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# DISABILITY ACTION PLAN 2019 ANNUAL REPORT

**REPORTING PERIOD: 01 JULY 2018 – 30 JUNE 2019**

## TABLE OF CONTENTS

EXECUTIVE SUMMARY .....	5
1. KEY ACHIEVEMENTS ACROSS THE UQ COMMUNITY .....	5
1.1 COMMUNICATION .....	5
1.2 PHYSICAL ACCESSIBILITY .....	6
1.3 DIGITAL ACCESIBILITY .....	6
1.4 DISABILITY INCLUSION AND SUPPORT .....	7
1.5 SUPPORT FOR MENTAL HEALTH CONDITIONS .....	8
1.6 LIBRARY SUPPORT .....	8
2. KEY ACHIEVEMENTS FOR STAFF DISABILITY INCLUSION .....	9
2.1 TRAINING AND EDUCATION .....	9
2.2 DISABILITY EMPLOYMENT INITIATIVES .....	10
2.3 UNDERSTANDING STAFF WITH DISABILITY EXPERIENCES ACROSS CAMPUSES .....	10
3. KEY ACHIEVEMENTS FOR STUDENT DISABILITY INCLUSION .....	10
3.1 UNDERSTANDING THE STUDENT DISABILITY COHORT .....	10
TABLE 3.11: RETENTION AND ATTRITION (TOTAL) .....	11
TABLE 3.12: RETENTION AND ATTRITION (TOTAL) .....	11
3.2 ENSURING A SUPPORTIVE AND HIGH QUALITY EXPERIENCE FOR STUDENTS WITH DISABILITY .....	11
3.2.1 DISABILITY INCLUSION THROUGH STUDENT SERVICES .....	11
3.2.2 UQ DIVERSITY, DISABILITY AND INCLUSION ADVISERS .....	12
3.3 LIBRARY SUPPORT FOR STUDENTS WITH DISABILITY .....	13
4. SUPPORT PROVIDED TO STUDENTS BY FACULTY AND SCHOOLS .....	13
4.1 FACULTY OF ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY (EAIT) .....	14
TABLE 4.11 EAIT RETENTION AND ATTRITION (TOTAL) .....	14
4.2 FACULTY OF BUSINESS, ECONOMICS AND LAW (BEL) .....	14
TABLE 4.21 BEL RETENTION AND ATTRITION (TOTAL) .....	14
4.2.1 SCHOOL OF LAW .....	15
4.2.2 SCHOOL OF BUSINESS .....	15
4.2.3 SCHOOL OF ECONOMICS .....	15
4.3 FACULTY OF HEALTH AND BEHAVIOURAL SCIENCES (HABS) .....	16
TABLE 4.31 HABS RETENTION AND ATTRITION (TOTAL) .....	16
4.4 FACULTY OF HUMANITIES AND SOCIAL SCIENCES (HASS) .....	16
TABLE 4.41 HASS RETENTION AND ATTRITION (TOTAL) .....	16

4.4.1 SCHOOL OF COMMUNICATIONS AND ARTS (SCA).....	17
4.4.2 SCHOOL OF EDUCATION .....	17
4.4.3 SCHOOL OF HISTORICAL AND PHILOSOPHICAL INQUIRY .....	17
4.4.4 SCHOOL OF LANGUAGES AND CULTURES .....	17
4.4.5 SCHOOL OF MUSIC .....	18
4.4.6 SCHOOL OF SOCIAL SCIENCES.....	18
4.4.7 SCHOOL OF POLITICAL SCIENCE & INTERNATIONAL STUDIES .....	18
4.4.8 INSTITUTE FOR SOCIAL SCIENCE RESEARCH (ISSR) .....	18
4.4.9 CENTRE FOR POLICY FUTURES .....	18
4.5 FACULTY OF MEDICINE (FOM).....	19
TABLE 4.51 FOM RETENTION AND ATTRITION (TOTAL).....	19
4.5.1 MEDICAL DEAN PORTFOLIO.....	19
4.5.2 STUDENT AND ACADEMIC PORTFOLIO.....	19
4.5.3 RESEARCH PORTFOLIO.....	20
4.5.4 SCHOOL OF BIOMEDICAL SCIENCES (SBMS).....	20
4.5.5 SCHOOL OF PUBLIC HEALTH .....	20
4.6 FACULTY OF SCIENCE .....	20
TABLE 4.61 SCIENCE RETENTION AND ATTRITION (TOTAL).....	20
4.6.1 INSTITUTE FOR MOLECULAR BIOSCIENCES (IMB) .....	21
4.6.2 SUSTAINABLE MINERALS INSTITUTE (SMI).....	21
4.6.3 QUEENSLAND BRAIN INSTITUTE (QBI) .....	21
5. CHALLENGES, RECOMMENDATIONS AND SIGNIFICANT ACHIEVEMENTS.....	21
5.1 CHALLENGES REPORTED BY STAKEHOLDERS .....	21
5.2 RECOMMENDATIONS REPORTED FROM STAKEHOLDERS.....	22
5.3 OUTSTANDING ACHIEVEMENTS.....	22
APPENDIX 1 - DEFINITIONS .....	24

## ACRONYMS

<b>BEL</b>	Faculty of Business, Economics and Law
<b>CCR</b>	Centre for Clinical Research
<b>DAP</b>	Disability Action Plan 2018 – 2021
<b>DAT</b>	Document Accessibility Toolbar
<b>DDA</b>	Disability Discrimination Act, 1992 (Cth)
<b>DDIA</b>	Diversity, Disability and Inclusion Adviser
<b>DFAT</b>	Department of Foreign Affairs and Trade
<b>DIG</b>	Disability Inclusion Group
<b>EAIT</b>	Faculty of Engineering, Architecture and Information Technology
<b>EAP</b>	Employee Assistance Program
<b>ECP</b>	Electronic Course Profile
<b>FoM</b>	Faculty of Medicine
<b>HABS</b>	Faculty of Humanities and Behavioural Science
<b>HASS</b>	Faculty of Humanities and Social Sciences
<b>HDR</b>	Higher Degree by Research
<b>HSW</b>	Health, Safety and Wellbeing
<b>IMB</b>	Institute for Molecular Bioscience
<b>ISSR</b>	Institute for Social Science Research
<b>ITaLI</b>	Institute for Teaching and Learning Innovation
<b>ITS</b>	Information and Technology Services
<b>MHFA</b>	Mental Health First Aid
<b>MSST</b>	Medical Student Support Team
<b>NMSW</b>	The School of Nursing, Midwifery and Social Work
<b>OCR</b>	Optical Character Recognition
<b>P&amp;F</b>	UQ Property & Facilities Division
<b>PNT</b>	Peer Note Taking
<b>QBI</b>	Queensland Brain Institute
<b>SAP</b>	Student Access Plans
<b>SBMS</b>	School of Biomedical Sciences
<b>SCA</b>	School of Communications and Arts
<b>SMI</b>	Sustainable Minerals Institute
<b>SMME</b>	School of Mechanical and Mining Engineering
<b>T&amp;L</b>	Teaching & Learning
<b>TRI</b>	The Translational Research Institute
<b>UQ</b>	The University of Queensland
<b>UQU</b>	University of Queensland Union
<b>WCAG 2.0</b>	Web Content Accessibility Guidelines 2.1 (Level AA)
<b>WDI</b>	Workplace Diversity and Inclusion

## EXECUTIVE SUMMARY

*The University of Queensland Disability Action Plan 2018 – 2021 (DAP)*, constitutes formal recognition of UQ’s commitment to ensuring persons with disability are afforded equal opportunities to participate in the UQ community. The DAP provides UQ with an operational framework to become a leading organisation for inclusion and accessibility for persons with disability. It is informed by global best-practice, international conventions, legislation and guidelines, and is designed in accordance with the provisions in the *Disability Discrimination Act 1992 (Cth) (DDA)*, and the associated *Disability Standards of Education 2005*.

As outlined in the DAP, the Pro-Vice-Chancellor, Office of the Provost, as principal manager, requests identified accountable stakeholders to report on the achievements of their actionable items, annually. This report provides an overview of the key achievements accomplished by the responsible stakeholders during the reporting period.

The reporting period for this report is defined as the 31 July 2018 to the 30 June 2019 and is the first full year of operation of the current iteration of the DAP. The achievements outlined in this report build on the outcomes reported in the 2018 report. Please refer to the [2018 DAP Annual Report](#) for more information.

There are 66 identified stakeholders in the DAP. 36 stakeholders provided a report in this reporting period, which represents a 55% per cent reporting rate for this year. The report shows that stakeholders have implemented innovative and significant initiatives across UQ during the reporting period, which cement UQ’s position as “Disability Courageous” (Section 2. Vision and Principles, the University of Queensland Disability Action Plan 2018-2021). It also affirms the need for an agile, inventive and visible multi-stakeholder approach to disability inclusion.

## 1. KEY ACHIEVEMENTS ACROSS THE UQ COMMUNITY

### 1.1 COMMUNICATION

The progress of the DAP has been regularly communicated to the UQ community and key DAP stakeholders across various internal communication platforms. As a result of this continuous communication, there has been a noticeable increase in awareness of the DAP when compared to previous iterations.

For the ongoing implementation of the DAP, UQ has developed mechanisms to improve the communication of the support services and information available to students and staff with disability. Some initiatives include:

- Student Services is committed to providing education and training opportunities for UQ staff and students to contribute to a disability inclusive culture at UQ. In addition to the staff face-to-face workshops on Supporting Students with a Disability, there are tailored sessions for Teaching & Learning (T&L) events, staff meetings, embedded information sessions in lectures and presentations at key University dates such as Open Day and O-Week at all campuses.
- Recognising the challenge for academic staff to attend in-person training sessions, online modules are currently being developed as part of the staff training and induction program. These modules will provide staff with knowledge and information, with the opportunity for critical thinking regarding implementing reasonable accommodations for students with a disability. These modules will also provide guidance on legislative considerations and inherent requirements. Commencing in January 2020, these modules will be reviewed yearly.
- The disability inclusion webpage on the UQ Current Staff website is continuously updated to provide up-to-date and relevant information about disability inclusion to staff. The website also promotes UQ as a disability confident organisation, in line with the strategic vision of the DAP. This progress also includes major efforts from Faculties, Schools and Institutes to embody disability confidence by

ensuring disability inclusion is embedded in all aspects of the student experience, including learning and study environments.

## 1.2 PHYSICAL ACCESSIBILITY

UQ has continuously improved accessibility of its physical environments for people with disabilities. UQ Property & Facilities Division (P&F) always considers accessibility requirements before any building or renovation commences. P&F has continued to build on the outcomes achieved in 2017/18 reported by installing tactile indicators to appropriately support the entire UQ community with disabilities. Some key achievements include:

- Online maps show accessible toilets and shower facilities for the St Lucia, Gatton and Herston campuses.
- Printable maps show compliant paths of travel and building accessibility for the St Lucia and Gatton campuses.
- Notices of temporary disruptions and impediments are broadcasted via PF assist emails to affected building occupants and registered recipients.
- Signage is used to identify alternative routes around major construction sites.
- Information regarding any impediments is provided under *Road and Building Works Updates* on the UQ webpage.
- Three new accessible parking bays providing on Campbell Road, St Lucia campus.
- Three new accessible parking bays provided on Sir William MacGregor Drive, St Lucia campus; near the new all-abilities educational playground.
- Two new accessible parking bays provided on Staff House Road, St Lucia campus.
- One new accessible parking bay provided in Carpark P7, St Lucia campus; adjacent to the new playhouse childcare centre.

In addition, the Health Safety and Wellbeing (HSW) Ergonomics and Rehabilitation Advisor is available to provide guidance on reasonable adjustments to workstations and equipment to staff with temporary or permanent disability. HSW support should be sought for reasonable adjustment for ergonomic assistance through HR.

## 1.3 DIGITAL ACCESSIBILITY

Information and Technology Services (ITS) along with the Faculties, Schools and Institutes across UQ have built on earlier outcomes to consistently advance digital accessibility for the entire UQ community. Some key achievements include:

- Sustained improvement of UQ digital infrastructure to comply with the Web Content Accessibility Guidelines 2.1 (Level AA) (WCAG 2.0).
- Ongoing transition of existing web content to UQ's Drupal web platform which provides enhanced accessibility. The content is regularly improved to enhance language and navigation clarity and consistency. The Centre for Policy Futures, Sustainable Minerals Institute (SMI), Faculty of Business, Economics and Law (BEL), Faculty of Engineering, Architecture and Information Technology (EAIT), Faculty of Medicine (FoM), and the School of Communications and Arts (SCA) are proactively ensuring all customer-facing third party web services are consistent with WCAG 2.0.
- UQ Marketing regularly inspects web content for potential accessibility issues using a browser-based tool.
- Questions regarding digital access requirements are introduced across online event registration forms to ensure inclusion of all participants and accommodation of their access needs.
- Different media tools have been used to provide information and promote services available to students and staff with a disability. Some examples include:

- Faculty of Humanities and Behavioural Science (HABS) includes alternative text with images for screen readers
- EAIT has been using list and table layouts to present heavy information for faster page scanning
- School of Languages and Cultures promotes information about Disability Services on digital screens placed around the School
- Student Services are working with ITS as more information is migrated into myUQ to ensure messages are inclusive. This project is ongoing and is due for completion at the end of 2019.

In March 2019, UQ Library engaged external company JISC to undertake an audit of accessible content on the website, VLE, library platform et cetera. Outlining key areas: What works, what could improve, short term recommendations for improvement, recommendations for free or open source software tools and plug-ins.

ITS ADS collaborated with OMC, ITaLI (eLearning) and Library for the assessment of 96 issues raised and potential development requirements, and since has taken on-board a number of recommendations to improve our workflows, processes, and deliver improvements to the online user experience. The following is a summary of the recommendations of the JISC review:

#### **Number of recommendations assigned to each team.**

- 9 OMC
- 26 ITS
- 19 ITaLI (eLearning)
- 3 Student Services
- 26 Library
- 12 unclaimed

#### **Progress of recommendations**

- 12 Completed
- 53 In progress
- 14 Ongoing (workflow / process)
- 4 Training Required

## **1.4 DISABILITY INCLUSION AND SUPPORT**

During the reporting period, Human Resources, led by Workplace Diversity and Inclusion (WDI), established the UQ Disability Inclusion Group (DIG) to provide a consultative mechanism for developing and implementing disability inclusion initiatives across UQ.

- UQ DIG aims to apply the principle of *'nothing about us, without us'* across UQ decision-making, policy and program creation, which should be formulated with full and direct participation of members of the group affected by them.
- UQ DIG meets quarterly, and serves as a mechanism for feedback and advice to and from the Pro-Vice-Chancellor, who then reports back to the Senate Committee for Equity, Diversity and Inclusion. Additionally, UQ DIG endorses and advises upon aspects of the implementation of the DAP.
- In 2019, the UQ DIG received the University of Queensland 2019 Excellence Award: Community, Diversity and Inclusion which acknowledges that the DAP is industry leading and is receiving considerable external interest.
- Dr Paul Harpur, Chair of the DIG personally received the individual commendation in the Community, Diversity and Inclusion category of the 2019 Excellence Awards for championing the rights of persons with disabilities.

Student Services have developed, circulated and presented on a large range of disability supports, legislative requirements and resources using a number of different formats in response to staff feedback.

Unfortunately, UQ's 2019 Voice Survey results indicate that staff with disability have less positive views than staff without disability in key survey areas, indicating that further work needs to be done to support UQ staff with disability to feel included and supported in the workplace. WDI acknowledges a lack of supporting data reflecting the number of UQ Staff with disability makes it difficult to build strategic inclusivity in this regard. Addressing this limitation as a priority has been recommended by the Australian Human Rights Commissioner Disability, Dr Ben Gauntlett.

## 1.5 SUPPORT FOR MENTAL HEALTH CONDITIONS

Student Services and Human Resources built on the momentum generated in the 2017/18 reporting period to improve the awareness of the support provided to staff with mental health conditions. Some key achievements include:

- UQ's Workplace Psychologist facilitated a blended learning Mental Health First Aid (MHFA) Training session to 25 managers within the UQ Business School.
- 11 Mental Health Awareness training sessions were run across the UQ Community
  - Four sessions at the UQ Graduate School
  - One session each at Faculty of Humanities and Social Sciences (HASS), The Translational Research Institute (TRI), Centre for Clinical Research (CCR), Institute for Molecular Bioscience (IMB), EAIT and SMI
  - One session as part of the Indigenous/ graduate traineeship program
- Individual case management of staff with mental health conditions, engaging with managers and Human Resources to support understanding of the impact of these conditions and workplace responsibilities.
- HR Workplace Relations, led by the Workplace Psychologist utilised reasonable adjustment and suitable duties plans for staff who have a medical condition, focussing upon workload management and workplace environment. A precise process for reasonable adjustment for mental health conditions has been implemented into the workplace, including development and implementation of a suitable duties plan and related templates and guidelines.
- HR assisted in the continued implementation of the [UQ Mental Health Strategy 2018-2020](#).
- HR created and filled the Mental Health Strategy Coordinator professional position. This is a specialist position that is instrumental in the delivery and implementation of the UQ Mental Health Strategy. HR undertook a policy review of all workplace policies to ensure they comply with mental health inclusion requirements.
- The New Staff Expo includes a stand from UQ's Employee Assistance Program (EAP) provider, Benestar, and is attended by HR Workplace Psychologist for generating awareness regarding the support services.
- UQ broke the Guinness World Record for the Largest Mindfulness Lesson (Single Venue) with 1417 members of the UQ community participating to break the previous record. The event was part of UQ's wider Mental Health Strategy 2018-2020.
- Regular events such as the Mental Health Symposium 2019 and key mental health initiatives are developed and run by Student Services to increase awareness and management of mental health for the UQ community.

## 1.6 LIBRARY SUPPORT

The UQ Library maintains multiple channels for feedback on accessibility. The Library has been proactive in responding to needs of staff and students with disability. Some key achievements include:

- Providing two height adjustable tables for users with mobility impairment per floor on all study areas.



- The Central Library refurbishment was conducted keeping in mind accessibility requirements. A member of the Disability Services was invited to be part of the Project control group during the design phase. The below modifications are functional:
  - Shelving in new high use area meets accessibility standards for libraries
  - Accessible kitchenette design
- Prompted by feedback from students, the Library successfully trialled 60 low light study spaces in the Biological Sciences Library. Further, the initiative was rolled out to 80 additional spaces in the Dorothy Hill Engineering and Sciences Library.
- Steps to improve signage and way-finding throughout the Duhig Tower, Duhig North and Library link areas are being undertaken. Due to scope for more improvements, design experts are engaged to ensure improved signage and way-finding with focus on accessible and universal principles.
- In their [Collection Management Policy](#), their commitment to providing electronic resources in the most accessible formats has been mentioned. This process enables librarians to proactively select the most accessible platforms when ordering eBooks and is linked to the Purchase Request workflow.
- The Library promotes their services and has delivered a variety of publications:
  - ALIA Online Conference paper (February 2019): [Doing our part to end the “book famine”: UQ’s Ebook Accessibility Project](#)
  - EBSCO blog (January 2019): [A Librarian’s View of E-Book Accessibility](#)
  - Australian Publishers Association (April 2019): [Ebooks and Accessibility: A Librarian’s Perspective](#)
- To ensure compliance with WCAG 2.0 and improve accessibility, the Library Subject Guides were modified in Semester 1, 2019.
- The Library has implemented short-term recommendations from the 2018 JISC report such as:
  - Updating the [Using eBooks](#) page to include accessibility of formats, information on ProQuest eBook Central platform’s accessibility mode and accessibility tools from third party providers.
  - Enhancing the [Support for clients with disabilities](#) page to open education resources.
  - Installing the Document Accessibility Toolbar (DAT), created by Vision Australia, on all Library computers
  - Developed a module on [Accessibility and study hacks](#) as part of their Digital Essentials module which provides information on accessibility, universal design, creating accessible content and productivity tools

## 2. KEY ACHIEVEMENTS FOR STAFF DISABILITY INCLUSION

### 2.1 TRAINING AND EDUCATION

A variety of training packages have been developed and delivered to UQ staff to enhance their skills and knowledge of disability inclusion and support. These programs are developed and delivered by Student Services and Human Resources, and include:

- Health/disability support for students (5 courses with a total of 37 participants)
- Supporting students with mental health conditions (8 courses with a total of 141 participants)
- Mental Health First Aid (15 courses with a total of 253 participants)
- Mental Health First Aid Refresher (4 courses with a total of 40 participants)
- Skills for Suicide Prevention (2 courses with a total of 21 participants)
- Managing a diverse team (4 courses with a total of 52 participants)
- Staff disability inclusion workshop (3 courses with a total of 35 participants)
- Managing Unconscious Bias (online)

WDI is also delivering Managing Unconscious Bias Train-the-Trainer sessions. The aim of these sessions is to provide required knowledge and skills to deliver face-to-face component of the Managing Unconscious Bias

Training Program locally, and facilitate discussion around feasible strategies to mitigate bias and engage in inclusive workplace practices in their specific contexts.

WDI has also provided targeted workshops to upskill HR staff on disability inclusion matters. The training focuses on improving disability inclusive practices in recruitment and selection and implementing reasonable adjustments in the workplace.

A HR Disability Inclusion Information kit and training have been provided to Human Resources staff members to support them in assisting clients and delivering information.

Student Services offer four staff workshops per year titled 'Working with Students with a Disability' through the staff development program. This session is aimed at professional and academic staff to give an overview of UQ's responsibility towards students with a disability. It also highlights the role of Student Services and the assistance available. These sessions are reasonably attended, with attendees being predominately professional staff. Low attendance rates from academic staff has been identified, and personalised Faculty level sessions are being offered to some faculties to address this gap.

## 2.2 DISABILITY EMPLOYMENT INITIATIVES

Human Resources, led by WDI, has built on the outcomes achieved in the 2017 and 2018 reporting periods to continuously advance employment initiatives to improve the employment experience of staff with disability. A large focus has been on improving the recruitment and selection process to ensure disability inclusion is promoted throughout the process.

- Partnership with Vision Australia during the 2017 reporting period has continued during the 2018/19 reporting period. Four more Vision Australia trainees have been hosted for work experience component of the Skilling Queenslanders for Work initiative.
- HR has conducted a thorough review and update of policies relating to disability and employment.
- WDI drafted an inaugural process for accommodation of temporary disability for staff for launch in late 2019.

## 2.3 UNDERSTANDING STAFF WITH DISABILITY EXPERIENCES ACROSS CAMPUSES

In order to ensure all staff with disability have access to equivalent levels of support and information resources across all UQ locations, WDI has implemented strategies to ensure all initiatives actively consider all UQ campuses before being executed. WDI has met with staff in Gatton Campus to discuss disability inclusion and provided inclusion workshops that encompass disability inclusion.

# 3. KEY ACHIEVEMENTS FOR STUDENT DISABILITY INCLUSION

## 3.1 UNDERSTANDING THE STUDENT DISABILITY COHORT

Student Services has been involved in developing a range of improvements to the Exam Adjustment process to assist with collection of baseline numbers of students with disabilities.

Student Services collates and distributes information for Faculties annually with numbers of students with a disability and retention/ attrition rates. Student Services has provided supporting data on incidences of retention

among UQ students in the table below, titled 'Retention and Attrition' which outlines analysis based on available data from June 2019<sup>1</sup>.

TABLE 3.11: RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
Total Enrolled Student Cohort	50,791	51,051	52,307	53,661
Total Student with Disability Cohort	2,242	2,446	2,729	3,050
Proportion of Student with Disability Cohort	4.41%	4.79%	5.22%	5.68%
Total Appointments with Disability Adviser	6,093	5,478	6,250	7,332
Average Appointments with Disability Adviser per student	4.5	3.5	3.3	3.4

TABLE 3.12: RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	84.2%	84.5%	84.5%	85.4%
Attrition	15.8%	15.5%	15.5%	14.6%
<b>Students with disability</b>				
Retention	78.2%	78.6%	79.6%	81.6%
Attrition	21.9%	21.4%	20.4%	18.4%

## 3.2 ENSURING A SUPPORTIVE AND HIGH QUALITY EXPERIENCE FOR STUDENTS WITH DISABILITY

### 3.2.1 DISABILITY INCLUSION THROUGH STUDENT SERVICES

Student Services regularly consults with students with a disability through appointments, surveys, consultation with [UQU Abilities Collective](#) (University of Queensland Union) and other stakeholders regarding the student experience. From these discussions, Student Services has played a significant role in the inclusion and support of students with disability with a number of achievements during the reporting period, including:

- Student Services has updated medical documentation guidelines and forms to improve understanding of information requirements and streamline the registration for support.

### 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 adviser, 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 defined as a combination of anyone who declares a disability plus anyone who seeks an appointment with a disability adviser 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.

NOTE that the data provided is based on Federal Government weighting.

- Current UQ policy for disability has been reviewed with recommendations forestablished guidelines and support regarding Assistance Animals on Campus.
- Student Services has established a range of resources, training packages and communication channels to support staff in developing and implementing Student Access Plans (SAP).
- The Student Management System that holds SAPs and receives feedback from Course Coordinators is currently undergoing developments that will improve communication with placements, Higher Degree by Research (HDR) students and staff, in addition to streamlining Exam Accommodations and reporting.
- Student Services provide support for students who are undertaking clinical / practical placements. This is likely to continue, however not budgeted for. This has to be reviewed in 2020 for 2021, post deeper insights of the likely costs associated. Networks of practitioners in rural sites have been identified to assist with student support.
- The student peer-mentoring program is continuing this year with a focus on lived experience, including disability, and facilitating connections. The program is also undergoing a rebranding with new developments taking student feedback into consideration regarding name and goals. Mentors are also considered volunteers and are able to access opportunities, recognition and support as a UQ Volunteer.
- A trial is currently underway by Student Services and Institute for Teaching and Learning Innovation (ITaLI) to trail turning on the Automatic Speech Recognition function on ECHO360. Using 4000 hours as part of the trial allows us to capture a wide range of course content to assess accuracy, student and staff feedback. This additional learning resource allows students with conditions such as learning disabilities or hearing impairments access to other material to consolidate their learning independently. From the survey results, an assessment will be made as to the value this would add to all recorded courses and the cost/benefit over other paid services such as real time captioning and peer note taking (PNT). Where the accuracy is low, the PNT service can assist.
- HDR students at UQ are informed of disability-specific services and provisions during the application process and via their offer letter. A staff member also conducts an in-person induction upon arrival and discusses needs and services at this point, including the DAP process if needed.

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### 3.2.2 UQ DIVERSITY, DISABILITY AND INCLUSION ADVISERS

Continual efforts have been made from Schools and Faculties to strengthen communication between University Diversity, Disability and Inclusion Advisers (DDIA), Course Coordinators and academic staff to ensure proactive accessibility of information about disability and resources for students. A variety of strategies have been implemented in Faculties, Schools and Institutes to support staff in the development and implementation of an inclusive educational environment in which students with disability can access, participate and ultimately succeed in postsecondary education.

As part of the Medical Student Support Team, the DDIA member working with students to SAP is available on location to streamline support with students and develop comprehensive and useful plans that include consideration for inherent requirements of Phase 2 Medicine. This model has been adopted across the DDIA team for placement students in other Faculties.

In identifying barriers to information sharing of SAP for students on placements and subsequent delays in establishing supports on-location or identifying potential challenges, a DDIA has been allocated to each Faculty to provide greater knowledge and assistance. DDIA's have met with Schools and Faculties to discuss, improve processes, assist with complex cases and improve support for staff and students. This initiative for Semester 2, 2019 has been positively received and these relationships will be strengthened and further developed in 2020

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### 3.2.3 GLOBAL ENGAGEMENT AND ENTREPRENEURSHIP

The Global Engagement and Entrepreneurship division worked with Australia Awards applicants that identified as having a disability and Students Services to determine what physical, support based and virtual improvements

would need to be made to improve their experience at UQ. These items were also included in the student's disability service agreement with Department of Foreign Affairs and Trade (DFAT) and became part of their scholarship contract with DFAT.

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### 3.2.4 STRENGTHENING DISABILITY INCLUSION IN STUDENT EMPLOYABILITY CENTRE

[DiversityHub](#) has been developed to strengthen the connection between students and employers to further enhance inclusion in the workplace. Students with a disability are able to make bookings with a specialised employment support officer, with a background in corporate training, to provide assistance and guidance for students at any stage of their academic journey. These appointments are provided by the [Student Employability Centre](#), made available through Student Services, and are promoted across the university via Faculty Employability Teams and online through StudentHub, the appointment booking system.

### 3.3 LIBRARY SUPPORT FOR STUDENTS WITH DISABILITY

The Library continues to work with Student Services on processes to ensure course material are provided to students in the appropriate format. Recent focus has been on the implementation of a flexible approach that allows Student Services to advise the Library about students with print disabilities. The importance of working on a flexible approach was identified as students sometimes do not register before or at the start of semester.

The Library continues its work providing access to students and staff with visual impairments and other print disabilities, through digitisation and adoption of new and developing technologies as described in examples above. Additional actions the Library has taken include:

- Advising administrative staff when/if documents meet Optical Character Recognition (OCR) standards to be used with text-to-speech software;
- Liaising with DDIA's on appropriate formats that best meet the individual needs of students with a print disability, and how to ensure students know how they can request HathiTrust or scanned copies of material.

The Library works continuously with students with disability, and other relevant stakeholders, to identify physical support and visual improvements that can be accommodated to improve their experience. For instance, the lower lighting areas that have been added to Library spaces was an initiative implemented in response to a proposal from a DDIA on behalf of students.

Student Services manages processes that are in place between our service and the Library, where a disability adviser will contact the library during a student's initial assessment stage. At this time, an adviser will advise the library of any arrangements that need to be made for students with a disability, which could include access to electronic materials or access to lockers.

Meetings with students to discuss initiatives and suggestions to make the Library's physical and online spaces more accessible are also organised through Student Services or with individual students when appropriate.

## 4. SUPPORT PROVIDED TO STUDENTS BY FACULTY AND SCHOOLS

In conjunction with the support provided by Student Services and other central portfolios, Faculties, Schools and Institutes have continued to build on the outcomes achieved in the 2017/18 reporting period to provide safe, supportive and inclusive learning experiences for students with disability.

It is important to note that some Faculties chose to provide a Faculty and Schools combined report, while others chose to provide separate reports. It should be noted that all Faculties, Schools and Institutes are taking proactive measures to ensure students with disability are appropriately supported and provided with an inclusive learning and student experience. Their work should be recognised and celebrated.

## 4.1 FACULTY OF ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY (EAIT)

TABLE 4.11 EAIT RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	89.1%	88.6%	89.2%	89.5%
Attrition	10.9%	11.4%	10.8%	10.5%
<b>Students with disability</b>				
Total	183	218	223	247
Retention	86.9%	85.3%	85.7%	83.8%
Attrition	13.1%	14.7%	14.3%	16.2%

The EAIT Faculty aims continues to improve their retention rate by taking the below steps:

- Improving the accessibility of web content
- Using web styling framework (Foundation Zurb) to optimise webpages' responsive views and accessibility
- Face-to-face training sessions
- Written instructions, guideline documents, human checks and video captions
- Planning to migrate EAIT Drupal to UQ Drupal, with updated web styling and code base that is accessible across different browsers and devices
- Participating in the Inherent Requirements Project, with the School of Architecture being the first School in EAIT to develop a set of inherent requirements for its programs. This allows clarity for staff and students for reasonable adjustments that can be accommodated and allow prospective students with disabilities to make informed choices about their courses.
- Provides students support with course coordinators and proactive engages to support them in their courses, as outlined in the SAP.
- School of Chemical Engineering, School of Civil Engineering and School of Mechanical and Mining Engineering (SMME) reported their course coordinators being in direct contact with Student Services in order to manage any student with disabilities requirements.
- SMME reported proactively working with the UQ Graduate School to address HDR students' accessibility needs prior to admission.

## 4.2 FACULTY OF BUSINESS, ECONOMICS AND LAW (BEL)

TABLE 4.21 BEL RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	87.7%	88.8%	89.3%	90.9%
Attrition	12.3%	11.2%	10.7%	9.1%
<b>Students with disability</b>				
Total	226	239	267	301
Retention	83.1%	85.8%	82.8%	83.7%
Attrition	16.9%	14.2%	17.2%	16.3%

The BEL Faculty recognises the importance and encourages academic staff to actively engage with the SAP process to ensure a positive student experience. Some of the steps undertaken include:

- Working with staff from the Academic Services Division to develop inclusive inherent academic requirements.

- Associate Dean (Academic) holds fortnightly meetings with the School Education Committee Chairs which enable space for discussion of appropriate support to students with disabilities.
- Information regarding assistance available for students with disabilities was provided in the Faculty's Education Committee meeting in October 2018. These meetings served as platforms to increase staff awareness regarding disability and support available and the UQ DIG, chaired by Dr Paul Harpur.
- Complete web content transition to UQ Drupal web platform has been conducted.
- Ensured customer facing third party web services are adopted to meet WCAG 2.0 requirements. Continuous check of web content with potential accessibility issues, using a browser-based tool is undertaken.
- A question regarding access requirements has been introduced across online event registration forms to ensure accommodating accessibility needs to all participants.

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#### 4.2.1 SCHOOL OF LAW

- The School has developed the *TCB Wellness Program* to promote the wellbeing of TC Beirne students, and equip them with self-management skills needed to thrive whilst in law school and professional lives. The program also aims to provide support to students to maintain their health and wellness.
- The School has recently recruited a Coordinator Co-curricular Programs who will be responsible for the student wellness program.
- The Deputy Dean (Academic) facilitates communication between DDIA and academic staff members regarding student with disability needs prior to the commencement of each semester.
- New students with disability are encouraged to meet with the Deputy Dean (Academic), who provides information about support and points of contact within the school and Student Services. This meeting also aims to identify needs, as well as build relationship and rapport with students with disability.

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#### 4.2.2 SCHOOL OF BUSINESS

- The School proactively encourages staff to attend the MHFA training course.
- Information such as UQ's EAP program and support to students with disability is provided in the Faculty's Induction program.
- In September 2018, UQ's then Workplace Psychologist, Jacqui Dean presented a 'Mental Health Matters' training session to 25 managers within the Business School.
- The Business School is in the process of developing a set of Inherent Academic Requirements for the School's Tourism suite of programs which will be rolled out in 2020.
- The School created the *Business School Health, Safety and Wellbeing Committee* to promote and advocate mental health and wellbeing initiatives to staff and students.
- As part of its strategy to provide advocacy and welfare support for students with disability, the School has promoted Student Services and external support services such as ReachOut, Beyond Blue, Open Minds, Mental Health Association (Queensland), Lifeline and Happiness Institute on its website.
- The School has ensured online learning components through Executive Education are developed to WCAG 2.0.

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#### 4.2.3 SCHOOL OF ECONOMICS

- The School conducts induction for new staff members, who are provided with information regarding Mental Health support and are informed of available training.
- The School has also included disability awareness information in the Schools tutor-training program.
- The School has been proactively utilising the services of the HSW Ergonomics and Rehabilitation Adviser to make workstation adjustments when appropriate and ensure staff and students have the correct equipment to perform their work or undertake their study.

- Representatives from UQ Disability Services are invited to present at semester orientation sessions.
- Visually impaired students are provided lecture PowerPoint slides on Blackboard with ONE slide per page.
- The School has also continued to build on the outcomes achieved in 2017/18 by continuing to install tactile indicators to appropriately support staff and students with disability.

#### 4.3 FACULTY OF HEALTH AND BEHAVIOURAL SCIENCES (HABS)

TABLE 4.31 HABS RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	88.1%	88.4%	87.8%	87.7%
Attrition	11.9%	11.6%	12.2%	12.3%
<b>Students with disability</b>				
Total	309	318	333	394
Retention	82.8%	80.8%	89.5%	85.8%
Attrition	17.2%	19.2%	10.5%	14.2%

The HABS Faculty is working towards enhancing student experience by:

- Meeting recommendations of higher web authorities and implementing current UQ guidelines for accessibility in all new and existing UQ Drupal websites.
- The Faculty connects new students with disability with DDIA to ensure they have access to appropriate support. Additionally, students on a SAP are encouraged to engage with their Course Coordinator to discuss their needs. This is particularly pertinent when students are on clinical placements where socially difficult behaviour is accentuated in high stress environments.
- Support measures for schools, including assessment extensions, alternate exam arrangements for both central and school based theory exams and practical exams have been created.
- The School of Nursing, Midwifery and Social Work (NMSW) is planning the inaugural Nursing and Midwifery Experiences day on September 8, 2019. The event is being designed to showcase the simulation learning environments used by the School, and provided an excellent opportunity for students with a disability to view the facilities and discuss with staff on the potential adjustments they may require.
- The School of Human Movement and Nutritional Sciences provides support to course coordinators with students on a SAP, to ensure accurate delivery and implementation of the plan.

#### 4.4 FACULTY OF HUMANITIES AND SOCIAL SCIENCES (HASS)

TABLE 4.41 HASS RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	82.7%	80.7%	80.5%	83.2%
Attrition	17.3%	19.3%	19.5%	16.8%
<b>Students with disability</b>				
Total	508	578	679	699
Retention	74.2%	74.7%	74.5%	77.0%
Attrition	25.8%	25.3%	25.5%	23.0%



The HASS Faculty notes an overall increase in the access and participation rate and ratio, with 2018 the highest recorded on these measures during the life of the Plan. The Faculty also has the highest access rate at UQ.

The Associate Dean (Academic) plays a lead role in monitoring the effectiveness of arrangements and communication processes.

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#### 4.4.1 SCHOOL OF COMMUNICATIONS AND ARTS (SCA)

- A link to the [Australian Disability Clearinghouse on Education and Training – Inclusive Teaching](#) in the school's Electronic Course Profile (ECP) checklist for course coordinators has been provided. This supports staff in developing and implementing an inclusive educational environment in which students with disability can access, participate and ultimately succeed in post-secondary education.
- Financial support for development of teaching and assessment materials for vision impaired students is provided.
- Promotion of DDIA services to students at the orientation each semester.
- Student Services presented at the School Meeting on September 2018 providing an overview of Student Services, Disability Services, and SAP. Additionally, they also provided information on exam accommodation, communication with diverse students and support available.
- The School has also continued to build on its website accessibility by ensuring the School's [AustLit](#) website meets the WCAG 2.0.

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#### 4.4.2 SCHOOL OF EDUCATION

- Encourages students to undertake the Digital Essential Module on accessibility in the core inclusive education courses.
- The School's Director of Professional Experience meets with students and University and practicum placement staff as required to support adjustments for students with disability prior to or during placements.
- Course coordinators invited DDIA to give presentations in lectures of courses associated to Diversity and Inclusion. DDIA provided information to course coordinators about support and services available to students, which has been included in first lectures. These initiatives have strengthened relationships between DDIA and Coordinators and has promoted proactive communication from DDIA to Coordinators and teaching staff to facilitate support when students have needed immediate support.
- Students are encouraged to meet with DDIA to revise their plans, if required. Course coordinators and program directors meet with students on an ad hoc basis when challenges arise affecting their studies.

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#### 4.4.3 SCHOOL OF HISTORICAL AND PHILOSOPHICAL INQUIRY

- The School provides appropriate support to students with disability, as outlined in the SAP.
- Academic administration staff and Course Coordinators collaborate on supporting students with a disability, which contributes to student retention, and reflects the School's efforts to be a disability courageous enrolling unit. Each semester the School observes growth in the number of SAP, which attests to the increased number of students aware of their right to access such a plan.

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#### 4.4.4 SCHOOL OF LANGUAGES AND CULTURES

- Frequent and consistent information is provided to Course Coordinators about their responsibilities in communicating support services available to students and liaising with Disability Advisers.
- The Director of Studies has incorporated information about the DAP into the presentation given to new students during orientation each semester. This session includes an overview of the process for accessing the support services available at UQ for students with a disability.

- Information about Disability Services is promoted on digital screens around the School.

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#### 4.4.5 SCHOOL OF MUSIC

- Facilitates communication between academic staff and DDIA about students with disabilities and support required.
- Invites DDIA to staff meeting to increase awareness about developments in the DDIA.
- Prior to admission, the School provides information packs about support services available for students with disabilities. The same is made available to potential applicants via the Future Students website.
- HRD students are encouraged to discuss reasonable adjustment plans. It is provided in section 6.2 of every ECP, which is available online to both potential applicants and current students.

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#### 4.4.6 SCHOOL OF SOCIAL SCIENCES

- The Equity Diversity Support Officer position continues servicing students and staff in the School, undertaking relevant diversity and inclusion training and working on strengthening the communication between the staff and DDIA.
- The School ensures Course Coordinators comply with alterations to teaching and content delivery as outlined in each student's SAP, including any examination condition decided on by UQ Examinations.
- The School continues to encourage staff to attend the MHFA training; staff who have attended the training provide general support to staff and students with mental health conditions.
- The School has observed an increase in the number of students with SAP, which may be related to students feeling comfortable in reporting a disability.

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#### 4.4.7 SCHOOL OF POLITICAL SCIENCE & INTERNATIONAL STUDIES

- Rotary-funded post graduate scholars with disability are contacted to ensure consideration and implementation of reasonable adjustments prior to arrival.
- All student facing marketing events are conducted in accessible locations.
- The School promotes and encourages staff members to undertake the MHFA training.
- The School also provides ongoing support to staff by implementing reasonable workplace adjustments for staff with disability.

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#### 4.4.8 INSTITUTE FOR SOCIAL SCIENCE RESEARCH (ISSR)

- ISSR reviewed its website in 2019 ensuring digital accessibility was considered in the design process.
- Orientation of new students consists of an information session about the support available through Student Services, including Disability services.

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#### 4.4.9 CENTRE FOR POLICY FUTURES

The Centre has implemented some strategies to continue improvement of website accessibility. Some of the strategies include:

- Captions are provided for all pre-recorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labelled as such.
- All non-text content that is presented to the user has a text alternative that serves the equivalent purpose.
- Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

- Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash threshold.
- Web pages have titles, headings and labels that describe topic or purpose
- The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context
- For user interface components with labels that include text or images of text, the name contains the text that is presented visually
- Labels or instructions are provided when content requires user input.

#### 4.5 FACULTY OF MEDICINE (FoM)

TABLE 4.51 FOM RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	86.2%	86.2%	88.1%	88.5%
Attrition	13.8%	13.8%	11.9%	11.5%
<b>Students with disability</b>				
Total	90	110	131	160
Retention	82.2%	85.5%	86.3%	87.5%
Attrition	17.8%	14.45%	13.7%	12.5%

The FoM continues to encourage proactive work with individual staff and students with disability to make reasonable adjustments ensuring thorough support is provided. As part of the Faculty's commitment to support provisions of the DAP, the *FoM Equity, Diversity and Inclusion Committee*, was established and it is chaired by a member of the Faculty Executive. Likewise, the DAP implementation has been included as a Faculty priority in the FoM Strategic Intent 2019 – 2021, and FoM 2019 Operational Goals.

The FoM Board Meeting was conducted and Mr Perry Cross, founder of Perry Cross Spinal Research Foundation, was invited to provide a keynote address on disability inclusion and awareness.

##### 4.5.1 MEDICAL DEAN PORTFOLIO

- In 2019, medicine students were able to access a specialist disability adviser as part of the Medical Student Support Team (MSST). The MSST adviser is trained as a University Disability Adviser and is a liaison point for academic and professional staff. Possessing a detailed understanding of the Medicine program and how best students with a disability could be supported to achieve their academic goals. The MSST adviser also provides support to students with a disability at their clinical placement by providing face-to-face appointments, strengthening services offered and facilitating communication between the faculty, Student Services and the student.
- The MSST became MHFA trainers.
- MSST has also provided feedback to curriculum reviews to reduce student stressors and pressure points within the curriculum.
- Specialised training has been provided to medicine program staff, including staff in rural sites to support students with a disability or mental health.
- Procedural improvements were made in 2018/19 to ensure medical students were provided with timely advice and assistance in arranging adjustments within a clinical setting.
- Compulsory orientation and preparation week activities in 2019 included information on disability support for students, this information was also provided in newsletters throughout the semester.

##### 4.5.2 STUDENT AND ACADEMIC PORTFOLIO

- The Faculty Equity, Diversity and Inclusion committee was established, chaired by a member of the Faculty Executive.
- Appointed Academic Support Leads to assist students in the MD program. As part of their remit, these positions act as a contact point to facilitate the relationship between the Faculty and Disability Services given the size and complexities of the program.
- Continued improvement of website accessibility by extending deployment of ExamSoft and ePortfolio to Phase 2 of the MD program, and ongoing review of the student facing Medical Program webpages. The Portfolio has used standardised LMS templates that have facilitated greater student accessibility.
- The Portfolio has developed indicator flags in the InPlace system to identify students requiring adjustments to ensure these are facilitated at the placement site.

#### 4.5.3 RESEARCH PORTFOLIO

- UQ Student Services present to new students at Graduate School quarterly HDR inductions, and provide information about support available for students with a disability.
- Supervisors of staff who indicate a disability liaise with the Faculty OH&S officers, Human Resources, and UQ Health Safety and Wellness, who coordinate to adjust the work environment as appropriate.

#### 4.5.4 SCHOOL OF BIOMEDICAL SCIENCES (SBMS)

- The School proactively uses the Honours handbook to provide information about disability and support prior to their commencement.
- Works closely with Disability Services to determine the appropriate course of action to accommodate student needs, ensuring proactive communication between course coordinators and DDIA.
- As an example, the School offered support to an Honours student with a disability, which has enabled them to withdraw and re-enrol twice since 2017. The student is currently enrolled in the Honours program and aiming to graduate in 2019.
- The School is currently engaging with Disability Services to determine the appropriate course of action to safely accommodate a student in the Gross Anatomy Facility. This case highlighted the importance of developing accurate and comprehensive SAP, to ensure the effectiveness of support measures.

#### 4.5.5 SCHOOL OF PUBLIC HEALTH

- Staff from the Student Affairs Division have been invited to attend T&L Committee meetings to provide updates or relevant information about disability inclusion.
- The School has also encouraged and supported both academic and professional staff in attending MHFA courses in 2019.

### 4.6 FACULTY OF SCIENCE

TABLE 4.61 SCIENCE RETENTION AND ATTRITION (TOTAL)

	2015	2016	2017	2018
<b>Students without disability</b>				
Retention	85.4%	85.3%	84.9%	86.2%
Attrition	14.6%	14.7%	15.1%	13.8%
<b>Students with disability</b>				
Total	402	443	518	597
Retention	81.5%	82.8%	83.0%	85.9%
Attrition	18.5%	17.2%	17.0%	14.1%

The Faculty of Science through the Associate and Deputy Associate Dean(s) (Academic), and the T&L Committee, remains committed to ensuring the best outcome for students through the vision and principles outlined in the DAP. The Associate Deans (Academic) continue to encourage teaching staff to communicate with DDIA on issues around individual SAP.

The Faculty of Science Equity, Diversity and Inclusion Committee has recently included Disability to the Committee's Terms of Reference in order to ensure that DAP objectives remain a priority at a Faculty and School levels.

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#### 4.6.1 INSTITUTE FOR MOLECULAR BIOSCIENCES (IMB)

The most prevalent form of disclosed disability within IMB are mental health conditions. In recognitions of this, IMB has developed a number of wellness supports including:

- 13 IMB core professional staff are undertaking MHFA certification.
- Celebrating and acknowledging the presence of MHFA certified staff within IMB.
- Developing individual mental health plans for staff with aid of UQ Support services.
- Recognising and celebrating RUOK Day each year by hosting an event to promote discussion and providing access to DDIA. This is organised by the IMB Student Association in collaboration with Student Services.
- Providing free yoga classes, which are run through the IMB Student Association.
- Undertaking a scoping exercise to understand the physical requirements of disabled staff and students to undertake research in a PC2 laboratory environment.

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#### 4.6.2 SUSTAINABLE MINERALS INSTITUTE (SMI)

- Reviewed its website making it compatible with browser accessibility features.
- Communication is available with captions/subtitles all videos and photos used in media.
- For students who identify as having a disability, SMI Centre administration staff and SMI's Workplace Health, Safety and Facilities Manager work together to assist the student, and DDIA with developing a plan to manage the student's disability and seek assistance through Student Services.

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#### 4.6.3 QUEENSLAND BRAIN INSTITUTE (QBI)

At the end of 2018, QBI established an Equity, Diversity and Inclusion Committee that will partner with QBI's PGC to develop and implement strategies to support students with disabilities. The Committee will also be responsible for addressing the following action items from the DAP:

- Assessing the incidences of retention among UQ students who identify as having a disability and evaluate the effectiveness of support initiatives.
- Implement strategies to strengthening communication processes between DDIA and academic staff regarding Student Access Plans.
- Provide appropriate opportunities prior to admission for applicants to be involved in discussion regarding potential disability modifications.

## 5. CHALLENGES, RECOMMENDATIONS AND SIGNIFICANT ACHIEVEMENTS

### 5.1 CHALLENGES REPORTED BY STAKEHOLDERS

- UQ's 2019 Voice Survey results indicate that staff with disability have less positive views than staff without disability in key survey areas.

- Almost all the faculties reported their discontent with accessing relevant information via Reportal to identify students with disabilities. Furthermore, it is difficult to interpret and evaluate the effectiveness of support measures when retention information is limited to percentages.
- Accommodating students who could potentially benefit from a SAP, but did not wish to disclose a disability.
- Schools reported that more work could be done to improve communication between HDR coordinators and HDR students' supervisors, as there have been cases where disabilities have been disclosed to HDR coordinators, and subsequently SAP implemented, without providing that information back to supervisors.
- Communication and collaboration across UQ stakeholders can be strengthened in order to provide the best support available to staff and students with disabilities.
- Student Services have been required to provide additional support in and around where students do clinical/ practical placements. This is likely to have to continue but has not yet been budgeted for. This will be reviewed in 2020 for 2021, once there is a better understanding of the likely costs associated with this. To assist in this, the Student Services team has identified networks of practitioners in some rural sites to assist with student support.

## 5.2 RECOMMENDATIONS REPORTED FROM STAKEHOLDERS

- A mechanism to monitor SAP would be beneficial in providing more insightful reporting.
- Strengthening the relationship between DDIA and Course Coordinators to provide the best support for students with disability.
- The provision of appropriate and meaningful information from the DDIA to teaching staff ensures that teaching staff provide a better learning experience and are able to facilitate adjustments for students with disability where appropriate.
- The Library recognises the importance to improve signage and wayfinding with a focus on accessible and universal principles
- Student Affairs sees an opportunity to engage with HDR students closer to their arrival to ask if they have any requirements they wish to raise. This is something they are currently working on as the time from offer to arrival for HDR students can be 3-6 months, or sometimes longer.
- Faculties could positively benefit from having access to information regarding students registered as having a disability. This information is currently only accessible through withdrawal or show course applications, making it too late for effective support. Having access to supporting data that allows assessment and follow up, would facilitate the work and the impact in the work done to support peoples with disability.

## 5.3 OUTSTANDING ACHIEVEMENTS

- Faculties are moving towards UQ's Drupal Web Platform
- School of Social Sciences, among others, noted an increase in the number of SAPs, attesting to the increased number of students who are aware that such a plan exists
- FoM has established the Equity, Diversity and Inclusion Committee, chaired by a member of the Faculty Executive.
- At the end of 2018, QBI established an Equity, Diversity and Inclusion Committee that is collaborating with QBI's PGC to develop and implement strategies to support students with disabilities.
- The Faculty of Science Equity, Diversity and Inclusion Committee has recently included Disability to the Committee's Terms of Reference in order to ensure that DAP objectives remain a priority at a Faculty and School levels.
- The QBI recently recruited a specialist Digital Marketing Manager who will lead this work in reviewing their website.

- Mental Health Strategy Coordinator professional position was created and filled. This is a specialist position that is instrumental in the delivery and implementation of the UQ Mental Health Strategy
- Human Resources, led by WDI, has established the UQ DIG to provide a consultative mechanism for developing and implementing disability inclusion initiatives across UQ
- [DiversityHub](#) has been developed to strengthen the connection between students and employers to further enhance inclusion in the workplace.
- Over 600 staff members have received training to enhance their skills and knowledge in terms of disability inclusion and support

## APPENDIX 1- DEFINITIONS

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

**Direct Disability Discrimination:** discrimination occurs where a person is treated less favourably than another person without the attribute. Direct discrimination occurs where a person is treated less favourably because of disability.

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

**Inclusive Curriculum Design:** Inclusive curriculum design provides the opportunity for students from diverse backgrounds to access, participate and succeed, building on the life experiences and differing points of view of students to enhance the learning of all students, not just those with disability. This good course design builds in flexibility to accommodate a range of abilities and cultural backgrounds.

**Indirect Disability Discrimination:** Indirect discrimination occurs where there is a requirement or practice that is applied equally to persons with and without a disability, but has a detrimental impact on a person with a disability, and that requirement or practice is unreasonable.

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

**Reasonable Accommodation/Adjustment:** This is defined by the United Nations Convention on the Rights of Persons with Disabilities as the necessary and appropriate modification and adjustments which do not impose a disproportionate or undue burden, where needed in a particular case, in order to ensure that persons with disabilities can enjoy or exercise all human rights and fundamental freedoms on an substantively equitable basis with others. In the education environment this may be a measure or action (or group of) that assists the student with a disability to participate on the same basis<sup>2</sup> as a student without a disability and can include an aid, a facility, or a service that the student requires because of the functional consequences of their disability (DSE 2005 pp 9 – 20).

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<sup>2</sup> “On the same basis” does not mean treating everyone the same. *“On the same basis’ means that a student with disability has opportunities and choices, which are comparable with those offered to students without disability in relation to admission or enrolment in an institution; and participation in courses or programs and use of facilities and services” (Review of Disability Standards of Education 2005, Discussion paper 2010, DEEWR 2010, <https://docs.education.gov.au>)*



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

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

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

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

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

Once a reasonable adjustment is made, the principles of merit and academic standards apply.

The DDA and Disability Standards for Education 2005 provide exceptions to the obligation to provide reasonable adjustments including where the provision of adjustments or measures would impose unjustifiable hardship on the University.

**Students:** Students means current undergraduate, postgraduate and research higher degree students who are studying full-or-part-time at the University.

**Substantially equal basis:** This term incorporates the concepts of formal and substantive equality. Formal equality ensures that rules, criteria and processes do not explicitly discriminate against any person or group of persons. Substantive equality ensures the effects of rules, criteria and processes are non-discriminatory. Substantive equality recognises that rights, entitlements, opportunities and access are not equally distributed throughout society and that individuals and groups have different needs. In order for individuals or groups to have equal access to resources and opportunity there needs to be an understanding that flexibility and consultation is required to effectively design programs, resources and initiatives to enable and empower individuals and groups to actively participate in their environment. In the University environment this means that the University has a positive-solution-based-focus in achieving equality of outcomes as defined by the United Nations Convention on the Rights of Persons with Disabilities (for more information on the Convention, see appendix 2 of the Plan).

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