THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

The University of Queensland Disability Action Plan 2018-2021

Contents

Foreword from the Vice-Chancellor

The University of Queensland has a strong commitment to diversity and inclusion and recognises that our people are our greatest strength. To ensure that we are truly enacting these values, and retaining our status as a world leading organisation, we must ensure that all students and staff have an opportunity to create positive change by fully contributing to, and participating in, all aspects of University life.

The University's Disability Action Plan 2018-2021 builds on previous iterations to further the University's goal to become an inclusive, supportive and accessible place of study and work for people of all abilities. To do this, we have to step away from business as usual. This means being bold and innovative, and challenging previous practices in relation to disability inclusion.

UQ has the academic expertise, strategic commitment and dedicated resources available to achieve our ambition of becoming a recognised leader and innovator in disability inclusion; this Disability Action Plan takes us further towards this ambition.

I am proud to endorse The University of Queensland Disability Action Plan 2018-2021, and urge the UQ community to work together so that people of all abilities may optimise their potential by learning, discovering and collaborating with us.

Professor Peter Høj
Vice-Chancellor and President
The University of Queensland

1. Context

1.1 Overview

The University of Queensland (UQ), as an education provider, leading research institution and employer, is committed to working proactively to develop an organisation that is disability confident and embodies disability inclusion and respect for inherent dignities.

The University of Queensland Disability Action Plan 2018-2021 (DAP, the Plan) constitutes formal recognition of UQ's commitment to ensuring persons with disability are afforded equal opportunities to participate in, excel, and be a part of, the University community.

The DAP is a coordinated plan that provides a framework of principles and systematic planning that is supported by a monitoring and reporting function to ensure achievement of the University's vision of being a leading organisation for disability inclusion and success.

UQ's DAP is an iterative plan, which was first lodged with the Australian Human Rights Commission in 1999. Subsequent iterations have built on the excellent foundations of each previous version of the DAP. This is UQ's seventh DAP.

This DAP was developed by Workplace Diversity and Inclusion (WD&I) in consultation with the broader UQ community, in particular the Disability Inclusion Group (DIG), Faculties, Schools, Institutes and central areas.

1.2 Strategic context

The University of Queensland Disability Action Plan 2018-2021 is situated within the University's broader strategic framework, in particular *The University of Queensland Strategic Plan 2018-2021*. The DAP is aligned with the UQ values of supporting our people and mutual respect and diversity.

The DAP should be implemented in partnership with:

- The University of Queensland Strategic Plan 2018-2021
- The University of Queensland Student Strategy 2016-2020
- The University of Queensland Mental Health Strategy 2018-2020
- The Workplace Diversity and Inclusion Strategy 2018-2021

1.3 Legislative framework

The DAP is designed in accordance with the provisions of the *Disability Discrimination Act 1992* (Cth) (DDA), and the associated *Disability Standards of Education 2005*, and will be lodged with the Australian Human Rights Commission for the length of the Plan.

The DAP is informed by a number of international conventions, legislation and guidelines, outlined in Appendix 2.

1.4 Key achievements

The last iteration of the UQ Disability Action Plan 2016-2018, had a vision of developing UQ as a disability confident organisation. A disability confident organisation takes a proactive approach towards eliminating barriers to access and participation for persons with disability, and puts policy into practice.

Some of the key achievements of UQ's Disability Action Plan 2016-2018 include:

- Development of the inaugural Disability Inclusion Group (DIG).
- Development of the inaugural UQ Mental Health Strategy.
- Review of all physical accessibility maps, and the development of new maps for UQ locations that previously didn't have physical accessibility maps.
- Continual improvement of the UQ digital infrastructure to comply with the Web Content Accessibility Guidelines 2.1 (Level AA) (WCAG 2.0).
- Development of several training programs available to all staff including: Supporting Students with Disability, Staff Disability Inclusion Workshop; and Supporting Students with Mental Health Conditions.
- Faculties, Schools and Institutes embodying disability confidence by ensuring disability inclusion is embedded in all aspects of the student experience, including learning and study environments.
- Review of the process for developing and implanting Student Access Plans - Disability (SAPD) to dramatically improve wait times, communication, access and implementation for students.
- Development of the inaugural Staff with Disability Reasonable Adjustment Guide.
- Review of UQ's recruitment and selection process to embed disability inclusion.
- Completion of the Library's Ebook Accessibility Project, which enabled the Library to prefer more accessibility formats in purchasing, thereby moving towards disability-inclusive procurement practice.

A full overview of all of the work completed by the UQ community in disability inclusion over the last three years can be found in _The University of Queensland Disability Action Plan 2016-2018_ annual reports.

2. Vision and principles

UQ's vision is to become a global leader in disability inclusion. This entails moving beyond compliance and 'disability confidence' towards a new paradigm for disability inclusion. UQ seeks to become 'disability courageous'; which entails dismantling current 'deficit' models of disability tolerance/acceptance and reframing them as 'ability diversity'. It takes courage to lead the way; to step away from safe and accepted approaches; to challenge extant paradigms; and to take risks. UQ seeks to be bold and courageous; by using our privileged position and organisational/research efforts to champion evolution from tolerating difference to embracing ability diversity.

This DAP takes UQ further towards achieving this vision. Universities are uniquely situated to become transformative agents of change by enabling staff, students and other persons with disabilities to fully realise their rights set out in the paradigm shifting United Nations Convention on the Rights of Persons with Disabilities (see appendix 1).

The DAP is underpinned by the following principles as outlined in The University of Queensland Workplace Diversity and Inclusion Strategy 2018-2021:

1. UQ embraces the disability human rights paradigm established in the United Nations Convention on the Rights of Persons with Disabilities and recognises the university's role in transforming its own practices, the students it moulds, the staff it employs and the wider community.

2. Visible leadership commitment to disability inclusion enacted through courage, innovation, action and change; this commitment is aligned to UQ's core values of excellence, diversity and inclusion, and supporting our people.

3. Programs, policies and initiatives must be designed and implemented with the full and direct participation of, and/or leadership by, persons with disability. This principle is fundamental to future success.
4. Significant and sustainable change has not, and will not, occur without intervention.
5. Social, environmental, digital and attitudinal challenges and barriers may prohibit the inclusion, success and participation of persons with disability. Structural barriers and challenges must be addressed in order for the University to achieve its strategic vision for disability inclusion.
6. Change cannot occur in isolation. UQ needs to research with, learn from and lead other practitioners and experts in the disability inclusion space to ensure UQ is at the forefront of international best practice.
7. Universal design principles should be embedded into all that we do; including planning, policy, teaching, learning, research and our physical, social and digital environments.

3. Governance

3.1 Implementation

The Pro-Vice-Chancellor, Office of the Provost, is the identified champion and principal strategic manager of the Plan. The Senate Committee for Equity, Diversity and the Status of Women (EDSW Committee) provides strategic oversight of and governance pertaining to the DAP, through the Pro-Vice-Chancellor, Office of the Provost.

Responsibility for implementing the DAP is shared by the UQ community. Key stakeholders identified as responsible for the implementation of the Plan will be involved in the creation of the Plan and be accountable for the achievement of the Plan through an annual reporting process. There are a number of key roles identified in the DAP:

- The **owner/s** identified in the Plan is the member of the University Senior Management Group who oversees the implementation of the action; including the allocation of resources.
- The **responsible officer/s** identified in the plan is responsible for reporting on the achievements of the Plan. There may be many staff in the responsible officers' portfolio who contribute to the implementation of the actions in the Plan.
- Some of the portfolios who may be able to provide **support and/or must be consulted** with in the implementation of an action are also identified in the Plan.

The DAP provides Faculties, Institutes and central areas with a framework to develop and maintain UQ as a leading organisation for inclusion and accessibility for persons with disability. It is recommended that work areas include the actions they are responsible for into their broader annual plans to ensure disability inclusion initiatives are embedded into all University business.

## 3.2 Annual reporting process for stakeholders

The Pro-Vice-Chancellor, as principal manager of the Plan, will seek annual reports from identified stakeholders on the progress of achievement of the Plan to be presented to the EDSW Committee, through the Vice-Chancellor's Committee and Senate as appropriate, for endorsement.

Key stakeholders identified as responsible for the implementation of the Plan will be involved in the creation of the plan and accountable for the achievement of the Plan through an annual reporting process.

Stakeholders will be asked to provide a report on the progress they have made in achieving the actions they are responsible for in the Plan over the last 12 months by 30 June each reporting year.

The endorsed DAP annual report will be made available to the UQ community on the DAP website.

Figure One: overview of timeline of DAP reporting process
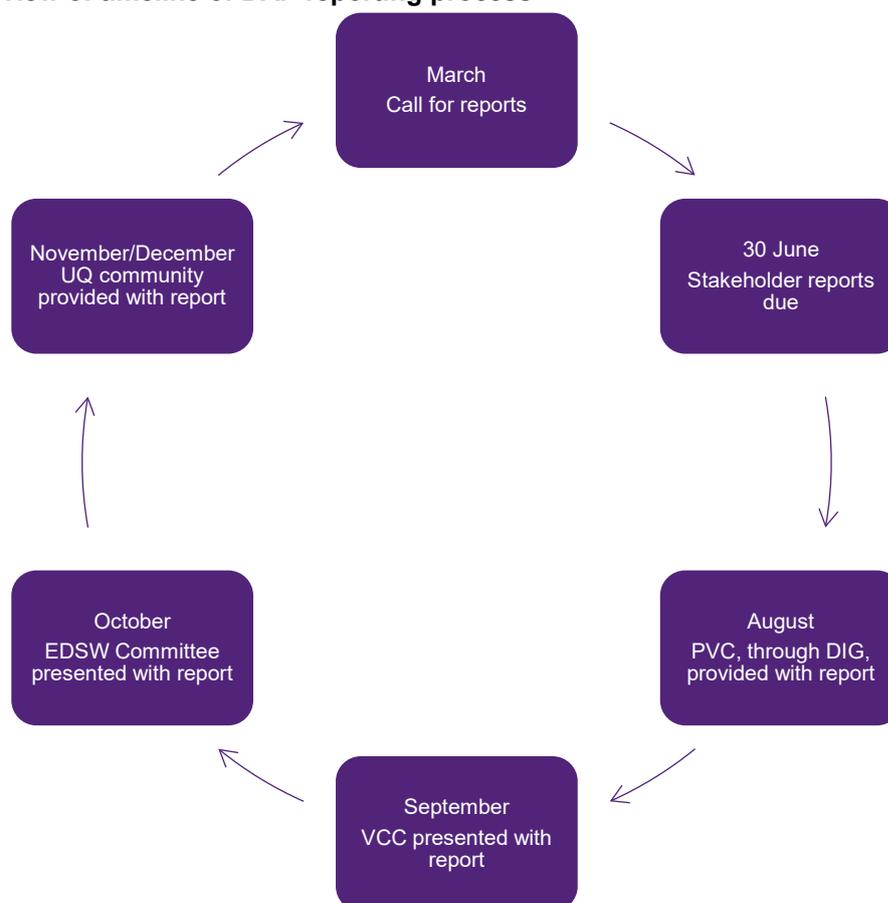
The annual report process will be managed by Workplace Diversity and Inclusion. If you have any questions or concerns about the process please contact the team at ideals@uq.edu.au.

3.3 Monitoring and review of the DAP

The DAP is an evolving plan of action that requires ongoing review, evaluation and monitoring to ensure its effectiveness. The University will review, evaluate and monitor the plan in the following ways:

- The Disability Inclusion Group, who report to the Pro-Vice-Chancellor, will monitor the effectiveness of the Plan through the annual reporting process.
- The Senate Committee for Equity and Diversity and the Status of Women (EDSW Committee) will monitor the Plan in conjunction with the achievements of objectives reported by relevant stakeholders and recommendations provided by the DIG through the Pro-Vice-Chancellor.
- The DAP will be reviewed in line with the University planning process.

Ongoing feedback from the University community can be submitted to the DIG through Workplace Diversity and Inclusion at ideas@uq.edu.au.

3.4 Processes and contacts for student and staff disability services and support

For enquiries in relation to the administration of the Plan, please contact Workplace Diversity and Inclusion on ideals@uq.edu.au.

For any enquiries relating to physical barriers to accessibility, please refer to the Property and Facilities website where you can lodge a request for this to be addressed or call (07) 336 52222.

For any enquiries relating to digital barriers to accessibility, please refer to Information Technology Services where you can seek assistance or call (07) 336 56000.

For any enquiries relating to accessibility of books and other publications, please contact the Library on askus@library.uq.edu.au or call (07) 334 64312.

For any specific enquiries relating to staff and disability please contact your local Human Resources team.

For any specific enquiries relating to student disability please contact Student Services.

4. Action Plan

Action	Responsible Stakeholders*	Timeline	Measure of success
ALL UQ COMMUNITY			
Objective 1: Communicate and promote disability inclusion across, and outside of, UQ			
1.1 Ensure that disability inclusive language and images are used in all UQ media, communication and marketing collateral.	• **Owner:** Deputy Vice-Chancellor (External Engagement) • **Responsible officer:** Office of Marketing and Communication	Ongoing for life of plan	Disability inclusion is included in UQ Style Guide.
1.2 Identify and promote champions and/or examples of good practice and research in disability inclusion at UQ.	• **Owner:** Deputy Vice-Chancellor (External Engagement) • **Responsible officer:** Office of Marketing and Communication • *In consultation with:* DIG, Schools/Faculties and Institutes, Human Resources and Student Services	Ongoing for life of plan	At least two people/examples recognised in UQ media channels.
1.3 Promote the existence, and implementation, of the DAP to the UQ community.	• **Owner:** Provost • **Responsible officer:** DIG, Pro-Vice-Chancellor, Office of the Provost • *In consultation with:* Office of Marketing and Communication	Ongoing for life of plan	DAP is available to UQ community and is communicated to all staff annually.
1.4 Continue to improve the communication/promotion of internal and external teams that can provide specialist advice and support relating to disability inclusion to the UQ community to raise awareness about these information and support services.	• **Owners:** Deputy Vice-Chancellor (Academic) and Chief Operating Officer • **Responsible officers:** Human Resources and Student Services • *In consultation with:* Office of Marketing and Communication and Information Technology Services and Property and Facilities	Ongoing for life of plan	Information is made available to UQ community.
Objective 2: Ensure UQ's physical infrastructure embodies all elements of disability inclusion and physical access			
2.1 Monitor the University accessibility maps to ensure their accuracy for all UQ locations.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities	Ongoing for life of plan	Updated at least annually, informed by user feedback sought each year.

	Action	Responsible Stakeholders*	Timeline	Measure of success
2.2	Embed information about accessibility into UQ maps and UQNav	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities • *Supported by:* Information and Technology Services	2020	Accessibility information is available on UQ maps and UQNav.
2.3	Continue to improve the process of communicating temporary impediments to accessibility across all University locations.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities • *Supported by:* Information and Technology Services and Office of Marketing and Communication	Ongoing for life of plan	Information is more accessible to more of the UQ community in a timely manner.
2.4	Commit to ensuring that all new, and refurbishment of, buildings are informed by a specialist in physical accessibility for persons with disability in the design phase.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities	2021	A specialist in physical accessibility is engaged in all building projects.
2.5	Develop a process for accessibility features of rooms to be communicated to users, such as through the Teaching Space Management website.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Teaching Space Management • *In consultation with:* Property and Facilities and Information and Technology Services	2020	Accessibility features of central teaching rooms are communicated on the Teaching Space Management website.
2.6	Improve the signage of accessible routes at all UQ locations.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities • *Supported by:* Office of Marketing and Communication and DIG	2019, continued for life of plan	Signage is improved, based on user feedback, and consistently monitored.
2.7	Maintain accessible pathways to ensure that accessibility is not compromised.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities	Ongoing for life of plan	Decrease in the number of reports of compromised accessibility through PF Assist.
2.8	Establish a mechanism for the UQ community to provide feedback on physical accessibility.	• **Owner:** Chief Operating Officer • **Responsible officer:** Property and Facilities	2020	Feedback mechanism established.

	Action	Responsible Stakeholders*	Timeline	Measure of success
**Objective 3: Ensure UQ's digital infrastructure and content embodies all elements of disability inclusion and accessibility**
3.1	Continue to improve UQ website platforms and design to ensure compliance with at least WCAG 2.0.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services	Ongoing for life of plan	Website platforms comply with at least WCAG 2.0.
3.2	Embed a requirement for compliance with at least WCAG 2.0 in UQ procurement policies and procedures.	• **Owner:** Chief Operating Officer • **Responsible officer:** Finance and Business Services	2020	A requirement for compliance with at least WCAG 2.0 is included in UQ procurement policies and procedures.
3.3	Ensure that all current, and future, online learning platforms are at least WCAG 2.0 compliant.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services • *In consultation with:* Institute for Teaching, Learning and Innovation and University Staff Development Committee	2019 and ongoing for life of plan	Process and/or policy established to ensure all current, and future, online learning platforms are at least WCAG 2.0 compliant.
3.4	Apply the recommendations from the 2018 Jisc Accessibility Snapshot, where appropriate.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services • *In consultation with:* Deputy Vice-Chancellor (Academic) portfolio	2020	UQ Jisc Accessibility Snapshot implementation plan implemented.
3.5	Identify point/s of contact for students and staff with disability to seek IT support, including the use of assistive technologies, within the UQ digital environment.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services • *In consultation with:* Library, Student Services and Workplace Diversity and Inclusion	2020	Point/s of contact established and communicated to UQ community.
3.6	Identify point/s of contact with expertise in digital accessibility who can be drawn on to inform the development and implementation of all relevant projects and programs, including teaching and learning resources, to ensure consistent application and consideration of digital accessibility across the University.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services	2020	Point/s of contact established and communicated to UQ community.
3.7	Monitor website content, where possible, to ensure compliance with at least WCAG 2.0.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services	Ongoing for life of plan	Include WCAG 2.0 in checklist used to monitor centralised websites.

	Action	Responsible Stakeholders*	Timeline	Measure of success
3.8	Continue to provide opportunities for web accessibility training for all staff involved in website content development and management.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services	Ongoing for life of plan	Web accessibility training is continued to be provided to all staff involved in website content development and management.
3.9	Continue to seek preferred suppliers and publishers who provide learning resources and publications in various accessible formats.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Library	Ongoing for life of plan	Preferred accessible suppliers and publishers are prioritised.
3.10	Ensure that all videos and digital media content that is developed by the University is accessible to all people, including having captions on all videos.	• **Owner:** Deputy Vice-Chancellor (External Engagement) • **Responsible officer:** Office of Marketing and Communication • *Supported by:* Information and Technology Services, Deputy Vice-Chancellor (Academic) portfolio; Faculties and Schools	Ongoing for life of plan	Digital accessibility requirements are embedded in policy/process for digital media development.
Objective 4			
	Objective 4: Provide a welcoming and inclusive community for persons with disability			
4.1	Provide education and training opportunities for UQ students and staff that provide them with the knowledge and skills to support staff and students with disability and contribute to a disability inclusive culture at UQ.	• **Owners:** Chief Operating Officer and Deputy Vice-Chancellor (Academic) • **Responsible officers:** Workplace Diversity and Inclusion, Student Services • *Supported by:* University Staff Development Committee	Ongoing for life of plan	At least three workshops are provided to UQ staff and students each year.
4.2	Continue to work as a consultative group for all disability inclusion matters, in accordance with its Terms of Reference.	• **Owner:** Provost • **Responsible officers:** DIG, Pro-Vice-Chancellor, Office of the Provost	Ongoing for life of plan	Annual plan provided to PVC each year.
4.3	Recognise the multiple locations that comprise the University environment, and ensure that all persons with disability have access to equivalent levels of support and information resources across all University locations.	• **Owners:** Provost, Deputy Vice-Chancellor (Academic) and Chief Operating Officer • **Responsible officers:** • Human Resources • Student Services • Property and Facilities • Information and Technology Services • Schools/Faculties and Institutes	Ongoing for life of plan	Relevant programs, plans, policies and initiatives explicitly include coverage of at least St Lucia, Herston and Gatton campuses.

	Action	Responsible Stakeholders*	Timeline	Measure of success
		• Library		
4.4	Ensure that all learning materials and course work, including online content such as the UQ2U program, is inclusive and representative of the diverse UQ community.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Institute for Teaching, Learning and Innovation • *Supported by:* Schools/Faculties and Institutes, Workplace Diversity and Inclusion	Ongoing for life of plan	Evidence of diversity and inclusion being embedded in learning materials.
4.5	Develop a list of people with disability in the UQ community who may be engaged by staff who need to test their training, programs, products etc to ensure they are accessible, on a casual or contract basis.	• **Owner:** Provost • **Responsible officer:** Pro-Vice-Chancellor, Office of the Provost, DIG • *In consultation with:* Human Resources and Student Affairs	2020, and continued for life of plan.	Process is established, and at least one person engaged through the process.
4.6	UQ will continue to promote and support academic and student research which help it become a disability courageous organisation.	• **Owners:** Provost and Deputy-Vice-Chancellor (Research) • **Responsible officers:** Graduate School and Faculties/Schools and Institutes • *In consultation with:* Office of Marketing and Communication, Student Services and Workplace Diversity and Inclusion	Ongoing for life of plan	At least one piece of research completed is promoted through UQ media channels.
Objective 5: Provide support to UQ students and staff who have a mental health condition				
5.1	Implement the UQ Mental Health Strategy 2018-2020.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Mental Health Strategy Project Board	Ongoing for life of plan	Mental Health Strategy is implemented.
STAFF				
Objective 1: Gain a better understanding of staff with disability experiences at UQ				
1.1	Implement an option for staff to identify their disability in the Human Resources Enterprise System (HRES).	• **Owner:** Chief Operating Officer • **Responsible officer:** Human Resources • *In consultation with:* Information and Technology Services	2021	Staff with disability are able to voluntarily self-disclose through the HRES.

	Action	Responsible Stakeholders*	Timeline	Measure of success
1.2	Address inaccessibility issues identified with the current Human Resources Information System to ensure that it is accessible for all staff.	• **Owner:** Chief Operating Officer • **Responsible officer:** Human Resources • *In consultation with:* Information Technology Services and external service provider	2021	Accessibility issues are addressed.
1.3	Include disability demographic information for all-staff engagement and/or diversity surveys and analyse the data to gain a better understanding of the experiences of staff with disability.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion • *Supported by:* Human Resources	2019, continuing for life of plan	Disability demographic data is included in staff engagement and/or diversity surveys.
Objective 2: Encourage suitably qualified persons with disability to apply for positions at all levels across the University				
2.1	Monitor recruitment processes to ensure that they are accessible and inclusive of persons with disability in practice.	• **Owner:** Chief Operating Officer • **Responsible officer:** Human Resources	Ongoing for life of plan	Recruitment processes are reviewed annually to ensure universal design principles are embedded.
2.2	Continue to strengthen recruitment processes to ensure they reflect best practice to attract diverse candidates.	• **Owner:** Chief Operating Officer • **Responsible officer:** Human Resources	Ongoing for life of plan	Recruitment processes are reviewed annually to ensure diversity and inclusion principles are embedded.
2.3	Continue to develop partnerships with disability employment service providers to create employment opportunities for persons with disability.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion	Ongoing for life of plan	At least one partnership is developed.
2.4	Continue to provide educational opportunities to hiring managers with respect to disability inclusion.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion • *Supported by:* Human Resources	Ongoing for life of plan	At least one workshop is provided to staff engaged in recruitment each year.
Objective 3: Address barriers and challenges in the workplace that may impact the participation of persons with disability				
3.1	Implement the UQ Staff Reasonable Adjustment Procedure ensuring that managers and supervisors have access to training, information and support to guide the process.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion • *Supported by:* Human Resources	2019	Procedure is in place and supported by a communication strategy, which include education.
3.2	Embed disability inclusion initiatives in the Workplace Diversity and Inclusion Strategy and associated Action Plan that are evidence-based and designed to remove barriers and challenges.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion	2019, continuing for life of plan	Disability inclusion initiatives are embedded in the Strategy and Action Plan.

	Action	Responsible Stakeholders*	Timeline	Measure of success
3.3	Include disability inclusion information in induction programs.	• **Owner:** Chief Operating Officer • **Responsible officer:** Human Resources • *In consultation with:* Workplace Diversity and Inclusion	2019, continuing for life of plan	Disability inclusion information is embedded in induction program.
3.4	Develop guides to inform how disability inclusion may be embedded in all areas of the employee life cycle.	• **Owner:** Chief Operating Officer • **Responsible officer:** Workplace Diversity and Inclusion	2021	At least one new guide is developed.

STUDENTS

Objective 1: Contribute to student retention and success through the provision of an informed and supportive pre-arrival and orientation environment				
1.1	Promote and encourage pre-admission discussions with Student Services with potential students as part of our promotion to future students, signalling our positive and inclusive, supportive environment.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Schools/Faculties and Institutes, Graduate School, UQ International, Academic Services and Library	Ongoing for life of plan	Number of pre-admission discussions increase by 20%.
1.2	Develop clear inherent requirement statements for each program as required, to be available to prospective students and the University community, so that students are able to make informed study choices.	• **Owner:** Provost • **Responsible officers:** Faculties/Schools and Institutes • *In consultation with*: Academic Services Division	2021	Inherent requirement statements exist for all programs.
Objective 2: Provide a supportive and high quality student experience for students with disability				
2.1	Monitor retention among UQ students who identify as having a disability and evaluate the effectiveness of the support measures in place for students with disability, on an annual basis.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Schools/Faculties and Institutes	Annually during the life of the plan	Retention rate is provided in DAP annual report and continues to increase.
2.2	Continue to implement processes so that Library has advanced notice of the enrolment of students with disabilities in courses so the preparation of reading materials can be prioritised.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Library	Ongoing for life of plan	Process in place is monitored and evaluated regularly.
2.3	Continue to provide access to the Library collection for students and staff with visual impairments and other print	• **Owner:** Deputy Vice-Chancellor (Academic)	Ongoing for life of plan	Access to the Library collection is available to all students.

	Action	Responsible Stakeholders*	Timeline	Measure of success
	disabilities, through digitisation, and through seeking and adopting new and developing technologies in the field.	• **Responsible officer:** Library		
2.4	Continue to consult with students with disability, and other relevant stakeholders, as to what physical, support based, and virtual improvements can be made to improve their student experience.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* DIG	Ongoing for life of plan	At least five students are consulted with on their student experience.
2.5	Provide improved communication, support, and advice to academic staff regarding the development and implementation of student access plans for students with disability.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Schools/Faculties and Institutes, Information and Technology Services and Library	Ongoing for life of plan	Feedback mechanism put in place for academic staff and students, with majority of feedback received being positive.
2.6	Review the process for communicating and supporting academic staff to implement exam adjustments. This will be informed by the Inherent Requirements. Additional guidance required at a local level for 'in-class' or non-centrally supported examinations.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Academic Registrar • *In consultation with:* Schools/Faculties and Institutes	2021	Revised process is in place.
2.7	Ensure that Higher Degree Research (HDR) students with disability have access to appropriate support and that the available support is appropriately communicated to HDR students.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Graduate School, Schools/Faculties and Institutes and Library	Ongoing for life of plan	At least 10% of HDR students who disclose a disability access support.
2.8	Develop guides to assist student-facing staff to support students with disability.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services	2019	Guides in place.
2.9	Continue to provide the Zoom Mentoring program, with a focus on remote UQ locations.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services	2020	Zoom Mentoring program is provided.
2.10	Develop employability opportunities for students with disability, for example the Neurodiversity Hub.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Employability Centre	Ongoing for life of plan	At least two new employability opportunities provided.

	Action	Responsible Stakeholders*	Timeline	Measure of success
2.11	Strengthen the voice-to-text features of lecture recordings to ensure all students can access lectures online.	• **Owner:** Chief Operating Officer • **Responsible officer:** Information and Technology Services	2021	Voice-to-text features of lecture recordings are useable.
2.12	Investigate opportunities to improve communication and engagement with students about support services available for students with disability to reach students who acquire disability during their studies.	• **Owner:** Deputy Vice-Chancellor (Academic) • **Responsible officer:** Student Services • *In consultation with:* Office of Marketing and Communication	2021	Review of current communication and engagement processes is completed and improvements identified.

*Please refer to section 3.1 of the Plan for clarification on the role of the "owner" and "responsible officers" identified in the Plan.

Appendix 1 – Legislative Framework and Standard Setting Agencies

International Conventions:

- *Marrakesh Treaty*

The Marrakesh Treaty allows exceptions to copyright law to enable organisations to give people who are blind, visually impaired or otherwise print disabled greater access to works published in accessible formats, such as print, braille and audio. The Marrakesh Treaty was signed by Australia in June 2015.

- *United Nations Convention on the Rights of Persons with Disabilities*

The United Nations Convention on the Rights of Persons with Disabilities was ratified by Australia in 2008. The stated purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The Convention requires the provision of an inclusive education system at all levels and recognises the right of persons with disabilities to work, on an equal basis with others.

Commonwealth Legislation:

- *Australian Human Rights Commission Act 1986* (Cth)

The Australian Human Rights Commission Act 1986 established the Australian Human Rights Commission, a body capable of receiving and hearing complaints in relation to disability discrimination.

- *Disability Discrimination Act 1992* (Cth)

The DDA makes it unlawful to discriminate against a person on the grounds of their disability. Within higher education, it places an obligation on institutions to provide services and facilities in a way that ensures students and staff with disabilities can participate on a substantively equal basis. The DDA provides that in order to achieve this substantive equality, the organisation is to make reasonable adjustments.

- *Fair Work Act 2009* (Cth)

The *Fair Work Act 2009* (Cth) outlines the University's obligations as an employer to ensure discrimination on the basis of disability and temporary absence from the workplace due to injury or illness does not occur.

State Legislation:

- *Anti-Discrimination Act 1991* (Qld) (ADA)

The ADA outlines that it is unlawful in Queensland to discriminate, either directly or indirectly, against a person on the basis of, inter alia, their disability. Anti-discrimination obligations relate to the areas of education and employment. The ADA also establishes the Anti-Discrimination Commission Queensland, a body capable of receiving and hearing complaints in relation to disability discrimination.

Guidelines/Standards:

- *AVCC Guidelines relating to Students with a Disability (May 2006)*

The Guidelines are underpinned by a set of key general principles that encompass university policy and administration, teaching and learning, and campus life and services and are designed to assist universities to fulfil their responsibilities to students with a disability through strategies and arrangements appropriate to each university's local circumstances.

- *Disability (Access to Premises – buildings) Standards 2010*

These standards were formulated under the DDA. The purpose of the Standards is to ensure greater and dignified access to and use of buildings for persons with disability and also provide certainty to the building industry. The Standards provide a practical and on-going means to improved building access. The Standards achieve this by requiring that all new buildings, together with modifications of existing buildings that require a building approval, meet the standards.

- *Disability Standards for Education 2005*

The *Disability Standards for Education 2005* were formulated under the DDA to clarify the obligations of education and training providers to ensure that students with disabilities are able to access and participate in education and training on the same basis as those without disability.

- *University of Queensland Policy and Procedures*

The University of Queensland has a number of policies and procedures that inform this Plan. For more information about these policies, please refer to the UQ [Policy and Procedures Library](#).

- *Web Content Accessibility Guidelines 2.0 Level AA*

The Web Content Accessibility Guidelines (WCAG) 2.0 Level AA covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of persons with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. Conformance with Level AA of WCAG 2.0 is recommended by the Australian Human Rights Commission as well as federal and state government guidelines and standards.

Appendix 2 – Key Definitions

Access(ability): People's ability to participate in the life of the University including its teaching, learning, research, employment, physical, virtual communication environments.

Disability: A condition or state of being which is covered by the broad Disability Discrimination Act 1992 (Cth) definition. The term includes; physical, sensory, psychiatric, intellectual and neurological disabilities, physical disfigurement and the presence in the body of organisms causing or capable of causing disease, such as HIV, and includes both permanent and temporary conditions.

Inherent Requirement: Inherent requirements are the core activities, tasks, skills and/or components that are essential to a workplace in general, to a specific position or completion of a course of study. The onus is on the University to show that inherent requirements exist in a job or course of study, based on substantive and defensible rationales, not merely traditional practice. Reasonable workplace accommodation/adjustments or study accommodation/adjustments can assist candidates, staff or students meet the inherent requirements of a position or course of study. Understanding the inherent requirements of a specific job or course of study will demonstrate how much job customisation is possible.

Reasonable Accommodation/Adjustment: This is defined by the United Nations Convention on the Rights of Persons with Disabilities as the necessary and appropriate modification and adjustments which do not impose a disproportionate or undue burden, where needed in a particular case, in order to ensure that persons with disabilities can enjoy or exercise all human rights and fundamental freedoms on a substantively equitable basis with others. In the education environment this may be a measure or action (or group of) that assists the student with a disability to participate on the same basis as a student without a disability and can include an aid, a facility, or a service that the student requires because of the functional consequences of their disability (DSE 2005 pp 9 – 20).

Reasonable adjustments for students are measures taken to enable students to participate on the same basis (DSE 2005, p9) as a student without a disability in areas of the University's operations, including:

- admission and enrolment,
- academic activities,
- curriculum development, assessment and certification requirements,
- physical access to buildings and facilities,
- information access,
- support services.

Reasonable adjustments are to be provided in consultation with the student, within a reasonable time after notification of the need for adjustments. When making an adjustment it is reasonable for the University to "maintain the academic requirements of the course that are inherent in or essential to its nature" DSE 2005 p11, however, this does not mean that all assessment or activities must be the same for all students.

Reasonable adjustments for staff means the University will provide staff with reasonable workplace adjustments, to ensure that all staff have the opportunity to participate on a substantially equal basis in all aspects of workplace life, especially in regard to the following:

- recruitment and performance of duties,
- benefits and conditions,
- professional and career development,
- physical access to buildings and facilities,
- access to information.

Once a reasonable adjustment is made, the principles of merit and academic standards apply. The DDA and Disability Standards for Education 2005 provide exceptions to the obligation to provide reasonable adjustments including where the provision of adjustments or measures would impose unjustifiable hardship on the University.

Universal Design: Universal design is defined by the United Nations Convention on the Rights of Persons with disabilities as the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal design shall not exclude assistive devices for particular groups of persons with disabilities where these are needed. Universal design is informed by seven principles:

- Principle 1: Equitable use
- Principle 2: Flexibility in use
- Principle 3: Simple and intuitive
- Principle 4: Perceptible information
- Principle 5: Tolerance for error
- Principle 6: Low physical effort
- Principle 7: Size and space for approach and us