# University of Melbourne Disability Action Plan

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Vice-Chancellor's Foreword

The University of Melbourne has a proud history of supporting students experiencing disability to take advantage of the benefits of University life. As early as 1968, the University had established a Handicapped Students' Advisory Committee to develop policies to assist us in being inclusive. The University publication The University and the Physically Handicapped Student records that by 1973 our students had flexible exam arrangements, individual study rooms with assistive technology, extended library loans and special parking permits were already in place.

While the language used during these early years may cause uneasiness today, it serves as a useful reminder as to how approaches to disability have changed over time. The University has been at the forefront of these changes.

In 1994, we were the first organisation in Australia to lodge a Disability Action Plan with the Human Rights and Equal Opportunity Commission. Successive plans have contributed to positive changes within the University community.

Disability is bound neither by class nor culture. Many staff members and students experience disability in some form. This latest iteration of the Disability Action Plan complements the Staff Equity and Diversity Framework 2008-12, which provides a plan for progressing the equity and diversity of all staff, including staff with disabilities. Together, the Framework and this Action Plan demonstrate the University's inclusive approach along with our commitment to excellence.

Providing a rich Melbourne Experience for all of our students lies at the heart of the University’s Growing Esteem strategy. The Disability Action Plan 2008 – 2011 sets out the strategies to guide us as we continue to seek ways to assist students experiencing disability participate ever more fully in University life.

Glyn Davis
Vice-Chancellor
About the University of Melbourne

The University of Melbourne was established in 1853, with its first intake of students in 1855. It was founded to educate privileged students in an intimate setting, at a standard that would match Oxford. Adopting the Greek goddess Nike as a symbol of prowess, and a Roman poet’s promise to ‘grow in the esteem of future generations’, the University aspired to be known for educational excellence and its wider contribution to the public and private good.

In the decades that followed the University took up research, community outreach, public service and nation-building programs consistent with its character as a public institution. For most of this history the University was funded primarily by government, its finances supplemented with fees from students. Commercial enterprise was the business of others, beyond the pale of ‘a place apart’. Philanthropic income, ever welcome, was sporadic and serendipitous.

In recent decades especially, much has changed…

Today the University of Melbourne is ranked as a leading university in Australia and internationally. Every one of its faculties has staff of high national and international standing in their fields. The institution supports more than 5,700 researchers, including more than 4,000 higher degree research students. Some 100 research centres provide a focus for work in specialist disciplines and multidisciplinary fields. Domestic and international enrolments have grown dramatically. Total student numbers, full time and part-time, reached over 44,000 in 2005, including more than 10,000 international students.

Over the last 10 years more than 90 per cent of Victoria’s most outstanding school leavers have chosen to study at Melbourne. Its qualifications are highly regarded by employers and Melbourne graduates benefit accordingly. Melbourne topped the 13 Australian universities listed in the Times World’s Top 200 Universities 2006 for the employability of its graduates.

The Melbourne Vision

In pursuit of its vision to be a public-spirited institution highly regarded for making distinctive contributions to society, the University is guided by the following principles:

- As a scholarly community, Melbourne will uphold the values of intellectual freedom, honesty, openness and rigour;
- As a research institution, Melbourne will open new paths to understanding, support critical and creative endeavour and provide an outstanding research training experience for future leaders in academia, government and industry.
- Melbourne will continue to support a range of disciplines, while also directing additional funding towards disciplines of strategic importance in which the University is currently or potentially a world-leader;
- As a learning and teaching institution, Melbourne will seek out the brightest students from the widest range of backgrounds. It will offer an outstanding education designed to equip each new cohort to succeed in a globalised environment, and define a future that it values;
- As a public-spirited institution, Melbourne will make its research, student learning and knowledge transfer programs serve public ends;

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1 The University of Melbourne Plan 2007 p 5
2 The University of Melbourne Plan 2008 p 4
As an internationally engaged institution, Melbourne will work to meet global challenges with intelligence and ingenuity, and respect for cultural difference and common humanity. It will draw on the rich diversity of its staff and student body, strong relationships with local and international partner institutions, and an alumni network of talented graduates spread across the globe;

As a university with a strong sense of place, Melbourne will cherish its campus locale, set in a vibrant multi-cultural metropolis. Here face-to-face teaching will be the norm, scholars will gather from across the globe, and learning communities will enrich their work with evolving technologies; and

As an employer, Melbourne will strive for exemplary employment practices. Melbourne will strive to attract, retain and assist the professional development of talented and diverse staff and will support the educational goals of an inclusive university.

Growing Esteem – A Triple Helix Strategy

Melbourne’s strategy is conceived as a triple helix—three strands of core activities, each sharply focused and well-resourced, and all mutually supportive. Each is valued in its own right, but taken together the three strands define the purpose and character we seek for the University of Melbourne.

The first strand – learning and teaching – has been with the University since its origin in 1854. With the Melbourne Model the importance of education, undergraduate and graduate, has been a central focus of new thought and investment.

The second strand – research and research training – took some decades to take hold within the institution. It is now core, linking Melbourne to the great centres of scholarship around the world. Supporting research priorities will be a major focus for the year ahead.

The final strand is knowledge transfer – long practised but not always acknowledged at the University. A commitment to projects based on engagement, exchange and partnership with wider constituencies has become a familiar part of University aspirations.

With greater concentration of institutional resources in each strand, our aim is to deepen the relevance and widen the impact of our academic mission.

This means setting priorities which demonstrate the goals of the institution, making choices about academic programs and essential support functions such as enterprise systems, and helping staff and students to realise their talents.

Disability and the University of Melbourne

The concept of disability is one that has gone through significant change over previous decades. The concept of the “Handicapped Student”, prevalent in the 1960’s and 1970’s has now been replaced with differing terminology and understandings of disability. Consistent with the University’s approach under Growing Esteem, to review practices from first principles, the concept of disability has been reviewed by examining contemporary theoretical models of disability. The University has also reviewed the way in which disability is defined and understood by a range of external stakeholders.

3 The University of Melbourne Plan 2008 p 3
Disability is described and defined in different ways by various University stakeholders. Department of Education Employment and Workplace Relations (DEEWR) requirements to request disability information from students at enrolment use a different definition of disability to that contained in disability discrimination legislation. To obtain an accurate assessment of how disability is managed by the University, a variety of indicators and feedback mechanisms need to be reviewed in parallel.

**Equity Performance Indicators for Higher Education (Disability)**

A tool for measuring performance in the higher education sector is the DEEWR Equity Performance Indicators for Higher Education. These indicators draw upon data generated by students who choose to disclose a disability at enrolment. A Glossary of Terms used in the Equity Performance Indicators is available in the Appendix.

The DEEWR data provides a useful data set, but does not adequately capture the reality of disability at the University. Many students choose not to indicate a disability at enrolment fearing stigma. Many students do not equate their characteristics with disability at the time of enrolment, yet go on to utilise disability services. Many other students acquire disability after enrolment.

The Equity Performance Indicators (Table 1) demonstrate that the University’s performance:

- Has an Access and Participation rate lower than national average.
- A retention rate that meets the national average.
- Has a success rate that exceeds the national average.

It can be inferred from the performance indicators that the University has some success in enabling the participation of students, but experiences difficulty in providing initial entry to the University. Improving University performance against Equity and Performance Indicators for Higher Education is a continuing priority for the University.

**Table 1: University of Melbourne Equity Performance Indicators 2001 – 2005**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>State 06</th>
<th>Nat 06</th>
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</thead>
<tbody>
<tr>
<td>Access (%)</td>
<td>2.50</td>
<td>2.87</td>
<td>2.33</td>
<td>2.67</td>
<td>2.77</td>
<td>2.86</td>
<td>3.10</td>
<td>3.49</td>
</tr>
<tr>
<td>Participation (%)</td>
<td>2.77</td>
<td>2.82</td>
<td>2.88</td>
<td>2.91</td>
<td>3.04</td>
<td>3.10</td>
<td>3.25</td>
<td>4.02</td>
</tr>
<tr>
<td>Participation (ratio)</td>
<td>0.35</td>
<td>0.35</td>
<td>0.36</td>
<td>0.36</td>
<td>0.38</td>
<td>0.39</td>
<td>0.41</td>
<td>0.50</td>
</tr>
<tr>
<td>Retention (ratio)</td>
<td>0.98</td>
<td>0.95</td>
<td>0.98</td>
<td>0.94</td>
<td>0.97</td>
<td>0.97</td>
<td>0.96</td>
<td>0.96</td>
</tr>
<tr>
<td>Success (ratio)</td>
<td>0.95</td>
<td>0.96</td>
<td>0.95</td>
<td>0.96</td>
<td>0.95</td>
<td>0.96</td>
<td>0.95</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Australian Universities Quality Agency

The Australian University Quality Agency (AUQA) University of Melbourne Report\(^5\) made the following statement in relation to Equity and Access:

UoM gives high priority to the principles and practice of equity with respect to access to the University, in all areas of human resource policy and management.

The key performance indicators for student equity and access for students are to:

- increase by 50% the number of students from educationally, financially or socially disadvantaged backgrounds enrolling in undergraduate programs, and
- double the number of Indigenous Australians graduating from the University.

In comparison with the other Go8 universities UoM ranks below the national average for recruitment of students from all targeted equity groups. In 2004, UoM fell short of its own targets, and there was little change in the period from 2002 to 2004. According to UoM, it is a challenge to live up to its equity agenda when it is also aiming at maintaining high selection entrance scores for students from equity groups. On the other hand UoM exceeds national indicators for retention rates for all equity groups except for students with disabilities.

The Audit Panel recognises the University’s difficulties in finding the right balance between equity and merit, particularly in student recruitment and enrolment, and the Panel appreciates that UoMs reputation for high standards of scholarship and achievement may deter potential students from disadvantaged group. Nevertheless, due to the importance attributed to equity and access in the University’s strategy, and the fact that its main goal regarding equity and access is to entrench equity and merit, the University is under an obligation to make an extraordinary effort to resolve the problem. The introduction of the Access Melbourne scheme seems to be having the intended effect (see section 10.2).

As described in Table 1 above, since the AUQA Audit, there have been increases in disability access and participation indicators. Retention and Success indicators now exceed the National average.

Equal Opportunity Complaints

Disability issues feature significantly in complaints under anti-discrimination complaints through the Victorian Equal Opportunity Commission and in cases dealt with by the University of Melbourne Equal Opportunity Unit (Table 2). Details of complaints made to the Victorian Equal Opportunity Commission relate all complaints, not complaints against the University of Melbourne. Cases dealt with by the Equal Opportunity Unit and Anti-Discrimination Advisors on the basis of disability fluctuate significantly in raw numbers and proportional terms. Reports from the Equal Opportunity Unit do not disaggregate complaints made on the basis of disability by students and staff. It can be inferred from this data that more work is required before

\(^5\) Australian University Quality Agency Report of an Audit of the University of Melbourne 2006
the University (and broader community) can be considered non-discriminatory environments.

Table 2 Disability issues as a proportion of cases dealt with by the Equal Opportunity Unit and Anti-Discrimination Advisors, and complaints made to the Equal Opportunity Commission\(^6\)

<table>
<thead>
<tr>
<th></th>
<th>Equal Opportunity Unit Cases</th>
<th>Anti-discrimination Advisors Cases</th>
<th>Equal Opportunity Commission Complaints(^7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>11% (n = 11)</td>
<td>11% (n = 1)</td>
<td>29% (n = 531)</td>
</tr>
<tr>
<td>2003</td>
<td>19% (n = 16)</td>
<td>33% (n = 10)</td>
<td>29% (n = 597)</td>
</tr>
<tr>
<td>2004</td>
<td>16% (n = 8)</td>
<td>15% (n = 3)</td>
<td>33% (n = 610)</td>
</tr>
<tr>
<td>2005</td>
<td>18% (n = 14)</td>
<td>9% (n = 2)</td>
<td>31% (n = 570)</td>
</tr>
<tr>
<td>2006</td>
<td>31% (n = 34)</td>
<td>31% (n = 8)</td>
<td>30% (n = 655)</td>
</tr>
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</table>

Qualitative Information

The University consults and obtains qualitative feedback from students with disabilities in several ways. The most frequent mechanism for consultation and feedback is for students to liaise with staff of the Disability Liaison Unit (DLU). Whilst this feedback is useful for identifying and implementing adjustments for students, it is difficult to draw broad conclusions about the quality of student participation. To assist in obtaining objective feedback about student participation outside of negotiating reasonable adjustments, a student forum is held each semester. These forums are arranged by the DLU but independently facilitated by a representative of the student union. A description of the experience of disability on campus emerges from forum discussions. Issues relating to mental illness feature prominently in these feedback forums.

In 2006, the University conducted a one year project targeted at the experience of mental illness at the University. Web surveys and individual interviews were conducted by a project officer as a means of developing a clear understanding of the experience of students with a mental illness. Further web surveys have been conducted by both the Disability Liaison Unit and University Planning Office to augment the University's understanding of disability in the student body.

Information gathered from these qualitative processes, whilst providing both positive and negative feedback, highlights several key student concerns:

- The application process through which students request adjustments is not satisfactory.
- Accessibility of the University is problematic.
- Staff awareness of disability issues and mechanisms by which students can obtain adjustments are not satisfactory.

\(^6\) N = raw number of cases/complaints, % = the number of contacts/complaints expressed as a percentage of all discrimination cases/complaints

\(^7\) Refers to all complaints received by the Equal Opportunity Commission on the grounds of disability.
• Access to disability specific services such as Auslan interpreters are not satisfactory.

The Disability Liaison Unit (DLU)

The organisational Unit with primary responsibility for facilitating the participation of students experiencing disability is the DLU. Whilst considering requirements under the Disability Standards for Education and Disability Discrimination Act, the DLU consults with students about the impact of disability on study and recommends reasonable adjustments\(^8\) to staff involved in teaching and service delivery. Common adjustments include alternative examination arrangements, extensions for assessment, access to assistive technology and additional educational supports such as learning materials in accessible formats and Auslan interpreters.

Students experiencing disability are enrolled in every faculty of the University. Many students accessing services from the Disability Liaison Unit have not disclosed a disability at enrolment. Figure 1 indicates the number of students who have either disclosed at enrolment or utilised the services of the Disability Liaison Unit in 2006.

Figure 1. 2006 Faculty Comparison of Enrolment and Disability Liaison Unit data

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\(^8\) The Disability Standards for Education (Cwth 2005) require the University to provide reasonable adjustments to students with disability. An adjustment is a measure or action (or a group of measures or actions) taken by an education provider that has the effect of assisting a student with a disability. An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

The University lodged a Disability Action Plan with the Human Rights and Equal Opportunity Commission in 2004. The Access and Equity Committee was responsible for the development of the Plan and ongoing oversight of its implementation.

In accordance with the Plan’s accountability processes, responsible staff were contacted and asked to comment on progress towards performance measures detailed in the Plan. Progress in reaching the Plan’s goals has been positive, and the Key Achievements of the Plan follow.

- The accessibility of administrative and teaching information has improved significantly following the introduction of Guidelines on Information Access for Students with a Print Disability.
- An accessibility audit was conducted, and rectification of the faults identified has been funded through a continuing allocation of $200,000 per year.
- Student Consultation Forums have been held by the University since the launch of the Plan, improving the University’s capacity to understand the needs of students experiencing disability.
- Longstanding difficulties in providing students with access to information via Auslan interpreters have been resolved through the University pioneering the use of Live Remote Captioning. This service model is now widely in use across Australia. The development of Live Remote Captioning has been recognised through the highly competitive University of Melbourne Norman Curry Award and Australian Learning and Teaching Council Citations for Outstanding Contributions to Student Learning.

The University experienced some difficulty in progress towards goals of the Plan which related to the integration of the Action Plan into Faculty and Administrative planning processes. Several respondents who had a designated responsibility under then plan reported to be unaware of the Action Plan and their associated responsibilities. Information had not been communicated adequately to Departments and designated staff both in the planning processes and ongoing accountability processes.

Several strategies articulated in the Plan were made redundant by change associated with the broader higher education sector reforms and the implementation of the University Growing Esteem strategy.

The convergence of the Disability Action Plan 2004 – 2007 and curriculum and structural reform associated with Growing Esteem created significant opportunities for the elimination (rather than dismantling) of barriers to participation. Examples of how disability has been addressed include:

- Applications for all new courses require proponents to consider and comply with the Disability Standards for Education.
- The design and construction of new learning spaces and learning precincts set new international benchmarks for inclusion and access for students with disability.
- Integrated University-wide academic and administrative policies have been developed that will enhance the process by which students gain access to reasonable adjustments.
- The Student Advice Model provides all Enquiries Officers and Student Advisors with training on disability.
Access for students with disability to graduate education has been enhanced through the introduction of a Graduate Access program.


The University of Melbourne Student and Staff Equity Group authorised staff of the Disability Liaison Unit and Equity and Diversity Planning to develop the Disability Action Plan.

To assist in the development of the Plan, the University has structured the Action Plan and consultation process around DEEWR defined disability categories; Hearing, Vision, Learning, Mobility and Medical, with Mental Health and Neurological Conditions representing the category of Other.

Key issues impacting on disability categories were identified through feedback mechanisms described in the section Disability and the University of Melbourne. Key issues were integrated into Issues Papers highlighting specific disability related issues relevant to organisational units. In total 17 issues papers were developed that targeted the following areas:

- Faculties
- Information Services
- Property and Campus Services
- Academic Services

Each area was encouraged to incorporate the information contained in the Issues Papers into their change processes. The change being undertaken as a result of Growing Esteem provides an opportunity to resolve structural, policy, procedural and attitudinal barriers to student participation. The operational context of each area is different, and a variety of approaches have been taken to incorporate disability information into change processes including:

- Placing disability as a standing agenda item on departmental committee meetings.
- Establishing disability action plans at the departmental level.
- Establishment of disability working groups under the auspice of Departmental committees.
- Placing disability issues on the annual reporting cycle of committees.

Relevant areas of the University will be required to report on steps they have taken to enable the participation of students experiencing disability on a bi-annual basis. Disability Issues Papers will be prepared on a bi-annual basis for relevant areas of the University. The Issues Papers will be based on the feedback generated from continuing feedback mechanisms established by the University.

Student and Staff Equity Group will have continued oversight of the Disability Action Plan. Matters with significant policy or financial implications will be referred to Senior Executive for consideration.

In addition to these principally student focused activities, the University has adopted a Staff Equity and Diversity Framework 2008-12 to provide a coherent and overarching plan that supports the University’s progress towards equity and diversity for all staff, including staff with disability. The Framework contains a number of goals, priorities, and strategies relevant to staff with disability. Accountability for monitoring
the overall implementation of the *Framework* rests with the University's Student and Staff Equity Group.

**Disability Action Plan Goals 2008 – 2011**

The purpose of the University's Disability Action Plan is to establish strategies that achieve the objectives of the Disability Discrimination Act.

(a) to eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of:
   (i) work, accommodation, education, access to premises, clubs and sport; and
   (ii) the provision of goods, facilities, services and land; and
   (iii) existing laws; and
   (iv) the administration of Commonwealth laws and programs; and

(b) to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and

(c) to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

To meet this objective the University has 3 broad goals.

1. The University anticipates that students experiencing disability feature prominently amongst the student body, and structures curriculum and services to enable participation.
2. The University makes adjustments to curriculum and services to meet the specific needs of students experiencing disability and enable their participation in University activities.
3. The University evaluates the experience of students experiencing disability to understand where student participation is restricted, altering its activities where appropriate.

The following targets will be pursued in relation to achieving these goals.
**Disability Action Plan Targets 2008 – 2011**

1. The University anticipates that students experiencing disability feature prominently amongst the student body, and plans for curriculum and services to enable their participation.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Performance Indicators</th>
<th>Officer Responsible</th>
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<tr>
<td>▪ Mechanisms are established for considering disability during planning processes.</td>
<td>▪ There is evidence that Faculties and Divisions have appropriately considered disability related issues during change and planning processes (continuing).</td>
<td>▪ Provost ▪ Senior Vice-Principal</td>
</tr>
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<td>▪ Staff whose work influences the experience of students have access to disability awareness training.</td>
<td>▪ There is evidence that relevant University staff have engaged in disability related professional development activities (continuing).</td>
<td>▪ Provost ▪ Senior Vice-Principal</td>
</tr>
<tr>
<td>▪ The Information and Communication Technology environment provides improved access for students with assistive technology needs.</td>
<td>▪ Student access to assistive technology extends beyond current locations (2009 and continuing).</td>
<td>▪ Director, Information Technology ▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td>▪ Students have improved access to staff that identify and implement reasonable adjustments.</td>
<td>▪ Through the implementation of the Melbourne Student Services Model, the responsibility for identification and implementation of reasonable adjustments is extended to designated Student Advisors (2009). ▪ There is evidence that Student Advisors have engaged in professional development activities that builds their capacity to identify and implement reasonable adjustments (2009).</td>
<td>▪ Provost ▪ General Manager, Disability and Equity Programs ▪ Student Centre Managers</td>
</tr>
<tr>
<td>Targets</td>
<td>Performance Indicators</td>
<td>Officer Responsible</td>
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<td><strong>Hearing</strong>&lt;br&gt;• Enable access for students with hearing impairments to Lectopia audio recordings.&lt;br&gt;• Maintain and enhance Live Remote Captioning in context Unified Communications Program.&lt;br&gt;• Revise policy on information access for students with disabilities.</td>
<td>• Guidelines established on access to transcripts of Lectopia recordings (2009).&lt;br&gt;• Live Remote Captioning services are maintained (Continuing).&lt;br&gt;• Information access policy established and implemented (2009).</td>
<td>▪ General Manager, Disability and Equity Programs&lt;br&gt;▪ Director, Information Technology</td>
</tr>
<tr>
<td><strong>Learning</strong>&lt;br&gt;• Establish a Working Group on Learning Disability Issues.</td>
<td>• Working Group established and Briefing Document on Learning Disability prepared for SSEG (2010).</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td><strong>Medical</strong>&lt;br&gt;▪ Enhance academic and administrative policies to improve access to reasonable adjustments.&lt;br&gt;• Promote use of LMS.</td>
<td>• There is evidence that the implementation of Melbourne Model Policy and Procedure Project and related policy documents has enhanced student access to reasonable adjustments (2010).&lt;br&gt;• Demonstrated increase in use of LMS across the University (Continuing).</td>
<td>▪ Provost&lt;br&gt;▪ General Manager, Disability and Equity Programs&lt;br&gt;▪ PVC Teaching Learning and Equity</td>
</tr>
<tr>
<td><strong>Mental Health Conditions</strong>&lt;br&gt;• Develop and implement Mental Health Strategy.</td>
<td>• Mental Health Strategy Published and Launched (2010).</td>
<td>▪ Manager, Counselling Service</td>
</tr>
<tr>
<td><strong>Neurological</strong>&lt;br&gt;• Enhance academic and administrative policies to improve access to reasonable adjustments.</td>
<td>• There is evidence that the implementation of Melbourne Model Policy and Procedure Project and related policy documents has enhanced student access to reasonable adjustments (2010).</td>
<td>▪ Provost&lt;br&gt;▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td>Targets</td>
<td>Performance Indicators</td>
<td>Officer Responsible</td>
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<tr>
<td>Physical/Mobility</td>
<td>• Improve accessibility of campus.</td>
<td>▪ VP Property and Campus Services</td>
</tr>
<tr>
<td>Vision</td>
<td>• Revise policy on information access for students with disabilities.</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td></td>
<td>• Enhance mobility for students with Low Vision through improved signage, contrast strips and tactile surface indicators, and development of way finding resources.</td>
<td>▪ Director, Information Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ VP Property and Campus Services</td>
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<td></td>
<td></td>
<td>▪ General Manager, Disability and Equity Programs</td>
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<tr>
<td></td>
<td>• 99% of Teaching Spaces to be accessible by 2011.</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td></td>
<td>• Revise Project Management and Design Standards to require building works to meet as a minimum Australian Standard 1428.1 and 1428.2 (2009).</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td></td>
<td>• Information access policy established and implemented (2009).</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td></td>
<td>• There is evidence that improvements have been made to disability access (continuing).</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
<tr>
<td></td>
<td>• A way finding resource is developed for students with mobility difficulties (2010).</td>
<td>▪ General Manager, Disability and Equity Programs</td>
</tr>
</tbody>
</table>
2. The University makes adjustments to curriculum and services to meet the specific needs of students experiencing disability and enable their participation in University activities.

<table>
<thead>
<tr>
<th>Targets</th>
<th>Performance Indicators</th>
<th>Officer Responsible</th>
</tr>
</thead>
</table>
| ▪ Enhance academic and administrative policies to improve access to reasonable adjustments. | ▪ There is evidence that the implementation of Melbourne Model Policy and Procedure Project and related policy documents has enhanced student access to reasonable adjustments (2010). Specific policies and documents to monitor include:  
  o Students Experiencing Academic Disadvantage  
  o Special Consideration  
  o Students at Risk  
  o Remission of Debt  
  o Statements of academic requirements                                                                 | ▪ Provost                          |
| ▪ Students have improved access to staff that identify and implement reasonable adjustments. | ▪ Through the implementation of the Melbourne Student Services Model, the responsibility for identification and implementation of reasonable adjustments is extended to designated Student Advisors (2009).  
  ▪ There is evidence that Student Advisors have engaged in professional development activities that builds their capacity to identify and implement reasonable adjustments (2009). | ▪ Provost                          |
| ▪ Waiting lists for access to specialist disability services through the DLU not to exceed 3 weeks. | ▪ Demand for disability services monitored by DLU (Continuing).                                                                                                                                                        | ▪ General Manager, Disability and Equity Programs |
| ▪ Participation in extracurricular activities for students experiencing disability increases. | ▪ There is evidence that students experiencing disability are participating in extracurricular activities, and that demand for services to participate in extracurricular activities increases (Continuing). | ▪ General Manager, Disability and Equity Programs |
3. The University evaluates the experience of students experiencing disability to understand where student participation is restricted, altering its activities where appropriate.

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<th>Targets</th>
<th>Performance Indicators</th>
<th>Officer Responsible</th>
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| ▪ DEEWR Performance Indicators for Equity in Higher Education reviewed on an annual basis. | ▪ 2007 Access and Participation ratios will increase by no less than 10% (2011).  
 ▪ A success ratio of 0.96 will at least be maintained (continuing). | ▪ Provost  
 ▪ PVC Teaching Learning and Equity  
 ▪ General Manager, Disability and Equity Programs |
| ▪ Monitor feedback generated by the Melbourne Experience Questionnaire. | ▪ Feedback generated by students with disabilities through the MEQ improves (2011). | ▪ General Manager, Disability and Equity Programs |
| ▪ The feedback generated from student consultation forums will demonstrate improvements over the life of the Plan. | ▪ Student feedback forums are held at least once per semester, with evidence that the feedback generated is responded to with a published strategy for resolution (continuing). | ▪ General Manager, Disability and Equity Programs |
| ▪ The University responds to systemic problems identified in student complaints through the Equal Opportunity Unit and Anti-Discrimination Advisors. | ▪ Annual report by EEO Unit on complaints relating to students with disabilities, with evidence that the feedback generated is actively responded to with a published strategy for resolution (continuing). | ▪ Manager, Equity and Diversity Unit  
 ▪ General Manager, Disability and Equity Programs |
| ▪ The strategy for consultation and communication of disability issues utilised by this Disability Action Plan is maintained. | ▪ Disability Issues Papers are prepared and circulated to relevant areas on a biannual basis (continuing).  
 ▪ There is evidence that the University has responded to barriers to participation highlighted in Disability Issues Papers (continuing).  
 ▪ A Disability Action Plan Implementation Report is provided to SSEG on an annual basis (continuing). | ▪ General Manager, Disability and Equity Programs |
Appendix

Glossary of terms - Equity Performance Indicators - 2006⁹

Rate
The rate is the indicator expressed as a percentage.

Ratio
The ratio is the indicator for an equity group expressed as a rate divided by a reference group rate for that indicator. This is a better measure of equity because it makes a comparison between the equity group and a suitable benchmark. Ratios of less than 1.00 indicate poor performance, while ratios of 1.00 and greater indicate good performance.

Access
Access is the indicator for commencing students in an equity group.

The access rate is the percentage of all commencing students who are in an equity group.

Participation
Participation is the indicator for all enrolments in an equity group. It can be expressed as a rate or a ratio.

The participation rate is the percentage of all students who are in an equity group.

The reference rates for the participation ratios for students with a disability, NESB students, and students from regional and remote areas is the percentage of that group’s share of the corresponding state population aged between 15-64 years. The reference value for low SES students is the percentage (participation rate) of high SES students.

Retention
Retention measures the proportion of students who continue their studies from the previous year. It can be expressed as a rate or a ratio.

The retention rate is the percentage of continuing students out of all students enrolled in the previous year who did not complete their course in that year.

The reference rate for the retention ratio for an equity group is the retention rate for all other students.

Success
Success measures academic performance by comparing the effective full-time student load (EFTSL) of units passed to the EFTSL of units attempted. It can be expressed as a rate or a ratio.

The success rate is the EFTSL of units passed in an equity group as a percentage of all EFTSL of units attempted in that group.

The reference rate for the success ratio for an equity group is the success rate of all other students.

⁹ Source accessed 17 October 2008