



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

ACCESSIBILITY ACTION PLAN

2015 – 2020

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A Message from the Vice-Chancellor

The University of Newcastle has a proud history of equity and social justice, and is committed to supporting students from all walks of life with ability and determination to participate and succeed in higher education. This commitment is reflected in the University's *NeW Directions Strategic Plan 2013-2015*, which supports an environment for work and study that promotes and advocates for positive physical and mental health.

I am pleased to present the University of Newcastle Accessibility Action Plan 2015-2020. The plan has been developed through wide consultation and builds on and continues the work of the University's previous plans. It proposes actions for:

- Ongoing consultation with staff and students and use of data for enhancement purposes
- Extensive review and improvement of current policies, practices, systems and infrastructure
- The development and implementation of frameworks for training and information dissemination
- Building confidence and capacity for staff to teach and work together inclusively

Fundamentally, our plan is about improving the access and success of staff and students who experience disability. The outline work plan indicated on page 18 defines a three-year schedule and a set of ongoing enhancement activities. In June 2017 the work plan will be reviewed against our targets and as required further tasks and activities set for completion at or before December 2020. The measure of success of this work will be judged by the annual data trends and experience and satisfaction reports as defined in the first strategy (DAP1.1) of this plan.

Through practical and effective policies and practices, we will be developing and implementing a range of initiatives that reinforce the University's leadership in inclusion and access and ensure the University is a supportive and rewarding place to study and work for staff and students who experience disability.

I am proud to endorse this plan as a continuation of our commitment to building a vibrant, inclusive and progressive University for staff, students and our community.

Professor Caroline McMillen
Vice-Chancellor and President
The University of Newcastle

Legal and Regulatory Framework

The *Disability Discrimination Act 1992 (Cth)* is a federal law that aims to:

- eliminate discrimination against people who experience disability
- promote community acceptance of the principle that people who experience disability have the same fundamental rights as all members of the community
- ensure, as far as practicable, that people who experience disability have the same rights to equality before the law as other people in the community.

The Act prohibits unlawful discrimination against people who experience disability and promotes an inclusive approach whenever possible, rather than the provision of separate or parallel services.

Areas covered by the Act that are relevant to the University of Newcastle include: employment; education; access to premises; and the provision of goods, services, accommodation and facilities.

Other relevant laws, standards and guidelines considered in the development of the University of Newcastle Accessibility Action Plan include:

- *United Nations Convention on the Rights of Persons with Disabilities* (2006)
- Australian Government's *Disability Standards for Education 2005*
- Australian Vice-Chancellors' Committee Guidelines Relating to Students with a Disability (2006)
- Australian Government's *Disability (Access to Premises – Buildings) Standards 2010*
- Australian Government's *Fair Work Act 2009*
- *Anti-Discrimination Act 1977 (NSW)*

Definition of Disability

The definition of 'disability' under the *Disability Discrimination Act 1992 (Cth)* is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. Disability can be permanent or temporary. It includes some conditions not usually thought of as disabilities.

Disability includes:

- total or partial loss of physical or mental functions (e.g. a person who has quadriplegia, a broken leg, epilepsy, a brain injury or a vision or hearing impairment)
- total or partial loss of part of the body (e.g. a person who has had an amputation)
- infectious and non-infectious diseases and illnesses (e.g. a person who has hepatitis or a person with allergies)
- the malfunction, malformation or disfigurement of a part of a person's body (e.g. a person with diabetes or asthma, or a person with a birthmark or scar)
- a condition causing a person to learn differently from other people (e.g. a person with autism, dyslexia, or an intellectual disability)
- a condition that affects a person's thought processes, understanding of reality, emotions or judgment, or that results in disturbed behaviour (e.g. a person with a mental illness, neurosis, or personality disorder)
- a condition that exists now, existed in the past, or may exist in the future (including having a genetic predisposition to that disability)
- a condition that is attributed to a person (e.g. a presumption that a person experiences disability)
- behaviour that is a symptom or manifestation of a disability (e.g. bodily movements caused by Parkinson's disease or behaviours of concern related to mental ill-health).

Disability discrimination includes:

Under the *Disability Discrimination Act 1992* (Cth) discrimination on the basis of disability occurs when a person who experiences disability is:

- treated less favourably than a person who doesn't experience disability in circumstances that are not materially different (direct discrimination)
- made to comply with a general requirement or condition which the person is unable to comply with because of their experience with disability, and which leads to the person being disadvantaged (indirect discrimination)
- subjected to the imposition of unreasonable terms or conditions on an activity
- denied access to a place, activity or service
- subject to unjustified termination of an activity
- asked discriminatory questions or subjected to harassment.

Carers for those who experience disability are also protected under the Act.

When is Discrimination Lawful?

Discrimination in employment is unlawful unless:

- the person cannot perform the inherent requirements of the work, even with reasonable adjustments; or
- the person needs adjustments/modifications that would be an unjustifiable hardship for the employer.

Discrimination in other areas (including education, access to premises, and the provision of goods, services, accommodation and facilities) is unlawful unless:

- the person needs adjustments/modifications that would be an unjustifiable hardship for the education/service provider.

Participation at UON

Students

UON students self-report their disability status at enrolment. They are also asked to indicate areas of impairment from six options (hearing, learning, mobility, vision, medical, other). Students can report more than one impairment type.

	Number of students who experience disability		
	2011	2012	2013
UON	1,570	1,613	1,749

Table 1. Total number of students who experience disability at UON.

Includes domestic students across all program levels. Source: Australian Government Selected Higher Education Statistics: 2013 Students Data, Appendix 2 – Equity Groups.

	Access rate: Percentage of commencing students who experience disability			Participation rate: Percentage of students who experience disability		
	2011	2012	2013	2011	2012	2013
UON	4.9%	4.6%	5.2%	5.7%	5.6%	5.8%
NSW	3.9%	4.1%	4.7%	4.4%	4.6%	4.8%
Australia	4.2%	4.5%	4.7%	4.8%	5.0%	5.2%

Table 2. Access and participation rates of students who experience disability at UON, NSW and nationally. Includes domestic students across all

Staff

In 2014, 59 staff reported that they experience disability and 19 required workplace adjustment. In 2014, people who experience disability comprise 2.5% of UON’s workforce, continuing a slight decline in representation since 2009 (3.3%). (Staff data as at 30 June 2014).

	% of total staff					
	2009	2010	2011	2012	2013	2014
People who experience disability	3.3	2.9	2.7	2.5	2.2	2.5
People who experience disability and required work related adjustment	0.7	0.6	0.6	0.6	0.5	0.6

Table 3. Total percentage of UON staff who experience disability and required work-related adjustment as at 30 June 2014. Excludes casual staff. Data source: HRIS Alesco database.

Key Accessibility Strategies, Actions and Anticipated Outcomes

Goal DAP1: Governance and planning protocols that ensure equitable access and opportunity

Strategy	Actions and Expected Outcomes	Responsibilities	Timelines
1.1 Create a sound information base to identify and help eliminate barriers.	<p>Regular reporting to indicate</p> <p>a) The annual data trends of staff and students who experience disability, including:</p> <ul style="list-style-type: none"> • Number of employees • Number of enrolments • Number of UON accommodation residents • Pathways to higher education • Disability type • Retention and success (staff and students) <p>b) An annual report on one of the following topics, each considered in rotation:</p> <ol style="list-style-type: none"> 1. A report on the experience of staff, students, and UON residents who experience disability and those who are carers for people with a disability 2. A report on the access, participation and academic performance of students with disability 3. A representation and engagement report of participation rates in decision making bodies of staff, students and UON residents who experience disability <p>Outcome: Annual report provided to Executive Committee and/or other committees as deemed appropriate by the Director of SPP.</p>	<p>Strategy, Planning and Performance (Item a & b)</p> <p>Director Chancellery and Services (to support Item b3)</p>	Ongoing.
1.2 Develop a strategy whereby those who need	<p>The UON will:</p> <p>a) Review the information needs of staff that support</p>	Associate Director, Student & Academic	Dec. 2015 (Item a)

<p>access can effectively share information related to disability.</p>	<p>members of our community who experience disability.</p> <p>b) Work in conjunction with other strategic projects to consider an approach whereby recording and sharing of information related to disability is limited to staff requiring access to such documents</p> <p>Outcome: An improved way of sharing and restricting information availability based on need across the organisation</p>	<p>Business / Student Care & Equity (Item a &b) CIO (to support Item b)</p>	<p>Dec. 2018 (Item b)</p>
<p>1.3 Systematically review UON's governance and operating practices for inclusivity and accessibility</p>	<p>The UON will:</p> <p>a) Benchmark our existing approaches to sector best practice.</p> <p>b) Review all existing policies, procedures, guidelines and operating practices for inclusivity and accessibility</p> <p>c) Create and implement an update schedule for all documents requiring improvement.</p> <p>d) Create a process to monitor compliance with policies.</p> <p>Outcome: Disability considerations will, to current standards of best practice, be embedded in the way the UON operates.</p>	<p>AD, Student & Academic Business (Items a – d) Policy and procedure owners (Item c) Director Chancellery & Services (for policy formation advice)</p>	<p>June 2016 (Item a- d) June 2017 (complete implementation Item c)</p>
<p>1.4 Review the way the UON delegates its legal obligations in relation to disability to external subcontractors and service providers</p>	<p>The UON will:</p> <p>a) Review and update any documentation related to external contractors to ensure that they understand their obligations to comply with any legal obligations under relevant laws and our expectations in relation to any relevant University policies or value.</p> <p>b) Review the possibility of embedding the UON Equal Employment Opportunities (EEO) online training</p>	<p>IFS, supported by procurement & Legal Office</p> <p>Director, People Workforce and Strategy supported by IFS</p>	<p>June 2016 (item a)</p> <p>Dec 2015 (Item b)</p>

	<p>module into existing site inductions/orientation practices for agency staff and contractors where applicable.</p> <p>Outcome: UON will comply with our legal obligations with the assistance of external contractors.</p>		
<p>1.5 Offer strategic and targeted support for appropriate national and international profile raising initiatives</p>	<p>The UON will:</p> <ul style="list-style-type: none"> a) Continue to support, including hosting, the work of the National Disability Coordination Officer Program while Commonwealth Government funding is maintained. b) Provide national and international leadership in the provision of tertiary education to equity group through the work of the Centre of Excellence for Equity in Higher Education <p>Outcome: The UON recognised as a leader in equitable education</p>	<p>Associate Director, Student Care & Equity (Item a)</p> <p>CEEHE (Item b)</p>	<p>Ongoing</p>
<p>1.6 Evaluate the success of UON's accessibility strategies</p>	<p>The UON will:</p> <ul style="list-style-type: none"> a) Track progress of this Plan through regular checks on its progress and the monitoring and evaluation of its outcomes b) Create an oversight committee to annually review the progress towards successful implementation of this Accessibility Action Plan c) Ensure that planning and reporting on this plan is incorporated within UON's existing planning and reporting frameworks <p>Outcome: Annual progress report provided to Executive Committee.</p>	<p>The Director of each unit with a specified responsibility indicated in this plan (Item a & b)</p> <p>Director Strategic Planning and Assessment (Item c)</p>	<p>Ongoing</p>

Goal DAP2: A physical and virtual environment that is inclusive and accessible

Strategy	Actions and Expected Outcomes	Responsibilities	Timelines
<p>2.1 Develop a campus mobility and building access strategy and implementation plans for all of UON campuses</p>	<p>The UON will create and implement:</p> <ul style="list-style-type: none"> a) a prioritised list of strategic improvement works to enable good access to buildings b) a program of works to identify and implement accessible parking and pathways to buildings c) a program of works to identify and improve key pedestrian routes, and a campus map representing accessible routes between buildings <p>Outcome: Creation of a Disability Access Masterplan to operate in association with the Strategic Asset Master Plan</p>	<p>Director, Infrastructure and Facilities Services (Items a – c)</p>	<p>Dec. 2016 (Item a – b)</p> <p>Ongoing (Item c)</p>
<p>2.2 Develop a set of UON design guidelines for the creation of accessible teaching and learning, research, living and office spaces</p>	<p>The UON will create:</p> <ul style="list-style-type: none"> a) Guidelines of expectations of design works and building space configuration being compliant to AS 1428.2 “Design for access and mobility: enhanced and additional requirements” b) Guidelines stating an expectation that updated or new facilities will include a range of ergonomically, inclusively designed furniture c) Clauses requiring compliance with <i>Disability Standards for Access to Premises</i> for design and construction which are to be included in all building contracts requiring Development Application and/or Construction Certificate, Complying Development Certificate approvals <p>Outcome: Creation of guidelines to convey the UON agreed</p>	<p>Director, Infrastructure and Facilities Services (Items a – c)</p>	<p>June 2016 (Items a – c)</p>

	estate accessibility expectations.		
2.2 Devise a timetabling approach to allocation of bookable facilities based on community members accessibility needs	<p>The UON will:</p> <ul style="list-style-type: none"> a) For each campus, conduct a detailed audit of the accessibility software and infrastructure of each bookable facility b) Build capacity within SyllabusPlus to record room accessibility specifications and building constraints to satisfy the accessibility needs of specific individuals c) Where possible, allocate facilities on timetables to match the needs of students or staff who experience disability <p>Outcome: Access to facilities that better match the accessibility needs of our community.</p>	<p>Director, Infrastructure and Facilities Services (Item a)</p> <p>AD, Student & Academic Business (Item b & c)</p>	<p>Dec. 2016 (Item a)</p> <p>For Semester 1, 2017 (Items b – c)</p>
2.3 Ensure that the University of Newcastle website complies with international standards for access.	<p>The UON will:</p> <ul style="list-style-type: none"> a) Review and list all UON web pages that don't meet compliance b) Create a schedule for carrying out any pages with compatibility issues. c) Check all the authoring tools used by UON partners comply with Authoring Tool Accessibility Guidelines (ATAG) 2.0 <p>Outcome: Web site compliance to ISO/IEC 40500:2012 Web Content Accessibility Guidelines 2.0, Level AA.</p>	<p>Director, Marketing & Public Relations.</p>	<p>Dec. 2015 (Item a & b)</p> <p>Dec. 2016 (Item c)</p>
2.4 Proactively and periodically review core software systems for accessibility	<p>The UON will:</p> <ul style="list-style-type: none"> a) Review its major / core software systems to ensure accessible user interfaces are offered, and devise a plan to deal with any accessibility issues identified 	<p>Chief Information Officer (Item a & b)</p>	<p>Dec. 2016</p>

	<ul style="list-style-type: none"> b) Implement procurement procedures and in-house design strategies to ensure user accessibility needs are considered in the procurement of new products. c) Build staff awareness of software accessibility options so staff can assist students with access. <p>Outcome: Software systems that demonstrate a commitment to accessibility.</p>	<p>CIO with support from Procurement and Legal office (item b)</p> <p>Academic Registrar, Director of CTL (Item c)</p>	<p>Ongoing (Item c)</p>
2.5 Create an equitable and accessible living environment for our residents	<p>The UON will:</p> <ul style="list-style-type: none"> a) Develop and implement a system whereby students applying for residential accommodation who have indicated that they experience disability on their application form are contacted and made aware of the assistance that is available to them b) Make any reasonable adjustment to accommodate identified student residential needs c) Make any reasonable adjustment to modify activities and events to enable participation in residential community activities <p>Outcome: An equitable student living experience.</p>	<p>Associate Director, Campus Services / Associate Director, Student Care & Equity and UON Student Living Team (Item a – c)</p> <p>Director, Infrastructure and Facilities Services (Item b)</p>	<p>Dec. 2015 (Items a & c)</p> <p>Ongoing (item b)</p>
2.6 Review emergency evacuation procedures to check they account for the needs of people who experience disability.	<p>The UON will:</p> <ul style="list-style-type: none"> a) Conduct a paper based review of its building emergency evacuation procedures considering populations with specific disabilities b) Review the suitability of all building alarm systems for individuals with specific disabilities and alignment to Personal Emergency Evacuation Plans (PEEPs) c) Conduct and enhance emergency training exercises to support the safe evacuation of individuals with 	<p>Associate Director, Health & Safety (Item a – c)</p> <p>Organisation Resilience Officer (In support)</p>	<p>Dec. 2015 (Item a)</p> <p>Ongoing (Item b)</p> <p>Dec 2016 (Item c)</p>

	specific types of disabilities		
	Outcome: All staff, students and visitors have access to a safe environment.		

Goal DAP3: Professional education, training initiatives that raise awareness and understanding

Strategy	Actions and Expected Outcomes	Responsibilities	Timelines
3.1 Develop resources to assist prospective students who experience disability and their families with the transition into higher education.	<p>The UON will</p> <ul style="list-style-type: none"> a) in conjunction with the National Disability Coordination Officers (NDCO), develop a suite of accessible, up to date resources for prospective students and their families that assist in the transition for entry into higher education of students who experience disability. <p>Outcome: Improved transition experience for students who experience disability.</p>	<p>Associate Director UniAccess.</p> <p>Associate Director, Student Care & Equity.</p>	December 2015
3.2 Increase awareness of ways staff can support individuals with accessibility needs	<p>The UON will:</p> <ul style="list-style-type: none"> a) Review disability content in EEO online training program and continue to include EEO online training as a mandatory requirement for staff induction. b) Implement ‘Heads Up’ an online resource detailing requirements under the DDA and Disability Standards for Education c) Consider implement education and support initiatives for all staff who work alongside or supervise those who experience disability d) Implement refresher training for all staff, and consider how best practice or updates can be conveyed to all staff periodically e) Ensure that residential induction programs include information about disability services and facilities; <p>Outcome: Well informed staff who understand best practice</p>	Director People and Workforce Strategy (Items a – d)	<p>Dec. 2015 (Items a & d)</p> <p>June 2016 (Items b & c)</p>

	and legal requirements relating to accessibility and opportunity for students who experience difficulty.		
3.3 Ensure relevant staff can implement their students' Academic Integration Plans.	<p>The UON will:</p> <ul style="list-style-type: none"> a) Ensure that Academic Integration Plans are appropriately disseminated to any staff member required to take action on behalf of a student b) Offer a package of high quality resources for professional and academic staff so they understand how to support students' accessibility needs through reasonable adjustment. <p>Outcome: Staff confident in their understanding of reasonable adjustment.</p>	Associate Director, Student Care & Equity (Item a) Director CTL (Item b)	Sem 1 2016 (Item A) Dec. 2016 (Item b)
3.4 Create equitable employment prospects through well trained interview panels	<p>The UON will:</p> <ul style="list-style-type: none"> a) Review our Recruitment & Selection Guidelines and other supporting documentation for those shortlisting and interviewing staff who experience disability to ensure our approaches reflect best practice b) Ensure that we appropriately support and prepare panel members who are interviewing staff who experience disability <p>Outcome: Recruitment practices that eliminate barriers and are informed by best practice</p>	Director People and Workforce Strategy (Item a & b)	Dec 2015 (Item a & b)

Goal DAP4: Equality for students

Strategy	Actions and Expected Outcomes	Responsibilities	Timelines
<p>4.1 Practice inclusive recruitment, admission and orientation processes.</p>	<p>The UON will:</p> <ul style="list-style-type: none"> a) Publish on the UON website the help and support it has available to students who experience disability b) Consult with the National Disability Insurance Agency (NDIA) and establish any necessary protocols for referral and collaborative support for students who experience disability. c) Continue to implement and enhance an early contact protocol whereby students who have indicated that they experience disability on their application form and/or at the time of enrolment are contacted and made aware of the assistance that is available to them. d) Proactively deliver appropriate, tailored support to students in a timely manner <p>Outcome: An inclusive recruitment, admission and orientation process.</p>	<p>Associate Director UniAccess (Items a – c)</p> <p>Associate Director, Student Care & Equity. (Item d)</p>	<p>Dec. 2015 (Items a – d)</p>
<p>4.2 Make mandated program requirements explicit at admission</p>	<p>The UON will:</p> <ul style="list-style-type: none"> a) make a concerted effort to identify reasonable adjustments in order to make its programs accessible b) where accreditation, or other essential inherent requirements exist, make these explicit to allow students who experience disability to make informed choices about their program and/or courses <p>Outcome: Students are able to make informed choices</p>	<p>PVC (Learning and Teaching) (Items a & b)</p> <p>Associate Director, Student Care & Equity. (Item b)</p>	<p>Dec. 2016 (Item a – b)</p>

	about their study.		
4.3 Remove barriers to success	<p>The UON will:</p> <ul style="list-style-type: none"> a) Review existing materials to support independent learning to ensure they are accessible to students who experience disability. b) Define a core set of learning support materials that will be available to help students plan their study c) Support its academic and professional staff adapting teaching approaches, course materials and assessment strategies to take account of reasonable adjustments for students who experience disability <p>Outcome: Students experience reduced barriers to success</p>	Director CTL and supported by ADs, Director, Student & Academic Business and Student Care & Equity. (Items a – c)	Dec. 2015 (Items a – c)
4.4 Implement best practice in developing placement plans for students who experience disability	<p>The UON will:</p> <ul style="list-style-type: none"> a) Explore ways to increase the number of Industry Scholarships for students with a disability b) Work with the <i>Australian Network on Disability</i> organisation to increase the number of WIL placements for students with a disability c) Explore, develop and pilot a model of best practice in developing placement plans for students who experience disability undertaking work-integrated learning and work placements d) Develop guidelines for staff in relation to managing WIL placements for students with a disability in association with relevant stakeholders at UON, and establish a Blackboard site to share this information <p>Outcome: Students who experience disability are supported to undertake work-integrated learning and work placements.</p>	<p>AD, Student Care and Equity / AD, Campus Life, Careers and Student Advice. (Items a – c)</p> <p>PVC (Learning and Teaching) / Director CTL (Item d)</p>	<p>Ongoing (Items a & b)</p> <p>Dec. 2015 (Item c & d)</p>

<p>4.5 Explore new and innovative approaches to offer student support</p>	<p>The UON will:</p> <ul style="list-style-type: none"> a) Examine ways to reduce the volume and complexity of administration it requires of students b) Investigate an Advocacy policy for students who wish to delegate specific administrative responsibilities to others c) Develop and pilot a mentor/buddy program for students who experience disability. d) Use a continuous improvement program to ensure the support we offer represents best practice <p>Outcome: Improved retention, success and satisfaction rates</p>	<p>AD, Student Care & Equity. (Item a – d)</p>	<p>June 2016 (Item a & b) Dec 2016 (Item c) Ongoing (Item d)</p>
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Goal DAP5: Equality for staff

Actions	Outcomes	Responsibilities	Timelines
5.1 Practice inclusive recruitment, and onboarding processes.	<p>The UON will:</p> <ul style="list-style-type: none"> a) Publish on the UON website the help and support it has available to staff who experience disability b) Review with National Disability Recruitment Coordinator (NDRC) ways to facilitate employment opportunities for potential candidates who experience disabilities c) Prior to their arrival, and in collaboration with other service areas, work with newly appointed staff that have indicated that they experience disability to assist with any reasonable adjustment required. <p>Outcome: Improved attraction, retention and satisfaction rates for staff who experience disability</p>	<p>Director, People and Workforce Strategy. (Items a – c)</p> <p>AD, Health and Safety (Item c)</p>	<p>Dec. 2015 (Item a – b)</p> <p>Ongoing (Item c)</p>
5.2 Proactively remove barriers to success	<p>The UON will:</p> <ul style="list-style-type: none"> a) Ensure all supervisors are supported to ensure they have adequate skills and knowledge in supervising people who experience disability b) Keep its staff well informed by periodically providing updates regarding changes to requirements and good practice in working effectively with people who experience disability <p>Outcome: Staff proactively seeking to reduce barriers</p>	<p>Director, People and Workforce Strategy. (Item a)</p> <p>Health & Safety Officers (Item b)</p>	<p>Ongoing (Items a & b)</p>
5.3 Increase clarity in how staff can access accessibility adjustments	<p>The UON will:</p> <ul style="list-style-type: none"> a) Formalise the working protocols for referral for 	<p>Director, People and Workforce Strategy. (Items a & b)</p>	<p>June 2015 (Items a & b)</p>

	<p>reasonable adjustments</p> <p>b) Ensure the process for accessing adjustment is clearly publicised.</p> <p>Outcome: Staff experience reduced barriers to success</p>		
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Reporting on the Plan

A university-wide working party under the leadership of the Pro-Vice Chancellor Learning and Teaching will guide the implementation of the *Accessibility Action Plan* including the development of a range of robust performance indicators.

Progress on the implementation of the actions in this plan will be reported in the following ways:

- Annual update as part of the Equity Report to University Council
- Key highlights as part of the University of Newcastle Annual Report
- Biannual update to Executive Committee.

Acknowledgements

The University of Newcastle acknowledges the Deakin University *Disability Action Plan* for the content on pages 4-6 of this plan.

Feedback

The University of Newcastle welcomes feedback on the *Accessibility Action Plan*. Feedback may be provided to the Associate Director, Student Care & Equity, as follows:

Email: studentequityandsupport@newcastle.edu.au

Telephone: (02) 4921 6000

Post: Associate Director, Student Care & Equity
UON Students
University of Newcastle
Callaghan 2308
NSW

Complaints

People who experience disability or their carers, who believe they have been treated unfairly on the basis of disability at the University of Newcastle, may contact:

Within the University of Newcastle:

- The Office of the Dean of Students
- Complaints Office

Outside of the University of Newcastle:

- The [Australian Human Rights Commission](#)
- The NSW Anti-Discrimination Board

It is unlawful to victimise a person for making a complaint of disability discrimination under the [Disability Discrimination Act 1992 \(Cth\)](#) and Anti-Discrimination Act 1977 (NSW).