



University of South Australia

Disability Action Plan

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Introduction

The University of South Australia is a modern, flexible, open and innovative university which aspires to international reach and impact. Its foundations are in the 19th century's extension of access to education, and it continues to hold equity and diversity as core values. The University's goals are reflected in its positioning statement, *Educating Professionals—Creating and Applying Knowledge—Serving the Community*.

The University of South Australia's Disability Action Plan encourages all members of the University community to engage with, understand and respect differences and similarities among people. It encourages staff to know about and use inclusive practices and the University to have clear guidelines and procedures in place when accommodating and working with people with disabilities. An inclusive institutional vision encourages a creative and challenging intellectual and social climate for all members of the University community.

The Disability Action Plan benefits the University by establishing a framework that assists the organization to:

- eliminate discrimination in an active way
- encourage a diverse workforce and student population
- improve services to students and staff with disabilities
- enhance organisational image
- reduce the likelihood of complaints being made
- be better equipped to successfully establish a defence if complaints are made
- allow for planned and managed change in University business and services.

Implementing the Plan demonstrates a commitment to eliminating discrimination, in compliance with the Disability Discrimination Act 1992, and establishes:

- evidence of effective and continuing consultation with stakeholders
- priorities that are appropriate and relevant
- continuing evaluation and review mechanisms, and
- clear timelines and implementation strategies.

Individual sections of the Disability Action Plan will be evaluated on an annual basis and the entire plan will undergo a formal and extensive review every 5 years to ensure that it remains relevant and appropriate.

The Disability Action Plan is divided in three sections:

Section 1 Students — which deals with matters principally affecting students with disabilities

Section 2 Staff — which contains strategies that predominantly relate to staff with disabilities

Section 3 General University Community — which includes matters affecting the entire University community

Section 1 — Students

The strategies in this section of the Disability Action Plan principally affect students with disabilities

Legal framework for student section

- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- Commonwealth Disability Discrimination Act 1992
- South Australian Equal Opportunity Act 1984
- University of South Australia Act 1990
- University of South Australia Students with Disabilities Policy
- University of South Australia Equal Opportunity Policy
- University of South Australia Inclusive Language Policy
- University of South Australia Discrimination and Harassment Grievance Procedures (Students)
- University of South Australia Statutes
- University of South Australia By-laws

Consultation process for student section

- Review of current literature
- Consultation with students with disabilities
- Consultation with key staff who provide services to students with a disability
- Consultation with senior management

Evaluation and monitoring for student section

This section of the action plan will be reviewed annually by the Pro Vice Chancellor: Access and Learning Support to ensure that tasks are completed and/or being implemented. The University's Student Evaluation Questionnaire (SEQ) will provide regular information about the perceptions of students with disabilities of their university experience and their satisfaction with accommodations made and service received. Academic staff will be encouraged to add additional questions to the core of the Course Evaluation Instrument seeking feedback particularly related to issues faced by students with disabilities.

Conceptual Framework

The University's Equity Strategic Plan 2004–2006 includes the following goals:

- To improve educational participation and outcomes for designated equity groups.
- To ensure that the University's teaching and research programs, administrative processes and services identify, respond to and reflect our diverse student population.
- To ensure that the University's environment is accessible to all students.

Where these goals are applied specifically to students with disabilities they lead to the aims expressed in the University Policy for Students with Disabilities:

1. The University of South Australia will take reasonable steps to identify and eliminate unlawful direct, indirect, and systemic discrimination from its structures and practices and will ensure that students with disabilities are afforded reasonable opportunity to participate in all aspects of University life.
2. All staff shall, within their areas of responsibility, take reasonable steps to remove any barriers, which exist to academic programs, and the physical, social, and virtual environment in accordance with the University's Disability Action Plan.
3. The University will provide reasonable assistance to prospective students with disabilities to gain access to its programs.
4. The University will provide reasonable adjustments to ensure that students with disabilities can successfully complete their program of study.
5. Students with disabilities who require services or adjustments have a responsibility to provide timely and appropriate information, which assists the University to fulfil its obligations.
6. The University recognises that on-line developments can create barriers for students with disabilities and will therefore take reasonable steps to ensure accessibility.
7. This policy will be regularly evaluated and revised using consultative mechanisms and practices to maintain relevant continuous improvement in services and facilities for students with disabilities.

Approach

The following strategies summarise the University's intention to identify and eliminate from its structures and practices unlawful direct, indirect and systemic discrimination towards students with disabilities. These strategies amplify the goals of the *Students with Disabilities* policy and include general performance indicators.

Each Division, School and Administrative Unit develops its own strategies and performance indicators, which can be accessed through the appropriate links. These individual plans will be considered in the annual evaluation of the student section of the Disability Action Plan.

1.1 Teaching and learning, administrative and research environment for students

The aim of this section is that the University meet the goals detailed in the Policy: Students with Disabilities and remove any discrimination from its practices.

No	Strategy	Performance Indicators	Responsibility	Time Line
1	Ensure that Divisions, Schools, Institutes and Units include in their planning, activity, evaluation and review strategies to ensure that students with disabilities can access, participate in and achieve satisfactory outcomes in academic and all other aspects of University life.	<ul style="list-style-type: none"> • Annual strategic plans are inclusive of students with disabilities. • Annual reviews and evaluations report on successful accommodations and outcomes for students with disabilities. • Fewer complaints are made to the Student Ombud office or other areas of the University by students with disabilities. • Improved participation and success rates for students with disabilities. 	Division Pro Vice Chancellors, Heads of School, Directors of Research Institutes, Directors/Managers of Units	Annually and ongoing
2	Ensure that all staff within Divisions, Schools, Institutes and Units take reasonable steps to remove barriers for students with disabilities.	<ul style="list-style-type: none"> • Staff induction includes information about students with disabilities. • Staff respond appropriately and immediately to, and meet the needs of, students with disabilities. • Academic staff use inclusive teaching practices and assessment strategies for students with disabilities. • Administrative staff in relevant areas are aware of accommodations that can be made for students with disabilities and are able to explain these to students. 	Division Pro Vice Chancellors, Heads of School, Directors of Research Institutes, Directors/Managers of Units	Ongoing
3	Ensure appropriate information is provided to prospective students that will enable them to make informed decisions about application and enrolment.	<ul style="list-style-type: none"> • Staff are able to answer enquiries about programs, entry requirements, prerequisites and avenues for entry into UniSA for students with disabilities. • Programs are able to accommodate students with disabilities. • A range of appropriate pathways for students with disabilities is developed. • Increased participation by students with disabilities. 	Division Pro Vice Chancellors, Heads of School; Directors of Research Office, Flexible Learning Centre, Student & Academic Services, Marketing & Development Unit	Ongoing

4	Ensure reasonable adjustments are in place so that students with disabilities are able successfully to complete their program of study.	<ul style="list-style-type: none"> • Staff are aware of and follow reasonable adjustment procedures. • Divisions, Schools and Learning Connection record accommodations made. • Improved success and retention rates for students with disabilities. 	Division Pro Vice Chancellors, Heads of School, Directors of Research Institutes; Directors: FLC, Information Technology Strategy and Services, SAS and University Librarian	Ongoing
5	Ensure all new online developments comply with the University's Online Accessibility Plan.	<ul style="list-style-type: none"> • Compliance with current online accessibility guidelines is achieved by the timelines indicated in the plan. • Web accessibility complaints are minimised. 	Division Pro Vice Chancellors, Heads of School, Directors of Research Institutes, Directors/Managers of Units	As in OAP guidelines
6	Undertake regular evaluation of the University's environment for students with disabilities using consultative mechanisms and practices to ensure continuous improvement in services and facilities.	<ul style="list-style-type: none"> • Regular consultations are conducted with students with disabilities. • Standard survey and evaluation instruments contain questions that measure the needs and levels of satisfaction of students with disabilities. • Appropriate and immediate action occurs when issues are raised. 	Division Pro Vice Chancellors, Heads of School, Directors of Research Institutes, Directors/Managers of Units	At least annually

1.2 Teaching and learning

The aim of this section is to provide an academic environment that is inclusive of students with disabilities

No	Strategy	Performance Indicators	Responsibility	Time Line
1	Ensure all academic staff are aware of and use inclusive teaching practices and academic assessment strategies for students with disabilities.	Annual strategic plans are inclusive of students with disabilities. Teaching @ UniSA includes information about teaching and assessing students with disabilities.	Divisions and Schools Flexible Learning Centre professional development staff	Ongoing
2	Provide opportunities for staff who use best practice when teaching students with disabilities to disseminate their ideas.	Regular professional development forums are held.	Deans Teaching and Learning; FLC professional development staff	At least annually

3	Ensure procedures are in place to support academics who require professional development assistance when teaching students with disabilities.	Professional development needs are identified and professional workshops run. Academic staff use resources available within the Flexible Learning Centre.	Deans Teaching and Learning in conjunction with FLC professional development staff	Ongoing
4	Ensure course and program evaluation instruments provide students with disabilities an opportunity to identify issues to be addressed and to report levels of satisfaction.	All course and program evaluation instruments include questions about the experiences and satisfaction levels of students with disabilities.	University Teaching & Learning Committee	Ongoing
5	Ensure course materials are provided to students with disabilities at least two weeks before semester start to allow time for alternative formats to be provided.	Materials in alternative formats are available before the start of semester.	Course Coordinators	Each semester
6	Ensure all new course developments, including online courses, allow for necessary adjustments for students with disabilities.	Courses are able to be modified for students with disabilities without compromising learning requirements or outcomes. Online courses are accessible to students with disabilities.	Program Directors	Ongoing

1.3 Support for teaching, learning and research

The aim of this section is to ensure that the activities of units that support teaching and learning are inclusive of students with disabilities.

No	Strategy	Performance Indicators	Responsibility	Time Line
1	Ensure FLC, ISTS and Library staff are aware of inclusive practices for students with disabilities.	Units' staff induction includes information about students with disabilities. Procedures and mechanisms are in place for responding to the needs of students with disabilities Staff respond appropriately to requests from students with disabilities.	Director FLC Director ISTS University Librarian	Ongoing
2	Ensure Flexible Learning Centre's Teaching @ UniSA and professional development activities for teaching staff are inclusive of students with disabilities.	Flexible Learning Centre induction and professional development for teaching staff include strategies on how to accommodate students with disabilities.	Director FLC	Ongoing
3	Ensure all new online information, including online learning materials, is inclusive of students with disabilities.	Compliance with current online accessibility guidelines is achieved.	Pro Vice Chancellor: Access & Learning Support	As per OAP guidelines, url

4	Ensure the provision of adaptive technologies, including Library based services for students with disabilities	A range of study environments for adaptive technology is provided and maintained at each campus Library. Students accessing Adaptive Technology Services receive initial support. Appropriate and immediate action occurs when issues are raised.	Director FLC Disability Adviser FLC Director ISTS University Librarian	2006
5	Monitor the provision of FLC, ISTS and Library services to ensure needs are being met for students with disabilities.	Consultations are held with students with disabilities. Appropriate and immediate action occurs when issues are raised.	Director FLC, Disability Adviser FLC, Director ISTS, University Librarian	At least annually
6.	Ensure that barriers to access to computing facilities for students with disabilities are identified and remedied.	Information Strategy and Technology Services staff conduct regular reviews and upgrades of facilities. Information Strategy and Technology Services staff respond appropriately to issues identified. Adaptive technologies are installed as necessary. Computer pools are accessible to students with disabilities.	Director ISTS Director Property	Ongoing By 2006

1.4 Student and Academic Services and Campus Central

The aim of this section is ensure that the Student and Academic Services Unit continues to provide responsive, timely and reliable services for students with disabilities

No	Strategy	Performance Indicators	Responsibility	Time Line
1	Ensure SAS staff are aware of inclusive practices for students with disabilities.	Student and Academic Services staff induction includes information about accommodating students with disabilities. Staff respond appropriately and in a timely manner to requests from students with disabilities.	Director SAS	
2	Ensure admission and enrolment processes are accessible to students with disabilities.	Students with disabilities can access admission and enrolment processes.	Director SAS	Ongoing
3	Monitor student feedback to identify issues relating to students with disabilities and levels of satisfaction.	Evaluation is carried out and issues are implemented.	Director SAS Student Services Advisory Committee	Annually

4	Ensure that the procedures detailed in the Assessment Policy and Procedures Manual include reasonable accommodations for students with disabilities in assessment and examinations and that the procedures are followed by academic staff	Students with disabilities receive reasonable accommodation in assessment and examinations, in accordance with University policy.	Director SAS Division PVCs Heads of School Program Directors	Ongoing
5	Ensure Campus Central staff are able to manage enquiries from students with disabilities.	Campus Central staff participates in professional development sessions that include information about students with disabilities.	Director SAS Campus Central Coordinators	Ongoing
6	Ensure academic transcripts and other documentation are available in different formats as needed by students with disabilities.	Alternative format transcripts are provided as needed.	Director SAS	Ongoing
7	Ensure that graduation ceremonies accommodate graduands with disabilities.	Graduates with a disability are able to participate in Graduation ceremonies.	Director SAS	As required

Section 2 — Staff

The strategies in this section of the Disability Action Plan predominantly relate to staff with disabilities

Legal framework for staff section

- Commonwealth Human Rights and Equal Opportunity Commission Act 1986
- South Australian Equal Opportunity Act 1984
- University of South Australia Act 1990
- University of South Australia Equal Opportunity Policy
- University of South Australia Inclusive Language Policy
- University of South Australia Discrimination and Harassment Grievance Procedures (Academic and General Staff)
- University of South Australia Statutes
- University of South Australia By-laws

Consultation process for staff section

- Review of current literature
- Consultation with Equity Contacts and Human Resources staff
- Consultation with staff with disabilities and managers
- Consultation with key staff who provide services
- Consultation with people from Indigenous and non-English speaking backgrounds
- Consultation with staff and/or representative groups/networks
- Consultation with senior management

Evaluation and monitoring of staff section

This section of the action plan will be reviewed annually by the Consultant HR (Disability), under the direction of the Director HR, to ensure that tasks are completed or being implemented and remain appropriate and relevant.

A number of evaluation tools will be used to ensure that the implementation of this section of the plan positively affects the culture of the University and is beneficial for staff with disabilities. These include:

- Staff Attitude Survey. This survey is conducted every two years and will be utilised to provide useful comparative data.
- Staff Diversity Survey form. This form is distributed to all staff on appointment and thereafter annually if it is not returned. At any stage, a staff member can choose to update information previously submitted. Information collected from this form is recorded on a confidential HR database and will allow a snapshot of the level of disclosure at the end of 2003 and thereafter annually.
- 'Tell Us' survey. This survey has been developed and will be reviewed and distributed annually to all University staff, asking them to identify barriers or issues for staff with disabilities or for staff providing services.
- Complaints database. This confidential HR database will allow the analysis and monitoring of the numbers of complaints received from staff with disabilities about issues directly or indirectly relating to disability discrimination.

Approach

The following strategies are part of a series of initiatives with implications for staff with disabilities, their managers, supervisors and work colleagues. The staff section of the Disability Action Plan is to be read in conjunction with the section on initiatives aimed at the entire University community in order to provide a full overview of the University's commitment to the principles of social justice and equal opportunity.

The strategies and key performance indicators (KPI) selected in the staff section are not assumed by UniSA to be the only indicators of a successful implementation of the Disability Action Plan or the only way to demonstrate a university culture that is inclusive and free from discrimination.

2.1 Funding

The aim of this section is to ensure that sufficient funds are available to resource the needs of staff with disabilities when implementing reasonable accommodations

No	Strategy	Key performance indicators	Responsibility	Notes
1	Maintain a budget in the Human Resources Unit to contribute to the needs of staff with disabilities identified at the local level.	Appropriate funding is available to implement reasonable accommodations as required under the DDA.	Manager: Finance Director: HR	Permanent item
2	Communicate to the University community that reasonable accommodations for staff with disabilities involving sums greater than \$1000 are to be brought to HR for assessment and payment.	Costs over \$1000 associated with funding reasonable accommodations are assessed and if appropriate costs are met.	Director: HR Consultant HR (Disability)	Permanent item

2.2 Recruitment and selection

The aim of this section is to ensure that the best people from the widest talent pool are accessed

No	Strategy	Key performance indicators	Responsibility	Notes
1	Research, benchmark and develop proactive measures for recruiting people with disabilities.	The numbers of staff with disabilities employed by UniSA increases.	Director: HR Consultant HR (Disability)	To be developed
2	Ensure recruitment and selection guidelines contain appropriate and relevant information about employing staff with disabilities ie information on reasonable accommodations.	Information is available for managers and local HR personnel on the HR website and in alternative formats upon request.	Director: HR Consultant HR (Disability) HR Coordinators	Permanent item
3	Indicate in employment advertisements that UniSA is an equal opportunity employer.	Advertisements promote UniSA as an equal opportunity employer.	Director: HR	Permanent item
4	Incorporate reasonable accommodations in the selection process and promote this flexible work practice.	The needs of people with disabilities are accommodated and respected during the selection process. Letters inviting applicants to an interview advise that reasonable accommodations are available, if required, during the selection process.	Director HR Consultant HR (Disability) – advice	Permanent item Reminder publicised via HR networking group each January
5	Ensure the UniSA-Able: Work Experience and	The UniSA-Able project is further developed, piloted and	Consultant HR (Disability)	2003 – 2004

	Employment for UniSA Students with Disabilities project becomes well established and effective.	any recommendations incorporated and acted upon.	Flexible Learning Centre staff	
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2.3 Employment and retention

The aim of this section is to ensure that UniSA retains quality staff

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure compliance with the DDA by providing reasonable accommodations for staff with disabilities where required.	Managers are aware of their responsibilities to ensure that barriers for staff with disabilities are removed or minimised.	Heads of Schools, Directors of Units and Research Institutes, Managers Consultant HR (Disability) – advice	Permanent item
2	Ensure managers are aware of the need to fund reasonable accommodations under \$1000 and know how to apply for funding assistance for accommodations over \$1000.	Reasonable accommodations under \$1000 are funded by local cost centres. Staff with disabilities are comfortable that they can approach their managers to discuss accommodations that may cost more than \$1000.	Heads of Schools, Directors of Units and Institutes, Managers Consultant HR (Disability) – advice	Permanent item
3	Ensure that staff with disabilities working in the international arena are not disadvantaged.	Staff with disabilities who work internationally are provided with reasonable accommodations.	Heads of Schools, Directors of Units and Institutes, Managers Consultant HR (Disability) – advice Senior Consultant OHS&W – advice	Permanent item

2.4 Performance management and staff development

The aim of this section is to ensure that staff at UniSA are well informed and able to keep pace with changing work requirements

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure reasonable accommodations are made for staff with disabilities attending staff development both internal and external to the organisation.	Staff with disabilities participate in staff development activities.	Director: HR Heads of Schools, Directors of Units and Research Institutes, Managers HR Coordinators	Permanent Item
2	Arrange and facilitate on request staff development on a broad range of disability issues especially where they arise from the complaint handling process.	Staff development is identified, devised and available upon request. Training around disability issues is offered via the Human Resources Unit The equity and diversity training needs of staff across UniSA is reviewed on an annual basis.	Director: HR Consultant HR (Disability) Senior Consultant: Organisation Learning and Development Flexible Learning Centre staff	Permanent Item
3	Ensure that frontline staff across the portfolios and divisions are provided with regular training and development to enable them to meet their responsibilities towards staff with disabilities.	Frontline staff across the portfolios and divisions are fully informed and model best practice behaviours.	Pro Vice Chancellors Director: HR Consultant HR (Disability) – advice	Permanent Item
4	Research the usefulness, appropriateness and format for implementing, where required, local contingency plans for staff with episodic disabilities.	Clearer return to work processes and job security are established for staff with episodic disabilities and their managers.	Consultant HR (Disability) – advice and initial research Director: HR	To be researched and developed 2003/2004
5	Implement return to work programs for staff with disabilities where required.	Staff with disabilities make a successful transition into the workplace after taking leave directly related to, or as a result of, their disability.	Director: HR Consultant HR (Disability) OHS&W Team – advice Heads of Schools, Directors of Units and Research Institutes, Managers HR Coordinators	Permanent Item

2.5 Diversity

The aim of this section is to ensure that UniSA is a culturally inclusive environment that recognises the needs of a diverse workforce

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure that consultation about the DAP with staff from Indigenous and culturally and linguistically diverse backgrounds occurs.	The strategies within this disability action plan are inclusive of staff from culturally and linguistically diverse backgrounds.	Director: HR Consultant HR (Disability)	Permanent Item
2	Ensure managers understand that cultural backgrounds may affect how people view their disability.	An inclusive working environment that recognises the diversity of the workforce is developed, monitored and promoted.	Director: HR Heads of Schools, Directors of Units and Research Institutes, Managers Consultant HR (Disability) – advice	Permanent Item

2.6 Occupational health safety and welfare

The aim of this section is to ensure a safe and healthy working environment for all staff

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure Occupational health, safety and welfare procedures reflect consideration of staff with disabilities.	There is a safe working environment for all staff.	Vice Chancellor Director: HR OHS&W Team – advice Consultant HR (Disability) – advice	Permanent item
2	Review evacuation procedures for people with disabilities annually.	Evacuation procedures reflect best practice. Training of firewardens/evacuation across the University is funded and primary responsibility to ensure appropriate training occurs is allocated.	Director: Services Director: HR	Permanent item
<p><i>Please note: Any return to work program not associated with work place injury should be considered in the context of performance and development plans. Associated strategies are reflected in the <u>performance management and staff development</u> section of this plan.</i></p>				

Section 3 — General University Community

The strategies outlined in this section of the Disability Action Plan affect the entire University Community.

3.1 Planning and Policy

The aim of this section is to ensure that policy and planning reflects best practice and meets the needs of a diverse University Community

No	Strategy	Performance Indicators	Responsibility	Time Line
1	Ensure the University's annual corporate plan is inclusive of the needs students and staff with disabilities.	Consideration of students and staff with disabilities forms part of university planning and review processes.	Vice Chancellor	Annually
2	Ensure that annual strategic plans for Divisions, Schools, Institutes, Portfolios and Units are inclusive of students and staff with disabilities.	Plans consider and address the needs of students and staff with disabilities.	SMG, Heads of Schools, Institute Directors, Directors/Managers of Units	Annually
3	Continue to develop, monitor and evaluate relevant UniSA policies to ensure they are appropriate and effective for people with disabilities and reflect best practice.	Policies across UniSA are inclusive and reflect best practice, as benchmarked at a national level.	Director: HR Director: SAS Director: Research Services Director: Council Services Consultant HR (Disability)	Permanent Item
4	Ensure that audits of compliance with the <i>Students with Disabilities</i> policy form part of the Audit Register.	Audits are undertaken of compliance with the <i>Students with Disabilities</i> policy and improvements are made where necessary.	Director: PAS	Annually
5	Maintain statistics about access, participation, retention and success of students with disabilities.	Statistics about access, participation, retention and success of students with disabilities are accessible on the University website.	Director: PAS	Permanent Item

3.2 Property and Services

The aim of this section is to ensure that the University's physical environment is accessible and reflects best practice

No	Strategy	Key performance indicators	Responsibility	Notes
1	Promote the role of the Property Unit in providing disability access advice.	<p>Staff across UniSA are aware of this service within the Property Unit.</p> <p>Property staff remain informed of potential issues within UniSA as they arise.</p> <p>Property staff remain informed of best practice and industry and building codes.</p> <p>A register of disability related complaints, audits and improvements is maintained.</p>	<p>Director: Property</p> <p>Consultant HR (Disability) – advice</p> <p>Disability Liaison Officer- advice</p>	<p>Permanent Item</p> <p>Publicise this service in <i>Staff with disabilities brochure</i> and annually via other mechanisms such as <i>UniNews</i></p>
2	<p>Ensure construction and refurbishing projects across the University reflect best practice in access for people with disabilities and that appropriate members of the UniSA community are consulted.</p> <p>Inform Advisory Group for Students with Disabilities and Director: HR of major projects to enable them to provide advice on compliance with legislation and university policy.</p>	<p>In undertaking construction and refurbishing projects across the University, disability access requirements are identified and addressed and compliance with legislation and University policy is achieved.</p> <p>Where appropriate, external experts are engaged to advise project teams.</p> <p>Clear guidelines and procedures for accommodating people with disabilities are developed and adhered to when planning capital developments.</p>	<p>Director: Property</p> <p>Director: HR</p> <p>AGSWD – Chair</p>	<p>Permanent Item</p>
3	Ensure that Blueprint 2005 reflects best practice.	Accessibility issues are incorporated into capital works plans with the assistance of disability specialists.	Director: Property	2002 – 2005
4	Conduct regular access audits to identify and prioritise required alterations to facilities	Alterations are identified and prioritised in consultation with appropriate staff.	Director: Property	Permanent Item
5	Consult widely both inside and outside the university to ensure comprehensive input on disability issues with regard to building and property matters.	<p>Consultation occurs to ensure best practice is achieved.</p> <p>All University sites are accessible for people with disabilities.</p>	Director: Property	Permanent Item
6	Conduct regular audits of access car parks to ensure they continue to meet the needs of people with disabilities.	Appropriate numbers of car parks for people with disabilities are available in accordance with the Building Code of Australia and the Disability Discrimination Act.	Director: Services	Permanent Item

3.3 Marketing and publications

The aim of this section is to ensure that publications and publicity materials produced by UniSA reflect and promote a diverse University community

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure that the University's commitment to access, equity and diversity principles is included in all promotional materials.	UniSA's publicity material reflects its diverse community.	Director: Marketing and Development Consultant HR (Disability) – advice	Permanent Item
2	Regularly update HR publications to ensure they contain relevant and appropriate information.	Publications and information provided by HR, including equity-specific information, are reflective of best practice.	Director: HR Consultant HR (Disability) – advice	Permanent Item
3	Ensure MDU and Division plans demonstrate understanding of and support for the needs of students with disabilities.	Plans, including marketing and communications plans, address the needs of students with disabilities.	Director: MDU Division PVCs	Annually
4	Ensure all information sessions are accessible to students with disabilities.	Students with disabilities participate in information sessions, including Open Days. Information for prospective students is available in alternative formats.	Director: MDU Division Marketing Officers	As required
5	Ensure school liaison and outreach initiatives include information about services available for students with disabilities.	Schools liaison and other outreach initiatives are inclusive of students with disabilities.	Director: MDU Director: FLC	Ongoing
6	Ensure Program Information Centre and Research Office staff are able to provide relevant and accessible information to students with disabilities seeking information about undergraduate and postgraduate programs and research degrees.	MDU and Research Office staff induction includes information about students with disabilities. Staff are able to answer enquiries about programs, entry requirements, prerequisites and avenues for entry into UniSA for students with disabilities and to refer prospective students to appropriate areas for more information. Program information materials are available in alternative formats if required.	Director: MDU Director: Research	Ongoing

3.4 Conflict and dispute resolution, information and advice

The aim of this section is to ensure that any conflict that arises from a person's disability is dealt with in an effective and timely manner and that the university community is provided with accurate and timely advice.

No	Strategy	Key performance indicators	Responsibility	Notes
1	Provide advice and support for students and staff with disabilities, managers and work colleagues on rights and responsibilities in relation to relevant legislation and UniSA policies.	Students and staff are fully informed about their rights and responsibilities and any questions/concerns are addressed.	Director: HR Consultant HR (Disability) – advice HR Coordinators Student Ombud Director: SAS	Permanent Item
2	Maintain and publicise the University's Discrimination and Harassment Grievance Procedures (Academic and General Staff) and Discrimination and Harassment Grievance Procedures (Students).-	Staff and students are fully informed about anti-discrimination policy and procedures and their relevance with regards to disability discrimination. The information is available from a number of places, and in alternate formats upon request, including at staff induction, student enrolment, on the web and in brochures.	Director: HR HR Consultants Student Ombud Director: SAS	Permanent Item
3	Maintain informed debate and a high level of information dissemination to the University community about issues related to people with disabilities.	The University community is informed using the most appropriate mechanism available.	Director: HR HR Consultants Director: FLC Director: SAS	Permanent Item
4	Maintain confidentiality in case management across the organisation.	Staff and students who disclose their disability either verbally or in writing are confident that this information will remain confidential unless otherwise agreed upon or the University identifies a duty of care concern. Staff who have information disclosed to them understand and comply with rules of confidentiality	Director: HR Director: SAS Consultant HR (Disability) Disability Liaison Officer Student Ombud other staff as relevant	Permanent Item
5	Develop a pamphlet, which outlines rights and responsibilities for staff with disabilities and their managers.	Staff across UniSA are better informed of their rights and responsibilities.	Consultant HR (Disability)	To be developed 2003 – 2004

3.5 Library

The aim of this section is to ensure that library services provided at UniSA are inclusive of people with disabilities

No	Strategy	Key performance indicators	Responsibility	Notes
1	<p>Promote and maintain library initiatives and resources that directly or indirectly assist people with disabilities</p> <ul style="list-style-type: none"> • Equipment and technology • Available assistance • Disability contact officers. 	Staff and students with disabilities are aware of the services the library offers to enable them to access this vital facility.	<p>University Librarian</p> <p>Consultant HR (Disability) – advice</p> <p>Disability Liaison Officer – advice</p> <p>AGSWD</p>	<p>Permanent Item</p> <p>Publicise library services in <i>staff with disabilities brochure</i> and annually via other mechanisms such as <i>UniSANEWS</i></p>

3.6 Information Technology

The aim of this section is to ensure that the University IT environment is inclusive and reflects best practice

No	Strategy	Key performance indicators	Responsibility	Notes
1	Ensure Information technology staff are trained and aware of accessibility issues for people with disabilities and are able to provide timely assistance and advice.	Staff with disabilities who require specialised equipment or assistance have access to relevant IT expertise.	<p>Director: Information Strategy and Technology Services</p> <p>Managers of IT in Divisions and Portfolios</p>	Permanent Item
2	Ensure UniSA's web system reflects best practice as per the WC3 guidelines and the DDA.	<p>The Online Accessibility Action Plan is developed and approved</p> <p>Guidelines, policy, procedures and timelines outlined in the Online Accessibility Action Plan are developed and implemented in order to achieve the desired level of compliance</p>	<p>PVC: Access and Learning Support</p> <p>Online Accessibility Management Group</p> <p>Advisory Group for Student with Disabilities – advice</p> <p>Consultant HR (Disability) – advice</p>	Ongoing

Glossary

AGSWD	Advisory Group for Students with Disabilities
DAP	Disability Action Plan
DDA	Disability Discrimination Act (1992)
FLC	Flexible Learning Centre
HR	Human Resources
ISTS	Information Strategy and Technology Services
MDU	Marketing and Development Unit
PAS	Planning and Assurance Services
Permanent item	Items which carry over from each plan
PVC	Pro Vice Chancellor
Reasonable accommodation	An accommodation that removes a barrier
SAS	Student and Academic Services
SMG	Senior Management Group
TALC	Teaching and Learning Committee
UniSA	University of South Australia