It is with pleasure that I present Curtin’s Disability Access and Inclusion Plan 2012–2017.

While this is Curtin’s second five-year plan under the requirements of the Western Australian disability legislation, it is in fact our third formal disability plan, having committed ourselves to a Disability Services Plan in 1997 when this was not a requirement. We still take pride in being the first WA university to do so.

Through each of our plans we have strived to make Curtin a more accessible and inclusive environment for people with a disability to succeed in higher education. We have evolved from the practice of a ‘removing barriers’ approach, to a proactive model of shared responsibilities and inclusive design. In this plan we intend to use the experience of our internationally recognised experts to guide us in best practice trends, to engage in the Disability Services Commission’s ‘Count Me In – Disability Future Directions’ strategy, and to embed the principles of ‘universal design’ – a universalist approach to design and processes – more fully in our facilities, academic programs and services to ensure accessibility for the widest range of users.

We intend to benchmark ourselves against the world’s best practices in access and inclusion in higher education, and we seek to be a leader in our sector.

Our students, staff and the Western Australian public are our partners in these goals and we welcome feedback on our progress at any time.

Professor Jeanette Hacket AM
Vice-Chancellor
Curtin University
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Curtin University appreciates the feedback received during the five-year review of our Disability Access and Inclusion Plan 2007–2011 from our students, staff, and individuals in the Western Australian community. This has been invaluable in helping us understand our achievements and the work we still have ahead, and has informed our preparation of this Disability Access and Inclusion Plan.

Curtin also acknowledges the professional work undertaken on its behalf by E-QUAL Disability Consultants in reviewing our Disability Access and Inclusion Plan 2007–2011 and in assisting us to formulate our new plan.
Curtin University believes in creating equitable and inclusive access for people with a disability to our facilities, services, events and academic programs on all our Western Australian campuses. Our Disability Access and Inclusion Plan (DAIP) affords us a valuable opportunity to signal our commitment to including people with a disability in our core business. Our DAIP informs our students, staff and the public about the areas of access and inclusion on all our WA locations that can be improved, and our strategies to address them. It also recognises there are many ways to do this. Our strategies are designed to help us work solidly towards achieving our goal of inclusion and access for all.

Curtin is required by a 2004 amendment to the Disability Services Act 1993 (WA) to prepare and lodge a DAIP. The Disability Services Commission (DSC) is mandated to receive the plan and to require annual reporting in Curtin’s Annual Report. Curtin is also required to report to the DSC each July on the progress of its plan. A full review of the DAIP must be undertaken every five years.

This plan replaces Curtin’s 2007–2011 DAIP. The strategies identified to achieve the prescribed DAIP outcomes have been developed following a comprehensive review and community consultation process involving students, staff and visitors, conducted between April and September 2011.

The DAIP supports Curtin’s Strategic Plan 2009–2013 and the Teaching and Learning Enabling Plan 2009–2013, and will support subsequent strategic plans as they are developed. The intention of the DAIP is to ensure people with a disability can access education and services in a way that facilitates independence, opportunities and inclusion at Curtin. The six outcomes of the plan have been prescribed by the DSC. Curtin voluntarily added Outcome 7 to include employment of people with a disability at Curtin in its 2007–2011 DAIP, and this is continued in the new plan.

The DAIP will be implemented in Annual Activity Plans, which have had wide input from Curtin staff – in particular, from the Disability Access and Inclusion Plan Implementation Committee (DAIPIC).
Who we are

Curtin’s mission:
Curtin is committed to innovation and excellence in teaching and research, for the benefit of our students and the wider community.

Our DAIP commits to innovation and excellence in its actions, for the benefit of our students and community; and further, makes Curtin accessible to people whose innovation and excellence might otherwise be denied or lost to the community. It builds on our values of social justice and inclusion, and equality of opportunity in education and employment for all.

We are Western Australia’s largest and most culturally diverse university, with more than 47,000 students and 3,500 staff. Our main campus is located in Bentley – six kilometres south of the centre of Perth, WA’s capital city. We have two additional metropolitan campuses at Shenton Park and in the Perth CBD. We also have a strong commitment to our regional community, with campuses and education centres across WA, including at Kalgoorlie and Margaret River, and at Northam until the end of 2012. Domestically, we also have a campus in the Sydney Central Business District.

Curtin has a strong commitment to international engagement, maintaining Australia’s third-largest international student population. We have offshore campuses in Malaysia and Singapore, and partnerships with more than 90 education institutions worldwide.

Our teaching areas include the Centre for Aboriginal Studies and the following faculties: Curtin Business School, Health Sciences, Humanities, and Science and Engineering.
Our values are integrity, respect, fairness and care. We foster inclusion and encourage the development of graduates who are equipped with the knowledge and skills required to meet industry and workplace standards.

What we offer

Curtin offers a wide range of undergraduate and postgraduate courses in business, humanities, health sciences, resources, engineering and related sciences, and Indigenous studies. We’re also recognised for high-impact research across four defined and distinct areas of focus:

- minerals and energy
- ICT and emerging technologies
- sustainable development
- health.

We have close links with business, industry, government and the community, and our courses have a strong practical focus, with many involving vocational or work experience components.

We strive for excellence in our core activities of teaching and learning and research and development.

Teaching and learning

Our aim is to develop graduates who are lifelong learners and who will make a positive contribution to society.

We are widely recognised for the practical and applied nature of our courses, which provide students with essential skills through exposure to industry and business. As a result, Curtin graduates are job-ready and prepared, with skills that enable them to make a genuine and positive influence in their chosen fields.

Research

Through our research, we aspire to find creative solutions to significant problems. We are committed to contributing to the sustainable social, environmental and economic development of Western Australia and the broader national and international community though our strategy of research in partnership: building world-class capability in research and development through strategic alliances and partnerships.
What is a DAIP?

Curtin is a public authority affected by Part 5 of the Western Australian Disability Services Act 1993 (as amended 2004) (the ‘Act’), which requires us to develop and implement a DAIP to further the principles and objectives of the Act. The principles of the Act apply to how people with a disability have the right to be respected and treated with dignity, and have the same human rights as other community members – regardless of the degree and nature of their disability.

What is our DAIP about?

We are committed to ensuring equitable and inclusive access for people with a disability to our facilities, services, events and academic programs on all our Western Australian campuses. Our DAIP informs our students, staff and the public about the areas of access and inclusion on all our WA locations that can be improved, and our strategies to address them.

These strategies, which are defined in the Act as the minimum standard for DAIPs and are informed by the principles of the Act, work towards a number of access and inclusion outcomes which underpin our commitment to our students, staff and visitors with a disability.

These outcomes provided by the DSC form the basis of our plan:

1. People with disabilities have the same opportunities as other people to access the services of, and events organised by, Curtin.
2. People with disabilities have the same opportunities as other people to access Curtin’s buildings and facilities.
3. People with disabilities receive information from Curtin in a format that will enable them to access the information as readily as other people are able to access it.
4. People with disabilities receive the same level and quality of service from Curtin staff as other people receive from Curtin staff.
5. People with disabilities have the same opportunities as other people to make complaints to Curtin.
6. People with disabilities have the same opportunities as other people to participate in any public consultation by Curtin.
7. People with disabilities have the same opportunities as other people to participate in employment at Curtin.

Five years ago, Curtin voluntarily added another outcome – and it continues in this plan:

1 Schedule 1 listed in full at Appendix A
Curtin is actively promoting and embedding the principles of ‘universal design’ – a universalist approach to design and processes – in its strategies to achieve these outcomes.

**Note:** Curtin recognises the *Disability Discrimination Act 1992* ² (Cwlth) definition of disability.

### Strategic alignment of our DAIP

Curtin’s commitment to equity and quality programs is a core element in our strategic planning. This DAIP supports the vision, mission and values outlined in Curtin’s Strategic Plan 2009–2013, namely to:

- build on our strengths and improve the quality and impact of both teaching and research
- enhance the student experience
- engage with our community
- develop an organisational culture that engages our staff
- secure our financial position.

Curtin’s strategic plan ensures our students, staff and visitors have equitable access to our programs, services and facilities. This DAIP also supports Curtin’s Teaching and Learning Enabling Plan 2009–2013.

Furthermore, this DAIP aligns with Curtin’s policies that support diversity, ethics and social justice, guiding ethical principles, and procedures for the elimination of discrimination and harassment.

### Scope of our DAIP

Our DAIP is determined by state legislation and applies to our WA campuses. It is also lodged with the Australian Human Rights Commission to demonstrate our compliance with the federal *Disability Discrimination Act 1992* and its standards³.

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² Appendix B

³ Disability Standards for Education 2005 and Disability (Access to Premises – Buildings) Standards 2010
This ensures that our access inclusion strategies apply to all our onshore Australian campuses, and provides the benchmark for access and inclusion standards at our offshore campuses, where a particular country may not have disability legislation.

**Responsibility for implementing our DAIP**

Curtin’s DAIPIC has the responsibility to oversee the implementation of the DAIP and to report ultimately to the Academic Board. This committee uses a working party model and meets twice a year. Chaired by the Deputy Vice-Chancellor Education, the membership\(^4\) comprises executive and senior management staff whose organisational responsibilities naturally align with end-line responsibilities identified in the DAIP. Members are supported in this role by Curtin’s DAIP Implementation Manager.

The role and modus operandi of the DAIPIC is being reviewed to determine the best approach to the rollout of our new DAIP.

\(^4\) Full list of members at Appendix C
Agents and contractors

The Act directs that Curtin’s DAIP is also implemented by our agents and contractors, with the expectation they provide their service in a way that is in keeping with Curtin’s access and inclusion practices. We are required to inform our agents and contractors about our DAIP, and request they report their aligned practices to us on an annual basis. This will be implemented through the dedicated website unilife.curtin.edu.au/health_wellbeing/AgentContractorDAIPActivities.htm and through professional development for Curtin’s contract managers.

All Curtin staff, however, are equally responsible for the implementation of our DAIP through the strategy of embedding inclusive practices throughout normal business, both academic and general.

Ultimately, the Vice-Chancellor has final responsibility to ensure the DAIP is implemented.
The Act’s requirements

In preparing our new five-year plan, Curtin has followed the process set out by the Act to:
• undertake a five-year review of our DAIP 2007–2011
• advertise the review
• consult publicly and widely in this review
• lodge the review report with the DSC
• lodge the new DAIP 2012–2017 with the DSC
• advertise that the DAIP is available in appropriate formats to people with a disability.

Curtin also understands the requirement to report the progress of its DAIP in the University’s Annual Report.

How was our DAIP developed?

A DAIP Review Reference Group\(^5\) was formed in 2011 to manage the review of the current DAIP 2007–2011. This group of senior staff, all critical to the success of the 2007–2011 DAIP, has helped to inform the development of the 2012–2017 DAIP by providing valuable input regarding the strategies, priorities and timelines.

Review process

Curtin decided on an external five-year review. In April 2011, we contracted E-QUAl Disability Consultants to review our 2007–2011 DAIP, and to assist in the development of a new DAIP that would comply with the legislative requirements of the Act and guide the University’s work to ensure equitable access to our buildings, facilities, information, services and events for people with a disability over the next five years.

The consultants developed the methodology for the review in consultation with DAIPIC and the DAIP Review Reference Group. The methodology included examination of:
• Curtin’s DAIP 2007–2011
• DAIP progress reports for the DSC and its Annual Report
• other relevant documents, plans and strategies
• literature on the changes to disability legislation
• contemporary and developing trends, and best practice in access and inclusion – particularly in other universities.

Consultation process

Curtin staff, students and visitors, and the Western Australian public were invited to take part in the consultation to comment on our progress to date; to identify any access and inclusion barriers and suggest potential strategies to be incorporated in the new plan.

\(^{5}\) Full list of members at Appendix D
The consultation, conducted from July to September 2011, was advertised or promoted:
• in *The West Australian* on Saturday 27 August 2011
• in the community *Southern Gazette*
• to all staff and students via email, blog and on the Curtin homepage
• by direct offer of an interview to staff and students who had identified their interest in contributing, and to all DAIPIC and DAIP Review Reference Group members.

The consultation included:
• meetings and consultation with key contacts including the DAIPIC and DAIP Review Reference Group
• individual interviews with staff
• web-based surveys for staff, students and visitors, using Survey Monkey
• focus groups for students.

A total of 94 students and visitors and 76 staff contributed to the consultation.

At the conclusion of the consultation period, Curtin provided feedback on its Disability Services website disability.curtin.edu.au and also communicated directly with people who had requested a reply.

**DAIP 2007–2011 consultation and review results**


The report’s executive summary finds that:

Curtin has many strategies to improve access to its facilities and services for people with disabilities, but barriers to full access and inclusion are still being experienced. These include lack of information regarding level of access to Bentley Campus locations and buildings; difficult and hazardous wayfinding around Bentley Campus; emergency evacuation of people with disabilities; concerns about development and use of Curtin Access Plans; difficulty finding information and resources for people with disabilities at Curtin; access to iLectures and some software, including Student One; insufficient staff awareness and skills to provide support for people with disabilities; access to Curtin’s complaints and consultation processes; and concerns with recruitment practices for people with disabilities.

The review also found that Curtin has an opportunity to be a leader in this field and to become a benchmark in access and inclusion for other universities due to its staff and student commitment to an inclusive university community, its voluntary Universal
Design Reference Group, and to its staff with internationally recognised, relevant knowledge and expertise.

Australia is currently experiencing many changes in disability policy. In WA, alignment with the DSC’s statewide blueprint ‘Count Me In – Disability Future Directions’ strategy provides further opportunities for forward-thinking access and inclusion initiatives at Curtin. Curtin is on track to promote universal design; to explore new initiatives, including Australian university leadership in the inclusion of people with an intellectual disability as students and employees; and to accommodate our ageing community as staff and students through an academic focus on ageing in Curtin courses.

Curtin has implemented many initiatives to help ensure access and inclusion for people with a disability. These include:

- significant contribution to disability research, particularly through the Centre for Research into Disability and Society and the Centre for Research on Ageing
- a number of plans, policies and procedures to address the barriers experienced by people with a disability
- an endorsed Accessible Information policy, with staff education rollout underway
• research reports, guidelines and procedures relating to the experience of students with a disability, mental health problems and medical conditions

• regular disability awareness training for staff, including Mental Health First Aid workshops

• investigations into the ‘inherent requirements’ of university courses (2000, 2002), which remain definitive and current references in today’s national discussion

• an IT audit of Curtin corporate applications and public websites to test accessibility and to determine readiness for the WCAG 2.0 compliance requirement

• establishment of a Universal Design Reference Group made up of volunteer Curtin staff and students

• development of inclusive curricula, and integration of principles of inclusion and universal design into Curtin’s Teaching and Learning Enabling Plan and the Teaching and Learning Handbook

• an inaugural universal design competition open to all Curtin students and staff, judged on ideas that could be implemented at Curtin

• a streamlined process for sourcing or providing e-book reference material

• ongoing physical access audit of buildings on the Bentley Campus

• program of physical access improvements in new buildings and refurbishments

• additional parking facilities, new graded pathways, new automated doorways, new lifts, rest areas and signage

• online alerts sent regarding works being carried out on campus

• Curtin Properties consultation with Disability Services staff regarding physical access

• mobility training around the Bentley Campus by the Association for the Blind of Western Australia

• an accessible bus on the Bentley Campus

• the use of a golf cart by security staff to provide assistance or transport

• an electric mobility scooter for temporary use by students, staff or visitors

• counselling and disability support

• personal Curtin Access Plans developed by Disability Advisers with the student, used to request reasonable adjustments with academic staff while maintaining confidentiality about a disability or medical condition

• peer mentors and peer tutors
• assistive technology/software for students and staff

• an inaugural Staff Disability Adviser position, created to support staff with a disability

• the contracting of Work Focus (employment service) to assist with recruitment of people with a disability.

Specifically, recommendations relating to the structure and content of the DAIP to meet legislative obligations and good practice are that:

• the DAIP 2012–2017 is compliant with the Act

• the expected amendment to the Act regarding equitable employment of people with disabilities is provided for: Curtin has had a voluntary Outcome 7 (employment) for many years and will continue to focus on achieving best practice in recruitment and employment of people with a disability

• strategies not achieved or ongoing from the previous plan be rolled over into the DAIP 2012–2017, if still relevant

• the DAIP contains examples of achievements so far.

The results of the review have guided the development of our DAIP 2012–2017.

Communicating the DAIP 2012–2017

Curtin will advertise the availability of the DAIP to the WA public in The West Australian newspaper, and thereafter make it available via:

• online at disability.curtin.edu.au
• staff professional development programs
• staff induction programs
• Curtin’s A–Z index, accessed through the main Curtin homepage
• student newsletters.

The DAIP 2012–2017 will be made available in alternative formats, such as electronic, audio tape or Braille, on request from a person with a disability.
**Annual Activity Plans**

Curtin will take a different approach to a prioritised rollout of our plan over the next five years by using Annual Activity Plans.

These plans will allow us to mark annual progress and modify strategies, if required, in the following year. The DAIPIC will monitor this.

**Continual consultation with our students, staff and visitors**

We welcome contact about any matter regarding access and inclusion at Curtin to help us keep our DAIP relevant. This can be done by:

**mail:** Ms Michelle Rogers  
Director, Support Services  
Curtin University  
GPO Box U1987 PERTH WA 6845

**fax:** +61 8 9266 3052  
Attention: Ms Michelle Rogers

**email:** disabilityservices@curtin.edu.au

If you require a hardcopy or another format of the DAIP, please call +61 8 9266 7850 or 1800 651 878 (non-metropolitan).

**How will our DAIP be reviewed?**

The responsibility for review and evaluation will rest with DAIPIC. Monitoring the achievement of tasks in the DAIP implementation plan will take into account the following reporting requirements:

- Curtin’s Annual Report
- an annual report to the DSC.

A five-year review will be in accordance with Part 5 of the *Disability Services Act 1993 (WA)*, namely:

- reviewing the DAIP every five years or earlier
- advertising this intention and inviting public consultation
- lodging the review and outcome results with the DSC
- ensuring the DAIP is available and accessible to people with a disability and the public
- reporting this process in Curtin’s Annual Report.

Curtin will use the DSC’s reporting template.
The recommended strategies relating to specific DAIP outcomes are informed by the review and consultation, and include strategies from the previous plan that have not been fully implemented. The following strategies will guide the activities Curtin will undertake from 2012–2017 to improve access to our services, buildings and information.

**Outcome 1:** People with disabilities have the same opportunities as other people to access the services of, and events organised by, Curtin.

**STRATEGY**

1.1 Curtin’s plans, policies and procedures will continue to include references to people with disabilities and legislative responsibilities where appropriate.

1.2 Curtin will review the development and implementation of Curtin Access Plans for students.

1.3 Curtin will audit its student study areas, such as Abacus Labs, to ensure their accessibility for students and staff with a disability.

1.4 Curtin staff will use the Accessible Events checklist to ensure all Curtin hosted events are accessible to people with a disability.

1.5 Curtin will ensure admission, selection and enrolment procedures, including orientation programs, are inclusive in design and accessible for students with a disability.

1.6 Curtin will ensure the design, delivery and assessment of academic programs, and the delivery of services, are inclusive of, and accessible to, students with a disability.

1.7 Curtin will ensure library services and resources are accessible for students, staff and visitors with a disability.

1.8 Curtin will involve Curtin students in the implementation of the Disability Access and Inclusion Plan, where applicable.

1.9 Curtin will engage with the Disability Services Commission regarding the opportunities in the ‘Count Me In – Disability Future Directions’ strategy.

1.10 Curtin will explore, with the Disability Services Commission and other relevant stakeholders, ways of including people with an intellectual disability in university life.

1.11 Curtin will benchmark its access and inclusion practices with other universities.

1.12 Curtin will actively promote the Disability Access and Inclusion Plan and provide regular updates to the Curtin community through means identified in the consultation.

1.13 Curtin staff are informed about the principles of universal design.
Outcome 2: People with disabilities have the same opportunities as other people to access Curtin’s buildings and facilities.

STRATEGY

2.1 Curtin will have a Physical Access Plan that identifies strategies and budgets to improve access on Curtin’s WA campuses to ensure legislative requirements are met, with progress regularly reported to the Disability Access and Inclusion Plan Implementation Committee.

2.2 Curtin will consult with stakeholders regarding access and inclusion, including people with a disability, the Universal Design Reference Group, and appropriate staff, prior to the commencement of new building projects and major refurbishments.

2.3 A Curtin Wayfinding Strategy will be developed to ensure safe and accessible paths of travel.

2.4 A Curtin Accessible Parking and Public Transport Strategy will be developed and implemented.

2.5 Accessible residential facilities will be incorporated in student residence developments.

2.6 The Curtin website will have information about physical access for people with a disability.

2.7 Feedback about access from students, staff and visitors with a disability will be acted on in a timely and appropriate manner.

2.8 Curtin will report annually on its progress to meet the requirements of the Access to Premises Standards to the Academic Services Committee and the Planning and Management Committee.

2.9 Curtin will have Occupational Health and Safety procedures in place to ensure the safety of students, staff and visitors with a disability in the event of a fire or emergency.
Outcome 3: People with disabilities receive information from Curtin in a format that will enable them to access the information as readily as other people are able to access it.

STRATEGY

3.1 Curtin will promote its Accessible Information policy and provide staff education about its implementation.

3.2 All Curtin’s public documents will include a statement promoting the availability of alternative formats to Curtin students, staff and visitors.

3.3 Curtin distribution lists for media releases and other public information will include peak disability organisations and community radio.

3.4 Curtin will take action to ensure accessibility of corporate applications for people with a disability.

3.5 Curtin will take action to ensure Curtin websites and content, including online learning resources and notices, meet World Wide Web Consortium requirements.

3.6 Curtin will take action to ensure iLectures and other audio-visual materials are of consistent high quality and accessibility.

3.7 Learning resources will be made available in accessible formats in a timely manner.

3.8 All Curtin communications will use inclusive language and be made accessible to students, staff and visitors with a disability.
Outcome 4: People with disabilities receive the same level and quality of service from Curtin staff as other people receive from Curtin staff.

STRATEGY

4.1 Curtin will promote its information to the public on how it provides services and support for students, staff and visitors with a disability.

4.2 Curtin staff will be informed, through induction and ongoing training, about their responsibilities to students and staff with a disability.

4.3 Curtin staff will be supported to provide culturally appropriate services to Indigenous students, staff and visitors with a disability.

4.4 Curtin staff will be supported in their service delivery to students, staff and visitors with a disability.

4.5 Curtin will maintain and promote its policies, codes of conduct and strategies that prohibit discrimination, harassment and victimisation of students, staff and visitors with a disability.

Outcome 5: People with disabilities have the same opportunities as other people to make complaints to Curtin.

STRATEGY

5.1 Curtin will provide an accessible complaints process.

5.2 Curtin’s accessible complaints process will be promoted regularly via internal and external media and peak disability organisations.

5.3 Staff involved in receiving and managing complaints will know how to provide appropriate support throughout the process.

5.4 Trends in complaints relating to access and inclusion will be monitored and reported to the Disability Access and Inclusion Plan Implementation Committee for systemic action, if required.
**Outcome 6:** People with disabilities have the same opportunities as other people to participate in any public consultation by Curtin.

**STRATEGY**

6.1 Curtin will continue to provide inclusive opportunities for students, staff and visitors with a disability to participate in Curtin’s public consultations.

6.2 Curtin will develop an Accessible Consultation Guide with checklists.

**Outcome 7:** People with disabilities have the same opportunities as other people to access and participate in employment at Curtin.

**STRATEGY**

7.1 Curtin will ensure staff recruitment activities are inclusive in design and accessible to people with a disability.

7.2 Curtin will ensure staff with a disability are provided with appropriate support to carry out their employment responsibilities as specified in their position description.

7.3 Curtin will ensure staff with a disability are provided with appropriate development opportunities to meet longer-term plans for career development.

7.4 Curtin will consider ways of enhancing the employment of people with a disability, such as job design, working from home and other innovative and flexible employment practices.

7.5 Curtin students with a disability will have access to information and support to enhance their employability.
REFERENCES


Australian Vice-Chancellors’ Committee. (1996). Australian Vice-Chancellors’ Committee Guidelines relating to Students with a Disability. GPO Box 1142, Canberra ACT.


Government of Western Australia. (2009). Count Me In – Disability Future Directions. Published by Disability Services Commission, PO Box 441, West Perth, WA, 6872.


GLOSSARY OF TERMS

DAIP  Disability Access and Inclusion Plan
DSC  Disability Services Commission
DAIPIC  Disability Access and Inclusion Plan Implementation Committee
‘THE ACT’  Disability Services Act 1993 (WA)
APPENDIXES

**APPENDIX A:**
Schedule 1 of the Act

**APPENDIX B:**
Definition of disability as per the *Disability Discrimination Act 1992* p. 4

**APPENDIX C:**
Membership of the Disability Access and Inclusion Plan Implementation Committee

**APPENDIX D:**
Membership of the Disability Access and Inclusion Plan Review Reference Group
Schedule 1 – Principles applicable to people with disabilities

1. People with a disability have the inherent right to respect for their human worth and dignity.

2. People with a disability, whatever the origin, nature, type or degree of disability, have the same basic human rights as other members of society and should be enabled to exercise these.

3. People with a disability have the same rights as other members of society to realise their individual capacities for physical, social, emotional, intellectual and spiritual development.

4. People with a disability have the same right as other members of society to services that will support their attaining a reasonable quality of life in a way that also recognises the role and needs of their families and carers.

5. People with a disability have the same right as other members of society to participate in, direct and implement the decisions that affect their lives.

6. People with a disability have the same right as other members of society to receive services in a manner that results in the least restriction of their rights and opportunities.

7. People with a disability have the same right as other members of society to pursue any grievance concerning services.

8. People with a disability have the right to access the type of services and supports they believe are most appropriate to meet their needs.

9. People with a disability who reside in rural and regional areas have a right, as far as is reasonable to expect, to have access to similar services provided to people with a disability who reside in the metropolitan area.

10. People with a disability have a right to an environment free from neglect, abuse, intimidation and exploitation.
Definition of disability as per the Disability Discrimination Act 1992 p. 4

‘Disability’, in relation to a person, means:

a) total or partial loss of the person’s bodily or mental function, or

b) total or partial loss of part of the body, or

c) the presence in the body of organisms causing disease or illness, or

d) the presence in the body of organisms capable of causing disease or illness, or

e) the malfunction, malformation or disfigurement of a part of the person’s body, or

f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or

g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour and includes a disability that:

h) presently exists, or

i) previously existed but no longer exists, or

j) may exist in the future, or

k) is imputed to a person.
APPENDIX C

Membership of the Disability Access and Inclusion Plan Implementation Committee (2006–2011)

Professor Robyn Quin (Chair), Deputy Vice-Chancellor Education

Ms Lyn Marks, Executive Officer, Academic Services Committee

Professor Duncan Bentley, Pro Vice-Chancellor, Curtin Business School (PVC Representative) (now ceased employment with Curtin)

Ms Michelle Rogers, Director, Support Services

Ms Cheryl Stickels, (Co-opted), Disability Access and Inclusion Plan Implementation Manager

Mr Stephen Harvey, Executive Director, Properties

Ms Imogen Garner, Curtin University Librarian

Mr Marco Schultheis, Executive Director, Strategy and Planning

Mr Peter Nikoletatos, Chief Information Officer, Curtin Information Technology Services (now ceased employment with Curtin)

Ms Ann Paterson, Director, Corporate Relations and Development

Dr Sean Murray, Head, Counselling and Disability Services

Ms Tracy Destree, Director, Corporate Risk (now ceased employment with Curtin)

Mr William Ryan, Director, Human Resources

Mr Jim Mitchell, Director, Admission and Scholarships (for Director, Student Services)

Ms Jackie Weinman, Disability Adviser, Counselling and Disability Services

Ms Lynne Vautier, Associate Director, Flexible Delivery and Lending, Deputy for University Librarian

Ms Demelza Rusha-Conto, (Co-opted), Student representative, Students with Disabilities

Ms Caroline Jankovic, Staff Disability Adviser, Human Resources

Mr Joseph Quick, (Co-opted), Student Guild President

Professor Dave Hedgcock, (Co-opted), Professor of Urban and Regional Planning, School of Built Environment, and Chair of Universal Design Reference Group
APPENDIX D

Membership of the DAIP Review Reference Group 2011

Ms Michelle Rogers, Director, Support Services

Mr Stephen Harvey, Executive Director, Properties

Ms Ann Paterson, Director, Corporate Relations and Development

Dr Sean Murray, Head, Counselling and Disability Services

Mr William Ryan, Director, Human Resources

Ms Jackie Weinman, Disability Adviser, Counselling and Disability Services

Ms Caroline Jankovic, Staff Disability Adviser, Human Resources

Ms Cheryl Stickels, Disability Access and Inclusion Plan Implementation Manager

Mr James Davies, Curtin Student

Ms Geraldine Lane, Lecturer and Unit Coordinator, Open University, School of Education

Ms Sally Webster, Manager, Student Equity and Diversity

Mr Bernard Hill, Director, Professional Standards and Conduct Unit (now ceased employment with Curtin)

Dr Angela Fielding, Head of Department, Social Work

Ms Sally Vaughan, Disability Adviser, Counselling and Disability Services

Professor Errol Cocks, Director, Research Centre, School of Occupational Therapy and Social Work

Associate Professor Angus Buchanan, School of Occupational Therapy and Social Work

Associate Professor Robyn Pilcher, School of Accounting