# Disability Access and Inclusion Plan (DAIP)

# Progress Report 2022/2023

## Public Authority Details

**Name of public authority:**University of Western Australia

**Name of contact person:** Kristee Jolly – Diversity, Equity & Inclusion Officer

**Phone number:** 08 6488 4214

**Email:** office-od@uwa.edu.au

The [Disability Services Act 1993](https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_267_homepage.html) requires Public Authorities to report annually on the implementation of its Disability Access and Inclusion Plan (DAIP). These reports are used to generate the DAIP Minister’s Progress Report each year which will be tabled in Parliament by December 2023.

[A Western Australia for Everyone: State Disability Strategy 2020-2030](https://www.wa.gov.au/government/document-collections/state-disability-strategy-2020-2030) (the Strategy) sets the foundation for building a more inclusive Western Australia. The Strategy intends to protect, uphold and advance the rights of people with disability living in Western Australia. The vision of the Strategy is that people with disability, and those who share their lives, are engaged and feel empowered to live as they choose in a community where everyone belongs.

The Strategy references the role of Disability Access and Inclusion Plans (DAIPs) as an important way of ensuring that public authorities continue to improve access and inclusion outcomes for people with disability.

DAIP progress report is due on **Monday 31 July 2023.**

To send completed Progress Reports, or for enquiries, please email: [statedisabilitystrategy@communities.wa.gov.au](mailto:statedisabilitystrategy@communities.wa.gov.au)

## Reporting guidelines

* Detail activities that can showcase your organisation’s work in implementing your DAIP.
* Highlight any progress made towards your organisation’s DAIP.
* When detailing an activity or action, please provide:
  + description of the activity
  + outcome or impact of the activity
  + quantitative (anything that can be measured) and qualitative data (feedback, direct quotes etc)
* Focus areas for this reporting period are:
  + Outcome 3; strategies or activities that improved communication accessibility. For example, training, policy standards or communication tools to ensure people with different communication needs experience an equitable level of service. Please see *Attachment 1 – Outcome 3; Information and Case Studies*
  + Outcome 5: strategies or activities that have resulted in a more accessible and inclusive complaints management process. Please see *Attachment 2 – Outcome 5; Information and Case Studies*
  + Outcome 7; Increased employment and retention of people with disability in Public Authorities.
    - any new approaches being taken to increase the rate of disability employment.
    - Any new approaches or strategies to retain existing people with disability employed at Public Authority.

**Administrative requirements:**

* Please send your Progress Report in Word format.
* please include high resolution[[1]](#footnote-2) photos wherever possible. Permission from individuals featured in photos must be sought and made available upon request as photos will be used in preparing Minister’s Progress Report to be tabled in Parliament.

## Progress Report

**Outcome 1: People with disability have the same opportunities as other people to access the services of, and any events organised by, a public authority.**

**Activity 1: Accessible Events and Services**

UWA policies and procedures are regularly reviewed and improved to promote inclusion, ensuring that people with disabilities can attend and participate in events and services. This involves communicating in advance about the availability of additional support services for both students and their guests (i.e. Auslan Interpreters at Graduation Ceremonies), making necessary event preparations for an inclusive experience, checking the operational facilities and clearly signposted access, and ensuring that all event locations are accessible.

**Activity 2: UWA Specialist Mentoring Program**

UWA UniAccess and the School of Psychological Science oversee the UWA Specialist Mentoring Program, providing tailored support to students on the autism spectrum. In 2022, the program assisted 33 mentees with one-to-one mentoring. Of these, 16 were returning students and 17 were new participants. Demand for the program continues to increase among both new and returning students. Survey feedback from mentees indicated positive outcomes, with 88% reporting increased confidence in administrative matters, 85% feeling more capable in managing their university studies, 100% expressing improved ability to organize their timetable, 92% feeling more confident about meeting assessment deadlines, and 85% feeling more assured in engaging with others at the university.

**Activity 3: Increasing Accessibility to UniAccess**

UniAccess staff organized multiple events to enhance staff and student understanding of the UniAccess service and its support for students with disabilities. These initiatives included: Presentations during Orientation, with a focus on students whose disabilities intersect with other identities; Collaboration with the School of Indigenous Studies; and involvement in UWA Connect's Careers and Wellbeing weeks. This allowed for increased awareness of UniAccess services among new and current students. A partnership with UWA Careers and Employability resulted in the Employ+ABLE Careers event, addressing the disclosure of disabilities. The team also visited the Albany campus, participated in the Universal Design for Learning Community of Practice, and collaborated with Student Offices and Schools to promote services and Disability Awareness Training.

**Activity 4: Drop-In Sessions with the School of Indigenous Studies (SIS)**

UniAccess conducted drop-in sessions for SIS students in 2023, held weekly for six weeks in the SIS building. The drop-in supported students transitioning into undergraduate studies and provided assistance for disabilities or health conditions affecting academic progress. UniAccess collaborated closely with SIS to ensure regular communication about the sessions. Eight students attended, with a total of 12 visits. Participants came from various academic courses, including the Aboriginal Orientation Course, Smart Start, and undergraduate/postgraduate programs. One student from Albany joined virtually, and another student registered with UniAccess after the sessions.

**Activity 5: ADHD Webinar Series**

Following an 110% increase in ADHD registrations from January 2022 to December 2022, UniAccess in collaboration with UWA STUDYSmarter, UWA Careers and Employability and the UWA School of Psychological Science, ran an ADHD Webinar Series in Semester 2, 2022. Four webinars were offered via Microsoft Teams and the recordings continue to be available to students and staff via our YouTube channel.

|  |  |  |  |
| --- | --- | --- | --- |
| Webinar Title | Presenter | Registrations | YouTube Views |
| Practicing Effective Learning and Study Skills with ADHD | Dr Izzy Rossen  Senior Learning Skills Advisor, UWA StudySmarter | 156 | 300 |
| Living with ADHD: Strategies for Wellbeing | Glenda Farmer  PhD Candidate, UWA School of Psychological Science | 153 | 110 |
| ADHD Career Considerations and Advice | Catherine Lightfoot  Careers Advisor, UWA Careers and Employability | 111 | 29 |
| Exam Revision for Students with ADHD | Dr Izzy Rossen  Senior Learning Skills Advisor, UWA StudySmarter | 116 | 86 |

Feedback from the webinars included:

* *“Speakers were helpful and had personal knowledge on the subject Everything was easily explained and the tips they gave us were very relevant I appreciate it is focussed on a different topic each time, and those topics are relevant to the skills students might need at that point in the semester.”*
* *“Practical suggestions on wellbeing and learning strategies. Suited a broad audience Able to watch at a time convenient to me.”*
* *“They were inclusive, the people involved were lovely, some interesting information.”*
* *“This was helpful to me as a parent. Perhaps make the resources more widely available as they could also help teachers, supervisors etc.”*

**Activity 6: Auslan Training**

The UWA Student Guild Access team hosted an eight-week Auslan course and Deaf Awareness training run by the WA Deaf Society in Semester 2, 2022. Funding was secured from the UWA Student Guild, Amnesty International (WA branch) and the UWA Disability Access and Inclusion Group (as part of the UWA Diversity, Equity and Inclusion Committee), with 20 students completing the course. At the end of the course, students organised an event to promote accessibility and the practice of Auslan as a language.

**Activity 7: UWA SafeZone App**

UniAccess and UWA Security collaborate to promote the SafeZone app to students with disabilities. The app offers various features, including the ability to make first aid calls, request non-urgent assistance from UWA Security with location tracking, raise emergency alerts for immediate help, and access the campus map for easy navigation around the Crawley campus. The app has been downloaded by 1800 users.

**Activity 8: Special Considerations Process**

Ongoing reviewing and updating of the Special Considerations process for UniAccess-registered students with chronic, ongoing health conditions has continued to reduce unnecessary administrative burden on students, health professionals and UniAccess staff. Students can provide their current UniAccess Academic Adjustment Plan (UAAP) to support requests for special consideration which can include extension to assessment, no penalty for missed classes, deferred test/exam. This has reduced the need for students to obtain a medical certificate or professional declaration, which previously placed significant pressure on both students and the health system.

**Activity 9: UWA Library Resource Rooms & Sensory Room**

Refurbishments of the UWA Libraries has included offering accessible rooms for students with disabilities. The Reid Library features a Sensory Room designed to provide a safe and quiet space for students with neurodevelopmental, mental health, and physical disabilities. Equipped with sensory items, dimmable lighting, soundproofed walls, and comfortable seating, the room accommodates up to six people, fostering inclusivity and raising awareness of neurodiversity at UWA. Additionally, the Reid and Barry J. Marshall Libraries have UniAccess Resource Rooms, granting priority access to computers, accessible software, ergonomic furniture, lockers, and a rest area for students with disabilities and medical conditions. These rooms serve as study spaces, rest areas, and provide essential equipment. Feedback from users has influenced plans for the Reid Library refurbishment, which includes the design of two new sensory rooms catering to different sensory needs – one to cater for quiet sensory and one for loud sensory needs.

* *“I have access to the resource room so they are quieter than most public libraries, and I cannot study at home due to unreasonable distractions and circumstances.”*
* *“It helps me stay motivated and have routine”.*

**Activity 10: Accessibility in the Unit Lifecycle**

The Unit Lifecycle assists Unit Coordinators to manage their units and teaching staff to deliver teaching. This process includes step-by-step instructions on how to access tools, systems and information required to plan and deliver a unit. The Unit Lifecycle process has been updated to include a guide on applying Universal Design for Learning (UDL).

**Activity 11: Web Accessibility Policy and Guidelines**

A cross-functional review of the UWA’s web accessibility policy and guidelines was completed and endorsed in July 2022. This review has allowed for the implementation of educational tools and platforms so that staff can access web accessibility criteria. This has resulted in decommissioning outdated and non-compliant digital tools and platforms and onboarding replacement and enhanced tools that meet accessibility criteria.

**Activity 12: Accessibility Training**

A professional development grant was submitted and approved to conduct accessibility training for staff via the Centre of Accessibility. This online training session (to be completed by December 2023) will be recorded and be made available for all UWA Staff. The intention will be that this training covers key accessibility training requirements related to web accessibility and document accessibility or as determined by key areas.

Further to this, the Brand, Marketing and Recruitment (BMR) team offer Web Accessibility training via the Sitecore Content Editor website, to ensure content editors are informed about basic Web Accessibility requirements. This module will be enhanced by the abovementioned training.

**Activity 13: Course Guides**

UWA continues to increase awareness of the disability support services available for students through promotion in course guides.

**Outcome 2: People with disability have the same opportunities as other people to access the buildings and other facilities of a public authority.**

**Activity 1: Diversity, Equity and Inclusion (DEI) Strategic Plan 2022-2025**

The DEI Strategy 2022-25 was launched in October 2022. This public document emphasises UWA’s commitment to developing accessible workplaces that are free from bias. An important commitment is visible in Action 2.6: *to 'make continuous improvements to existing buildings and facilities that fit within the principles of universal design.*' and *'Universal Design informs all new campus (physical and digital) infrastructure.*'

UWA is currently developing staff training to increase understanding of accessibility needs of people with disability.

**Activity 2: Specialist Team for Physical Access and Wayfinding Issues**

The Physical Access and Wayfinding team have continued to meet to discuss physical access and wayfinding issues on all UWA campuses. The team have focussed on promoting the mechanisms for reporting issues and managing complaints and have been involved in reviewing concept plans for refurbishments and new facilities on UWA grounds. The team is comprised of representatives from UniAccess, Campus Management and Safety and Health, with input from student representatives and other key stakeholders as required.

**Activity 3: Accessible Parking**

UniAccess has worked closely with UniPark, UWA’s transport and parking office, to ensure the governance and processes for accessing “Accessible Parking” are more streamlined and to continue to provide access for those with ACROD eligibility and students with temporary mobility issues.

**Activity 4: Reid Library Sensory Room**

The Reid Library's Sensory Room has been in operation since August 2021, serving as a valuable support resource for neurodiverse students. Collaboration between the Library and UniAccess ensures that the space is utilised in a manner that best benefits the student community. Based on valuable feedback received through the Specialist Mentoring Program, UWA has initiated plans to design two new rooms as part of the 2023/2024 refurbishment project for the Reid Library.

These upcoming additions aim to cater to the specific sensory needs of students. One room will be designed to provide a quiet sensory environment, while the other will be dedicated to accommodating sensory stimulation in a louder setting. Other inclusions to the upgrades include a Wellness Lounge with supporting consult rooms, all gender toilets, and a parents’ room.

UWA is actively involving students in the co-design process, leveraging insights gained from their experiences in the existing sensory room. It is anticipated to be ready by August 2024.

**Activity 5: Sunken Garden Accessibility**

The Sunken Garden is a beautiful venue on campus for staff, students and the community. However, accessibility into this venue is currently via steps only. In the past year, as part of the campus masterplan upgrade, a universally accessible steps, terraces and ramp design concept has been developed to improve access to and within the venue. The design will be further developed and implemented when funding is available.

**Activity 6: Crawley Campus Accessibility**

UWA’s campus management team are collaborating with the City of Perth to improve connection into the Crawley campus by realigning the Hackett Drive crossover and pathway that lead into the campus on the eastern side. These upgrades will provide improved access from Universal Access car bays on the river side of Hackett Drive onto the Crawley campus for staff, students and the community. The City of Perth has completed its works and the tender documentation is being prepared for implementation with other UWA carpark upgrades with completion set for 2024.

**Activity 7: Energy Efficient Lighting Upgrade**

Further to the 3.3km lighting upgrade along UWA’s main pedestrian paths (Walksafe Pathways project) in 2021, the project scope has now been broadened to include three additional car parking projects (174 bays). The upgraded lighting provides well-lit, safe walking routes for student and staffs, with a targeted completion 2024.

**Activity 8: Neil Donaldson Lift & All Gender Toilets**

Construction of new changerooms and a clubroom facility at UWA Sports Park is scheduled to begin in the 3rd quarter of 2023, with completion targeted for 2024. The facility will prioritise equitable access by featuring a lift connecting the changerooms and clubrooms, along with a universally accessible pathway from the carpark. The facility will include gender-neutral team changerooms, umpire and public facilities, as well as universally accessible toilets.

**Activity 9: 39 Fairway Lift**

The fit-out for Optometry building is completed and teaching has commenced. As part of the Optometry fit-out, a lift will be installed the 2nd half of 2023 to provide full wheelchair access to a building previously inaccessible for people who use wheelchairs.

**Activity 10: Albany Campus**

Universal access at the UWA Albany campus is under review and minor works will be implemented once the scope is defined and funding sourced.

**Activity 11: UWA Design and Construction Standards**

UWA Design and Constructions Standards supplement NCCC Construction Standards for use by UWA building and services design consultants and building contractors and are updated on a rolling basis. UWA Wayfinding (including signage), Building and Architectural standards are to be updated with targeted completion 2024.

**Outcome 3: People with disability receive information from a public authority in a format that will enable them to access the information as readily as other people are able to access it.**

**Activity 1: Automated Speech Recognition**

The Education Enhancement Unit (EEU) and UniAccess are collaborating on a workflow chart for teaching staff. The chart focuses on utilising the Automated Speech Recognition (ASR) feature in Echo360 video lectures and implementing closed captions for UniAccess-registered students. The goal is to enhance accessibility and inclusivity by utilizing features such as Polling, Discussion Panel, Interactive Media, Browser Capture, and Analytics Dashboard within the Echo360 system.

*Table representing ASR Usage Intensity – Monthly ASR Hours:*

| **Year** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2022** | 321 | 1,043 | 4,201 | 2,306 | 3,000 | 218 | 1,474 | 4,371 | 2,516 | 2,262 | 133 | 20 |
| **2023** | 222 | 858 | 4231 | 2,271 | 3,259 |  |  |  |  |  |  |  |

**Activity 2: Universal Design for Learning Project**

Staff on the Disability Access and Inclusion Working Group (DAIWG) secured a UWA Learning and Teaching Excellence Grant for a project titled “Universal Design for Learning (UDL) – Capacity Building”. The project aims to build the capacity of UWA teaching and professional staff in UDL. The project team, supported by the DAIWG, will develop training materials for staff and a workshop will be delivered by the Centre for Accessibility Australia on how to implement UDL in Teaching and Learning.

**Activity 3: UniAccess**

UniAccess provides a comprehensive and confidential service to UWA students who have temporary or ongoing medical conditions or disability to support equity, access and learning at UWA. UniAccess is a safe place to meet confidentially with highly qualified advisers who will listen, provide information, and work with students to help maximise their academic potential. UniAccess offers both in-person and virtual appointments (Telephone or Microsoft Teams video call) to students.

The enrolment of students with disabilities has significantly risen from 9.5% in 2022 to 13% in 2023. This increase is evident in the growing number of students registering with UniAccess. As of May 31, 2022, there were 2,492 UniAccess registrations, which increased to 2,794 registrations by May 31, 2023.

**Activity 4: Web Accessibility Policy and Guidelines**

UWA IT contributed significantly to the development of UWA's Web Accessibility Guidelines which accompany the Web Accessibility Policy and provide clear and useful guidance on compliance, including the EU and US certifications, sections and standards based on WCAG level compliance cited by vendors outside of Australia in their contracts [e.g. VPAT certification, compliance with Section 508 (US), ADA Title III (US), EN 301 549 (EU)]. Without these references, it has been difficult to ensure cited accessibility compliance would meet UWA policy requirements.

**Activity 5: Application Review**

UWA IT are actively retiring or refactoring legacy business applications historically acquired or developed without IT involvement/adherence to Accessibility Policy or Standards through strategic capital projects and the Application Modernisation capital works.

**Activity 6: Information Technology Policy/Procedure Changes**

UWA’s IT team have made the following changes to IT related policy/procedures:

* Enterprise Architecture's AD EA Information Management Design Principles describe Accessibility as a fundamental architecture principal.
* IT Application Acquisition Adoption and Development Standard embeds the principle that "Information is Accessible" encompassing compliance with policy
* "Must Have" accessibility checks in to its "Non-functional Requirements" data collection to request compliance information for every new product tendered during the assessment phase of acquisition of new services/solutions.

**Activity 7: Website Accessibility Checker**

In February 2023, UWA purchased a subscription to a tool called Siteimprove. On a weekly basis, Siteimprove crawls all Sitecore sites, the Handbooks website and all Research sites to check for content and functionality that does not comply to WCAG 2 AA standards. This information automates into an “Accessibility Dashboard” to provide staff with required updates and tasks. The tool prioritises tasks based on the greatest impact, and provides a score for each group of sites we've identified, plus an overall score. UWA are committed to improving our AA score and are working through budget implications to expand this project to internal sites and platforms.

**Activity 8: Diversity, Equity and Inclusion (DEI) webpage**

A new Diversity, Equity and Inclusion website was built in Sitecore and included a review and rewrite of all the content. The website went live in March 2023, and provides a landing page sharing UWA’s commitment and actions towards fostering an inclusive university community.

**Activity 9: Universal Design for Learning (UDL) SCORM package**

The Australia Disability Clearinghouse Education and Training SCORM package on 'UDL in Tertiary Education', is now available through UWA’s Learning Management System (LMS). This package serves as a valuable resource for educators in understanding and implementing UDL principles in higher education settings.

These tools are designed to assist educators in mitigating accessibility gaps within their LMS units of study. Teaching staff can identify and address potential barriers that may hinder students' access to course materials, activities, and assessments. The training allows educators to proactively consider accessibility and ensure that all students, have equal opportunities to engage with the curriculum and succeed academically.

**Outcome 4: People with disability receive the same level and quality of service from the staff of a public authority as other people receive from the staff of that public authority.**

**Activity 1: Choice for Prospective Students**

UWA's Future Students team provide various channels, including phone, email, live-chat, virtual, and in-person appointments, to provide information to prospective students. Live-chats and virtual appointments on a web accessible platform have improved accessibility. Captioning is provided for digital recruitment webinars, and disability access is available at UWA venues. The community can also access information on these services via the UniAccess webpage.

**Activity 2: Disability Awareness Training**

UWA continues to offer Disability Awareness Training for staff and Mental Health First Aid Training for staff and students. UniAccess provides training for casual support staff working with UniAccess students. Peer mentors in the Specialist Mentor Program receive Autism Awareness Training, with 14 mentors completing the training over the past 12 months.

The Organisational Development team also host a 2-hour in person workshop designed to increase awareness in creating an inclusive and disability confident workplace. The workshop allows participants to learn about disability and how it affects individuals in various ways. The workshop emphasises on the significance of small adjustments in the workplace that will enable support and productivity for people with disabilities. This workshop was hosted in October 2022 with a total of 18 participants.

UWA further offers the SBS Core Inclusion Training eLearning module. The self-paced module includes core skills and knowledge around inclusion of people with disability. As of August 2022, SBS Inclusion training was renewed for a further two years for staff and HDR students. 5000 users license were available with a 13% completion rate – 1000 staff had started the training with over 700 completing the training.

**Activity 3: Universal Design for Learning (UDL) Community of Practice**

The UDL Community of Practice are collaborating and designing the Tertiary Education Accessibility Workshop to train staff in the use of UDL principles in online teaching and learning practices, aiming to improve accessibility of teaching and learning materials for students with disability. This workshop is in collaboration with Centre for Accessibility and is proposed for August 2023 delivery. Content includes: How students with disability engage with content, Applicability of the WCAG standard, Accessible communications, Show accessibility applies to different audiences, how learning designers and academics can publish accessible documents, and other specifics.

**Supplementary Information: Pro-Vice Chancellor for Diversity, Equity and Inclusion (PVC-DEI)**

UWA appointed a Pro Vice-Chancellor (PVC) for Diversity, Equity, and Inclusion in August 2021. The PVC contributes to ongoing reviews and updates of policies and processes, applying a DEI lens to all policies and procedures where relevant. This includes the development of a targeted DEI Policy. The PVC also represents UWA at external events, for example as keynote speaker at external conferences, demonstrating UWA’s commitment to accessibility and inclusion.

**Outcome 5: People with disability have the same opportunities as other people to make complaints to a public authority.**

**Activity 1: Visibility in Internal Promotions**

UWA prioritises disability, access, and inclusion matters, which includes effective internal communication of the complaints process for individuals with disabilities. Through the staff newsletter and the staff intranet, comprehensive information is provided on how to address concerns and initiate the complaints process as well as other services available, such as health and wellbeing and injury management support. This ensures that staff members are well-informed about their rights and the available avenues to address any issues or grievances related to disability.

**Activity 2: Diversity, Equity and Inclusion (DEI) Officers**

DEI Contact Officers at UWA play a crucial role in supporting the University community. They provide advice and initial support, while also driving cultural change at the local level. These 28 officers, located throughout the campus, are diverse and include both academic and professional staff. They maintain confidentiality and can provide information on complaint resolution options, strategies for direct communication, and access to counselling and support services. Information on this service and the officers contact details are now available on UWA’s website.

**Activity 3: Review of Policy, Guidelines and Processes**

UWA continue to periodically review and update policies, guidelines and processes that impact people with disability, ensuring best practice. In this year, reviews have commenced on the Code of Conduct; Diversity, Equity and Inclusion Policy, Appropriate Behaviour Policy and the Fitness to Study process.

**Activity 4: Integrity and Standards Unit (ISU) – Executive Report**

The first annual ISU report was presented to the Executive, as well as a supporting briefing note to the Audit & Risk Committee, that was referred to the Senate. The report provided comprehensive information on the numbers, themes, and trends related to complaints and conduct matters within UWA. It served as a valuable overview, offering insights into the overall landscape of integrity and conduct at the university. The report aimed to enhance transparency and accountability, enabling the Executive and Governing body at UWA to make informed decisions regarding policies, procedures, and resource allocation. By analysing the data presented in the report, UWA could identify emerging patterns, address areas of concern, and implement proactive measures to foster a culture of integrity and ethical conduct within the university.

**Activity 5: Complaint Resolution Webpage**

UWA has launched new ISU webpages featuring dedicated sections for complaint resolution and reporting. The complaint resolution page provides valuable information on how to address and resolve complaints effectively. The reporting page outlines the complaints process as well as supporting policies. These new webpages aim to enhance accessibility, provide clear guidance, and facilitate a more efficient complaint management system at UWA.

This webpage will be supported by a new online reporting portal for inappropriate behaviour. This portal is in the final stages of development and is anticipated to be released in July 2023.

**Outcome 6: People with disability have the same opportunities as other people to participate in any public consultation by a public authority.**

**Activity 1:** **The Student Life Student Reference Group**

The Student Life Student Reference Group (SLSRG), established in 2022, meets bi-monthly to address challenges and emerging needs across Student Life, with a particular focus on culture change, safety, inclusion, wellbeing, and service delivery. The group aims to empower students and involve them in program design, development, and continuous improvement, working collaboratively with UWA staff. With a commitment to meaningful contributions and co-design methods, the group consists of 20 members representing various student identities and maintains partnerships with the Student Guild, UWA Sport, and College Row. SLSRG ensures the inclusion of diverse perspectives, including the views and experiences of students with disabilities, in its discussions and decision-making processes.

**Activity 2: Staff Consultation**

Throughout the year, staff consultation was conducted for multiple UWA projects, including the Mental Health and Wellbeing Framework. The consultations took an inclusive approach, ensuring focus groups accommodated diverse participation by scheduling in-person and online sessions. The online UWA Employee Engagement Survey, delivered by Glint, followed WCAG and ADA Section 508 requirements, ensuring accessibility. Another project utilised drop-in sessions seeking feedback on the final design concepts for the Park Avenue site. These drop-in sessions were conducted at accessible campus locations during various timeframes.

**Activity 3: Disability Access and Inclusion Working Group (DAIWG)**

The Disability Access and Inclusion Working Group (DAIWG) at UWA meets regularly and has expanded its membership to include diverse stakeholders. The group consists of staff representatives from various departments, including UniAccess, Campus Management, Human Resources, academic staff, the Educational Enhancement Unit (EEU), and the residential colleges, with executive sponsorship from the CFO. Efforts are underway to improve gender balance on the committee following the departure of male members in the past year. Additionally, the DAIWG includes student representation through UWA Student Guild Access Officers, who bring valuable lived experiences related to disability, medical conditions, and mental health conditions.

**Activity 4: Lived Experience Project**

UWA Health Promotion Unit (HPU) offers a Lived Experience training workshop for students, empowering them to share their personal stories of challenge in a safe and purposeful manner. Following the training, speaking opportunities within the UWA community are identified for students who have completed the workshop, ensuring their voices and experiences are heard and valued.

**Activity 5: UniAccess Biennial Student Survey**

UniAccess prioritises student feedback through a biennial student survey. The survey was sent to 2108 students, comprising UniAccess-registered students and students who had disclosed a disability to the university but were not registered with UniAccess. 401 students completed the survey with summary points outlined below:

* 89% were satisfied with the service;
* 95% would recommend UniAccess to a friend with a disability/medical condition;
* 74% believed UniAccess had helped them to improve their grades; and
* 80% believed that UniAccess had helped them stay enrolled in their studies.

Qualitative feedback included:

* *“This service provided by UWA makes me appreciate the university so much, and the amount of support was undeniable.”*
* *“I don't think I could still continue my degree without UniAccess support. Thank you so much.”*

The next survey is due to run in October 2023 and will ask about accessibility to courses, teaching and learning with a Universal Design for Learning (UDL) theme.

**Outcome 7: People with disability have the same opportunities as other people to obtain and maintain employment with a public authority**.

**Activity 1: Employee Engagement / DEI Staff Surveys**

A Glint Employee Engagement survey was launched in March 2023. Glint has the capacity to use demographic data to better understand the opportunities and experiences of UWA employees who have self-identified as a person with a disability.

For the 2023 survey, we chose not to utilise this functionality due to incorrect and incomplete data potentially resulting in an inaccurate representation of our employees with disability. Instead, we chose to explore other ‘best practise’ surveying opportunities for DEI utilising Glint that would enable people with disability to share their opportunities and experiences through anonymous surveying. We believe this approach will create greater safety for employees to participate openly and honestly about their experiences.

We did, however seek to understand and establish baselines on employee perceptions on belonging (‘I feel a sense of belonging at UWA’) and inclusive leadership (‘Leaders at UWA value different perspectives’) at UWA. This data will be reviewed by HR and PVC-DEI with the view to identify and take action on areas for improvement, or any issues raised through the survey.

**Activity 2: Recruitment Statement & Interview Adjustments**

UWA provides equal employment opportunities for people with disabilities. Job postings now feature a commitment to diversity and inclusion, and applicants who are successful in obtaining an interview, are offered modifications to the interview process through the reasonable accommodations policy. A designated contact email facilitates this process, ensuring that individuals with disabilities have an accessible and inclusive interview experience.

**Activity 3: Career Barriers Survey**

In 2022, the UWA ‘Career Barriers Survey’ was launched, with the intent to collect information on career barriers and biases experienced by UWA staff. The survey was developed and endorsed by the Gender Equity Working Group with a focus on the experiences of women, considering intersecting identities.

Qualitative and quantitative data analysis is currently underway. The results will inform and enable the organisation to identify and take action to address and reduce systemic barriers experienced by UWA employees in their careers.

**Activity 4: Membership with the Australian National Disability Network**

UWA's Bronze Membership in the Australian Disability Network (ADN) enhances the university's ability to provide employment opportunities for people with disabilities. Through this membership, UWA gains access to valuable resources and expertise from ADN's team of experts. The network also provides opportunities to attend events and receive email updates, enabling UWA to stay informed about best practices in employing individuals with disabilities and designing inclusive products and services for customers with disabilities. This collaboration with ADN reinforces UWA's commitment to fostering an inclusive and accessible workplace for all.

1. High Resolution (hi-res) is a term that refers to a high-resolution image. A hi-res image is an image that has been scanned at a large size or with a high DPI (dots per inch). This results in an image that can be enlarged to a large size without losing quality. [↑](#footnote-ref-2)