mechanism for identifying specific employment/professional development needs of staff with a disability. | | ongoing | M/E&D |
| | | | ongoing | M/E&D |
| | | | ongoing | Dir OSDS |
| | | | ongoing | M/E&D, Dir OSDS |
| | | | Dec 2008 | Dir OSDS |
| iii) Develop a strategy to capture more comprehensive data for staff with a disability. | <ul style="list-style-type: none"> ▪ Undertake a campaign to encourage staff to regularly update their demographic data on ESS. ▪ Update demographic data form to encourage new staff to register as having a disability | | July 2008 | Dir HR |
| | | | July 2007 | M/E&D |

APPENDIX 1

ABBREVIATIONS

UWA POSITIONS

| | |
|-------------|---|
| SDVC | Senior Deputy Vice Chancellor |
| DVC Ed | Deputy Vice Chancellor Education |
| Dir AS | Director, Administrative Services |
| Dir FM | Director, Facilities Management |
| Dir HR | Director, Human Resources |
| Dir ITS | Director, Information Technology Services |
| Dir LS | Director, Legal Services |
| Dir PA | Director, Public Affairs |
| Dir SS | Director, Student Services |
| A/Deans T&L | Associate Deans (Teaching and Learning) |
| HoS | Heads of School |
| Lib | Librarian |
| M/AV | Manager, Audio-Visual Unit |
| Dir CATL | Director, Centre for Advancement of Teaching and Learning |
| M/CP | Manager, Campus Planning |
| M/E&D | Manager, Equity and Diversity |
| M/GRSO | Manager, Graduate Research and Scholarships Office |
| M/HRS | Manager, HR Services' |
| Land Arch | Landscape Architect |
| Dir OSDS | Director, Organisational and Staff Development Services |
| M/PU | Manager, Publications Unit |
| M/S&H | Manager, Safety and Health |
| M/Uniprint | Manager, Uniprint |
| M/UT | Manager, University Theatres |
| SCSP (HR) | Senior Consultant, Strategic Policy (Human Resources) |
| Heads | Heads of Organisational Units |

OTHER

| | |
|-------|---|
| DDA | Disability Discrimination Act |
| DSA | Disability Services Act |
| DSC | Disability Services Commission |
| ESS | Employee Self-Serve |
| HREOC | Human Rights and Equal Opportunity Commission |

APPENDIX 2

ALIGNMENT OF UWA OBJECTIVES WITH DSA DESIRED OUTCOMES

The points of intersection between the *WA Disability Services Act* Desired Outcomes and the UWA Objectives are indicated below.

1. People with disabilities have the same opportunities as other people to access the services of, and any events organised by, the relevant public authority.

Objective 1. Policy, Planning and Resource Allocation. Implementation Strategy i and ii (p.9).

Objective 4. Teaching and Learning (pp.15-16).

Objective 5. Information Technology and Resources. Implementation Strategy ii (p.18).

2. People with disabilities have the same opportunities as other people to access the buildings and other facilities of the relevant public authority.

Objective 3. Physical Access and Way Finding (pp.13-14).

3. People with disabilities receive information from the relevant public authority in a format that will enable them to access the information as readily as other people are able to access it.

Objective 5. Information Technology and Resources (pp.18-19).

4. People with disabilities receive the same level and quality of service from the staff of the relevant public authority.

Objective 2. Awareness and Responsiveness. Implementation Strategies i and ii (p.11).

Objective 4. Teaching and Learning. Implementation Strategy vi (p.17).

5. People with disabilities have the same opportunities as other people to make complaints to the relevant public authority.

Objective 1. Policy, Planning and Resource Allocation. Implementation Strategy iii (p.10).

Objective 2. Awareness and Responsiveness. Implementation Strategy ii (p.11).

Objective 3. Physical Access and Way Finding. Implementation Strategy iv (p.14)

Objective 4. Teaching and Learning. Implementation Strategy iii (p.16).

Objective 5. Information Technology and Resources. Implementation Strategy iv (p.19).

6. People with disabilities have the same opportunities as other people to participate in any public consultation by the relevant public authority.

Objective 1. Policy, Planning and Resource Allocation. Implementation Strategy iii (p.10).

Objective 3. Physical Access and Way Finding. Implementation Strategy iv (p.14).

Objective 4. Teaching and Learning. Implementation Strategies ii-iv (pp.15-16).

Objective 5. Information Technology and Resources. Implementation Strategy iii (p.19).

Provisions regarding contractors.

Objective 1. Policy, Planning and Resource Allocation. Implementation Strategy iv (p.10).

APPENDIX 3

DEFINITIONS

The Western Australian *Disability Services Act 1993* (amended 2004) states that “a person with a disability has the right to be respected for their human worth and dignity and has the same human rights as other community members, regardless of the degree and nature of their disability.”¹

Under the *Disability Services Act* (Part 1) ‘disability’ means a disability –

- a) which is attributable to an intellectual, psychiatric, cognitive, neurological, sensory, or physical impairment or a combination of those impairments;
- b) which is permanent or likely to be permanent;
- c) which may or may not be of a chronic or episodic nature; and
- d) which results in –
 - i) a substantially reduced capacity of the person for communication, social interaction, learning or mobility; and
 - ii) a need for continuing support services.

Under the Commonwealth *Disability Discrimination Act 1992*, ‘disability’ means:

- a) total or partial loss of the person’s bodily or mental functions; or
- b) total or partial loss of a part of the body; or
- c) the presence in the body of organisms causing disease or illness; or
- d) the presence in the body of organisms capable of causing disease or illness; or
- e) the malfunction, malformation or disfigurement of a part of the person’s body; or
- f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgments or that results in disturbed behaviour;

and includes a disability that:

- h) presently exists; or
- i) previously existed but no longer exists; or
- j) may exist in the future; or
- k) is imputed to a person.

¹ Disability Access and Inclusion Plans: Resource Manual for State Government, p.6.