



***Disability Action Plan
2011-2015***

**NMIT
Disability
Action Plan**

2011 - 2015



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Foreword

In November 2005 NMIT launched its Inaugural Disability Action Plan in which it set out a range of goals and strategies to improve access and participation to all NMIT educational services for students with disabilities.

The Inaugural Plan, as with the subsequent 2007 -2010 Disability Action Plan proved very successful in identifying and removing barriers to the full participation of students with disabilities at NMIT.

A key component of both these Disability Action Plans has been the wide range of consultations with students with disabilities, teachers and management representatives at NMIT. Information gathered by this process has not only informed the targets and strategies described within the previous Disability Action Plans, but has assisted in promoting a more inclusive culture within the institute to meet the needs of students with disabilities.

The 2011-2015 Disability Action Plan further builds upon progress achieved through the implementation of the previous Disability Action Plans and provides a framework for the continuing development, provision and review of services to students with disabilities.

A review of the achievements through the earlier Disability Action Plans has informed participation of a wide range of teaching and administrative staff in professional development activities and information sessions relating to disability awareness and inclusive practice. This has built capacity within the institute to continue to meet the education and training needs of its many diverse client groups.

The 2011-2015 Disability Action Plan continues to build opportunities to support the participation of students with disabilities based on principles of inclusion, reasonable adjustment and in line with annual priority planning and budgetary resources.

The 2011-2015 Disability Action Plan has also been expanded to include strategies to support staff with disabilities and details strategies to reduce barriers to persons with a disability obtaining and maintaining employment at NMIT. This is in line with requirements set out in the Victorian Disability Act 2006.

Thus the 2011-2015 Disability Action Plan may be viewed as a corporate plan serving employees and students alike.

I am pleased to endorse the 2011 – 2015 Disability Action Plan to you.



Brian MacDonald
Chief Executive Officer

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1. Background

1.1 About NMIT

NMIT is a leading Australian TAFE institute based in the northern region of Melbourne, with seven campuses stretching from the inner metropolitan suburbs to Ararat in western Victoria, and an additional six training centres for primary industry and English language studies.

Quality vocational training and higher education is delivered to NMIT students within modern, industry-standard specialist facilities and NMIT owned commercial enterprises which provide services such as restaurants, exhibitions, concerts, hairdressing and massage to the public, and retail sales of NMIT wine, plants, fish and meat products. The broad range of innovative training programs have been designed and developed with industry consultation to ensure the best employment outcomes.

In addition, NMIT provides a range of educational and consultancy services to students and clients in Australia and internationally; including customised training programs for industry and government clients, the International English Language Testing Scheme (IELTS), and English language and vocational training to students at 25 partner universities, private institutes and colleges in China, Hong Kong and Korea.

NMIT offers 500 nationally accredited and 410 institute-accredited vocational courses and 16 government accredited degrees. Full and part time student enrolments in 2009 exceeded 47,000 in domestic and international on-shore enrolments and 25,000 offshore enrolments in educational partnerships across Asia.

NMIT builds human resources, corporate practices and infrastructure to ensure the effective, sustainable and ethical conduct of the core activities of learning and engagement.

NMIT maintains and strengthens its presence in northern Melbourne and beyond through outstanding customer service and a culture of continuous improvement and evidence-based management. NMIT's capacity is continuously evolving with the introduction of new facilities, technologies, skills and business systems in accordance with industry training expectations and community needs. Sustaining and developing NMIT's capacity – our people, our infrastructure, our systems – enables NMIT to deliver on our commitments to learning and engagement, and to building capacity in individuals, in industry and in communities.

Our Mission

NMIT delivers vocational training and higher education for a global workforce.

Our Vision

NMIT graduates will be recognised as practical and solution oriented, making meaningful contributions to their chosen field of endeavour.

Our Commitment to Students with Disabilities

NMIT is committed to promoting equal opportunity for students with disabilities to pursue their studies, achieve appropriate educational outcomes, access services and facilities, participate in student life at NMIT and to achieving tangible changes in attitudes and practices which discriminate against persons with a disability.

NMIT actively seeks to eliminate and prevent discriminatory practices, either direct or indirect, that hinder or limit the ability of students with disabilities to pursue their education and participate in student life.

NMIT is committed to supportive and inclusive practices that accommodate and reflect the needs of individual students and staff based on common sense, negotiated actions and outcomes.

NMIT is also committed to providing as many opportunities as possible for students to disclose their disability at enrolment and throughout their course using a Request for Support to the Disability Support Service, Student Services.

The onus is on each student to disclose his or her disability. Information on disclosure is subject to the NMIT Student Privacy Statement which outlines the kinds of personal information that NMIT collects, why we collect it, and to whom the information may be disclosed.

The NMIT Policy to Support Students with Disabilities sets out the principles held by the Institute to promote equal opportunity for students with disabilities along with the commitment to meet its requirements as set out in the Disability Standards for Education 2005 (*the Standards*) and also within the outcomes under the Disability Act 2006 (Vic).

Our Commitment to Staff with Disabilities

NMIT is also committed to providing an employment environment that supports anti-discrimination legislation and which recognises and positively promotes a discrimination free workplace.

NMIT currently has a range of Human Resources policies and procedures in place to attract and retain employees with disability in employment. These policies address barriers to employment or promotion for people with a disability and discourage discrimination and promote equity within the workplace.

1.2 Compliance with Legislation and NMIT Policies

The Commonwealth Disability Discrimination Act 1992 (*the DDA*) seeks to eliminate, as far as possible, discrimination against people with disabilities. Under section 22 of the DDA, it is unlawful for an educational authority to discriminate against a person on the ground of the person's disability or a disability of any associates of that person.

Section 31 of the DDA enables the formulation of disability standards in relation to a range of areas, including the education of persons with a disability.

The Disability Standards for Education 2005 were formulated under the Disability Discrimination Act and clarify the obligations of education and training providers to ensure that students with disabilities can access and participate in education without experiencing discrimination. NMIT is committed to meeting its requirements as set out in the Standards.

Disability Act 2006 (Vic)³ requires that a public sector body must ensure that a Disability Action Plan is prepared for the purpose of:

- a) reducing barriers to persons with a disability accessing goods, services and facilities;
- b) reducing barriers to persons with a disability obtaining and maintaining employment;
- c) promoting inclusion and participation in the community of persons with a disability;
- d) achieving tangible changes in attitudes and practices which discriminate against persons with a disability.

Previous NMIT's Disability Action Plans have used the measures in the Standards as the action plan framework. The 2011-2015 Plan differs from previous plans in that the Standards are incorporated within the framework of the four outcomes of the Disability Act 2006 (Vic) listed above.

The development of this and previous Disability Action Plans also further reflects NMIT's commitment to supporting staff and students with disabilities, enhancing awareness of disability issues Institute wide and the identification of good practice.

1.3 Review of NMIT's Disability Action Plan 2007 – 2010

In November 2005 NMIT launched its Inaugural Disability Action Plan in which it set out the goals and strategies to improve access and participation to all NMIT educational services for students with disabilities. This was followed by the Disability Action Plan 2007-2010 which developed a comprehensive range of strategies to achieve its mandate.

The process of developing and implementing these plans has proved a very successful strategy for the Institute in identifying and removing barriers to the full participation of students with disabilities at NMIT.

The plans became dynamic documents and with regular review by the Committee have remained useful in identifying and responding to the needs of students with disabilities. Their implementation has also been successful in fostering an inclusive understanding of the needs of students with disabilities amongst staff of the Institute.

Key achievements and progress made during the life of the 2007-2010 Disability Action Plan may be found in the NMIT Disability Action Plan Report 2007-2010 which is available on the NMIT website.

One such achievement was the Skills Victoria, Department of Industry, Innovation and Regional Development sponsored project "Supporting Students, Their Way". This project was designed to increase capacity of teaching staff working with students with mental illness. The program which is made available to staff on a continuous basis as required has:

- raised awareness of the presence of people with mental illness in the classroom
- increased knowledge about the range of mental illnesses, their symptoms and what to do
- improved teacher confidence in accommodating students with mental illness

³ Section 38

2. NMIT Disability Action Plan 2011 – 2015

2.1 About the Plan

The 2011 – 2015 Disability Action Plan sets out goals and strategies of the Institute for the next five years, as agreed to by the DAP Committee and determined by the consultation and information gathered during the implementation and review of the previous plans. This process allows for priority areas to be identified and targeted as key information and feedback occurs for the duration of the plan.

One such priority is the recognition within the plan of the development of Higher Education Programs within the Institute whereby Heads of Programs have designated responsibilities alongside Program Coordinators in the VET sector.

In response to a growing number of deaf and hearing impaired student enrolments particular strategies to enhance their learning experience have been expanded.

As mentioned above, a key change to disability action planning is the Skill's Victoria requirement to address the Disability Act 2006 outcomes. The Disability Act expands the scope of the disability action planning processes to explicitly provide for people with disabilities to obtain and maintain employment and to show tangible changes in attitudes and practices which discriminate against persons with a disability. This plan achieves these objectives while retaining the valuable strategies previously developed under the Disability Standards for Education 2005.

The NMIT Disability Action Plan will continue to be a 'living document' and flexibility in approach is crucial for it to remain relevant to all of its stakeholders.

2.2 Implementation, Monitoring and Review

The Plan will be reviewed annually and priority action areas for each 12-month cycle will be agreed to by the DAP Committee at the initial committee meeting each year.

The DAP Committee will report to the CEO's Advisory Committee at the end of each year identifying met targets. Any gaps existing between targets and performance will be incorporated into action areas for the following 12-month planning cycle.

It is also envisaged that NMIT will be required to report on the implementation of the Disability Action Plan to Skills Victoria.

2.3 Resourcing

NMIT is committed to adequately resource the provision of disability support based on principles of inclusion and reasonable adjustment.

With the continuing pressure across the VET system on the distribution of limited resources, the identification of priority action areas for development at the beginning of each 12-month cycle of the Plan will enable the Institute to plan for adequate budget allocations to support the implementation of these key initiatives each year.

2.4 Disability Action Plan (DAP) Committee and Project Team

The Disability Action Plan Committee was established by the Chief Executive Officer to support the development of NMIT's Disability Action Plan and to ensure ongoing monitoring and progress towards the completion and implementation of the plan.

DAP Committee Composition

- The DAP Committee established by the CEO comprises:
- Director Client Services
- Manager, Student Services (Chairperson)
- Coordinator Student Support (Project Team Leader)
- Director Corporate Services
- Manager, Buildings and Properties
- Associate Director (trade area)
- Associate Director (non trade area)
- A Head of Department
- A Program Coordinator or Teacher
- An Higher Education Representative or Head of Programs
- A Student (disability support service user)
- A member of a policy group appointed by the CEO⁴
- Disability Liaison Officers (Project Officers) x 2
- Additional members to be co-opted as necessary to achieve identified priority action areas or to provide additional expertise as required⁵

Role of Project Team

The Project Team is comprised of a Project Team Leader (Coordinator Student Support) and Project Officers (Disability Liaison Officers).

The Project Team has operational responsibility for the development and implementation of the 2011-2015 Disability Action Plan in conjunction with the persons designated and the DAP Committee.

⁴ Centre of Excellence Delegate

⁵ Commencing in 2010 Co-opted Members includes the Co-ordinator Library Services

3. Education, Communication and Consultation Processes

3.1 Promotion of the NMIT Disability Action Plan 2011 – 2015

The 2011 – 2015 Disability Action Plan will be widely promoted to staff and students of NMIT. NMIT will ensure that the following information is disseminated to all areas of the Institute:

- the 2011 - 2015 Disability Action Plan (the Plan)
- Policy to Support Students with Disabilities
- updated information on process for the inclusion of students with disabilities

The Plan will also be lodged on the Victorian Human Rights and Equal Opportunity (HREOC) website. A copy of the Plan will be forwarded to Skills Victoria as part of the annual reporting process.

3.2 Student and Staff Education

The communication plan (see section 6.1) incorporated into the Disability Action Plan utilises a number of strategies to ensure that staff and students are given regular information and updates on the progress of the Disability Action Plan.

The communication plan also incorporates staff information and training on equal opportunity policies and legislative requirements under the Disability Discrimination Act, the Standards and the Disability Act.

3.3 Consultation

In developing, implementing and evaluating action plans, the project team will continue to consult with and involve students with disabilities and staff of the Institute and draw on the experience of delivering the Disability Support Service. Staff consultation will be actively sought by the project team on key issues to assist the DAP Committee to develop on-going strategies, goals and targets.

4. Key Objectives and Strategies of the 2011 – 2015 Disability Action Plan

Section 4 describes in detail:

- the key objectives of this 5 year Disability Action Plan
- describes how each objective is to be achieved, and
- clearly designates responsibility for achieving each of the goals described.

Unless otherwise stated the actions listed are undertaken annually on an ongoing basis.

Outcome Area One: Access to Services and Facilities

- Access to Facilities
- Access to Information about Enrolment and Courses
- Participation by Students with a Disability at NMIT
- Curriculum Development and Delivery
- Student Services

Outcome Area Two: Employment of People with Disabilities

- Obtaining Employment
- Maintaining Employment

Outcome Area Three: Promoting inclusion and participation in the community of persons with a disability

- Academic Activities
- Non Academic Activities

Outcome Area Four: Achieving Tangible Changes in Attitudes and Practices which discriminate against persons with a disability

- Awareness and Education
- Elimination of Harassment/Victimisation

4.1 Outcome Area: Reducing barriers to persons with a disability accessing, services and facilities

4.1.1 ACCESS TO FACILITIES: NMIT is committed to taking all reasonable steps and making all reasonable adjustments to ensure equal access to facilities for students with disabilities.		
Strategy	Action	Responsibility
4.1.1.1 Access to premises and facilities for students with disabilities is improved according to annual plans and budget constraints.	Undertake an accessibility audit to identify and prioritise areas for improvement at the end of each 12-month cycle of the 5 year Disability Action Plan.	Manager, Buildings and Properties
	Ensure reasonable accommodations are made for students with disabilities including: <ul style="list-style-type: none"> i. access to lifts / ramps where appropriate ii. alternative classroom arrangements when student cannot access existing room iii. timely provision of disabled parking permits. 	Disability Liaison Officers Heads of Teaching Departments/Programs Manager, Buildings and Properties
	Clear signage installed and maintained across all campuses indicating location of key facilities (ramps, toilets, parking bays, lifts etc.) for students with disabilities.	Manager, Buildings and Properties
	Ensure new buildings and building works consider the needs of students with disabilities and comply with AS 1428-2.	Manager, Buildings and Properties
	Ensure new buildings and building works consider the needs of students with disabilities and comply with the Australian Disability Standards for Access to Premises as of 1 May 2011. http://www.ag.gov.au/www/agd/agd.nsf/Page/Humanrightsandanti-discrimination_Disability(AccesstoPremises-Buildings)Standards	Manager, Buildings and Properties

4.1.2 ACCESS TO INFORMATION ABOUT ENROLMENT AND COURSES:

Prospective students applying to study at NMIT will receive fair and equitable treatment regardless of their disability. NMIT undertakes to assist students with disabilities to access course and enrolment information and to provide reasonable adjustments to meet the needs of students with disabilities.

Strategy	Action	Responsibility
4.1.2.1 Students with disabilities are able to access course and enrolment information on the same basis as any other student.	Publications regarding course information and enrolment information are made available in electronic format / large print as required.	Heads of Teaching Departments (HODs/ Programs Academic Registrar Manager, Marketing & Corporate Communications
	Course information across all program areas to be reviewed for accessibility and modified where appropriate.	
	Accessibility of information available on the NMIT website to continue to meet W3C guidelines. Future action may include: Further conformance evaluation of NMIT Website accessibility, including liaison with Vision Australia for advice and provision of testers and continued integration of W3C accessibility practices in NMIT web standards documentation.	Manager, Marketing and Corporate Communications
	Promotion of DSS availability when feeder schools are being contact re NMIT courses and intake	Marketing and Corporate Communications Coordinator Student Support
	Pre-enrolment assessment of likely intake of deaf students in conjunction with the National Disability Coordination Program Officer for the Region	Disability Support Service
	Monitor and report on the possible effects of the 'Victorian Training Guarantee' on enrolment by students with disabilities annually	Disability Support Service
4.1.2.2 Students who disclose a disability at time of enrolment are linked in with disability support.	Prior to main enrolment sessions each year, provide information to all department enrolment officers regarding procedures to follow when student discloses a disability on enrolment form.	Coordinator, Student Support Heads of Teaching Departments/ Programs
	DLOs to be available at enrolment sessions to answer staff / student queries regarding disability services.	Coordinator, Student Support
	Based on information provided by Academic Registry, in April each year the DSS to follow up on students who have requested disability support on their enrolment form but have failed to register with the Disability Service.	Academic Registrar Disability Liaison Officers
	Teaching Staff are able to consult with Disability Support Staff to ensure students with disabilities enrol in courses, at levels and on a basis (eg F/T	Disability Support Service

4.1.2 ACCESS TO INFORMATION ABOUT ENROLMENT AND COURSES:

Prospective students applying to study at NMIT will receive fair and equitable treatment regardless of their disability. NMIT undertakes to assist students with disabilities to access course and enrolment information and to provide reasonable adjustments to meet the needs of students with disabilities.

Strategy	Action	Responsibility
	P/T) within the interest and capacity of the student to achieve success.	Program Coordinators/Heads of Programs
	Teaching Staff are encouraged to provide subject timetables to the Disability Support Service as early as possible to facilitate the engagement of Interpreters and Disability Support Workers prior to course commencement..	Program Coordinators/Heads of Programs Disability Support Service
4.1.2.3 Opportunities for students to disclose their disability across all stages of the academic year are maximized.	Promote awareness of disclosure issues to students and staff via the DSS website.	Disability Liaison Officers
	Provide staff with information and training to identify and encourage students who may have a disability to seek disability support.	Coordinator, Student Support Disability Liaison Officers
4.1.2.4 Enrolment procedures are designed to enable a student with a disability to enrol independently and without undue difficulty.	Training provided to teaching and administrative staff on appropriate and practical strategies to assist students with disabilities to complete their enrolment in a straightforward manner.	Coordinator, Student Support
	Enrolment form made available alternative format when required.	Manager Information Services

4.1.3 PARTICIPATION BY STUDENTS WITH A DISABILITY AT NMIT:

NMIT is committed to taking all reasonable steps and making all reasonable adjustments to ensure equal access to services and participation in Institute life for students with disabilities.

Strategy	Action	Responsibility
4.1.3.1 Students with disabilities are enabled to participate in all aspects of Institute life on the same basis as all other students.	Maintain DSS website with relevant resources and information on inclusive practices for teaching staff.	Disability Liaison Officers
	Best Practice strategies identified through discussions with the TAFE Disability Network and TAFE Disability Services Manager's Meetings.	Manager, Student Services Coordinator, Student Support Disability Liaison Officers
4.1.3.2 Students are provided with reasonable substitutes for class activities in which they cannot participate.	Each program area to respond in a timely manner to requests to discuss and negotiate reasonable adjustments to program delivery. Adjustments can be negotiated directly between student and department or with Disability Support Service input.	Heads of Teaching Departments, Program Coordinators, Heads of Programs Disability Liaison Officers
4.1.3.3 Students with disabilities are provided with specialist /adaptive equipment to meet their needs.	NMIT to identify and purchase appropriate software as funding permits to assist students to work independently.	Chief Information Officer Manager, Student Services
	Disability Liaison Officers, Disability Support Workers and Library Staff to be trained in the use of adaptive equipment available in each campus library.	Chief Information Officer Manager, Student Services
	Establish procedures with ICT Services to assist in the purchasing, installation and maintenance of specialist hardware and software.	Chief Information Officer Manager, Student Services
	Inform students and staff of the range of specialised equipment currently available at the Institute.	Disability Liaison Officers
	Explore collaborative arrangements for sharing resources through the TAFE Disability Network	Disability Liaison Officers
	Identify best practice strategies through discussions with the TAFE Disability Network / TAFE Disability Services Manager's Meetings.	Disability Liaison Officers Coordinator Student Support Manager, Student Services

4.1.4 CURRICULUM DEVELOPMENT AND DELIVERY: NMIT endeavours to deliver teaching programs in a manner that ensures that students with disabilities can participate in learning experiences on the same basis as any other student. Reasonable adjustments will be made when necessary to accommodate students with disabilities and to enable them to meet the necessary educational standards relevant to their course of study.

Strategy	Action	Responsibility
4.1.4.1 Appropriate in-class adjustments and changes to assessment procedures are successfully negotiated between students and teaching staff.	Deliver disability awareness training to teaching staff including information on providing students with: <ul style="list-style-type: none"> i. copies of overheads, handouts and other course material, use of tape recorder ii. extra time, oral examination for assessments iii. adaptation of curriculum, as appropriate 	Heads of Teaching Departments/ Programs Disability Liaison Officers
	Students are encouraged to negotiate their requirements directly with teaching staff.	Disability Liaison Officers
	Disability Liaison Officers to consult with teaching staff on how to make decisions regarding reasonable accommodations.	Disability Liaison Officers
	Training is provided to teaching staff to assist in meeting student needs whilst maintaining the integrity of the required learning outcomes.	Heads of Teaching Departments/ Programs Manager, Student Services
	Identify best practice strategies through discussions with the TAFE Disability Network / TAFE Disability Services Manager's Meetings.	Disability Liaison Officers Coordinator, Student Support Manager, Student Services
4.1.4.2 Course and study materials in alternate formats, which met the specific needs of students with disabilities, are developed	All print based materials to comply with the minimum standards for print-based materials distributed in class by NMIT teachers.	Program Coordinators, Heads of Programs and/or Teaching Staff
	NMIT to identify and purchase appropriate software as funding permits to assist students to work independently.	Chief Information Officer Manager, Student Services
	Deliver disability awareness training to teaching staff on the range and use of alternative formats of information.	Coordinator, Student Support Disability Liaison Officers
	Identify best practice strategies through discussions with the TAFE Disability Network.	Disability Liaison Officers Coordinator, Student Support
	Teaching Departments to be requested to provide the library with lists of DVDs prior to the commencement of each semester so captioned versions can be sourced	
4.1.4.3 Course materials meet NMIT purchase standards	Departments, via their Faculty Librarian, to source captioned versions and use the library Bookshop for acquisitions	All Program and Teaching Department staff

4.1.5 STUDENT SERVICES:

NMIT provides a range of student support services to all students. Students with disabilities can access these support services on the same basis as all other students. In addition, students with disabilities may be eligible for additional supports when they register with the Disability Support Service (DSS).

Strategy	Action	Responsibility
4.1.5.1 Staff and students are aware of the services provided by the DSS	Disseminate DSS information Institute wide through a range of mediums including <ul style="list-style-type: none"> i. student / staff intranet ii. Institute publications iii. student / staff induction processes. 	Coordinator, Student Support
	Promote the use of the SMS service for deaf students to contact the DSS.	Disability Liaison Officers
	Make DSS brochures / information available in a range of alternative formats.	Project Team
4.1.5.2 Relevant and useful disability information and guidelines regarding reasonable adjustments are provided to staff.	Disability Liaison Officers are available to assist teaching staff with queries regarding students with disabilities, and support in making decisions regarding reasonable adjustments to program delivery / alternative assessment.	Disability Liaison Officers
	Relevant resources to enhance staff' capacity to support students with disabilities are posted on DSS website.	Disability Liaison Officers
4.1.5.3 NMIT teaching and administrative staff are provided with training to work effectively with students with disabilities.	Provide professional development opportunities to staff including: <ul style="list-style-type: none"> i. disability awareness training ii. supporting students with mental health issues iii. providing students with reasonable adjustments iv. working with disability support workers 	Coordinator, Student Support
4.1.5.4 Casual Disability Support Workers (DSW's) are provided with training to work effectively with students with disabilities.	Provide professional development opportunities to casual DSW's including: <ul style="list-style-type: none"> i. Disability awareness training ii. Supporting students with mental health issues iii. Note-taker training iv. Interpreter participation in professional development programs offered through the Central Auslan Booking Service. 	Coordinator, Student Support

4.2 Outcome Area: Reducing barriers to persons with a disability obtaining and maintaining employment:

NMIT is committed to providing an employment environment that supports anti-discrimination legislation and which recognises and positively promotes a discrimination free workplace.		
Strategy	Action	Responsibility
4.2.1 Maintain Policies and Procedures to attract and retain employees with disability in employment	Updated as required	Director, Corporate Services
4.2.2 Provide Guidelines to NMIT Managers and employees in recruitment and appointment of staff.	Guidelines are provided to Recruitment Panels	Director, Corporate Services
4.2.3 Provide opportunities for new and ongoing staff to disclose disability throughout their employment	Nominate Human Resource personnel available for this purpose	Director, Corporate Services
4.2.4 Provide Guidelines to NMIT Managers and employees standards of conduct and understanding their responsibilities in the workplace assisting people with a disability.	Guidelines are included in induction programs and available on the web	Director, Corporate Services
4.2.5 Seek assistance, where appropriate, with the attraction and recruitment of staff.	<ul style="list-style-type: none"> • Enlist the assistance of the National Recruitment Coordinator • Enlist the assistance of the Federal Government's Assistance Fund 	Director, Corporate Services
4.2.6 Ensure relevant disability employment agencies are aware of NMIT vacancies	Scope, advise and circulate weekly information to relevant disability employment agencies	Director, Corporate Services

4.3 Outcome area: Promoting inclusion and participation in the community of persons with a disability

4.3 Participation by Students with a Disability at NMIT		
4.3.1 Objective: NMIT is committed to taking all reasonable steps and making all reasonable adjustments to ensure access to services and participation in Institute life for students with disabilities.		
Strategy	Action	Responsibility
4.3.1 Students with disabilities participate in academic activities outside the classroom which might include workshop environments and onsite visits for assignments.	<ul style="list-style-type: none"> • Each program area to respond in a timely manner to requests to discuss and negotiate reasonable adjustments to program delivery outside of the classroom, including possible employer contribution to the cost of the support. • Adjustments can be negotiated directly between student and department or with Disability Support Service input. 	Program Coordinators/Heads of Programs Disability Liaison Officers
4.3.2 Students with disabilities participate in non-academic campus activities eg excursions, gym and sport.	The Disability Liaison Officers to investigate strategies to enhance students' with disabilities participation in activities and events	Disability Liaison Officers

4.4 Outcome Area: Achieving tangible changes in attitudes and practices which discriminate against persons with a disability

4.4.1 AWARENESS AND EDUCATION: NMIT will promote a culture of understanding, awareness and inclusiveness of students with disabilities amongst staff and students.		
Strategy	Action	Responsibility
4.4.1.1 All NMIT staff members are made aware of their obligations under the Disability Act 2006, DDA, the Standards and Equal Opportunity legislation	Promotion of NMIT's 2011-2015 Disability Action Plan Institute wide.	Associate Directors Heads of Teaching Departments/ Programs Managers, Corporate Services Client Services
	Disability awareness training to be offered regularly to teaching and non-teaching staff	Manager, Student Services Coordinator, Student Support
	New staff induction processes to include information on NMIT's 2011 - 2015 Disability Action Plan.	Director, Corporate Services
	Update DSS Website on Disability Action Plan	DSS, Coordinator Student Support
	Launch 2011-2015 Disability Action Plan Institute wide	Manager, Student Services
	Update NMIT staff with new developments and milestones as they occur by email and intranet	Coordinator Student Support
4.4.1.2 Inclusion and participation of students with disabilities is promoted to the general student population.	Promotion of NMIT's 2011-2015 Disability Action Plan via student intranet.	Project Team
	Inclusion of information regarding the participation of students with disabilities via "Campus Rap" student publication.	Project Team
	Disability Support Service (DSS) attendance at NMIT orientation activities / events to promote profile of the service and to advise on inclusive strategies	Disability Liaison Officers
	Provision of disability information on NMIT's student induction DVD and at student induction activities.	Manager, Student Services
	Special Assistance will be offered to students with disabilities at Graduation	Manager, Marketing and Corporate Communications Disability Support Service
	Study Grant information will be made available in large print as required	Manager, Marketing and Corporate Communications
	Provision of disability information is also available through NMIT Ask linked to the DSS.	Manager, Marketing and Corporate Communications

4.4.2 ELIMINATION OF HARASSMENT AND VICTIMISATION:

NMIT is committed to promoting equal opportunity for students and to maintaining an environment that is free of harassment. Students with disabilities who experience harassment or victimisation can access the Policy and Procedure for Equal Opportunity for Students and obtain support and assistance in dealing with discrimination or harassment.

Strategy	Action	Responsibility
4.4.2.1 Understanding and awareness of inclusion and equity issues in the Institute is enhanced through positive action	Raise confidence levels of teaching and administrative staff about their capacity to work with students with disabilities Apply for equity and access funding application Develop and administer a "Rate Yourself" survey for teaching and administrative staff before and after working with students with a disability in their courses and for training sessions.	DSS Teaching Staff, Program Coordinators, Heads of Programs and Heads of Departments
	Use the 2011-2015 Disability Action Plan as a vehicle to raise awareness of equity issues. See section 3 - Staff and Student Education.	Project Team Program Coordinators/Heads of Programs, Heads of Departments
	Deliver training to Institute staff on equal opportunity and disability awareness rights and responsibilities.	Project Team
	Inform students of rights and responsibilities at induction sessions.	Program Coordinators/Heads of Programs Manager, Student Services
4.4.2.2 Accessibility to equal opportunity information for students with disabilities is improved	Make equal opportunity information available in alternate formats for students with disabilities.	Project Team
4.4.2.3 Complaints of disability discrimination or the provision of disability support are addressed promptly and appropriately	Students to be assisted to access information on the Institute complaint and grievance policies and procedures including: <ul style="list-style-type: none"> ▪ Policy and Procedure on Equal Opportunity for Students ▪ Student Grievance Policy and Procedure ▪ Policy to Support Students with Disabilities 	Manager, Student Services
	Complaints to be responded to within designated timeframes as per Institute procedures such as Student Discipline and Management of Student Discipline Matters	Teaching Staff, Program Coordinators, Heads of Programs, Heads of Departments, Associate Directors Manager, Student Services Coordinator, Student Support
	Counsellors can provide emotional support to students while complaints are being investigated.	Coordinator, Student Support

5. Monitoring, Review and Reporting

The Project Team is primarily responsible for implementing the 2011 - 2015 Disability Action Plan and for disseminating information and feedback gathered through the consultative process to DAP Committee members.

The Project Team will:

- maintain a monthly Project Team action sheet on the activities undertaken and the completion of tasks in accordance with prescribed timelines.
- report to the DAP Committee 3 times per year at DAP Committee meetings on the progress and completion of tasks/ actions it is responsible for. Any identified implementation problems or changes to key areas for action by the Project Team will be reported to the DAP Committee for consideration and action.
- regular updates on the implementation of the 2011 - 2015 Disability Action Plan will be posted on the DSS intranet for staff and students.

The DAP Committee is responsible for monitoring and reviewing the completion of actions and responsibilities as described in the key areas targeted for review (see section 4).

The DAP Committee, based on reports and feedback from the project team will:

- discuss and review the progress of the Disability Action Plan in meeting its yearly targets and will use this information to revise priority target areas, modify implementation strategies and develop goals for inclusion in the next 12-month cycle of the Plan.
- report to the CEO's Advisory Committee after each of the committee meetings on the progress and implementation of the Plan.
- report to Skills Victoria as required on expenditure of funds relating to the implementation of the Disability Action Plan and the support of students with disabilities.

A final review of this Disability Action Plan will be formulated by October 2015 and forwarded to the CEO's Advisory Committee. It is anticipated that this final report will form the basis of the 2016 - 2020 Disability Action Plan.

6. Communication Plan for 2011-2012

This represents the communication plan for the launch of the 2011 - 2015 Disability Action Plan and activities planned for the first 12-month implementation cycle commencing January 2011.

Strategy	Rationale	Timeline	Responsibility
Launch report on 2007 -2010 Disability Action Plan	Inform staff and students of key achievements.	Term IV 2010	Manager, Student Services
Announce re-alignment of Disability Action Plan with Disability Act 2006 to include the obtaining and maintaining of employment by people with Disabilities	Inform Staff	2011	Director, Corporate Services
Institute wide consultation on Standards of Education Strategies and identification of future training needs	Raise awareness and enhance the profile of Disability Action Plan.	Term IV 2010 Semester I, 2011	Coordinator Student Support with Disability Support Service
Updates to DAP Committee	Project Team to provide DAP Committee updates on its activities.	DAP Committee Meetings	Project Team Leader
Mail-out to service users/Student Portal	Inform all users of the Disability Support Service of the Disability Action Plan.	Annually	Project Team
Staff Training	Enhance awareness of issues relating to Equal Opportunity, the DDA and the Standards and the Disability Act, Policies and strategies to manage particular disabilities	Ongoing	Manager, Student Services Coordinator, Student Support/DSS Director, Corporate Services
Register the 2011 – 2015 Disability Action Plan with HREOC ⁶	Public statement of NMIT's commitment to the Disability Action Plan. Lodgement with HREOC to be widely publicised within NMIT.	Term I, 2011	Manager, Student Services

⁶ Human Rights and Equal Opportunity Commission.

7. Glossary

Adjustment means a measure taken by the Institute that has the effect of assisting a student with a disability to participate.

Direct support refers to a range of learning supports such as a note-taker, in-class assistant, interpreter or tutor provided to a student with a disability.

Disability means any permanent or temporary condition that affects a student's ability to undertake his/ her studies as a result of a physical, cognitive, psychiatric, sensory, neurological or learning disabilities. It also includes the presence in the body of organisms causing or capable of causing disease.

Disability discrimination means treating a person with a disability less favourably than a person without a disability in the same or similar circumstances.

Disability Support Workers are employed by NMIT to provide eligible students with disabilities with direct learning support including note-taking, in-class assistance, sign language / Auslan interpreting and tutorial support.

Harassment is any unwelcomed or unreciprocated behaviour that is reasonably likely in all the circumstances to offend, insult, humiliate or intimidate the other person.

Inclusive Practice refers to strategies adopted to provide teaching and learning opportunities and experiences which take into account individual learning styles/preferences and individual needs related to disability, race, socio-economic status, gender, language, ethnicity, geographical isolation, sexuality, work commitments and family responsibilities.

Reasonable adjustment means that the adjustment made is reasonable in relation to a student with a disability if it balances the interests of all parties affected.

TAFE Disability Network

The TAFE Disability Network (TDN) is the network of Disability Liaison Officers (DLOs) from across the TAFE sector in Victoria and provides a forum to discuss issues facing DLOs and students with disabilities.

Victimisation is when a person is treated unfairly because they have made a complaint of harassment or discrimination.

8. References

8.1 Legislative Requirements

Commonwealth Disability Discrimination Act 1992
Commonwealth Disability Standards for Education 2005
Disability Act 2006 (Vic)

8.2 NMIT Policies and Procedures for students

Policy and Procedure on Equal Opportunity for Students
Policy to Support Students with Disabilities
NMIT Student Privacy Statement
The Student Complaints and Grievance Policy and Procedure

8.3 NMIT Policies and Procedures for staff

Institute Code of Practice
Anti-discrimination Policy
Employment Procedures
Prevention of Bullying, Harassment and Sexual Harassment Policy and associated procedures
Policy and Procedures for Employee Grievances
Selection Policy

9. Contributing to the Disability Action Plan

The Project Team can provide information and / or welcomes feedback on the NMIT 2011 – 2015 Disability Action Plan.

Project Team contact details:

The Student Support Coordinator (Project Team Leader)
NMIT Student Services Department
77 – 91 St George’s Road, Preston, VIC 3072
Telephone: 03 9269 1314
Email: disabilitysupport@nmit.vic.edu.au