DISABILITY ACTION PLAN ANNUAL REPORT

REPORTING PERIOD: 3 DECEMBER 2015-15 JANUARY 2017

EXECUTIVE SUMMARY

The *University of Queensland Disability Action Plan 2016-2018* (DAP) provides Faculties, Institutes, Divisions and Administrative Units with an operational framework to develop, and maintain, the University as a leading organisation for inclusion and accessibility for persons with disability. It is informed by international conventions, legislation and guidelines, and is designed in accordance with the provisions in the *Disability Discrimination Act 1992* (Cth), and the associated *Disability Standards for Education 2005*.

The DAP was launched on the 3 December 2015, and 2016 marks its first year of operation.

As outlined in the DAP, the Provost, as principal manager, requests responsible stakeholders identified in the Plan to report annually on the achievements of the action items for which they are accountable. This report provides a consolidated overview of the annual reports provided by stakeholders for the first year of operation of the DAP. The reporting period for this report is defined as the 3 December 2015 to the 15 January 2017.

There are 67 identified stakeholders in the DAP. 58 stakeholders provided a report, which represents an 87 per cent reporting rate for this reporting period. Their reports show that stakeholders have implemented outstanding, innovative and important initiatives across the University during the reporting period. The stakeholders have worked to ensure that in the first year of operation, majority of the actions of the DAP have been achieved, or are working towards being achieved. It can therefore be concluded that the DAP has been successfully implemented across the majority of the University in its first year of operation.

This report provides a consolidated overview of the initiatives implemented by stakeholders during the reporting period. This report provides:

- An overview of the key achievements achieved by the responsible stakeholders; and
- Recommendations for consideration in regards to the operation of the DAP, and disability inclusion generally, based on feedback from stakeholders.

This is supported by a number of appendices:

- Appendix I - List of the stakeholders who did not provide a report for this reporting period.
- Appendix II - Overview of all stakeholder achievements during the reporting period.
- Appendix III - Student disability cohort retention data.
- Appendix IV - A detailed report of the achievements of the Faculties, Schools and Institutes. A summary of the actions achieved by Faculties, Schools and Institutes is included in Appendix II.
- Appendix V- Report submission from Director, Student Services, or nominee.

KEY ACHIEVEMENTS

A number of outstanding achievements were made in *The University of Queensland Disability Action Plan 2016-2018* first year of operation*.* Some of these are outlined below. A complete overview of all initiatives and actions achieved by stakeholders during the reporting period can be found in Appendix II.

Some key initiatives achieved by identified responsible stakeholders during this reporting period of the DAP include:

- [Accessibility maps for St Lucia and Gatton](#) have been updated, improved and uploaded on the Property and Facilities website. Accessibility maps for other locations will be developed in 2017.
- The new UQ standard Drupal template has been built to the WCAG 2.0 Level AA standard, and prominent websites such as Future students, Prospective Student Online Applications and my.UQ have been tested to ensure WCAG 2.0 compliance.
- Web accessibility is actively being implemented in various Faculties, Schools and Institutes. For example, the Faculty of Science ensures all site editors complete training in web accessibility, and many organisational units are currently redeveloping their website using the UQ standard Drupal template.
- UQ's first Staff and Student Disability Consultative Group has been established. The Group consists of key decision makers from the Chief Operating Officer portfolio, staff with disability and students with disability, and will be chaired by Dr Paul Harpur. The purpose of the Group is to provide a consultative mechanism for the development and implementation of disability inclusion initiatives across the University.
- The Library has worked to provide improved access to digital materials for all people with print disability, including learning disabilities such as dyslexia. The Library offers clients with print disabilities access to the HathiTrust database of digitised books, comprising over 14 million books.
- The Admissions Office has implemented a process of reporting those applicants through QTAC that are applying under the Educational Access Scheme and who indicate in their application that they wish to have direct contact from the relevant institutions. The first report was in November 2016, and second report generated later in this month for the incoming cohort.
- A staff [Mental Health Toolkit](#) has been developed.
- 565 staff have completed the Mental Health First Aid (MHFA) training, since it was first offered in 2013. A special session of MHFA was held for staff at Clinical Sites as they encounter students experiencing mental health issues as a much higher rate.
- A Staff Disability Inclusion workshop, MHFA Suicide Prevention workshop and Compassion Fatigue in Animal-Related Occupations training will be rolled out in 2017 for staff.
- 19 per cent of staff in the Faculty of Business, Economics and Law have completed Mental Health First Aid training.
- In 2016 at the Faculty of Engineering, Architecture and Information Technology Teaching and Learning Forum, Dr Tony Attwood and Associate Professor Kate Sofronoff ran a workshop around behaviour management strategies, particularly for students on the autism spectrum.
- As part of the ongoing initiative, Maximising Your RHD Advisory Skills, representatives from the counselling service presented at the last Postgraduate Coordinator Professional Development Forum presented by the Graduate School, and discussed case studies in the area of mental health and support provisions for students.
- Approximately ten $500 bursaries awarded to students with a disability (through the Abilities Collective) out of a total of 199 welfare bursaries provided by Student Help on Campus (SHOC);
- The School of Languages and Cultures went to great efforts to promote the DAP in the School, including: providing specific information in the School's induction about the DAP (including a link to the Plan), having a slide on the DAP in a PowerPoint presentation that is presented to all students, having information on the DAP included on the digital screens around the School, and a procedure has been written and included in the administrative procedure manual highlighting the rights and responsibilities of students and staff as it relates to the DAP.
- Schools, Faculties and Institutes have implemented various initiatives to support students with disability. For example, the School of Chemistry and Molecular Bioscience is actively working to

develop diverse teaching methods and materials and support mechanisms to meet the needs of the diverse student cohort, particularly in regards to students with disability. This includes; providing access to the lab manual at the start of semester in physical and electronic forms and providing students access to multimedia software containing videos demonstrating relevant processes.

- The School of Medicine has been implementing the Inherent Requirements for Medical Students developed by the Medical Deans of Australian and New Zealand (MDANZ) gradually into the UQ program.

STAKEHOLDER RECOMMENDATIONS

Based on the feedback provided by stakeholders in their report, the following recommendations have been drafted by Workplace Diversity and Inclusion, Human Resources for the consideration of the Provost, and the Senate Committee for Equity, Diversity and the Status of Women (EDSW Committee), and implemented as is appropriate.

Recommendations included that:

1. The data available to Schools, Faculties and Institutes in relation to student demographics, enrolment and retention, particularly in regards to students with disability, be made available to appropriate Faculty/ Institute/School staff so that they may be able to identify any trends in their student cohort and implement initiatives to address these trends.
2. UQ continues to improve the communication of information to appropriate staff in relevant organisational units in regards to students prior to admission so that they may be able to better support students on arrival.
3. UQ continues to improve the communication between Student Disability Advisors and appropriate Faculty/Institute/School staff to ensure students with disability are appropriately supported.
4. UQ considers mechanisms for increased collaboration between relevant organisational units to establish consistency, and continue to improve, the processes and initiatives provided to support staff and students with disability.
5. Workplace Diversity and Inclusion amend the wording in Staff Objective 3, action item c to ensure that the action item accurately reflects the accommodation of temporary disability for staff at work, to avoid any confusion around the application of this action item.
6. The reporting date provided in the DAP is extended to 31 January of each year, to provide stakeholders with greater opportunity to provide their annual report.

The Workplace Diversity and Inclusion Unit recommends that stakeholders receive communication, clarifying "Student Access Plan (Disability)" and "UQ Disability Action Plan" terminology. Many instances of describing Student Access Plans (Disability) as Disability Action Plans were identified in the reporting process.

APPENDIX I – LIST OF STAKEHOLDERS WHO DID NOT PROVIDE A REPORT FOR THIS REPORTING PERIOD

In accordance with DAP reporting requirements, the Provost communicated to all identified responsible stakeholders on 31 October 2016 requesting a report on their achievements against action items under their responsibility. Reminder correspondence was sent to all stakeholders by the Provost on 12 January 2017. Stakeholders were asked to provide their report to the Workplace Diversity and Inclusion Consultant by the 15 January 2017.

Of the 67 identified stakeholders responsible for delivering action items in the DAP, 58 provided a report to the Workplace Diversity and Inclusion Consultant, which represents an 87 per cent reporting rate. Certain stakeholders were responsible for actions items that did not require reporting in this period. The list of non or late submissions is indicated below:

Stakeholders with action items not due for completion in this reporting period

- Pro-Vice-Chancellor (Teaching and Learning)
- Deputy Vice-Chancellor (Academic)

Stakeholders with outstanding reports

- Director, Corporate Operations;
- Director, Australian Institute for Bioengineering and Nanotechnology;
- Head of School, School of Business*;
- Head of School, Communication and Arts*;
- Head of School, School of Law*;
- Head of School, School of Public Health*;
- Head of School; School of Social Science*;

*Some information about the School initiatives are contained in the Faculty reports provided.

Late Submissions

The Director, Student Services, or nominee provided a late submission on the 14th February 2017. This report was provided to Workplace Diversity and Inclusion following the circulation of the draft 2016 DAP Annual Report to stakeholders to ensure the draft report accurately reflected their individual reports. As such, this report has been included in full, as it was provided to Workplace Diversity and Inclusion with no edits or amendments, in Appendix V.

APPENDIX II – OVERVIEW OF ALL STAKEHOLDER ACHIEVEMENTS DURING THIS REPORTING PERIOD

The following table provides an overview of all of the achievements stakeholders have made for the relevant action items in the reporting period (3 December 2015 – 15 January 2017).

A detailed analysis of student data is provided in Appendix III. A summary of the initiatives achieved by Faculties, Schools and Institutes are provided in the table below. For a comprehensive report on the achievements of UQ Faculties, Schools and Institutes on relevant action items in the DAP during the reporting period, please refer to Appendix IV.

General				
Objective 1: Communicate disability inclusiveness principles and practices to staff and students of the University				
	Action Item	**Responsible Stakeholder**	**Timeline**	**Achievements**
a)	Ensure that the objectives and principles of the Disability Action Plan are captured in the next iteration of the University Strategic Plan and that appropriate action items of the Disability Action Plan are integrated into the University Operational Plan.	• Provost	Ongoing for life of plan	• The DAP was included in the 2016 Operational Plan. • The UQ Strategic Plan is yet to be reviewed. This review will commence in 2017.
b)	Develop a communication strategy for the Disability Action Plan and to raise awareness about disability inclusiveness.	• Provost • Director, Human Resources • Director, Office of Marketing and Communications • Director, Student Services, or nominee • Equity and Diversity section, Human Resources Division.	At inception of plan and ongoing for life of plan	• All staff email was sent out on 3 December 2015, the International Day for Persons With Disability, announcing the DAP. • Information is provided on the Equity and Diversity section[1] website • The Pro-Vice-Chancellor and the Equity and Diversity section led information sessions on the DAP at St Lucia, Gatton and Herston • The EDSW Committee was provided with regular updates by the Equity and Diversity section at their meetings.

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[1] The Equity and Diversity section, Human Resources Division underwent a reorganisation in 2016, and is now the Workplace Diversity and Inclusion unit in Human Resources. This report references the 'Equity and Diversity section' as it reflects the name of the organisational unit during the reporting period of this report.

				• The DAP and disability inclusion was embedded in the Staff Management for Senior Managers workshops for academic and professional staff by the Equity and Diversity section • The Head of School of Languages and Cultures also implemented a number of initiatives to promote the DAP to ensure staff and students in the School are informed. Please refer to Appendix IV for more information.
c)	Establish staff and student disability consultative groups/communities of practice to promote communication between all stakeholders and with staff and students with a disability.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Student Services, or nominee	First year of plan	• Group has been established. • First meeting to be held in 2017.
d)	Develop a framework for the Policies and Procedures Library to appropriately reflect best practice in the areas of inclusiveness and disability.	• Director, Corporate Operations	First year of plan	No report has been provided by Corporate Operations. However, the Disability Policy is owned by the Pro-Vice-Chancellor and falls under the Equity and Diversity section's portfolio. A revised policy framework has been developed for this suite of policies. These are currently under development.
Objective 2: Ensure UQ physical infrastructure is compliant with relevant legislation, observant of best practice guidelines and provides for optimal outcomes in terms of use and access				
a)	Monitor and regularly update the University online and print accessibility maps for all University locations.	• Director, Property and Facilities	Ongoing for life of plan	Updated and improved accessibility maps for the Gatton and St Lucia campuses have been developed and uploaded to the University website. New accessibility maps will be developed for other sites in 2017 and 2018.
b)	Advise the University community how to find out about temporary impediments to accessibility across all University locations.	• Director, Property and Facilities	Ongoing for life of plan	• Advice regarding temporary impediments to accessibility will continue to be posted on the P&F "Works on Campus" webpage.

				• Information on temporary impediments will be communicated to directly affected staff via targeted PF Assist notices. • Information on major disruptions will be broadcast to the wider University community via PF Assist notices and other means including the UQ Update newsletter.
c)	Improve disability access to parking and pathways within University campuses and locations.	• Director, Property and Facilities	Ongoing for life of plan	The following improvements were made in 2016: • Completion of P10 carpark with new undercover PWD parking spaces, a new accessible lift at Building 33 and compliant walkway from Building 33 to the Union Complex • Two pedestrian crossings on College Road to provide disability access to the Don Nicklin Building and Campus Kindergarten Identified accessibility issues and deficiencies have been compiled in a tracking document that is accessible to UQ staff. These issues will be progressively addressed and resolved.
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.				
a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	**Executive Deans and Institute Directors** • A number of Faculties, Schools and Institutes are in the process of re-designing their websites, and all report they have ensured WCAG 2.0 Level AA have been applied. Please refer to Appendix IV for a more detailed report on this. **University Librarian** • Relevant library staff have attended appropriate training on web accessibility. • All new development has adopted the standards and the new UQ Library Search page has been tested for accessibility.

				Accessibility problems are reported to central ITS when discovered.
				• The Library continues to improve accessibility of documents on the website, reducing the number of PDFs, improving document accessibility and ensuring alternatives are available. Legacy content which is non-compliant is reviewed and retired.
				Director, ITS
				• The new UQ standard Drupal template has been built to the WCAG 2.0 level AA standard and is the recommended theme for all UQ websites.
				• To support ongoing content development a web publishing guide and website has been developed and is used to draw attention to the importance of maintaining content that is compliant to the standard.
				• Significant websites like the Future Student, Prospective Student Online Applications, and my.UQ have been tested to ensure WCAG 2.0 compliance.
				Director, OMC
				OMC has used software and other media to enable students with a disability to consume UQ content e.g., video content supported by associated written content.
				Director, Graduate School
				The Graduate School conducts continual review of the suitability of information and the layout of the UQ Graduate School website. The Graduate School also seeks feedback on the website and responds to any suggestions on an ongoing basis. As part of the implementation of the new Graduate School

				website in February 2016, general user testing was conducted in April 2016, and stakeholder feedback was incorporated into the design of the website. **Equity and Diversity section** A web page has been developed on the Equity and Diversity section website which provides some guidance on applying web accessibility principles.
b)	Implement arrangements that allow relevant UQ staff to easily procure and attend training for web accessibility.	• Director, Information Technology Services • University Staff Development Committee (USDC)	Second year of plan	**Director, ITS** The University's subscription to online training through Lynda.com provides University staff with access to training materials on web accessibility. Lynda.com and other resources are described in the web publishing guide for staff awareness and use. **University Staff Development Committee (USDC)** USDC considered and approved the proposal for a new Staff Development program to be rolled out in 2017 - the "Staff Disability Inclusion Workshop" which will include elements of web accessibility.
Staff				
Objective 1: Provide an inclusive and supportive environment for persons with disability				
a)	Develop and deliver a training package for staff, managers and supervisors incorporating: • Disability awareness and understanding; • Responsibilities of supervisors/managers with respect to disability inclusive practices; • Sensitivity and disability discrimination issues; • Disability inclusive practices for staff, including relevant policies and legislation.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Student Services, or nominee • Staff Support and Rehabilitation Advisor, Human Resources Division • University Staff Development Committee (USDC)	Second year of plan	**Director, HR** Proposal for a "Staff Disability Inclusion Workshop" program drafted by Equity and Diversity section and submitted to the USDC. USDC approved the proposal and the workshop will be delivered in the 2017 Staff Development program. Workshop is currently being developed and will be facilitated on 25 July 2017. **University Staff Development Committee (USDC)** • USDC considered and approved the proposal for a new Staff Development program to be rolled out in 2017 - the "Staff Disability Inclusion Workshop" • The newly developed "Supporting Students with Disability Workshop" ran through the Staff Development program,

				which is overseen by the USDC. The program had 9 iterations in 2016, with approximately 140 staff completing the Workshop in 2016. The program will continue with the support of the USDC in 2017. • The USDC Annual Report was improved to ensure it was accessible.
b)	Recognise the multiple locations that comprise the University environment, and ensure that all staff with disability have access to equivalent levels of support and information resources across all University locations.	• Director, Human Resources Division	Ongoing life of plan	• This will be addressed in the ongoing policy review of HR policies and Diversity and Inclusion suite of policies. • Information sessions on DAP and disability inclusion held across UQ locations in 2016. • Disability inclusion page on the Equity and Diversity section website developed,
Objective 2: Encourage suitably qualified persons with disability to apply for positions at all levels across the University				
a)	Develop and implement a disability employment strategy, incorporating: • Review of recruitment and selection processes; • Inclusion of disability inclusiveness in new staff induction; • Consideration of engagement with disability employment service providers; • Consideration of utilising the UQ supported wage policy; • Consideration of participation in disability mentorship scheme; • Review accessibility of employment opportunities through the advertising and application processes. • Improve staff knowledge around inherent requirements of positions and possible accommodations.	• Director, Human Resources • Equity and Diversity Section, Human Resources Division	First year of plan	**All responsible stakeholders** • EO Online content has been reviewed to ensure that it provides disability inclusion information • Equity and Diversity section embedded disability inclusion in the Recruitment and Selection workshop which is part of the Staff Development program. The Equity and Diversity section provided training to the facilitators of this program on disability inclusion, unconscious bias, inherent requirements and reasonable adjustment in recruitment and selection in a 'train-the-trainer' model of implementation. • Equity and Diversity section reviewed the accessibility of UQ Jobs and position description templates and drafted a report with a number of recommendations to be considered and implemented as is appropriate.

				• Embedded information on disability inclusion, reasonable adjustment and inherent requirements in a number of staff development programs, including Staff Management for Senior Manager workshops for professional and academic staff. • Developed pages for disability inclusion resources and disability inclusion programs on the Equity and Diversity section website. • UQ Jobs letter templates amended to reinforce the University's commitment to equity, diversity and inclusion and encourage people to communicate any specific accessibility needs in selection processes. • A new policy framework has been developed, and a new Disability Policy drafted (this is currently in development). As part of this new policy framework, a Staff Disability Reasonable Adjustment Procedure has been proposed. This is currently under development. • Consideration of engagement with disability employment service providers; Consideration of utilising the UQ supported wage policy; and Consideration of participation in disability mentorship scheme will be finalised in the first quarter of 2017.
Objective 3: Facilitate staff access to appropriate adjustments that will enable them to participate fully in the University environment				
a)	Clarify to managers and staff the process to seek support in relation to issues associated withdisability.	• Director, Human Resources Division • Equity and Diversity section, Human	First year of plan	**Director HR and Equity and Diversity section** • A new policy framework has been developed, and a new Disability Policy drafted (this is currently in development).

		Resources Division • Director, Occupational Health and Safety		As part of this new policy framework, a Staff Disability Reasonable Adjustment Procedure has been proposed. This is currently in development. This will involve consultation with key stakeholders. • Embedded information on disability inclusion, reasonable adjustment and inherent requirements in a number of staff development programs, including Staff Management for Senior Managers workshops for professional and academic staff. • A webpage with information on disability inclusion and useful resources and programs has been developed on the [Equity and Diversity section]() website **Director, OHS** • Proposed a framework to achieve this. Appropriate stakeholders will continue to work together in 2017 to consider and implement, as appropriate, this proposed framework. It is key that this framework, when finalised, is effectively communicated to UQ managers and staff.
b)	Review and update policies relating to disability and employment.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division. • Staff Support and Rehabilitation Advisor, Human Resources Division.	First year of plan	**All responsible stakeholders** • A new policy framework has been developed, and a new Disability Policy drafted (this is currently in development). As part of this new policy framework, a Staff Disability Reasonable Adjustment Procedure has been proposed. This is currently in development. • Embedded information on disability inclusion, reasonable adjustment and inherent requirements in a number of staff development programs, including Staff

				Management for Senior Managers workshops for professional and academic staff • As part of the ongoing HR Policy review, the HR Policy and Strategy team have been informed of the DAP and relevant action items and have, and will continue to, consult with the Equity and Diversity section to embed disability inclusion in the relevant policy suites. In 2016, this has been achieved in the Flexible Working Arrangements policy and procedures suite.
c)	Establish a process for the accommodation of temporary disability for staff.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Occupational Health and Safety • Staff Support and Rehabilitation Advisor, Human Resources Division.	First year of plan	**All responsible stakeholders** • A new policy framework has been developed, and a new Disability Policy drafted (this is currently in development). As part of this new policy framework, a Staff Disability Reasonable Adjustment Procedure has been proposed. This is currently in development. This will involve consultation with key stakeholders, which may include P&F, OHS, HR, local managers/supervisors and external service providers. • Embedded information on disability inclusion, reasonable adjustment and inherent requirements in a number of staff development programs, including Senior Manager workshops for professional and academic staff • As part of the ongoing HR Policy review, the HR Policy and Strategy team have been informed of the DAP and relevant action items, and have, and will continue to, consult with the Equity and Diversity

			section to embed disability inclusion in the relevant policy suites. • UQ PPL 5.70.13 Medical Conditions Affecting Performance and UQ PPL 2.25.02 Work Rehabilitation Policy and Procedures provide some guidance in regards to staff disability reasonable adjustment.
Objective 4: Develop an understanding of mental health to provide support for staff with a mental health condition			
a)	Develop a Mental Health strategy for staff, including: • Policy review; • Mental Health First Aid program; • Induction/orientation resources; • Improved communication for staff seeking support; and • Mental health toolkit for staff.	• Director, Human Resources Division • Staff Support and Rehabilitation Advisor, Human Resources Division	First year of plan	**All responsible stakeholders** A Mental Health Strategy is presently being developed with a view to finalisation in the first quarter of 2017. To date a number of initiatives have been instigated and these will be reflected in the final strategy document: • Policy review A new Disability Policy and Staff Disability Reasonable Adjustment Procedure has been proposed and both are currently under development. This revised policy framework will include relevant mental health information for staff to ensure an inclusive approach to supporting staff with disability. • Mental Health First Aid (MHFA) programme This 2 day programme has been run at UQ for staff since October 2013. By October 2016, a total of 565 staff have completed the course which is being offered in 2017. MHFA Suicide Prevention training will be introduced in 2017, with three training sessions on offer. • Induction/orientation resources With the new integrated HR service delivery model, a consistent induction pack for new staff will be available from 1 February 2017. The biannual New Staff Expo promotes the counselling services of

| | | | | DTC. The EO Online content will be reviewed to ensure it provides disability inclusion information.

Improved communication for staff seeking support: The following initiatives have been introduced or promoted:
- Review of the Staff Support website. Ongoing changes are anticipated.
- Monthly newsletter to HR and OHS for wider distribution to staff. Each newsletter focuses on a Mental Health and well-being related topic, with links to articles provided by the University's EAP provider. Topics have included relationships, communication, suicide awareness and mental health topics.
- R U OK Day: as in previous years, this day was promoted within the University. This year, students from the School of Psychology were involved in providing a short training programme which was attended by both staff and students.
- National MH Week: this was a collaborative week of Mental Health related activities open to both students and staff. Contributions came from many UQ areas including HR, OHS, School of Psychology, Student Services and QBI.
- Promotion of SSRA services through the various Staff Development training programmes and ad hoc invitations from various units has been maintained.
- Additional training: 2017 will see the start of training for staff who work with animals and who are at risk of developing Compassion Fatigue. |
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				Mental health toolkit for staff: The Mental Health Toolkit is available on the HR website, under Staff Support. The toolkit has four key areas: 1. Training opportunities 2. Links to counselling and psychological services 3. e-Mental Health resources 4. Supports for Mental Health in the Workplace These areas provide descriptions and links to internal and external sites. It is anticipated that this will be an ongoing project as new resources are recommended for inclusion.
	Students			
	Objective 1: Provide an inclusive and supportive environment for persons with disability			
a)	Develop a baseline understanding of the student disability cohort.	• Director, Student Services, or nominee	First year of plan	• Comprehensive data has been provided in the report attached in Appendix III. • Please refer to Appendix V for Director, Student Services or nominee full report.
b)	Develop inclusive practice in academic pedagogies and assessment in order to accommodate disability where academically feasible.	• Pro-Vice-Chancellor (Teaching and Learning)	Second year of plan	• No report provided; action item is designed to be completed in the second year of the plan.
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**Director, Student Success and Strategies Office** Comprehensive data has been provided in the report attached in Appendix III. **Executive Deans, Directors of Institutes and Heads of School** A number of Faculties, Institutes and Schools reported that they do not have access to this kind of data. A comprehensive report of all Faculty, Institute and School reports are found in Appendix IV.

				Director, Graduate School The Graduate School Candidature Team identifies and monitors students with particular needs. In conjunction with advisory teams, the Candidature Team makes adjustments as necessary, and refers students to appropriate support services. The team are aware of the processes and referral points provided by Student Services, and use these appropriately. **Director Student Services or nominee** Please refer to Appendix V for Director, Student Services or nominee full report.
d)	Develop a process so the Library has advanced notice of the enrolment of students with disabilities in courses so the preparation of reading materials can be prioritised.	• Director, Student Services, or nominee	First year of plan and then conducted bi-annually	Please refer to Appendix V for Director, Student Services or nominee full report.
e)	Seek preferred suppliers and publishers who provide learning resources and publications in various accessible formats.	• The University Librarian	First year of plan and then conducted at the beginning of each teaching period.	• Actively pursued at vendor meetings (ca 45 per year). The Library continues to preference platforms and products that offer superior accessibility for print disabled clients. • Preliminary work is underway for a project to do a detailed comparison of the accessibility of the ebook platforms most commonly provided at UQ, to inform future purchasing.
f)	Continue to provide access to the Library collection for students and staff with visual impairments and other print disabilities, through digitisation, and through seeking and adopting new and developing technologies in the field.	• The University Librarian	Ongoing for life of the plan	• The Library provides digitised versions of print materials, on request, to meet the needs of clients with a print disability, where there is no electronic copy which meets their needs. In 2016, the Library broadened the scope of this service to include users with all types of print

			• disability, including learning disabilities such as dyslexia. • Since mid-2016, the Library has been able to offer access to clients with print disabilities to the HathiTrust database of digitised books, comprising over 14 million books. • The Library liaises with Student Services before each semester, to identify those course codes in which a student with a disability (that impacts on print accessibility) is enrolled. Priority is given to ensuring that required and recommended readings for these courses are in accessible formats.
g)	Recognise the multiple locations that comprise the University environment, and ensure that all students with disability have access to equivalent levels of support and information resources across all University locations.	• Director, Student Services, or nominee	Ongoing for life of the plan.	Please refer to Appendix V for Director, Student Services or nominee full report.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students				
a)	Annually review myUQ information pertaining to students with a disability to ensure it is up to date and in accessible formats.	• Director, Student Services, or nominee	First year of plan and conducted annually	Please refer to Appendix V for Director, Student Services or nominee full report.
b)	Develop procedures to support students who acquire a disability during their studies, so that they are informed of relevant support services.	• Director, Student Services, or nominee • Director, Property and Facilities	First year of plan	**Director P&F** Comprehensive report provided on the activities P&F has operationalised in 2016. Please refer to General, Objective 2 for more information. **Director Student Services, or nominee** Please refer to Appendix V for Director, Student Services or nominee full report.
c)	Consult with students with a disability and other relevant stakeholders as to what physical, support based, and virtual	• Director, Student Services, or nominee	First year of plan and	Please refer to Appendix V for Director, Student Services or nominee full report.

	improvements can be made to improve their student experience.		conducted annually	
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**Executive Deans, Directors of Institutes and Heads of School** A number of the Executive Deans, Institute Directors and Heads of School reported that the change in process for Student Access Plans (Disability) following an ESS Rapid Improvement Event has had a positive impact, but still requires improvement. More information is detailed in Appendix IV. **Director Student Services, or nominee** Please refer to Appendix V for Director, Student Services or nominee full report.
e)	Provide advocacy and welfare support for students with disability.	• Student Help on Campus (SHOC)	Ongoing for life of plan.	• SHOC/UQU Abilities bursaries - approx 10 $500 bursaries awarded to students with a disability (through the Abilities Collective), out of a total of 119 welfare bursaries. • Advice and peer-to-peer support to representatives of the Abilities Collective to assist with best practice around identifying and managing students' mental health matters, accessibility issues, inclusive practices and mediation strategies. • Mental Health First Aid training provided by SHOC to seven reps of the Abilities Collective. • SHOC partnered with the Abilities Collective to deliver a Q&A Mental Health Forum in October 2016 ('Getting Psyched for Study: mental health and tertiary education, focusing on the student point of view regarding good mental health strategies; approximately 60 attendees.

				• Assist students with disability to develop disability specific resources and information for the UQ community. • Refer students to external agencies for ongoing support.
Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment				
a)	Where necessary, revise University corporate level enrolment advice and materials to promote student services for students with a disability.	• Director, Student Services, or nominee • Director, Office of Marketing and Communications • Director, Office of Prospective Students and Student Equity • Director, UQ International	First year of plan	**Director, OMC** Continual revisions are made to communication touchpoints as required e.g., brochures, websites and High School presentations. **Director UQ International** • In the 2017 Guide under the support section we have the following text: *Disability support* *Access support for your disability, illness, injury, mental illness or medical condition. UQ offers ongoing support services including access to assistive technology, equipment, computer facilities, participation assistance, note-taking, alternative print formats, exam adjustments, and liaising with your faculty so that you can equitably study. Call or make an appointment with one of our Disability Advisors. Disability Advisors W: uq.edu.au/student-services/disability T: +61 7 3365 1704* • In the hard copy application form we have *For information, please visit www.uq.edu.au/student-services/disability and contact UQ's Disabilities Advisor: email disability@uq.edu.au, or phone +61 7 3365 1704* • Future Students website – under Life/student Support, https://future-students.uq.edu.au/student-support ,

				there is a link to disability support, http://www.uq.edu.au/student-services/disability **Director Student Services, or nominee** Please refer to Appendix V for Director, Student Services or nominee full report.
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**Director, Academic Services and Registrar** The Admissions Office has implemented a process of reporting those applicants through QTAC that are applying under the Educational Access Scheme (EAS) and who have indicated in their application that they wish to have direct contact from the relevant institutions. QTAC have advised that EAS information may now be used by an institution to contact applicants about related services if the applicant has that institution as a preference. This report is then transmitted to Student Services for actioning. It was first run last year in November 2016 and the second report will be generated later this month for the incoming cohort. **Director, Graduate School** In general, Graduate School provides information and links to support services and help on the Graduate School website. The Research Higher Degree pages on the myUQ portal homepage also link to this information. In addition, there are mechanisms in place to offer advice or develop adjustments as needed, and the Graduate School Candidature team consults and coordinates with students, Principal Advisors and students' Enrolling Units to provide support and help provide adjustments where needed. For example, leave considerations or extensions to milestone attainment will be considered if acquired disability occurs during candidature.

				Director, UQ International The statement around student disability arrangements appears on the International Application on our website under Question 6. Screen shot below: The statement also appears in the Help Text on the Online application form. This question is shown in the early stages of completing the form as shown below: **Director Student Services, or nominee** Please refer to Appendix V for Director, Student Services or nominee full report.
c)	Develop clear inherent requirement statements for each program as required, to be appropriately available to prospective students and the University community, so that students are able to make informed study choices.	• Deputy Vice-Chancellor (Academic)	Second year of plan	• No report provided; action item is designed to be completed in the second year of the plan.

d)	Review peer mentoring programs to ensure that they are inclusive of students with disability and that they promote a positive and inclusive environment for students with disability.	• Director, Student Services, or nominee	Second year of plan	• No report provided on this action item; action item is designed to be completed in the second year of the plan.
Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition				
a)	Prioritise developing a mental health approach as a part of the student experience, such as creation of a mental health strategy for students.	• Director, Student Services, or nominee	Second year of plan	• No report provided on this action item; action item is designed to be completed in the second year of the plan.
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan	**Associate Deans, Academic** Please refer to Appendix IV for a comprehensive overview of what the different Faculties have implemented in regards to this action item. **Director, Graduate School** Training opportunities on supporting students with issues related to mental health, at risk students, and disability support needs are available as part of specialised Graduate School staff development courses. For example, as part of an ongoing initiative, Maximising Your RHD Advisory Skills, representatives from the counselling service presented at the last Postgraduate Coordinator Professional Development Forum presented by the Graduate School, and discussed case studies in the area of mental health and support provisions for students. Further information can be found on the website. **Director, HR** • Student Services has designed and implemented a workshop for this through the Staff Development program. Equity and Diversity section provided feedback to Student Services in regards to this program and its continued development.

			• A new policy framework has been developed, and a new Disability Policy drafted (this is still in development). As part of this new policy framework, a Staff Disability Reasonable Adjustment Procedure and a Student Disability and Reasonable Adjustment Procedure has been proposed. These are currently in development. **Director, Student Services** Please refer to Appendix V for Director, Student Services or nominee full report.
c)	Provide to appropriate UQ staff, with priority given to those roles which interact with students regularly, guidance and clear procedures for the management of student mental health issues.	• Director, Student Services, or nominee	First year of plan	Please refer to Appendix V for Director, Student Services or nominee full report.

APPENDIX III – STUDENT DISABILITY COHORT RETENTION DATA

The Director, Student Success and Strategies Office has provided this detailed report which provides comprehensive student data in relation to students with disability. This report is provided in-full below.

DISABILITY REVIEW 2014 - 2016

Data obtained from the Disability Management System has been analysed for the years 2014 – 2016. This is the first time such a detailed report has been compiled for students with a disability. For this reason some data shows information via a triennial pattern to show a longer term trend. However, given the Disability Action Plan (DAP) came into effect in 2016, trend analysis has also been undertaken using 2014/15 as a benchmark against which years within the DAP can be compared.

EXECUTIVE SUMMARY

Terminology

Declared Disability - A student can declare a disability at the time of application or enrolment. When making such a declaration, a student can indicate that support is or isn't required.

Appointment - A student can make an appointment with a disability advisor, irrespective of whether they have declared a disability (with or without support). An appointment can refer to email, telephone or in person communication with a student/staff member that takes sufficient time or is of sufficient import to generate a case note. The appointment time assigned can also vary with blocks of 0-15 minutes through to 76+ minutes.

Disability - is a combination of anyone who declares a disability plus anyone who seeks an appointment with a disability advisor who has not declared a disability.

Return Rate – if a student (enrolled post census date) who does not graduate at the end of the year returns in the following year. It differs from the Federal Government official retention measure in that it includes all students not just commencing students and it includes postgraduate coursework students.

Summary/Highlights

- The number and proportion of students who have a disability is steadily increasing. The total number of appointments is increasing in numbers but decreasing in average per student.
- The proportion of enrolled students seeking disability appointments is increasing while the proportion declaring a disability remains steady.

Disability Enrolments and Appointment Summary

	2014	2015	2016	2014/15	2016
Total Enrolled Cohort	50,732	50,791	51,066	50,762	51,066
Total Disability Cohort	2,105	2,241	2,440	2,173	2,440
Proportion of Cohort	4.1%	4.4%	4.8%	4.3%	4.8%
Total Appointments	5,061	6,092	5,422	5,577	5,422
Average Appointments	2.4	2.7	2.2	2.6	2.2

- Appointments with Disability Advisors are not closely correlated to actual disability declarations but a trend has been established that can facilitate workload planning.

- While numbers of appointments per student are decreasing, the length of those appointments is trending slightly upwards.
- The majority of appointments are at the bachelor and postgraduate coursework level. Bachelor students with a disability are more likely to seek an appointment but postgraduate students have a higher average number and length of appointments.
- The proportion of the total student enrolment who both declare a disability and have an appointment varies across faculties with HASS and Science at the higher end and BEL with a much lower level.
- BEL has a decrease in students seeking appointments, Science is steady but other faculties have more noticeable increases.

Frequency of Appointments per student by Proportion
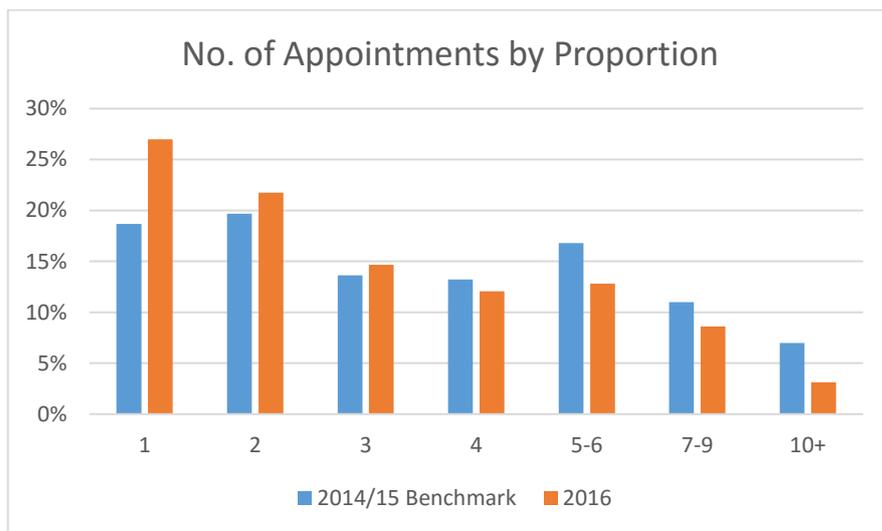
- UQ College & Associate Degree/Diploma students, while a small proportion of total student load have a much higher proportionate use of disability services.
- The return rate for students with a disability is 6.2% lower than the rates for students without a disability. This difference varies across both program and faculty cohorts.

Difference in Return Rate between Students with and without a Disability by Faculty & Program Cohort
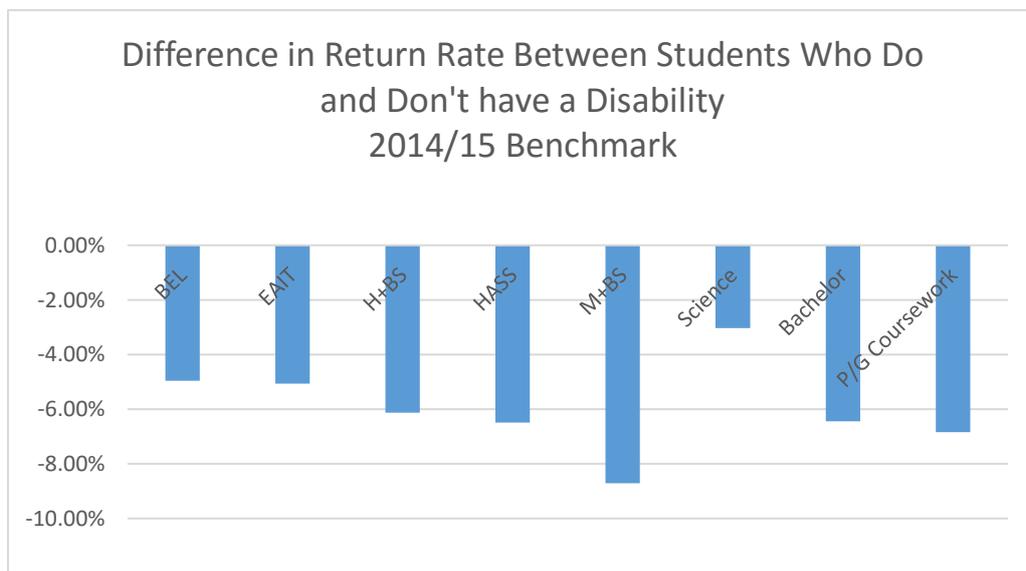
- The pass rate for students with a disability is 10.6% lower than the rates for students without a disability. This difference varies across both program and faculty cohorts. There was no significant change in overall results in 2016 (10.8%) but changes across faculties was again varied.

Difference in Pass Rate between Students with and without a Disability by Faculty & Program Cohort
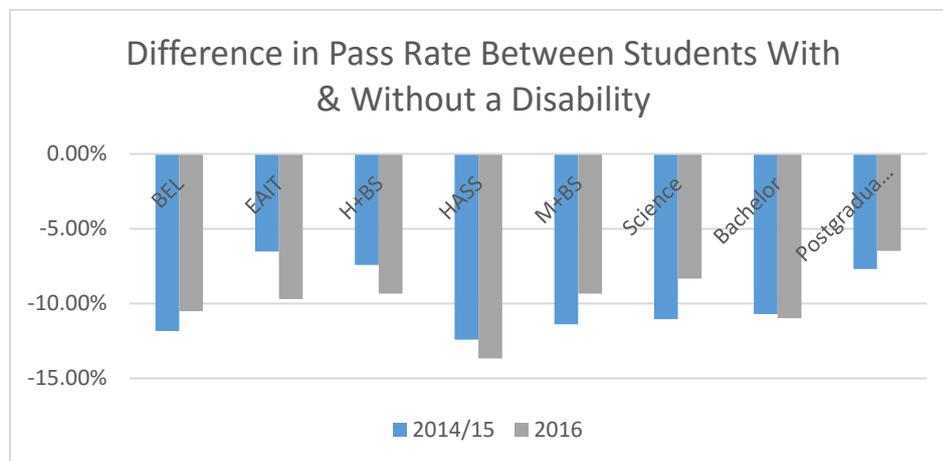
- Both pass and return rates are likely to be heavily influenced by the nature and severity of a disability along with inherent requirements.
- There is a complex and sometimes inverse relationship between the impact (measured by pass and return rates) and whether a student declares a disability, requires support and/or has an appointment. A better understanding of this interrelationship can only be gained if the nature (eg whether it is a one-off medical condition such as an injury) and severity of the disability can be ascertained and analysed. Without this, the data can bring little extra value to either best practice or efficiency and effectiveness to service delivery.

Key Recommendations

A number of recommendations are contained within the report along with the context in which they have been developed. However, a summary is contained below in the order in which they appear within the report, not by priority. While the number of students with a disability is small the costs relating to support for these students is significant. The proportion of students with a disability is increasing as are costs. Retention and success rates are poor but without the ability to analyse disabilities by their nature or severity, recommendations to impact on these performance measures are limited.

Recommendation 1: In order to fully understand the impacts of disability on students and the nature of required support as well as ensure maximum resource efficiencies the group of students who have appointments but are not in official records should be investigated.

Recommendation 2: In order to maximise disability funding, processes surrounding the declaration of a disability should be investigated; including both enrolment processes and actively encouraging students who seek an appointment to change their status.

Recommendation 3: Student Services review enrolment information at the completion of offer rounds and use trend algorithms to determine likely workload and allocate staffing resources accordingly.

Recommendation 4: Review data collection processes for the nature and severity of disabilities to ascertain possible improvements and/or request ITS to develop reports based on this information.

Recommendation 5: Undertake further analysis of frequency and length of appointments to ensure maximum efficiencies. Such analysis should include the relationship to success and retention as well as the nature of the disability.

Recommendation 6: Student Services and the Graduate School investigate the low appointment level of research students.

Recommendation 7: Student Services investigate the declaration and service usage variations apparent across faculties to ascertain possible linkages to inherent requirements and/or best practice approaches

Recommendation 8: Recommendations regarding improvements to retention and success can only be developed if further analysis can be undertaken based on the nature and severity of conditions, particularly as it relates to the declarations and appointments.

Recommendation 9: Analysis of costs, appointment frequency and duration against nature & severity of conditions, retention and success will enable better understanding of budgetary requirements and allow for quality assurance to be measured and benchmarked.

APPENDIX IV –FACULTY, SCHOOL AND INSTITUTE ACHIEVEMENTS IN RELATION TO THE RELEVANT ACTION ITEMS

The actions and initiatives implemented by the Schools, Faculties and Institutes, who provided a report, are detailed in the table below.

FACULTY OF BUSINESS, ECONOMICS AND LAW

The BEL Faculty provided a response which is, for some action items, inclusive of all of its Schools. The School of Economics also provided a separate response which is outlined below.

General				
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.				
	Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	The BEL Faculty (and its schools) continue to align itself far more closely with the design and functionality of central sites, now under the auspices of the DVCEE office, and in turn this aligns our digital communication mechanisms and information content at least as close to best practice and the relevant legislation as the university does more broadly. Further alignment is ongoing and the BEL marketing team (and those in our schools) have a very keen awareness of the need to provide optimal outcomes in terms of use and access.
Students				
Objective 1: Provide an inclusive and supportive environment for persons with disability				
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**BEL Faculty** The BEL Faculty does have a strategy towards encouraging all students who indicate that they have some sort of disability or mental health issue that has affected their academic performance to interact with Student Services and ensure they are seeking support through the Disability Management System. Students who provide medical evidence as per policy and procedures towards academic withdrawal, show cause and other requests for consideration are always reviewed carefully through the office of

				the ADA and directed towards central support services, sometimes as a requirement of considerations such as learning agreements. **School of Economics** Nothing has directly been brought to the School's attention in regards to this point. The school is aware of the services provided by the UQ Student Services Centre and their availability to assist students with a student access plan.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students				
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**BEL Faculty** The BEL Faculty notes that the recent review of the Disability Management System and related Student Access Plans (Disability) (SAPD) SAPD process has removed the Faculty (removed Associate Dean (Academic) sign-off) from the steps between the final approval of an action plan and the academic approval at the coalface. This has improved the timeliness of the process but has removed a quality assurance mechanism at Faculty level that previously helped to ensure that appropriate responses and action were agreed to by academics. Having said this, the recent review process itself has seen an improvement in communication of relevant information and legislative requirements from central services directly to academics, improving understanding of and engagement with these processes. **School of Economics** Disability services are taken into account when the School undertakes any building maintenance/upgrades. For example, the installation of tactile indicators. The School also utilises the services of the OH&S Ergonomics and Rehabilitation Adviser to ensure staff and students have the correct equipment to perform their work/undertake their study. These costs are absorbed within the School's OH&S budget. The School also works with the BEL Faculty for induction of new staff. In faculty inductions staff are made aware of OH & S requirements and available services. At a School induction level new staff are provided with information regarding Mental Health support and are informed of the Mental Health First Aid training available (many of our staff have taken this up).

	Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**BEL Faculty** At this stage the Faculty and its schools do not provide any specific opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications. Our disciplines do not generally involve any major issues that are often the concern of 'fitness to practice", although apparent increasing trends in mental illness, coupled with an increased desire to have our students engage with industry and alumni through placements, WIL opportunities and a greater focus on team/group work suggests we are likely to need to do more proactively around this in future. More work will be done by the Faculty leadership to assess how best to do this. **School of Economics** The School is limited to what we can report on in this area as we do not have any access to students before they enter the University.
	Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition			
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan	The BEL Faculty notes that the regular inductions that they hold at the Faculty level for all new school staff do provide information and highlight the importance of all issues concerning disability, particularly mental health issues. These sessions are led by both the BEL Human Resources team as well as by our Operations Officer & Safety Co-ordinator. Further support and communication for all staff occurs regularly through the HR team, including encouraging involvement with events such as RuOK day. During inductions we also make all staff aware of the Mental Health First Aid training available (and many of our faculty office staff have taken this up – last count around 19%). The Faculty also takes a zero tolerance stance on any matters concerning bullying or harassment in the workplace that could lead to the emergence of mental health or other personal behavioural problems. Priority is also given to staff that interact with students to access relevant training through the staff development program.

The BEL Faculty also provided the following data on their students with the following summary: A review of the data provided on the UQ Reportal over the period 2011-2015 indicates that the BEL Faculty has very similar levels and trends in its Disability Retention Rates to the other Faculties with only EAIT and HABS having slightly better retention rates.

Retention by Faculty : 2011-2015*

*Note: 2015 figures are currently provisional.

Faculty		2011	2012	2013	2014	2015*
Business, Economics & Law	Commencing (excl complete)	3,556	3,369	3,623	3,711	3,755
	All Retention Rate	89.34%	87.50%	87.66%	87.58%	86.82%
	Disability Commencing (excl complete)	30	41	45	48	42
	Disability Retention Rate	76.67%	80.49%	80.00%	83.33%	76.19%
Engineering, Archi & Info Tech	Commencing (excl complete)	1,791	1,836	2,020	2,104	2,030
	All Retention Rate	87.83%	88.89%	88.61%	87.17%	87.73%
	Disability Commencing (excl complete)	18	28	46	42	33
	Disability Retention Rate	77.78%	96.43%	78.26%	95.24%	78.79%
Health & Behavioural Sciences	Commencing (excl complete)	2,403	2,480	2,610	2,690	2,373
	All Retention Rate	85.81%	82.98%	82.30%	83.20%	83.99%
	Disability Commencing (excl complete)	41	56	66	64	62
	Disability Retention Rate	78.05%	83.93%	89.39%	82.81%	85.48%
Humanities and Social Sciences	Commencing (excl complete)	3,764	3,861	3,934	3,896	3,552
	All Retention Rate	76.81%	76.51%	74.25%	72.72%	75.79%
	Disability Commencing (excl complete)	88	87	98	113	118
	Disability Retention Rate	75.00%	68.97%	63.27%	75.22%	73.73%
Medicine & Biomedical Sciences	Commencing (excl complete)	1,083	1,153	1,069	1,114	1,322
	All Retention Rate	77.38%	76.84%	74.28%	74.15%	72.47%
	Disability Commencing (excl complete)	27	19	29	36	21
	Disability Retention Rate	88.89%	78.95%	68.97%	72.22%	71.43%
Science	Commencing (excl complete)	2,927	2,789	3,190	3,241	2,922
	All Retention Rate	82.13%	81.61%	81.47%	82.32%	83.98%
	Disability Commencing (excl complete)	73	61	71	83	71
	Disability Retention Rate	73.97%	80.33%	83.10%	77.11%	80.28%
The University of Queensland	Commencing (excl complete)	578	557	812	1,119	923
	All Retention Rate	6.40%	18.49%	25.86%	23.77%	20.48%
	Disability Commencing (excl complete)	35	39	36	54	42
	Disability Retention Rate	11.43%	15.38%	33.33%	24.07%	35.71%
University Graduate School	Commencing (excl complete)	758	1,009	1,056	1,103	1,127
	All Retention Rate	96.04%	96.83%	95.08%	95.10%	94.32%
	Disability Commencing (excl complete)	28	25	29	24	19
	Disability Retention Rate	96.43%	96.00%	89.66%	83.33%	78.95%

FACULTY OF HUMANITIES AND SOCIAL SCIENCE

The HASS Faculty provided a response for relevant Faculty stakeholders, which does include some information about its Schools' achievements for some action items. Some Schools also provided a separate response detailing their achievements during the reporting period. All of these responses are provided below.

General			
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
a) Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	**HASS Faculty** During 2016, the Faculty completed the process to transition websites across from the old UQ CMS to the UQ Drupal platform. This has been ongoing since 2015. The Drupal platform is a contemporary web platform that will enable ongoing improvements to accessibility during the life of the plan.
Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c) Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**HASS Faculty** The retention rate for HASS commencing students who identify as having a disability has improved since the Faculty was established in 2013. In addition, the number of commencing students who identify as having a disability has increased.

Faculty		2013	2014	2015*
Humanities and Social Sciences	Commencing (excl complete)	3934	3886	3552
	All Retention Rate	*74.25 %*	*72.72 %*	*75.79 %*

Disability Commencing (excl complete)	98	113	118
Disability Retention Rate	*63.27 %*	*75.22 %*	*73.73 %*

For 2015 commencing students, the HASS Faculty had a slightly higher retention rate for commencing students who identify as having a disability compared to the University overall, (0.2%). The Faculty had a smaller gap between the retention rate for all commencing students and those who identify as having a disability (2.1% less) than UQ overall (6.4% less).

School of Education

Students who identify as having a disability generally contact individual course coordinators and/or the Program Directors. Due to the confidentiality of the Disability Action Plans student progression and retention is monitored directly by the course coordinators and Program Directors. In 2017 the Program Directors Committee will develop procedures for monitoring retention of these students with the assistance of the University Disability Advisors along with our staff who are experts in this area. Evaluation of the process will take place at the end of each semester.

School of Languages and Culture

As the Head of School is not made aware of specific students studying courses in the School who have an arrangement under the Student Access Plan (Disability) (SAPD), and such information is only available to specific Course Coordinators on a needs-to-know basis, it is not possible at School level to assess the level of retention among such students.

In order to meet this objective, the Head of School would need to solicit information from course coordinators of students in their classes who have a SAPD, and monitor their enrolments to assess the level of retention.

			School of Political Science and International Studies The Manager of the Faculty of Humanities and Social Sciences has delivered an assessment on this topic on behalf of Heads of Schools across the Faculty. **School of Music** The School is unable to assess the incidences of retention for students in this cohort, as we do not have access to the data required to analyse what proportion of student non-retentions have disability action plans. It is our impression that the great majority of SAPD involve students experiencing mental health issues, and that those students receive appropriate support from academic staff, Student Services, and other service providers to assist them with their studies, but in the absence of aggregate data about which students have SAPD and what those plans contain we are unable to evaluate the effectiveness of those support measures.
**Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students**		
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**HASS Faculty** In the Faculty, the Associate Dean (Academic) plays a lead role in ensuring the effectiveness of arrangements and communication processes. The improvement in retention suggests the measures are proving effective. They will continue to be monitored. **School of Education** All academic and professional staff, including casual staff, were provided with a copy of the *Changes to the Student Access Plan: A Guide for Academic Staff* in July 2016. The Guide will be sent to all staff again prior to the start of Semester 1 2017. The Guide and Disability Action Plan will be included for noting at the first all staff meeting in February 2017. University Disability Advisors will be invited to speak at an all-of-staff meeting. The Professional Foundations Program and orientation programs will provide information on the support available from Student Services to commencing and final year students. **School of Historical and Philosophical Inquiry** It is difficult to know exactly what can be achieved here. Student Disability Advisors routinely contact course with draft disability

				plans and ask for statements from course co-ordinators regarding possible modifications to assessment and teaching practices to allow for disadvantaged experienced by students with disabilities. These are typically dealt with directly between the convenor and Disability services. The system works well and has not required any intervention by me as Head of School at all this year. **School of Languages and Culture** At the start of the academic year, the Head of School will communicate to Course coordinators their responsibilities in communicating and liaising with the Disability Advisors when they are made aware of a SAPD for a student in their course. They will be reminded that while this information is confidential, they must ensure that others teaching the student in their course (eg casual tutors) are made aware of the specific arrangements that they have put in place to accommodate the SAPD. **School of Music** In addition to facilitating communication between academic staff and University Disability Advisors about individual students, the School has proactively kept all academic staff updated on developments in this space, including inviting University Disability Advisors to staff meetings. **School of Political Science and International Studies** The POLSIS Teaching and Learning Committee Chair works closely with Students Services, the School Tutor Representative and Course Coordinators to ensure information regarding student disability plans is communicated in a timely manner. A representative from Student Services attends the POLSIS Teaching and Learning Committee. The Teaching and Learning Committee Chair distributes relevant information to teaching staff via email or at School staff meetings to ensure all relevant parties are kept informed. In collaboration with the POLSIS Tutor Representative, the School delivers comprehensive training for all new tutors and sessional staff. Select tutors have received additional training from Student Services to facilitate scheduled "Student Drop-In Sessions" to help identify students who may require additional support. The School's Student Admin staff are

				available to assist students who may have queries regarding student disability plans and where appropriate, direct them to Student Services.
Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment				
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**HASS Faculty** In the Faculty, the Associate Dean (Academic) plays a lead role in ensuring the effectiveness of arrangements and communication processes. The improvement in retention suggests the measures are proving effective. They will continue to be monitored. **School of Education** School staff generally advise potential students who identify as having a disability to contact the UQ Student Services for information on the services available. This is to ensure accurate advice is provided to students. Staff will makes modifications for these students on the advice of Student Services as quickly as possible. Where staff become aware of potential issues staff advise students to contact Student Services for professional, confidential advice. **School of Historical and Philosophical Inquiry** We are always happy to discuss potential modifications for students. However, these have simply not been sought. The first we typically hear of students wanting modification to the program of study is when we receive notification from Disability services. The Director of Teaching and Learning in HPI reports: *Many things are beyond our scope, e.g. accessibility issues, but in respect of those things with which we are familiar, e.g. SAPD, extensions, help with lecture notes and recordings, individual meetings, etc., I haven't heard of any major problems. In fact, I often have individuals thank me for this kind of help, and my impression is that this kind of reaction is fairly regular across the School, since our colleagues are good at treating the students as individuals and persons.* **School of Languages and Culture** The Director of Studies has incorporated information relating to the Disability Action Plan into the presentation given to new incoming students during the Welcome session in Orientation

				Week and outline the process for students who may need to contact a Disability Advisor.
				Prior to the commencement of each semester, information will be displayed on the digital screens in the School precinct, informing incoming students of their rights in relation to the Disability Action Plan.
				Professional staff in the School whose responsibility it is to talk with students at the School office, or assist prospective students with inquiries prior to admission will have information available for inquirers who indicate they may need assistance from the Disability Advisors.
				School of Music
				Prior to admission, this information is available to potential applicants on the Future Students website at https://future-students.uq.edu.au/student-support, which contains a direct link to http://www.uq.edu.au/student-services/disability. Following admission, RHD students are reminded to discuss potential disability modifications during the one-on-one workplace induction: this reminder is also given to commencing Bachelor of Music (Honours) and Bachelor of Arts students during orientation week welcome seminars. It is also provided in section 6.2 of every Electronic Course Profile, which are available online both to potential applicants and to current students.
				School of Political Science and International Studies
				The School's Student Admin staff encourage students to contact Student Services in the first instance regarding potential disability modifications. Depending on the modifications required, the School can investigate potential solutions to issues in consultation with relevant parties such as Student Services or Properties and Facilities as required. One example of this is when a student may require modifications to office space to enable wheelchair access. In these instances, the School Manager meets with the student to discuss their specific requirements and works with the Occupational Health and Safety Office to make appropriate adjustments. At other times, students have asked to tour the School with a staff member from an external disability provider

				such as Vision Australia when deciding where to apply. The School has welcomed these requests and provided admission advice as required. Where other modifications are required, such as additional time for examinations, assisting visually impaired students etc. The School refers students back to the Student Disability Advisor and Central Examinations.
Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition				
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	- Director, Student Services, or nominee - Associate Deans, Academic - Director, HR	First year of plan	**HASS Faculty** In the Faculty, the Associate Dean (Academic) plays a lead role in ensuring the effectiveness of arrangements and communication processes. The improvement in retention suggests the measures are proving effective. They will continue to be monitored.

The School of Languages and Culture have also identified a number of initiatives that have implemented to ensure that their staff and students are informed about the DAP. These include:

1. The DAP 2016-18 document has been distributed to all permanent members of staff and current sessional teaching staff, highlighting the importance of the DAP and their responsibilities.
2. A link to the DAP 2016-18 has been added to the information circulated to new incoming sessional staff, and outlined at the School's induction session.
3. Information in relation to the DAP has been included in the induction process of new permanent and fixed term staff.
4. The DAP information has been added to the PowerPoint presentation given by the Director of Studies to all new students enrolled in SLC courses, and which is presented during Orientation Week.
5. Information of the DAP will appear on the digital screens in the School precinct so that students are made aware of the existence of this document.
6. Staff who advise students at the School office or who have communication with students during the course of their making extension or deferred assessments are aware of the DAP and will mention its existence to students who may indicate they need assistance.
7. A procedure has been written and included in the administrative procedure manual highlighting the rights and responsibilities of students and staff as it relates to the Disability Action Plan.

FACULTY OF ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY

The EAIT Faculty provided a collated response from all of its Schools for its Faculty response. Some of these Schools also provided a separate response. No specific Faculty response has been provided for some of these action items; rather the different Schools responses inform the Faculty response for these action items. All responses provided from the Faculty and Schools are provided in the table below.

Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**School of Architecture** This question is difficult to answer as there is no supporting data available within the School or the Faculty to make a thorough assessment. Academic staff report an increasing number of students requesting SAPD for depression and anxiety and specifically requesting that they be excused from attending tutorial and studio classes as group situations intensify their anxiety. Additionally, students are requesting to be excused from the in-person presentation of their architectural proposals for courses in the studio design sequence. The in-person presentation of architectural proposals at which students explain their projects to an assessing panel of academics and external experts is a core part of architectural education and addressed as a competency for external accreditation of the professional degree program. Students are provided reasonable adjustments, as outlined in their SAPD, which may include; to not participate in in-person lessons and assessment are not able to develop the skills they need as graduates. There is considerable concern amongst the student body that we need to clearly communicate the inherent requirements of courses before admitting students into the degree. These may include: the ability to be in a room with other students, to participate in group workshops and group assessment tasks, and to present work verbally in class is a requirement of the degree.

				School of Chemical Engineering With no reports for tracking this data at a school level it is difficult to comment. **School of Civil Engineering** The figure below shows the incidences students who reported a disability as defined by the Federal Government of the last 5 year period (2012-2016). Statistics indicate the number to be between 1.63-1.86% of all enrolled students in the Civil discipline. Course coordinators in the school were unaware of any retention issues in this equity bracket and as there is no statistical information available to verify this, it would be difficult to comment on this area. **School of IT and Electrical Engineering** The report on Key Equity Groups by EFTSL Owner School (2012-2016) shows the percentage of ITEE student EFTSL who indicate a disability as per the table below. With regard to retention, we are unaware of any statistics available on this and so find it difficult to comment on the effectiveness of support measures. We would be pleased to discuss strategies with Student Services should the data be available.

Student Load (EFTSL) in Key Equity Groups by EFTSL Owner School 2012 - 2016

Info Tech & Elec Engineering

Disability Indicated

Year	% of domestic students	% of all students	Equity group EFTSL
2012	2.31%	2.13%	26.75
2013	2.46%	2.20%	30.87
2014	2.50%	2.24%	36.38
2015	2.44%	2.19%	37.00
2016	2.67%	2.17%	39.28

2016 - preliminary data

School of Mechanical and Mining Engineering
There is a report on Key Equity Groups by EFTSL Owner School (2012-2016) that shows the percentage of student EFTSL who indicate a disability. SoMME has between 1.3-1.9% over that 5 year period. However, we do not appear to have access to retention statistics and are unable to comment on the effectiveness of support measures. We would be happy to discuss strategies with Student Services if this data was able to be provided at the plan level.

Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students

d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**School of Architecture** Academic staff are very interested in the welfare of students and want to assist those with Disabilities. However, staff consistently report that they feel it is difficult to contact University Disability Advisors to discuss their concerns.

			School of Civil Engineering Academic teaching staff were questioned in response to receipt and use of the disability action plan process with the following comments being presented: • The new system works ok but is a little difficult to navigate. • Most staff were unaware of the system due to not having to access it previously. **School of IT and Electrical Engineering** Students with a disability indicate this in the 'personal information' section of their enrolment and if they wish to discuss the impact of their disability on their studies, or any academic adjustments that may be needed, they make an appointment with one of the Disability Advisors in Student Services. The Disability Advisors evaluate the student's academic access requirements and organise appropriate arrangements with school staff/Course Coordinator. This may include developing a Student Access Plan (Disability), recommending procedural variations for examinations, assessment, access etc. A query to Course Coordinators requesting feedback on the process did not result in any comments, so it is assumed the process is working satisfactorily. **School of Mechanical and Mining Engineering** The School Manager wrote to all teaching staff for feedback on the communication. We received two responses. • Some plans reach the course coordinator well into the semester and the staff member had no record of any previous contact regarding the student's needs (he reports this has happened at least twice). • Another staff member reported that the system works well.
Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
	Provide appropriate opportunities prior to admission	• Director, Academic Services and Registrar • Director, Student Services or nominee		**School of Civil Engineering** Engineering students are admitted via QTAC or the Faculty so it is difficult for the school to respond to this section.

b)	for applicants to be involved in discussions regarding potential disability modifications.	• Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	Postgraduate Coursework applicants are handled by EAIT. The School would work with the Graduate School on needs of RHD students. **School of IT and Electrical Engineering** Undergraduate student admissions are via QTAC (domestic) or the Faculty (international) so a response to this action point would better come from EAIT (and also Admissions and UQI). Postgraduate Coursework applications are coordinated by EAIT. With regard to RHD students, the School works with the Graduate School as needed. **School of Mechanical and Mining Engineering** Engineering students are admitted via QTAC (domestic) or the Faculty (international) so this response might need to be at the Faculty level with input from Admissions and UQI respectively. Postgraduate Coursework applicants are handled by EAIT. The School would work with the Graduate School on needs of RHD students.
	Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition			
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan	**EAIT Faculty** In 2016 at the T&L Forum, Dr Tony Attwood and Ass Professor Kate Sofronoff ran a workshop around behaviour management strategies, particularly for students on the autism spectrum.

The School of Civil Engineering figure in relation to students with disability enroment in the School:

Student Equity Group	2012			2013			2014			2015			2016**		
	% of domestic students	% of all students	Equity group EFTSL	% of domestic students	% of all students	Equity group EFTSL	% of domestic students	% of all students	Equity group EFTSL	% of domestic students	% of all students	Equity group EFTSL	% of domestic students	% of all students	Equity group EFTSL
Disability indicated*	1.91%	1.86%	15.9086	1.66%	1.63%	14.31005	1.73%	1.75%	16.2612	1.70%	1.68%	14.710233	1.76%	1.76%	14.602639

* Defined by Federal Government
** Preliminary Data

FACULTY OF HEALTH AND BEHAVIOURAL SCIENCES

The HaBS Faculty provided one report on behalf of the Faculty and all of its Schools, which it developed in consultation with the relevant Faculty and School staff. Therefore responses from each of the different Schools have not been identified in their response, rather, there are general statements in regards to the Faculty and Schools' achievements. However, the School of Psychology provided a separate report, and so their response has been included separately in the table below.

General			
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	HaBS implements the current UQ guidelines for accessibility in all new Drupal websites (and existing Drupal sites). The guidelines (found at https://web-publishing.uq.edu.au/training/uq-drupal-fundamentals/1orientation) regarding accessibility via the web range from catering to those with disabilities (for example, including alternative text with images to cater for screen readers), through to catering to those with differing web access abilities (keeping images small in file size to assist with loading for slower internet connections, large text for easy viewing, flexible templates that resize to mobile devices, etc). As such, HaBS is meeting the recommendations of higher web authorities.
Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**HABS Faculty and Schools** The HABS Faculty had 176.68 EFTSL in 2016 identified as having a disability. There are currently no mechanisms available to report on retention of students identifying with a disability. Further, as attrition is calculated across years, it is unclear which time period should be reported on. Support is currently provided on an as needs basis to students who identify as having a disability whilst arranging a SAPD.

			School of Psychology
			For our very large undergraduate cohort, disability considerations are generally managed through Student Services' student access plans. These are reviewed by the School Teaching and Learning Committee to ensure consistency across courses. Any issues arising from this review or from the implementation of an individual plan, are addressed by the TLC and/or the Deputy Head (Teaching and Learning). This includes individual meetings with students, academics and/or tutors, as appropriate. For our postgraduate professional programs which have special requirements such as off-campus placements, Student Access plans are generally developed in conjunction with the postgraduate program director and the student's supervisor, although Student Services may also be involved. For instance, we currently have a student whose special requirements are reviewed and addressed in one-on-one meetings prior to the start of each course and placement.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**HABS Faculty and Schools** The Faculty has received feedback indicating that students have found the process of obtaining a SAPD easier whilst actioning the plan continues to be an issue, particularly if alternative assessment is required. However, the improvement in visibility of course coordinator comments to those with access to the system is felt to assist in providing a more consistent approach. Schools report that any information received at the school level is forwarded to academic and other relevant staff within the school and reported at meetings as appropriate. **School of Psychology** The School encourages academics and tutors to contact Student Services regarding Student Access plans.

	Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**HABS Faculty and Schools** Any enquiry received in the Faculty is referred to the appropriate information source regarding disability access for students. The Faculty has no visibility of applicants' needs prior to their self-identification at enrolment. Development and publication of inherent requirements would greatly assist in this area and the Faculty is committed to working with central units to achieve this goal. Opportunities are provided at TSXPO, UQ Open day and via telephone or face-to-face meetings at UQ with relevant staff regarding any potential disability modifications. **School of Psychology** Again, for our large undergraduate cohort, this is handled through Student Services. For our postgraduate professional programs, incoming students work closely with a supervisor and the program director to tailor their training program, including modifications to accommodate disability.

FACULTY OF MEDICINE

The Faculty of Medicine provided a collated response from the School of Medicine, School of Biomedical Sciences, UQ Centre for Clinical Research (UQCCR) and the UQ Diamantina Institute, which is based within the Translational Research Institute. No specific Faculty response has been provided for some of these action items; rather the different Schools responses inform the Faculty response for these action items. The UQ Diamantina Institute and UQCCR provided responses for action items outside of those that they hold responsibility for, and these initiatives have also been included in the table below.

General			
Objective 1: Communicate disability inclusiveness principles and practices to staff and students of the University			
Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
Response is addressing the general objective	n/a	n/a	**School of Medicine** All staff undertake Disability Training as part of their on-boarding as required.
Objective 2: Ensure UQ physical infrastructure is compliant with relevant legislation, observant of best practice guidelines and provides for optimal outcomes in terms of use and access			
Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
Response is addressing the general objective	• Director, Property and Facilities	Ongoing for life of plan	**Diamantina Institute** UQ represents one of four shareholders in the TRI complex and governance structures have been established including a joint WH&S committee to allow the parties to discuss current and future needs on disability matters. The building being located within a hospital environment, provides distinct advantages in ensuring adequate egress for a range of different disabilities. Specifically, the TRI building has received a number of building and design awards. The complex strives to achieve W3C accessibility conformance to meet the requirements of the Disability Discrimination Act 1992.
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
a) Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and	Ongoing for life of plan	**Diamantina Institute** In addition to the specific UQ content, the TRI complex also has policies in place and posted on its website accessible to the public covering Health and Safe Workplace: Prevention of Discrimination and Health and Safe Workplace: Prevention of

		Communications • University Librarian		[Workplace Harassment](#) as it is applicable to impairment as per the Anti-Discrimination Act 1991 (QLD).
		Staff		
		Objective 1: Provide an inclusive and supportive environment for persons with disability		
	Response is addressing the general objective	• n/a	n/a	**UQCCR** Our general induction for all staff includes a slide on the Employee Assistance program (EAP). The UQ website itself has numerous links to support groups for people with various needs (i.e. financial, emotional and mental support).
		Objective 3: Facilitate staff access to appropriate adjustments that will enable them to participate fully in the University environment		
c)	Establish a process for the accommodation of temporary disability for staff.	• Director, Human Resources Division • Equity and Diversity section, Human Resources Division • Director, Occupational Health and Safety • Staff Support and Rehabilitation Advisor, Human Resources Division.	First year of plan	**School of Medicine** This year due to the lift in the Mayne Building being out for approx. 9 months, we needed to accommodate a staff member who was unable to use the stairs. We relocated their entire team to the same area to ensure that work flow could continue uninterrupted. **Diamantina Institute** Staff within UQDI, who present with permanent or temporary disabilities are effectively handled through a combined effort of the Human Resources and Infrastructure teams. The Infrastructure team member also acts in a hybrid role as the Institute's Work Health and Safety Managers/Coordinators (WHSCs) and is effectively trained to be able to deal with varying situations or seeks central University support where needed. Through 2016, both roles report through to the Deputy Director – Operations to ensure oversight and appropriate resource of any specialised requirements. During 2016 UQDI has assisted employees with minor accessibility requirements including individuals with hand and leg ailments.
		Objective 4: Develop an understanding of mental health to provide support for staff with a mental health condition		
	Response is addressing the general objective	• Director, Human Resources Division • Staff Support and Rehabilitation Advisor,	First year of plan	**School of Medicine** A special session of Mental Health First Aid was run for staff at the Clinical Sites as they encounter students experiencing mental health issues at a much higher rate.

		Human Resources Division		**UQCCR** Training sessions for mental health first aiders can be found on the OHS website. A number of UQCCR staff are certified mental health first aiders. **Diamantina Institute** UQDI has run a number of training programs over recent years to highlight mental health conditions and unfortunately had a former student complete suicide which has reinforced the emphasis on this condition throughout the institute. Special training programs have been run to assist staff in identifying early signs of mental health conditions within both staff and students. The Institute has also heavily promoted the Mental Health First Aid training sessions being run by the University. The Institute has also hosted special events to highlight mental health awareness through the "R U OK?" initiative. On the 8th September, 2016 UQDI hosted a sausage sizzle to promote the initiative and raise awareness.
**Students**				
**Objective 1: Provide an inclusive and supportive environment for persons with disability**				
a)	Develop a baseline understanding of the student disability cohort.	• Director, Student Services, or nominee	First year of plan	**UQCCR** UQCCR has not been made aware of any UQ students with a disability that have been placed in UQCCR in 2016.
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	**School of Biomedical Sciences** SBMS does not own any programs. We are an enrolling unit for Honours in BSc and the BBiomedSc degrees. During 2016, two students identified as having a disability, and were provided a SAPD. One student is a new enrolment so has no results to date. The other graduated and obtained excellent results. Issues with the current process include: • Lack of communication from Student Services around the DAP • Student Access Plans are only provided to Course Coordinators, so there is no central repository of this

			information, nor any oversight of the actions of Course Coordinators around these Plans. • SBMS staff say they are not always clear on what is required of them as Course Coordinators in actioning these Plans.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**School of Medicine** Student Admin staff are trained to refer students who disclose a disability to the Student Services Office at St Lucia to ensure they can have a SAPD developed. **School of Biomedical Sciences** SBMS has a strong track record of open and consistent communication with the University Disability Advisors, particularly in the area of undergraduate teaching. We successfully supported two high achieving students with disability plans through our first year BIOL1040 course this year, both of whom passed the course with excellent results. Our practice is for Course Coordinators to meet/liaise with both the student and the University Disability Advisor throughout the semester to provide up to date communication on the student's progress, and to discuss any area of the student's plan which may require modification in response to the various teaching environments experienced by students across the semester. The student experience is closely monitored to ensure similarity to that of peers. Student results are reviewed throughout the semester as they come to hand, and performance is monitored. Should performance be poorer than expected, staff will alert the University Disability Advisor. Staff will assist with providing advice as required in review of the disability plan to ensure that it is affords students sufficient support to achieve their learning objectives in both lectures and practicals. An example from this year is offered by Prasad Chunduri in the following statement: *Two students (name of course and date removed for privacy) had a disability leading to the functional impact of difficulty in*

				group participation. As this will affect their participation in both practical classes and workshops in the course, we had to come up with alternative solutions. Through several face-to-face meetings with the students and their disability advisors during the semester, we have provided the best learning experiences possible for these students. Most importantly, the regular discussions were helpful in figuring out the best possible option through trial and error method, which firstly involved putting these two students into one group of their own for practicals and group assignments (which didn't turn out to be the best way), giving them their own individual spaces within the laboratories and workshop rooms, along with plenty of one-on-one tutor support as required. The regular communication between all parties was also critical in making the students more and more independent as the semester progressed. Both students have successfully completed the course. **Diamantina Institute** Appropriate systems are in place to identify students during the intake process and responsible staff are trained to refer students who disclose disabilities to the Student Services Office to develop appropriate SAPD. At this stage we have not had the opportunity to test or strengthen communications with the University Disability Advisors through practical example.
	Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**School of Medicine** The School of Medicine has been implementing the Inherent Requirements for Medical Students developed by the Medical Deans of Australian and New Zealand (MDANZ) gradually into the MD program. **School of Biomedical Sciences** SBMS provides information for students who identify as having a disability on our Honours website, and in our Honours Handbook.

			The Research Committee has taken responsibility to communicate the process around student disability plans to all staff at quarterly Academic Staff Meetings to ensure that all teaching staff, and in particular Course Coordinators, are aware of the Disability Action Plan, and staff responsibilities therein.
			In addition to support measures offered to students, the School would like to report the following implementations in relation to staff support:
			• Sit/Stand desks for administration staff, as required
			• Interpreter services for staff member with hearing impairment.
			• Wheelchair access incorporated into design for renovation of Head of School Administration offices.
			• Equity and Diversity Committee with a Disability portfolio. Funding support already identified and progressed through to Faculty.
			• Counselling services for the Body Donor Program and the Gross Anatomy Facility staff annually.
			• Numerous examples of return to work, work to plan and restricted duties plans.
			• Promotion of Mental Health First Aid courses for all management staff.
			Diamantina Institute
			UQDI actively participates in the University run student expos for graduate students and does provide opportunity for students to meet the relevant staff and discuss any specific needs.
Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition			
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan	**School of Medicine** A pilot program was introduced in 2015 for MD students entitled 'Mindfulness in Medicine' as a mental health strategy for students to build resilience. This program was extended in 2016 in collaboration with UQ's HR Organisational Development department.

			Diamantina Institute Please refer to comments under objective 4 of the staff objectives above. The mental health awareness programs are run as a joint staff/student exercise to break down the stigma barriers.

FACULTY OF SCIENCE

The Faculty of Science provided one report for the Faculty and its Schools, which it developed in consultation with the appropriate staff in the Faculty and Schools. The report provides information broadly about the Faculty and Schools; rather than providing individual information for each School. This is outlined in the table below. However, some Schools from the Faculty of Science provided an individual response as well. Where a School has provided an individual response, this has been outlined in the table below. The School of Chemistry and Molecular Biosciences provided a detailed report which is provided in full following the table.

General				
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.				
	Action item	Identified responsible stakeholders	Timeline	Achievements

a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services
		• Executive Deans of each Faculty and Institute Directors
		• Director, Office of Marketing and Communications
		• University Librarian
			Ongoing for life of plan	**Science Faculty and Schools**
				Science is improving its web content so that it complies with relevant legislation and respects UQ's responsibility to make content accessible to all users. Science is currently undertaking a Faculty-wide project to redesign all its websites (in Drupal) which will introduce the appropriate accessibility standards.
				Digital Engagement staff work with communications specialists and school-based colleagues to ensure that all new Drupal Standard pages meet level AA of the Web Content Accessibility Guidelines version 2.0 as standard.
				By following recognised conventions and adhering to best practice guidelines, accessibility is improved and user frustration is minimised by:
				• Text, links and headings:
				   o creating meaningful and unique link text;
				   o avoiding naked links;
				   o warning users if a link opens a new tab/window;
				   o naming the source if a link takes users to an external page;
				   o creating meaningful page headings and tagging headings in H2-H6 hierarchies to enable

			- screen reader indexing; - using call-to-action buttons for emphasis rather than using visual styling clues; and - avoiding, where possible, over use of internal acronyms and abbreviations. • Audio, video and documents: - introducing videos and audio with captions or link text to signal platform and length; - ideally, providing a transcript to aid hearing-impaired users, or a summary of the - video's content, and offering to make a transcript available on request; - avoiding, where possible, the use of PDFs and other inaccessible attachments; and instead presenting content in a web page. If PDFs are used, including description in link text to signal file type/size. • Imagery: - adding alt text to images, when appropriate; - avoiding collages of images; - optimising images to limit file sizes and decrease download times; and - minimising use of text over imagery. • Tables: - avoiding complex table information by separating the information; - ensuring table format is most appropriate use for data; and - following recommended W3 guidelines by providing summaries or captions. • Consistency: - maintaining consistency with navigation and link display within each Science site to - help meet user expectations learned from other UQ Standard sites within the Faculty

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- o and wider University website, and to minimise frustration for users, such as those with
  - o motor skills issues or hand tremors.
- Web writing training:
  - o providing web writing and technical training, including the provision of 'cheat sheets' for editors as they begin to work on their site *[see response to Action item 3b, below].*
- Quality assurance:
  - o running through a Quality Assurance (QA) checklist before go-live, and responding to feedback arising from a wider QA check from ITS.

Ahead of launch for each Science schools' new web sites and the Faculty site, this session has been/will be repeated with staff members who have been nominated by the site owners as editors.

The session focuses heavily on catering for users with a disability, and covers a range of accessibility information, best practice guidance, and links to further UQ and external resources and legislation.

Topics and resources include:

- how users view and interact with web content differently to reading printed materials;
- types of disabilities that can impact on a user's ability to access and interact with web content;
- screen reader demonstration;
- relevant legislation, internationally recognised conventions and W3C guidelines;
- how to write and display accessible headings and link text;
- how to prepare and display other accessible content including images, videos and documents;
- how to avoid using cues/calls to action that are meaningful only to sighted users (eg use of

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				bold, underline, italics, capital letters); and
				- additional resources, including: - UQ's Web Publishing pages; - UQ's OMC accessibility webpages; and - the ITS-recommended Lynda.com web writing session, 'Writing for the Web by Chris Nodder'. Attendees are given the session slides to take away, and invited to contact Cate if they have any web writing queries in future.
Students				
Objective 1: Provide an inclusive and supportive environment for persons with disability				
c)	Assess the incidences of 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.	- Director Student Services, or nominee - Director Student Success and Strategies Office - Executive Deans of each Faculty and Institute Directors - Heads of School	Annually during life of the plan	**Science Faculty and Schools** The Faculty of Science's retention rate for students who identify as having a disability was 80.28% for 2015, which represented an improvement on the retention rate of 77.11% for 2014. Across all students and programs, the Faculty's retention rates were 83.98% in 2015 and 82.32% in 2014. Overall, the results suggest that support measures put in place for students are largely effective but may require slight modifications in order to achieve parity with the overall Faculty retention rate. Further investigation may also be needed to establish if students who identify as having a disability are using the Faculty's programs as pathways to upgrade from a lower OP program to a higher OP program (as many students do) and, if so, their reasons for doing so. **Vet School** As Head of School, I am unable to meet this objective, because I am not given access to information about students with a disability in my schools program. In other words, I cannot track academic performance of this cohort of students. Having access to this data would be very helpful for a Head of School. The Schools academic staff are encouraged to work with student services when disability action plans are developed and Student Services staff have attended school

				meetings to discuss policies and processes to support students with a disability.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students				
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	**Science Faculty and Schools** Preparing Student Access Plans using information from the Disability Management System: The Associate Deans Academic are encouraging Teaching Staff to communicate with University Disability Advisors on issues around individual Student Access Plans. The provision of appropriate and meaningful information from the Disability Advisors to Teaching Staff is an area which could be improved to give staff better insights into a Student's situation and consequentially provide a better learning experience. **Vet School** This is done through Student Services representation on the school students and admissions committee, regular interaction between Gatton Student Services and the school's leadership team, and through presentations from Student Services disability advisors as school meetings.
Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment				
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	**Science Faculty and Schools** The Faculty endeavours to engage with potential students who require disability modifications prior to their admission either by face to face or email contact - but as information relating to disability is not released by QTAC to the Faculty, we rely on UQ Student Services, or the applicant themselves, making us aware of any additional needs in that area. **Vet School** While I support this objective, it is not clear to me how my school can operationalise this. Most UQ engagement with students prior to admission is managed centrally or by Faculty, not Schools' and it is my expectation that this corporate level correspondence includes reference to UQ support for students with a disability. Once our school is engaged directly with students (Particularly from Orientation and through the first 2 weeks of University study) there are extensive

				discussions with students about the support availability to students with a disability from Student Services. This includes disability advisors being introduced to the incoming class.
Objective 4: Develop an understanding of mental health to provide support for students with a mental health condition				
b)	Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	• Director, Student Services, or nominee • Associate Deans, Academic • Director, HR	First year of plan	**Science Faculty and Schools** The Faculty has encouraged academic and professional staff to attend the 'Mental Health First-Aid' staff development courses to assist staff in identifying students who may present with a mental health issue.

SCMB Achievement of Actions in the UQ Disability Action Plan - 2016

The School of Chemistry and Molecular Biosciences is one of the largest schools within UQ and is responsible for teaching a correspondingly large number of students across a range of programs – in Semester 2, 2016 there were 7,732 enrolments in SCMB coordinated undergraduate courses (505.73 EFTSL). Some of our first year courses have the highest enrollment numbers of all UQ courses. As such, we consider the UQ Disability Action Plan and all aspects of Student and Staff welfare among our highest priorities. The report below uses specific examples to highlight some of our practices and procedures but these are mirrored as appropriate in all our courses and programs.

Objective 1: Provide an inclusive and supportive environment for persons with disability
c) Assess the incidences of 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.

In SCMB we are very focused on supporting the many and varied ways our students choose to learn and study and are constantly adapting our practices. Our School has arguably the most active group of academic staff involved in the scholarship of learning. We have a strong emphasis on the effective use of course BlackBoard sites and the provision of written material to support the lecture material. All lectures are recorded and the recordings made available to students as soon as possible after the lecture. We also try to facilitate various ways that the students can access help with courses including face to face peer assisted study sessions (PASS) in addition to electronic PASS supported by email enquiries and discussion boards and "live" electronic iPASS sessions. An increasing number of our courses are also offering more casual "podium sessions" - sessions where the academic contributors to the course make themselves available for students to approach with questions in the public study area in the Chemistry building (the Podium). Many students find this less formal contact less intimidating as they can come with a group of friends for help or simply sit in and listen to other people's questions.   It was initially offered in our first year courses but is now being widely adopted in higher level courses.

First year Chemistry courses offer a laboratory experience to between 1400 and over 2000 students each semester. The courses are taken by students across a vast array of programs and so the following are specific examples taken from the First year chemistry laboratory programs of how SCMB has responded to student needs. Similar examples can be found in all of our courses.

Facilitating laboratory access – First Year Chemistry:
In 2016, adjustments were made for several individuals who had disabilities in the information processing realm and anxiety disorders. Extra time was given for students who had active disability plans that indicated this would be useful. These students are given priority for scheduling their practical sessions in the morning so that they can stay longer if required. For students with anxiety

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and other mental health issues, a streamlined process has been put in place to enable them to reschedule experiments that they miss.

The first year Chemistry laboratory program has been designed with many aspects that actively support students with disabilities.
- Access to the lab manual is given at the start of semester, in both physical and electronic form.
- Students are given access to multimedia software containing videos demonstrating relevant processes.
- Pre-lab assessment is computer-based and untimed. Students can access the lead tutor prior to their lab class with any questions or concerns.

We recently accommodated a sight-impaired student by having a computer screen in the lab modified to assist her reading and data collection and recording. We also offered her an access tutor, but instead she preferred to work with a friend who was also a student in the course, a request we facilitated. The two worked well as a team throughout the semester.

A student who was involved in an accident which left her with broken limbs was accommodated by the provision of an access tutor for lab classes. Access tutors were also provided for students with cerebral palsy. We have adjustable benches built into our first year and advanced level chemistry laboratories that enable us to more easily accommodate wheel chair bound students. These laboratories have recently been renovated and this infrastructure was provided as part of this renovation. We hope that similar benches would be provided in other undergraduate laboratory facilities as they too are renovated.

In 2016, all students with disability plans were able to successfully complete the first year Chemistry laboratory program.

Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students.
d) Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.

SCMB are endeavouring to provide more information to students about the services available for students with disabilities of all forms through our course information (see Objective 3).

As the number of students with disabilities, particularly those with mental health issues, continues to rise, SCMB staff have expressed concern about their own lack of knowledge about the best and most effective way to help our students. The SCMB T&L Committee has arranged for Haley Wood, a learning hub advisor from the Student Services Division to visit the School on Tuesday 7 February, 2017 to give a workshop on Supporting Students with a Disability. This workshop is available to all SCMB academic and professional staff and we have had an excellent response from staff signing up to attend. This course will enable participants to:
1. Understand their rights and responsibilities in supporting SWD;
2. Incorporate disability inclusive practices in the classroom and/or in decision-making processes;
3. Receive information and guidance when working with SWD that may have a functional consequence of socially difficult behaviour; and
4. Develop an understanding of Mental Health and how to provide relevant support and information.

We hope to arrange similar in-school workshops on relevant topics in the future to provide ongoing support and information for staff at times when our staff are most likely to be able to take advantage of them. We are also considering running a workshop for our tutors to help provide further insight for them into the best approaches for dealing with students presenting with learning difficulties.

Staff members who have recently had to deal with students with mental health problems and some of them in crisis, made the observation that several of these students did not have SAPDs in place and so they were unaware of the issues until presented with the student in crisis. One suggestion that arose from these incidences was that staff should have ready access to a list of the correct immediate contacts to which the students should be directed for assistance, and the correct people for the academic or administrative staff to call in these cases. In response to this we have circulated the Student Support Referral Chart provided by UQ and we plan to have laminated hard copies of this chart available to staff. This is a somewhat simple fix to a complex issue but it highlights the need for a clear strategy and chain of responsibility for "at risk" students to be developed and effectively communicated to all staff – particularly those dealing with students on a daily basis.

SCMB staff have made suggestions concerning the student support and the SAPD process. We bring these to the attention of the committee:

1) The full list of approved SAPDs for a course can only be accessed within the Student management system "SAPD View for Coordinators". This is completely separate from all other systems that course coordinators use (siNet, iMark, Blackboard), and is quite cumbersome to navigate. A more integrated notification system (in full compliance with student privacy regulations) would be more effective.

2) Is it possible to email copy all course coordinators into the same email when a student has a condition that affects multiple courses?

Objective 3: Contribute to students' retention and success through the provision of an informed and supportive pre-arrival and orientation environment.
b) provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.

It has been noted by SCMB staff that many students, particularly first year students, are unaware of the role of Student Services and the availability of SAPDs and their purpose. In particular, students are often unaware that anxiety and mental health issues are included under the SAPD umbrella. In 2016 the SCMB T&L Committee recommended to all Course Coordinators that some information about the resources available to students with any kind of disability be included in the orientation information provided in the first lecture of every course with more detailed information being provided in first year courses.

The disciplines taught by SCMB are experimental disciplines and thus, many of our courses include a laboratory component. As part of the laboratory induction performed for all laboratory courses, the students are made aware of the role of Student Services in helping students with disabilities achieve their potential.

The following information is also included in laboratory manuals:

Students with disabilities
The University of Queensland has a number of policies that support its commitment to ensuring students with a disability have equitable access to study, and to fully participate in the life of the University.

*Any student who has a physical impairment or a mental health condition that may impact upon their ability to safely conduct themselves in a laboratory **must** discuss their situation with the course coordinator.*

Students should be aware that the University provides support to students with disabilities through Student Services. This support may include:

- *Helping students to liaise with academic and administrative staff on the student's behalf.*
- *Participation assistance.*
- *Counselling.*

Consultations with UQ's Disability Advisors are free. Appointments can be made via the following website:
http://www.uq.edu.au/student-services/Contact+us.html

Due to the potentially hazardous nature of laboratory work, students with disabilities are encouraged to talk to the laboratory coordinators for their courses prior to starting laboratory work to determine what adjustments may be required. Our undergraduate laboratories have accommodated students with cerebral palsy, visually impaired students and wheel chair bound students. In all cases, effective and open communication prior to the start of semester has been key to a successful outcome for all concerned.

All SCMB staff remain committed to providing the most effective support to staff and students with disabilities through the implementation of new or improvement of existing processes and initiatives in our school.

Regards

Professor Paul Young
Head of School
School of Chemistry & Molecular Biosciences

INSTITUTE OF MOLECULAR BIOSCIENCES

General			
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
	Action item	Identified responsible stakeholders	Timeline	Achievements
a)	Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	The Institute has employed a number of mechanisms from the WCAG guidelines, taking guidelines from the principles to improve accessibility. These include efforts to support understandability, predictability, operability and readability. Examples include: • ensuring content opens in the same window, and is well marked if it opens in a new window • accurately describing file types and images • keeping content relevant and short • using verbs for calls to action and avoid 'click here' situations The Institute is currently reviewing its website design and framework and will strive to implement Level AA WCAG guidelines in 2017, subject to resource availability.

Note: The table above has column headers Action item | Identified responsible stakeholders | Timeline | Achievements spread across sections.

Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c)	Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	The Institute for Molecular Bioscience does not enrol undergraduate students. No information has been collected for RHD students to date, due to the very low numbers of RHD students that have registered for research training. This matter will be further considered by the IMB Equity and Diversity Committee in 2017.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
d)	Strengthen communication processes between University Disability Advisors and academic	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	The opportunity to access Disability Advisors is promoted through induction processes in the Institute and on the IMB postgraduate website. In 2017, an Institute Handbook is also

| | staff regarding student disability plans. | | | being drafted, in which the Disability Advisors will be promoted. |

SUSTAINABLE MINERALS INSTITUTE

General			
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
Action item	**Identified responsible stakeholders**	**Timeline**	**Achievements**
a) Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	In managing content on SMI's current Drupal based website we strive to incorporate continual improvements in website accessibility. In 2017 SMI will update to a new version of Drupal and we will undergo a thorough review of accessibility at that time.
Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c) Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	Currently SMI do not have any RHD students who identify as having a disability.
Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
d) Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	Currently SMI do not have any RHD students who identify as having a disability. For students with temporary disabilities, SMI RHD administration staff assist the student, and advisor with developing a plan to manage the students' temporary disability and seek assistance through Student Services.

	Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	At orientation SMI RHD students are advised about disability services available through UQ Student Services. If a student identifies as having a disability pre arrival they are informed of the disability support available at UQ.

QUEENSLAND BRAIN INSTITUTE

General			
Objective 3: Ensure that the provision of UQ's online services and associated digital information is compliant with relevant legislation, observant of best practice guidelines and provides optimal outcomes in terms of use and access.			
Action item	Identified responsible stakeholders	Timeline	Achievements
a) Continue to improve website accessibility, drawing from the Web Content Accessibility Guidelines 2.0 Level AA (refer to Appendix 2).	• Director, Information Technology Services • Executive Deans of each Faculty and Institute Directors • Director, Office of Marketing and Communications • University Librarian	Ongoing for life of plan	QBI's new website platform is in line with the university's accessibility policy. Manual processes have also been incorporated when uploading new content which gives improved accessibility (alternate text that readers can use for example.)
Students			
Objective 1: Provide an inclusive and supportive environment for persons with disability			
c) Assess the incidences of 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.	• Director Student Services, or nominee • Director Student Success and Strategies Office • Executive Deans of each Faculty and Institute Directors • Heads of School	Annually during life of the plan	No cases of disability identified to the Institute therefore have not had to assess retention incidences.

	Objective 2: Ensure staff and students are aware of their rights and responsibilities regarding disability support to students			
d)	Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	• Director, Student Services, or nominee • Executive Deans of each Faculty and Institute • Heads of School	Ongoing for life of plan	We currently have no students with identified disability, but should this change we will ensure our staff are aware of the communication processes with Disability Advisors.
	Objective 3: Contribute to students retention and success through the provision of an informed and supportive pre-arrival and orientation environment			
b)	Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	• Director, Academic Services and Registrar • Director, Student Services or nominee • Director, UQ International • Director, Graduate School • Executive Deans of all Faculties • Heads of School	First year of plan	For RHD students, it is up to the individuals to be open and honest about communicating any disabilities they have so we can help. In the pre-arrival information students receive they are asked if they have a disability and require support. Students are also given the opportunity to ask questions at orientation and are provided with information about Student Services and the services provided.

APPENDIX V- REPORT FROM DIRECTOR STUDENT SERVICES, OR NOMINEE

The report provided by the Director, Student Services, or nominee is presented in full below. Due to the late submission of this report, it has been included exactly as it was provided to Workplace Diversity and Inclusion, with no edits or amendments.

Action Item	Who	When	Notes
General			
Develop a communication strategy for the Disability Action Plan and to raise awareness about disability inclusiveness.	Provost Director, Human Resources Director, Office of Marketing and Communications Director, Student Services, or nominee Equity and Diversity section, Human Resources Division	At inception of the plan an ongoing for life of plan	We have a proposal for this from the student
Establish staff and student disability consultative groups/communities of practice to promote communication between all stakeholders and with staff and students with a disability.	Director, Human Resources Division Equity and Diversity section, Human Resources Division Director, Student Services, or nominee	First year of plan	We have put out calls for the student participation and provided staff for the groups too.
Students			
Develop a baseline understanding of the student disability cohort	Director, Student Services, or nominee	First year of plan	We have made the baseline measurement as detailed in the report attached.

Assess the incidences of 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	Director Student Services, or nominee Director Student Success and Strategies Office Executive Deans of each Faculty and Institute Directors Heads of School	Annually during the life time of the plan	As attached and we are currently working on further analysis based on new data in January 2017.
Develop a process so the Library has advanced notice of the enrolment of students with disabilities in courses so the preparation of reading materials can be prioritised	Director, Student Services, or nominee	Bi Annually	This is in place
Recognise the multiple locations that comprise the University environment, and ensure that all students with disability have access to equivalent levels of support and information resources across all University locations.	Director, Student Services, or nominee	Ongoing for life of the plan.	Focus on Herston improvements Monique is leading on this. The new student hub in Herston is a priority for 2017 and we will introduce more sessions remotely to increase access.
Annually review myUQ information pertaining to students with a disability to ensure it is up to date and in accessible formats.	Director, Student Services, or nominee	First year of plan and conducted annually	This couldn't be done in 2016 as the data didn't exist
Develop procedures to support students who acquire a disability during their studies, so that they are informed of relevant support services.	Director, Student Services, or nominee Director, Property and Facilities	First year of plan	Promotion has been arranged for 2017 based on feedback.
Consult with students with a disability and other relevant stakeholders as to what physical, support based, and virtual improvements can be made to improve their student experience.	Director, Student Services, or nominee	First year of plan and conducted annually	Part of an experience of service survey that we have introduced in 2016.

Strengthen communication processes between University Disability Advisors and academic staff regarding student disability plans.	Director, Student Services, or nominee Executive Deans of each Faculty and Institute Heads of School	Ongoing for life of plan	RIE event and promotion of changes.
Where necessary, revise University corporate level enrolment advice and materials to promote student services for students with a disability.	Director, Student Services, or nominee Director, Office of Marketing and Communications Director, Office of Prospective Students and Student Equity Director, UQ International	First year of plan	This was discussed at the REI and we are addressing this through developments in My UQ and ASD.
Provide appropriate opportunities prior to admission for applicants to be involved in discussions regarding potential disability modifications.	Director, Academic Services and Registrar Director, Student Services or nominee Director, UQ International Director, Graduate School Executive Deans of all Faculties Heads of School	First year of plan	Better promotion through high school engagements with guidance officers We already see potential students.
Provide information and guidance to academic and professional staff in working with students with particular disabilities that may have a functional consequence of socially difficult behaviour.	Director, Student Services, or nominee Associate Deans, Academic Director, HR	First year of plan	Training requirement to consider through ITALI? Contact made with Itali on this matter

Provide to appropriate UQ staff, with priority given to those roles which interact with students regularly, guidance and clear procedures for the management of student mental health issues.	Director, Student Services, or nominee	First year of plan	We have secured additional funding for a coordinator to create the response to this through 2017.

END OF REPORT

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