

## Appendix B

### Guidelines to Facilitate Access and Equity

The Disability Policy relates to the whole University's responsibility to ensure access and equity to students with disabilities which includes access to the physical environment, the information, teaching and learning environment and to the University's socio-cultural experience. It is important that access and equity is incorporated into existing planning, budgets, implementation and review processes. Therefore access, participation, retention and success of students with disabilities are the responsibility of a range of staff across the University. The Disability Policy provides the framework for the following guidelines. The guidelines facilitate student access and equity and ensures the university's compliance with legislation.

### Guidelines to Facilitate Access and Equity

Recommendation	Outcome	Strategy
<b>1. Create physical environment that enables the safe and equitable participation of all students in all aspects of University Life.</b>	1. a) Building designs include requirements for meeting the needs of people with disabilities and reflect statutory requirements	Property related projects delivered within the University environment will comply with the Building Code of Australia and have regard for meeting the needs of people with disabilities.
	1. b) Relevant expertise on disability access is available for planning, implementation and evaluation of capital works and property initiatives.	Incorporate disability awareness training into Property Services induction, staff development and training programs.
	1. c) The University's physical environment is accessible for people with disabilities.	Ensure that the annual Capital Management Plan has an allocation for ongoing disability improvements.
	1. d) Communication with Disability Support and Human Resources about access issues that affect University students occur in an effective and timely manner.	Put mechanisms in place to enable students with a disability to identify and report access issues as they emerge.  Communicate changes in physical access (either temporary or permanent) to the Disability Support and/or Human Resources to enable them to notify people with disabilities of those changes.
	1. e) Disability Access Maps for each campus are current and available.	Provide and regularly update the Disability Access Maps for each University campus in accessible format on the university web pages.

	1. f) Campus signage meets the needs of people with disabilities.	<p>Review current signage, including markers of gradient change and barriers to free access and ensure this signage is accessible.</p> <p>Investigate the use of alternative communication strategies in key campus locations.</p>
	<p>1. g) Students with disabilities have adequate parking on campus.</p> <p>Parking issues identified are dealt with promptly and effectively</p>	<p>Develop and implement a policy to manage university parking.</p> <p>Undertake an annual audit of car parking for people with disabilities to ensure appropriately located accessible spaces for people with disabilities in accordance with relevant Australian standards.</p> <p>Designate a Campus Operations staff member with responsibility for disability issues related to parking at each University campus.</p>
<b>2. Ensure Information Resources can be accessed equitably by all students.</b>	<b>Outcome</b>	<b>Strategy</b>
	2. a) The University promotional material and web site content is accessible for people with disabilities.	Review and take relevant action where possible to ensure that all promotional materials, print, electronic, and web based content, are accessible for people with disabilities.
	2. b) The University's information technology environment adheres to universal W3C standards and the DDA.	<p>Develop a university policy on I.T. accessibility – informed by relevant standards and external bodies.</p> <p>Review and take relevant action where possible to ensure that the University's information technology environment is accessible for students with disabilities and adheres to relevant standards.</p>
	2. c) Library resources and services are appropriately accessible for students with disabilities.	<p>Evaluate the needs of students with disabilities who are Library users and incorporate these needs into Library planning processes with disability specific objectives and performance indicators as appropriate.</p> <p>Maintain and promote an area containing specialised equipment and software for users with disabilities. Review the area regularly based on the expressed need of users.</p>

		<p>Provide training on the use of specialised equipment and software to people with disabilities.</p> <p>Ensure that online Library resources are accessible for people with disabilities and meet W3C standards.</p> <p>Review ancillary infrastructure such as photocopiers, library self check-out machines and service desks for accessibility requirements.</p>
<b>3. Promote awareness of, and positive, informed and non-discriminatory attitudes towards people with disabilities.</b>	<b>3. a)</b> Increased awareness that the University values the participation of people with disabilities.	<p>Include the University's commitment to people with disabilities in relevant promotional material.</p> <p>ACU events and functions are inclusive of and accessible for people with disabilities.</p>
	<b>3. b)</b> Staff are aware of the University's commitment to the inclusion of people with disabilities and of their responsibilities regarding people with disabilities.	<p>Oversee the development and maintenance of a comprehensive information and an awareness raising strategy focussed on staff responsibilities, in their specific work roles, in line with disability legislation and standards. Include such training in Staff induction.</p>
	<b>3. c)</b> University' publications and web sites are inclusive of people with disabilities and disability issues.	<p>Review the University's publications and web site to include content about and images of people with disabilities and disability issues.</p>
	<b>3. d)</b> Staff and students understand and exercise their rights and responsibilities in terms of disability discrimination, harassment and victimisation.	<p>Promote and review University policy and guidelines on harassment and discrimination prevention and complaints resolution.</p> <p>Provide staff who have responsibility for dealing with student and staff concerns with training on legislation and policy relating to the management of disability discrimination.</p>
	<b>3. e)</b> People with disabilities are consulted about access and support provided through relevant University policies, services and processes.	<p>Ensure that relevant surveys consult students about the success of the University's policies, services and processes in supporting people with disabilities.</p>

	3. f) Information about implementation of the Disability Policy and Guidelines are readily available.	Disability Policy is located on the policies website with appropriate links.
	3. g) Staff are aware of their obligations for achieving the goals and targets of the Disability Policy and Guidelines.	Establish a process to inform staff of their Disability Policy Responsibilities.
	3. h) Performance measures relating to the Disability Policy are reviewed on an annual basis.	Provide an annual report on progress against performance measures in line with specified time frames for presentation to the VC.
<b>4. Ensure Access and Equity in Student Recruitment, Enrolment and Admission.</b>	4. a) University undergraduate and postgraduate outreach and recruitment activities are inclusive of prospective students with disabilities.	<p>Ensure that outreach information contains information welcoming applications from students with disabilities.</p> <p>Ensure that disability information relevant to prospective students is available on the Future Students page of the University web site.</p>
	4. b) Provide information on Inherent Requirements for all courses to ensure informed course choices by students.	Review established frameworks for course inherent requirements across the sector and adapt and implement for ACU courses.
	4. c) Prospective students are aware of the information and support services, available to students with disabilities.	<p>Provide training and disability information to staff who receive inquiries from potential students.</p> <p>Include a link to the Disability Support web page from Faculty/ School/Student Services web pages for prospective students</p>
	4. d) Disability-specific publications are available at all outreach programs	Display and distribute as required, information designed for people with disabilities contemplating higher education at outreach activities.
	4. e) Access Scholarships are available for students with disabilities.	<p>Review scholarship programs and access schemes to identify opportunities for creating scholarships for students with disabilities.</p> <p>Information about external scholarships for people with disabilities is provided on the disability support web page.</p>

	4. f) Prospective and current students are informed about the University's services for students with disabilities.	Continue to develop an informative website for students with disabilities.
	4. g) The University complies with antidiscrimination legislation within existing entry requirement reviews	Ensure that where non-standard processes of admission apply e.g. audition and/or interview, appropriate accommodations will be implemented to ensure equitable treatment of students with disabilities.
	4. h) Students with disabilities are able to enrol without undue difficulty.	Review enrolment procedures to ensure that students with disabilities are able to complete the enrolment process without undue difficulty. Where difficulties arise, adjustments are developed to facilitate enrolment processes.
	4. i) Appropriate funding is available to implement reasonable accommodations for students with disabilities as required under the DDA	Provide an annual funding source(s) for the support of students with disabilities, including the identification, purchase and maintenance of appropriate equipment, e.g. computers, assistive technology.
	4.j) Students with disabilities begin their University program of study without undue difficulty.	Ensure that orientation programs are inclusive of the needs of students with disabilities.  Negotiate Education Inclusion Plans with Faculty staff when adjustments are required to teaching and assessment methods as a result of disability.  Establish and implement support requirements in a timely manner.
5. <b>Promoting Inclusive Teaching and Learning practices.</b>	5. a) Teaching practice is inclusive of the needs of students with disabilities.	Develop Education Inclusion Plans with Faculty staff when adjustments are required to teaching and assessment methods as a result of disability.  Implement recommended reasonable adjustments in Education Inclusion Plans to minimise barriers for students with disabilities.
	5. b) Accessible online course materials for students with disabilities	Provide a service to assist staff in reviewing online course material available on LEO to meet Web Content Accessibility Guidelines (WCAG) ( <a href="http://www.hreoc.gov.au/disability_rights/standards/www_3/www_3.html">http://www.hreoc.gov.au/disability_rights/standards/www_3/www_3.html</a> ) standards.

	<p>5. c) Alternative format course materials are available, when required, in a timely manner.</p>	<p>Establish processes to ensure that course materials are converted into alternative format as relevant for students with a disability and available in a timely manner.</p> <p>Library Data Quality and Digitalisation (see 6.2) procedural guidelines are currently being revised.</p> <p>Develop policy or guidelines on the timely provision of textbook lists and learning materials.</p>
	<p>5. d) Students with disabilities have access to technological resources without undue difficulty.</p>	<p>Review access for students with disabilities in student computer rooms.</p> <p>Review access for students with disabilities to photocopiers and other technologies which are integral to their learning.</p>
	<p>5. e) Academic staff effectively manage educational issues for students with disabilities.</p>	<p>Provide teaching staff with information in teaching courses and by website links about Disability Specific booklets that are available on the CATS (<a href="http://www.adcet.edu.au/Cats/">www.adcet.edu.au/Cats/</a>) website.</p> <p>Develop policy or guidelines on the timely provision of textbook lists and learning materials, review attendance policy and develop a university wide policy on recording of lectures. Establish a uniform university system for allocation of tutorial preferences.</p>
	<p>5. f) Adjustments available for students with disabilities comply with legislative requirements.</p>	<p>Develop guidelines for a process to be followed for the provision of reasonable adjustments in the curriculum whilst ensuring that the inherent course requirements are maintained.</p> <p>Develop policy or guidelines on the timely provision of textbook lists and learning materials, review attendance policy and develop a university wide policy on recording of lectures.</p>
	<p>5. g) Students with disabilities are able to participate in field trips and placements required as part of the program of study.</p>	<p>Assess work sites and work requirements for suitability and modify or provide alternatives as appropriate without compromising inherent requirements of the field trip or Placement Coordinators in the schools.</p>