



DISABILITY ACTION PLAN

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under direction from The Working Party
on Disability Action Plan



AUSTRALIA

ACKNOWLEDGEMENTS

The University of Southern Queensland wishes to acknowledge the previous work undertaken by universities throughout Australia in the development of this Disability Action Plan. The Action Plan of the University of Southern Queensland has drawn on the plans developed by other universities, in particular, that of Flinders University of South Australia and the University of Technology, Sydney.

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EXECUTIVE SUMMARIES

- *Tertiary education institutions have a responsibility to provide the opportunity for students with disabilities to access and participate equitably in tertiary education and achieve their individual capabilities. Planning, commitment of resources and action over time are needed to discharge that responsibility.*

Students with Disabilities: Code of Practice for
Australian Tertiary Institutions. (1998).
Commonwealth of Australia.

Key Messages

The University of Southern Queensland's ongoing commitment to equity of access to and participation in education and employment within existing legislative frameworks has set a precedent for the University to consider, develop and implement long-term planning in the area of disability. Through the development and implementation of a Disability Action Plan (DAP) the University will:

- * be able to meet its commitment and responsibilities in this area in a cost-effective and efficient manner, while ensuring minimum risk of liability;
- * demonstrate its commitment to meeting the obligations and responsibilities under the Disability Discrimination Act (1992); and
- * boost its reputation as a fair and equitable provider of education, employment and community service.

Underlying the development of the DAP is a philosophy that people's physical impairments, medical conditions and psychological conditions need not in themselves be disabling and that the environments in which people study and work have the potential to either enable or disable. In this respect, the USQ DAP aims to continue to enhance and develop enabling environments and to eliminate barriers to the participation of people with disabilities within the University community. In order to achieve such a goal the DAP recognises:

- * that all facets of the University play a role; and
- * that responsibility in this area needs to be shared across the University community rather than having the onus placed on any one section or cost centre.

As the University is primarily a provider of education, with teaching and learning being central to its mission, the DAP has addressed in detail access to, participation in and progress of students with disabilities. The goal being to provide potential, new and continuing students with disabilities with the opportunity for success in tertiary education within an environment where disability itself will not be a disadvantage. In achieving this goal the DAP has addressed:

- * the recruitment of potential students and the selection, admission and enrolment of applying students;
- * academic teaching, learning and assessment with an emphasis on flexible teaching practices and reasonable accommodations in assessment;
- * the appropriate support of students with disabilities through internal and external resources and services; and
- * access to academic resources and services provided through the University.

Addressing the issues of staff and disability has been given priority in the DAP. A systematic and planned approach in this area is necessary rather than post hoc remedies. Equality and opportunity of employment for people with disabilities can be achieved through:

- * the review of current recruitment processes and to ensure that all processes are fair and equitable for people with disabilities;
- * the provision of support mechanisms that will ensure staff with disabilities are able to participate safely and at their optimum level; and
- * the development and implementation of a staff development program that will ensure awareness and understanding of disability and provide staff with knowledge and skills to deal with disability related issues.

USQ has been active in addressing problems of physical access through ensuring that considerate physical planning has been a feature of its capital development and minor works programs. The ongoing audit of the University's built environment and subsequent identification and modification of remaining physical barriers will create a physical environment that is accessible as far as possible.

Access by students with disabilities to on campus communication and information technology has to date lacked a high profile. With the pressures being placed on the full range of services offered by the Library and ITS there is a particular need for concerted institutional planning in this area to ensure that the needs of students with disabilities can be adequately met.

The implementation of the Disability Action Plan provides a mechanism for the proper management of USQ's disability responsibilities. This means that obligations will be met without undue strain to the institution, that duplication of effort will be avoided, that the risk of litigation will be minimised, and that student and staff satisfaction will be ensured.

Overview

The University of Southern Queensland has a commendable history to equity both in education and in employment — demonstrated through its' institutional policy and planning, and emphasis on high quality practice. In the area of disability the University has a comprehensive Policy on People with Disabilities that clearly states the University's position in regard to disability and its commitment to providing "*full and equitable participation in higher education [for people with disabilities] either as an employee or student.*" (USQ Policy on People with Disabilities) The guiding objectives and institutional strategies related to the University's activity structure have provided a firm foundation for the development of good practice in the continuing involvement of the University as an enabling environment and community in which people with disabilities may participate.

The development and implementation of a Disability Action Plan (DAP) then will compliment and facilitate this ongoing process. The long-term vision for the future is that practices and facilities will be put in place, through the implementation of the DAP that will encourage, manage and sustain an equitable environment for people with disabilities. Through the framework provided by the DAP the aim is for the University to manage its existing responsibilities and commitments in a cost-effective, efficient and responsible manner.

Summary of Recommendations

3. *Students*

OBJECTIVE 3.1

OBJECTIVE 3.2

Recruitment, selection, admission and enrolment processes to ensure those students with disabilities are considered and appropriate accommodations made through all processes.

OBJECTIVE 3.3

OBJECTIVE 3.4

OBJECTIVE 3.5

OBJECTIVE 3.6

OBJECTIVE 3.7

Students with disabilities to have equity of access to, participation in and opportunity for success in all the University's academic programs, through: the delivery of flexible teaching and learning practices; the provision of appropriate accommodations during teaching and assessment; reasonable access to study materials; and the provision of academic and personal support.

4. *Staff*

OBJECTIVE 4.1

OBJECTIVE 4.2

OBJECTIVE 4.3

OBJECTIVE 4.4

To implement policies, planning and practices that are proactive in recruiting and supporting people with disabilities as part of the University workforce.

5. *Physical Access*

OBJECTIVE 5.1

Continue to enhance and maintain the University's campuses as enabling environments through the systematic access auditing of the University's built environment and continuing removal of physical barriers via USQ's capital development and minor works programs.

6. *Library*

OBJECTIVE 6.1

To ensure students with disabilities have the opportunity to access the full range of library resources and services.

7. *Information Technology & Communication*

OBJECTIVE 7.1

OBJECTIVE 7.2

To strive to provide students with disabilities with equivalent access to technology and communication services as other students of the University.

INTRODUCTION

- *A [Disability] Action Plan is a strategy for changing those practices of tertiary education institutions which might result in discrimination (intentional or unintentional) against people with disabilities. A Disability Action Plan will help [the University] to identify these practices and offer a blueprint for change.*
- *[Disability] Action Plans are not just about complying with another Commonwealth Government requirement. Implementation of an Action Plan can produce many benefits for an institution. Through implementation of a Plan [the University] can:*
 - * *Minimize discrimination and avoid complaints.*
 - * *Encourage broader participation*
 - * *Boost prestige and maintain high levels of demand*
 - * *Meet Commonwealth and State government expectations*

**Disability Discrimination Act Action Plans:
A Guide for the Tertiary Education Sector,
Human Rights and Equal Opportunity Commission**

1.1 Background

The University of Southern Queensland was proclaimed in 1992, exactly 25 years after the opening of the Darling Downs Institute of Advanced Education from which it developed. USQ has its main campus in Toowoomba and a branch campus in Hervey Bay, with an additional 25 educational centres across Queensland and major interstate locations supporting the University's large number of external students.

USQ is a regional university that provides a major social and cultural focus for the Darling Downs, Western Queensland and Wide Bay regions. The University is the largest individual employer in the Darling Downs and contributes significantly to the local economy in its regions.

USQ's major strengths are in international education and flexible educational delivery. The University boasts the fourth largest international education program in Australia, with over 3,500 of its 18,700 students (19%) in 1999 being residents of overseas countries. The University has a long history as a major distance education provider. However, although 74% of its students are considered as studying externally, USQ no longer subscribes to the view that students can be categorized as 'internal' or 'external'. Flexible educational delivery means that a USQ student may choose at various times to move on and off campus and to choose a particular study mode appropriate to their own circumstances. USQ's leadership in flexible delivery is now well established, having been awarded the Institutional Prize of Excellence for a dual mode institution by the International Council for Open and Distance Education (ICDE) in 1999.

USQ caters to the needs of a very diverse range of students. Almost 30% of USQ's student body come from socio-economically disadvantaged backgrounds, being twice the sector average for this group and the second highest for the sector. In addition, 43% of the student body are from rural and geographically isolated areas and 40% are aged 30 years and older. USQ ranks fourth in the sector for the proportion of its enrolments taken by students with disabilities; a status partly linked to USQ's heavy emphasis on external provision through flexible educational delivery.

USQ is managed soundly and efficiently. Student: staff ratios at USQ are amongst the most efficient in the sector while the University has managed its affairs in a way that has minimised its dependence on debt.

USQ values the diverse cultures, backgrounds and experiences of its students. Diversity is considered the norm at USQ and efforts are made to ensure that diversity is supported and the rights of individuals are supported.

The University has in place a comprehensive *Policy on People with Disabilities*, which is part of a broader policy framework in social justice. Other USQ policies in this framework include: *Affirmative Action Policy*, *Racial Discrimination Policy*, *Sexual Harassment Policy*, *Policy on Discrimination*, *Policy on Multiculturalism* and *Equity in Education Policy*.

The University's commitment to equity is clearly stated in policy terms. For example:

- * The USQ Equity in Education Policy that commits USQ “... *to be proactive in promoting fair access to higher education opportunities and ensuring all students have the opportunity to achieve according to their own individual potential.*”
- * The USQ Policy on Student Advice, Student Welfare and Pastoral Support that commits USQ “...*to provide all students with knowledge of the University, its facilities, services, policies and procedures; familiarity with the values of the University community; and a campus environment which is conducive to successful tertiary study.*” (USQ University Calendar, 6.7).
- * The USQ Sexual Harassment Policy that states “...*that all staff and students should enjoy a working environment free from all forms of discrimination...*” (USQ University Calendar, 3.8.6).

1.2 Disability Discrimination Act (DDA) 1992

The Disability Discrimination Act (DDA) was passed by Parliament in 1992 and took effect from 1 March 1993.

The objects of the DDA, as set out in S3 of the Act, are:

- (a) to eliminate, as far as possible, discrimination against persons on the grounds of disability in the areas of:
 - (i) work, accommodation, education, access to premises, clubs and sport; and
 - (ii) the provision of goods, facilities, services and land; and
 - (iii) existing laws; and
 - (iv) the administration of Commonwealth laws and programs; and
- (b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and
- (c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

The Act contains a number of strategies to achieve these objectives. Discrimination on the grounds of disability is made unlawful. The Act provides for a complaints mechanism to address individual acts of discrimination and also for the development of standards to address systemic discrimination...

The DDA establishes the position of Disability Discrimination Commissioner within the Human Rights and Equal Opportunity Commission (HREOC). It also provides for community education and development and a voluntary provision for organisations to prepare and implement Action Plans in relation to the Act.

Discussion Paper: Disability Discrimination Act Disability Standards in Education, 1997

1.3 Disability Action Plans

The Human Rights and Equal Opportunity Commission (1995) recommends that tertiary education institutions develop action plans. It suggests that proactive responses developed through such plans can boost the reputation of the institution and maintain high levels of demand from students who come to learn of such standing. Not least is the expectation that an action plan offers strategies that demonstrate an organisation's commitment to meeting the obligations and responsibilities under the Act. The development of a DAP helps to ensure that an organisation meets its commitment and responsibilities in this area in a cost-effective and efficient manner, while ensuring minimum risk of liability.

It is not a requirement of the DDA that universities or other organisations prepare and implement Action Plans. However, if an institution decides to prepare an Action Plan, it can be lodged with the Human Rights and Equal Opportunity Commission, to minimise discrimination, to avoid complaints and to encourage broader participation of people with disabilities in the sector. It is suggested that DAP's include six broad components:

- * the devising of policies and programs to achieve the objects of this Act; and
- * the communication of these policies and programs to persons within the service provider; and
- * the review of practices within the service provider with a view to the identification of any discriminatory practices; and
- * the setting of goals and targets, where these may reasonably be determined against which the success of the plan in achieving the objects of the Act may be assessed; and
- * the means, other than those referred to in paragraph (d), of evaluating the policies and programs referred to in paragraph (a); and
- * the appointment of persons within the service provider to implement the provisions referred to in paragraphs (a) to (e) (inclusive).

The USQ Disability Action Plan has incorporated all of these provisions. The USQ Legal Officer has confirmed that implementation of the DAP will enable the University to fulfil its legal and legislative commitments to the disabled community.

1.4 The Disability Discrimination Act and the University

As teaching and learning are central to the mission of the University of Southern Queensland it is appropriate that the DAP addresses in detail access to, participation of and progress of students with disabilities in the area of education. The University is also one of the largest employers in the Toowoomba region and the provider of a wide range of services to the local community and so these areas are also included in the DAP.

In focusing on equity in education, employment and community service for people with disabilities at USQ, the DAP compliments many of the guiding objectives and institutional strategies related to the University's activity structure. Of particular note are those guiding objectives under the teaching and learning, the community service, and the administration and resource management programs which have guided the development of the objectives and strategies in the DAP.

1.5 USQ Commitment to Access and Equity

The University of Southern Queensland has a long-standing commitment to equity within higher education for both students and staff, including a consideration of people with disabilities. This is reflected in the institutional goals associated with the University Mission. Those of relevance to the consideration of equity for people with disabilities include:

1. To provide teaching programs of recognised excellence in selected areas of study, such provision to involve various modes of internal and external study to ensure the effective delivery of teaching programs to a wide range of students.
2. To promote access to high quality tertiary education, and to remove barriers to participation.
7. To provide an environment of support and care for students.
8. To provide equality of opportunity for employment for staff.
9. To provide for all staff a stimulating, supportive and safe work environment.
12. To encourage cultural understanding and sensitivity within Australian society. (*USQ University Calendar, 1.2*)

The University's strategic planning processes include the development of objectives that support the development and implementation of staff and student equity programs, including programs for people with disabilities. Strategies are already in place through the *USQ Equity Plan*, *Physical Assets Strategic Plan* and the *Human Resource Management Plan* to facilitate the education and employment of people with disabilities.

1.6 Definitions of Key Terms

1.6.1 Accessible Formats

Providing information in plain English and in a range of media — eg. print and large print; Braille; audio tape; captioned video-tapes; computer disks or CD ROM formatted for specific equipment or software such as voice synthesisers and zoom text.

Students with Disabilities: Code of Practice for Australian Tertiary Institutions. (1998), p.22.

1.6.2 Assistive Technology

Computerised equipment or software designed or modified to enable people with disabilities to meet the information/communication/mobility needs.

Students with Disabilities: Code of Practice for Australian Tertiary Institutions. (1998), p.22.

1.6.3 Disability

The definition of disability adopted by the University of Southern Queensland is that which appears in Section 4 of the DDA. Under the DDA 'disability' is broadly defined so that it includes, physical, intellectual, psychiatric, sensory, neurological and learning disabilities, physical disfigurement and the presence of an organism causing, or capable of causing, disease including HIV/AIDS. In addition the definition is inclusive of a disability that presently exists, existed in the past but now has ceased to exist, or may exist in the future, as well as disability that is imputed or presumed to a person.

A disability “in relation to a person 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 a disorder or malfunction: or
- g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;
- h) and includes a disability that:
 - i) presently exists; or
 - j) previously existed but no longer exists; or
 - k) may exist in the future; or
 - l) is imputed to a person”

Disability Discrimination Act, 1992

1.6.4 Discrimination

Discrimination means treating a person with a disability less favourably than a person without a disability would be treated under similar circumstances.

Discrimination also exists where there is a condition or requirement imposed which may be the same for everyone but unfairly excludes or disadvantages a person with a disability (for example, requiring someone who cannot speak to undertake an oral examination).

Different treatment of people with disabilities is not unlawful where it is reasonably intended to ensure they have equal opportunities or to meet their special needs.

FlexAbility, 1992, p.51

1.6.5 Flexible Delivery

Adoption of a range of teaching strategies in a variety of learning environments to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities.

FlexAbility, 1992, p.51

1.6.6 Reasonable Accommodation

Making alterations to educational programs, procedures and facilities that are deemed to be sensible, fair and equitable for students with disabilities to access the educational program.

Students with Disabilities: Code of Practice for Australian Tertiary Institutions. (1998), p.23)

1.6.7 Unjustifiable Hardship

As indicated in the DDA 1992, a determination is made of “all relevant circumstances for each individual case, including:

- a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- b) the effect of the disability of a person concerned; and
- c) the financial circumstances and the estimated amount of expenditure required by the person claiming unjustifiable hardship; and
- d) in the case of the provision of services, or the making available of facilities—an action plan given to the Commission...”

- e) if a complaint about disability discrimination proceeds to a hearing, the onus is on the tertiary education institution to establish that the adjustment required poses unjustifiable hardship.

Students with Disabilities: Code of Practice for Australian Tertiary Institutions. (1998), p.23.

UNIVERSITY AND DISABILITY ACTION PLAN

2.1 Progress to date

In 1996, the University under direction from the Equal Opportunity Committee and the Student Equity Committee formed a Working Party for Disability Action Plan (DAP). Members of the Working Party include:

- ⇒ Coordinator, Equal Opportunity (Chair)
- ⇒ Director, Student Services
- ⇒ Disability Counsellor, Student Services
- ⇒ Property Adviser, Bursar's Office
- ⇒ Director, Human Resources
- ⇒ Manager, Outreach, Distance Education Centre
- ⇒ Member of Academic Staff, Faculties
- ⇒ Board Member, USQ Student Guild
- ⇒ President, Disability Action Group

The Working Party has been working toward the development of a Disability Action Plan since 1996. With limited resources progress has been slow yet systematic. The Working Party successfully prepared the way for the development of the DAP. During mid-1998 funds were approved to employ a part-time project officer who would carry out consultation and prepare a draft of an action plan for the University. Consultation with key stakeholders within the University continued through 1999 and into 2000.

2.2 Consultation Process

During the writing of the Disability Action Plan every attempt was made to consult as widely as possible across the University campus and within the local community, in terms of both education and employment. In addition, the Working Party on Disability Action Plan with representatives from key areas of the University provided ongoing guidance and feedback throughout the entire process.

An outline of the process of consultation and writing of the DAP follows:

- * An extensive body of literature was reviewed and referred to throughout the writing of the DAP. The literature review covered: HREOC publications; publications relating to disability in higher education, including several research projects conducted at USQ; Disability Action Plans written by other Australian universities, TAFE's and various community and commercial organisations; general tertiary education literature and equity literature; brochures and information packages published by tertiary education institutions; handbooks, policies and practices of other Australian Universities. A reference list of cited publications is provided. Other publications referred to during the development of the DAP which may be useful readings for staff and students are provided in section Further Readings.
- * Within USQ, policies, practices and procedures were reviewed in all key areas. Consideration was also given to the USQ Strategic Plan, in terms of how action during implementation of the DAP would fit with the Universities overall planning.

- * Meetings were held with key members of the USQ community to discuss current policy, strategic planning and procedures that may impact on the development of the DAP and have some bearing on its implementation. An effort was made to consult with members at all levels, from higher management to middle management to staff working at the grass roots with students, to students themselves. Those consulted included:
 - ⇒ Senior management
 - ⇒ Deans of Faculties
 - ⇒ Managers of other key sections of the University: Student Administration, Human Resources, Student Services, Kumbari/Ngurpai Lag, Distance Education Centre, International Education Centre, Library, Residential Colleges, Marketing & Public Relations, the Office of Preparatory and Academic Support and the Student Guild.
 - ⇒ Staff that work directly with students and prospective students in the areas of: disability services, distance education, student services, accommodation and marketing to secondary schools.
 - ⇒ Staff that are involved in student admissions and examination arrangements.
 - ⇒ Staff who facilitate staff training and development.
 - ⇒ Staff involved in USQ property management.
 - ⇒ Staff involved in planning and policy.
 - ⇒ Students active in the USQ Disability Action Group

Refer to Appendix A for a full listing of those consulted.

- * Discussion forums were held with staff and students of USQ's Wide Bay campus and interested members of the Hervey Bay community to identify barriers and potential problem areas: for staff in accommodating students with disabilities; for students with disabilities themselves; and for members of the local community using the campus. A short report is available upon request from Student Services.
- * A number of members of the local Toowoomba community were consulted during the development of the plan, particularly in the area of employment and the transition of students with disabilities from secondary education to tertiary education. In the area of employment meetings were held with local employment agencies for people with disabilities and organisations involved in filling traineeships and apprenticeships. In the educational area, guidance officers of local high schools were given the opportunity to identify barriers to students with disabilities moving on to tertiary education at USQ. Refer to Appendix A for a full listing of those consulted.
- * As the University at the time had no data on the needs of employees with disabilities or the difficulties faced by employees with disabilities in the workplace, a short survey was prepared. All permanent employees were surveyed and a number of problem areas identified. A report of this survey is available upon request through Student Services.
- * Disability Officers of other Australian universities and the listserver ozuni-disability (now known as austed-list) were a valued resource providing information on progress with disability action plans at other tertiary institutions, disability programs and practices at other universities and direction to sources of information.

2.3 Review of Drafts

A first draft of the DAP was made available to all staff and students on the University's Internet site, under the Equal Opportunity Office. A global email was sent to all staff alerting them to the presence of the draft DAP on the University Web-site and inviting them to forward comments and recommendations to the Disability Project Officer. Members of the student Disability Action Group were informed of the draft DAP and also invited to comment.

Comments received were given due consideration and where appropriate incorporated into a second draft of the DAP in consultation with the Working Party on DAP.

Under direction from the Vice-Chancellor (Academic) Deans were sent electronic copies of the DAP and asked to respond individually to the action plan. Each Dean was then given the opportunity to discuss in further detail their responses to the DAP during meetings with the Director of Student Services and the Disability Counsellor. The Deans concerns have been duly acknowledged and carefully considered. Every attempt has been made to incorporate them into the third draft of USQ's Disability Action Plan.

2.4 Policy Development and Review

The University has a number of policies relevant to equity and access for people with disabilities. These include:

- * Equity in Education Policy
- * Policy for People with Disabilities
- * Occupational Health and Safety Policy
- * Multiculturalism Policy
- * Racial Discrimination Policy
- * Sexual Harassment Policy
- * Policy on Discrimination
- * Affirmative Action Policy

2.5 Resourcing the Disability Action Plan

The implementation of the DAP will provide the University with a plan to manage the way in which resources are allocated to meet the requirements of students with disabilities and staff with disabilities.

* **Priority 1**

2.6 Monitoring, Review and Evaluation of the Action Plan

Evaluation

- * Evaluation methods to be developed by sections responsible for the implementation of strategies within their area. Results from evaluations are to be reported to the Disability Advisory Committee annually. Section heads should also submit progress reports on the implementation of the DAP within their sections at quarterly intervals for the first twelve months and then at intervals to be decided by the Disability Advisory Committee.
- * The implementation of the DAP to be reviewed annually by the Disability Advisory Committee (or more frequently if required), following submission of sectional evaluation reports.

- * Disability Advisory Committee to advise Vice-Chancellor and the Vice Chancellor's Committee (VCC) of progress through the VCC Standing Committee on Student Support and Equity.
- * This evaluation will represent part of the range of institutional program review processes considered and utilised as part of the University's mainstream strategic planning, and operational and response management planning processes.

2.7 Promotion of the Disability Action Plan

The DAP will be promoted through existing committee structures – particularly the VCC Standing Committee on Student Support and Equity and form part of the responsibility of the designated disabilities positions listed in section 2.8.3.

The DAP will also be promoted through on-campus media outlets, including; *USQ News, The Honk, The External Honk, Departmental Newsletters.*

In addition, the DAP will be publicised in the media. By promoting the DAP through local media outlets the University will demonstrate to the local community the University's commitment to providing equity and access to people with disabilities in employment and education and contribute to raising awareness within the local community of the rights of people with disabilities.

Full versions of the DAP will be available on the University Internet site, within the Student Services Disability Service site. Hard copy versions (including, alternate format versions) of the DAP will be available to interested parties upon request, through Student Services and the Equal Opportunity Office.

2.8 Implementation of the Disability Action Plan

2.8.1 Responsible Officer

The Vice-Chancellor is the Responsible Officer for the overall implementation and evaluation of the DAP.

2.8.2 Committee Level

Vice-Chancellor's Committee (VCC):

The VCC is the University committee that provides advice to the Vice-Chancellor on matters relating to management, the implementation of existing policy, resource distribution and use; and contributes to the development and review of strategic planning. It is through this committee that the VCC Standing Committee on Support and Equity will report to the Vice-Chancellor on the progress that has been made in implementing the DAP.

Vice-Chancellor's Standing Committee on Student Support and Equity:

The VCC Standing Committee on Student Support and Equity will report progress made in implementing the DAP to the Vice-Chancellor and the Vice-Chancellor Committee.

Disability Advisory Committee

A Disability Advisory Committee to be established as a sub-committee of the VCC Standing Committee on Student Support and Equity which will be responsible for driving and overseeing the implementation of the DAP. Membership to include staff involved directly in the implementation of the plan and students with disabilities that are active in the Disability Action Group:

- ⇒ Chair, Vice Chancellor's Standing Committee on Student Support and Equity
- ⇒ Director, Student Services
- ⇒ Academic Disability Advisers, Faculties/Departments (2)
- ⇒ 'Staff Disability Officer', Human Resources
- ⇒ Two students nominated by the Disability Counsellor from the USQ Disability Action Group
- ⇒ Manager, Strategic Policy and Planning
- ⇒ Business Adviser (Property), Bursar's Office
- ⇒ Coordinator, Equal Opportunity
- ⇒ Disability Counsellor
- ⇒ Disability Liaison Officer, Library
- ⇒ Disability Technical Adviser, Information and Technology Services

The Disability Advisory Committee will be the committee responsible for overseeing the monitoring, reviewing and evaluation of the DAP. The committee will report progress to the VCC Standing Committee on Student Support and Equity.

Academic Board

It is recommended that the Academic Board set-up a working party under the auspices of the Academic Board to examine alternate accommodations in light of the University's academic regulations. Also that the Academic Board develop ways of informing students of the importance of being familiar with these regulations and adhere to them while studying at the University.

2.8.3 Operational Level

Disability support will operate through nominated and appointed staff within key areas of the University.

Student Services:

Director of Student Services:

Responsible for the supervision and co-ordination of the functional areas of Student Services including Support and Development Services for students with disabilities.

Disability Counsellor:

To continue to improve Disability Services as dedicated expert in the provision of accommodations to students with disabilities; to expand the consultation and advisory roles of disability workers within other areas of the University.

Disability Counsellor to continue to coordinate the individual requirements of students with disabilities in consultation with the student and other relevant staff of the University.

Disability Support Officer:

It is recommended that a new position of Disability Support Officer be created to assist the Disability Counsellor in carrying out his/her duties. (Refer Objective 3.5, Strategy 5.) This position could commence initially as a part time position. Findings reported from a number of internal research projects conducted with students with disabilities have found that there were waiting periods for appointments with the Disability Counsellor (*Students with Disabilities Have Their Say, 1998*;

Needs Survey, 1996). Since 1998 the situation has improved with additional casual appointments on demand. An extensive international research project conducted in the United Kingdom in this area has made recommendations for a number of baseline guidelines in supporting students with disabilities. Among these a recommendation of a baseline support staff to student ratio of 1 support staff for every 200 students with disabilities (Higher Education Funding Council for England & Higher Education Funding Council for Wales, 1999).

Anecdotal notes taken during the consultation process for the DAP report that the Disability Counsellor's workload is full in counselling students with disabilities and ensuring that their needs are met through reasonable accommodation. This makes the initiation and facilitation of other projects and programs in this area problematic.

Faculties

Faculty Disability Contacts:

Faculty Disability Contacts to continue their current role. Faculty Disability Contacts are administrative staff members who work with the Examinations Section, Student Administration and Disability Counsellor, Student Services. (Refer Objective 3.5, Strategy 3) in coordinating special examination considerations for students with disabilities as they are required.

Academic Disability Contacts:

Academic Disability Contacts (ADC) may be members of academic staff, if this is not possible, members of general staff who are positioned to act as a liaison with academic staff. One ADC to be nominated from each faculty or at the Deans discretion from Departments. The aim of having an ADC is to provide a central point within each faculty/department from where student information can be sent and disseminated. Since the information is specific to students learning requirements and academic staff's teaching practices, a member of the academic teaching staff is best suited.

Briefly, the role of the ADC is to:

- * Maintain a list of students with disabilities within their own faculty/department who may have special requirements. The Disability Counsellor with the written consent of the student will provide the ADC with details of students and their anticipated requirements.
- * Disseminate this information to relevant teaching staff, as the need arises.
- * When necessary, provide information on specific teaching techniques to staff requesting such information. This information will be provided by the Disability Counsellor.

It is desirable that incentives are provided to academic staff willing to take on this added role. (Refer Objective 3.3.1, Strategy 1.).

Human Resources

Staff Disability Officer:

An existing member of staff of Human Resources to be nominated by the Director, Human Resources to coordinate and facilitate strategies relating to the recruitment and accommodation of employees and potential employees with disabilities and the development of staff training in this area. A staff member who is able to liaise with and work with different sections of Human Resources, the University and the local community will be best positioned to perform this role.

Duties will include: to review current recruitment practices in relation to people with disabilities; to implement strategies that will facilitate an equitable representation of and participation by people with disabilities within the University workforce; to coordinate the appropriate accommodation of staff with disabilities in consultation with Workplace, Health and Safety Officers; and to work in consultation with

Organisation Development Training in developing and implementing staff development training in this area (as outlined in the strategies of Objective 4.4).

There may also be opportunities to secure funding for a position of Staff Disability Officer. Central Queensland University successfully applied for funding for a similar position for a 12 month period through the Department of Family and Community Services. (Refer Objective 4.2, Strategy 2).

*** Priority 1**

Library

Disability Liaison Officer:

One of the staff of the Library has been nominated as Library Disability Liaison Officer. The position to provide individual assistance to students with disabilities as required, to train Library staff and to liaise with other areas of the University in the coordination of improving access to library services for students with disabilities. (Refer Objective 6.1, Strategy 1.)

Information Technology Services

Disability Technical Adviser:

A member of the Information Technology Services staff has been assigned to the role of Disability Technical Adviser with responsibilities to research, plan and coordinate, in consultation with other Disability staff and other relevant areas, the provision of assistive technology for use by students with disabilities and staff with disabilities. (Refer Objective 7.1, Strategy 1.)

Equal Opportunity Office

Coordinator, Equal Opportunity:

To provide advice on legal responsibilities under the Disability Discrimination Act 1992 and the Queensland Anti-Discrimination Act 1991 to other areas of the University as required and in conjunction with the University Legal Officer.

STUDENTS

Goals:

- *To eliminate, as far as possible, discrimination [direct or indirect] against persons on the grounds of disability within education...*
(Disability Discrimination Act, 1992)

- *To promote and support fair access to higher education opportunities and ensure that all students have the opportunities for success...*
(USQ Equity in Education Policy, 1998)

3.1 Recruitment

Current Policies and Practices

The University's existing information and promotional strategies to prospective students are implemented through the following mechanisms:

- * Generic, Faculty, Departmental and Course brochures and booklets.
- * USQ Courses and Careers: an interactive CD ROM.
- * USQ promotional video
- * Brochures of the USQ Tertiary Preparation Program (SQ97), an enabling program that assists people who can demonstrate educational disadvantage to gain entrance to USQ. Brochures are distributed widely through a range of community services and a broad marketing campaign is undertaken annually. The Tertiary Preparatory Program also exists as a fee paying course (DD49) that is advertised through Continuing Education.
- * The USQ Handbook
- * The USQ Calendar
- * Course Promotions Managers from the University's Marketing and Public Relations section visit high schools throughout Queensland and Northern New South Wales, and participate in careers markets throughout eastern Australia.
- * Unitaste Program -originally a bi-annual initiative of Tertiary Initiatives for People with Disabilities (TIPD) in collaboration with Disability Counsellor, Student Services targets secondary school students with disabilities considering tertiary education. Now facilitated by the University.
- * The extensive recruitment drive amongst Aboriginal and Torres Strait Islander communities and schools throughout Queensland conducted by Kumbari/Ngurpai Lag.

Objective 3.1

To improve access to information on USQ courses and admission procedures for prospective students with disabilities.

<i>Strategies</i>	<i>Responsibility</i>	<i>Time Frame</i>
1. Review generic and course information to ensure materials explicitly state entry options into the University for students with disabilities.	Director, Marketing & Public Relations in consultation with Deans, Disability Counsellor, Academic Disability Contacts, Head, Outreach Services and Academic Registrar	2002
2. Position the University to provide course and admission information on request to prospective students in alternative formats. (For example, through the creation of unformatted disk versions of the relevant information).	Director, Marketing & Public Relations in collaboration with Academic Registrar	Begin 2001 & ongoing
3. Introduce proactive strategies to ensure inclusive practices during school visits through consultation with school guidance officers.	Director, Marketing & Public Relations	Begin 2001 & ongoing
4. Develop an Outreach program to local high schools to be conducted early in the year to identify prospective students with disabilities and their support needs. As an incentive program, Higher Education Equity Program (HEEP) funding could be used to resource such an initiative.	Director, Student Services	Begin 2001
5. Continue with the Unitaste program for prospective students with disabilities.	Director, Student Services	Ongoing
6. Provide expert counselling to prospective students with disabilities considering entry to USQ's courses to ensure that needs are identified and appropriate accommodation planned.	Director, Student Services via Disability Counsellor & Careers Services in conjunction with other disability liaison staff as the need arises.	Achieved & Ongoing

3.2 Selection, Admissions & Enrolments

3.2.1 Undergraduate Admission

Current Policy and Practices:

Current pathways to admission to undergraduate courses, include:

- * Standard entry. Made via QTAC. Completion of Year 12 at a Queensland Secondary School or equivalent, the overall position or equivalent is used as the general basis for selection.
- * Special entry. Applicants who do not meet normal requirements can apply for special consideration. Admission under this category is made according to one of the following criteria:

- Mature Age - via QTAC Applicants who at the 31st December in the year of application are 21 years or over. Applicants who have not completed Year 12 or do not have a higher level of formal education are advised to sit the Special Tertiary Admissions Test.
- Direct entry after successful completion of the Tertiary Preparation Program (SQ97/DD49) at USQ.
- Other exceptional circumstances - via QTAC. Applicants can apply for special consideration of educational disadvantage. If demonstrated, their Overall Position can be adjusted between 1-3 points.
- Kumbari/Ngurpai Lag: Direct entry for indigenous Australian students, including indigenous Australian students with disabilities who do not meet standard entry requirements after successful completion of a 12 month Preparatory Studies Program.

Objective 3.2.1:

To ensure equity in access to admission for prospective students with disabilities to the University's undergraduate courses.

<i>Strategies</i>	<i>Responsibility</i>	<i>Time Frame</i>
1. Develop procedures for alternate admission for school leavers with disabilities in exceptional circumstances. Students may be identified through high school outreach program or put forward by school guidance officers.	Academic Registrar in consultation with Deans, Disability Counsellor and Academic Disability Contacts	2002
2. Continue with Tertiary Preparatory Program and direct entry procedures.	Academic Registrar and Coordinator, Tertiary Preparation Program	Ongoing
3. Ensure that Student Administration and Faculty staff (eg course coordinators) involved in the admissions process have some understanding of accommodating students with disability in higher education through disability awareness training.	Manager, Organisational Development and Training in cooperation with Academic Registrar, Disability Counsellor and Academic Disability Contacts	2002 & ongoing
4. Place a priority on the collection of accurate enrolment statistics on students with disabilities so that trends in this area can be tracked over time.	University Statistician	By 2002

3.2.2 Postgraduate Admission

Current Policies and Procedures:

Direct entry. Entry requirements vary with courses.

Objective 3.2.2

To increase the participation of students with disabilities within postgraduate courses.

<i>Strategies</i>	<i>Responsibility</i>	<i>Time-frame</i>
1. Develop strategies to increase the representation of students with disabilities in postgraduate courses.	Deputy Vice-Chancellor (Academic) in collaboration with Manager, Office of Research and Higher Degrees	2002
2. Develop programs that create opportunities for people with disabilities to participate in fee paying postgraduate courses e.g. fee exemptions (equity scholarships) If developed as an incentive programs, Higher Education Equity Program (HEEP) funding may be available to resource such an initiatives.	Deputy Vice-Chancellor (Academic) in collaboration with Deans and Manager, Office of Research and Higher Degrees	2002

3.2.3 Enrolment

Current Policies and Practices:

- * Pen and paper enrolment forms are mailed to new students after acceptance for entry and continuing students at the end of previous year of study.
- * Students can make changes to their enrolment details via the University's Internet services.
- * Students with disabilities are given the opportunity to disclose a disability and indicate if they require support or special examination considerations at the time of enrolment.
- * Course advice is provided by Faculty Program Administrators, Department Undergraduate and Postgraduate coordinators and the Careers Service, Student Services.
- * All students with disabilities requiring support and/or special examination considerations are sent *Students with Disabilities Handbook*.

Objective 3.2.3:

To ensure an appropriate enrolment process for students with disabilities; to encourage students with disabilities to disclose at enrolment; and ensure that students with disabilities are fully informed of available support services.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Have available upon request alternative enrolment processes.	Academic Registrar	Begin 2001
2. Ensure students are notified of purpose of disability data collection and the importance of disclosure.	Academic Registrar	2001
3. Provide students with disabilities with information on appropriate services at the time of enrolment.	Academic Registrar in consultation with Director, Student Services	Achieved & Ongoing

3.3. Teaching and Learning

Current Policies & Procedures

- * Disability Counsellor, Student Services advises academic staff on the needs of students with disabilities.
- * Disability Information sessions are conducted by the Disability Counsellor with individual Departments upon request.
- * Students with disabilities negotiate their own requirements with individual teaching staff.
- * Flexible delivery initiatives aim to provide students with teaching and learning opportunities, at a time and place convenient to students and staff, through a variety of techniques and media.
- * Academic tutorial support is available to students, including students with disabilities through the Learning Centre, Office of Preparatory and Continuing Study. Students with learning disabilities are individually assessed and are referred to the Learning Enhancement Program that provides individualized program and support.
- * Fourth year psychology students are trained and supervised to act as Peer Counsellors who provide one-to-one counselling to assist students with study adjustment issues and to monitor academic progress.

Objective 3.3.1:

To develop an effective disabilities advisory service for academic staff and to ensure support is provided to Academic Disability Contacts within faculties.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Assign the role of Academic Disability Contact (ADC) to a staff member within each Faculty/Department. The ADC to act as a mediator/link between academic teaching staff and other disability liaison staff on the teaching and learning requirements of students with disabilities studying within their Faculty/ Department.	Deans in consultation with Disability Counsellor	Achieved & Ongoing

2. Publicise the ADC and the role of the ADC to both students and staff throughout the University.	Disability Advisory Committee in collaboration with Deans and Director, Student Services	2001 & ongoing
3. Provide appropriate support to Academic Staff willing to take on the role of ADC.	Deans	Immediately & ongoing

Objective 3.3.2:

To ensure students with disabilities have equity of access, participation and opportunity for success in all the University's academic programs.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Develop Student information Sheets on the teaching, learning and assessment requirements of individual students with disabilities. With the student's permission this information to be collected and retained by DC and forwarded to ADC's for the purpose of advising other academic staff as the need arises.	Director, Student Services through the Disability Counsellor in consultation with Deans	Achieved 1999 & ongoing
2. Continue to develop flexible delivery practices with due consideration being given to access to students with disabilities in the planning and delivery of materials.	Instructional Design in collaboration with Deans and Disability Counsellor, Student Services and Disability Technical Adviser, ITS	Ongoing
3. Prepare study materials in a format that can be readily converted to accessible formats, such as large font or Braille.	Deans Unit Examiners, Faculties on advice from Disability Counsellor	Begin 2002
4. Students requiring study materials in certain accessible formats, (including Braille, professional taping by the Royal Blind Society, computer disks of external study packages and other audio material) to submit their request no later than 2 months prior to the commencement of each semester. Requests after this time being not guaranteed.	Director of Student Services in collaboration with Deans	2001 & ongoing
5. Students in first semester of university study requiring accessible formats listed in 4 to be given flexible arrangements in terms of unit timelines for their first semester of study.	Deans in collaboration with Disability Counsellor	2001 & ongoing
6. Students requiring the accessible formats listed in 4 to be fully informed of their responsibility to submit their requests before the two month deadline in order to guarantee study materials on time.	Director of Student Services in collaboration with Deans	2001 & ongoing
7. Other requests for accessible formats (such as copies of lecture notes, enlarged copies of lecture notes, disk copies of lecture notes) to be provided by Faculties.	Deans in collaboration with Student Services	2001 & ongoing
8. Disseminate information on the learning requirements of students with disabilities and inclusive teaching practices to academic teaching staff.	Deans & Director, Student Services through the ADC's and Disability Counsellor.	Achieved & ongoing
9. Integrate equity strategies relating to students with disabilities into Faculty strategic plans.	Deans	2002

10. Develop evaluation strategies to measure students with disabilities satisfaction with teaching and assessment procedures.	Survey Manager, Student Services in collaboration with Deans	2002
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3.4. Academic Assessment

Current Practices and policies:

- * Procedures are in place for the request of special examination considerations.
- * Faculty Disability Contacts, the Disability Counsellor and the Examinations area of Student Administration coordinate the provision of examination considerations.
- * Other changes to the assessment and/or the assessment process are negotiated by the student with a disability either, via the Disability Counsellor or directly with relevant teaching staff.

Objective 3.4:

To ensure that students with disabilities are assessed in ways that give students the opportunity to demonstrate their knowledge and learning; does not disadvantage the student; and maintains academic standards.

Strategies	Responsibility	Timeframe
1. Regularly review special examination procedures to ensure students' needs are being met. Review practices in place in similar universities.	Academic Registrar in conjunction with Deans, Disability Counsellor and Academic Disability Contact	Achieved & ongoing
2. Ensure students with disabilities are given the necessary accommodations during mid-semester examinations.	Deans in consultation with Academic Disability Contact's & Disability Counsellor	Ongoing
3. Establish a database for the recording of precedents in this area, with a view to rationalising decision making processes.	Academic Registrar in collaboration with Academic Disability Contact's & Disability Counsellor	2002
4. Develop procedures for the provision of other changes to assessment that may be required by students with disabilities (eg alternate assessment).	Academic Board to advise Vice-Chancellor	Begin 2002

3.5. Student Support

Current Policies and Procedures:

Student Services provide integrated support services to students with disabilities based on the student's individual requirements. These services include: careers and employment service, chaplaincy, health services, counselling and workshops, learning enhancement assistance, student housing advisory service, student disability support, financial counselling and peer counselling services to all students with a special focus on disability. All student services staff are sensitive to and informed of the needs of students with disabilities. External students can access services by telephone, email and Internet, at the Brisbane centre and during Residential School.

- * All students with disabilities indicating on their enrolment forms that they require support are mailed by the Disability Counsellor the *Handbook for Students with Disabilities*, which contains information of services and support available. Students are encouraged to make an appointment with the Disability Counsellor to discuss their learning and assessment needs in a confidential interview.
- * The Disability Counsellor provides assistance to students with disabilities, including: advocating for a student; liaising with academic staff on behalf of a student and coordinating academic and other accommodations a student may require to enable them to access the University's services and facilities and progress through their study.
- * Each Faculty has nominated at least one staff member to act as their contact person for students with disabilities. It is the Faculty Disability Contacts role to assist students with disabilities in particular with regards to examination considerations.
- * Professional Counsellors are available to provide telephone or on-campus personal counselling. Counsellors also provide psychological/medical/learning assessments and a variety of workshops.
- * Students with learning disabilities are individually assessed and are referred to the Study Skills Program, which provides individualized programmes and support.
- * Fourth year psychology students are trained and supervised to act as Peer Counsellors who provide one-to-one counselling to assist students with student adjustment issues and to monitor academic progress.
- * All first year external students are mailed a copy of the publication used in the Learning Enhancement program, *Developing your Study Skills at University*.
- * A full-time nurse and four visiting general practitioners are available at the Health Service to treat student and staff medical complaints. A sick bay is available to students or staff that need to rest or require privacy for medical reasons. Health promotion activities are conducted.
- * The Careers and Employment Service assists students with course planning, employment prospects, career choice decisions, job search strategies, vocational assessment, graduate placement, employment preparation and further study options. Special emphasis is given to graduate placement for students with disabilities.
- * The Student Housing Advisory Service assists students in their search for off-campus accommodation.
- * Financial Counselling is available to students by appointment. Special Financial Assistance or emergency loans are available to students to help with living expenses and study related expenses. Students with disabilities can apply for extended loans to meet costs of disability in relation to their study.
- * Kumbari/Ngurpai Lag provides academic and personal support, and financial counselling to indigenous students, including indigenous students with disabilities.
- * Information on procedures relating to academic appeal of grades is available in the USQ

Calendar and USQ Handbook. General complaints processes which might relate to direct or indirect discriminatory treatment of students, including students with disabilities is described only briefly in the University Calendar, without any clarity of the procedures that would be undertaken.

Objective 3.5:

To ensure that students with disabilities are provided with the appropriate support to enable them to successfully progress through their study.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Ensure that specific funds are nominated to provide for the strategies and programs which are necessary to support students with disabilities within the University	Registrar as chief administrator of both Student Services and the Equal Opportunity Office	Achieved & ongoing
2. Develop evaluation methods of the services provided to students with disabilities.	Director, Student Services	2001 & then annually
3. Continue the role of Faculty Disability Contact in coordinating special examination procedures.	Deans in collaboration with Director, Student Services and Academic Registrar	Ongoing
4. The Disability Counsellor to liaise with Academic Disability Contacts (ADC) within each Faculty/Department and provide information to the ADC on the academic and learning requirements of students with disabilities.	Director, Student Services in collaboration with Deans	Achieved & ongoing
5. Aim to establish a new position of Disability Support Officer to assist the Disability Counsellor in the coordination of services and the implementation of new projects in accordance with student enrolments. This position could commence as part-time.	Vice-Chancellor in consultation with Registrar	By 2002
6. Review Student Services general informational materials - to include information relevant to students with disabilities (eg. housing advisory service).	Director, Student Services	Began 2000 & ongoing
7. Plan to provide informational materials on student support services in alternate formats upon request.	Director, Student Services	Began 2000 & ongoing
8. Initiate and expand the Disability Services website, to include information on the accommodation of disability within the University (procedures for requesting accommodation support for students and strategies for teaching). Publicise website to students and staff.	Director, Student Services in collaboration with Disability Services	Began 2000 & ongoing
9. Develop grievance procedures for complaints that fall outside of academic appeals.	Coordinator, Equal Opportunity	2002
10. Provide Wide Bay campus with a student counsellor with expertise in personal and careers counselling; psychological assessment; and the requirements of students with disabilities. Continue to monitor demand for this service with view to ensure that demand is adequately met.	Deputy Vice-Chancellor, Academic	Achieved 1999 Time increased 2000

11. Develop strategies for providing improved support to indigenous students with disabilities.	Director, Student Services with Director, Kumbari/Ngurpai Lag	Began 2000 & ongoing
12. Develop projects that give students the opportunity to interact with peers with disabilities. a) The allocation of a respite room for students to meet for peer support, to exchange information, and to rest or take time-out. b) Create opportunities for online interaction through the University's website for students with disabilities studying externally (eg discussion group, discussion list).	Director, Student Services in collaboration with Manager (Operations), Building & Facilities (a) and Disability Technical Adviser, Information Technology Services (b).	Respite room allocated in March, 2000 Online interaction begin 2001
13. Loan scheme provided for special equipment to be used to assist students with disabilities	Director, Student Services	Began 1999 & ongoing

3.6 Distance Education/ Flexible Delivery

Current Policies and Practices:

The Distance Education Centre (DEC) coordinates the delivery of educational materials and services to students studying by external mode.

- * Study materials, including study guides, CD-Roms, on-line units, tele-tutorials and video-conferencing are developed and coordinated by an Instructional Design team in collaboration with Faculties.
- * Study materials are mailed to students studying externally prior to the commencement of each semester.
- * Outreach Services for external students operate from DEC, including:
- * Study Centres at locations in Brisbane and Ipswich.
- * Twenty-five Regional Liaison Officers (RLOs) are employed by Outreach Services and are located in twenty major centres throughout Eastern Australia to provide students with information on relevant services, to coordinate external student requirements and to act as a relatively local contact point for students.
- * Organise Residential School in collaboration with Faculties and coordinate accommodation in collaboration with Residential Colleges.
- * Organise telephone tutorials and audio-graphic tutorials and provide students with audio and videotapes of these tutorials.

Objective 3.6:

To ensure that students with disabilities receive the same benefits as other students receiving distance education and are not disadvantaged due to disability.

Strategies	Responsibly	Timeframe
1. Ensure the Distance Education Centre has sufficient resources to implement strategies which provide necessary accommodations for students with disabilities.	Deputy Vice Chancellor (Global Learning Services) as chief administrator the Distance Education Centre	Mid-2001
2. Provide print study materials in alternate formats upon request, in conjunction with the NCODE Working Party on Institutional Collaboration. The new system being developed by DEC for the production of external study materials may aid	Director, Distance Education Centre in collaboration with Deans, the Instructional Design Team, Distance Education	Achieved & ongoing

<p>this process.</p>	<p>Centre, Disability Counsellor, Student Services and Disability Technical Adviser, ITS.</p>	
<p>3. Develop on-line study materials with due consideration to the requirements of students with disabilities.</p>	<p>Director, Distance Education Centre in collaboration with Deans, the Instructional Design Team, Distance Education Centre Disability Counsellor, Student Services, Disability Technical Adviser, ITS and Academic Disability Contacts</p>	<p>2002 & ongoing</p>
<p>4. Develop CD-ROM materials with due consideration to the requirements of students with disabilities (e.g. captioning sound segments).</p>	<p>Director, Distance Education Centre in collaboration with Deans, the Instructional Design Team, Distance Education Centre, Disability Counsellor, Student Services, Disability Technical Adviser, ITS and Academic Disability Contacts</p>	<p>Begin 2002</p>
<p>5. Provide transcripts of tele-tutorials to students with hearing impairments upon request.</p>	<p>Head, Outreach</p>	<p>Begin Semester 2 2001</p>
<p>6. Provide students with disabilities with home hookup telephone tutorials.</p>	<p>Head, Outreach</p>	<p>Achieved & ongoing</p>
<p>7. Ensure students with disabilities are able to participate fully during residential school.</p>	<p>Head, Outreach Services, in cooperation with Disability Counsellor, Student Services, Disability Technical Adviser, ITS, Academic Disability Contacts and Disability Services and Library Disability Liaison Officer.</p>	<p>2001</p>
<p>8. Develop strategies that ensure students with disabilities are provided with appropriate accommodation during Residential School.</p>	<p>Director, Residential Colleges in collaboration with Head, Outreach and Director, Student Services</p>	<p>Mid-2001 & ongoing</p>
<p>9. Ensure students with disabilities attending Residential School are informed of specialised disability services.</p>	<p>Director, Distance Education Centre, Head, Outreach and Director, Student Services.</p>	<p>Achieved & ongoing. Monitor and update when necessary</p>
<p>10. Review and update training given to Regional Liaison Officer's of the services available to students with disabilities and their obligations under anti-discrimination legislation.</p>	<p>Director, Distance Education Centre in collaboration with Director, Human Resources and Director, Student Services</p>	<p>Begin 2001 & ongoing</p>
<p>11. Develop evaluation procedures that monitor the delivery of distance education to students with disabilities.</p>	<p>Director, Distance Education Centre and Head, Outreach</p>	<p>2002</p>
<p>12. Build disability strategies into the strategic planning for flexible delivery.</p>	<p>Director, Distance Education Centre in collaboration with Chair,</p>	<p>Begin 2001 & ongoing</p>

	Academic Board	
13. Engender the development of appropriate assessment procedures to facilitate flexible assessment procedures for students with disabilities.	Director, Distance Education Centre	Current, ongoing

3.7 External Resources and Support

Current Policies and Practices:

In relation to supporting students with disabilities in their study the University currently liaises with and works in collaboration with a number of external organisations to offer the best support to its students with disabilities.

- * The Royal Blind Society provides support and services to a number of students with visual impairments.
- * Queensland Deaf Society provides support, services and advice relating to the deaf and hearing impairment.
- * The Independent Living Centre provides services and advice on assistive technology.
- * Disability Services liaises regularly with state and national bodies that have a specific interest in disability in higher education including, the Queensland Disability Liaison Officers Network (QDLON), and Tertiary Education Disability Council Australia (TEDCA).

Objective 3.7:

To liaise and work with the appropriate external organisations to ensure that students with disabilities needs are met in the best possible way.

<i>Strategies</i>	<i>Responsibly</i>	<i>Timeframe</i>
1. To continue to liaise with and work in collaboration with external organisations to ensure that students with disabilities needs are best met.	Director, Student Services	Achieved & ongoing
2. To cooperate with TEDCA in the establishment of a database of resources at Australian tertiary institutions. The establishment of a such a database will allow resource sharing across Australian universities and reduce individual university's resource loads.	Director, Student Services	Achieved & ongoing

STAFF

Goal:

- *To attract and retain employees of a high calibre.*
(USQ Mission Goal, No. 6)
- *To maintain equitable and efficient processes to ensure that USQ is adequately and effectively staffed with the best available people.*
- *To provide equality and opportunity of employment for all staff.*
(USQ Mission Goal, No. 8).
- *To develop, integrate and implement Human Resource strategies and management processes that are shaped by principles of equity and fairness.*

4.1 Employee Profile

Current Policy and practices:

- * The University's employee database does not currently collect data relating to employees with disabilities.
- * In a staff survey conducted as part of the consultation process approximately 12% of the respondents reported some level of disability. Since it is likely that a high response rate would occur for people with disabilities, it is likely that the proportion of staff members with some form of disability is somewhat less than 12%. However, the survey indicates that disability represent a prominent feature of the USQ staff profile.

Objective 4.1:

To collect data and monitor annually an employment profile of staff with disabilities.

<i>Strategies</i>	<i>Responsibility</i>	<i>Time frame</i>
1. Develop methods for the collection of data on staff with disabilities, including numbers and classification of disabilities by Faculty and Division. Data collection will begin when new PeopleSoft system is operational.	Director, Human Resources in collaboration with University Statistician	Begin 2001 & ongoing
2. Maintain database of staff members and monitor improvement in the equitable participation of staff with disabilities throughout the USQ workforce.	Director, Human Resources in consultation with Coordinator, Equal Opportunity	Begin 2001 & ongoing
3. Survey staff members who have identified as having a disability to ascertain issues relating to their disability and recommend improvements to the work environment.	Director, Human Resources in consultation with Coordinator, Equal Opportunity and other disability liaison staff as is necessary	2002 and every second year

4.2 Recruitment

Current Policies and Practices:

- * USQ Human Resource Policy Manual
- * There are two main paths for recruitment: (1) Through advertising vacant positions and an interview process; (2) Human Resource maintains register of applicants in a casual employment pool.
- * Other casual employment opportunities exist in academic areas (e.g. marking, tutoring, and research). Postgraduate students are often targeted for employment.

Objective 4.2.1:

To ensure people with disabilities are actively encouraged to apply for positions within the University.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Check that all recruitment advertisements are non-discriminatory before being approved. To occur as part of Human Resources general Affirmative Action Program.	Director, Human Resources in consultation with Coordinator, Equal Opportunity	2001
2. Develop pro-active recruitment and advertising strategies to be inclusive of people with disabilities. To occur as part of Human Resources general Affirmative Action Program.	Director, Human Resources in consultation with Coordinator, Equal Opportunity and other disability liaison staff as is necessary	2001
3. Include as part of the Selection Criteria for academic teaching staff a statement on the desirability for applicants to have knowledge of inclusive teaching practices. To occur as part of Human Resources general Affirmative Action Program.	Director, Human Resources in collaboration with Deputy Vice-Chancellor, Academic	2001

Objective 4.2.2:

To implement policies and procedures which actively support the recruitment and support of people with disabilities as a part of the University's workforce.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Continue to provide support for strategies and programs that are necessary to support the employment of people with disabilities.	Director, Human Resources	Ongoing
2. Review Selection and Recruitment Guidelines and ensure that specific requirements for people with disabilities are addressed (e.g. via ensuring accessible venue, parking). To occur as part of Human Resources general Affirmative Action Program.	Director, Human Resources in consultation with Coordinator, Equal Opportunity	2001

3. When an applicant identifies as having a disability, the convenor of the selection panel to consult with Equal Opportunity Office for advice about selection process and reasonable accommodation issues, where appropriate.	Director, Human Resources in consultation with Coordinator, Equal Opportunity and other disability liaison staff as is necessary	2002 & ongoing
4. Establish working relationships with local employment agencies for people with disabilities, with the goal to set achievable targets for the placement of clients from these agencies into the University workforce.	Director, Human Resources	2001& ongoing

4.3 Support Services for Staff

Current Policies and Practices:

- * USQ Human Resource Policy Manual
- * Human Resource Policy and Procedures.
- * Counselling and health services are available to staff at Student Services.
- * Grievance Procedures are currently being reviewed.
- * Workplace Health and Safety Officers are available to coordinate staff health and safety requirements within each section.
- * The National Tertiary Education Union (NTEU) and the Australian Workers Union (AWU) Unions represented on campus through staff representation.

Objective 4.3:

To ensure employees with disabilities are provided with the necessary support to participate in the University workforce and community.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Assign to a current staff member the duties associated with 'Staff Disability Officer' (SDO) as outlined in Section 2.2.3. The duties of 'SDO' to develop and implement a range of strategies to increase the representation of people with disabilities in employment at USQ and ensure staff with disabilities are provided with the accommodations they require to safely and satisfactorily carry out work tasks.	Director, Human Resources	2001
2. Investigate opportunities for funding in the area of disability and employment with the view to making the SDO a unique position. (eg through the Dept of Family and Community Services)	Director, Human Resources	2001
3. Publicise the duties to be carried out by the 'SDO' throughout the University.	Director, Human Resources	2001
4. 'SDO' to liaise with Work Place Health & Safety Officer, employees section and if necessary the Disability Counsellor to coordinate the orientation of new staff with disabilities and coordinate the reasonable accommodation of new and existing staff with disabilities in the University workforce.	Director, Human Resources Staff Disability Liaison Officer, Human Resources	Begin 2001 & ongoing

5. Ensure staff induction programs and staff development programs consider the requirements of staff with disabilities and the appropriate accommodations are made.	Director, Human Resources	Begin 2002 & ongoing
6. Raise awareness among Workplace Health and Safety Officers and Managers on issues relating to disability within the workplace through staff development and other processes as appropriate.	Director, Human Resources in consultation with Coordinator, Equal Opportunity	2001 & ongoing

4.4 Staff Development

Current Policy and Practices:

- * Staff development programs are coordinated by a team of dedicated workers within Human Resources under the coordination of the Manager, Organisation Development Training.
- * Individual workshops are delivered by facilitators with expert knowledge in the area of training.

Objective 4.4:

To raise awareness of disability across the University community and provide employers with expert knowledge that will assist them in understanding and meeting the requirements of people with disabilities.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Develop and implement staff development programs that raise awareness of disability and the issues relating to disability (target both general and academic staff, particularly staff dealing directly with students/staff with disabilities). To begin with Academic Disability Contacts and supervisors.	Director, Human Resources in consultation with other disability liaison staff as is necessary	Begin 2001 & ongoing
2. Develop and implement staff development programs that inform employees of their obligations and responsibilities under anti-discrimination legislation. To begin with targeting supervisors.	Director, Human Resources in consultation with Coordinator, Equal Opportunity and Legal Officer	Begin 2002 & ongoing
3. Develop and implement staff development programs that provide academic staff with strategies for inclusive teaching. To begin with target Academic Disability Contacts.	Director, Human Resources in consultation with Faculty and other disability liaison staff as is necessary	Begin 2001 & ongoing
4. Develop and implement staff development programs that train staff in the issues relating to disability and employment (target Workplace Health and Safety Officers and Managers of sections).	Director, Human Resources	Begin 2002 & ongoing
5. Develop staff development programs that raise awareness of the issues relating to 'invisible' disability, such as, psychiatric illness and chronic fatigue syndrome.	Director Human Resources in collaboration with Director, Student Services	Begin 2001 & ongoing

6. Invite prominent people writing in the area of disabilities to visit USQ on a regular basis to conduct public forums and workshops, give lectures and seminars and discuss issues with students and staff; emulating the program that has been used so successfully at USQ in the area of racial discrimination and multi-culturalism.	Coordinator, Equal Opportunity in consultation with Director, Student Services	Begin January, 2001 in promoting the DAP & ongoing
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PHYSICAL ACCESS

Goals:

- *To eliminate, as far as possible, physical barriers to access by people with disabilities.*
- *To create an enabling built environment that facilitates the participation of people with disabilities within the University community.*

5.1 Built Environment

Current Policy and Practices:

- * All new building within the University now meet the standards set down in the Building Code of Australian. Physical access is also trialed with the assistance of people with disabilities. Any other barriers identified and modified.
- * Modifications to buildings to allow access occurs through the University's minor works program.

Objective 5.1:

To identify and remove physical barriers from the Universities built environments, as far as is possible.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Conduct an access audit of the University's Toowoomba and Wide Bay Campuses as a means of identifying and prioritising any physical barriers that remain.	Bursar	Begun 1999 & ongoing
2. Continue to incorporate into the Capital Management Plan a plan of action that as far as possible removes existing physical barriers from the University's built environment over a reasonable timeframe.	Bursar	Achieved & ongoing
3. Ensure sites leased by the University are accessible to people with disabilities. Criteria for leasing sites to include physical access as part of the criteria for leasing.	Bursar	Begin January-2001 & ongoing

LIBRARY

Goal:

- *To ensure that all USQ students have fair access to student support, library resources and library services provided by the University.*

Current Policies and Practices:

- * All Library staff are encouraged to assist people with disabilities who are using the Library.
- * One of the Library staff has been appointed as Disability Liaison Officer to assist people with disabilities in the Library.
- * Additional assistance with catalogue and database searching by appointment with a Liaison Librarian.
- * Lower height computer terminal desks throughout the Library.
- * Wheelchair accessible toilet is available on level 1 only.
- * Electronic Library entry and exit doors.
- * Lift control panel with tactile buttons at wheelchair height.
- * Small group or individual tours for students with disabilities upon request.
- * Retrieval of items from Library shelves for students with disabilities upon request.
- * Longer loans periods to vision-impaired students and any others who demonstrate need upon request.
- * Provision of off-campus library services for local students who cannot use the Library upon request.

Objective 6.1:

To provide the appropriate support and resources to students with disabilities at all USQ libraries.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Ensure the Library has sufficient resources to implement strategies which provide necessary accommodations for students with disabilities.	Deputy Vice Chancellor (Global Learning Services)	Mid-2001
2. The Library Disability Liaison Officer to provide individual assistance to students with disabilities, provide advice to other library staff and liaise with other areas of the University.	University Librarian	Achieved & ongoing
3. Promote Library services to students with disabilities by means of extensive advertising (i.e. posters in the Library and elsewhere on campus; including information on these library services with information sent to students by other areas of the University (e.g. Student Services, Outreach Services)	University Librarian in collaboration with other relevant sections.	Begin 2001 & ongoing

4. Create and maintain a list of services for students with disabilities on the Library Web page in an accessible format. Link site to other relevant sites (e.g. Student Services, Equal Opportunity)	University Librarian	2001
5. Raise awareness among Faculty and Department liaison librarians of the access issues for students with disabilities in the Library.	University Librarian in consultation with Director, Student Services	2001 & ongoing
6. Provide photocopying and enlarging services, with a 24 hour turnabout.	University Librarian	First Semester 2001
7. Provide some basic reference tools in large print.	University Librarian	2001
8. Provide magnifying glasses at the reference and information desks.	University Librarian	2001
9. Investigate options for specialised technologies and software for people with disabilities that will provide access to library resources. As specialised equipment is currently not provided at USQ the opportunity exists to standardise the provision of this equipment across the campuses.	University Librarian in consultation with Director, ITS.	Begin 2002 & ongoing
10. Compile a list of equipment and software in consultation with Disability Services according to current statistics.	University Librarian	2002
11. Re-establish and maintain a room that can be used by students with disabilities and in the provision of an assistive technology.	University Librarian	2002
12. Install new equipment and software, expand and maintain assistive technological services as demand requires.	University Librarian	Begin when room established
13. Develop evaluation strategies of borrowing services and other services in relation to people with disabilities.	University Librarian	Mid-2001
14. Library to include equity initiatives relating to students with disabilities as part of the Library Strategic Plan.	University Librarian	2001

INFORMATION TECHNOLOGY & COMMUNICATION

Goal:

- *To use USQ's leadership position in the innovated use of new technology to establish USQ at the forefront in the use of assistive technology to benefit students and staff with disabilities.*

Current Policy and Practice:

- * Information and Technology Services Strategic Plan
- * All students have limited access to Internet facilities and email facilities. Remote access is available to students through USQ Connect (available for purchase at the University Bookshop)
- * Information Systems Strategic Plan is currently under development.

Objective 7.1:

Provide students with disabilities access to the same technology services as other students of the University.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Appointment of a member of ITS staff as Disability Technical Adviser (DTA) to research and coordinate the provision of assistive technology to students with disabilities on ITS maintained computers and to provide expert advice to other areas of the University that are providing assistive technology (eg Faculties, Library, Human Resources).	Director, Information Technology Services	Achieved 1999 & ongoing
2. Develop evaluation strategies to measure students with disabilities satisfaction with technological services and future needs in this area.	Director, Information Technology Services	2001, then yearly
3. Incorporate disability initiatives into Information Systems Strategic Plan.	Director, Information Technology Services in conjunction with the Registrar	2001

Objective 7.2:

To provide accessible communication systems to people with disabilities on the University campuses.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Provide TTY services to key areas of the University: Student Administration; Student Services; Outreach, Distance Education Centre; Wide Bay Campus.	Director, Information Technology Services	TTY provided to Student Services 1999 Others by 2002
2. Provide training to staff using TTY services.	Director, Information Technology Services	As TTY services are provided

OTHER AREAS OF UNIVERSITY LIFE

Goals:

- *To promote access to all university facilities.*
- *To promote access to participation in all activities by all members of the university community.*

8.1 Accommodation

Current policy and practices:

- * On-campus accommodation is available to students (including external students) at one of three University-controlled Residential Colleges. There is currently no fully accessible accommodation available.
- * When applying to Residential Colleges students are given the opportunity to disclose specific requirements in relation to disability, diet and medical conditions. Residential Colleges contact individual students to ensure that the appropriate planning and action is taken in accommodating each student.
- * Two colleges are owned and managed by the University and the third by the Catholic Diocese.
- * Residential Colleges also provide accommodation to people participating in other on-campus venues (e.g. Summer School, conferences)

Objective 8.1.1:

To ensure Residential Colleges can provide fully accessible accommodation for students and visitors with disabilities.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. As a temporary solution, secure an agreement with the Student Village to continue to lease the accessible unit on a long-term basis.	Registrar	Achieved & continue until other arrangements are made
2. Ensure the availability of this unit is made known in the promotional information for: Residential Colleges; Housing Advisory Service and Disability Counsellor and accommodation information provided to external students through Outreach, Distance Education Centre.	Registrar through the Director, Student Services; Director, Residential Colleges; Manager, Outreach	Achieved & ongoing
3. As a number of units in Residential Colleges are currently accessible to many users of wheelchairs, provide accessible bathing and toilet facilities.	Registrar in consultation with Director, Residential Colleges; Bursar and Director, Student Services	2002
4. Modify minimum of two units within University owned Residential Colleges to provide fully accessible accommodation to students and visitors with disabilities.	Registrar in consultation with Director, Residential Colleges; Bursar; and Director, Student Services	2003

5.	Review the use of and demand for accessible units in Residential Colleges with a view to assessing the need to increase the number of accessible units available.	Director, Residential Colleges in consultation with the Registrar & Bursar	2002
6.	Negotiate with the Catholic Diocese to have at least one accessible unit provided in the Catholic owned Residential College, Concannon College.	Director, Residential Colleges	Begin 2001

Objective 8.1.2:

Residential Colleges to provide appropriate support to enable students with disabilities to participate in all Residential College activities.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Continue to forward plan in meeting the individual needs of students with disabilities through the early disclosure of disability upon application to Residential Colleges and follow-up discussion with individual students.	Director, Residential Colleges	Ongoing
2. Review services and activities provided at Residential Colleges in relation to access and participation by students with disabilities. Develop strategies to increase the participation of students with disabilities in college activities.	Director, Residential Colleges	Achieved & ongoing
3. Residential Colleges to consider the inclusion of equity initiatives relating to students with disabilities within sectional strategic plan.	Director, Residential Colleges	Begin 2001 & ongoing
4. Ensure students with disabilities accommodated in temporary alternative at Student Village have access to the full range of services provided by Residential Colleges.	Director, Residential Colleges	Achieved & ongoing

8.2 Advertising and Marketing

Objective 8.2:

To publicly promote the University of Southern Queensland as an organisation committed to the inclusion of people with disabilities in both employment and education.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Ensure that university promotional and other materials are inclusive of a wide diversity of students, including positive images of staff and students with disabilities.	Director, Marketing & Public Relations and Director, Secretariat	Begin 2001 & ongoing
2. Promotional material to include information publicising the programs and policies for staff and students with disabilities.	Director, Marketing & Public Relations and Director, Human Resources	Begin 2001 & ongoing

8.3 USQ Student Guild

Objective 8.3.1:

To ensure students with disabilities have the opportunity to fully benefit from their membership of the USQ Student Guild

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Clarify with the USQ Student Guild its obligations to students and staff with disabilities under the Disability Discrimination Act.	Registrar in consultation with Manager, Student Guild	2001
2. Encourage the USQ Student Guild to ensure access requirements for people with disabilities are factored into the design of new facilities and upgrading of existing facilities.	Registrar in consultation with Manager, Student Guild	Ongoing
3. Encourage the USQ Student Guild to provide representation on relevant University committees by board members who are informed of the issues relating to students with disabilities.	Registrar in consultation with Manager, Student Guild	Ongoing
4. Encourage the USQ Student Guild to provide disability awareness training for staff on a regular basis.	Registrar in consultation with Manager, Student Guild	Begin 2001 & ongoing

8.4 Parking and Transport

Current Policies and Practices:

- * Parking spaces designated for people with disabilities are available close to all campus buildings.
- * The local bus service, *City Bus* now has one accessible bus with a service to the University. The company has two more accessible buses on order.

Objective 8.4

To ensure ease of transport, drop-down points and parking to people with disabilities

<i>Strategies</i>	<i>Responsibilities</i>	<i>Timeframe</i>
1. Ensure advertising and schedules of <i>City Bus</i> ' accessible service are available to students and staff with disabilities.	Director, Student Services in consultation with Manager, <i>City Bus</i>	Ongoing
2. Provide full-time staff with mobility disabilities with permit parking spaces within close proximity to their place of work.	Bursar	2001
3. Regularly monitor the use and need for further disability parking. Include plans to increase disabled parking bays as demand increases.	Bursar	Begin 2001 & ongoing
4. Clearly mark set down points for maxi-taxis and ensure set down points have close access to University buildings.	Bursar	2001

8.5 Safety and Emergency Evacuation

Objective 8.5

To ensure the safety of people with disabilities and the safe evacuation of people with disabilities in case of an emergency.

<i>Strategies</i>	<i>Responsibility</i>	<i>Timeframe</i>
1. Ensure Workplace, Health and Safety Officers are informed of potential hazards to people with disabilities and develop strategies to avoid potentially dangerous situations.	Director Human Resources	2002
2. Review safety procedures in science laboratories, workshops, and visual arts facilities with consideration to the safety of people with disabilities. If necessary redraft safety procedures with strategies that include the safety of people with disabilities.	Director Human Resources	2002
3. Develop procedures for evacuation in the case of an emergency that is inclusive of people with disabilities.	Director Human Resources	2001
4. Ensure fire wardens practice procedures for the evacuation of people with disabilities in drills.	Director Human Resources	2001 & ongoing

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- The Education and Student Services Committee of the National TAFE Chief Executives Committee (1992). *Flexibility: A Strategic Framework for People with Disabilities in TAFE 1994-1996*. Brisbane: Department of Employment, Vocational Education, Training and Industrial Relations.

FURTHER READING

General Publications

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Tertiary Disability Publications

General:

Washington, A. & Bruce, G. (1999). *Information & Orientation Guidelines for Disability Support Workers in Tertiary Education & Training*.

University of Tasmania *Inclusive Practice is Good Practice*.
<http://www.tased.edu.au/tasonline/gateways/pubs/ipigp.htm>

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Deakin University (1994) *Disability Resource Manual*. Geelong, Victoria: Deakin University.

Post Secondary Education Network. (1994). *Reasonable Accommodations: Strategies for Teaching Students with Disabilities*.

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National Staff Development Committee (1997). *ResponseAbility - People With Disabilities - Skilling Staff in Vocational, Education, Training and Employment Sectors. Staff Development Kit*. ANTA Product.

University of New South Wales, University of Sydney, Macquarie University and University of Technology. (1993) *Reasonable Accommodations Strategies for Teaching University Students with Disabilities revised.*, Sydney: University of New South Wales.

Assessment

Rodgers, N. & Jordan, M., (1993). *Alternative Assessment for Students with Disabilities*. Brisbane: Griffith University. <http://www.anu.edu.au/secretary/disabilities/book1/html>

Western Australian Department of Training. (nd). *A Guide to Alternative Assessment for Students With Disabilities in TAFE*. Perth: WA Department of Training.

Stephens, M., Power, D., & Hyde, M. (1991). *AccessAbility Kit Project AccessAbility*. Brisbane, Queensland: Division of Education, Griffith University.

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Learning Disability

Monash University (1993). *Learning Disabilities and Higher Education: Guidelines for working effectively with students with learning disabilities*. Monash University.

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Sharp, C., Johnson, B., Clark, N. & Associates (1988). *Guidelines for Academic Staff on Alternative Study Methods for Students with a Writing or Typing Disability*. Melbourne: Deakin University.

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Universities Disabilities Cooperative Project (NSW) (nd). *Opening All Options: A resource to assist students with learning disabilities in tertiary education*. http://www.utas.edu.au/docs/student_services/alda/options/

Sensory Disability

Northern Metropolitan College of TAFE (1992). *Teaching Deaf and Hearing-Impaired Students in TAFE Classrooms* Northern Metropolitan College of TAFE, Victoria.

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Physical Access

Buildings and Grounds Division, Deakin University (1995). *Access: Facility Management Action Plan Manual*. Deakin University, Victoria.

Assistive Technology

University of Tasmania Student Services (1998). *Handy Hints for Using Dragon NaturallySpeaking*. University of Tasmania ,Tasmania.

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Commonwealth Department of Human Services and Health. *One in Five: Living with Mental Illness*. VHS 24mins.

Educational TV Facility, Queensland University of Technology. (nd). *The University Option (with Subtitles)*. QUT (nd). VHS 9 mins 36 secs

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Tertiary Initiatives For People with Disabilities (TIPD) (1997). *Creative Teaching: Inclusive Learning*. TIPD 1997 VHS 55mins

Villamanta Publishing Service Inc. (1996). *Inclusive Practices - Optimum Outcomes" Training Package*. Villamanta Publishing Service Inc. VHS 9mins
<http://www.deakin.edu.au/extern/rdlu/ipoo.html>

Websites & Resources available on the Internet

GATEWAYS: <http://www.tased.edu.au/tasonline/gateways/gateways.htm>

RDLU (Regional Disability Liaison Unit, Victoria): <http://www.deakin.edu.au/extern/rdlu>
Direct: The Directory of Disability Information & Resources for Tertiary Education Community
DATADLO: the free database for DLO's
RDLU Information sheets
Making It Happen
Science Laboratory Access Manual

ALDA (Australian Learning Disability Association):
http://www.utas.edu.au/docs/student_services/alda
People with Learning Disabilities: We Just Learn Differently

UniAbility: <http://www.unisa.edu.au/eqo/pubs/disindex.htm#UniAbility>
UniAbility series of books (only Where there's a will, there's a way is online)
UniAbility series of fact sheets (for teaching staff covering - learning disability; hearing disability; mobility disability; vision disability; psychiatric disability)
UniAbility series of brochures
UniAbility projects

Australian National University: http://www.anu.edu.au/disabilities/info_staff.html
Students with Learning Disabilities: A Guide for Students & Staff
Managing Oral Examinations for Students with Disabilities
Reasonable Accommodations: Strategies for Teaching Students with Disabilities
Guidelines for working effectively with Students with Learning Disabilities
Disability in the Workplace: A Guide for Employees with Disabilities, their Supervisors & Colleagues

Disability Action Plans

Australian Catholic University

Flinders University, South Australia

Sunshine Coast University, Queensland

University of Melbourne, Victoria

University of Technology Sydney, New South Wales

Employment

Human Rights & Equal Opportunity Commission (1998). *Disability Discrimination Act
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http://www.hreoc.gov.au/disability_rights/standards/Employment_draft/employment_draft.html

Human Rights & Equal Opportunity Commission website includes a site dealing with employment. http://www.hreoc.gov.au/disability_rights/employment/__employment.html

APPENDIX A: CONSULTATION

Internal Consultation (1998):

Toowoomba Campus

Avey, H.(Dr), Dean, Faculty of Sciences
Bovey, M.(Ms), Examinations & Graduations, Student Administration
Bull, D.(Mr), Head, Tertiary Preparation Program
Clarke, J.(Mr), Manager, Strategic Policy and Planning
Coates, D.(Father), Catholic Chaplain, Student Services
Coombes, R.(Professor), Dean, Faculty of Commerce
Ellerman-Bull, K.(Ms), Director, Student Services
Everett, A.(Mr), Operations Manager, International Education Centre
Fisher, A.(Ms), Manager, Examinations & Graduations, Student Administration
Fogarty, G.(Professor), Head, Department of Psychology, Faculty of Sciences
French, M.(Professor), Dean, Faculty of Arts
Disability Action Group, members and committee
Gordon, I.(Dr), Associate Director, Residential Colleges
Goss, D.(Mr), Director, Marketing & Public Relations
Gray, A.(Mrs), Course Promotions Manager, Marketing & Public Relations
Hauff, H.(Ms), Disability Counsellor, Student Services
Kearnes, M.(Mr), Acting Director, Information & Technology Services
King, S.(Ms), Head Outreach, Distance Education Centre
Lahy, V.(Mrs), Course Promotions Manager, Marketing & Public Relations
Lambert, C.(Mr), Bursar
Lungaard, W.(Mrs), Manager, Organisational Training & Development, Human Resources
McKay, M.(Professor), Deputy Vice-Chancellor (Research & Enterprise)
McKenzie, G.(Mr), Business Adviser (Planning), Bursar's Office
McMaster, J.(Mr), Assistant Director, Kumbari/Ngurpai Lag
McPherson, M.(Ms), University Librarian
Pearson, J.(Mr), Director, Human Resources
Postle, G.(Associate Professor), Acting Associate Director (Academic), Distance Education Centre
Skilton, R.(Dr), Head, Department of Education, Faculty of Education
Smallwood, G. (Associate Professor), Director, Kumbari/Ngurpai Lag
Stapleton, K.(Mr), General Manager, USQ Student Guild
St Hill, R. (Associate Professor), Sub-Dean (Academic), Faculty of Business
Swannell, P. (Professor), Vice Chancellor

Tanzer, T.(Mr), Registrar
Taylor, J.(Professor), Director, Distance Education Centre
Thomas, N.(Mr), Director, Residential Colleges
Timmins, K.(Dr), Academic Registrar
Werth, S.(Ms), Admissions Manager, Student Administration
Wilson, D. (Professor), Dean, Faculty of Engineering & Survey

Wide Bay Campus

Two discussion forums were held at the USQ Wide Bay campus:

- With students with disabilities and interested members of the Hervey Bay community.
- With academic and general staff employed at the Wide Bay Campus.

External Consultation (1998):

Education

Austed-list -list is maintained by The National Clearinghouse on Education and Training for People with Disabilities (NCET) and is an initiative of The Tertiary Education Disability Council of Australia (TEDCA).

Stickles, C. (Ms), Disability Officer, Curtin University, Perth

Equity Officer (Disability), Murdoch University, Perth

Equity Officer, Murdoch University, Perth

Equity Officer, University of the Sunshine Coast, Maroochydore

Guidance Officer, Centenary Heights State High School, Toowoomba

Guidance Officer, Harristown State High School, Toowoomba

Guidance Officer, Toowoomba State High School, Toowoomba

Toombs, Michelle (Ms), Schools Transitions Program

Employment

Manager, Personnel West Assoc Inc, Toowoomba

Manager, Garden City Employment, Toowoomba

Manager, Downs Group Training, Toowoomba

Manager, Golden West Group Training Scheme Inc, Toowoomba

Disability

Disability Commissioner, HREOC

Heffernan, N. (Mr), Disability Consultant

ParaQuad Assoc, Qld (Toowoomba Network)

Women with Disabilities (Australia)

Internal Consultation (1999):

Toowoomba Campus

Avey, H.(Dr), Dean, Faculty of Sciences

Bambrick, S. (Professor), Deputy Vice-Chancellor (Academic)

Barnett, A. (Professor), Dean, Faculty of Business

Ellerton, N. (Professor), Dean, Faculty of Education

French, M.(Professor), Dean, Faculty of Arts

Stower, E.(Mr), Acting Dean, Faculty of Commerce

Wilson, D. (Professor), Dean, Faculty of Engineering and Surveying

Internal Consultation (2000):

Toowoomba Campus

Hansson, Brian.(Mr), Director, Residential Colleges

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