**DISABILITY ACTION PLAN**

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| **Custodian** | **OMS Authorisation** | **Document Reviewer** |
| Knowledge Resource Manager | ManagerQuality Assurance and Risk Management (QARM) | Head of Student & Business Support |

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# SECTION ONE: INTRODUCTION

## Why have a Disability Action Plan (DAP)?

A DAP provides an opportunity to create positive changes resulting from the removal of barriers for people with disabilities.

The DAP details current and future objectives and actions assigning timelines responsibility to assist the organisation to comply with the Disability Discrimination Act (1992) (DDA)

## Background

In 1994, a working party, comprising of Gordon staff and students, was formed to develop the first Disability Action Plan (1996-1999). In 1996, The Gordon’s Board adopted the plan and it became part of the Quality System. This plan established a set of on-going goals and strategies to ensure the Gordon met both its legal and moral responsibilities in relation to people with disabilities. The Gordon established Best Practice by being one of the first TAFE Institutes to lodge their Disability Action Plan with the Human Rights and Equal Opportunity Commission (HREOC). Annual reviews of this plan have since been undertaken and copies of the reports are available from Disability Support Services.

In 2003, a set of Disability Policies and Procedures was developed with reference to the DAP.

## The Gordon’s Current Plan

The reasons for developing and maintaining the DAP are:

* + - to produce a plan which will give direction and provide on-going support for the development and maintenance of an inclusive environment for all members of the community, and particularly people with a disability at The Gordon;
		- to give staff and students an opportunity to identify discriminatory barriers and contribute to identifying actions/strategies to overcome these barriers; and
		- to demonstrate The Gordon’s commitment to providing a non-discriminatory and inclusive community for people with a disability.
	+ The Actions reflect the principles of The Gordon’s Disability Policy and the DDA Education Standards (2005).
* The overall responsibility for the implementation of the DAP rests with the Chief Executive Officer, Executive and Management team and it will be overseen by the Disability Advisory Committee (DAC).
	+ The 2013 DAP was developed based on the 2012 version and then via a consultation process with the DAC.
* This DAP will be lodged with the Human Rights and Equal Opportunity Commission where it becomes a public record of The Gordon’s commitment to a non-discriminatory, inclusive environment.
* The DAP will be evaluated and reviewed annually and tasks reviewed to ensure they continue to respond to the changing needs of people with a disability who access The Gordon.

# SECTION TWO: GENERIC PLAN: APPROACH TO DISABILITY MANAGEMENT

2.1 Disability Management Linkages

|  |
| --- |
| **Plans** |
| **Principal Operational Plans** | **Held By** |  | **Specific Strategic Plans** | **Held By** |
| Strategic Plan | The Gordon Executive and members of the Management Team |  | Facilities Master PlanHealth and Safety Plan | ManagerFinance and Campus OperationsManagerOccupational Health and Safety  |

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| --- | --- | --- |
| **Policies and Procedures** |  | **Audit Outcomes and Reports** |
| **Operational Management System** | **Held By** |  | **Building and Facilities** | **Held By** |
| Specifically:* Disability Policies and Procedures LS PO 1
* Admission – Direct Entry TL PR 31
* Student Selection TL PR 34
* Managing Student Underachievement TL PR 14
* Assessment Policy TL PO 3
 | Accessible to all staff via the Operational Management System |  | * Building surveyors’ reports
* Fire Emergency Services (FES)
* Signage audit and consultant’s report
 | ManagerFinance and Campus Operations |
| **Occupational Health and Safety** | **Held By** |
| OH&S hazard identification inspections | Manager Occupational Health and Safety  |

2.2 General Plan Development

| **Summary** |
| --- |
| **Planning Action** | **Output** | **Performance Indicators** | **Responsibility** | **Comments** |
| **Develop disability management framework** | * Disability management planning processes are linked and integrated into existing corporate planning processes
* A DAC is established
* The DAP linked to processes (policies/procedures)
 | * DAP is reviewed annually
* Specific disability policies and procedures are developed and monitored
* Policies and plans are linked to The Gordon’s Strategic directions
* Map of linkages established
 | Student & Business Support | * Disability Advisory Committee established (April 2005)
* Disability Policies and Procedures LS PO 1 published on OMS
* Initial DAP endorsed (Nov 2005)
* Existing DAP reviewed (June 2013)
 |
| **Establish scope**  | * Legislative requirements are examined to establish the scope
* Scope is subject to annual reviews to maintain Institute and State / Federal Government strategic directions
 | * A 'Scope Map' (part 2.3 below) is completed and incorporated into the DAP
* Categories are aligned with legislative standards
 | Disability Advisory Committee | * Initial framework developed in (May 2005)
* Current framework established (Dec 2006)
* Framework updated and endorsed by DAC May 2012
 |
| **Review current practices and identify gaps** | * Scope of framework is used to identify areas, practices and processes where action is required to achieve goals
 | * Gaps between current practices and goals are identified
* Action items are listed and prioritised
 | Disability Advisory Committee |  |
| **Establish goals and action items**  | * Pre-existing action plan goals are revisited
* Goals are aligned with legislative requirements and Institute directions
* Goals are assigned to relevant Custodians for specific actions
 | * Previous goals are reviewed and goals are established for new DAP
* DAP timelines are consistent with Institute Strategic Plan
* Custodians work on action items to achieve the goals within agreed timelines
 | Disability Advisory Committee  | Updated Plan completed at DAC meeting June 2013 |
| **Evaluate and review plan** | Annual review is conducted for each calendar year | * Plan is reviewed in December, achievements noted and a new plan developed in February
 | Disability Advisory Committee | Review of DAP document completed after DAC meeting June 2013  |
| **Institute Disability Action Plan document posted on OMS** | Action plan is in four sections:1. Background
2. Generic plan, development and scope
3. 2012 Achievements noted
4. 2013 DAP with specific action plans for critical items
 | * Overall draft plan is established
* Action plan is forwarded to Executive Team for review and endorsement
 | Disability Advisory Committee | * Initial plan completed October 2005 and posted on the OMS (Dec 2005)
* Plan reviewed annually and final draft reviewed by Executive with final DAP posted onto OMS and sent to HREOC for web posting
 |

2.3 Scope

**STUDENT PARTICIPATION:**

* Modes of study
* Course structures and pathways
* Excursions, Graduation, other student activities
* Duty of Care
* Career opportunities

**STUDENT SELECTION:**

* Entry requirements.
* Non-discriminatory selection
* Selection criteria include any limitations
* Course information accessibility
* Admission and enrolment processes

**PLANNING:**

* OMS documentation
* Links to Strategic Plan
* Review relevant Policies and Procedures

**STAFF TRAINING:**

* Disability awareness
* Inductions
* Professional development

**SUPPORT**

* Counselling support
* Study support
* Disability support

**CURRICULUM:**

* Teaching materials/activities
* Learning capacity is catered for
* Delivery strategies are appropriate

**ACCESS & EGRESS:**

* Buildings are accessible
* Emergency Evacuation processes for students with disability
* Facilities meet building standards
* Signage
* Parking

**ADJUSTMENTS:**

* Equipment
* Course flexibility
* Assessment flexibility
* Provision for inclusion in extra-curricular activities

**HEALTH AND SAFETY:**

* Issues identified are addressed (timely manner)
* OHS issues are priorities
* Funding contingencies available
* Expert advice is available during planning and thereafter

**EQUITY:**

* In education
* In employment
* Harassment
* Victimisation
* Treatment of disability associates

**DISABILITY**

**MANAGEMENT**

**COMPETITION**

 **RISK PROFILE**

 **STAFF**

 **STUDENTS**

**MANAGEMENT**

**INFORMATION**

**FACILITIES**

 **ENVIRONMENT**

**I.T.**

**SERVICES**

**COURSES**

**REPUTATION**

**FINANCE &**

**FUNDING**

**LEGAL**

**LIABILITY**

**O.H.&S.**

 Injury to staff/students

 Unsafe practises

 Hazard assessment

 Accessibility of key staff

 Recruiting and retaining the right people

 Succession planning

 Staff requirements

 Organisational restructuring

 Enrolments

 Local and international students

 Access and equity

 Internal reports

 Consultants reports

 Communication

 Getting the right

 information to the right people

 Natural disasters (fire/water)

 Equipment

 Access

 Laboratory Explosion

 Design/operation

 Environmental contamination

 Intellectual Property security

 Conflicts of interest

 Australian TAFEs / other providers

 Internal competition

 Compliance with legislation

 Insurance

 Legal liability

 Environmental risks– waste disposal

 Contractual risks

 Professional indemnity

 Deregulation Issues

 Federal government

 State Government

 Operating costs

 Frauds

 Duplicated payments

 Awards managing quality – security

 New courses

 Updating/developing course material

 Adverse publicity

 Preparation – security of exam papers

 Hardware

 Physical security

 Software—security

 Outdated information technology

 Disaster recovery

**COMPETITION**

 **RISK PROFILE**

 **STAFF**

 **STUDENTS**

**MANAGEMENT**

**INFORMATION**

**FACILITIES**

 **ENVIRONMENT**

**I.T.**

**SERVICES**

**COURSES**

**REPUTATION**

**FINANCE &**

**FUNDING**

**LEGAL**

**LIABILITY**

**O.H.&S.**

 Injury to staff/students

 Unsafe practises

 Hazard assessment

 Accessibility of key staff

 Recruiting and retaining the right people

 Succession planning

 Staff requirements

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 Updating/developing course material

 Adverse publicity

 Preparation – security of exam papers

 Hardware

 Physical security

 Software—security

 Outdated information technology

 Disaster recovery


# SECTION THREE: DAP OUTCOMES 2013

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| --- |
| Part One - OMS Policy and Procedure Reviews |
| No | Actions | RESPONSIBLE PERSONS | Resources | Timeline | COMPLETED ACTIONS |
| **1.1** | Review marketing policies to ensure disability related information is included in all Gordon publications and that disability considerations are incorporated into procedures related to activities and events | Marketing Manager | * Marketing policies
* Gordon publications
 | Ongoing | * References to disability related issues are now made in all relevant Gordon publications
* Activities and public events designed to cater for Person/People with Disabilities (PWD)
 |
| **1.2** | Disability considerations are incorporated into policies and procedures related to selection and entry criteria | Program Managers | * Training Packages
* Current Policies and Procedures
 | Ongoing | * OMS document governing selection criteria has been updated to include disability considerations. Work with specific program areas on their selection criteria has commenced and will continue in this area
 |
| **1.3** | Disability considerations are incorporated into course information Policy and Procedures | Head of Student & Business Support  | * Course brochures
* Internet site
* Policies and Procedures
 | Ongoing | * Web accessibility is currently under review including reference to disability standard requirements and modifications made as required
* Course brochure templates now incorporate ‘default’ information regarding accessibility for people with disabilities.
* Student Diary will be available in CD Rom format – 20 copies were available in 2012
* Student Diary was delivered as an app in 2013
 |
| 1.4 | Update DAP in line with The Gordon planning processes | Disability Advisory Committee | Relevant Institute staff and students  | Annually | * Updated plan endorsed by CEO and available on the OMS
* Annual Operating Plan includes actions consistent with the DAP
 |

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| Part Two – Disability Access |
| No | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | Outcome |
| **2.1** | Review all Institute signage and maps to ensure they are accessible  | Chief Finance OfficerFinance and Campus Operations  | * Australian Standards
* Vision Australia
 | Ongoing  | * Signage modifications identified and prioritised. Maps reviewed and updated and provided in accessible formats
* Wayfinding project to be reviewed
 |
| **2.2** | Incorporate adjustment for T3-Mezzanine to enable safe access and egress  | Program Managers |  | Ongoing | * Safety/Fire audit undertaken for T3 resulting in a decision and an undertaking by relevant Enterprise Manager to move any classes from this area as a reasonable adjustment when class has PWD enrolled. Funds were allocated for revamp of room on a lower level.
 |
| **2.3** | Ensure emergency evacuation procedures are understood by emergency response team members | Facilities Contracts Manager | * CFA
* Fire Drill Training
* DLOs
 | On-going | * Review of emergency response cards provided by Disability Support Services to ensure that processes are current. Cards to be provided as required by DLOs
* Training of all wardens about PWD evacuation plans to be completed in 2013
 |
| **2.4** | Conduct an access audit to ensure compliance to DDA and current building codes | Chief Finance OfficerFinance and Campus Operations | * DLO
* OHS Officer
* Access Audit Specialists
 | Annually  | * Access audit report produced as part of annual Capital Expenditure Team (CET) submission
 |
| **2.5** | Annual review of signage, car parking and Institute maps is undertaken to ensure the needs of people with disabilities are met | Chief Finance OfficerFinance and Campus Operations  | * Feedback from staff and students
* DLO
 | Annually | * Signage across each campus is currently under review by external contractor to ensure it is appropriate
* Appropriate Car Parking provided
* Institute Maps show disability access
 |
| 2.6 | Advice on disability access is sought as required (inclusive of all new building works at all campuses) | Chief Finance OfficerFinance and Campus Operations | * DLO
* OHS Manager
* Access Audit Specialists
 | On-going | * DLO/s invited to attend Risk Management Committee as required
* External agencies audit undertaken
 |

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| Part Three – Disability Awareness |
| No | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | Outcome |
| **3.1** | Disability Education Standard information is included in EO Contact Officers training | Head of Strategic HR & Development and Head of Student & Business Support  | * DDA Disability Education Standards
* HREOC website
* Internet
 | On-going | * EO Officer Training Material reflects DDA Education Standards – on-line mandatory training
 |
| **3.2** | Disability Awareness Training is conducted as part of HR Professional Development Calendar | Head of Strategic HR & Development | * External Agency
* Internal Presenters
 | On-going | * Training conducted
* National Relay Service training provided to core customer service representatives
 |
| **3.3** | Plan and deliver Professional Development sessions for all staff on specific disability topics including alternate assessments and communication styles | Head of Strategic HR & Development  | * Internal and External trainers
* Intranet sites
* Guidelines on Working with PWD document on Intranet
* Disability Resources
* Experienced teachers willing to share
* Learnscope Projects
* E-learning Projects
 | On-going | * PD sessions relating to specific topics offered to teaching staff
* Information is included in Teacher Training Courses
 |
| 3.4 | Current EO & Disability policies and procedures are updated when legislation changes | EO Officer (Human Resources & Strategic Development) | * EO Policies
* DDA
* HREOC website
 | Ongoing | * EO Policies are updated to ensure currency
* EO representatives are communicated to the Gordon staff/students
 |

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| Part Four - Learner Support Services |
| No | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | Outcome |
| **4.1** | Conduct a Survey and address identified gaps as scheduled | Disability Liaison Officers & Manager Quality Assurance and Risk Managment | Review report | On-going | * Identified gaps incorporated into the DAP Timeline for frequency of survey – every alternate year (eg. 2009, 2011, 2013 etc.)
 |
| **4.2** | Review support system to orientate new and prospective students to The Gordon | Disability Liaison Officers  | * Accessible Technology via a portable pen drive with computer adaptations
 | On-going | * A support system exists as a part of the DLO role, to minimise the anxiety of transition to TAFE and increase success
 |
| **4.3** | Review information about how DSS is reaching the intended audience | Disability Liaison Officers  | * DSS promotional material
* Student Survey
 | Annually | * Increased number of referrals registered with DSS in 2012 as a percentage of enrolments
 |
| **4.4** | Establish Disability Resource Centres (alternative technology)  | Disability Liaison Officers  | Adaptive technology | On-going | * Resource Centre established at both campuses through partnership arrangements with each campus Library
* Accessible tables provided in City Library
* Equipment for loan maintained and stored by relevant staff
* Disability Resource Boxes created for staff use
 |
| **4.5** | Provide resources and funding to ensure support is appropriate to meet reasonable adjustment objectives | The Board | HESG | On-going | * DSS acquittal reflects support provided
* PA requirements are met
* Alternative funding is sourced if needed, depending upon the availability of funds and the eligibility criteria of resource providers, eg. DAAWS, FFYA, ISP(Individual Support Plans) etc.
 |
| 4.6 | Support sign interpreters to make the field more inviting to people | Disability Liaison Officers  | Sign Interpreter Agencies | On-going | * A casual pool of trained Auslan interpreters established to ensure that there are sufficient staff available to meet the needs of enrolled deaf students.
 |

| Part Five – Educational Goals |
| --- |
| No | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | Outcome |
| **5.1** | Develop policies and procedures to address situations that arise where Duty of Care overrides privacy | Custodian of DOC Policy | * DDA Education Standards
* OHS Act
* Duty of Care
 | Oct 2011 | * Institute has clear guidelines on managing situations where Duty of Care overrides the privacy of an individual in regard to their disability or past behaviour
 |
| **5.2** | Review current practices to ensure that supportive classroom environments are provided  | Program Managers | * Disability Resources
* Study Support
* E-learning Projects
* Knowledge Management
 | Ongoing | * Alternative teaching resources have been developed to provide a variety of strategies to encourage understanding and inclusive teaching practices
 |
| **5.3** | Identify flexible delivery and E-learning strategies to ensure they cater for PWD and communicate strategies to staff | Manager Education Technology | * Disability Resources
* Study Support
* E-learning Projects
* Knowledge Management
 | June 2011🡪June 2013 | * Web Content Accessibility Guidelines presented to Executive and then sent to Manager Education Technology for identification of strategies to be explored and potentially adopted
 |
| **5.4** | Teachers provide appropriate assessment options as per The Gordon Assessment policy | Program Managers | * Experienced teachers willing to share with others
* Staff Intranet
* E-Learning Mentors
 | Ongoing | * Teachers are reminded of this responsibility at Orientation Talks
* DLO – Teacher education with regards to standards, obligations and also alternate assessments
 |
| **5.5** | Establish Computer Café precinct within EAST CAMPUS Library for students with vision impairment or learning disabilities to ensure they are up-skilled to be able to access the Student Portal and other on-line learning opportunities | Head of Student & Business Support | * IT Teaching staff
* Information systems staff
* Vision Australia
 | Ongoing | * Café at East facilities established and available for use. Provision of actual classes dependent on demonstrated demand and usage volume of City campus café
* There and ready to go
* Funding applied for.
 |
| 5.6 | Maintain Computer Cafe for students with vision impairment or learning disabilities, who have the intention of progressing their studies at The Gordon, to ensure they are up-skilled to be able to access the Student Portal and other on-line learning opportunities | Disability Liaison Officers  | * Teaching staff
* Information systems staff
* Vision Australia
 | Ongoing | * Computer classes recommenced February 2013 and continue to be conducted for students who require specialised computer software or equipment to be able to use a computer
* Continued partnership with Vision Australia
 |

# SECTION FOUR: DAP 2013

* This DAP has been reviewed by the Disability Advisory Committee. The actions align with The Gordon’s 2011-2013 Strategic Plan and its endeavour to engage a diverse community in programs that deliver real benefits.
* This DAP lists the actions identified previously that are yet to be completed, or ongoing, and those looking forward into 2013 and beyond.

| **Part One - OMS Policy and Procedure Reviews** |
| --- |
| **No** | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | **Outcome/STATUS** |
| **1.1** | Marketing procedures/checklists to be updated to ensure:* disability related information is included in all Gordon publications including reference to National Relay Service and Teletypewriter (TTY)
* PWD are taken into consideration when planning activities and events
 | * Marketing Manager
 | * Marketing procedures/checklists
* Gordon publications
 | 8/2013 | Disability related information is included in every corporate publication.This is documented as a required inclusion in the publication procedure. |
| **1.2** | To ensure disability considerations are addressed for all major new construction and renovations, Facilities procedures to include consultation with DSS at an appropriate time prior to fitout | * Chief Finance Officer
 | * Current policies
* Disability access specialists
* Australian Standards
 | 8/2013 |  |
| **1.3** | Policies and procedures related to course application and enrolment, and student selection and entry cater for PWD  | * Quality Assurance & Risk Management Manager
 | * Current policies and procedures
 | 8/2013 | To be reviewed with the implementation of the Student Management System. |
| **1.4** | Develop Gordon policy and procedure for print and resource accessibility  | * Head of Student & Business Support
 | * Course brochures
* Website
* Policies and Procedures
 | 5/2013 | Developed in 2013 |
| **1.5** | Review DAP annually, with consideration to The Gordon’s Annual Operating Plan, and provide to the Executive for comment and DAC for endorsement prior to posting on HREOC website and OMS | * Head of Student & Business Support
 | * DAC
 | 3/2013 | Completed in July 2013 |
| **1.6** | Review Disability related policies and procedures to ensure currency and effectiveness on an annual basis | * Disability Liaison Officers
* Quality Assurance & Risk Management Manager
 | * OMS
* DAC
* QARM audits
 | 5/2013 | Ongoing and as required |

| **Part Two – Disability Access** |
| --- |
| **No** | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | **Outcome/status** |
| **2.1** | Review OHS and emergency evacuation procedures to ensure they cater for PWD, and provide **u**pdated information to Emergency Response Team (ERT)  | * OHS Manager
 | * Emergency Evacuation Procedure
 | 11/2013 |  |
| **2.2** | Emergency Evacuation information is provided to staff and students | * OHS Manager
 | * Emergency Evacuation Procedure
* Staff Training
 | 11/2013 |  |
| **2.3** | Review Gordon signage and maps to ensure * they are in an accessible format
* signage is appropriately placed
 | * Chief Finance Officer
 | * Australian Standards
* Vision Australia
 | 8/2013 |  |
| **2.4** | Ensure PWD are catered for on class excursions and student/staff outings requiring transport.* When replacing Gordon vehicles (car/bus) consider access requirements including Wheel Chair access
 | * Chief Finance Officer
* Head of Student & Business Support
 | * Australian Standards
* Disability Education Standards
* DDA
 | 11/2013 |  |
| **2.5** | Ensure PWD are catered for on class excursions and student/staff outings requiring transport.* Review relevant OMS documentation regarding off-site travel
 | * Disability Liaison Officers
 | * Australian Standards
* Disability Education Standards
* DDA
 | 11/2013 | Ongoing. Liaise with teachers as required when arranging off site excursions/activities. This will include individual planning to cater for specific needs of the person with a Disability |
| **2.6** | Ensure the Cafeterias at City and East campuses cater for PWD (Wheel Chair and frame access) including 3 to 4 spaces for wheelchair users to be signed reserved in each of the dining areas, as per recommendation 2010 student survey | * Chief Finance Officer
 | * Disability Liaison Officers
* OHS Manager
 | 8/2013 | Commenced June 2013 |
| **2.7** | Ensure emergency evacuation procedures are understood by emergency response team members | * OH&S Manager
 |  | 10/2013 |  |
| **2.8** | Review 2011 access audit recommendations required to ensure compliance to DDA and current building codes and address identified issues | * Chief Finance Officer
 | * Disability Liaison Officers
* OHS Officer
* Access Audit Specialists
 | 10/2013 | Review of the report completed and appropriate action taken. |
| **2.9** | Review to ensure safe appropriate taxi drop off options are provided  | * Chief Finance Officer
 | * Feedback from staff and students
* DLO
 | 11/2013 |  |
| **2.10** | Policy and procedures relating to on-campus planning of capital works to include consultation with DLO/s regarding disability considerations  | * Chief Finance Officer
 | * DLO
* OHS Manager
* Access Audit Specialists
 | 11/2013 |  |

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| **Part Three – Disability Awareness** |
| **No** | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | **Outcome/status** |
| **3.1** | Disability Awareness Training is conducted as part of HR Professional Development Calendar | * Head of Strategic HR & Development
 | * External Agency
* Internal Presenters
 | Ongoing | A disability awareness workshop session for teachers is scheduled in Semester 2 |
| **3.2** | Plan and deliver Professional Development sessions for all staff on specific disability topics including alternate assessments, NRS and communication styles | Head of Strategic HR & Development  | * Internal and External trainers and Agencies
* Fact sheets on staff portal
 | Ongoing | Specific training will be conducted in semester 2. Unconscious Bias at Work is already scheduled – 22 July 2013. Equal Opportunity and prevention of bullying scheduled 23 October, 2013. |
| **3.3** | Current EO & Disability policies and procedures are updated when legislation changes | * Head of Strategic HR & Development
 | * EO Policies
* DDA
* HREOC website
 | Ongoing | HR policies relating to this action are under review to ensure they are compliant with current legislation |

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| **Part Four – Learner Support Services** |
| **No** | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | **Outcome/status** |
| **4.1** | Conduct a Survey and address identified gaps and incorporate into the DAP  | * Disability Liaison Officers
* Marketing Manager
 | * Survey document
* Survey Monkey tool
* Collated report
 | Every alternate year  | Survey to be conducted towards end of 2013 |
| **4.2** | Ensure that trips, tours, programs and orientation activities cater for all studentsPolicy, procedures and forms checklist review* Consider transport arrangements
 | * Manager Teaching Excellence & Design
 | * Policies and Procedures
* Activities Calendar
* Feedback from students
* DLOs
 | 8/2013 |  |
| **4.3** | All Gordon events to cater for all students and staff with additional needs.* Required to be added to Policy & Procedure for all events
* This includes internal tours
 | * Marketing Manager
 | * Disability Support Services
* Facilities
 | 8/2013 | Marketing will ensure any tours or presentations organised by the School Liaison Officer cater for all students. Corporate events cater for attendees with additional needs and this is documented in the event checklists |

| **Part Five – Educational Goals** |
| --- |
| **No** | **Actions** | **RESPONSIBLE PERSONS** | **Resources** | **Timeline** | **Outcome/status** |
| **5.1** | All courses have clear and concise selection and entry criteria which incorporate criteria relating to PWD in any published material  | * Program Managers
 | * Disability Education Standards
* All published information on courses
 | Ongoing | Constructing Futures Enterprise reviewed online course descriptions.Currently course material does not specifically mention PWD selection or entry criteria however regulatory frameworks such as OH&S or WorkSafe are taken into account when admission is considered on a case by case basis |
| **5.2** | Provide educative resources for teaching staff (Teachers’ Handbook and Staff Portal) to assist in providing a supportive environment  | * Disability Liaison Officers
 | * Disability Resources
 | Ongoing | Resources available to all teachers - regularly reviewed to ensure materials are current and relevant. Conduct regular teacher education sessions as required on specific disabilities and current legislation |
| **5.3** | Develop a policy and procedure for print accessibility of teaching materials based on the DAC - Teaching and Learning subcommittee Action 5.5 Report recommending adoption of standards to ensure all course materials are available in accessible formats.  | * Manager Teaching Excellence & Design
 | * Disability Resources
 | Ongoing | Draft Policy & Procedure developed for review and approval by the DAC |
| **5.4** | Fact sheet to be developed to assist Teachers in the provision of assessment options  | * Disability Liaison Officers
 |  | Ongoing | Current and available on the Staff Portal |
| **5.5** | Monitoring and promoting usage of Computer Cafés for students with vision impairment | * Disability Liaison Officers
 | * IT Teaching staff
* Information systems staff
* Vision Australia
 | Ongoing | One class currently being facilitated for students who have vision impairment. Partnership with Vision Australia current and course advertised through Gordon website and relevant agencies. |
| **5.6** | Develop and implement new transition or bridging courses for PWD to be skilled up to meet selection criteria for mainstream courses | * Program Managers
 | * Access Courses
* External Agencies
* Funding Sources
 | Ongoing | Existing Learning Literacy & Numeracy (LL&N) as well as General Education currently assist with the up-skilling of students who may want to articulate into further programs |

# 2013 Disability Advisory Committee Members

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Enterprise | Title | Member |
| 1 | OD  | Student & Business Support  | Head of Student & Business Support | Stella Garcia |
| 2 | OD | Student & Business Support | Counsellor | Maria Lecchino |
| 3 | OD | Student & Business Support | Disability Liaison Officer  | TBA (position currently vacant) |
| 4 | OD | Student & Business Support | Disability Liaison Officer  | Helen Hopper |
| 5 | OD | Strategic Human Resources & Development | Head of Strategic HR & Development | Sarah Barth |
| 6 | OD | Quality Assurance & Risk Management | QARM Manager | Andrea Rose |
| 7 | OD | Quality Assurance & Risk Management | OH&S Manager | Jennifer Window |
| 8 | OD | Finance and Campus Operations | Manager Finance and Campus Operations | Stuart Vines |
| 9 | INN | Teaching Excellence & Design | Manager Teaching Excellence & Design | John Flett |
| 10 | INN | Knowledge Resource Management | Institute Librarian | TBA |
| 12 | ED | Living Well | Program Manager | Audrey Ysenbruk |
| 13 | ED | Constructing Futures | Program Manager | Wayne Ketchen |
| 14 | ED | Smart Technologies | Teacher | Robert Allsop |
| 15 | ED | Creative Business | Teacher | Marie Stratton |
| 16 | ED | Innovation |  | TBA |
| 17 |  | Student Representative  |  | TBA - advised annually |

# Glossary

CEO Chief Executive Officer

CFO Chief Finance Officer

DAC Disability Advisory Committee

DAP Disability Action Plan

DDA Disability Discrimination Act

DLO Disability Liaison Officer

DSS Disability Support Services

EO Equal Opportunity

FES Fire Emergency Services Ltd.

HR Human Resources

HREOC Human Rights and Equal Opportunity Commission

IDT Institute Development Team

NRS National Relay Service

OHS Occupational Health and Safety

PWD Person/People with Disabilities

QARM Quality Assurance and Risk Management

TAFE Tertiary and Further Education

TTY Teletypewriter