Disability Action Plan

Establishment: Council, through Academic Senate, 30 October 1997

Last Amended: Vice-Chancellor, January 2012

Nature of Amendment: Extraction of the action plan objectives, strategies and actions from the original Disability Action Plan established by Council into this document. Policy elements from the original document removed to a separate Disability Policy.

Next Review: 2013

Responsible Officer: Director, Human Resources

Introduction

This Disability Action Plan (DAP), in conjunction with the Disability Policy, sets out the University's approach to meeting its obligations and responsibilities under Part 3 of the Commonwealth Disability Discrimination Act (DDA) 1992.

The Vice-Chancellor is the Responsible Officer for the implementation of the actions identified in the DAP. The University's Disability Committee monitors and reviews the implementation of the DAP.

Ongoing provision is made in the Capital and Infrastructure Plan to enable the Buildings and Property Division to continue to support the physical access upgrade program. The Disability Committee makes recommendations to the Director, Buildings and Property Division on the expenditure of the annual Buildings and Property Disability Budget.

Access to University

Objective 1: To encourage people with disabilities to apply for courses offered by the University and to ensure that the University's entry requirements take into consideration any disadvantages experienced as a result of an applicant's disability

Strategies

- Continue to provide disability information and information on course offerings on the University's web-site.
- Continue to participate in the joint Universities/TAFE information days.
- Continue to provide information to career advisors, secondary schools, TAFE and students with disabilities on the University's access programs and general services for students with disabilities.
- Continue to consider applications to vary standard entry requirements.
- Continue to include disability information in enrolment packages and the SATAC guide.
- Continue to provide course information and promotional material in alternative formats as required (i.e. disc, Braille, audio tape or large print).
- Ensure course information clearly details academic requirements particularly relating to field placements.
Responsibility for action

Director, Academic and Student Services through Disability Advisors and Head, Admissions Office

Resource implications

Training for student enquiry staff about disability issues
Production of information in alternative formats

Time frame for action

Ongoing

Academic Support

Objective 2: To provide a comprehensive range of facilities and services for students with disabilities

Strategies

• Continue to provide and promote services provided by the Disability Advisors, Student Learning Centre, Careers & Employer Liaison Centre and Health, Counselling & Disability Service.
• Continue to provide appropriate support for students with disabilities who are considered to be "at risk" of not meeting the academic requirements of their course/topic due to the effects to their disability.
• Ensure that Faculty Disability Academic Advisors receive sufficient information and support to deal with disability issues and regularly obtain feedback about the quality of assistance they provide.
• Provide training for Faculty Disability Academic Advisors.
• Provide supplementary funded services for individual students with disabilities (e.g. Auslan interpreters).
• Ensure that students with disabilities are regularly consulted in the development and evaluation of facilities and services.

Responsibility for action

Director, Academic and Student Services through Disability Advisors, Heads of the Student Learning Centre, Health, Counselling & Disability Service and Careers & Employer Liaison Centre.

Resource implications

Funding for Disability Advisor positions, and financial support for students with disabilities.

Time frame for action

Ongoing
Teaching and Learning

Objective 3: To generate an environment within all faculties and Yunggorendi that encourages the provision of assistance to students with disabilities as part of the normal academic support for all students

Strategies

1. To improve academic staff awareness of the issues relating to students with disabilities through:
   - disseminating information on the arrangements for students with disabilities while sitting examinations or doing assignments;
   - encouraging all academic staff to attend disability information sessions and to ensure that they get sufficient information about what Faculty Disability Academic Advisors can offer students with disabilities;
   - supporting the Faculty Disability Academic Advisors and the University's Disability Advisors in their efforts to promote the learning and educational needs of students with disabilities, and by improving the networking of these officers with academic staff;
   - producing a short series of case studies of successful students with disabilities and distributing these to academic staff on request;
   - ensuring that staff induction includes an information session of issues relevant to students with disabilities; and
   - ensuring the Teaching for Learning website [http://www.flinders.edu.au/teaching/] includes information relevant to teaching students with a disability.

2. To have each faculty and Yunggorendi promote (1) the use of teaching strategies that are inclusive of students with disabilities and (2) the use of methods to evaluate learning that will minimise any disadvantage experienced by students because they have a disability through:
   1. identifying an academic staff member in each faculty as a Disability Academic Advisor;
   2. ensuring that staff are aware of the University Guidelines for Reasonable Adjustment to Assessment and Teaching Methods for Students with Disabilities;
   3. encouraging staff to use inclusive teaching and assessment methods;
   4. regular evaluation of all courses and topics with respect to the inclusiveness of students with disabilities;
   5. ensuring that alternative assessment formats are available; and
   6. ensuring that all course and topic information includes a statement about the facilities and services available.

3. To provide appropriate accommodations for various elements of educational involvement (e.g. lectures, tutorials, practicals, field placements, examinations, assessments) for students with disabilities through:
   - encouraging students to discuss their individual requirements with a Disability Advisor and/or Course / Topic Coordinator; and
   - encouraging students to obtain an Access Plan which is used as the basis for negotiating accommodations with the relevant staff; and
   - ensuring each Statement of Assessment Methods (SAM) clearly defines course and topic requirements including those relating to field placements.

Responsibility for action
Academic Senate, Deans of Schools, Director, Yunggorendi, Manager Professional Development Unit, Director of the Centre for University Teaching, Faculty Disability Academic Advisors and Disability Advisors.

**Time frame for action**

Ongoing

**Resource implications**

Training for Faculty Disability Academic Advisors, preparation of material for distribution and funding for staff development programs.

**Recruitment**

Objective 4: To ensure that the selection practices of the University do not discriminate against people with disabilities

**Strategies**

1. Continue current practices regarding advertising and selection of candidates.
2. Provide information about services and facilities for staff with disabilities when enquiries are made about vacancies.
3. Ensure that applicants with disabilities are aware that they may request to have an Equal Opportunity Officer on the selection committee.
4. Ensure that adjustments to / accommodations for interview and selection arrangements occur where necessary.
5. Human Resources to assist with services or facilities when difficulties in employment arise.
6. Provide training for recruitment staff and people on selection committees on issues relating to disabilities.

**Responsibility for action**

Director, Human Resources; Chairs of selection committees.

**Time frame for action**

On-going

**Resource implications**

Training for recruitment staff and members of selection committees.

**Working Environment**

Objective 5 To provide reasonable and appropriate services and facilities to staff with disabilities which enable them to fulfil the inherent requirements of their employment

**Strategies**

1. To improve the level of services and facilities for staff with disabilities by:
   - ensuring that staff induction programs include information about disability services and facilities;
• providing support and assistance when difficulties arise;
• investigating sources of government assistance for employment of people with disabilities;
• establishing and maintaining an equipment fund; and
• encouraging staff with disabilities to undertake training and apply for promotion and vacancies.

2. To take the following action to ensure that managers and supervisors fulfil their responsibilities under the Disability Discrimination Act (DDA) by:
• providing information on the DDA to all managers and supervisors;
• providing advice and assistance on disability issues for managers and supervisors; and
• ensuring that managers and supervisors are aware of the services provided by CRS Australia (formerly known as the Commonwealth Rehabilitation Service) [http://www.crsaustralia.gov.au/about_us_overview.htm]

3. To ensure that all staff acquire a knowledge of appropriate language and behaviour when working with people with disabilities by:
• adding to all staff newsletters and webpages information about services and facilities available for people with disabilities;
• circulating equal opportunity brochures on anti-discrimination and appropriate language use; and
• making sure that staff who conduct performance reviews have awareness training on issues relating to disabilities.

Responsibility for action

Director, Human Resources; University Librarian; Cost Centre Heads; Manager Equal Opportunity & Diversity

Time frame for action

Ongoing

Resource implications

Unknown

Support Services

Objective 6: To ensure that the Library meets the needs of staff and students with disabilities

Strategies

1. Designate a senior staff member as the responsible officer for the development, implementation and evaluation of disability facilities and services within the libraries and promote the services of this officer.
2. Continue to allocate and resource a room in the Library for use by people with disabilities.
3. Ensure that all students and staff with disabilities are aware of library policy and services.
4. The Associate Librarian (Reader Services) to liaise with branch librarians and suitable authorities within the University to ensure that people with
disabilities have the easiest access possible to the buildings of all libraries during the full range of opening hours.

**Responsibility for action**

- Pro Vice-Chancellor (ICT Services) through the University Librarian
- Associate Librarian (Reader Services) who also represents the Library on the Disability Committee.

**Time frame for action**

Already implemented or on-going activities

**Resource implications**

Unknown. Resources to continue to be allocated

**Access and Support Services**

**Objective 7:** To ensure that the development and implementation of information technology services are inclusive of the needs of staff and students with disabilities

**Strategies**

1. Designate a senior staff member as the responsible officer for the development, implementation and evaluation of disability support services in Information Services and promote the services of this officer.
2. Adopt a strategic approach to the improvement of access, resources and services in consultation with users with disabilities.
3. Facilitate access to information services for students with disabilities through the provision or modification of equipment as required.

**Responsibility for action**

Pro Vice-Chancellor (ICT Services); Disability Advisors

**Time frame for action**

Ongoing

**Resource implications**

Unknown

**Campus Access**

**Objective 8:** To create a physical environment that can reasonably accommodate people with disabilities

**Strategies**

1. Conduct an access audit of the University environs and make it an ongoing activity.
2. Identify a senior manager responsible for disability access and promote the services of this person.
3. To be aware of the need to provide disability access and, where necessary, seek external expert advice on disability standards and related issues as they arise.
4. Compile a plan and list of priorities for capital works to be undertaken in any one financial year to improve disability access.
5. Implement a system for reporting access barriers.
6. Ensure that disability access considerations are taken into account in the construction and refurbishment of all buildings and grounds.
7. Provide accessible University transport for people with disabilities.
8. Ensure evacuation procedures are in place for students and staff with disabilities.

Every area of the University should be open and accessible to people with disabilities in the same way it is open and accessible to people without disabilities.

Responsibility for action

Director, Buildings and Property Division and Manager, Planning & Projects, Buildings and Property, in consultation with Disability Committee.

Time frame for action

On-going

Resource implications

Unknown

Accommodation

Objective 9: To provide residential accommodation that is accessible for students with a disability

Strategies

1. Conduct an access audit of the University Hall to identify premises that are wheelchair accessible and have suitable amenities (toilet, showers, kitchen facilities and bedrooms) for students who have a mobility disability.
2. Plan to have at least one residential place suitable for a person who uses a wheelchair in each block within five years.

Responsibility for action

Director, Buildings and Property and Manager, Planning & Projects, Buildings and Property, Dean, Flinders Living

Time frame for action

On-going

Resource implications

Unknown