



University of Wollongong

Disability Action Plan

2007 to 2010

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Introduction

The University of Wollongong has long been recognised for its equity initiatives, at both a local and Commonwealth level. It is proud of its history supporting people with disabilities in their study and employment, which has enabled students with disabilities to participate in university life well above state and national averages, and for staff culminating in the nomination for a Prime Minister's Employer of the Year Award in 2007.

In mid 2007 a project to review the services and support the University provides to students and staff with disabilities was undertaken, resulting in the production of this Disability Action Plan. The plan outlines the current approach to service provision and provides a strategic framework for continuous improvement in assisting students and staff with disabilities, including where possible the mainstreaming of service provision.

In preparation of this plan it was evident that staff and management have a strong and ongoing commitment to assisting people with disabilities. Development of the plan has resulted in greater understanding of the needs of students and staff with disabilities, including the identification of key priority areas. Students and staff were able to contribute to the development of the plan as wide consultation was undertaken. Progress on the plan will be regularly monitored by the Employment Equity and Diversity Committee, and there will be wider annual reporting on improvements.

Gerard Sutton
Vice-Chancellor

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Executive Summary

In mid 2007 a review of the services and support provided to University of Wollongong students and staff with disabilities was undertaken. The project was funded by the Vice Chancellor and organised through the Employment Equity and Diversity Unit, and ultimately lead to the development of this revised Disability Action Plan (DAP). The DAP includes an outline of current and proposed activities, strategies to improve services, and associated resources, goals, targets, responsibilities and timeframes.

The project involved reviewing the University's 1998 DAP and then undertaking extensive research. The approach undertaken at other universities, both domestic and international, was examined, as was relevant legislation and standards. The 'Creating Accessible Teaching and Support' audit tool was then used to assess the University's approach to provision of services to students. Staff issues were reviewed through multiple tools, including statistical profile, review of policies and procedures, analysis of a typical general and academic staff lifecycle, and interviews with key personnel and staff with disabilities.

Major themes throughout the review were the need to ensure issues for people with disabilities are explicitly addressed in mainstream processes, to build resources with the aim of achieving consistently applied inclusive learning practices across the University and to provide resources to address mental health issues. This work will also require coordinated approaches across a number of units. There is also the need to clarify confidentiality requirements, consider strategies to promote specialist services and support available, appropriate timeframes for provision of assistance and the need to address issues surrounding reasonable adjustment for practical placements and fieldwork assessments.

It was pleasing to find that University personnel have an empathetic and positive approach to issues surrounding provision of services and elimination of barriers for students and staff with disabilities. The aim of the DAP is to build on that good will to provide a proactive, systematic framework for the continued provision of services to

people with disabilities, and facilitate the University demonstrating its continued commitment to supporting people with disabilities.

It is intended that the DAP will become a living document that guides and reflects activities designed to assist students and staff with disabilities through the improvement to processes and resources. It will also by its nature remain flexible to respond to the needs of current and future students and staff with disabilities. Gaining a senior sponsor and regular reporting and accountability at the highest levels will ensure that the objectives outlined in the DAP are achieved.

Background

The University of Wollongong has a vision of being an outstanding research and teaching University. The promotion of equity and diversity principles which are prominent in the University's Strategic Plan, Goals and Objectives, contribute to the achievement of this vision.

In 2007 the Vice-Chancellor funded a project to review the services and support it provides to students and staff with disabilities, with a brief to develop a revised Disability Action Plan (DAP). The DAP outlines how the University seeks to improve accessibility and support for people with disabilities over the next 3 years. The DAP will also assist the University in meeting its legislative obligations under the Commonwealth's Human Rights and Equal Opportunity Commission (HREOC) Act (1986) and Disability Discrimination Act (1992), and the NSW Anti-Discrimination Act (1977). The DAP also considers the University's responsibilities outlined in the Disability Standards for Education (2005), and Australian Vice-Chancellors' Committee (AVCC) Guidelines Relating to Students with a Disability (2006).

The DAP has considered the information contained in the new Staff with Disabilities Policy approved by Council in August, 2007, and the draft Students with Disabilities Policy.

Methodology

The first step was to review the current services and support provided to students using the 'Creating Accessible Teaching and Support' Audit tool. This tool, developed with funding from the Carrick Institute, is designed to review institutional performance against the AVCC's Disability Guidelines. A review of the services and assistance provided to staff was conducted by identifying the typical lifecycle of an academic and general staff member, from potential staff member through to exit. This method was

used as there was no specific tool available to review services for staff with disabilities. Staff who are undertaking study at the University were covered in the student audit.

Relevant legislation, standards and guidelines were examined, other universities Disability Action Plans were appraised, and the University's 1998 Disability Action Plan was reviewed. Interviews were undertaken with key University personnel, evidence viewed and obtained where appropriate and agreed actions developed.

To assist the development of appropriate actions, research was undertaken into how other large national and international organisations provide support services to people with disabilities. This included several universities.

Key student survey information was also critically examined and compared to industry information available through DEST. Staffing statistics and survey information was also considered and compared with population data on people with disabilities.

The results of the student and staff reviews were then synthesized and priorities incorporated into the DAP.

Throughout the project, guidance was received from the Disability Action Plan working party, and reporting was made to the Employment Equity and Diversity Committee. A final draft of the Plan was then circulated to the campus community for comment, and appropriate feedback incorporated into the document.

Acknowledgements

Thanks goes to all staff that assisted in the development of the Plan. This includes staff from ARD, CEDIR, Buildings and Grounds, the many areas of Student Services, various faculties, Personnel, staff from Disability Services, ITS, staff and students with disabilities who spoke about their experiences, UniAdvice, Accommodation Services, Library, URAC, UniCentre, staff from the Education Centres, staff from the Higher Degree Research Centre, the University's Commercial Lawyer and the staff in the EED Unit.

Gratitude is also extended to those people who were on the working party overseeing the project whose input was invaluable. This included Donna Dee (General Staff Representative), Narelle Beehag (Student Representative), Lynne Wright (EED Director), Yvonne Kerr (Dean of Students), Petria McGoldrick (Disability Liaison Officer) and Tony Johnson (Assistant Director, Buildings and Grounds)

A final thank you is given to all staff who took the time to review the draft Plan and provide feedback. Your thoughts and efforts are appreciated.

Review Outcomes

Current Activities

In a review of student and staff support and accessibility strategies it was evident that the University undertakes a range of activities to assist people with their individual needs. At times this is undertaken in a systematic, planned approach and at others there is an adhoc, yet supportive response to situations that arise where a person with a disability requires help.

In all interviews it was clearly apparent that across the University there is a positive approach to the provision of assistance to people with disabilities. This was evident in staff willingness to quickly adopt simple recommendations arising from interviews.

Student Activities

Students with disabilities are supported by a number of different strategies and units at the University. Disability support services are provided from prospective student stage through the entire lifecycle of student activities to graduation, employment services and alumni. Critical to the provision of support services is the student identifying themselves as having a disability. Once this occurs the student can access the range of support services for which they are eligible.

Support strategies include:

Physical Access

- New building construction and refurbishments are undertaken in compliance with Building Code of Australia requirements.
- Provision of tailored building evacuation plans where appropriate e.g. mobility or hearing impairment.
- Students have access to a range of activities across campus life, including Clubs and Societies, URAC, commercial services such as food outlets and the Unibar, and social activities at the Residences.

Information Access

- Information is accessible to students with disabilities with web based information generally accessible with the use of assistive technology, and web content striving to comply with W3C accessibility standards.
- Library Services ensure the accessibility of information and course material for students, and house the Disability Access Room on main campus that has all required assistive technology available for use.
- Information technologies are accessible to all students. The new Assistive Technology Officer role is enhancing access and ensuring students with these needs are supported by the University.

Policies and Procedures

- There are a range of policies related to disabilities. These include the Policy on Students with Disabilities (currently under draft) including reasonable adjustment requirements, Policy on Academic Consideration, Grievance Procedures, Privacy Policy, Academic Grievance Policies and Guidelines on Harassment and Anti-Bullying.
- Reasonable adjustment guidelines and Academic Consideration policies ensure that where necessary, the specific needs of students with disabilities are met, including for assessment activities.
- Procedures for prospective students centre around requests for a student to identify as having a disability at application stage and linkage to appropriate information on the specific Disability Services available to students. All promotional material includes information on the specialist Disability Services available to assist students with disabilities. Publications which include this information are the University Admissions Centre section on the University of Wollongong direct entry prospectuses through UniAdvice, and entry through the Study Abroad program. All information available from the above areas on the University includes reference to disability support services.
- Several areas have procedures specific to their environment, including Resident Handbooks for Accommodation Services, and student administration activities for ARD including Student Central services, late

admission application evaluations for students with disabilities, administration of equity scholarship programs, alternate arrangements for final examinations, timetabling, and web accessibility.

Training and Resources

- Staff with specific responsibilities for assisting students with disabilities including Disability Services (incorporating the Assistive Technology Officer), Student Equity and Diversity Liaison Officers in each faculty (SEDLO's), Sub Deans/Associate Deans/Heads of Schools, Dean of Students, University Counsellors and the Library Liaison Officer.
- Training is provided to all staff on equity and diversity issues. Where required, specific training on the needs of students with disabilities is provided to staff e.g. front line staff and staff with significant contact with students e.g. Student Central and Library personnel.

Study and Graduate Employment

- Inclusive learning strategies are promoted as best practice at the University, which should ensure accommodation of students with disabilities through mainstream activities.

Opportunities for Improvement

Whilst the University does provide a comprehensive range of services to assist students with disabilities, there are several opportunities for improvement.

Broadly these relate to:

- Ensuring that there is appropriate physical access across campus, including a schedule to review and improve facilities.
- Mainstreaming of support activities where possible, leading to enhancement of an inclusive campus culture.
- Implementing procedures to ensure that services are provided in an effective and efficient manner, and ensuring that there is consistency in the services provided to students across all faculties and divisions.

- Increased focus is placed on mental health issues that result in disabilities, including provision of appropriate support resources for both students and staff.
- Provision of resources to assist staff in performance of their day to day tasks when assisting students e.g. in regards to reasonable adjustment.

Detailed information on improvement opportunities are contained in the Programs section below.

Staff Activities

Staff with disabilities are supported through a range of services. These include provision of assistance at recruitment stage, additional services and equipment to meet unique needs upon commencement or during employment as needs arise, training opportunities tailored to needs, and access to assistive technology. Depending on individual circumstances, staff can receive support from several units, including EED, OH&S, Staff Services, the Counselling Service and/or through Disability Services (although this is not strictly within their brief). These units have close links in regards to assisting staff with disabilities and coordinate their activities in order to provide effective and efficient outcomes for staff with disabilities and support the work areas which they are employed in.

Examples of support provided include:

Physical Access

- Many physical access issues for staff mirror those for students, as outlined above.
- Review of specific safety issues arising from a disability e.g. specialised evacuation requirements.
- In addition, adaptive equipment is provided tailored to individual circumstances.

Information Access

- Activities supporting information access are identical as those for students, as outlined above. Assistive technology is provided to individual staff members by the University where required.
- Majority of basic software required to be used by staff is web-based hence usually more accessible e.g. webkiosk, safetynet, financial systems, SMP academic interface.

Policies and Programs

- Policies and procedures include those for staff with disabilities, harassment and anti-bullying, grievance management and injury management for work and non work related injuries and illnesses.
- As part of the Injury Management Policy, provision of modified duties to assist a timely and safe return to work e.g. workspace location and parking appropriate for mobility impairment. This includes assistance from the OH&S Unit where appropriate and/or requested.
- Linkage with local disability employment placement organisations and associated University programs to assist people in the community with disabilities to gain productive employment, either short or long term with the University.

Training and Resources

- Provision of training programs including a range of induction programs that include EED, cultural awareness and diversity training, supervisor training, EO Online, mental health first aid, EED principles in Selection Techniques and harassment and bullying intervention.
- Provision of counselling including off site services where appropriate
- Funding support through the appropriate area for additional services required for staff with disabilities. Depending on individual circumstances, funding may originate from EED (in the case of new staff), the staff member's own work area, or OH&S in the case of work related injury/illness.

The level of support that the University provides to staff with disabilities was recently recognised as a finalist in the Prime Minister's Employer of the Year awards for its programs assisting people with disabilities.

Opportunities for Improvements

The University can improve the services it provides to staff with disabilities through allocation of responsibilities and accountabilities in regards to accessibility, provision of appropriate resources to assist staff with disabilities and development of clear guidelines on how to address issues for staff with disabilities. Specific information on these strategies is contained in the Programs section below.

Summary

The above outlines the positive work undertaken at the University to assist students and staff with disabilities. It is important that this work is recognised and valued, however it is important that the University strives for continuous improvement.

Action Plan

Policies & Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Physical Access	1. University campuses will be accessible to all people	a. Physical access audit to be undertaken	\$55, 000	Audit completed	Disability Services (DS)/ Assistant Director, B&G	September 2008
		b. Issues identified through the Access Audit included in the B&G Capital Works Plan and B&G Strategic Plan	Internal	Plan developed, 25% improvements per annum	DS/ Assistant Director, B&G	November 2008
		c. Campus accessibility information should be made available to staff, students and visitors	Internal	Database of access issues complete and available, campus maps reflective of access issues (including soft copy access)	DS/Assistant Director, B&G	February 2009
	2. All new construction and major refurbishments to meet current BCA standards	a. (Continue) use of architectural briefings inclusive of BCA disabled access requirements	Internal	New buildings and major refurbishments pass audit	Assistant Director, B&G, and other senior managers undertaking these activities e.g. at ITC, UniCentre, URAC and Accommodation Services	Ongoing
	3. All staff and students	a. Monitor demand for	Internal	Direct consumer	Assistant Director,	Ongoing

	will have the opportunity to provide feedback on campus accessibility upgrades. This feedback will be considered when reviewing the B&G Capital Works and Strategic Plans	facilities and respond appropriately		feedback (students, staff, community)	B&G, General Manager, Accommodation Services	
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Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Information Access	1 Web based information is accessible to all students and staff, including prospective students where appropriate.	a. Undertake an assessment of the accessibility of electronic information, including SOLS, WebCT, the internet and intranet for compliance with W3C standards.	Internal	Assessment Complete	Academic Registrar, Web Content Manager, Director of CEDIR, UniAdvice	December 2008
		b. Consultation with users as part of the above assessment and ongoing web and online information development.	\$ to pay users, internal	Consultation is undertaken on a regular basis	Academic Registrar, Director of CEDIR	Ongoing
		c. Training to all content developers and managers to include information on accessibility	Internal	Web based information at UOW complies with WC3 Guidelines	Web Content Manager	December 2008
	2. Print and electronic information is accessible to all students and staff	a. Continue to provide a range of support services to students to ensure print information is accessible, including keeping abreast of new technologies	Internal	Print and electronic information is accessible	DS, Library	Ongoing
	3. Students are able to access clear information on the requirements of	a. Review of course information including handbooks to be trialled in	Internal	Trial complete	SubDean/Associate Dean/ Head of School in relevant	December 2009

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
	their course/proposed course, understand the inherent requirements of each course and are aware of the support services available to assist them	Education, GSM and Health and Behavioural Science			faculty	
	4.Assistive Technology (AT) training support is provided to all students and staff who require this assistance	a. Identify resource to provide AT training to staff and students.	\$ 80,000 per year	Students and Staff continue to have access to AT support	DS	Ongoing
	5.AT is accessible to students who require this support	a. Opportunities to access AT software are expanded in line with specific demand for these services eg., available at remote campuses and residences	\$ 20, 000 per annum licensing	Students and Staff continue to have access to AT support	DS	Ongoing

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Policies & Procedures (incl Grievance Procedures)	1.Minimise staff and student grievances arising from disabilities	a.The new Grievance Procedures to be implemented, including appropriate training and promotion	Internal	No. of grievances per year	EED Director	Annually
	2.The University to have appropriate staff and student disability policies	a. The Staff with Disabilities Policy to be implemented, including training and promotion b.The Students with Disabilities Policy to be finalised and implemented c. The Academic Consideration Policy to be finalised and implemented	Internal Internal Internal	Training Complete Student Policy finalised Policy implemented	Manager, PODS Academic Registrar Academic Registrar	March 2008 October 2008 March 2009
	3.Information relating to a staff or student’s disability to be handled confidentially	a. Confidentiality requirements and disclosure of information across various areas of the University to be reviewed and clarified	Internal (may also require external legal advice)	Confidentiality Procedures developed and implemented	DS/ Legal Counsel/ Academic Registrar	December 2008
	4.Management of student processes to accommodate the needs of students with	a. Review ARD procedures and update as necessary to ensure that the needs of	Internal	ARD procedures inclusive of	Academic Registrar	October 2008

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
	disabilities	students with disabilities are formally considered in planning and provision of services.		needs of students with disabilities		
	5.Ensure the SEDLO's role is operating consistently and effectively	a. Provide opportunities for SEDLO's to network with each other	Internal	SEDLO's role consistent across campus	Head of Student Services	June 2008
	6.Ongoing consultation with stakeholders	a. Students and staff with disabilities to be consulted on relevant policies and procedures	Internal	Consultation is occurring when appropriate	EED Director, DS	Ongoing

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Training and Resources	1. Staff and students will have access to information, resources and training regarding mental health issues.	a. Identify and/or develop resources for academics on managing challenging classroom behaviour, acute distress and academic progression where there are mental health issues	Internal	Resources available on the impact of disabilities on academic performance	Head of Student Services, Director of CEDIR	December 2009
		b. Develop a mental health training program for general staff and contractors (i.e. Security) with front line responsibilities for students	Internal	Training program implemented	Manager, PODS	June 2009
		c. Resources to be identified and/or developed for academics on disability & reasonable adjustment requirements	Internal	Resources available on reasonable adjustment requirements	Head of Student Services, DS, Director of CEDIR	June 2009
	2. All staff to be aware of their legislative obligations and know how to assist students with disabilities	a. Training to be provided to all staff on disability legislation	EO Online Module 1, Getting Started at	Online training modules updated with information on	EED Director, Manager, PODS	June 2009

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		b. Specific training on mental health to (continue to be) provided to key staff involved in provision of services to students with disabilities e.g. Student Central, Security, Library, Academics	UOW, EO Online Module 2 Internal	disabilities Ongoing	Managers of operational areas	Ongoing

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Study and Graduate Employment	1. Inclusive learning strategies to be available to all areas of the University and accommodations made where appropriate.	a. The ULT will be expanded to include an orientation session and more information on legislative responsibilities and reasonable adjustment. The orientation will also be provided to casual tutors	Internal	ULT orientation developed, % of participation in ULT orientation	DVC(A & IT), Director of CEDIR	December 2008
	2. Accessibility to the University will be promoted to students with disabilities	a. Accessibility will be improved through scholarships particularly targeting students with disabilities in other equity groups, and in post graduate research b. Relevant policies will be promoted to all students and academic staff eg., Academic Consideration	Internal Internal	Equity scholarship uptake Knowledge re policies in student surveys	EED Director, Dean of Students Academic Registrar	December 2008 July 2009
	3. Assessment tasks are inclusive, including explicit provision for alternate arrangements for students with disabilities	a. Guidelines to be developed on assessment tasks and alternate arrangements b. Identification of and possible solutions to issues surrounding reasonable	Internal Internal	Guidelines developed Guidelines	University Education Committee (UEC), Academic Registrar Deans in relevant	July 2009 December

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		adjustment in practical placements and fieldwork to be undertaken in Education and Health and Behavioural Science		developed and trialled	faculties	2009

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Staff Issues	1. Leadership in regards all disability services will be provided throughout the University	a. A member of the Senior Executive to be designated as a sponsor for the Disability Action Plan b. Progress on the Disability Action Plan will be reported to the EED Committee quarterly and Council annually c. Progress of the DAP should be incorporated into the UOW Annual Report	Internal Internal Internal	Sponsor identified Progress reported as described Progress reported	DVC (A & I) Disability Services, EED Director Policy and Governance Unit	December 2007 Ongoing December 2008
	2. Support for staff with disabilities will be provided within policy guidelines, including the development of appropriate procedures	a. Promotional material available at the recruitment stage of employment will be developed to provide information on assistance for people with disabilities b. Guidelines will be developed to assist academic staff with disabilities in regards to career development e.g.	Internal Internal	Number of new staff recruited with a disability % of staff with a disability equal to or greater than wider	Personnel Director, EED Director Personnel Director, EED Director, Deans, Manager PODS	December 2008 July 2009

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		<p>travel requirements and assistance</p> <p>c. Processes for regular reviews between supervisors and staff with disabilities to be incorporated into performance planners</p> <p>d. Consideration should be given to a University wide staff wellness program to promote physical and mental health</p> <p>e. Specific training needs for staff with disabilities, and their work colleagues, will be identified upon commencement of duty and a plan developed to address issues</p>	<p>Internal</p> <p>Internal</p> <p>Internal, External funding (where available)</p>	<p>community</p> <p>Retention rates for staff with a disability equal to or better than comparable staff.</p> <p>Discussion Paper on Staff Wellness completed</p>	<p>EED Director, Personnel Director</p> <p>Personnel Director</p> <p>EED Director</p>	<p>December 2008</p> <p>December 2008</p> <p>Ongoing</p>
	<p>3. Support will be provided to staff with disabilities and their work colleagues</p>	<p>a. Assistance through specialised equipment, tailored procedures e.g. evacuation,</p>	<p>Internal, cost of training on AT for individual</p>		<p>Disability Services, EED Director, Personnel</p>	<p>Ongoing</p>

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		communication, and assistive technology requirements will continue to be provided. This may include provision of specialised training on AT	staff		Director	

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
Communication Strategies	1. For students, access to Disability Services and related facilities is promoted throughout the University, and targeted to equity groups	a. Disability Services information is contained in all recruitment material	Internal	All student recruitment information contains information on Disability Services, and application forms request identification of disability	UniAdvice, Academic Registrar, Wollongong College Australia	February 2008
		b. SEDLO's promote their role and Disability Services at the beginning of each session, particularly targeting international students	Internal	Consistent information on SEDLO's and DS is supplied to all students at session commencement	Head of Student Services	Ongoing
		c. Services to assist students with disabilities are promoted at critical times in the student lifecycle e.g. academic consideration when the examination timetable is released	Internal	Key times identified and services promoted	Academic Registrar	July 2008

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		<p>d. Students receive training on diversity including disability issues</p> <p>e. Promotion of Disability Services should occur at key student contact points e.g. Student Central, student counters in faculties</p> <p>f. Diversity Week will continue to promote the achievements of people with disabilities</p>	<p>Internal</p> <p>Internal</p> <p>Internal</p>	<p>EO Online Student Module implemented</p> <p>Information available at key points</p> <p>Diversity Week includes people with disabilities</p>	<p>EED Director</p> <p>DS</p> <p>EED Director</p>	<p>December 2008</p> <p>December 2008</p> <p>Ongoing</p>
	<p>2. For staff, diversity, including disabilities, continues to be promoted throughout the University and to prospective staff</p>	<p>a. Diversity Week as outlined above</p> <p>b. Recruitment information to be updated to include details regarding support available for people with disabilities</p> <p>c. Appropriate policies and</p>	<p>Internal</p> <p>Internal</p> <p>Internal</p>	<p>As above</p> <p>Recruitment information updated</p> <p>Policies</p>	<p>EED Director</p> <p>Recruitment Manager</p> <p>EED Director</p>	<p>Ongoing</p> <p>December 2008</p> <p>Ongoing</p>

Policies and Programs	Goals and Targets	Strategies	Resources	Performance Indicator	Responsible Person	Review Date
		procedures continue to support people with disabilities		regularly reviewed and updated as necessary		

Communication and Evaluation Strategies

The Disability Action Plan should be made available to all students and staff, with feedback mechanisms in place to facilitate DAP improvements. Staff and student surveys should include questions on services for people with disabilities to facilitate the evaluation of current services, and assess the impact of the above strategies in the future.

The most critical evaluation will be progress against targets and the number of key strategies implemented and achieved to assist people with disabilities to student and work at the University.