

FLINDERS UNIVERSITY
DISABILITY ACTION PLAN (DAP)
2014-2016

This Disability Action Plan (DAP), in conjunction with the [Disability Policy](#), sets out the University's approach to meeting its obligations and responsibilities under the *Commonwealth Disability Discrimination Act (DDA) 1992* and the associated *Disability Standards for Education 2005*. The DAP takes account of the Universities Australia (formerly Australian Vice-Chancellors' Committee (AVCC)) *Guidelines on Information Access for Students with Print Disabilities* (November 2004) and *Guidelines Relating to Students with Disabilities* (May 2006) which were predicated on the following two key principles:

- (i) that Universities will uphold academic standards such that students graduate with the requisite skills and knowledge associated with the degree conferred; and
- (ii) that Universities provide students with disabilities with the opportunity to realise their academic and social potential and to participate fully in university life.

Consistent with the University's commitment to creating an equitable and inclusive environment for people with disabilities studying and working at Flinders, and the Key Strategies embodied within *Flinders University Strategic Plan 2012-2016 – Flinders Future Focus*, the DAP details strategies and defines success indicators within the context of the following six primary objectives:

Objective 1	Encourage people with disabilities to apply for courses and provide appropriate facilities and services	Key Strategy 2: <i>Enhancing Educational Opportunities</i> , and Key Strategy 3: <i>Enhancing The Student Experience</i>
Objective 2	Student and staff mental health and wellbeing is a prime consideration of the University, leading to the development of a Student and Staff Mental Health Action Plan	Key Strategy 3: <i>Enhancing The Student Experience</i> , and Key Strategy 7: <i>Valuing Our People</i>
Objective 3	Equitable teaching and learning opportunities are provided to all students	Key Strategy 3: <i>Enhancing the Student Experience</i> and Key Strategy 4: <i>Valuing Quality in Teaching</i>
Objective 4	Employment practices at Flinders are fair and equitable	Key Strategy 7: <i>Valuing Our People</i>
Objective 5	The physical environment is inclusive and accessible to people with disabilities	Key Strategy 3: <i>Enhancing the Student Experience</i> , Key Strategy 7: <i>Valuing Our People</i> , and Key Strategy 8: <i>Committing to Environmental Excellence</i>
Objective 6	Information services and the virtual environment are inclusive of people with disabilities	Key Strategy 3: <i>Enhancing the Student Experience</i> , Key Strategy 4: <i>Valuing Quality in Teaching</i> , and Key Strategy 7: <i>Valuing Our People</i>

The Vice-Chancellor is the Responsible Officer for the University under the Act. Responsibility for coordination of specific strategies is allocated to the heads of relevant areas (Divisions, Faculties, Units) or other responsible officers. The role of the University's [Disability Committee](#) is to oversee and monitor the implementation of the DAP by coordinating initiatives across the University, and in ensuring that the goals and strategies from the DAP continue to be aligned with the University's Strategic Plan and Faculty/Division operational plans.

GLOSSARY

D, B&P	Director, Buildings and Property	D,SR	Director, Student Recruitment
D, CUT	Director, Centre for University Teaching	DVCA	Deputy Vice-Chancellor (Academic)
D, EdICT	Director, Education ICT	EDs	Executive Deans
D, HR	Director, Human Resources	FGMs	Faculty General Managers
ED, IC	Executive Director, International Centre	H, HC&DS	Head, Health Counselling & Disability Services
D, IS	Director, Information Services	M,EO&D	Manager, Equal Opportunity and Diversity
ED, MACO	Executive Director, Marketing and Communications Office	PVC (IS)/CIO	Pro Vice-Chancellor (Information Services)/ CIO

Objective 1: Encourage people with disabilities to apply for courses and provide appropriate facilities and services

Success Indicators:

- *Access and participation rates of students with disabilities improve.*
- *Inherent requirements of courses, including any that are specific to work placements or subsequent employment opportunities, are clearly articulated.*
- *Students with disabilities are visible and valued within the University community and Flinders is perceived externally as an 'inclusive' study environment.*

<i>Staff and students engaged in promotional and support activities with prospective and new students are appropriately trained and informed with respect to the University's policies with respect to students with disabilities. Strategies</i>	Responsibility delegated to	Targets	Timeframe
Review University promotional material provided to prospective students, careers advisers, secondary schools, overseas agents etc to ensure that it gives sufficient prominence to University policy relating to students with disabilities, and services available to students with disabilities	D,SR Executive Director, Strategic Marketing and Communications ED, IC Disability Advisors	Review of promotional material undertaken, and redrafted as necessary	Annually – prior to the start of teaching
Course-specific promotional material to make specific reference to inherent requirements or other issues which may be of concern to prospective students with disabilities, eg mode of delivery, work placement or fieldwork requirements, and future employment limitations	DVCA FGMs ED, IC Course Co-ordinators Disability Advisors	Review of existing material undertaken, and redrafted as necessary	2018
Ensure that front-line enquiry staff in Student Centre and Faculty/School Offices, and all staff representing the University at joint Universities/TAFE Information Days, Open Days, Education Fairs etc, are fully conversant with Flinders Disability Policy, and	D,SR ED,IC FGMs Course Co-ordinators	All staff involved in recruitment and/or new student enrolment appropriately trained	December 2014, and annually thereafter

particularly the University's legal obligations and the Principle of Reasonable Adjustment or Accommodation			
Maintain capacity to give special consideration to applications for admission from people with disabilities	D,SR Manager, Student Access	Increase in number of students with declared disabilities gaining access to Flinders	Ongoing
Enrolment packages and the SATAC Guide to include reference to the University's Disability Policy and the principle of Reasonable Adjustment or Accommodations	DVCA D,SR	Material reviewed and revised where necessary	Ongoing

Objective 2: Student and staff mental health and wellbeing is a prime consideration of the university

Success Indicators:

- *Support staff are appropriately trained and informed with respect to the University's policies on Mental Health and Wellbeing of students.*
- *University staff are supported in their dealings with students experiencing mental health problems.*
- *Managers and colleagues who work with staff experiencing mental health problems are supported.*
- *Students and staff have opportunities for mental health education and development of skills and resilience.*
- *Students who are experiencing mental health problems are provided with access to University support services and referral to external agencies where appropriate.*
- *Students who are experiencing mental health problems are assisted to realise their full academic potential and to successfully complete their course of study.*
- *Staff who are experiencing mental health problems are provided with appropriate adjustments to enable them to perform their jobs and to have access to career progression or promotion.*

Strategies	Responsibility delegated to	Targets	Timeframe
Provide students and staff with opportunities for mental health education and development of resilience and skills	H,HC&DS D,HR Manager, Student Engagement ED, MACO Director, Yunggorendi Dean, Flinders Living	RU OK? Day and other promotional events	December 2015
Provide students with culturally safe spaces as an essential part of their mental health and wellbeing	H, HC&DSD Dean, Indigenous Strategy and Engagement Director, Yunggorendi Manager, Student Engagement Coordinating Chaplain, Oasis	Provision of Student Spaces: Oasis, Yunggorendi Student Common Room, Queer Space, Women's Room	Ongoing
Provide students experiencing mental health problems with access to University support services and referral to external services where appropriate	DVCA H,HC&DS Manager, Student Engagement Director, Yunggorendi Dean, Flinders Living	Provision of and referral to Counsellors and Doctors at Health, Counselling and Disability service	Ongoing

Assist students who are experiencing mental health problems to realise their full academic potential and to successfully complete their course of study	H,HC&DS Manager, Student Engagement Director, Yunggoendi Dean, Flinders Living	Increased numbers of students with mental health problems visit Health, Counselling and Disability service	December 2015
Support staff in their dealings with students experiencing mental health problems	H,HC&DS Director, Yunggoendi Dean, Flinders Living	Hold at least 6 workshops for staff each year	December 2015
Continue to provide and promote the full range of services available to students	DVCA H,HC&DS Manager, Student Engagement Head, Student Learning Centre Manager, Careers & Employer Liaison Centre	Increased numbers of students access support services	December 2015
Supervisors of staff are informed and assisted to respond appropriately around mental health and wellbeing	D,HR Manager, Work, Health and Safety M, EO&D Manager, Professional Development Unit	Workshops at least twice a year	December 2015
Human Resources Advisors are informed and empowered to respond appropriately around mental health and wellbeing	D,HR M, EO&D Manager, Professional Development Unit	Workshops or guest speakers at least twice a year	December 2015
Continue to provide and promote support available for staff	D,HR Manager, Work, Health and Safety	Employee Assistance Program is well resourced and utilised; Flexible Employment Practices are well accessed	Ongoing
Continue to update and promote the University Wellbeing Calendar	Manager, Work, Health and Safety Manager, Sports Centre	Calendar is promoted at least twice a year	Ongoing

Objective 3: Equitable teaching and learning opportunities are provided to students with disabilities

Success Indicators:

- *Improved success and retention rates of students with disabilities.*
- *Improved satisfaction of students with disabilities of their study experience and course outcomes.*
- *Staff have increased capacity and confidence in addressing the learning needs of students with disabilities.*
- *Development of inclusive practices within mainstream teaching and learning strategies and structures.*

<i>Students with disabilities are actively consulted and their views inform teaching practices and University policies and procedures with respect to disability issues .Strategies</i>	Responsibility delegated to	Targets	Timeframe
The University's "Learning and Teaching" website to provide direct links to the University's Disability Policy and information relevant to teaching students with a disability	DVCA D,CUT M,EO&D	Information on website, including links to other relevant websites reviewed and updated	February 2015
An academic staff member to be nominated in each	EDs	Faculty Disability Academic	Ongoing

Faculty as a Disability Academic Adviser and provided with appropriate training	Disability Advisors	Advisors identified in each Faculty, and appropriately trained	
Staff to be reminded periodically of the University <i>Guidelines for Reasonable Adjustment to Assessment and Teaching Methods for Students with Disabilities</i> (available as Appendix A of the University's "Assessment Policy and Procedures")	DVCA Disability Advisors M,EO&D FGMs	University and Faculty newsletters include appropriate references on regular basis	At the start of each semester
Students with declared disabilities to be invited to obtain an Access Plan that details reasonable accommodations	Disability Advisors	All students who have declared a disability contacted and invited to be assessed for an Access Plan	Two weeks after the start of each semester
Ensure each <i>Statement of Assessment Methods (SAM)</i> includes a statement that outlines the process for students with disabilities who wish to negotiate reasonable adjustments to teaching or assessment methods.	DVCA Course/Topic Coordinators	Statement of Assessment Methods is reviewed and amended as necessary. Updated Statement is disseminated to Faculties.	Prior to start of each semester
Students with disabilities who are identified as being "at risk" of preclusion from their course/topic to be individually counselled and supported as appropriate	Topic Coordinators Disability Advisors	Students with disabilities identified as being "at risk" individually counselled and supported as appropriate	Ongoing
Funded support services for individual students with disabilities (eg AUSLAN Interpreters) to be readily available	Disability Advisors	Keep abreast of developments in aids and technology designed to support teaching and learning of people with particular disabilities, and provide for their introduction to Flinders as the opportunity and/or need arises.	Ongoing
Flinders Foundation of University Teaching (FFOUT) to include an information session on issues relevant to teaching students with disabilities	DVCA D,CUT	FFOUT for new academic staff to be reviewed to ensure that it contains sufficient reference to University policy with respect to students with disabilities	December 2015
Faculty all student emails sent out seeking feedback regarding any issues for people with disabilities	FGMs Faculty Disability Academic Advisors	Emails sent out at least once in a reporting period	December 2016
Advice regarding alternative assessment formats to be readily available to teaching staff	Disability Advisors D,CUT	Development of webpage describing range of alternative assessment formats and when they might be used. Teaching and Learning website to link to this page.	December 2015

Objective 4: Employment practices at Flinders are fair and equitable

Success indicators:

- *Increase in proportion of staff declaring a disability.*

- Increase in proportion of staff with disabilities seeking workplace adjustment.
- Improvement in overall satisfaction of staff with a disability as measured by Staff survey.
- Improvement in the satisfaction of staff with disabilities requiring workplace adjustment as measured by Staff Survey.
- Evidence that staff with a disability are not impeded in career progression.
- Evidence of acceptance by staff generally that a disability is not an impediment to performance or ability.
- Acknowledgement by appropriate external authorities that Flinders policies and practices with respect to employment of people with disabilities reflects “best practice”.

Strategies	Responsibility delegated to	Targets	Timeframe
Decisions on selection of candidates for interview and/or appointment are made in accordance with the University’s Disability Policy, particularly the <i>Principle of Access and Equity</i> and the <i>Principle of Reasonable Adjustment or Accommodation</i>	D,HR Chairs, Selection Committees	Training for members of selection committees to include specific reference to Flinders Disability Policy	Ongoing
Information about services and facilities for staff with disabilities is readily available to applicants for positions	D,HR	The “Jobs” website to be reviewed for accessibility and completeness	July 2015
Adjustments to/accommodations for interview are made in response to specific needs of candidates	D,HR Chairs, Selection Committees	All invitations for interview include specific reference to rights of candidates with disabilities	December 2015
Staff induction programs include information about Flinders Disability Policy and the disability services and facilities available to staff	D,HR Cost Centre Heads M,EO&D	All staff induction programs reviewed in terms of inclusiveness of information relating to disabilities	July 2015
Maintain up-to-date information regarding government policy with respect to employment of people with disabilities	D,HR	Government policy initiatives which may facilitate the employment of people with disabilities promulgated widely within University as they are announced	Ongoing
Raise awareness of staff with respect to disability issues generally, including awareness of the wide range of disabilities	M,EO&D Disability Advisors	Promulgation of information in various formats to staff	Ongoing
Managers and supervisors are reminded periodically of their responsibilities in terms of the University’s Policy on Disabilities	D,HR M,EO&D	Staff bulletins include reference to Flinders Disability Policy at least every 6 months	December 2014 and ongoing
Faculty and Portfolio all staff emails sent out seeking feedback regarding any issues for people with disabilities	FGMs M,EO&D	Emails sent out at least once in a reporting period	December 2016
Use of “good news” stories about staff with disabilities to actively promote the view amongst staff that disability is not a barrier to appointment, career progression or promotion	D,HR M,EO&D	Opportunities taken wherever possible to promote acceptance	December 2016

Objective 5: The physical environment in all locations where the University has a presence is inclusive of people with disabilities

Success indicators:

- *Student and staff satisfaction survey results indicate improved satisfaction of students and staff with disabilities with regard to the accessibility of the built environment.*
- *Inclusive design informs the development and refurbishment of physical facilities.*
- *Access audits are undertaken and identified issues addressed within the life of the DAP.*
- *Identifiable improvements in campus navigation for people with disabilities.*
- *Enhanced provision of accessible inter and intra campus travel facilities for people with restricted mobility.*

Strategies	Responsibility delegated to	Targets	Timeframe
Incorporate universal access improvements into the capital planning process	D,B&P	- Nominate officer to take responsibility for disability access - Undertake periodic audits of the University's built environs and leased premises including residential spaces - Ensure universal access is an integral part of infrastructure planning	Ongoing
Provide a mechanism for the reporting of universal access barriers identified by staff or students	D,B&P	Provide information and a mechanism, via the web, for staff and students who wish to report access barriers to Buildings and Property	December 2013
Provide accessible transport for people with physical disabilities	D,B&P	Provide access cabs for staff and students with a physical disability on campus	Ongoing
Ensure appropriate evacuation procedures are in place for staff and students with disabilities and effectively displayed and promulgated	D,B&P	All spaces have Evacuation Procedures displayed at appropriate heights	December 2015

Objective 6: Information services and the virtual environment are inclusive of students and staff with disabilities

Success Indicators:

- *Student and staff satisfaction survey results indicate improved levels of satisfaction of people with disabilities with regard to provision of information services and accessibility of the virtual environment.*
- *Development and implementation of an access strategy for the Flinders virtual environment.*
- *Improved mechanisms for identifying new IT developments that assist people with disabilities.*
- *Flinders web standards keep pace with agreed best practice standards.*

- *Increased disability “user consultation” with regard to online developments.*

Strategies	Responsibility delegated to	Targets	Timeframe
Identify a senior staff member of Information Services as the responsible officer for the development, implementation and evaluation of disability services in Information Services, and promote the services of this officer	PVC(IS)/CIO	Officer identified and his/her identity promulgated to University community	Ongoing
Continue to allocate and resource rooms/spaces within the libraries for use by people with disabilities	University Librarian/Associate Librarian Disability Service	Rooms/spaces allocated – monitor level of demand	Ongoing - Review rooms/spaces as demand increases
Develop a strategic and coordinated approach to the further development of an accessible online environment at Flinders	PVC(IS)/CIO Head, Digital Presence Services	Strategic plan developed with progressive targets set. Accessibility is a standing item on the agenda of the FLO Advisory Group.	December 2015
People with disabilities are fully informed about access within the Flinders online environment and able to provide feedback.	PVC(IS)/CIO	Web-based feedback facility in place	December 2015
Staff and students have access to training and support in the development of accessible online environments and in the use of assistive technologies	PVC(IS)/CIO D,EdICT D,CUT Disability Service	Use of training modules monitored and modules reviewed	Ongoing
Ensure all future ICT Hardware and Application purchases include appropriate disability access criteria as part of the selection criteria as appropriate	Pro Vice-Chancellor (Information Services)	Procurement processes include disability access criteria	December 2015
Course information and promotional material on the web is accessible formats	PVC(IS)/CIO Head, Digital Presence Services	Course information and promotional material on the web reviewed and accessibility ascertained	December 2015