The University Of Western Australia

Disability Access and Inclusion Action Plan
2011 – 2016

and

Implementation Schedule 2011 – 2013

(31 July 2011)

This Plan is available in alternative formats (e.g. electronic, large print, audio) upon request.
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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, as evident in 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 and with community representatives 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 2011-2016 continues to be 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, 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.

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.

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:

- 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; and,
- Ensuring compliance with all relevant legislation.

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.

The development of the Disability Access and Inclusion Plan for 2011-2016 has involved extensive consultation with a range of stakeholders. These include staff and students with a disability, Directors and Managers of organisational units with responsibilities in the Plan, UniAccess staff (the University Student Disability Office) and representatives of external disability organisations. Public comment was invited by means of an advertisement in *The West Australian* newspaper and the UWA website, as per the requirements of the *Disability Services Act*.

**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 3,500 staff and 22,600 students, most of whom are concentrated at the main campus, the University also offers 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.

The provider of disability services for students, UniAccess, is located within the Student Services division of the Office of the Registrar. These services include; confidential advice and information for prospective and current students, individual orientation to campus, assistive technology and equipment, alternative examination arrangements, library services, equipment and software loans and accessible parking. 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.

**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 the broader UWA equity and diversity context, disability is specifically positioned with a bio-psycho-social model of disability. This model combines the positive features of the medical and social models of disability providing for a coherent internal framework for the operation and development of the Disability Access and Inclusion Plan. The University’s programmes and services are premised on the notion that irrespective of the nature of an individual’s impairment, 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 impairment.

In the five years since the development of the first UWA Disability Access and Inclusion Action Plan 2007-2011, the University has widened its participation agenda seeing a marked increase in the number of students with a disability enrolled. These programs include Aspire (outreach to schools in regions where historically there have been fewer enrolments into UWA), MAPS (a mature-age access program), and the development of study supports and networks through UniSkills.
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, most 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 address these issues in a comprehensive and consistent manner, the University developed two key publications in recent years: The UWA Building and Campus Access Guidelines and an interactive online campus access and mobility map. The campus map shows the locations of accessible parking bays, toilets with universal access, and buildings with universal access, as well as the major walkways to these buildings and facilities. A person with a disability is now able to plan their visit to the University and navigate where they wish to go with comparative ease.

The UWA Building and Campus Access Guidelines, first published in 2009 and updated in 2011, reflect the Disability (Access to Premises – buildings) Standards which came into law in May 2011. The Guidelines set University requirements for physical access at a higher level than those required by legislation which proscribe minimum requirements only. With these as the base document, the next step is to embed access as a core value for all staff involved in planning, design, construction and refurbishment projects on campus, as well as for those who provide services to staff, students and campus visitors. This aspiration is built into the DAIAP Implementation Schedule at Key Result Area 3 (Physical Access and Way finding).

Communication

Communication barriers for people with a disability within the University continue to be addressed and progress has been made since the publication of the first DAIAP. These have included the availability of appropriate technical equipment for students and staff with a disability to use for work and study, development of the University’s capacity to offer a range of administrative and educational materials in alternative formats, and the increasing use of media resources (such as Lectopia) to enable greater access to lecture and staff development material. This is an area
the University continues to foreground, particularly in Key Result Areas 4 (Teaching and Learning) and 5 (Information Technology and Resources).

**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 embedded in each Key Result Area of the Implementation Schedule.

**Development of the Plan**

The University first set about developing a Disability Services and Action Plan in 2001 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 development of the DAIAP 2011-2016 has followed a similar consultation path, this time under the auspices of the Disability Access and Inclusion Committee.

**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. Implementation progress, as well as emerging issues and trends, are monitored and addressed by the Disability Access and Inclusion Committee which is comprised of senior University staff and chaired by the Senior Deputy Vice-Chancellor.

While overall responsibility rests with the University Executive, all Directors, Deans, Heads of Schools and Heads of sections and
administrative units are responsible for implementation of individual strategies scoped within the Implementation Schedule. The close alignment of the Disability Access and Inclusion Action Plan 2011-2016 with the UWA Operational Priorities Plan means that implementation and evaluation of the former will occur in line with the University’s Cycle of Planning and Accountability.

**Communication of the Plan**

Following Committee endorsement, the UWA Disability Access and Inclusion Action Plan will be published on the University website and distributed to key stakeholders. New promotional materials will also be developed. Relevant aspects of the Plan will receive wider publicity as the many strategies documented in the DAIAP Implementation Schedule 2011-2013 are initiated.

**Reporting on the Plan**

Internally, reporting on DAIAP implementation will occur in line with the UWA Cycle of Planning and Accountability. Implementation of the DAIAP will be included in the UWA Annual Report. An annual report on DAIAP implementation will also be sent to the Disability Services Commission and the Human Rights Commission.

For further information please contact Equity and Diversity on (08) 6488 3873.
The University Of Western Australia

Disability Access and Inclusion Action Plan

Implementation Schedule

2011 – 2013

(31 July 2011)

In order to maximise the effectiveness of the Disability Access and Inclusion Action Plan (DAIAP), this Implementation Schedule is structured into six 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 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 is specified. 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  p.12
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  p.14
To increase the capacity of University staff to contribute to a welcoming and inclusive environment for people with a disability.
<table>
<thead>
<tr>
<th>Key Result Area 3: Physical Access and Way Finding</th>
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<tbody>
<tr>
<td><strong>Objective 3  p.16</strong></td>
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<tr>
<td>To continue to improve physical access and way finding to buildings, facilities and campus services for staff, students and visitors with a disability.</td>
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<tr>
<th>Key Result Area 4: Teaching and Learning</th>
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<tr>
<td><strong>Objective 4  p.18</strong></td>
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<tr>
<td>To provide a flexible and responsive teaching and learning environment so that opportunities for students with a disability to achieve academic success are equitable.</td>
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<th>Key Result Area 5: Information Technology and Management</th>
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<tr>
<td><strong>Objective 5  p.20</strong></td>
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<tr>
<td>To provide information technology equipment, facilities and services that meet the needs of staff and students with a disability.</td>
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<th>Key Result Area 6: Employment and Staff Development Opportunities</th>
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<tr>
<td><strong>Objective 6  p.21</strong></td>
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<tr>
<td>To work toward an equitable representation and distribution of staff with a disability.</td>
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</table>
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: Senior Deputy Vice-Chancellor (Chair, Disability Access and Inclusion Committee) Executive Director, Finance and Resources

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<tr>
<th>Implementation Strategies</th>
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| 1) Continue implementation of the DAIAP. | ▪ Extend responsibility for the DAIAP in the Operational Priorities Plan.  
▪ Establish responsibility and process for reporting on the DAIAP Key Performance Indicators.  
▪ Report on DAIAP Implementation in line with Operational Priorities Plan reporting.  
▪ Submit annual report to the Disability Services Commission and the Human Rights Commission. | Nov 2011,  
Nov 2011,  
Ongoing,  
Jan 2011,  
July 2011,  
July 2012 |
| 2) Ensure that the University operational areas continue to be appropriately resourced to meet their obligations under this Plan. | ▪ Ensure that the Facilities Management focus 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.  
▪ 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.  
▪ Establish budget to assist students with a disability who have difficulties with travel and accommodation.  
▪ Maintain central funds to resource appropriate workplace adjustments. | Ongoing,  
Ongoing,  
Ongoing,  
Ongoing,  
Ongoing |
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<th>Implementation Strategies</th>
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| 3) Ensure that the views of people with a disability are considered in policy, planning and decision-making processes. | - Ensure that DAIC maintains central role in monitoring and addressing emerging issues and trends.  
- Establish a student and a staff focus group to provide comment on the DAIAP and the DAIAP Implementation Schedule.  
- Continue to monitor information obtained from University grievance procedures, surveys and other mechanisms to ensure that emerging issues, needs and/or trends continue to be appropriately addressed. | Ongoing     
|                                                                |                                                                                                                                                                                                                                                                                                                                          | July 2011   
|                                                                |                                                                                                                                                                                                                                                                                                                                          | Ongoing     |
| 4) Ensure University intranet and internet resources meet national and international standards (see also Objective 5, iii) | - Raise awareness of the University’s requirements around accessibility and the use of alternative formats for producing accessible documents  
- Raise awareness of the University’s requirements around accessibility and the development of web-based resources which are compatible with assistive technologies (e.g. voice-activated screen readers)  
- Develop processes to ensure that the University only purchases software and other programmes which comply with national and international standards. | Dec 2012    
|                                                                |                                                                                                                                                                                                                                                                                                                                          | Dec 2012    
|                                                                |                                                                                                                                                                                                                                                                                                                                          | Dec 2012    |
| 5) Tighten requirement for contract staff and consultants to comply with the University’s legislative obligations. | - Make a demonstrated understanding of contemporary access and wayfinding codes and legislation a requirement in all contracts offered to consultants working on new constructions and refurbishments at the University. | June 2012   |
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.

Executive Responsibility: Senior Deputy Vice Chancellor (Chair, Disability Access and Inclusion Committee); Director, Human Resources; Manager, Complaints Resolution

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<th>Implementation Strategies</th>
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| 1) Raise the University community’s capacity to meet the needs of staff, students and visitors with a disability. | ▪ Integrate University Staff with a Disability Policy and UWA Disability Policy into a single ‘Inclusive Practice – Staff, Students and Visitors with a Disability’ Policy.  
▪ Consult with community groups to get feedback around how the University could better meet the wider community needs around access and inclusion of people with a disability.  
▪ Work with Cultural Precinct staff to develop systems for accommodating people with a disability, particularly when an advertised event is not easily accessible.  
▪ Develop a guide that assists University staff who develop materials promoting University services and events to ensure they are inclusive.  
▪ Develop a central resource on the University website for all disability-related information, services and resources. | June 2011  
July 2011  
June 2012  
Dec 2012  
Dec 2012 |
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<th>Implementation Strategies</th>
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| 2) Ensure that any complaints from people with a disability, including identified trends, are monitored, evaluated and managed appropriately. | ▪ Require regular reports from the Complaints Management System to identify the number and frequency of access and wayfinding issues raised and develop a system to ensure these are addressed appropriately, utilising the expertise of staff identified in Objective 3 i.  
▪ Require regular reports from the Complaints Management System to identify the type and frequency of teaching and learning-related issues raised and report on these to the DAIC, for recommendation to the T&L Committee and other forums where appropriate. | Ongoing  
▪ Ongoing |
| 3) Develop a UWA mental health strategy. | ▪ Provide Mental Health awareness training to key staff (e.g. Security, Student Advisers, Equity and Diversity Advisers) and continue to offer this workshop to staff and students.  
▪ Further develop the Mental Health Policy and Procedures to ensure that treatment of student and staff with mental health issues is equitable.  
▪ Develop information resources around mental health (e.g. University of Melbourne ‘Guide for Staff with a Mental Illness’ and ‘Resuming Your Rightful Place’)  
▪ Report on outcomes of the National Summit on the Mental Health of Tertiary Students (Melbourne, 4-5 August 2011) | Ongoing  
▪ July 2012  
▪ July 2012  
▪ Nov 2011 |
### 3. Physical Access and Way Finding

<table>
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<tr>
<th>Objective 3</th>
<th>To continue to improve physical access and way finding to buildings, facilities and campus services for staff, students and visitors with a disability.</th>
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**Executive Responsibility:** Executive Director, Finance and Resources; Director Facilities Management; Director, Cultural Precinct

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<th>Implementation Strategies</th>
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| 1) Monitor the overall implementation of the strategies under this Objective and other physical access projects. | ▪ Establish a team of key staff from Facilities Management, Safety and Health, UniAccess and Equity and Diversity to discuss access and way finding issues, including complaints, on a regular basis, and to report on these to the DAIC.  
  ▪ Create mechanism for issues reported by UniAccess to Facilities Management to ensure they receive priority status.  
  ▪ Monitor and evaluate incorporation of UWA Standards into all design, construction, refurbishment and landscaping projects. | Dec 2012  
                        Dec 2011  
                        Dec 2011 |
| 2) Ensure key University staff are aware of the need for the institution to be proactive in the way it identifies and addresses the access and way finding needs of all campus users (see also Objective 1, iv) | ▪ Provide all relevant Facilities Management staff and professional Consultants with training in the requirements of the Standards, the Disability Standards for Education and Universal Design.  
  ▪ Provide disability awareness training to all relevant Facilities Management staff, Cultural Precinct staff, and professional consultants so that they understand the thinking behind the Codes and Standards.  
  ▪ Make a demonstrated understanding of access issues an essential criterion in relevant Facilities Management Planning, Design and Construction position descriptions and desirable in other FM PDs. | June 2012  
                        June 2012  
                        June 2012 |
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<tr>
<th>Implementation Strategies</th>
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| 3) Embed the UWA Building Standards into all design, construction, refurbishment and landscaping projects | ▪ Explore the feasibility of recruiting a dedicated and registered Access Consultant onto the FM staff.  
▪ Ensure that all major constructions and refurbishments on campus have provision in the budget for a registered Access Consultant to be engaged across the life of the project, from the scoping stage onwards.  
▪ Conduct a comprehensive access audit at an early stage of each project and require a report that every access and way finding issue has had appropriate consideration and grounds that not meeting specific issues will cause the University unjustifiable hardship.  
▪ Prioritise the installation of hearing augmentation systems in all lecture theatres. | June 2012  
Dec 2011  
Dec 2011  
July 2011 |
| 4) Improve awareness of physical access facilities and barriers, including travel and parking issues, and explore solutions | ▪ Require all official University websites to have a link to information or page on physical access, parking, facilities, etc. for people with a disability, and to be linked to the interactive campus map.  
▪ Utilise information from both 2008 and 2011 UniAccess audit of teaching venues to create a schedule of ‘hot spots’ and improvements.  
▪ Improve mechanism for logging physical access and way finding features and barriers and for collection of feedback data.  
▪ Increase University residential accommodation options for students with a disability. | Ongoing  
Dec 2012  
June 2012  
Dec 2012 |
### 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: Pro Vice-Chancellor (Education); Pro Vice-Chancellor (Research); Executive Director (Academic Services) and Registrar

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<th>Implementation Strategies</th>
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| 1) Continue to develop and implement strategies to proactively promote and market UWA to prospective students with a disability. |  ▪ Provide guidance to staff developing or revising 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/staff rights and responsibilities.  
  ▪ Further capitalise on opportunities to expand incentives for students with a disability which will attract them to the University. | Dec 2012, Ongoing |
| 2) Improve access to and participation in UWA courses for students with a disability. |  ▪ Develop the capacity to monitor, evaluate and address the advantages and disadvantages of the New Courses 2012 for students with a disability.  
  ▪ Engage CATL to work with Schools to develop the capacity to provide students with the option of submitting assignments manually or electronically.  
  ▪ Encourage all unit coordinators to meet the needs of students with a disability by providing unit outlines three weeks before semester commences.  
  ▪ Work with CATL to continue to provide advice to Schools about assessment practices that accommodate diverse student needs. | Dec 2012, Dec 2012, Dec 2011, June 2012 |
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<th>Implementation Strategies</th>
<th>Actions</th>
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| 3) Build the capacity of University teaching and learning staff to respond effectively to the needs of students with a disability. | ▪ Explore ways to ensure consistency in the provision of managing formal and informal special considerations requests and implementation.  
▪ Redevelop the Special Considerations application form to enable the professional practitioner (e.g. medical, counselling, UniAccess) to provide appropriate functional as opposed to medical disclosure.  
▪ Ensure assessment policies and procedures 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.  
▪ Require Schools to provide timely notification to UniAccess of any exam taken outside of the formal period to enable adjustments to be made. | July 2012  
Dec 2012  
Dec 2012  
Ongoing  
Oct 2011 |
| 4) Ensure that fieldwork and practical learning environments are made as accessible as possible. | ▪ Develop processes to provide ‘reasonable accommodation’ to students with a disability undertaking fieldwork, workplace placements, service learning, practicums and outside studies programmes.  
▪ Investigate workplace placements issues that potentially disadvantage students with a disability (e.g. lack of part-time options) | July 2012  
July 2012 |
| 5) Identify and address barriers to postgraduate study for students with a disability. | ▪ Promote scholarship opportunities for students with a disability.  
▪ Review postgraduate procedures to ensure that program 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. | Ongoing  
July 2012  
Feb 2012 |
## 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: University Librarian and Director (Information Management); Pro Vice-Chancellor (Education)

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<th>Implementation Strategies</th>
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| 1) Increase the University’s capacity to provide administrative information and teaching and learning materials in accessible formats. | - Begin implementation of the HEADS UP interactive online staff training program about the *Disability Standards for Education*
- Identify, train or recruit a staff member with specialist knowledge of assistive technology to provide advice to staff on best practice.
- Continue to encourage teaching and learning staff to produce materials in Lectopia and other online resources.
- Establish a University requirement that all course readers are created from first generation photocopies and, where possible, are available in an electronic format in a timely manner.
Dec 2011
Feb 2012
Dec 2011
July 2012 |
| 2) Continue improving all official University websites to ensure they are accessible for staff, students and external users with a disability. | - Continue to 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, including the requirement to provide documents in alternative format to pdf. | Ongoing |


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| 3) Support the ongoing development of a library environment that promotes access for people with a disability to its services. | ▪ Review the refurbishment of the Reid Library with a view to better accommodating access and other needs of students, staff and visitors with a disability.  
▪ Explore the feasibility of installing NVDA software or similar on all public terminals in the University Library as a pilot project.  
▪ Continue to regularly review the assistive technology resources in the Reid Library Resource Room and upgrade when needed.  
▪ Continue to offer training and support in the use of assistive technology to students and staff with a disability.                  | Dec 2011  
Dec 2011  
Ongoing  
Ongoing  |
6. Employment and Staff Development Opportunities

**Objective 6** To ensure that employment and development opportunities for staff with a disability are equitable.

Executive Responsibility: Executive Director, Finance and Resources; Director, Human Resources

<table>
<thead>
<tr>
<th>Implementation Strategies</th>
<th>Actions</th>
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| 1) Promote employment and development opportunities for staff with a disability. | - Explore methods of capturing more comprehensive data about staff with a disability.  
- Work with Career 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.  
- Improve accessibility of workshops and programmes for staff with a disability | July 2012  
Ongoing  
Ongoing  
Dec 2012 |
Intersection of the UWA DAIAP Implementation Strategies and the Disability Services Act Desired Outcomes

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 2, Implementation Strategy 1: Raise the University community’s capacity to meet the needs of staff, students and visitors with a disability.

   Objective 4, Implementation Strategy 2: Improve access to and participation in UWA courses for students with a disability.

   Objective 4, Implementation Strategy 4: Ensure that fieldwork and practical learning environments are made as accessible as possible.

   Objective 4, Implementation Strategy 5: Identify and address barriers to postgraduate study for students with a disability.

   Objective 5, Implementation Strategy 3: Support the ongoing development of a library environment that promotes access for people with a disability to its services.

   Objective 6, Implementation Strategy 1: Promote employment and development opportunities for staff with a disability.

   Also see individual Actions under these Implementation Strategies for a number of specific activities intended to achieve this outcome.

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

   Entire 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.

   This Objective is supported by four Implementation Strategies and a further 14 Actions.

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 1, Implementation Strategy 4: Ensure University intranet and internet resources meet national and international standards.
Objective 2, Implementation Strategy 2: Raise the University community’s capacity to meet the needs of staff, students and visitors with a disability.

Objective 5, Implementation Strategy 1: Increase the University’s capacity to provide administrative information and teaching and learning materials in accessible formats.

Objective 5, Implementation Strategy 2: Continue improving all official University websites to ensure they are accessible for staff, students and external users with a disability.

Also see individual Actions under these Implementation Strategies for a number of specific activities intended to achieve this outcome.

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

Entire Objective 2: To increase the capacity of University staff to contribute to a welcoming and inclusive environment for people with a disability.

Objective 4, Implementation Strategy 3: Build the capacity of University teaching and learning staff to respond effectively to the needs of students with a disability.

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

Objective 1, Implementation Strategy 3: Ensure that the views of people with a disability are considered in policy, planning and decision-making processes.

Objective 2, Implementation Strategy 2: Ensure that any complaints from people with a disability, including identified trends, are monitored, evaluated and managed appropriately.

Also see individual Actions under these Implementation Strategies for a number of specific activities intended to achieve this outcome.

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

Objective 1, Implementation Strategy 3: Ensure that the views of people with a disability are considered in policy, planning and decision-making processes.
Objective 2, Implementation Strategy 1: Raise the University community’s capacity to meet the needs of staff, students and visitors with a disability.

Also see individual Actions under these Implementation Strategies for a number of specific activities intended to achieve this outcome.

**Requirements around contractors:**

Objective 1, Implementation Strategy 5: Tighten requirement for contract staff and consultants to comply with the University’s legislative obligations.

See also related Actions regarding professional consultants at Objective 3, Implementation Strategy 2: Ensure key University staff are aware of the need for the institution to be proactive in the way it identifies and addresses the access and way finding needs of all campus users.