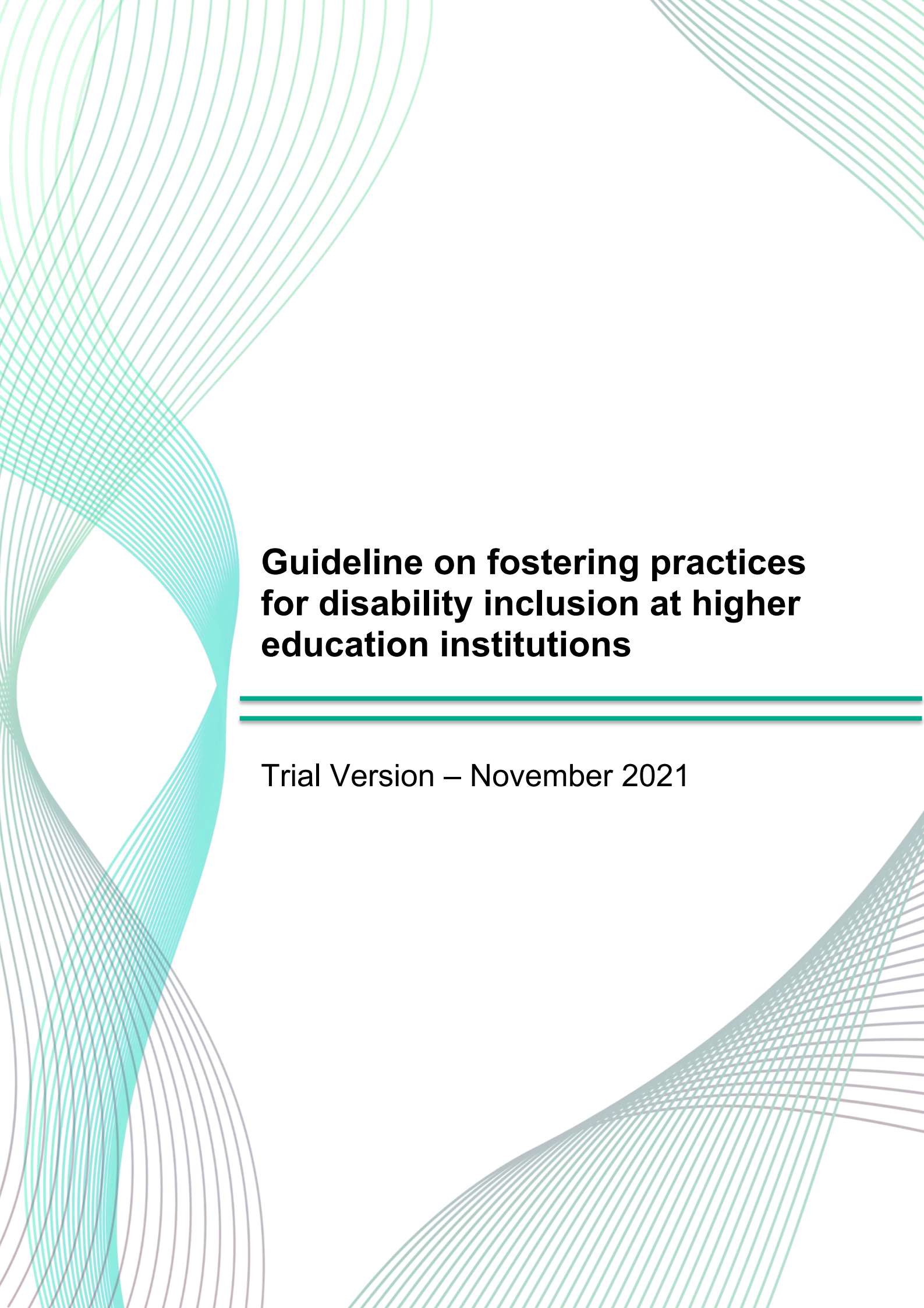




Guideline on fostering practices for disability inclusion at higher education institutions

Trial Version – November 2021

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Terms & Conditions

Edition

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Feedback

The Guideline can serve as a common ground for the ongoing discussion and co-creation of inclusive campus. Your inputs and feedback are valued. We would be grateful if you would let us know about a) the use of this Guideline (such as internal training and formulating inclusion practices); and b) whether you have any comments and suggestions on the Guideline; via [email](#) at <ideaprojects@hku.hk>.

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1 About the Guideline

This Guideline is one of the deliverables of the research project on enhancing learning experience for students with visual impairment in higher education funded by the HKU Teaching Development Grant.

1.1 Objectives

- ◆ To advance the equality and diversity in the learning environment and experience at HKU and other higher education institutions.
- ◆ To address the environmental and attitudinal barriers experienced by students with disabilities.
- ◆ To raise the awareness of the significance of accessibility.
- ◆ To serve as a guideline to empower and facilitate staffs and students to co-create an inclusive campus.
- ◆ To enhance the learning experience and whole-person development of students with disabilities in higher education.

1.2 Methodology

1.2.1. Framework of the Guideline

◆ Ecological framework

This Guideline emphasized an ecological framework to conceptualize the co-creation of inclusive environment at higher education institutions. It emphasizes the importance of joint contribution to an inclusive campus. It cuts across the temporal, cultural, government, community, inter-university, intra-university, environmental, language and symbolic, technological, interpersonal, and individual perspectives.

◆ Person-oriented approach

The Guideline systematized the recommended inclusive practices based on the stages of tertiary education from students' perspectives. It facilitates a more person-oriented, situational, and stage-wise planning to foster these practices. The stages of tertiary education involved broadly include:

- University application

- Admission
- Orientation
- Living on campus
- Academic study
- Graduation
- Post-graduation

1.2.2. Data collection

◆ Document analysis

It was conducted to review existing policies and support to students with disabilities in higher education institutions. Information was collected from the websites of the 76 higher education institutions listed below during April and May 2019. Since six higher institutions were listed on more than one indicator, the total number of institutions involved was 76 instead of 82.

- 8 local universities funded by the University Grants Committee (UGC);
- 33 local self-financing post-secondary institutions listed on the website of the Government's Committee on Self-financing Post-secondary Education;
- Hong Kong Academy of Performing Arts;
- the top 10 universities listed on the "Overall", "SDG 4 Quality Education", and the "SDG 10 Reduced Equality" indicators, respectively, of the University Impact Rankings 2019 by the Times Higher Education; and
- the top 10 universities listed on the "Inclusiveness" indicator of the QS Stars University Rating System 2019.

Websites of nongovernmental organizations serving people with disabilities, government papers, and research reports relevant to accessibility and inclusive education were also reviewed.

◆ Focus group interviews

Thirteen focus group interviews of 30 participants from various universities in Hong Kong in total were conducted using a semi-structured protocol. It gained in-depth understanding of the barriers students with visual impairment encountered, challenges university staff encountered when supporting students with visual impairment, and good practices of accessibility services at universities. The participants included:

- Three groups of 8 current students with visual impairment;
- Four groups of 10 alumni with visual impairment;

- One group of 2 academic staff with experience in supporting students with visual impairment at universities;
- Two groups of 3 non-academic staff with experience in supporting students with visual impairment at universities;
- Two group of 4 current students without visual impairment but having experience in supporting students with visual impairment at universities;
- One group of 3 current students without visual impairment or experience in supporting students with disabilities at universities.

◆ **External review**

The first draft of this Guideline was reviewed by an external panel of 14 international members. The panel composition included academic staff with and without visual impairment, non-academic staff, current university students with and without visual impairment, alumni with visual impairment, human rights advocates, and advocates for inclusive education. We revised the first draft based on reviewers' feedback to produce the current draft.

◆ **Research team members' input**

The diverse background and living experiences of the research team members further enriched the data collected. The diverse experiences include inclusive education, law and disability rights, working on accessibility support in university, counselling, current undergraduates with and without visual impairment, and current research staff with mobility disability.

1.2.3. Data synthesis

Ecological framework was adopted to synthesize all the data collected and generate a compilation of recommended inclusive practices of teaching and learning at various stages of tertiary education.

1.3 Target audience

The Guideline can serve as a common ground for the ongoing discussion and co-creation of inclusive campus. It helps **anyone** understand more about the topic. It may particularly help you if you are:

1.3.1. Current students with disabilities

- ◆ It facilitates you to anticipate and identify suitable accessibility practices at different stages of learning in university as early as possible for timely arrangement.
- ◆ It serves as a reference to guide your request of required accessibility services.
- ◆ It facilitates you to introduce some inclusive communication strategies to fellow students and university staff to minimize negotiation.

1.3.2. Current students without disabilities

- ◆ It provides practical insights into inclusive communication strategies to facilitate your interaction with people with disabilities.
- ◆ It facilitates you (e.g. committee members of student societies) to design more inclusive events and seek advice from relevant units as early as possible for timely preparation for accessibility.
- ◆ It may also help when you experience temporary disability suddenly (e.g. if you broke a leg and had to use wheelchair for few months) and require certain accessibility services.

1.3.3. University staff

- ◆ It facilitates university staff members to learn more about accessibility arrangement related to the areas of work they are responsible for. For example:
 - when students with disabilities are being admitted into your Faculty;
 - when you need to draft departmental rules about accessibility;
 - when you need to orientate new students;
 - when you need to give advice to students with disabilities;
 - when you have students with disabilities in your class(es).

1.3.4. Prospective students

- ◆ It raises the awareness of potential facilitators and barriers as well as suitable accessibility practices at different stages in university for timely arrangement.
- ◆ It facilitates you to be better prepared for the transition from secondary school education into university education.

1.3.5. Advocates

- ◆ It is useful for policy discussions on the progress of inclusive education in Hong Kong.
- ◆ It helps you to introduce to a layperson the rights-based practices of inclusive education at higher education institutions in Hong Kong.

1.4 How to read this Guideline?

1.4.1. Suggested usage

Step 1: You may go through the [Table of Contents](#) to get a basic idea of the scope of the Guideline.

Step 2: You may read [Chapter 2 Rights-based guiding principles](#) to understand more about some guiding principles related to the rights-based approaches to inclusive practices.

Step 3: You may identify and focus on particular sections and recommended references related to the specific areas you are concerned about.

We highly encourage anyone who pick up this Guideline to go through the whole Guideline to have a more comprehensive understanding of inclusive practices at higher education institutions. The underlying concepts and practices of different areas are interrelated.

1.4.2. Points to note

- ◆ The phone number 23452345 and e-mail address <access@abc.edu> that appear throughout the whole Guideline are intended to be made up for illustration purpose only. They are not real contact information of any institution.
- ◆ The research team strives to provide up-to-date information as well as functional hyperlinks of the recommended resources mentioned in this Guideline.

However, some hyperlinks might be edited or removed by the corresponding contributors after the publication of this Guideline.

- ◆ The following chapters introduce a compilation of guiding principles and recommended practices that foster inclusive environment at higher education institutions. The research team strives to conduct an ecologically sound and comprehensive recommendation of inclusive practices at higher education institutions. However, the compiled list is not exhaustive.
- ◆ References and examples are arranged in alphabetical order unless otherwise specified.
- ◆ The recommended practices basically target students with disabilities. However, the strategies advocated in this Guideline are central to good teaching and learning practices and will benefit all students regardless of disability status.

2 Rights-based guiding principles

This chapter outlines several essential rights-based guiding principles and the significance of cultivating an inclusive culture at higher education institutions. It actualizes basic human rights entitled to people with disabilities as protected by international conventions and domestic law.

2.1 Co-creating an inclusive culture

2.1.1. Eliminating ableism and embracing diversity

- ◆ Ableism is broadly conceptualized as the traditional and compulsory preference for “*healthy*” body states (not having any impairments) that is considered to be normative in the society, along with a wide range of stereotypes, prejudice and discrimination against people with disabilities who are considered to be “*abnormal*” as a deviation from the norm (Friedman & Owen, 2017).
- ◆ It reinforces the medical model of disabilities which emphasizes the “abnormality”, the low expectations and the lack of autonomy of people with disabilities.
- ◆ Their human rights and accessibility needs are culturally ignored. We should eliminate ableism through holistic and systemic changes.
- ◆ The cultural norm should shift from the being and doing things “normally” by all people to the “normality of being and doing things differently by each individual” (Hansen & Philo, 2007). We should respect and embrace the inherent diversity regarding the intersectionality of wide range of personal characteristics.
- ◆ The types and extent of the accessibility needs of each student with disabilities are unique. Their needs may vary under different contexts and are not solely defined by the type of their disabilities nor their personal identity. The accommodations should be flexible and responsive to the individual needs of students with disabilities.

2.1.2. Adopting social model of disabilities

- ◆ People are disabled as a result of the product of external environmental and attitudinal barriers a person encounters instead of the “problems” or “abnormality” with the person.

- ◆ Barriers can be eliminated to promote more welcoming and inclusive participation of people with disabilities.
- ◆ We should recognize the responsibility of our society to remove barriers that disable the life of people with disabilities and to establish accessibility to create equal opportunities and choices for people with disabilities. It leads to inclusion.

2.1.3. Inclusion and Accessibility

- ◆ An inclusive campus is an accessible campus where the presence of inherent diversity among university members with disabilities is respected and valued.
- ◆ Accessibility ensures people with disabilities access to the environment, information, and services on an equal basis with others. It is one of the conditions of an inclusive campus.
- ◆ Accessibility is not merely a checklist of fixed types of support services, physical designs or personalized accommodations, but an all-rounded value system that cultivates an inclusive culture of the university.
 - Organizational and systemic reform is necessary and significant.
 - There can be an infinite number of types of accessibility arrangements and ways of providing such services.

2.1.4. Shared responsibility and whole university approach

- ◆ All university members should contribute to cultivating an inclusive culture in the university where diversity is respected.
- ◆ The provision and the quality of accessibility services and accommodations is a shared rights and responsibility of all university members.
- ◆ University members advocate to:
 - mainstream disability and accessibility issues in the culture, policies, functioning, and curriculum of the university
 - see staff and students with disabilities as contributing university members, not as a burden
 - recognize the responsibility of the university for inclusion, accessibility provision, and support of staff and students with disabilities

- foster inclusive culture by promoting mutual support, help, respect regardless of the disability status to cater for the inherent diversity of university members.
- ◆ The process of co-creating an inclusive culture is an ongoing process. Communication, perspectives, and views from all university members are mutually and highly valued, respected, and taken into consideration throughout the process.

2.1.5. Consultation with students and staff with disabilities

- ◆ There should be well-organized consultation and involvement with university members with disabilities on an ongoing basis about inclusion within the campus.
- ◆ People with disabilities are the expert of their accessibility needs. We should not make any decisions on behalf of them. Instead, we should always work out the required and reasonable accessibility support and accommodations with the students or staff with disability concerned and respect individual needs and diversity.

2.1.6. Endorsing rights-based accessibility provision

- ◆ Accessibility provision has long been regarded as philanthropy and patronizing benevolence. It reinforces the charity model of disabilities and suggests that people with disabilities are victims in need of pity. Beneficiary gratitude of people with disabilities is expected.
- ◆ We often expect people with disabilities to adapt themselves to the barriers encountered in the environment.
- ◆ However, accessibility is indeed a facet of basic human rights entitled to everyone including people with disabilities.
- ◆ We should avoid the misuse of the "love and caring " approach and the unequal basis of helping behavior.
- ◆ Accessibility is a human right guaranteed internationally and domestically, so are under an obligation to provide accessibility service.

2.1.7. References

- ◆ [Friedman, C., & Owen, A. L. \(2017\). Defining disability: Understandings of and attitudes towards ableism and disability. *Disability Studies Quarterly*, 37\(1\).](#)
- ◆ [Hansen, N., & Philo, C. \(2007\). The normality of doing things differently: Bodies, spaces and disability geography. *Tijdschrift voor economische en sociale geografie*, 98\(4\), 493-506.](#)

2.2 United Nations Convention on the Rights of Persons with Disabilities

2.2.1. Introduction

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) protects basic human rights of people with disabilities and ensures efforts in eliminating barriers for all individuals on an equal moral basis. The CRPD has entered into force for the People's Republic of China, including the Hong Kong Special Administrative Region in 2008. Higher education institutions should be committed to foster an accessible and inclusive teaching and learning environment.

2.2.2. Related Articles from CRPD

Although all the Articles are interrelated and equally important, the following Articles are particularly relevant to the significance of promoting inclusive practices at higher education institutions. For the purpose of the Guidelines, there are eleven Articles from the Convention which are found to be directly relevant, with two General Comments (No.2 and No.4) by the UN Committee on the Rights of Persons with Disabilities which provide further elaborations on two specific Articles (9 and 24) and are helpful in the proper understanding of the provisions. Each of the provision covers a domain or area of concern and provides a moral compass for governments, civil societies, organizations and individuals in the practical work of advancing disability inclusion. These provisions and General Comments are listed below. Refer to the full texts for details.

Article 3 – General principles

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- Non-discrimination;
- Full and effective participation and inclusion in society;

- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- Equality of opportunity;
- Accessibility;
- Equality between men and women;
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

[Article 5 – Equality and non-discrimination](#)

[Article 8 – Awareness-raising](#)

[Article 9 – Accessibility](#)

[CRPD General Comment No.2 on Article 9: Accessibility](#)

[Article 11 – Situations of risk and humanitarian emergencies](#)

[Article 19 – Living independently and being included in the community](#)

[Article 21 – Freedom of expression and opinion, and access to information](#)

[Article 24 – Education](#)

[CRPD General Comment No.4 on Article 24: Right to inclusive education](#)

[Article 27 – Work and employment](#)

[Article 29 – Participation in political and public life](#)

[Article 30 – Participation of cultural life, recreation, leisure and sport](#)

2.2.3. References

- ◆ [Convention on the Rights of Persons with Disabilities – Articles, United Nations](#)
- ◆ [CRPD General Comments, Human Rights and the United Nations High Commissioner, United Nations](#)

- ◆ [United Nations Convention on the Rights of Persons with Disabilities, Labour and Welfare Bureau, HKSAR](#)

2.3 Disability Discrimination Ordinance

2.3.1. Introduction

- ◆ The [Disability Discrimination Ordinance \(Cap. 487\) \(DDO\)](#) came into operation in Hong Kong in 1996.
- ◆ The DDO protects people with disabilities against discrimination on the grounds of disabilities. The Ordinance also protects the associates and caregivers of the person with a disability, as well as the interpreters, readers, assistants who provide accessibility services because of the person's disability.
- ◆ The DDO has laid down equal opportunity in education for people with disabilities in Hong Kong. The [Code of Practice on Education](#) under the DDO, prepared by Equal Opportunities Commission, offers practical guidelines to the educational institutions, staff, and students on what act in relation to teaching and learning activities might be discriminatory.

2.3.2. References

- ◆ [Equal Opportunities Commission. \(2016\). Discrimination Law Review: Submissions to the Government.](#)
- ◆ [HKSAR Department of Justice Bilingual Laws Information System](#)
- ◆ [HKSAR Disability Discrimination Ordinance Code of Practice on Education, Equal Opportunities Commission](#)

2.4 Reasonable accommodation and Unjustifiable hardship

2.4.1. Definitions

There is an obligation for an educational establishment to provide **reasonable accommodation** for students with disabilities, unless such provision imposes **unjustifiable hardship**. Such obligation has been recognized in the [Code of Practice on Education](#) ("The Code") issued by the Equal Opportunities Commission in accordance with the Disability Discrimination Ordinance (Cap. 487) (DDO). Quoted from the Section 12.2.1 of The Code, it states that,

“**Accommodations** are measures or actions taken in order to provide equal opportunities for students with disabilities, such as the provision of aids, facilities or services to meet his or her individual needs. A detailed assessment may be required in order to determine what accommodations are necessary and each case needs to be considered with regard to its own circumstances.”

According to the Disability Discrimination Ordinance (Cap. 487) (DDO), “**unjustifiable hardship**” that an accommodation may bring about is determined by four main factors, as directly quoted from the [Disability Discrimination Ordinance \(Cap. 487\)](#) (DDO):

1. the reasonableness of any accommodation to be made available to a person with a disability;
2. the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned;
3. the effect of the disability of a person concerned; and
4. the financial circumstances of and the estimated amount of expenditure (including recurrent expenditure) required to be made by the person claiming unjustifiable hardship.

2.4.2. References

- ◆ [Equal Opportunities Commission. \(2016\). Discrimination Law Review: Submissions to the Government.](#)
- ◆ [HKSAR Department of Justice Bilingual Laws Information System](#)
- ◆ [HKSAR Disability Discrimination Ordinance Code of Practice on Education, Equal Opportunities Commission](#)

2.5 United Nations Sustainable Development Goals

2.5.1. Introduction

The University is committed to actualizing the **United Nations Sustainable Development Goals (SDGs)**, which are blueprint to achieve a better and more sustainable future. The SDGs 4, 10, 11, and 16 are particularly relevant to the higher education institutions’ commitment to accessible and inclusive teaching and learning experience.

Some relevant targets of the four related SDGs are quoted from the United Nations websites. Refer to the cited references for details.

2.5.2. Related Goals

◆ **SDG 4: Quality education**

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

◆ **SDG 10: Reduced inequalities**

- Reducing inequalities and ensuring no one is left behind.
- Empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.

◆ **SDG 11: Sustainable cities and communities**

- Make cities inclusive, safe, resilient and sustainable.
- Provide access to safe, affordable, accessible and sustainable transport systems for all.
- Provide universal access to safe, inclusive and accessible, green and public spaces.

◆ **SDG 16: Peace, justice and strong institutions**

- Promote just, peaceful and inclusive societies
- Ensure responsive, inclusive, participatory and representative decision-making at all levels.
- Promote and enforce non-discriminatory laws and policies for sustainable development.

2.5.3. References

- ◆ [United Nations Sustainable Development Goals](#)
- ◆ [The 17 Goals, Department of Economics and Social Affairs, United Nations](#)

2.6 Universal design for teaching and learning

2.6.1. Introduction

- ◆ **Universal design for teaching and learning (UDL)** maximizes equal opportunities of students with disabilities and the effectiveness of teaching and learning to cater for the inherently diverse characteristics and needs of all learners.
- ◆ UDL emphasizes that there is no single means of engagement, representation, or expression that will be optimal for all learners. It is important to provide multiple means, options and autonomy for all learners to accommodate inherent diversity in individual characteristics and needs.
- ◆ The same content can be presented in different ways to accommodate individual needs to facilitate learners to perceive and comprehend effectively. For example,
 - Some students with visual impairment may require the printed text-based content to be converted and presented as Braille for reading.
 - Deaf and hard-of-hearing learners require sign language interpretation to captioning to understand the audio content.
- ◆ Learners are encouraged to express their ideas and take part in learning activities by different means by taking their individual needs and characteristics into account. For example,
 - During the class, instead of raising up hands, some learners with mobility disability may take part in class activities by using electronic devices to raise their questions or write their answers in response to the instructors' questions.
 - Some learners with learning difficulties may verbally express their ideas instead of writing their answers in words.
- ◆ The provision of an accessible campus environment, and teaching and learning materials, serves as an essential context for UDL to occur effectively.

2.6.2. References

- ◆ [About Universal Design for Learning, the Center for Applied Special Technology](#)
- ◆ [Burgstahler, S. E. \(Eds.\). \(2015\). *Universal design in higher education: From principles to practice*. Harvard Education Press.](#)
[https://www.hepg.org/hep-home/books/universal-design-in-higher-education-\(1\)](https://www.hepg.org/hep-home/books/universal-design-in-higher-education-(1))
- ◆ [Burgstahler, S. E. \(Eds.\). \(2020\). *Creating Inclusive Learning Opportunities in Higher Education: A Universal Design Toolkit*. Harvard Education Press.](#)
- ◆ [Guidelines for Inclusive Teaching, Assessment, and Supervision. Trinity College Dublin](#)
- ◆ [Universal Design in Education: Principles and Applications, The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center, University of Washington](#)

2.7 As a context of whole-person development

- ◆ Educational aims of the universities emphasize students' whole-person development, self-exploration and actualization of students' own interest, potential and pursuit.
- ◆ We should respect students' self-determination and decision-making. We should not limit their choices and opportunities based on their disability status.
- ◆ **Whole-person development** emphasizes the progressive process of the holistic enhancement of multidimensional capacities, i.e. attitude, performance, and potential of learners. It covers the intellectual, physical, professional, psychological, social and spiritual dimensions.
- ◆ It essentially requires an accessible campus and UDL approaches so students with disabilities can truly enjoy engaging in wide range of academic and non-academic activities for actualizing their potential, aspiration, and whole-person development.

2.8 As a context of positive wellbeing

Establishing accessible teaching and learning environment can:

- ◆ foster an accepting culture that embraces diversity.
- ◆ promotes self-acceptance, autonomy, and social interactions that enhance the well-being of university members with disabilities.
- ◆ minimize the potential burden, tension and negotiation between university members with and without disabilities. It can in turn minimize acute and chronic stress triggered by recurrent negotiation.

3 Concerted efforts by universities and the community

3.1 Recommended structure of accessibility service management

- ◆ **Institution-community network**
 - Collaborated services and resources provision
- ◆ **Cross-institutional network**
 - periodic and cross-institutional review by the Cross-institutional Accessibility Services Committee
- ◆ **Intra-university coordination**
 - the University's centralized management by the Accessibility Services Advisory Committee
- ◆ **Cross-unit level**
 - working groups and service coordination by the Office of Accessibility Services
- ◆ **Departmental level**
 - service coordination and execution by the Equal Opportunities Advisors
- ◆ **Student and staff level**
 - user experiences and advisory roles of students and staff with disabilities

3.2 Institution-community network

3.2.1. Significance

The concerted efforts by the universities and the community aim at building up a stronger voice to advocate the government

- ◆ to formulate inclusive education and accessibility policies; and
- ◆ to allocate more financial resources and manpower to promoting inclusive education in the tertiary setting.

3.2.2. Collaborated services and resources provision

- ◆ To collaborate with different stakeholders (e.g. non-governmental organizations (NGOs) serving people with disabilities, publishers, special schools) to provide

accessibility services such as alternative formats conversion, advice on any latest assistive technology, supported employment of students with disabilities, disability- and/or accessibility-related research, training workshops, assistive aids purchase or booking.

- ◆ To seek advice and professional expertise from NGOs serving people with disabilities regarding good practices and experiences of accessibility services.
- ◆ To collaborate with the publishers on disseminating the alternative formats of the texts, e.g. screen reader-compatible electronic version, electronic books, audio books and captioned educational videos.
- ◆ To work with secondary schools to organize experiential programmes for secondary school students with disabilities to experience the campus environment and to be better prepared for transition to universities. It also facilitates university staff to identify any accessibility needs of prospective students earlier for planning ahead the accessibility service policy.
- ◆ To enhance accessibility services and offer financial support for students with disabilities with donations or grants provided by different community parties.
- ◆ To form a network of community resources and share this list of community resources as a database of external community resources for students' reference.
- ◆ To provide concerted advice to the government regarding the allocation of financial resources and manpower to promoting inclusive education in the tertiary setting.

3.2.3. Examples of practices

- ◆ [Bookshare, United States](#)
It provides accessible ebooks for people with print disabilities.
- ◆ [Centralized Braille Production Centre - Braille ebook Reservation System, The Hong Kong Society for the Blind, Hong Kong](#)
It provides Braille transcription service.
- ◆ [Community Resources for Students with Special Educational Needs, Centre of Development and Resources for Students, HKU](#)

- ◆ [RNIB Bookshare, United Kingdom](#)
It provides accessible textbooks and resources for learners with disabilities.
- ◆ [Royal National Institute for Blind People \(RNIB\) and University of Leeds Transcription Centre, United Kingdom](#)
- ◆ [Swedish Agency Accessible Media, MTM, Sweden](#)
It is responsible for working with university libraries to supply alternative formats (e.g. Braille version, electronic texts, and talking books) of academic literature to university students with reading impairment.

3.3 Cross-institutional network

- ◆ To establish a cross-institutional Accessibility Service Committee and a periodic review system to exchange resources and good practices of inclusion accessibility services.
- ◆ To share amongst universities the statistics of staff and students with disabilities and the provision and usage of the accessibility services to build up disability and inclusion awareness, to foster mutual understanding about the current situation, and to facilitate future planning of accessibility and inclusion policies.
- ◆ To collaborate and share resources amongst universities on various initiatives – e.g. disability- and/or accessibility-related research, training workshops, accessible electronic materials (such as screen reader-accessible books and journals) and assistive aids purchase or booking.
- ◆ To encourage both formal (e.g., campus events, meetings, sharing sessions) and informal (e.g., emails and social media platforms such as WhatsApp and Facebook) interactions and knowledge exchange among staff of different institutions regarding accessibility service provision to foster quality service and co-create inclusive culture.
- ◆ To manage a centralized database of accessible electronic materials (e.g. screen reader-accessible and Braille versions) among the universities for students and staff with disabilities of participating universities who need them to borrow. It may save time and effort it takes for format conversion.

4 Intra-university coordination

4.1 Recommended Statement of Accessibility Policy

It is recommended to draft and implement a set of University's Statement of Accessibility Policy covering the ideas in the following example.

- ◆ The University is committed to creating, promoting and maintaining an accessible and inclusive teaching and learning environment, which provides equal opportunities and is free of discrimination against any university members.
- ◆ The University strives to eliminate barriers and avoid creating barriers to the teaching and learning of staff and students at the university.
- ◆ The University also strives to provide reasonable accommodations to support staff and students with disabilities to minimize external barriers and/or the impact of their disabilities on the teaching and learning experiences.
- ◆ The University will take whatever may be needed to prevent and, if necessary, discipline behaviours which violate the University's Statement of Accessibility.

4.2 Accessibility Services Advisory Committee

4.2.1. Rationale

- ◆ A university-wide committee that governs the efficient and effective provision of accessibility services for staff and students with disabilities at the university level.
- ◆ The Committee holds regular meetings to perform service review and address any issues arising from the accessibility service provision.
- ◆ Different units work together and provide a wide range of accessibility services for students with disabilities. Representatives of different units should be involved in the Coordinating Committee to comprehensively evaluate the whole picture of the service provision as well as to listen to any experiences and feedback from different units for improvement in the future.
- ◆ It is particularly essential to involve representatives of staff and students with disabilities to make their voice and actual needs heard in the evaluation of the accessibility services.

4.2.2. Mission

- ◆ To advise the university on the accessibility policies and plans (e.g. a 3-year plan)
- ◆ To review the current practices and consult university members.
- ◆ To advise the administration of the provision of accessibility services.
- ◆ To empower university members involved to provide quality accessibility service.
- ◆ To facilitate the sharing of good practices and relevant experience among different university units.
- ◆ To perform periodic evaluation of the provision of accessibility services from different units (e.g. every year / every 3 years).

4.2.3. Recommended composition of members

Below is an example of recommended composition of members of the Accessibility Services Advisory Committee. It emphasizes the participation of different groups of university members in order to bring about diverse perspectives for consideration. The exact composition of the Committee of each university might be slightly different but the rationale would be similar.

- ◆ An officer of the university serving as the Chairperson (e.g. Dean of Students)
- ◆ Registrar
- ◆ Director of the Office of Student Affairs
- ◆ Director of the Office of Accessibility Service
- ◆ Director of the University Health Service
- ◆ Librarian
- ◆ Wardens of student hostels
- ◆ Student counsellor
- ◆ Directors of other administrative departments (e.g., the Estates Management Office, the Informative Technology Office, the Transportation Office, and the Security Office)
- ◆ Deans of each Faculties / Colleges (Teaching units)
- ◆ Representatives of students with disabilities
- ◆ Representatives of staff with disabilities
- ◆ Representatives of student leaders such as representatives from the Students' Union and/or registered student societies under the Students' Union

- ◆ Representatives of students without disabilities who are interested in the issue

The composition of the Accessibility Services Advisory Committee should be listed on the website of the Office of Accessibility Services for university members, prospective students and visitors' reference.

4.3 Office of Accessibility Services

4.3.1. Rationale

- ◆ Accessibility service provision within the university is handled and coordinated by the Office of Accessibility Services.
- ◆ The Office of Accessibility Services strives to uphold equity and equality of the registration procedures and service provision to foster an inclusive campus, to maintain the integrity of the inherent requirements of the study programmes and to respect disclosure concern and confidentiality in accordance with the Personal Data (Privacy) Ordinance (Cap. 486).
- ◆ The Accessibility Service Coordinators are the first point of contact if the registered students or staff need assistance in accessing services and resources or the ones to put them in touch with the right people / units to help. Each registered student or staff with disabilities will be assigned an Accessibility Service Coordinator from the Office of Accessibility Services.
- ◆ Disability declaration is not mandatory but to receive accessibility support from the university, staff and students with disabilities must first register at the Office of Accessibility Services.
- ◆ The assigned Accessibility Service Coordinator works out the recommended accessibility services and accommodation plan with students with disabilities registered for service. A "Letter of Recommended Accommodations" will be issued upon university's approval as an official documentation of the accommodations to be received.
- ◆ Disclosure and confidentiality are considered seriously.
- ◆ The disability nature might not be disclosed in this documentation due to privacy concern. It is to be reviewed and renewed regularly depending on different factors such as the campus environmental conditions, the individual's disability nature, accommodation needs and study programme requirements on a case-by-case basis.

- ◆ All the accommodations provided are documented for archival purpose and for service evaluation. Refer to [Chapter 10 Accessibility service initiation](#).
- ◆ There are limits of the university accessibility services. Thus, not all requested accessibility services and accommodations might be entertained, with the notion of reasonable accommodations playing an important role in determining the approval.
- ◆ Approved accommodations are not retroactive.
- ◆ Staff and students with disabilities can withdraw from the services anytime.

4.3.2. Duty of the Accessibility Service Coordinators

- ◆ To handle students and staff's disability declaration and accessibility service registration.
- ◆ To work out the accessibility support and accommodations plan with the students or staff with disabilities.
- ◆ To liaise with different university members and units to ensure efficient and effective provision of accessibility services and accommodations.
- ◆ To be responsible for recruiting, training, briefing and managing the auxiliary assistants (i.e. student helpers who assist people with disabilities to do different tasks such as note-taking.)
- ◆ To communicate between students with disabilities and the auxiliary assistants
- ◆ To handle requests for accessibility service or consultation by non-registered university members (e.g. student representatives without disabilities who are organizing orientation camps)
- ◆ To perform continual follow-up and periodic review of all the accessibility services and accommodations
- ◆ To report barriers or any feedback for continuous improvement.
- ◆ To handle concerns and complaints.
- ◆ To facilitate the Accessibility Service Advisory Committee to perform the governance and the periodic service review.

- ◆ To organize accessibility awareness training for university members to promote an inclusive cultural shift.

4.3.3. Liaison with different units

Contact of the Accessibility Services Coordinators should be listed on the website of the Office of Accessibility Services for university members, prospective students and visitors' reference.

Different university units might be involved at different stages and levels accordingly. The Accessibility Service Coordinators liaise with different units to execute the accessibility service provision and accommodations. For example:

- ◆ **Registrar and the Office of Student Affairs** – to make arrangement regarding admission, centralized examination and graduation.
- ◆ **Teaching units** – to ensure accessibility of teaching and learning.
- ◆ **University Health Service** – to work with the Office of Accessibility Service to provide disability assessment if needed; to address any health concerns of the staff and students with disabilities.
- ◆ **Librarian** – to provide accessible library service, research and learning support.
- ◆ **Wardens of university hostels** – to ensure accessible living in hostels.
- ◆ **Counsellor** – to provide psychological support in response to burden of study and experiences of inaccessibility.
- ◆ **Estates Management Office** – to play a significant role in fostering the physical accessibility of the campus environment; to send any notices regarding construction work or repair of facilities to Office of Accessibility Service in order to notify staff and students with disabilities; to provide alternative paths and facilities as well as an enquiry contact on the notice if the accessible paths or facilities are temporarily blocked.
- ◆ **Information Technology Office** – to handle web and multimedia accessibility; to provide web and multimedia accessibility training; to develop and/or test new assistive and accessible technology to support inclusive teaching and learning.
- ◆ **Transportation Office** – to manage the accessible transportation and the accessibility of roads within campus.

- ◆ **Security Office** – to be responsible for emergency evacuation issues and 24-hour safety helpline.

4.4 Equal Opportunities Advisors

- ◆ They are the first contact point in their affiliated unit regarding accessibility issues.
- ◆ They proactively help promote accessibility and inclusion in their affiliated unit by various means such as giving advice and sharing.
- ◆ They encourage colleagues of their affiliated unit to actively engage in inclusion-promotion activities in the university.
- ◆ They help handle complaints regarding accessibility issues that happen in their affiliated unit. For example, they may help refer the cases to the Office of Accessibility Services and/or other relevant department(s) for investigation.
- ◆ The contact of the Equal Opportunities Advisors of each university unit should be listed on the website of the corresponding unit for university members, prospective students and visitors' reference.

4.5 Student Alliance for Inclusion

- ◆ “Student Alliance for Inclusion” can be formally set up by interested current students with and without disabilities to establish the presence of students with disabilities in the university, to perform accessibility advocacy and outreach on behalf of students with disabilities, to address systemic inequality in all areas of the campus life and to convey feedback from the students with disabilities to the university for accessibility service improvement.
- ◆ It aims at expressing the voice that has been marginalized and under-represented in decision-making and consultation in the past. Refer to the [Chapter 13.2 Participation in university affairs and student societies](#).
- ◆ It also provides valuable peer support of the learning of students with disabilities from admission level to graduation and career.
- ◆ Alumni can be affiliated members or consultants to cultivate peer support, encourage the mutual exchange of experiences and practical knowledge, and

strengthen the connection between current students and graduates in advocating for accessibility and inclusion.

- ◆ It is suggested to invite students and staff with disabilities to give advice on the appropriate types of study aids / assistive technology aids before actual purchasing because they are expert users.
- ◆ Reference:
[Students for Barrier-free Access, University of Toronto](#)

4.6 Staff Alliance for Inclusion

- ◆ “Staff Alliance for Inclusion” can be formally set up by interested current staff with and without disabilities to establish a presence for staff with disabilities in the university, to perform accessibility advocacy and outreach on behalf of staff with disabilities, to address any systemic inequality in all areas of the workplace in the university (e.g., job duty and schedule, and promotion), and to convey feedback from the staff with disability to the university for accessibility service improvement. It aims at expressing the voice that has been under-represented in the past.
- ◆ It is suggested to invite students and staff with disabilities to give advice on the appropriate types of study aids / assistive technology aids before actual purchasing because they are expert users.
- ◆ Reference:
[The Disabled Staff Network Group, University of Manchester](#)

4.7 Roles, rights and responsibilities

4.7.1. United roles

- ◆ The University should be committed to maintaining an open and accepting environment. It respects the right to expression of needs and thoughts and considers the provision of quality accessibility services a shared right and responsibility of university members.
- ◆ Students should start the registration process as early as possible and let the Office of Accessibility Services know about any delays or other problems with the service provision.

- ◆ The Accessibility Service Coordinators liaise with the units concerned.
- ◆ Staff members of the units concerned jointly execute the services.

4.7.2. Students and staff with disabilities

- ◆ Assess your own needs. Familiarize yourself with the campus environment and programme requirements in advance. This helps think about the possible barriers and required accessibility services and accommodations.
- ◆ Go through accessibility service guideline carefully. Know your rights.
- ◆ Register with the Office of Accessibility Services and submit the required documentation of disability as early as possible.
- ◆ Keep record of any supporting documents and letters of recommended accommodations.
- ◆ Notify the Accessibility Service Coordinators immediately when:
 - there are changes in the disability status;
 - you require any change in the accessibility services and accommodations;
 - any accessibility service is not being provided correctly;
 - there are any problems or unexpected barriers experienced in obtaining the accessibility services and accommodations;
 - you would like to discontinue an accessibility service, e.g., note-taking; or
 - you would like to add/drop any course(s) for which alternative formats of the teaching and learning materials are required.
- ◆ Meet the same inherent programme / job requirements expected of all students and staff of the university.
- ◆ Respect other students and staff with and without disabilities and understand their needs.
- ◆ Respect the presence and participation of service animals and auxiliary assistants such as personal assistants, sign language interpreters in class and campus events.

4.7.3. Fellow students

- ◆ Respect other students and staff with and without disabilities and understand their needs.
- ◆ Respect the presence and participation of service animals and auxiliary assistants such as personal assistants, sign language interpreters in class and campus events.

4.7.4. Fellow staff members

- ◆ Devise the inherent requirements of the study programmes that students and the Office of Accessibility Services could make use of to work out the reasonable accommodations.
- ◆ Maintain the integrity of the accessibility services and accommodations. Do not make any accessibility arrangements without prior discussion with the Office of Accessibility Services.
- ◆ Refer students with disabilities or students who express the need of accessibility services to the Office of Accessibility Services.
- ◆ Work with students with disabilities and the Office of Accessibility Services in arranging and executing the required accommodations.
- ◆ Strictly protect students' privacy and confidentiality when handling accommodations for the students with disabilities.
- ◆ Respect students and staff with and without disabilities.

5 Campus environment accessibility

5.1 Physical environment

5.1.1. Rationale

- ◆ Physical access to both academic buildings and non-academic buildings (e.g. amenities, hostels, sports facilities) is equally essential.
- ◆ Ensure comprehensive physical access to facilitate autonomous mobility and safety within and between buildings, as well as convenient manipulation for carrying out different activities, including but is not limited to:
 - the entrances, e.g. ramps, door design;
 - vertical circulation within the building, e.g. elevators, escalators, staircase;
 - horizontal circulation within the same level, e.g. passage corridor width and clearance, door design;
 - furniture, e.g. tables and chairs; and
 - washrooms.
- ◆ Provide mainstream access wherever possible, instead of an access segregated from the mainstream route(s). However, when the provision of access at the mainstream path is not feasible, alternative and accessible route(s) or enquiry contact should be provided and clearly indicated.

5.1.2. Mainstreaming the information of physical access

- ◆ Incorporate the physical access information into existing campus maps, including online interactive or printed campus maps and floor plans.
- ◆ Provide a point-to-point routing system (e.g. “path finder”) so that students and staff can look for accessible route(s) using interactive online systems.
- ◆ Avoid relying on colours to highlight different information. Make use of colour contrast simulator to ensure the materials are accessible for students with colour weakness or colour blindness.
- ◆ Provide concise text description along with the floor plan, photos, or videos with text description and voiceover showing the locations of the access facilities (e.g. elevators) and routes.
- ◆ Ensure the interactive maps are accessible or provide alternative formats.

- ◆ Include the information of the physical accessibility of the classrooms, lecture halls, auditoriums and university facilities in the public database (e.g., “Classroom Directory”) for users’ reference.
- ◆ Do not indicate the physical accessibility using abstract and simple description such as “This room is wheelchair-accessible”.
- ◆ Indicate the availability and details of the setting and different accessibility facilities, e.g. the availability, number, setting and location of accessible seats, lectern design, as well as the installation of assistive hearing loops.
- ◆ Show the setting of tables and chairs with floor plans.

5.1.3. Recommended roles of university students and staff

- ◆ Reporting system
 - The University provides a reporting system for university members, e.g. through the university’s mobile application.
 - The University encourages university members to report any inaccessibility issues on the campus.
 - Units and stakeholders involved jointly work out solutions as early as possible.
- ◆ Advise student organizations not to block the access of facilities (e.g. the tactile guide path and curb cuts) when setting up temporary event booths.
- ◆ Announce as early as possible updates of any temporary blockage of facilities, particularly those accessible facilities such as elevators and automatic doors.
 - Send the update to university members, especially staff and students with disabilities, through email contact list or instant messaging to ensure they are informed of any unexpected inaccessibility so that they can plan ahead.
 - Provide alternative facility or path, and enquiry contact.
- ◆ Provide a 24-hour helpline, safety control office, or contact point during and outside office hours for enquiries on specific accessible facilities.
- ◆ Invite student volunteers to prepare the text description, photos and videos of physical access at the campus as an accessibility awareness training.

- ◆ Arrange staff and/or student helpers to orientate students with visual impairment and other students with disabilities who require routing orientation for few times as soon as possible using sight guide technique (領路法 in Chinese).

5.1.4. Essential design elements

- ◆ Entrances
 - Curb cuts that allow smooth passage between the sidewalk and the street
 - Ramps or level access at entrances
- ◆ Passage
 - Clear passage to allow unobstructed mobility
 - Passage wide enough to allow wheelchair users and other users to pass simultaneously
 - Tactile guide paths
- ◆ Tactile map and Braille
 - Tactile floor map with voiceover function
 - Signages with Braille information
 - Braille information of room number display
- ◆ Elevators and escalators
 - Access to all levels open to users with elevators button panel at appropriate height (e.g. relative to wheelchair users)
 - Audible and multilingual signal system at elevators and escalators
 - Braille information at elevator button panels
- ◆ Staircase
 - Presence of handrails
 - Braille information at staircase handrails
- ◆ Tables, chairs, and lecterns
 - Tables with adjustable height with clear leg space
 - Detached and movable tables with clear leg space, usually accompanied by detached and movable chairs
 - Benches with leg space and seats for wheelchair users in the open space on the campus. It is useful for group discussion and social networking.

- Height adjustable lecterns with leg space. The affiliated computer and audio-visual set-up should not be mounted on a fixed position on the lectern. Flexibility in adjusting the position of the computer set-up is allowed to facilitate manipulation and operation with assistive aids. Clear maneuvering space behind the lectern should be reserved for wheelchair users.
- Standing lecterns. It allows students to stand while in the classroom.
- ◆ Accessible seats in sports ground and swimming pool for wheelchair users
- ◆ Writing pads for left-handed students
- ◆ Locker
 - Accessible locker location
 - Larger locker space for some students with disabilities to store assistive study aids and/or personal aids
- ◆ Accessible washrooms
 - Available in each floor in every building
 - Emergency call bell
- ◆ Hearing loops in lecture theatres to assist students using hearing aids
- ◆ Portable wireless microphones
- ◆ Emergency alarm
 - Smoke detectors with flashing lights, vibrating pads under the pillow in hostels and Deaf Alerter to alert deaf or hard of hearing users in case of danger and emergency evacuation.
 - Evacuation chair for people with mobility disability
 - Refer to [Chapter 5.2 Emergency evacuation](#)

5.1.5. Existing practices of local universities

- ◆ [Learning Environment Services, HKU](#)
- ◆ [Point-to-point path advisor \(Web browser only\), HKUST](#)

5.1.6. References

- ◆ [Design Manual Barrier Free Access 2008, HKSAR Buildings Department](#)
- ◆ [Sight guide technique, The Hong Kong Society for the Blind](#)

5.2 Emergency evacuation

5.2.1. Recommended roles of the University

- ◆ Include a safety concern statement in the course outline to alert students. Below is an example.

“Students who require assistance and support during an emergency evacuation are encouraged to discuss their needs with the teaching staff and the Accessibility Office (email: <access@abc.edu>; phone: 23452345)”

- ◆ Work out the arrangement of evacuation of people with disabilities under power or lift failure.

5.2.2. Recommended roles of students and staff with disabilities

- ◆ Register their names and location details (e.g. office and hostel room number) with the Estates Office and the building's security office if they require assistance during emergency evacuations.
- ◆ Be familiar with the locations of the building's designated Emergency Assembly Point, Refugee areas, and stairwells. This can be facilitated with training and fire drills.
- ◆ Keep calm and be ready to ask people passing by to alert rescuers of your current position and relevant disability status (e.g., deaf or with visual impairment) in case of emergency evacuation.
- ◆ Be prepared to instruct others in how to carry you or move your wheelchair (for example) down the staircase.

5.2.3. Essential installation for emergency evacuation

- ◆ Smoke detectors with flashing lights, vibrating pads under the pillow in hostels and Deaf Alerter to alert deaf or hard of hearing users in case of danger and emergency evacuation. If the fire alarm is activated, the Deaf Alerter flashes, vibrates, and displays an alarming message.

- ◆ Evacuation chairs with explicit signage or directional board showing the location and use of the evacuation chairs in the building
- ◆ Notify the rescuers about the locations of the designated Emergency Assembly Point, Refugee areas, stairwells in each building in case of emergency.

5.2.4. Existing practices of local universities

- ◆ [Campus access - example of fire evacuation plan, PolyU](#)

5.2.5. Existing practices of overseas universities

- ◆ [Arrangement under emergencies, Stony Brook University](#)
- ◆ [Emergency Preparedness for People with Disabilities, University of California, Berkeley](#)
- ◆ [Evacuation Guide for People with Physical Disabilities, Stony Brook University](#)
- ◆ [Getting out of a building in an emergency, University of Manchester](#)
- ◆ [Guide for assisting Individuals with Disabilities in an Emergency, Stanford University](#)
- ◆ [Guide for Individuals with Disabilities in an Emergency, Stanford University](#)
- ◆ [Non-emergency evacuation of people with mobility disabilities during power or lift failures, University of South Australia](#)
- ◆ [Office of Emergency Management, University of California, Berkeley](#)

5.2.6. References

- ◆ [Design Manual Barrier Free Access 2008, HKSAR Buildings Department](#)
- ◆ [The United Nations Convention on the Rights of Persons with Disabilities \(CRPD\) General Comment No 4 'Article 24: Right to inclusive education' UN Doc CRPD/C/GC/4 \(26 August 2016\)](#)

5.3 Accessible transportation

5.3.1. Rationale

- ◆ Provide accessible transportation for students and staff with disabilities when transportation is provided for university-related activities (i.e. including both

academic and non-academic activities). However, staff and students with disabilities are allowed to use their own transportation services, except where attendance in the university-provided transportation is compulsory.

- ◆ The scope of area of “campus environment” covered by the transport insurance and administration policy should match the scope of venues of university-related activities. Both on-campus and off-campus areas should be considered.

5.3.2. Essential practices

- ◆ Students should be able to book services and immediately contact the driver or transportation office in multiple ways, e.g. text messaging. Filling in paper-and-pen booking forms or making phone calls should not be the only ways as these ways might not be accessible for users with visual impairment and deaf or hard of hearing users respectively.
- ◆ Accessible parking space and parking permit should be reserved for registered users with disabilities.
- ◆ Shuttle bus service might be provided within the campus. Accessible bus stop with audible signal system and Braille marking of the bus numbers should be provided.
- ◆ Some students with visual impairment might hold the bus number card to inform the drivers of the coming buses. Drivers should also know about the appropriate location and the way students with visual impairment (and those with guide dogs) get on and off the bus. Awareness training should be provided to the on-campus shuttle bus drivers. Other people at the bus stops might help as well.

5.3.3. Existing practices of local universities

- ◆ [Accessible shuttle bus for people with physical disabilities, CityU](#)
- ◆ [Real time queuing status at bus stop, HKUST](#)
- ◆ [Rehabus 復康巴士, CUHK](#)
- ◆ [Stair-climbing power wheelchair \(to be used within the campus\) — The introduction of the B-free Ranger, Lingnan University](#)
- ◆ [Welcab, HKUST](#)

5.3.4. Existing practices of overseas universities

If students with disabilities are unable to use public transport due to inaccessibility, and the students need to go to campus by taxi to attend classes, then the students may receive travel costs reimbursement or claim the additional costs.

- ◆ [Travel support, University of Manchester, United Kingdom](#)

5.4 Web and multimedia accessibility

5.4.1. Definition and coverage

- ◆ Web and multimedia accessibility refers to the inclusive practice of ensuring the web content, the electronic information and communication, and multimedia materials are robust, perceivable, operable and understandable by everyone regardless of disabilities.
- ◆ It covers a wide range of electronic and online materials, including but not limited to
 - university websites (both internal websites and those bought from external vendors);
 - emails;
 - online documents;
 - teaching and learning resources (e.g. PowerPoint);
 - instant text messages;
 - electronic learning platforms;
 - student and staff portals;
 - plagiarism-checking system;
 - survey tools;
 - social media content; and
 - videos, pictures, and texts.

5.4.2. Recommended practices of the University

- ◆ Follow the Web Content Accessibility Guidelines (WCAG). Draft a web and multimedia accessibility policy and the supporting guidelines that can be applied to all the websites and electronic materials of all units of the university.
 - [Web Accessibility Handbook, the HKSAR Government](#)
 - [Web Content Accessibility Guidelines, World Wide Web Consortium \(W3C\) \(WCAG\)](#)

- ◆ Include accessibility in the procurement specification requirement to ensure online teaching and learning systems are accessible.
- ◆ Provide templates of accessible websites, PowerPoint slides, and mobile applications for faculties / departments / centers / units to ensure united layout to promote responsiveness and web and media accessibility.
- ◆ Provide and incorporate training on web accessibility into the mainstream training on information technology and library literacy training for staff and students, such as how to create accessible websites and documents that fulfill web accessibility standard. Make the training materials available for university staff's and students' reference.
- ◆ Customized these trainings for university members with disabilities if needed.
 - For example, the traditional "mouse-and-cursor" mode of manipulating computer might be inaccessible to some users (e.g. some people with visual impairment).
 - Manipulation by keyboard along with screen readers might be relatively more accessible to them. It might also take relatively more time to navigate.
 - These characteristics should be noted in the workshops and the teaching method and materials should be revised accordingly.
- ◆ Ensure that keywords such as "(name of the university) disability accessibility" could be linked to the webpage of the Office of Accessibility Service [or relevant unit(s)] through search engine optimization.

5.4.3. Recommended practices of the university students and staff

- ◆ Attend training on web and multimedia accessibility provided by the University.
- ◆ Apply web accessibility guidelines in your areas of work.
- ◆ Make effective use of simulators and accessibility checkers to help improve web accessibility. Examples of checkers are:
 - [AChecker](#)
 - [Color Oracle - Free color blindness simulator](#)
 - [Colour Contrast Analyser \(CCA\)](#)
 - [WAVE web accessibility evaluation tool](#)

- ◆ Ensure interoperability of web and multimedia accessibility across different platforms and gadgets such as desktop computers, tablets and mobile web browsers.
- ◆ Set up access key shortcuts for browsing the website by manipulating only the keyboard and introduce them clearly on the webpage for users' reference.
- ◆ Include the “accessibility adjustment panel or toolbar” located somewhere on the webpage. For example, readers can adjust font size and colour contrast of the webpage using the accessibility panel themselves.
- ◆ List enquiry contact for enquiries or suggestions regarding the accessibility of the website or the message content.
 - Offer multiple channels of enquiry contact such as email, online contact form, phone-call or direct appointments at the Office of Accessibility Service counter to suit students and staff with different disabilities.
 - Provide enquiry contact during non-office hours and support as some students and staff with disabilities might live in hostels.
- ◆ Create accessible documents such as Word document, PowerPoint, PDF and survey tools. Examples of recommended references:
 - [Adobe Accessibility Check](#)
 - [PDF Accessibility, Universal Design Center, California State University, Northridge](#)
 - [Qualtrics' Survey accessibility check](#)
 - [Rules for the Accessibility Checker, Microsoft Office](#)
 - [Word and PowerPoint Accessibility Evaluation Checklist, WebAIM](#)
- ◆ Avoid including only an image or video without text base in any electronic communication such as email and instant messaging. Add an equivalent text description of the image (the “alt text”) to each image so that screen readers can read aloud the text description of this image.
- ◆ Add accessible captions (which is different from subtitles) to videos along with the transcripts and provide audio description.
 - [Captions, Transcripts, and Audio Descriptions, WebAIM](#)
 - [Making Videos Accessible, The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center, University of Washington](#)

◆ Create accessible email message.

- Consider the appropriate use of plain text format, rich text format, or HTML format. Plain text format does not structure the email content, but it is generally compatible with many assistive technologies such as screen readers. Rich text format helps format the email content, but it may not be presented the same across different email applications. HTML format supports formatted and structured email content across email applications along with other elements such as hyperlinks and alternative texts to images.
- Make subject lines clear and easy to understand. Avoid using blank subjects or spam-like subject.
- Structure the email using appropriate heading style, bullet points, and/or numbering. Avoid structuring email content by inserting many extra spaces.
- Write concise message. Put the most important information first to minimize the chance of overlooking the important information.
- Avoid including only an image or video without text base in emails. Add an equivalent text description of the image (the “alt text”) to each image so that screen readers can read aloud the text description of this image.
- Use legible font (e.g. Arial) and font size (at least 12 point or larger).
- Provide appropriate colour contrast to the email content.
- Ensure the accessibility of any email attachment.
- References:
 - [Creating Accessible Emails using MS Outlook \(Win/Mac\), Adaptive Technology Centre, Queen's University](#)
 - [Email Accessibility, Universal Design Center, California State University, Northridge](#)
 - [Improve email accessibility, Microsoft](#)
 - [Make your Outlook email accessible to people with disabilities, Microsoft](#)

◆ Adopt camel case in creating hashtags by capitalizing the first letter of each word in the same hashtag.

- Without spaces between words in the same hashtag, there are no cues to the screen readers that there are multiple words present, so the screen reader might turn out simply read aloud the whole hashtag as one long word. An example is “#adoptcamelcase” versus “#AdoptCamelCase”.

- By capitalizing the first letter of each word, it gives the cue that there are different words in the hashtag and the screen readers might be able to read aloud the hashtag as different words as intended.
 - The camel case approach also particularly provides cue to people with dyslexia or cognitive disability to identify the word pattern and recognize the words in the hashtag.
- ◆ Solicit electronic version of print materials wherever possible to facilitate the conversion into alternative accessible formats, such as audio books and Braille version, through collaboration with the university library.

5.4.4. Existing practices of local universities

- ◆ [Guidelines on Preparing Teaching Materials for Persons with Visual Impairment, Equal Opportunity Unit, HKU](#)

5.4.5. Examples of practices of overseas universities

- ◆ [Accessibility fundamentals, University of Leeds](#)
- ◆ [Accessibility Hub, McMaster University](#)
- ◆ [Rutgers IT Accessibility Initiative; Rutgers, The State University of New Jersey](#)
- ◆ [The “Common Look and Feel” initiative, University of British Columbia](#)
- ◆ [The comprehensive Online Accessibility Program, Stanford University](#)

5.4.6. References

- ◆ [BBC Mobile Accessibility Standards and Guidelines](#)
- ◆ [Procedures and Procurement for Digital Accessibility, New York University](#)
- ◆ [Web Accessibility In Mind \(WebAIM\)](#)
- ◆ [Web Guidelines, University of Auckland](#)
- ◆ [W3C Web Accessibility Initiative \(WAI\)](#)

5.5 Inclusive terminology

5.5.1. Rationale

- ◆ The use of language reflects our attitudes. Inclusive wording should be adopted to promote an inclusive culture. This is particularly important in reports, job positions, facilities, programmes and official documents as these items will be used recurrently and archived.
- ◆ There is not any universally accepted set of terminology but people in general agree with the use of some terminology. You are invited to first think deeply about and compare the underlying implications of each terminology – does this word sound discriminatory or inclusive?
- ◆ However, it is worth noting that sometimes it is not necessary to be overly sensitive to the right and wrong terminology as many people with disabilities are comfortable with the words used to describe daily living that are related to their disabilities. Disability status is not a taboo.
 - For example, many wheelchair users are fine with the word “walk” (e.g., “going for walks” or “walking along the promenade”). Many people with visual impairment are comfortable with the expression “see you”.
- ◆ Wherever appropriate, politely ask the people with disabilities how they would like to be named. Always respect individual preference.

5.5.2. Examples of controversial versus preferred terminology

Below are examples of Examples of bias-free terminology presented with explanatory notes. The Appendix presents a table of the list of controversial and preferred wordings for quick reference. Refer to Section 5.5.3 for the useful references.

1. People with disability are not abnormal. Both people with and without disability are normal.
 - ◆ **Controversial:**
 - able-bodied 健全人士, normal people 正常人
 - deaf mute 聾啞人士 (vs. normal people 正常人)
 - the blind 失明人士 (vs. normal people 正常人)

◆ **Preferred:**

- people without disability, non-disabled people 非受障者
- deaf people 聾人; hard-of-hearing people 聽障人士;
hearing people 健聽人士
- people with low vision 低視能人士; people with visual impairment
視障人士; blind people 盲人; sighted people 健視者

2. Use personal-first or identity-first approach as is appropriate for the person, group, or community being discussed. A mix of the use of both approaches might be fine overall especially when you are unclear which approach the person, group, or community prefers. Whenever possible, seek advice from the persons you are writing and/or talking to regarding their preferred approach and language use. Respect individual options as always.

◆ **Controversial:**

- in terms of a condition: (the) handicapped; the physically / mentally challenged; the dyslexics

◆ **Preferred:**

- person-first language, e.g. students with mobility disability; staff with mental illness; students with dyslexia;
- identity-first language, e.g. disabled person, physically disabled student, and students with mobility disability 受障學生、受障職員、受障者

3. Do not involve unnecessary and negative overtones. Avoid reinforcing the stereotypically associated sense of pain, hopelessness, and any medical labels. Use emotionally neutral expressions. Medical labels represent nothing about the individual and may reinforce stereotypical of people with disabilities as “patients”. They are not necessarily “patients” or sufferers. Respect every people with disability as individual with active and autonomous control over their own lives.

◆ **Controversial:**

- suffers from; victim of 罹患、不幸患有

◆ **Preferred:**

- has [name of condition] e.g., has mobility disability 有 [受障情況的名稱], 例如：有活動能力受障

4. Wheelchairs liberate wheelchair users from dependence and confinement. The use of wheelchair is stereotypically associated with the lack of autonomy, dependency, confinement, and immobility. Emphasize the abilities, not limitations. A wheelchair is the assistive device and it does not fully represent the “user” (a person), therefore “wheelchair” is different from “wheelchair user”. Think about – would we in general call students wearing eyeglasses “the eyeglasses student”?

◆ **Controversial:**

- confined to a wheelchair; wheelchair-bound; wheelchair student; wheelchair; 輪椅學生、輪椅人士

◆ **Preferred:**

- wheelchair user 輪椅使用者; student who uses wheelchair 使用輪椅的學生、坐輪椅的學生

5. Many deaf people whose first language is sign language consider themselves part of “**the Deaf community**”, which has cultural and linguistical characteristics. with **a capital “D”**, to emphasize their identity.
6. Do not assume the roles of any companions of people with disabilities. Not all persons accompanying people with disability must necessarily be their “caregivers”.

◆ **Controversial:**

- we often call any person accompanying people with disability their “caregivers 照顧者” regardless of the actual role of that person.

◆ **Preferred:**

- depending on the actual role and identity, e.g., caregiver 照顧者; personal assistant 個人助理; companion 同行者、同伴; family members 家人、家庭成員; friends 朋友; etc.
- we may use “companion 同行者、同伴” in case we are not sure about the appropriate terms. Always respect individual preference.

7. Think about – If the access and facilities are disabled, then how can they be used?

◆ **Controversial:**

- disabled toilet; disabled access 殘障通道; disabled elevator

◆ **Preferred:**

- accessible toilet 暢通易達洗手間; barrier-free access 無障礙通道; ramp 斜道; elevator 升降機

8. The access is used by the “person who uses wheelchair” but not only the “wheelchair”.

◆ **Controversial:**

- wheelchair access 輪椅通道

◆ **Preferred:**

- accessible (e.g. ramp); accessible 暢通易達; barrier-free 無障礙; access for wheelchair users 輪椅使用者通道 (if it is really specifically accessible only for wheelchair users)

9. The term “rehabilitation” conceptually sticks to the medical model of disability. Do not stick to the medical model of disability.

◆ **Controversial:**

- rehabilitation bus traveling around the campus

◆ **Preferred:**

- accessible shuttle bus; accessible bus; accessible school bus; accessible transport 無障礙穿梭巴士、巴士、校巴、交通

10. Accessibility service should not be reduced to solely charity or caring approach. Accessibility is human right. Use terms that reflect a clear recognition of the proactive attitudes and the responsibility of the university for inclusion and support of students with disability. Regard students with disability as contributing university members, not as a burden.

◆ **Controversial:**

- caring campus 關愛校園 [to represent accessible campus]; showing love and help [meaning inclusive practices]

◆ **Preferred:**

- accessible campus 暢通易達的校園; inclusive campus 共融校園;
responsibilities of the university for inclusive practices and accessibility service

11. When promoting volunteer work and helping behaviour, avoid slogan wordings that may reinforce the misunderstanding that people with disabilities are “incomplete”. People with disabilities are not incomplete.

◆ **Controversial:**

- examples are “you complete the life of students with disabilities”; or “your volunteering makes students with disabilities shine”

◆ **Preferred:**

- use wordings that emphasize rights-based approach and equal status of people with and without disabilities.
- examples are “recognizing people with disabilities as capable individual” and “accessibility for all”.

12. There is an inherent diversity in the educational needs and accessibility needs among individuals regardless of disability status. Needs are not necessarily “special”, but inherently diverse. The term “SEN” refers to type(s) of special educational needs a student has. The term “SEN” alone does not sufficiently represent “students with SEN”. Think about – would we in general call students wearing eyeglasses “the eyeglasses student”?

◆ **Controversial:**

- special education 特殊教育; special educational needs 特殊教育需要; special arrangement; special pedagogical service 特別安排; SEN students; SEN support; SEN service

◆ **Preferred:**

- inclusive education 融合教育; diverse educational needs 多元教育需要; reasonable accommodations 合理調適安排; accessibility service 通達服務; students with diverse educational needs

13. Think about - Why is this room “special”? We should refer to the usage of the room.

◆ **Controversial:**

- Special Room 特別室; Special Needs Users Room; Special Technology Room; Exclusive Reading Room for Students with Disabilities

◆ **Preferred:**

- Access Room; Reading Studio; Adaptive Technology Suite; Assistive technology room; Campus Accessible Technology Space 輔助科技室、無障礙科技室

14. The term “SEN helper” can be confusing. The term “SEN helper” might be mistakenly interpreted as helpers having special educational needs, even though the helpers might or might not have certain diverse educational needs in reality. Therefore, “SEN helpers” should not be used to indicate “helpers of students with SEN”. Similar idea for “SEN Officer”. This term does not sufficiently represent university staff who are responsible for coordinating accessibility services. We might call their job position directly based on the job nature.

◆ **Problematic:**

- SEN helpers; SEN Officer

◆ **Preferred:**

- auxiliary assistants; assistant; helpers 學生助理; sign language interpreters 手語傳譯員, notetakers 筆記記錄員, lab assistants 實驗室助理, scribes 抄寫員; Accessibility service manager 通達服務經理; Accessibility service coordinator; Access consultant

5.5.3. References

- ◆ [Bias-Free Language — Disability, American Psychological Association](#)
- ◆ [Bottema-Beutel, K., Kapp, S. K., Lester, J. N., Sasson, N. J., & Hand, B. N. \(2021\). *Avoiding ableist language: Suggestions for autism researchers*. *Autism in Adulthood*, 3\(1\), 18-29. <https://doi.org/10.1089/aut.2020.0014>](#)
- ◆ [Disability Language Style Guide, National Center on Disability and Journalism](#)
- ◆ [Dunn, D. S., & Andrews, E. E. \(n.d.\). *Choosing words for talking about disability*. American Psychological Association.](#)

- ◆ [Guidance Inclusive language: words to use and avoid when writing about disability](#)

5.6 Symbols of accessibility

5.6.1. International Symbol of Accessibility

- ◆ According to the Design Manual Barrier Free Access 2008 published by the HKSAR Buildings Department, the International Symbol of Accessibility (Figure 1) should be provided at conspicuous location to signify accessible facilities for people with disabilities such as the accessible entrance to the building and accessible toilets.



Figure 1. The International Symbol of Accessibility

- ◆ Besides following the regulation of the Design Manual Barrier Free Access 2008, other factors may be considered when determining the usage of the ISA. Since the ISA features a referent of “wheelchair user”, it is possible to convey an impression that signified facilities are only eligible for the use of wheelchair users.
- ◆ If the accessibility of certain facilities is mainly for wheelchair users, such as stairlift, then the ISA may be used to signify them. However, if certain facilities are intended to be accessible to not only wheelchair users, such as the Assistive Technology Room in the university library, then the appropriateness of using the ISA as signification may be reconsidered.

5.6.2. Other examples of symbols of accessibility-related contexts

- ◆ Consult the Hong Kong Guide Dogs Association about the logo of “Welcome guide dogs and guide dogs in training”.
- ◆ The “T” indicates the availability of assistive listening system as a hearing loop (Figure 2). This symbol can be attached to somewhere in lecture theaters and classrooms to indicate the availability of the assistive listening system in this venue.



Figure 2. The Access for Hearing Loss symbol

- ◆ The sign language interpretation symbol (Figure 3) can be used to indicate the availability of sign language interpretation service for that event.



Figure 3. Sign language interpretation

- ◆ The audio description symbol can be used to indicate the availability of audio description service (e.g. for a movie; for a guided tour). Visual information is described in spoken language to facilitate people with visual impairment to understand what it is going on about. If these visual contents are not verbally transcribed, this part of content will become inaccessible to people with visual impairment.



Figure 4. Audio description

5.6.3. References

- ◆ [About the International Symbol of Accessibility, Rehabilitation International](#)
- ◆ [Design Manual Barrier Free Access 2008, HKSAR Buildings Department](#)
- ◆ [Hong Kong Guide Dogs Association](#)
- ◆ ["No Limits 無限亮", Hong Kong](#)

6 Awareness-raising

6.1 Overall approaches

- ◆ Besides ensuring environmental accessibility, it is paramount to raise the awareness and understanding about disabilities, equality and accessibility in order to effectively co-create cultural and systemic shift for an inclusive campus.
- ◆ Awareness-raising training should be provided for all university members including staff and students to promote mutual support, help, respect regardless of the disability status to cater for the inherent diversity of university members.
- ◆ Training on the concepts and practice of rights-based accessibility provision should be incorporated as a core value in all types of awareness-raising training and materials.
- ◆ Wherever possible, staff and students with disabilities should be involved in the development of the training from idea conceptualization to drafting the training manual (or even the training delivery) to ensure the perspectives and needs of people with disabilities are properly included.
- ◆ Training workshops, resources and consultation are provided to university staff to boost their perceived efficacy in providing accessibility services and disability-related accommodations.
- ◆ Up-to-date knowledge transfer and inclusive culture immersion should be encouraged. Periodic electronic newsletter of disability- and accessibility-related information can be issued by the Office of Accessibility Services to all university members through mass emails. Examples of such information include educational materials, activities updates, collaborations with NGOs and relevant latest research findings.
- ◆ Funding may be provided for inclusion promotion projects initiated by university members.

6.2 Staff development

6.2.1. Engagement of new staff

- ◆ The University should incorporate elements of disability and accessibility awareness into the new staff induction and orientation programmes as well as the “New Staff Handbook” to engage them in an inclusive culture, shaping their perception that disability and accessibility awareness is inherently part of the nature of the job duty.
- ◆ For universities which provide official name cards for staff and postgraduates, Braille can be printed on the name cards as well.

6.2.2. Handy guide and online self-learning materials

- ◆ The University should include the relevant policies and brief information about accessibility services and disability-related accommodations in the Staff Handbook to shape it as an inherent part of the job nature and duty.
- ◆ The University should provide the following online self-learning materials as a handy guide:
 - Integrated guidance to staff on how to support students with disabilities
 - Fact sheets, e.g. statistics of staff and students with disabilities, basic concepts of disability, diversity, equal opportunities, inclusion, and accessibility
 - Leaflets about available accessibility services and examples of disability-related accommodations
 - Frequently asked questions and sample scenarios
- ◆ Examples:
 - [“Instructors-How to”, McMaster University](#)
 - [“Staff support”, University of Auckland](#)
 - [Tertiary Disability Guide, University of Auckland](#)

6.2.3. Staff training workshops, seminars and courses

- ◆ Workshops can be regular or periodic. The workshops can focus on different aims each time, e.g., attitudinal shift, knowledge and skill-building, contact-based, experiential simulation, or storytelling of living experiences.
- ◆ Topics to be covered include but are not limited to:

- the intersecting issues of the understanding people with disabilities;
 - CRPD, Disability Discrimination Ordinance (Cap. 487), other relevant policies and manuals;
 - basic concepts of disabilities, diversity, equal opportunities, reasonable accommodations, inclusion, and accessibility, rights-based model of disability;
 - assistive and accessible technology, web and multimedia accessibility, and other support approaches;
 - how to interact with guide dogs and their users
 - sight guide technique, especially for buddy of students with visual impairment and security guard of the campus
 - sharing of living experiences of students and/or alumni with disabilities. The sharing sessions might be videotaped upon students' and/or alumni's consent and uploaded onto the staff intranet for reference later when they encounter students with disabilities in the near future.
- ◆ These training workshops should be mainstreamed by making them part of the existing staff training workshops. For example, web and multimedia accessibility skills workshops could be included in the existing information technology and library workshops series.
 - ◆ The training workshop materials should be uploaded on the staff intranet for future reference unless there are issues with copyright or other issues.
 - ◆ External guests could be invited to give talks and/or exchange ideas with students and staff on specific and more advanced issues and contexts of disabilities, diversity, equal opportunities, inclusion and accessibility.

6.2.4. Joint-university tours, forums and conferences

- ◆ Observation of current practices and campus environment
- ◆ Service experience sharing, networking, establishing cross-institutional collaborations, knowledge exchange of up-to-date inclusion and accessibility concepts and good practices
- ◆ These events aim to build up a stronger voice to advocate the government to formulate policies regarding inclusive education and accessibility in the higher education and to allocate more financial resources and manpower to this area.

6.2.5. Consultation service

- ◆ Given the myriad of accessibility services and disability-related accommodations and students' personalized situations, sometimes staff might encounter difficulty figuring out the appropriate ways to practice accessibility when performing their duties.
- ◆ Staff might experience different extent of stress and negotiation situations with colleagues and/or students.
- ◆ Consultation service that is mainly managed by Accessibility Coordinators and counsellors could provide preliminary advice and guidance to staff on how to address the concerns and difficulties. Counsellors would help relieve the stress and recurrent negotiations in relation to the provision of accessibility services and disability-related accommodations. Referral to other departments or external organizations for further consultation and/or help might be conducted.
- ◆ The consultation sessions aim at forming a reliable channel for the staff to safely and comfortably give any constructive feedback and share their first-hand feelings of providing the accessibility services and disability-related accommodations.
- ◆ The Office of Accessibility could make effective use of any feedback collected from the staff and submit to the Accessibility Service Governance Committee and even the Cross-institutional Accessibility Service Committee for service evaluation and continual improvement.

6.3 Student development

6.3.1. The University should:

- ◆ Integrate the topics of disability, diversity, equal opportunities, inclusion, and accessibility into the curriculum for student development, e.g. cross-disciplinary general education course. Topics to be covered include but are not limited to:
 - the intersecting issues of the understanding people with disabilities;
 - CRPD; Disability Discrimination Ordinance (Cap. 487), other relevant policies and manuals;
 - basic concepts of disabilities, diversity, equal opportunities, reasonable accommodations, inclusion, and accessibility, rights-based model of disability;
 - assistive and accessible technology;
 - how to interact with guide dogs and their users

- ◆ Include workshops on web and multimedia accessibility skills in the information technology and library workshop series.
- ◆ Provide training by the Office of Accessibility Services to all cabinet members of student societies. The content could include the importance and skillsets of practicing inclusion in all kinds of programmes organized by student societies such as orientation series, recommendation of inclusion activities. It equips students with diversity and accessibility awareness so that the events they organize will have different accessibility elements right from the beginning.
 - This aims at building up an inclusive culture and reducing the chance of making any “afterthought accommodations” upon individual request.
 - The cabinet of the student societies would be re-formed every year. It is suggested to record the workshops and the actual events for future reference by new cabinet members in coming years to ensure continuity.
- ◆ Make available the support guidelines and relevant resources for staff to postgraduates who may work as teaching assistants and hostel tutors as they often help instructors to execute different accessibility services and disability-related accommodations for different courses and students with disabilities.
- ◆ Foster inclusive culture by promoting mutual support, help, respect regardless of the disability status to cater for the inherent diversity of university members.

6.3.2. Examples of practices of overseas universities

- ◆ [Disability Equality Training, Disability Resource Center, University of Cambridge](#)

6.3.3. References

- ◆ [Sight guide technique, The Hong Kong Society for the Blind](#)
- ◆ [Summer Institute on Disability Rights and Equality, HKU SPACE](#)
- ◆ [Training and Consultancy Services, Equal Opportunities Commission](#)
- ◆ [Workshop on Disability Rights and Equality, HKU SPACE](#)

6.4 Message framing in inclusion-promoting programmes and materials

6.4.1. Introduction

We should pay careful attention to the possibly ableist implications of the following message framing in cultivating the awareness of disability, diversity, equal opportunities, inclusion and accessibility. Also refer to [Chapter 5.5 Inclusive terminology](#).

6.4.2. Misuse of the "love and caring 愛心 / 關愛" approach

- ◆ Mind the issue of reinforcing the charity model of disability.
- ◆ It is always good to show love and care to others. However, accessibility should not be solely reduced to an act of benevolence showing love and care, or anything that is “extra” of the existing provision.
- ◆ All persons including people with disabilities are entitled to accessibility as basic human rights. Accessibility should be an inherent and integral component of the environment and system functioning.
- ◆ Therefore, rights-based instead of benevolence-based provision of accessibility should be emphasized.

6.4.3. Fostering inclusion by promoting helping behaviour

- ◆ It is common to foster inclusive interactions by emphasizing the needs and barriers encountered by people with disabilities, which drive other people’s intention to help people with disabilities.
- ◆ When talking about ways of inclusive interactions with people with disabilities, it is often framed as “how we can help them [followed by some examples]”.
- ◆ However, we should not stereotypically assume that people with disabilities are always the one-way receivers of assistance.
- ◆ Mutual assistance on the basis of the needs of each other is one of the many facets of inclusive interactions.
- ◆ It is suggested the idea of “inclusive helping behaviours” should be conveyed:
 - do give helping hands when people with disabilities are asking for help;

- do not make assumptions of the needs of people with disabilities;
 - be careful of providing uninvited help and forcing others to accept your helping hands;
 - politely ask whether and how you can help; and
 - do not feel offended if your helping hands are rejected
- ◆ Avoid motivating student volunteer work and helping behaviour by writing slogans such as “you complete the life of students with disabilities” or “your volunteering makes students with disabilities shine”, which might reinforce the wrong stereotypical perception that “people with disabilities are incomplete”.
- People with disabilities are not incomplete.
 - Equal status of people with and without disabilities should be emphasized.

6.4.4. Possible issues of inspiration porn

- ◆ Avoid putting much pressure on other students with disabilities when emphasizing too much on some current students, staff and/or alumni with disabilities who have “remarkable achievements” as role models through storytelling or first-person sharing. Mind the issues of possibly manifesting “**inspiration porn**”.
- ◆ **Inspiration porn** is the stereotypical portrayal of people with disabilities doing something ordinary as “inspirational” solely or in part on the basis of their disabilities ([Stella Young, 2014](#)).
- ◆ However, this storytelling approach is often used to “inspire” others by conveying the idea of “see how these people with disabilities can overcome barriers with a never-give-up attitude and complete this and that” to motivate people without disabilities to try harder. The hidden agenda is that if people with disabilities can achieve their goals, then surely can people without disabilities. It might also put much pressure on students with disabilities to think that they have to be an “inspiration” to matter.
- ◆ After all, the accomplishments of people with disabilities are worth celebrating on the basis of their competency (instead of their disability status) just as it is to celebrate the accomplishments of people without disabilities.

6.4.5. Mixed effects of disability simulation programs

- ◆ Disability simulation program is a common training approach to increase understanding of people with disabilities.
- ◆ However, some studies found that participation in disability simulation programmes was associated with mixed effects and some even an increase in negative attitudes toward people with disabilities ([Flower, Burns, Bottsford-Miller, 2007](#); [Nario-Redmond, Gospodinov, & Cobb, 2017](#); [VanPuymbrouck, Heffron, Sheth, The, & Lee, 2017](#)).
- ◆ Therefore, it is important to pay attention to the significance of message framing and debriefing to minimize the unintended and stereotypical reinforcement of ableist concepts.
- ◆ It is expected that participants might be shocked by many obstacles during the simulation, which they would not experience in their own daily life, e.g. getting stuck at the front door just because of a step while you are using wheelchair.
- ◆ Such intense experiences can be addressed at the debriefing by deciphering the sources of these environmental barriers and the corresponding solutions.

6.4.6. References

- ◆ [Flower, A., Burns, M. K., & Bottsford-Miller, N. A. \(2007\). Meta-analysis of disability simulation research. *Remedial and Special Education*, 28\(2\), 72-79.](#)
- ◆ [Inspiration porn and the objectification of disability: Stella Young at TEDxSydney 2014.](#)
- ◆ [Nario-Redmond, M. R., Gospodinov, D., & Cobb, A. \(2017\). Crip for a day: The unintended negative consequences of disability simulations. *Rehabilitation Psychology*, 62\(3\), 324-333.](#)
- ◆ [VanPuymbrouck, L., Heffron, J. L., Sheth, A. J., & Lee, D. \(2017\). Experiential Learning: Critical Analysis of Standardized Patient and Disability Simulation. *Journal of Occupational Therapy Education*, 1\(3\).](#)

7 Effective and inclusive communication

7.1 Basic principles

- ◆ Communication is a basic human right. Accessible methods of receiving and giving messages and information should be provided for effective and inclusive communication. It is realized when everyone can get their messages across.
- ◆ Everyone should be welcomed and treat each other with dignity and respect.
- ◆ Barriers should be removed. It should be recognized that there are different methods of communication other than speech in everyday communication.

7.2 General tips on how to interact with persons with disabilities

The following list is quoted and adapted from the:

➤ [Tips on how to communicate with persons with a disability, HKU](#)

- ◆ Treat a person with a disability just like any other person.
- ◆ Talk to people with disabilities in the same way as you talk to everyone else. Use the **natural tone of voice** as you speak to any other person. **Do not patronize** or talk down. Do not use particularly soft or loud tone.
- ◆ **Speak directly** to people with disabilities even if they have companion(s), interpreter(s) and/or assistant(s) with them. Respect and treat their companions with courtesy.
- ◆ **Ask** and **understand** their needs before helping people with disabilities. Uninvited help may sometimes be offensive. Ask them directly if you are uncertain about how to help. A good question to ask might be “**May I help you? What can I do to help you complete (such as a task) successfully?**” Do not be offended by a refusal. Respect their personal choice.
- ◆ When you are accompanying people with disabilities, do not attempt to speak for people with disabilities **unless they ask for help**.
- ◆ Do not focus on medical-related issues. If they would like to disclose their disability diagnosis or related issues to you, they will do so on their own.
- ◆ Treat their assistive aids **with respect**.

- ◆ Do not praise them for doing ordinary things. It may sound offensive as it assumes lower expectation of their capability.
- ◆ Be **understanding**, **empathetic** and **patient**. Put yourself in their shoes and think about **inclusive ways** to communicate.

7.3 When meeting people with visual impairment

The following list is quoted and adapted from the:

- [Ten Tips to Get Along with Visually Impaired Persons, the Hong Kong Blind Union](#)
- [Tips on how to communicate with persons with a disability, HKU](#)
- ◆ Take the **initiative to introduce yourself** and those who are with you so that they know who they are talking to.
- ◆ **Speak to them directly** and **describe** verbally what you are doing. Do not rely on eye contact or body gestures.
- ◆ In case you want to leave your conversation with them for the moment, do tell them first.
- ◆ Keep the passage and door area **free from obstruction** and tell them any changes about the location of objects. When objects have been moved to new and unfamiliar place(s), verbally **describe the changes** and **walk with** people with visual impairment around that place at least once to **let them familiarize themselves** with the new setting.
- ◆ When showing them directions or locations, avoid using expressions like “here”, “there”, “this way”, or “that way”, and use expressions like **“on your left”** or **“on your right”** or **clock direction** instead. You may describe the directions or locations by using clock directions, e.g. “The library is at the three o’clock position and the canteen is at the eight o’clock position from your perspective.”
- ◆ When walking with them, **let them hold your upper arm or shoulder from behind**. It helps them sense your body movements and follow you when going up or down or turn around. Please **do not grab them** when leading them.
 - Sight guide technique would definitely help, especially for buddy of students with visual impairment and security guard of the campus.

- ◆ **No need to avoid using words like "see" or "look"**. These words are in general not taboos for people with visual impairment
- ◆ The proper way to help them be seated is to **put their hand on the back of a chair** so that they know where the seat is.

7.4 When meeting people with visual impairment with a guide dog

The following list is quoted and adapted from:

- [the Hong Kong Guide Dogs Association on the issues of "3 Don'ts and 1 Do"](#)
- ◆ **Don't reject**: Accept that guide dogs can have free access to public places and transportation, and private or public estates.
- ◆ **Don't disturb**: Do not pat a guide dog without permission from the user.
- ◆ **Don't feed**: Do not feed food of any kind to a guide dog.
- ◆ **Do enquire**: When you come across a person with visual impairment and guide dog getting lost, **do ask if the person needs help**. Ask for permission from the user before you touch a guide dog.

7.5 When meeting deaf or hard of hearing people

The following list is quoted and adapted from the:

- [7 top tips for communicating with deaf people, Hearing Dogs for Deaf People](#)
- [Tips for Effective Communication, Deaf-Hearing Communication Centre](#)
- [Tips on how to communicate with persons with a disability, HKU](#)
- ◆ Ask the person for preferred methods of getting their attention when you want to initiate a conversation, e.g. moving into their visual field, waving your hands, or gently tapping on their shoulder. **Do not shout at them** in order to obtain their attention.
- ◆ **Talk to them directly** even if there is a sign language interpreter or other companions.

- ◆ Move **away from background noise whenever possible**. Make sure your **face is not in shadow** and that there are no strong lights or sunshine in their eyes.
- ◆ Always **face the person** and **make eye contact** when speaking, but keep your distance. Being too close to them might affect the use of hearing-aids, lip-reading, or sign language communication. Avoid covering your mouth, chew gum, or look away, as it might affect lip-reading.
- ◆ Speak at natural pace. Avoid speaking too slowly or too fast. Try to slow down when being requested by them.
- ◆ **Facial expressions** and **gestures may facilitate communication. However, do not** exaggerate facial expressions or lip movements as this might hinder communication.
- ◆ **Repeat and re-phrase if necessary**. Make good use of tools such as paper and pens; or technology such as text messaging to facilitate communication. Sometimes, drawing pictures might help.

7.6 When meeting people with mobility disability

The following list is quoted and adapted from the:

- [Tips on how to communicate with persons with a disability, HKU](#)
- ◆ No need to avoid using words like "walk" or "run". These words are in general not taboos for people with mobility disability.
- ◆ **No need to avoid shaking hands** with people with limited hand movements or artificial limbs.
- ◆ **Talk to wheelchair users at their eye level**. For example, **sit down** and talk to them if possible. **Do not lean on the wheelchairs** as wheelchairs are parts of the body and personal space of wheelchair users.
- ◆ **Ask before you wish to push their wheelchairs, or whether they need help**. Respect their autonomy and personal choice. Do not be offended by a refusal.
- ◆ Recommended guidelines:
 - [Communication Access for All - Introducing the Communication Access Symbol, Scope's Communication & Inclusion Resource Centre](#)

- [Make your communications more accessible - Quick tips for writers, communicators, designers and production houses, Office for Disability Issues, Ministry of Social Development, New Zealand](#)

7.7 Multiple communication means

- ◆ Assistive listening devices such as hearing loops should be available in lecture theatres and classrooms to assist students using hearing aids, e.g. teletypewriters TTYs, loop listener.
- ◆ Sign language interpreters can facilitate the communication with deaf or hard of hearing individuals.
 - The Hong Kong Joint Council for People with Disabilities, The Hong Kong Council of Social Service, and Rehabilitation Advisory Committee jointly provides a [list of sign language interpreters in Hong Kong](#) who can provide sign language interpretation services for individuals and organizations.
- ◆ Information technology and human support can facilitate effective communication.
- ◆ More materials should be made available online as electronic materials can be more easily converted into alternative formats to suit individual needs.
- ◆ University units should provide multiple modes of enquiry contact, e.g. email, phone-call, text messaging, or direct appointments at the office counter, to suit staff and students with different disabilities and accessibility needs.
- ◆ Emails should be used as one of the mandatory dissemination channels of the announcement of both academic and non-academic information as this channel is particularly essential for students and staff with visual impairment ([Hong Kong Blind Union, 2014](#)). It would be easier for them to access information electronically with screen readers and screen magnifiers. Refer to [Chapter 5.4 Web and multimedia accessibility](#).
- References: [Research report on the support for tertiary students in Hong Kong by the Hong Kong Blind Union in 2014.](#)

7.8 Disability representation in images

- ◆ Pay careful attention to the disability representation in images. Portray them as ordinary people in society as they are. Do not create an impression of separateness, specialness and dependence. Avoid focusing on their medical aspects or always being a passive recipient of help from others, e.g. a student with visual impairment being helped to cross the road or the wheelchair of a wheelchair-using student being pushed by a fellow classmate.
- ◆ It is recommended that images reflect diversity. Show people with disabilities in everyday social situations and campus environment. For example, a picture on the university website showing a group of students walking around the campus may feature students with diverse characteristics to represent the inherent diversity, e.g. disability and skin colour.

8 Accessible event planning

8.1 Essential domains to be considered

- ◆ There is a large variety and number of campus events, such as:
 - Registration day
 - Information day, orientation camps
 - Inauguration ceremony, White Coat ceremony, prize-giving ceremony, graduation ceremony
 - Academic conferences and seminars
 - Non-academic activities such as sports, cultural, and arts programmes
 - Job recruitment fair; career talks
 - Activities organized by student societies

- ◆ Accessibility arrangements should be incorporated into every step of the process of event organization to ensure the event is accessible to all to the greatest extent possible. Below is the list of essential domains that organizers must consider as early as when they start planning for an event.
 - Diversity in the composition of the organizing committee members
 - Promotional materials and channels
 - Communication with stakeholders such as speakers and audience
 - Handling of individual accessibility requests
 - Venue location, set-up, facilities
 - Transportation
 - Enrollment and registration
 - Event programme rundown and materials
 - On-site manpower
 - Language and simultaneous interpretation
 - Gender pronouns preferred
 - Catering
 - Washrooms
 - Accommodation
 - Enquiry contact
 - Emergency evacuation plan

- ◆ Event organizers must inform the participants about how to make request of accessibility accommodations by including the enquiry contact and announcing

a call for accessibility requests in all the promotional materials explicitly (e.g. website, emails, posters). Below is a sample of the announcement:

- “If you require any accessibility accommodations, you are welcome to contact (person/office), at email: <access@abc.edu> or phone: 23452345. Accessibility requests should be made by (a specified period in advance of the event).”
- ◆ Event organizers are highly encouraged to go through the following examples of recommended guidelines in detail to incorporate accessibility in event planning.
 - [Accessible Conference Guide, Special Interest Group on Accessible Computing SIGACCESS](#)
 - [Conference Accessibility Checklist, World Institute on Disability](#)
 - [Accessibility Guidelines, IEEE](#)
 - [Speakers Presenting to an Audience with Disabilities Best Practices, World Institute on Disability](#)

8.2 Prize-giving ceremony as an illustration

8.2.1. Points to note

- ◆ The following illustrative practices do not represent an exhaustive list of accessible arrangement for a prize-giving ceremony.
- ◆ These practices can be broadly applied to a number of similar campus events such as prize-giving ceremony, inauguration ceremony, White Coat ceremony, and graduation ceremony.

8.2.2. Before the ceremony

- ◆ Include an accessibility statement in the ceremony enrollment notice and website.
 - "To obtain accessibility arrangements at the ceremony, staff and students with disabilities are encouraged to contact the Accessibility Service Coordinator at 23452345 or <access@abc.edu> as early as possible”.
- ◆ Ensure the venue accessibility, particularly the front stage, backstage, audience area, seating arrangement and accessible toilet.

- ◆ Some students with disabilities may have difficulty in handshaking, bowing, and/or holding the certificates. The Accessibility Service Coordinator and the staff-in-charge of the ceremony work out the accessible procedures with the students.
 - Notify the Presiding Officer about accessible procedures before the ceremony.
 - Make gentle reminder before the ceremony commences and by putting a reminder notice on the Presiding Officer's Rostrum (or other appropriate methods).

8.2.3. During the ceremony – Accessible seating arrangement

- ◆ The ideal arrangement is that the accessible seats are interspersed at different locations of the audience seating.
- ◆ However, prize-giving ceremony is commonly held at auditorium where most of the seats are fixed on the floor and on tiered platforms. Student awardees usually take the seats on the main floor, near the orchestral area.
- ◆ It is common that the accessible seats are grouped and located mainly at the corner or the back of the tiered seats or balcony but not the main floor. This may create segregation. Students with disabilities who take these accessible seats might be clueless about what is happening among students on the floor. They are separated from their peers. It might also take them relatively longer time to come to and return from the stage.
- ◆ Try to arrange non-segregating seating in order to create a more inclusive atmosphere. For example, explore the possibility of modifying the original seating of students without disabilities and to make the accessible seats part of the "seating area of students".

8.2.4. During the ceremony – Procession and Conferment process

- ◆ Ensure the accessibility of the route from the audience to the front stage to make the prize conferment process smooth and inclusive to guests, teachers, and students with disabilities.
 - It is common that the route may involve stairs, so wheelchair users usually come to the stage from the backstage directly. Although it is an alternative solution, it may cause segregation.

- Try to set up an accessible and “mainstream” route. For example, explore the possibility of setting up a “portable loading ramp” so that all students can use it.
- ◆ Visual cues to notify deaf or hard-of-hearing students of the time they go onto the stage and other steps of the conferment process
- ◆ Sighted guide and live audio description for participants with visual impairment
- ◆ Sign language interpreter for deaf or hard-of-hearing participants who uses sign language
- ◆ Remind the Duty Officer and Presenting Officer that some students might come out from the backstage.
- ◆ Remind the Presiding Officer and/or guests that some students may have difficulty in handshaking, bowing, and/or holding the certificates. Arrange helpers on stage for ready assistance when needed.
- ◆ Refer to [Chapter 5.5 Inclusive terminology](#) for preferred wordings.

8.2.5. During the ceremony – Live video-broadcasting and photo-taking

- ◆ The live video-broadcasting and photo-taking should focus on multiple angles in order to capture all students coming from both the “mainstream route” and the “accessible (but separate) route”.
- ◆ Some students with disabilities (e.g. wheelchair users) may come onto the stage from the other side or location due to the inaccessibility of the “mainstream route”.
- ◆ Notify the live video-shooting crew and camera operators that there will be students coming from a separate route.
- ◆ It would seriously affect whether and how these students are included in the live video-broadcasting which partly manifests the degree of inclusion. The angles and fields of the video-shooting and photo-taking are important part of the accessibility of the whole process of the ceremony.

8.2.6. During the ceremony – Other points to note

- ◆ Arrange more volunteer helpers.
 - However, do not feel being offended if students with disabilities reject assistance.
 - Do not force students to be accompanied by helpers on stage all the time. Avoid uninvited help.
- ◆ Respect individual preference for gender pronouns.
- ◆ Print Braille on the certificates, medals, or trophies for students with visual impairment.

8.2.7. After the ceremony – Tea reception

- ◆ Ensure accessible venue, tables and chairs and seating of the tea reception.
- ◆ Indicate the availability of any food choices, e.g. vegetarian food, Halal food or gluten-free food.
- ◆ Provide tables which have clear leg space and reachable height for wheelchair users.

9 University application

9.1 Information sessions for prospective students

9.1.1. Basic principles

- ◆ Efforts should be made to ensure prospective students with disabilities have equal opportunity to receive information about university programmes and details of available accessibility services to inform their choice of university application.
- ◆ "Accessibility support" and/or "Applicants with disabilities" should become major categories of information tab in the "Admission" webpage. Prospective students with disabilities can more easily look for the details of accessibility services.
- ◆ Contact should be provided for prospective students with disabilities who have enquiries about possible accommodations for study programmes. Inherent requirements of each programme should be stated for students' consideration
- ◆ It is also the responsibility of the prospective students to be aware of the characteristics and inherent requirements of the intended programmes. Students with disabilities who have enquiries about studying within the particular department(s) may proactively contact the university for further details.
- ◆ Examples of relevant activities are the Information Day for prospective students and taster programmes for secondary school students. Refer to [Chapter 8 Accessible event planning](#).

9.1.2. Essential practices of Information Day as an illustration - Preparation

- ◆ Incorporate accessibility awareness and practical guideline into the training of the staff and students-in-charge of the organization of the Information Day.
- ◆ Ensure all-rounded venue accessibility for Information Day. Refer to [Chapter 5 Campus environment accessibility](#) and [Chapter 8 Accessible event planning](#).
- ◆ Include the accessibility service information clearly on the Information Day website, such as accessible shuttle bus stops within the campus and enquiry contact on the Information Day. Include an accessibility statement in the Information Day promotional notice such as: "To obtain disability-related

accessibility service, visitors with disabilities are welcome to contact our Accessibility Service Coordinator at 23452345 or <access@abc.edu>”.

- ◆ Provide multiple and accessible forms of information. Ensure the availability of the electronic version of the equivalent information for online access as hardcopy of the information leaflets or brochures are often inaccessible to people with visual impairment.
- ◆ Ensure the accessibility of programmes, e.g. admission talks, departmental exhibitions, laboratory demonstrations and consultation sessions. Show captioned videos. Arrange the sign language interpreter with advance notice by visitors with disabilities.

9.1.3. Essential practices of Information Day as an illustration – On the event day

- ◆ Set up a booth of "Accessibility Services" similar to the booths of other faculties and teaching departments for on-site consultation, for promotion of an inclusive culture and for immediate enquiry contact. Email communication might not be suitable for prospective students and visitors with disabilities on the Information Day as it might take time to reply. Video clips and real products of some assistive technology such as Braille displays might be shown at the booth. Current students with disabilities can serve as consultants at the booth.
- ◆ Accessible Service Coordinators can collaborate with the student representatives of the respective departments to organize accessible campus tours, departmental tours, and hostel tours.

9.1.4. Other consideration

- ◆ Accessible hostel arrangement should be arranged for overnight taster sessions, such as summer immersion programmes for prospective students.
- ◆ The University may work with secondary schools to organize experiential programmes for secondary school students with disabilities to experience the campus environment and to be better prepared for transition to universities. It also facilitates university staff to identify any accessibility needs of prospective students earlier for planning ahead the accessibility service policy.

9.2 University programmes admission systems

- ◆ There should be no discrimination against applicants' disability status. Applications should be judged on the basis of the fulfillment of the admission requirements and the competency of the applicants with disability.
- ◆ All participating institutions should be requested to mention the relevant information about accessibility support.
- ◆ All participating institutions should provide enquiry contact on the JUPAS website and websites of the corresponding institutions.
- ◆ Declaration of one's disability status, if any, on the application form is not mandatory. However, applicants are encouraged to indicate the disability status and/or required accessibility service(s) so that the institution can identify what kinds of accessibility services they can provide as early as possible.
- ◆ The universities should do their best to accommodate students' disabilities through the accessibility services and discussion with the students to work out the appropriate accommodation plan, rather than excluding the students on the basis of their disabilities at the outset.
- ◆ It is also the responsibility of the prospective students to be aware of the characteristics and inherent requirements of the intended programmes. Students with disabilities who have enquiries about studying within the particular department(s) may proactively contact the university for further details.

9.3 Selection interview

- ◆ The University should inform applicants with disabilities about the selection interview schedule as early as possible to allow more time for preparing for their required accommodations, e.g. checking for accessible transportation or booking sign language interpreters. It might also take the Accessibility Service Coordinator some time to communicate with the applicants with disabilities regarding the interview accessibility arrangement.
- ◆ Arrange an accessible interview venue.
- ◆ Allow multiple and reasonable forms of responses in the selection interview, e.g. verbal, written, sign language.

- ◆ Focus on the competency and not how the skill is to be completed, keeping in mind that the process may be accommodated.

9.4 Offer announcement

- ◆ Provide multiple and accessible forms of announcement, such as online system, email, phone call, and/or letter.
- ◆ Ensure the availability of the electronic version of the equivalent information of the offer announcement as hardcopy of the offer letters are often inaccessible to people with visual impairment.
- ◆ Ensure the offer announcement online system, and the procedures for offer acceptance and/or appeal is accessible. Provide point of contact regarding all these issues.

9.5 Reporting and registration day

9.5.1. The University should:

- ◆ Include the accessibility service information clearly on the New Student Orientation website and/or any “New Students Package” to be distributed to new students on the reporting day.
- ◆ Provide enquiry contact for new students with disabilities who have enquiries about the accessibility of the reporting day, registration and orientation programmes. Include an accessibility statement in the Reporting and Registration Day promotional notice such as: "To obtain disability-related accessibility services, students with disabilities are welcome to contact our Accessibility Service Coordinator at 23452345 or <access@abc.edu>".
- ◆ Include the information guide about disability registration and accessibility service initiation in any “New Students Package” to be distributed to the new students upon offer acceptance and registration. The access needs declaration form and the reminder of preparation of supporting documents might be attached for earlier preparation as well.

9.5.2. New students with disabilities should:

- ◆ Go through the programme's inherent requirements and the recommended course patterns to identify any plausible and required accessibility services as early as possible.
- ◆ Contact the Accessibility Service Coordinator to further discuss the required accommodation as soon as possible.

10 Accessibility service initiation

10.1 Basic principles

10.1.1. Eligibility

- ◆ Disability declaration, coordinated by the Office of Accessibility Services, is not mandatory. However, students must first register their information in order to receive accessibility support from the Office.
- ◆ Eligibility for the accessibility services should not be simply determined by the “disability type(s)” the student has.
 - Take students A and B who have visual impairment as an illustration. The identity of “people with visual impairment” is shared by both students A and B but this common identity does not mean both students A and B require the same set of accessibility accommodations.
 - A wide range of factors such as individual unique characteristics and programme requirements jointly determine the personalized accommodations.
 - The notion of reasonable accommodations plays an important role in determining the eligibility and the approval of the services as well.

10.1.2. Procedures

- ◆ Simplify the procedures with the aims of minimizing burden to both staff and students and enhancing the efficiency and effectiveness of the services.
- ◆ Mainstream the request of some accessibility services. Incorporate an online application portal for accessibility service request into the university portal.
 - The approach to handling service request could become more systematic from the administrative point of view.
 - The statistics of service requests and user characteristics could be more easily compiled for continual service evaluation.
- ◆ Clearly announce the updated information and service request notice on the website of the Office of Accessibility Service, e.g. the enquiry contact, the submission deadline and/or the least number of working days required for review of the application of different kind of accessibility services such as

alternative format of textbooks, sign language interpretation, and equipment loan.

- ◆ Document all the accessibility services provided for archival purpose and for continual evaluation and service review.
- ◆ Students with disabilities can withdraw from the service anytime.

10.1.3. Service scope

- ◆ Be flexible when making accommodation for assessments. Do not simply follow the special arrangements provided by Hong Kong Examinations and Assessment Authority (HKEAA) because the accessibility arrangements for the Hong Kong Diploma of Secondary Education Examination (HKDSE) might not be compatible with the requirements and formats of the instructional and assessment contexts of university study.
- ◆ Consider that some students with disabilities might need to borrow certain assistive devices and/or technological aids for study use at home, not only within the campus.
- ◆ Make it clear that accommodations are not retroactive. For example, if transport allowance was approved in semester 2, expense on transport in semester 1 may not be claimed.

10.1.4. Privacy concern and informed consent

- ◆ Obtain informed consent from the students with disabilities before sharing any of the students' information with other faculties and departments.
- ◆ It is about when, how, who, what, where, and why to disclose the information about students' disability status and other personal information.
- ◆ The Office of Accessibility Services strives to respect disclosure concern and confidentiality in accordance with the Personal Data (Privacy) Ordinance (Cap. 486). Students do not need to disclose their disability status when being asked by staff members other than those who are responsible for handling their support and accommodation plans from the Office of Accessibility Service, unless safety concerns and emergency situations are involved.
- ◆ However, with the informed consent from the student, relevant information may be discussed with appropriate staff members to facilitate the execution of the

corresponding accessibility services and accommodations. Always inform the students of the progress of the communication. This can also avoid the need for the students to continually explain their requirements to different staff members.

10.2 Initiation registration and service activation

10.2.1. Basic flow

Submission of application → meeting → approval → execution → continual review.

10.2.2. Submission of application

- ◆ Through campus-wide mass emails and promotional messages on the orientation website or package, students with disabilities are invited to declare their disabilities and/or accessibility needs to the Office of Accessibility Service on voluntary basis no later than early September when they are newly admitted to the University. It is the responsibility of the students with disabilities to register with the Office of Accessibility Services and submit the documentation of disability as a prerequisite to receiving the required accessibility services as early as possible.
- ◆ Students with disabilities fill in the application form carefully and prepare the required supporting documents.
 - The Office of Accessibility Services ensures the website of the Office, the submission online portal and application forms are accessible.
 - The use of either “handwritten signature” or “e-signature” is allowed as some students with disabilities might be unable to “sign by hands”.
- ◆ Students with disabilities submit the application form along with the required supporting documents.
 - If the students with disabilities are unable to submit the application by themselves, they may authorize another person to do so on their behalf by enclosing a letter of authorization with the proof of identity of the authorized person.

10.2.3. Meeting with the Accessibility Service Coordinator

1. It is recommended that the application is submitted as early as the students with disabilities have been admitted to the university and the meeting can therefore be scheduled before the courses start to ensure timely accessibility arrangement.
2. After receiving the application from the student with disabilities, the Accessibility Service Coordinator schedules a meeting with the student to work out the accessibility needs, and accommodation plans in greater detail.
3. The Accessibility Service Coordinator may initiate the communication process regarding disability-related accommodations by asking the students “What can I do to help you complete this course / task / placement successfully?” instead of going through any kinds of “accessibility checklist” with them. Listen to the needs of the students.
4. Significant companions such as family members, caregivers, personal assistants or social workers are welcome to attend the meeting with the students with disabilities.
 - However, the Accessibility Service Coordinator cannot discuss the accessibility needs and accommodation plans with them without informed consent and authorization from the students with disabilities. It is to respect the autonomy of the students with disabilities.
5. If needed, those relevant teaching staff and/or administrative staff members such as the academic advisor, supervisor, placement coordinator, laboratory technician and hostel warden may be invited to join the meeting to facilitate the discussion certain accommodation plan. For example, they might introduce the internship requirement of particular academic programmes to facilitate the students to identify any required accommodations.
6. Campus orienteering might be conducted to facilitate the discussion of the required accommodation plan.
7. The Accessibility Service Coordinator draft the individualized accommodation plan with the students with disabilities.

10.2.4. Approval

1. After the meeting, the Accessibility Service Coordinator liaise with those faculties and departments concerned on the support services requested.
2. Keep the students informed of the communication progress.
3. It is possible that some drafted accommodations are not entertained if they are regarded as imposing unjustifiable hardship. Refer to [Chapter 2.4 Reasonable accommodation and Unjustifiable hardship](#).
4. Follow-up meeting(s) might be held to further work out and revise accommodation plan.
5. The accommodation plan is to be approved.

10.2.5. Execution

1. The students with disabilities receive notification of the application results along with the “Letter of Recommended Accommodations” via email (and/or other appropriate channels based on the students' accessibility needs, e.g. phone call).
2. Students with disabilities should keep this “Letter of Recommended Accommodations” as it is the official documentation of the accessibility services they receive in the university.
3. The students will be placed on the email alert list for any event updates, urgent situations (e.g. temporary barriers due to road blockage and elevators that are out of order) reminder of the any deadlines of particular accessibility arrangement, e.g. accommodations for the end-of-term centralized examinations.
4. Upon students' consent, the concerned list of recommended accessibility services will be sent to relevant departments and/or staff for effective and efficient arrangement.
5. Prior to the beginning of the semester, students with disabilities should proactively contact their course instructors to make sure the accessibility arrangements of any in-class activities and assessment (particularly non-centralized quizzes / tests / exams) are correctly in place. The “Letter of Recommended Accommodations” can be the supporting document. The

Accessibility Service Coordinator may also help liaise with those units concerned on support services requested.

10.2.6. Continual review

1. Document all the accessibility services provided for archival purpose and for continual evaluation and service review.
2. The Accessibility Service Coordinator conducts regular and annual review on the accessibility services provided.
3. Students with temporary disabilities or disabilities subject to change over time may need to provide new documentation of the disability status and accessibility needs every semester or academic year.
 - Students should actively contact the coordinator to terminate the service if needed.
 - Feedback from the faculties and departments concerned, if any, will be considered as well.

10.3 Long-term request of a regular set of services

10.3.1. Essential practices

1. Some students with disabilities may require the same set of equipment loan and accessibility services for every course in every semester. For example:
 - a student with visual impairment may require Braille version of the textbook and borrow the hand-held magnifier for every course in every semester.
 - a student who uses a wheelchair might need a height-adjustable table for every course in every semester.
2. Students with disabilities not subject to change over time do not have to provide new documentation of the same disability year after year. However, if there are changes in the disability conditions, then new documentation may be requested.
3. To minimize administrative burden to the student and the Accessibility Service Coordinator, there is no need for the student to go through the whole application process every semester.

4. Upon students' consent at the service initiation, the list of the equipment loan and/or accessibility services will be sent to relevant faculties and/or departments for arrangement.
5. The Accessibility Service Coordinator will liaise with those units concerned on the support services requested.
6. For “public facilities” in campus for registered students with disabilities such as the assistive technology room in the library and accessible transportation, the names and student ID of the registered students with disabilities are sent to the library and Transportation Office to activate the use.
 - By using the Student ID Card, registered students can book the accessible transportation directly.
 - The assistive technology room in the library can be booked through the venue booking portal of the library. Registered students could tap their Student ID Card on the sensor on the door of the assistive technology room for access or solicit assistance at the circulation counter.

10.3.2. Students' responsibility

- ◆ Students notify the Accessibility Service Coordinator about their semester timetable and confirm the need of the equipment loan and accessibility services as early as possible.
- ◆ Students should notify the Accessibility Service Coordinator about any changes in the semester timetable immediately after the add/drop period.
- ◆ Students with disabilities should proactively contact their course instructors as early as possible to make sure the accessibility arrangements of any in-class activities and assessment (particularly non-centralized quizzes / tests / exams) are correctly in place.

10.4 Short-term request of services

10.4.1. Common situations

- ◆ Students who make short-term request of varying set of equipment and/or accessibility services need to provide up-to-date documentation of the disability status and accessibility needs every certain period of time. For example:
 - a student who has twisted the ankle might need to use a wheelchair in the first semester and require accessible on-campus shuttle bus and height-adjustable table.
 - as the student has gradually recovered and does not need a wheelchair starting from the second semester, the student only requires the accessible on-campus shuttle bus but not the height-adjustable table.
- ◆ Some students may need to undergo certain assessment and/or to obtain supporting documents from the University Clinic to make provisional request of accessibility services.

10.4.2. Essential practices

1. The Accessibility Service Coordinator schedules a meeting with the students before the actual semester starts to understand the students' latest needs and disability status.
 - Students submit the updated documentation of disability, if needed.
 - The Accessibility Service Coordinator and the students jointly decide on whether and how to modify the accessibility service plans.
2. After the meeting, the Accessibility Service Coordinator will liaise with those faculties and departments concerned on the modified support services requested.
3. The accommodation plans are approved by the university.
4. The students with disabilities receive notification of the application results along with the "Letter of Recommended Accommodations (Revised)".
5. Prior to the semester, students notify the Accessibility Service Coordinator about their semester timetable. Upon students' consent, the list of recommended accessibility services will be sent to relevant departments and/or staff for effective and efficient arrangement.

6. Students should notify the Accessibility Service Coordinator about any changes in the semester timetable immediately after the add/drop period.
7. Students with disabilities should proactively contact their course instructors to make sure the accessibility arrangements of any in-class activities and assessment (particularly non-centralized quizzes / tests / exams) are correctly in place.
8. Some students may need to undergo certain assessment and/or to obtain supporting documents from the University Clinic to make provisional request of accessibility services.

10.5 Immediate request of certain equipment and/or services

- ◆ The approved accessibility service plan usually includes accommodations for relatively expected situations such as classes and hostels. Sometimes, students with disabilities may encounter some impromptu situations which causes unexpected and/or one-off need of certain help and accessibility services that are not listed in the original “Letter of Recommended Accommodations”.
- ◆ Students should understand that it is possible that not all immediate requests can be entertained. For example, the sign language interpretation service has generally to be booked a certain period of time before the date of service use (e.g. around 2 weeks). Given current resource availability, it might be very difficult to arrange a sign language interpreter under an impromptu situation. However, the university should strive to provide as much relevant assistance as possible.
- ◆ Students should contact the Office of Accessibility Service at 23452345 or <access@abc.edu> as early as possible and the Office should do their best to help.

10.6 Requests in response to urgent and emergency situations

- ◆ Students should contact the Office of Accessibility Service at 23452345 or <access@abc.edu>. Note that phone call is relatively more efficient contact method under urgent situations. Staff at the Office of Accessibility Services will respond to emails as quickly as possible.
- ◆ Alternatively, students may directly seek help from any staff members and fellow classmates nearby.
- ◆ If students foresee their safety may be threatened under the current situation, then students should directly contact the Estates Management Office or the Security Office at 23452345 (the 24-hour helpline) or even the 999-hotline to seek assistance.
- ◆ However, it is emphasized that students are not supposed to contact the Estates Management Office or the Security Office directly within office hours for any accessibility service request. This contact only serves as urgent communication outside the office hours of the Office of Accessibility Services.

10.7 Request on behalf of students and staff with disabilities

- ◆ Staff- and students-in-charge of any courses and campus events might want to request accessibility support and/or consultation to enhance the accessibility of the events they are organizing. They can contact the Office of Accessibility Services at 23452345 or <access@abc.edu> for further information and discussion.

10.8 Request by exchange students with disabilities

- ◆ The Accessibility Service Coordinator might arrange remote video-conferencing with incoming exchange students with disabilities before they come to Hong Kong and before the actual semester starts to understand the students' latest disability status and needs.
- ◆ Students may submit the updated documentation of disability, if needed, online for initial registration and arrangement.
- ◆ The Accessibility Service Coordinator and the students jointly decide on the accessibility service plan.
- ◆ Meeting(s) with the Accessibility Service Coordinator might be arranged again when the students are at Hong Kong to reexamine the accessibility service arrangement.

11 Orientation series for new students

11.1 Supported transition programmes and orienteering

11.1.1. New students with disabilities

- ◆ Students are advised to proactively familiarize themselves with the campus life and environment during the orientation period.
- ◆ Students are advised to proactively voice out their needs and concerns and suggest any constructive solutions.

11.1.2. The University

- ◆ Discussion about the arrangement of accessibility service for students with disability should begin as early as possible to prepare for the new semester.
- ◆ Campus facilities orienteering assisted by Accessibility Coordinator and/or trained student helpers can be organized before the orientation activities and course enrollment.
- ◆ Summer transition workshops can be co-organized by the Office of Accessibility Service and the Office of Students Affairs and/or the Campus Counselling Department to prepare students with disabilities for the psychosocial adjustment to the campus life and familiarize students with the accessibility services, e.g. how to declare disabilities, activate accommodation plan, and borrow assistive technological aids.
- ◆ Counseling service might be provided to help students cope with emotions in face of issues such as unfamiliar environment (such as anxiety), and differences learning modes (such as between secondary and tertiary education).
- ◆ The University may invite representatives of relevant NGOs to organize training workshops for staff who will frequently encounter newly admitted students with disabilities, such as teachers from the unit of their major of study programmes. Refer to [Chapter 6 Awareness-raising](#).

11.1.3. Student alliance

- ◆ Current students with disabilities will be the mentors offering peer support and experience sharing to help new students with disabilities adapt to university life.
- ◆ Mutual respect and help are emphasized.

11.2 College enrollment

- ◆ The university should explicitly mention the availability (or the lack) of accessible facilities in the college environment and facilities to inform students' choice of college.
- ◆ In any case, the university should not reject students' enrollment on the basis of their disability status but should strive to provide accommodations to respect students' own choice.
- ◆ Students with disabilities might reach the Equal Opportunities Advisor of the college for enquiries about accessibility of the college environment and facilities.

11.3 Orientation camps

Note: It is commonly known as "Ocamp 迎新營" in Hong Kong.

11.3.1. The University

- ◆ Strive to establish an accessible campus at the outset.
- ◆ Incorporate accessibility awareness and practical guideline into the training for the executive and organizing committees of the student-led orientation camps.
- ◆ Office of Accessibility Services provides consultation for the student leaders.

11.3.2. Student leaders

- ◆ Arrange all-rounded accessibility for venue, transportation, and programme content in the first place. Refer to [Chapter 8 Accessible event planning](#).
- ◆ In case student leaders foresee that some of the venues and/or programme content are potentially inaccessible to some students with disabilities, they should consult the Accessibility Service Coordinator for advice and feasible solutions as early as possible.
 - Whenever possible, discuss with the enrolled students with disabilities to work out any alternative plans and accommodations as early as possible.
- ◆ In any case, do not reject students' participation on the basis of their disability status. Strive to provide reasonable accommodations.

- ◆ Include an accessibility statement in the enrollment notice such as: "To obtain disability-related accessibility services, students with disabilities are welcome to contact the Accessibility Service Coordinator at 23452345 or [<access@abc.edu>](mailto:access@abc.edu) as early as possible. For enquiries about the orientation camp, you are also welcomed to contact the student leaders at 21232123 or [<ocamps@abc.edu>](mailto:ocamps@abc.edu) for further discussion."
- ◆ Allow the participation of personal assistants and service animals
 - Reference:
 - [Service and Support Animals at Stanford, Stanford University](#)
- ◆ Arrange volunteer helpers. Ask and understand their needs before helping people with disabilities.
 - A good question to ask might be "May I help you? What can I do to help you complete (a task) successfully?"
 - Uninvited help may be offensive. Ask them directly if you are uncertain about how to help.
 - Do not be offended by a refusal. Respect their personal choice. Do not force students with disability to be accompanied by helpers all the time.
- ◆ Ensure both the student leaders and the participating students with disabilities know about the contact of the 24-hour helpline of the Estates Office as sometimes orientation activities might be held until midnight or even overnight.
- ◆ Ensure accessible hostel arrangement if applicable.
- ◆ Ensure there is emergency evacuation plan for participants with and without disabilities. Refer to [Chapter 5.2 Emergency evacuation](#).

11.4 Inauguration ceremony and White Coat Ceremony

- ◆ Inauguration ceremony and White Coat Ceremony are significant events for new students as they mark the beginning of the university life.
- ◆ It is very important to ensure accessibility of the ceremony to make it a truly inclusive and memorable occasion for students with and without disabilities.
- ◆ Refer to [Chapter 8 Accessible event planning](#).

12 Living on campus

12.1 Campus orienteering

- ◆ Students take different courses in each semester. Course selection and registration are often carried out near the beginning of each semester. Some course venues might be unfamiliar to some students.
- ◆ There may be insufficient time for students to familiarize themselves with some unfamiliar and especially new buildings and facilities.
- ◆ Campus facilities orienteering assisted by Accessibility Coordinator and/or trained student helpers can be organized after knowing the preliminary timetable but before the beginning of the semester.
- ◆ It helps some students with disabilities familiarize themselves with the environment, figure out the accessible routes and evacuation plan.
- ◆ It also helps students with disabilities identify any required accommodations as early as possible.

12.2 Student hostel

12.2.1. Basic principles

- ◆ Some of the students with disabilities need a hostel because of:
 - the disability needs, such as some students with physical disabilities might need a place where they can take a break whenever they need;
 - transportation issue due to long distance between their home and the university; and/or
 - the storage of their assistive devices; for example, Braille books might take up much more space than print textbooks of the same amount of the content.
- ◆ Priority can be given to students with disabilities by considering both the students' needs and the availability of the hostel.
 - Some students with disabilities might need to share the room with their personal assistants.
 - Some of them might prefer to share the room with other student peers and might not necessarily need accessible rooms.

- Respect students' needs and choices.

12.2.2. Essential accessibility practices

- ◆ Accessible rooms should be ready. Ensure the accessibility of hotel environment other than the student rooms, such as hall, activity rooms, pantry, washrooms, and laundry facilities.
- ◆ Ensure accessible practices for emergency evacuation, such as:
 - Tactile guide path and floor map for emergency evacuation should be installed.
 - Smoke detectors with flashing lights, vibrating pad under the pillow in hostels, and Deaf Alerter should be installed to alert deaf or hard of hearing users in case of danger and emergency evacuation.
 - Evacuation chair for people with mobility disabilities should be prepared.
- ◆ Be friendly to guide dogs and their users.

12.2.3. The warden and hostel staff

- ◆ Upon consent, the warden and hostel staff should be informed of the accessibility needs of the students with disabilities, particularly the emergency evacuation plan.

12.2.4. The students with disabilities

- ◆ Students should familiarize themselves with the emergency evacuation route in the hostel.

12.3 Conveniences

12.3.1. Basic principles

- ◆ Ensure accessible living on campus to promote autonomy and equal participation in living on campus.
- ◆ Some of the services may be provided and maintained by non-university operators outside such as canteens and banks. The accessibility of their services and facilities may not be directly controlled by the University. However, the University should do the best to proactively discuss and work with them to ensure accessible services and facilities.

- ◆ Assistance by the staff and the accessibility of the physical environment and services are equally important.
 - Do not feel being offended if students with disabilities reject assistance.
 - Do not force students to be accompanied by helpers all the time. Avoid overly uninvited assistance.
 - Mutual respect is important.
 - Refer to [Chapter 7 Effective and inclusive communication](#).
- ◆ Some students with disabilities may need to recruit auxiliary assistants to assist the living on campus, such as going to the canteens and opening doors. The auxiliary assistants might be paid or non-paid for a prior-agreed schedule.
- ◆ Below is a list of essential practices.

12.3.2. Canteens

- ◆ Automatic door
- ◆ Tactile guide path
- ◆ Be friendly to guide dogs and their users
- ◆ Accessible Menu - accessible height of the Menu display boards or monitors; clear font and font size; availability of a Braille version; self-service counter with electronic Menu and read-aloud function
- ◆ Assistance by the canteen staff, e.g. reading aloud the menu, simple sign language, getting the tableware
- ◆ Multiple types of flexible setting of tables and chairs.
- ◆ Removable chairs for clearing space for wheelchair users
- ◆ Accessible height and clear leg space of service counters including self-service counters
- ◆ Accessible toilets

12.3.3. Clinics and counselling service centers

- ◆ Multiple methods of appointment booking, e.g. online system, phone-call, or direct booking at the counter

- ◆ Medical professionals and counsellors are aware of disability perspectives
- ◆ Automatic doors
- ◆ Tactile guide path
- ◆ Be friendly to guide dogs and their users
- ◆ Accessible height and clear leg space of service counters
- ◆ Accessible consultation rooms
- ◆ Accessible toilets

12.3.4. Supermarket and bookstore

- ◆ Accessible location, entrance, service counter, display shelves
- ◆ Automatic doors
- ◆ Be friendly to guide dogs and their users
- ◆ Aisles that are clear and wide enough for wheelchair users to go through and to minimize unexpected obstruction for people with visual impairment
- ◆ Free delivery service for some students with disabilities (as part of the personalized accommodation plan approved by the University) within the campus area.
 - Reference: [Free delivery service provided by supermarkets](#) (Park'N Shop Limited (Park'N Shop) and Wellcome Company Limited (Wellcome)) for persons with disabilities, according to the Labour and Welfare Bureau, HKSAR

12.3.5. Banks and ATM services

- ◆ Accessible location and entrance of the banks and ATM services (as a responsibility of the university)
- ◆ Recommended guideline:
 - [Guideline on barrier-free banking services developed by the Hong Kong Association of Banks](#)

12.3.6. Post office / “Mail room” on campus

It offers postal and parcel service to the University units and members. University staff and students can drop off personal mail in the posting box.

- ◆ Accessible office location, entrance, service counter
- ◆ Accessible location of the posting box. Appropriate height for wheelchair users to reach the posting box.

12.3.7. Hair salon

- ◆ Accessible location, entrance, service counter
- ◆ Automatic doors
- ◆ Be friendly to guide dogs and their users
- ◆ Accessible hair dressing salon facilities

12.3.8. Souvenir counter

- ◆ Provide online product information for easier access.
- ◆ Accessible location, entrance, service counter, display windows
- ◆ Automatic doors
- ◆ Be friendly to guide dogs and their users.
- ◆ Provide multiple methods of enquiry contact, e.g. email, phone-call, or direct enquiry at counter.

13 Non-academic support and activities

13.1 Financial aids

13.1.1. Examples of financial aids for students with disabilities

To subsidize the purchase of assistive aids, paid auxiliary aids, and/or accessible transportation for course activities and other university-related activities, etc.

- ◆ [K.B. Chen and Henry Chan Inclusive Education Grant for Students with Disabilities/SEN, HKU](#)
- ◆ [HKBU Alumni Gratitude Fund \(AGF\)](#)

13.1.2. Examples of financial support for inclusion promotion projects initiated by university members

To subsidize university staff and/or students who initiate various projects to promote an inclusive campus, and the awareness of university members on the needs and abilities of people with disabilities.

- ◆ [Campus Inclusion Activities Programme, HKBU](#)
- ◆ [Sponsorship for Student Bodies on projects aiming at promoting understanding of and support to students with special educational needs, CUHK](#)

13.2 Participation in university affairs and student societies

13.2.1. Introduction

Voices of students with disabilities have been chronically marginalized and under-represented in decision-making and consultation of university affairs. Below are some recommended practices of actualizing CRPD [Article 21 Freedom of expression and opinion, and access to information](#) and [Article 29 Participation in political and public life](#).

13.2.2. To receive information and express voices

- ◆ Ensure equal opportunity to access any documents of university and student affairs as well as event promotional materials.
- ◆ Ensure the accessibility of any information dissemination, channels for expressing voices; such as online platform, writing letters, phone call, face-to-face meetings.

- ◆ Ensure accessible office, event venues, event programme content.

13.2.3. To vote and to be elected

- ◆ Ensure the right to vote and the right to be elected of students with disabilities.
- ◆ Ensure the accessibility of the voting arrangement, from information dissemination, polling station, polling procedure, counting procedure, to the announcement of election results
 - For example, nowadays it is still common for student societies to use ballot papers instead of electronic voting. However, without Braille and/or accessible printing style (such as colour contrast and font size), these ballot papers may not be accessible for some students with visual impairment.
 - It may also be difficult for some students with mobility disability to write.

13.2.4. To be student representatives

- ◆ Be elected as student representatives to University Committees, Student Union and societies, and student advocacy groups
 - to proactively collect voices from fellow students with disabilities regarding different university and student affairs;
 - to express and engage the voices of fellow students with disability at the Committee meetings directly, and/or through written letters and reports to the Committees.
- ◆ Be the steering committee and/or executive committee members of the “Student Alliance for Inclusion” (and/or similar bodies).
 - to establish the presence of students with disabilities in the university;
 - to perform accessibility advocacy and outreach on behalf of students with disabilities;
 - to address systemic inequality in all areas of the campus life and to convey feedback from the students with disabilities to the university for accessibility service improvement; and
 - to provides valuable peer support of the learning of students with disabilities.

13.2.5. To be student members

- ◆ Students who do not want to be student representatives are equally entitled to the right.
- ◆ Ensure equal access to activities organized by University units and societies under Student Union.
- ◆ Ensure accessibility of the channels for receiving updates about university and student affairs as well as for expressing their voices.
- ◆ Ensure equal access to receiving welfare from Student Union and societies under Student Union.

13.2.6. References

- ◆ [Hammond, F. M., Hirsch, M. A., Davis, C. S., Snow, J. N., Kropf, M., & Karlawish, J. \(2020\). Voting is my superpower! Voting tips for people living with disabilities. *Archives of Physical Medicine and Rehabilitation*, 101, 1101-1103.](#)
- ◆ [Students for Barrier-free Access, University of Toronto](#)

13.3 Participation in cultural life, recreation, leisure and sport

13.3.1. Essential practices

- ◆ Accessible design of the arts, cultural, and sports venues on campus such as
 - galleries
 - music halls
 - museums
 - sports facilities and amenities such as gymnasium, swimming pool
- ◆ Accessible display of shows, activities, booking schedule at the venues, such as font size and accessible height of the display monitors and posters
- ◆ Accessible box office counters, such as appropriate height of the counter and the installation of induction loop system
- ◆ Accessible self-service kiosks with appropriate height, accessible electronic display, and read-aloud function
- ◆ Accessible seating arrangement

- ◆ Inclusive ticketing arrangement
 - Provision of multiple channels for the reservation of accessible seat tickets.
 - Avoid naming the “accessible seat tickets” and/or “wheelchair user tickets” as “wheelchair tickets”. A “wheelchair” does not sufficiently represent the “user of wheelchair user”.
 - Avoid naming the “companion tickets” as “minder tickets” or “carer tickets”. Companions of people with disabilities are not necessarily their caregivers.
- ◆ Accessible programme
 - Provision of audio description, sign language interpretation, and accessible captions
- ◆ Be friendly to guide dogs and their users

13.3.2. Local resources and references

- ◆ [Accessibility and Inclusion, The West Kowloon Cultural District](#)
- ◆ [Arts Accessibility Scheme, No Limits](#)
- ◆ [Barrier-free Facilities and Services, Leisure and Cultural Services Department, HKSAR](#)
- ◆ [Barrier-free hiking trails, Oasistrek \(Chinese version only\)](#)
- ◆ [Hong Kong Paralympic Committee & Sports Association for the Physically Disabled](#)
- ◆ [Information for Persons with Disabilities \(Recreation & Sports Programmes/Facilities\), Leisure and Cultural Services Department, HKSAR](#)
- ◆ [Jockey Club Arts Accessibility Service Centre, Arts with the Disabled Association Hong Kong](#)
- ◆ [Special Olympics Hong Kong](#)

13.3.3. Recommended guidelines

- ◆ [Accessibility services for patrons and visitors with disabilities, VSA and Accessibility at the Kennedy Center](#)
- ◆ [Guideline of The Smithsonian's Accessibility Program](#)

14 Academic support

14.1 Library services

14.1.1. Essential practices

- ◆ Ensure the following are available:
 - Accessible website
 - Accessible route to the library
 - Accessible gate at the entrance
 - Accessible circulation counters
 - Accessible washrooms
 - Elevators with Braille and voiceover multilingual messaging system that provide access to all levels open to users
 - Accessible tables and computer stations
 - Accessible study rooms. Note that “Priority access” alone does not necessarily mean sufficient accessibility.
 - Rollators or trolleys for loan to students and staff who need mobility aids to move books around the library
- ◆ The accompanying person is allowed to enter the library with the students with disabilities.
 - Assistants / “accompanying relatives” / “proxy patron” / “academic support workers” of registered staff and students with disabilities can be authorized to borrow or renew library items for them at the circulation counter of the library.
 - However, they cannot request books or use the library account self-service facilities.
 - These companions are not necessarily the caregivers of staff and students with disabilities. Avoid universally calling them “caregivers”.
- ◆ Guided orienteering tours can be arranged to familiarize new staff and students with disabilities with the library environment and accessibility services.
- ◆ Fetching service for library books and other items on the library open shelves is available for staff and students with disabilities.

- ◆ The loan times on library materials such as books can be extended because some students and staff with disabilities might need extra time for reading because of their disabilities.
- ◆ Rental services of assistive technology for library use and personal study should be provided.
- ◆ Customized information technology and library literacy workshops (e.g., library catalogue search method) for university members with disabilities may be organized if needed.
 - The traditional “mouse-and-cursor” mode of manipulating computer might be inaccessible to people with visual impairment.
 - Manipulation by keyboard along with screen readers might be relatively more accessible to them. It might also take relatively more time to navigate.
 - These characteristics should be noted in the workshops and the teaching method and materials should be revised accordingly.
- ◆ Enquiry contact should be given for enquiries or suggestions regarding the accessibility of the library website or the library use. Users with disabilities can always approach the circulation counter and staff for assistance.

14.1.2. Alternative text formats conversion services

- ◆ Some students with visual impairment and students with print disabilities (i.e. students who cannot read, see or manipulate print on paper) may require teaching and learning materials such as textbooks in alternative formats, such as Braille, audiobooks, captioned videos or screen-reader-compatible electronic formats.
- ◆ The library obtains or produces alternative formats for library materials as well as teaching and learning materials.
- ◆ The library will contact the publishers and try obtaining the accessible and electronic copy or the specified alternative formats from the publishers directly. The library will also contact other universities to look for the availability of the required formats and copies. Note that the communication process may take a significant amount of time.
- ◆ The library manages an intra-university centralized database of all the e-textbooks and digitalized materials with converted formats throughout the years

for registered students with disabilities to access. It saves time and effort it takes for format conversion.

- For example, the library converted a printed book into Braille for a student with visual impairment last year. Another student with visual impairment needs the same book this year, and this student could directly access to the Braille version created last year originally for another student.
- The library may also manage a cross-institution and centralized database of accessible electronic materials (e.g. screen reader-accessible and Braille versions) among the universities for students and staff with disabilities of participating universities who need them to borrow. It saves time and effort it takes for format conversion.
- ◆ The library can prepare a list of existing texts with available alternative formats. Course instructors should consider the availability of e-books or audio books from publishers when adopting a textbook wherever possible.
- ◆ The library works with the examination registry in the production of the Braille version of centralized examination papers.
 - As the format conversion takes significant amount of time, to help ensure students receive the required alternative formats on time to keep up with the class, course instructors should provide the course outline with the required references and submit examination papers as early as possible.
- ◆ The alternative formats of the teaching and learning materials can only be used by the students with disabilities who have made the request for study purpose. The students cannot share with, sell to or make extra copies for others under any situations.

14.1.3. Assistive Technology Room

- ◆ Assistive technology software and hardware are provided in the “Assistive Technology Room” in the library to provide more accessible and flexible space for registered users with disabilities for self-learning.
 - The name of the room should focus on expressing the main function of the room, which is the provision of various assistive technological aids for self-learning instead of emphasizing the disability identity of the intended users. The recommended name can be “Assistive Technology Room”.

- ◆ The Assistive Technology Room should be able to accommodate more than one user at the same time to facilitate group work and discussion involving students and staff with and without disabilities, and/or their assistants.
- ◆ The location and design of the room might influence the resulting inclusiveness of the Assistive Technology Room and the users.
 - It is recommended that there would be appropriate facilities to allow students with disabilities to work alongside with their peers. This may facilitate students' mutual understanding of their commonalities and uniqueness.
 - For example, glassy walls with venetian blinds might balance the need of privacy and the inclusiveness.
- ◆ The opening hours of the Assistive Technology Room should match the service hour of the elevators of the library to ensure access.
- ◆ The Assistive Technology Room can be booked through the venue booking portal of the library.
 - Registered students could tap their Student ID Card on the sensor on the door of the Assistive Technology for access and/or solicit assistance at the circulation counter.
 - Upon obtaining informed consent from the students with disabilities, the relevant accessibility needs are recorded in the Student ID Card for room booking purpose.
- ◆ It is suggested to invite students and staff with disabilities to advise the appropriate types of assistive technological aids before actual purchasing because they are expert users. Essential examples of assistive technological aids for self-learning found in the Assistive technology room:
 - Computer document holders
 - Height-adjustable desks and chairs
 - Writing slopes for reading and writing
 - Braille display devices
 - Video magnifiers or Closed Circuit TV (CCTVs) - Allow users with visual impairment to vary magnification levels
 - Noise-cancelling headphones - Help reduce the impact of sensory overload and facilitate the use of screen reader

14.1.4. Existing practices of local universities

- ◆ [CityU: Access Arrangement for Accompanying Relatives or Assistants](#)
- ◆ [CityU: Rollators in the library](#)
- ◆ [CityU: Special needs room in the library](#)
- ◆ [CUHK: Library Card for Assistants](#)
- ◆ [EduHK: SEN study room in the library](#)
- ◆ [HKBU: Special needs user room in the library](#)
- ◆ [HKU: Special room equipped with assistive technology in the Main Library](#)
- ◆ [PolyU: Special trolleys in the library](#)

14.1.5. Examples of practices of overseas universities

- ◆ [King's College London: Disability support](#)
- ◆ [McMaster University: Library Accessibility Services with the Accessibility Coordinator](#)
- ◆ [McMaster University: Points to note and terms of use of the accessible text](#)
- ◆ [University of Auckland: Proxy Patron Service](#)

14.1.6. References

- ◆ [Bookshare, United States](#)
It provides accessible ebooks for people with print disabilities.
- ◆ [Centralized Braille Production Centre - Braille ebook Reservation System, The Hong Kong Society for the Blind, Hong Kong](#)
It provides Braille transcription service.
- ◆ [Community Resources for Students with Special Educational Needs, Centre of Development and Resources for Students, HKU](#)
- ◆ [RNIB Bookshare, United Kingdom](#)
It provides accessible textbooks and resources for learners with disabilities.

- ◆ [Royal National Institute for Blind People \(RNIB\) and University of Leeds Transcription Centre, United Kingdom](#)
- ◆ [Swedish Agency Accessible Media, MTM, Sweden](#)
It is responsible for working with university libraries to supply alternative formats (e.g. Braille version, electronic texts, and talking books) of academic literature to university students with reading impairment.

14.2 Course enrollment

14.2.1. Online enrollment system

- ◆ Ensure that the online enrollment system is accessible.
- ◆ Some features of the manipulation of enrollment systems can be demanding to some students with disabilities, particularly students with visual impairment, mobility disability and dyslexia.
 - Heavy reliance on reading many tables.
 - Manipulation of a series of command buttons within a short period of time during the specific “enrollment timeslots”.
 - The tables in the portals might not be accessible to screen readers.
- ◆ Provide alternative format of the course information if needed, such as text only version.
- ◆ Arrange student helpers or administration staff to help walk-through and/or perform the online enrollment in case the system interface is not sufficiently accessible to some students with disabilities.
- ◆ An accessibility statement should be included in the enrollment system portal such as: "Should you have any enquiries of the accessibility of this enrollment system, students are encouraged to contact the Accessibility Service Coordinator at 23452345 or <access@abc.edu> as early as possible”.

14.2.2. Enrollment policy

- ◆ Some students with disabilities may receive priority enrollment.
 - In case the enrollment system is not sufficiently accessible, priority enrollment may be an option of accommodation. There is no need for the

students to manipulate the enrollment system within a specified and short period of timeslot.

- Priority enrollment also facilitates students with disabilities to predict the course timetable along with the required accessibility arrangements in advance. This reserves more time for the Accessibility Service Coordinator to arrange the corresponding accommodations.
- ◆ Priority enrollment does not guarantee successful enrollment. It should be concurrently determined by other factors such as the fulfilment of pre-requisites and other academic requirements.
- ◆ For postgraduates with disabilities working as teaching assistants, it is also suggested that they are informed of the courses they will be responsible for as early as possible. This facilitates students to predict the course schedule along with the required accessibility arrangements in advance and reserve more time for the Accessibility Service Coordinator to arrange the corresponding teaching accommodations.

14.2.3. What course instructors should do during the pre-enrollment period

- ◆ Course instructors should provide sufficient information about the courses to inform students' decision about whether or not to enroll in particular course, such as:
 - inherent requirements of the courses
 - modes of delivery
 - venue and time
 - assessment mode
- ◆ Course instructors should specify inherent course requirements.
 - Outline a set of inherent requirements of the course for all students including the capabilities, knowledge, and skill sets that are essential to matching the core learning goals, to achieving the core learning outcomes of the courses and to satisfying the course requirements.
 - Provide examples of possible adjustments as well as the tasks students must be able to complete to satisfy the requirements.
 - With such information, students and staff can identify possible barriers and request for accommodations early on.

- Some accommodations would be regarded as reasonable if the arrangements keep the integrity of the specified inherent requirements of the course.
 - However, some accommodations might be regarded as unreasonable if they might compromise the integrity of the specified inherent requirements of the course.
- ◆ Teaching departments should collect and organize the course outlines and put the course outlines on the course database before enrollment for students' reference.

14.2.4. What students with disabilities should do after course enrollment

- ◆ Students with disabilities should proactively contact the Accessibility Service Coordinator and the course instructors of the respective courses regarding the required accessibility arrangements once the course and/or event enrollment is confirmed.
- ◆ Students with disabilities should submit information of their enrolled courses at the beginning of each semester by deadlines, which will be posted on the website of the Office of Accessibility Service and sent to students with disabilities registered at the Office via email.
- ◆ Students with disabilities may familiarize themselves with the teaching buildings and classroom environment in advance. The Office of Accessibility Services should provide assisted campus orienteering. Refer to [Chapter 12.1 Campus orienteering](#).

14.3 Course preparation and in-class arrangements

14.3.1. Ensure accessibility of class venue and classroom furniture

- ◆ The course venue might be changed if the classroom is found to be inaccessible.
- ◆ Make accessible seating arrangement, for example:
 - A corner seat might be relatively more convenient for students with guide dogs.

- Seats with enough lighting might facilitate students with visual impairment, and deaf or hard of hearing students who require sign language interpretation.
 - Wheelchair-accessible seats.
 - However, students are free to select the seats they prefer. Respect individual choices.
- ◆ Make writing pads accessible for both right-handed and left-handed students.
 - ◆ Assist students using hearing aids with hearing loops in lecture theatres.

14.3.2. Ensure accessibility of teaching and learning materials

- ◆ Teaching and learning materials, such as PowerPoint slides, PDF, and video clips should be accessible.
 - Refer to [Chapter 5.4 Web and multimedia accessibility](#).
- ◆ Wordings and images used should be inclusive and nondiscriminatory and reflect social diversity.
 - Refer to [Chapter 5.5 Inclusive terminology](#) and [Chapter 7.8 Disability representation in images](#).
- ◆ Add text description to teaching materials which are graphical in nature.
- ◆ The videos played in class should be captioned.
- ◆ Course instructors may also consider the availability of e-books or audio books from publishers when adopting a textbook.
- ◆ Note that format conversion (e.g. from print to Braille) takes significant amount of time. To help ensure students receive the required alternative formats (e.g. Braille) on time to keep up with the class, course instructors should provide the required teaching materials / references / test and examination papers to the library and/or relevant departments for format conversion as early as possible.

14.3.3. At the beginning of the course

- ◆ Course instructors should provide course outlines to facilitate students with disabilities to identify potential barriers and required accessibility services early on so that timely arrangements can be made.

- include an accessibility statement in the course outline such as: "To discuss and request accessibility services, students with disabilities are encouraged to contact the course instructor and the Accessibility Service Coordinator at 23452345 or <access@abc.edu> as early as possible".
 - describe inherent requirements of the course
 - describe the teaching and learning approaches and expected in-class or out-of-class activities.
 - explain to students how they will be assessed, set assignment deadlines, and schedule tests.
 - plan ahead and stick to the weekly topics and scheduled activities as stated in the course outline.
 - give advance notice if there will be changes in the topics and/or activities and provide suggested preparation.
 - shortlist the "must-read" items in the reference list of the course and inform students with visual impairment as early as possible to reserve more time for format conversion
- ◆ Course instructors can invite students to voice out their needs on the first day of class by making public announcement or in welcoming email before the first day of class, etc., such as: "Please feel free to contact me to discuss and request accessibility arrangements".
 - ◆ When in doubt about how to assist the students, course instructors should ask them as privately as possible. Do not spotlight particular students because of accessibility arrangements to the rest of the class.
 - ◆ Students with disabilities can talk to the course instructors and request the teaching materials as early as possible for timely transcription into alternative formats. The student should specify the preferred format beforehand.

14.3.4. Teaching process during the class

- ◆ Refer to Chapter 2.6 Universal design for teaching and learning.
- ◆ The course instructor should do their best to provide students with the learning materials for the coming class as early as possible. It allows some time for students with visual impairment and/or print disabilities to convert the learning materials into alternative formats before the class.
 - If there are any new materials for the class, the course instructors should do their best to provide students with visual impairment and/or print

disabilities with these new teaching materials in alternative formats at the same time. In case this is impossible, alternative solutions should be provided. For example, the course instructors may read aloud the new content to the whole class.

- ◆ Try the best to use multiple ways to present the materials.
- ◆ Name and describe the surroundings, people and objects on the go in class and during activities to facilitate students with visual impairment to orient.
- ◆ Read aloud what is presented on the board, the overheads, or in handouts. Pace the presentation of class teaching materials. Allow sufficient time for students to find information from the class materials.
 - Be very descriptive when providing visually dynamic materials. Avoid simply pointing to the board or screen and saying abstract and visual-oriented phrases such as “this picture” or “that line”.
 - Avoid relying on only colours to highlight different information. Use a combination of text / symbol and contrasting colours (i.e. not green or red) to indicate different information to make it more accessible for students with colour weakness or colour blindness.
- ◆ Use the microphone and pause from time to time when speaking in class.
- ◆ Avoid speaking too fast to ensure clear expression. It also allows sufficient time for sign language interpretation.
- ◆ Avoid turning your back to the student or standing in front of a light source when speaking as it would affect lip-reading.
 - Face the class when speaking. Avoid covering the mouth while speaking as it would hinder lip reading by some deaf or hard-of-hearing students.
 - Course instructors may use the microphone for FM transmitter that is connected with the hearing aids of deaf or hard-of-hearing students.
- ◆ Communication Access Real-time Translation (CART) Service offers real-time captioning of the class to facilitate deaf or hard-of-hearing students’ understanding about what teachers and fellow classmates are saying in class.
- ◆ Provide sign language interpretation.

- ◆ Notetakers might attend the classes with students with disabilities and take notes for them. The notes will be delivered to the students with disabilities within a specified period of time (e.g. within 48 hours after the class) in the format required by the students (e.g., electronic notes). Students with disabilities receiving this notetaking service must attend the classes in order to receive the notes.
- ◆ Allow the use of assistive technological study aids in class, e.g. visual/hearing aids, notebook computers.
- ◆ Allow the participation of personal assistants and service animals.
- ◆ Provide lecture capture service. Allow audio- or video-recording of the class so that students can revisit the class content at their own pace. However, the audio- and video-recording can only be accessed by the students concerned for personal study purpose. It cannot be shared with any third-party.

14.3.5. In-class activities

- ◆ Design class activities that are able to accommodate students with a wide range of disabilities and accessibility needs. Refer to [Chapter 2.6 Universal design for teaching and learning](#).
 - Some class activities involving high degree of mobility might exclude some students with disabilities.
 - Use multiple ways to engage students in the class activities to fulfill both the students' needs and the inherent requirements of the class activities.
- ◆ Make use of information technology to engage the whole class including students with disabilities in class activities, such as [Splashtop Classroom](#). Once the applications of the instructor and students are connected, students can view, control and annotate over class content directly from their own devices such as notebook computers and tablets with corresponding assistive technological software and/or hardware installed.
- ◆ When appropriate, invite sighted students to group with students with visual impairment for some in-class activities and/or assignments upon agreement by the students involved.
- ◆ Allow extended time to finish in-class tasks as some students with disabilities might take longer to go through the materials.

14.3.6. Course attendance

- ◆ Flexibility in attendance should be allowed as a disability-related accommodation, e.g. due to regular clinical appointments.
- ◆ Notetaking service does not substitute the class attendance of the students with disabilities.

14.3.7. Examples of practices of local universities

- ◆ [HKU: Lecture capture service – Panopto](#)
- ◆ [HKBU: Splashtop Classroom which facilitates in-class interactions](#)

14.3.8. Recommended practices of overseas universities

- ◆ [Guideline on inclusive teaching strategies regarding students with specific learning difficulties, the University of Auckland](#)
- ◆ [Practical guidelines of making teaching, talks and presentations accessible, McMaster University](#)

14.4 Physical Education courses

14.4.1. Recommended practices

- ◆ Do not immediately assume inappropriateness and exclude students with disabilities from the Physical Education Courses at the outset.
- ◆ Explore the feasibility of having adaptive sports as Physical Education Courses.
- ◆ Tailor-make the flow and content of the Physical Education Courses with one-to-one or small-group instruction.
- ◆ If engaging in sports activities is really inappropriate for the students concerned upon mutual understanding and agreement between the teachers and students, then sports theories and everyday applications of knowledge of physical exercise may substitute it as the course content of the traditional “Physical Education Courses”.
- ◆ Liaise with the HKSAR Leisure and Cultural Services Department (LCSD) about the eligibility of using LCSD fitness rooms by students with disabilities who are attending Physical Education Courses at the university.

- [Information for Persons with Disabilities \(Recreation & Sports Programmes/Facilities\), Leisure and Cultural Services Department, HKSAR](#)
- [List of Equivalent Qualifications for registration as users of LCSD fitness rooms, HKSAR Leisure and Cultural Services Department](#)
- ◆ Seek information and advice from related organizations, such as:
 - [Barrier-free hiking trails, Oasistrek \(Chinese version only\)](#)
 - [Hong Kong Paralympic Committee & Sports Association for the Physically Disabled](#)
 - [Special Olympics Hong Kong](#)

14.4.2. Examples of practices of local universities

- ◆ CUHK and HKBU offer tailor-made “Special Physical Education” course arrangement for students with disabilities who need it.

14.5 Courses involving laboratory work

14.5.1. Basic principles

- ◆ Traditional laboratory environment and work are often inaccessible to many students with disabilities. The inaccessibility deprives many students with disabilities of the equal opportunities of actively and fully participating in laboratory work to gain and demonstrate science knowledge.
- ◆ Do not immediately assume the stereotypical inability for students with disabilities to engage in laboratory work or exclude them from the laboratory work at the outset.
- ◆ Establish an accessible laboratory environment.
- ◆ Course instructors and laboratory technicians discuss with students with disabilities and identify any potential danger. Work out safety precautions and a laboratory emergency evacuation plan.

14.5.2. Active participation of students with disabilities in laboratory work

- ◆ Ensure that students with disabilities have active and essential roles in any hands-on laboratory work to benefit from the actual laboratory work to the fullest extent.

- ◆ Some students with disabilities may work with the laboratory assistants. Students with disabilities can give instructions to the laboratory assistants to participate in the laboratory class, for example:
 - Sighted laboratory assistants can describe the changes in the chemicals and students with visual impairment can enter the observations in the computer data file.
 - Students with mobility disability can describe what chemicals to add and what type of test tube to use and laboratory assistants perform the actions accordingly.
- ◆ Reasonable accommodations should be made to allow guide dog access to the laboratory. Potential exposure of the dog to hazardous chemicals and possible protection should be considered.
 - Reference:
[Redden, P. \(2018\). Service Dogs in the Chemistry Laboratory, *Journal of Chemical Health & Safety*, 23\(1\), 32-34.](#)

14.5.3. Essential design of laboratory environment and apparatus

- ◆ A Braille name tag on the laboratory coat and apparatus would also be useful to students with visual impairment.
- ◆ The aisles should be clear and wide enough for students who use wheelchairs to maneuver their wheelchairs in the laboratory.
- ◆ Tactile floor map showing the setting of the laboratory is useful to the orientation of students with visual impairment.
- ◆ Provide adjustable laboratory workstations that allow certain degree of flexibility.
- ◆ Benches with adjustable height and removable cabinet doors ensure a clear knee space for students who use wheelchairs to approach the workstations.
- ◆ Provide laboratory facilities, devices and apparatus that are adaptive and more accessible for students with different disabilities.
- ◆ Some laboratory equipment with audible output, such as colour detector, talking voltmeter and conductivity meter, may be operated independently by students with visual impairment.

- ◆ Emboss printing and the combined use of some simple materials such as "Play-Doh" with toothpicks might facilitate students with visual impairment to get a sense of different molecules, shapes, materials and texture.
- ◆ Amplified stethoscope is essential for hard-of-hearing medical students.
- ◆ Students and/or teachers may connect the microscopes to computer control interface for easier manipulation of the microscope to accommodate students with different disabilities and personal preferences.

14.5.4. Recommended guidelines

- ◆ [A checklist for making computer labs welcoming, accessible, and usable, The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center, University of Washington](#)
- ◆ [AccessComputing, The Alliance for Access to Computing Careers, University of Washington](#)
- ◆ [Accessible Biomedical Immersion Laboratory \(ABIL\), Institute for Accessible Science](#)
- ◆ [AccessScope Project, Institute for Accessible Science](#)
- ◆ [AccessSTEM, University of Washington](#)
- ◆ [Association of American Medical Colleges. \(2018\). Accessibility, inclusion, and action in medical education: Lived experiences of learners and physicians with disabilities](#)
- ◆ [British Sign Language Glossaries of Curriculum Terms](#)
- ◆ [Burgstahler, S. \(2009\). Making Math, Science, and Technology Instruction Accessible to Students with Disabilities](#)
- ◆ [Institute of Physics. \(2008\). Access for all: A Guide to Disability Good practice for University Physics Departments](#)
- ◆ [Institute of Physics. \(2017\). Building momentum towards inclusive teaching and learning](#)
- ◆ [Institute of Physics. \(2017\). Supporting Students in STEM with Colour Vision Deficiency](#)

- ◆ [Pagano, Todd, Annemarie Ross and Committee on Chemists with Disabilities. \(2015\). Teaching Chemistry to Students with Disabilities: A Manual For High Schools, Colleges, and Graduate Programs. Edition 4.1. Rochester, NY: RIT Open Access Publication](#)
- ◆ [Sweet, E., Strobel Gower, W., & Heltzel, C. E. \(Eds.\). \(2018\). Accessibility in the Laboratory. American Chemical Society](#)
- ◆ [The Alliance for Access to Computing Careers, University of Washington](#)

14.6 Field trips

- ◆ Do not immediately assume stereotypical inability for students with disabilities to participate in field trips or exclude them from the field trips at the outset.
- ◆ Announce the date and location of the field trip as early as possible for timely arrangement of accessibility support.
- ◆ Make accessibility arrangement as early as possible to ensure the relevant arrangements will be in place on the trip date, e.g. transportation, and accommodation for overnight trips.
- ◆ Invite sighted companions and/or personal assistants to guide and verbally describe any visual observations to students with visual impairments. Invite hearing companions and sign language interpreters and/or personal assistants to describe any sound observations to deaf or hard-of-hearing students.
- ◆ If the observation sites are really inaccessible to some students with disabilities (e.g. full of staircases, which is inaccessible to wheelchair users), and there are no alternative sites, then course instructors and/or assistants might try making use of technological devices to capture real-time videos or photos for the students to engage in remote observations.
- ◆ Some technological aids, such as [EduVenture](#), is useful for recording observation along with the geographical information during field trips to facilitate the review of field trip observations at the students' own pace and format.
- ◆ Allow flexibility in the timetable of the required field experience, particularly overseas field experience, as it might take time to arrange some accessibility accommodations.

14.7 Overseas exchange study

- ◆ Do not immediately assume stereotypical inability for students with disabilities to go for overseas exchange study or exclude them from the exchange at the outset.
- ◆ Allow flexibility in the timetable of the overseas exchange study, as it might take time to arrange some accessibility accommodations.
- ◆ Students with disabilities should consider the exchange intention and the required accommodations. Talk to the exchange study coordinator as early as possible to allow sufficient time to match appropriate destination and programmes and to handle accessibility arrangement.
- ◆ After obtaining informed consent from the students with disabilities, the exchange study coordinator and Accessibility Service Coordinator may assist the students with disabilities in communicating with the overseas institutions regarding the accessibility arrangements. The students should be involved in the communication process.
- ◆ Inform the applicants with disabilities about the selection interview schedule as early as possible to allow more preparation time for their required accessibility arrangement, e.g. checking for accessible transportation and booking sign language interpreters. It might also take the Accessibility Service Coordinator a longer time to communicate with the applicants with disabilities regarding the interview accessibility arrangement.
- ◆ Arrange an accessible interview venue.
- ◆ Allow multiple and reasonable forms of responses in the selection interview, e.g. verbal, written, sign language. Focus on the competency and not how the skill is to be completed, keeping in mind that the process may be accommodated.

14.8 Placement

14.8.1. Recommended practices of preparation for placement

- ◆ Students with disabilities and staff concerned are advised to start discussing the placement arrangement as early as possible. It allows sufficient time to match an appropriate placement site and to arrange required accessibility services.

- ◆ Students with disabilities should proactively look up more information about the nuances of placement, workplace and any details relevant to the placement arrangement.
- ◆ Students with disabilities may work with their course instructors and any other staff concerned to devise some plausible solutions to the anticipated barriers.
 - Record the plausible solutions properly. This information might be useful for communicating with and empowering the placement hosts to show them the preparedness, readiness, capability of the students with disabilities.
 - It facilitates timely arrangement of accessibility services.
- ◆ After obtaining informed consent from the students with disabilities, the placement coordinator and Accessibility Service Coordinator can assist the students with disabilities in communicating with the placement site regarding the accessibility arrangements. The students should always be involved in the communication process.
- ◆ Pre-visit at the placement site and/or pre-run of some of the placement tasks could be arranged.
 - Take teaching practicum as an example. If possible, students can run a trial teaching at their home university or even the placement site to get more concrete ideas of any potential barriers and required accommodations.
 - For clinical placement, if possible, students can spend time shadowing faculty or clinicians in the clinic to better understand the environment to get more concrete idea of any potential barriers and required accommodations.
- ◆ The University may promote the use of Braille name cards.
- ◆ Students with disabilities and university the concerned may proactively organize meetings with the partnering hosts (e.g. the placement supervisors concerned) to mutually address any concerns before the placement begins.
 - To mutually understand more about the expectations and anticipated concerns of the partnering hosts regarding admitting interns with disabilities beforehand.
 - To mutually understand more about the expectations, anticipated concerns, plausible solutions of the students with disabilities regarding the placement.
 - To ensure students with disabilities will be provided with active and essential roles as well as reasonable tasks during the placement period

- To ensure both the students with disabilities and the partnering hosts will benefit from the placement to the fullest extent.

14.8.2. Establishing network and resources to promote inclusive placement

- ◆ The University may proactively organize workshops and chat sessions to proactively reach out to the persons-in-charge of the partnering hosts to mutually understand more about the anticipated concerns and plausible solutions regarding admitting interns with disabilities.
- ◆ The University may invite students (both with and without disabilities) who are in placement to voluntarily respond to a brief survey on the accessibility of their own placement sites to co-create a database for future reference. Along with the sharing of the students, the database will be useful to other students with disabilities for placement matching and timely accessibility arrangements and might also help cultivate an awareness of accessibility among students.
- ◆ The University may connect alumni with disabilities and collect their placement experience for future reference and sharing with current students for effective and timely arrangement and preparation.
- ◆ The University may collaborate with NGOs which specialize in supporting the employment of tertiary students with disabilities in seeking placement positions and experience sharing.

14.8.3. References

- ◆ [CareER, Hong Kong](#)
Part of its services is to provide job-matching service for higher educated persons with disabilities or special educational needs.
- ◆ [Job Accommodation Network JAN, Office of Disability Employment Policy](#)
It provides detailed examples of employment- and workplace-related accommodations for employees of different disability.
- ◆ [Lima, J.M. & Ivy, S.E. \(2017\). Improving Observation and Practicum Experiences for a Preservice Teacher with Visual Impairment through the Use of Assistive Technology. *Journal of Visual Impairment & Blindness*, 111\(6\), 587-592.](#)

14.9 Course assessment

14.9.1. Request for accessibility accommodations for course assessment

- ◆ A letter of examination accommodations along with the examination timetable should be issued to the students with disabilities before the examination.
 - In case the invigilators or examiners are unclear about the accommodations, the Letter can be a supporting document.
- ◆ Students with disabilities of professional degrees that lead to a professional qualification (such as law, education, nursing or other medical professions) should be aware of the relevant registration requirements for becoming a practitioner in addition to the coursework and placement requirements.
 - Students should actively discuss their required accommodations with the course instructors and the Accessibility Service Coordinator as early as possible to allow sufficient time to communicate with the external licensing exam organizations to work out the required accommodations.
 - Students should always be involved in the communication process.

14.9.2. Universal design for course assessment format and content

- ◆ Refer to [Chapter 2.6 Universal design for teaching and learning](#).
- ◆ Determine what is reasonable and make approval of an alternative assessment mainly at the discretion of the inherent requirements of the course, the course instructors, the examination registry and the Accessibility Service Coordinator.
- ◆ The assessment accommodations should keep the integrity of the specified inherent requirements of the course.
- ◆ Focus on the competency and not how the skill is to be completed, keeping in mind that the process may be accommodated.
- ◆ Alternative and reasonable assessment task(s) might be arranged where the original one is not possible as a result of students' disabilities.
- ◆ Allow multiple and reasonable forms of responses (e.g. verbal, written, sign language) or format of presentations (e.g. group or individual) in the assessment.

- ◆ Ensure the assessment instruction is clear and concise as some students with learning disabilities may experience difficulty processing, recalling, understanding and expressing information.
 - For example, to ensure clear understanding of the assessment requirements, ask students to first submit a simple outline of assignment to the course instructors.
- ◆ The use of memory aid can support students who have documented difficulty with memory.
 - Reference:
[Memory Aid/Formula Sheet, McMaster University](#)
- ◆ Flexibility with deadlines of assignments might be considered if it is due to the impact of environmental barriers (such as longer time required for the transcription into alternative formats) and/or the students' disabilities.
- ◆ For examination sessions, provide extra time and allowance for rest, toilet breaks, food and alternate posture to match students' accessibility needs.
 - For example, using a scribe may take longer time to write the answers. Extra time allowance would be given.

14.9.3. Ensuring accessible context for course assessment

- ◆ Provide alternative and accessible formats of the assessment materials, e.g. online assessment platforms, text transcription of audio materials, electronic text, enlarged word size on question papers and Braille question papers.
 - Students have to specify the required format in advance.
 - Since the alternative format conversion takes time, to keep up with the assessment and examination timetable, course instructors are advised to submit assessment papers as early as possible.
- ◆ Ensure accessible examination venues and seating arrangement.
 - Students with disabilities who require examination accommodations may not write the examinations in the main hall timetabled for examinations, e.g. if the students request the assistance of a scribe.

- The students may write the examinations in a room either of their own or with a group of students with disabilities who also require certain examination accommodations.
- ◆ Proctoring service for examinations is provided and there will be invigilators in the examination room.
 - If required by the students, the invigilator may be invited to be aware of certain conditions of the students, e.g. whether the students experience epilepsy or panic attacks during the examinations.
 - Some students may require a reduced distraction environment with reduced auditory and/or visual stimuli.
- ◆ A scribe might aid some students with mobility disabilities, students with visual impairment and students with specific learning difficulties by writing or typing for them in the examination
 - Reference:
[Guidelines for students using scribes/amanuensis, the Royal Holloway, University of London](#)
- ◆ A reader might aid some students with visual impairment and students with specific learning difficulties by reading aloud the examination papers.
- ◆ Use of required assistive technological aids, e.g. closed-circuit television (CCTV) and screen-enlarging software, screen-reading software, voice-recognition software, and notebook computers.
- ◆ Voice-recognition software allows the user to speak aloud to their computer instead of typing. It helps students with mobility disability, who have difficulty in using keyboards, and students with documented difficulty to produce written answers.
- ◆ A clock or a timer should be provided in the examination room so that both students and invigilators can refer to the same clock.
 - As some students with visual impairment may require the use of their own talking watch or Braille watch, they might notify the invigilators and discuss the timing arrangement.
- ◆ Some students with specific learning difficulties may need non-scientific calculators to aid calculations.

- ◆ Students are allowed to bring along their required medicine and medical devices.

14.9.4. References

- ◆ [About Universal Design for Learning, the Center for Applied Special Technology](#)
- ◆ [Burgstahler, S. E. \(Eds.\). \(2015\). Universal design in higher education: From principles to practice. Harvard Education Press](#)
- ◆ [Burgstahler, S. E. \(Eds.\). \(2020\). Creating Inclusive Learning Opportunities in Higher Education: A Universal Design Toolkit. Harvard Education Press.](#)
- ◆ [Guidelines for Inclusive Teaching, Assessment, and Supervision. Trinity College Dublin.](#)

14.10 Online teaching and learning

14.10.1. From face-to-face to online teaching

- ◆ There has been a shift from face-to-face to online teaching in universities due to the outbreak of COVID-19 pandemic. The shift from face-to-face to online teaching may bring about challenges to all university members. However, it is also an opportunity for instructors to design accessible course materials and carry out classes in accessible ways from the beginning.
- ◆ The underlying principles and recommended accessibility practices mentioned in previous Chapters are equally applicable to online teaching and learning.
 - Ensure all staff and students have equal access to shared teaching and learning materials through the online platforms.
 - Ensure all students have equal opportunities to meaningfully engage in online classes including any pre-class, in-class, and after-class activities.

14.10.2. Roles of the University

- ◆ The University should specify accessibility requirements in the procurement for online teaching and learning platforms wherever possible at the outset.
- ◆ The University should do their best to ensure university staff and students have sufficient technical resources (both hardware and software) on campus and at home that can support online teaching and learning, e.g. stable Internet access.

- For example, the University may prepare some lecture halls and teaching rooms for course instructors who need them for recording lectures and/or conducting livestreaming classes.
- The University may also consider providing data card for Internet access and offering notebook computers for students who lack technical resources to borrow for use at home.
- ◆ The University should provide information and multiple channels of enquiry contact regarding the accessibility arrangement of the online teaching and learning in the university webpage of “online teaching and learning resource hub”, or other resource packs of the similar purposes.

14.10.3. Roles of the Office of Accessibility Service

- ◆ The Office of Accessibility Service and the Information Technology Office can give advice on the accessibility consideration for online teaching and learning platforms to inform the selection of appropriate tools by the course instructors.
- ◆ The Accessibility Service Coordinators can proactively contact students with disabilities. Review the individual set of accessibility accommodation plan with the students with disabilities concerned and make any necessary adjustments in response to the shift to online teaching.
 - For example, for those students with disabilities who require notetakers and sign language interpreters in face-to-face classes, how to engage their notetakers and sign language interpreters in the online classes together with the students with disabilities concerned?
- ◆ The Accessibility Service Coordinators can conduct a system walk-through of the online teaching and learning platforms with staff/students with disabilities and other staff concerned. Try out different functions of the platforms and identify any potential barriers as early as possible. Work out possible solutions together.

14.10.4. Before class - What course instructors should do

- ◆ Ask about the availability of stable Internet connection and computer at students' home.
 - Do not assume every student has access to stable and fast Internet connection and computer cameras for livestreaming.
 - Some students might even need to return to campus for computer and Internet access.

- ◆ Decide whether pre-recording or livestreaming or both will be used to deliver the class. Prepare for backup plans when livestreaming fails.
- ◆ Ask about any accessibility requests from the students regarding online teaching and learning.
 - Work out reasonable accommodations with students encountering barriers in certain functions of the online platforms.
 - Seek advice from the Information Technology Office and Office of Accessibility Service if needed.
- ◆ Conduct a trial run using the online platforms with the whole class.
 - Brief the whole class about technical tips of the online platforms.
 - Set clear rules to help students understand and facilitate the flow of the recording or livestreaming, such as when to speak or mute themselves.
 - Make sure every student understands the technical tips and the ground rules clearly.
 - Try all the functions of the online platforms with the class such as the video and audio control, chat-box, screen-sharing, and interactive tools like whiteboards and polling functions. Note that the polling function might not be accessible to screen readers.
 - Gather students' feedback and any suggested practices along with the course instructor's own reflection. Modify the teaching materials and/or online teaching plan accordingly.
- ◆ Prepare accessible course materials. Refer to [Chapter 5.4 Web and multimedia accessibility](#) and [Chapter 14.1 Library services](#).
- ◆ Provide caption and/or transcript of the pre-recorded videos. It not only helps deaf and hard-of-hearing students but also students who encounter unstable Internet connection and/or poor video quality.
- ◆ If possible, upload the course materials certain days prior to class time.
 - Facilitates students to read before and/or during the class.
 - Helps students follow and orient themselves during class.
 - Allows time for some students with disabilities to convert the materials into required alternative formats for accessibility.

14.10.5. During class - What course instructors and students should do

- ◆ Course instructors let students know about the planned duration of the livestreamed lecture in advance. If possible, include some breaks in between the livestreamed lecture.
 - Some people may experience discomfort after prolonged exposure to the computer screen.
 - Some students with attention deficit / hyperactive disorder, autistic spectrum disorder, and/or learning difficulties may experience difficulty of concentrating on the computer screen for a long time due to distraction by environmental settings and/or their emotional states.
- ◆ Course instructors spend a little time in greeting students and explaining the flow of class, any materials to be shared, and any demonstration to be done. It helps students to follow and orient themselves.
- ◆ Course instructors check with students from time to time during the livestreaming to ask whether they can follow the teaching flow and class activities.
- ◆ Regarding the use of virtual backgrounds, course instructors and students should use non-distracting backgrounds that remain unchanged and do not contain sharp colours.
- ◆ Course instructors and students are advised to use of microphone effectively.
 - Course instructors do a sound and video quality check with the students at the beginning of the livestreaming.
 - Use standalone microphone attached to the computer to better project your voice.
 - Speak close to and in the direction of the microphone to enhance the sharpness of the speakers' voice.
 - Mute irrelevant notification sound of other programmes whenever possible to minimize background noise and distraction as much as possible.
- ◆ Students may be advised to mute themselves unless they are speaking to minimize background noises.
- ◆ Introduce yourself before speaking. Repeat any questions for everyone to listen to it clearly before inviting someone to answer; or before replying to the someone's questions.

- It facilitates students with visual impairment and/or learning difficulties, students who encounter problems with Internet connection and/or poor video quality to understand the materials.
- ◆ Students are encouraged to proactively notify course instructors if they cannot hear clearly during livestreaming.
- ◆ Course instructors make the video screen of the current speaker as large as possible and more visible to the rest of class. If needed, pin the video of the speaker.
 - It helps students focus on the speaker.
 - It facilitates students who communicate by lip-reading.
 - It helps deaf and/or hard-of-hearing students refer to speakers' nonverbal language to aid understanding of their speech.
- ◆ Course instructors include live captioning whenever possible.
- ◆ Course instructors include sign interpretation whenever needed.
- ◆ Course instructors share a copy of the course materials to students for easy reference during class.
 - The content displayed in the "shared screen" window may not be readily accessible to some students with disabilities such as those using screen readers.
- ◆ Course instructors and students verbally describe any visual content that is displayed on the online teaching platform, e.g. written text on the shared screen, chat box, and polling content. Avoid simply pointing to any parts of the materials and say "this" and "that".
 - It facilitates students with visual impairment and/or learning difficulties, students who encounter problems with Internet connection and/or poor video quality to understand the materials.
- ◆ Enlarge the size of the mouse cursor. Make use of the larger cursor to point to and/or highlight the main points of the slides or the parts under elaboration.
 - It facilitates students with deaf and hard-of-hearing students, students with learning difficulties, and students who encounter problems with Internet connection and/or poor audio quality to understand the class content.

- ◆ Course instructors are advised to avoid working with multiple windows in the online platforms such as “presentation room”, “shared screen”, and “chat box” simultaneously during livestreaming class. Try to focus on a single window within the online platform at a time.
 - Students using screen readers would encounter interference due to overlapping voices from screen readers working across different windows.
 - Hard-of-hearing students may encounter difficulty of listening to the speakers when there are multiple sources of sounds at the same time.
 - Switching back and forth different windows in the online platform may require fine finger movement within short period of time. It may be a barrier to some students with mobility disabilities.
 - Some students with attention deficit / hyperactive disorder, autistic spectrum disorder, and/or learning difficulties may find it difficult to handle multiple windows and tasks while listening to the speaker simultaneously.

14.10.6. At the end of class - What course instructors should do

- ◆ Course instructors save any content shared in the chat box during the livestreaming, such as hyperlinks and files before closing the livestreaming session.
 - Hyperlinks shared in the chat box may not be activated by screen readers.
 - Course instructors share the content with the class after the livestreaming through email and/or any other designated platform that is accessible to screen reader users.
- ◆ Course instructors share the recording of the lecture if possible. Add subtitle to the video recording if possible.

14.10.7. Useful references

- ◆ [Creating Video and Multimedia Products That Are Accessible to People with Sensory Impairments, The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center, University of Washington](#)
- ◆ [Distance learning solutions, United Nations Educational, Scientific and Cultural Organization](#)
- ◆ [Eachempati, P., & Ramnarayan, K. \(2020\). Ten maxims for out of class learning to outclass the academic challenges of COVID-19. MedEdPublish, 9.](#)
- ◆ [Hamraie, A. \(2020\). Accessible teaching in the time of COVID-19.](#)

- ◆ [Lauren Cagle - COVID-19 Online Teaching Contingency Planning - Student Survey, University of Kentucky](#)
- ◆ [Learning Remotely & Accessibility, Boston University](#)
- ◆ [Making Videos Accessible, The DO-IT \(Disabilities, Opportunities, Internetworking, and Technology\) Center, University of Washington](#)
- ◆ [Making Zoom Sessions Inclusive, Cornell University](#)
- ◆ [Remember Accessibility in the Rush to Online Instruction: 10 Tips for Educators, National Deaf Center on Postsecondary Outcomes](#)
- ◆ [Steps to Create Specific Arrangement on Assignments for Students with Special Needs or in Different Time Zones \(PDF file\), eLearning Support, Hong Kong Baptist University](#)
- ◆ [Support during the period of learning from home, Support services for students with disabilities, The Chinese University of Hong Kong](#)
- ◆ [Tips to facilitate the eLearning of Students with Special Educational Needs \(PDF file\), Support services for students with disabilities, The Chinese University of Hong Kong](#)
- ◆ [Use Zoom to support your course, Stanford University](#)
- ◆ [Zoom - Accessibility Features](#)
- ◆ [Zoom Considerations for Teaching Students with Disabilities, Yale University](#)
- ◆ [Zoom Effectively: Discover Ways to Lead Inclusive Meetings and Participate Productively, Stanford University](#)

15 Career planning and development

15.1 Career counselling

- ◆ The University should provide career counselling and guided career exploration to students with disabilities.
- ◆ Incorporate a section of career counselling or position vacancy for students with disabilities into the university webpage of "career counselling"; or a tab showing the hyperlink of the accessibility service website where the career counselling information for students with disability can be obtained.
- ◆ Career counsellors can invite students with disabilities to explore their perceived employability, anticipated barriers and challenges of career development, and most importantly to discover their strengths, interests, and potentials.
- ◆ Organize disability-sensitive training workshops for students with disabilities, such as CV writing, negotiating accessibility arrangements in workplace.
- ◆ Ensure accessibility of career counselling and relevant events organized by the university, such as on-campus recruitment fairs and job talks.
 - Set up an accessibility service booth in these events.
 - Ensure the accessibility of any promotional materials.
 - The University may promote the use of Braille name cards.
- ◆ Increase the proportion of speakers with disabilities in on-campus job talks.

15.2 Promoting inclusive internship opportunities

- ◆ Disseminate the information of and promote inclusive internship opportunities for students with disabilities.
- ◆ Provide internship opportunities on campus for students with disabilities to gain more work experiences and to explore their strengths, interests, potentials and required accessibility needs in workplace.
- ◆ An example is the [HKU SEN Internship](#). It promotes campus inclusion, different departments or units offer opportunities of on-campus internships for current students with disabilities. Interns will assist on tasks including but not limited to daily administration, research, project, and materials preparation.

15.3 Partnership establishment

- ◆ Collaborate with the Selective Placement Division of the Labour Department HKSAR which specializes in supporting employment of people with disabilities to establish partnership programmes for career counselling and job hunting.
- ◆ Collaborate with companies directly or with relevant NGOs to provide career counselling and opportunities of internships, job shadowing, and job vacancies.

15.4 Work experience sharing by alumni

- ◆ Invite alumni with disabilities to be guest speakers to share their experience of job hunting and work experience.
 - During such interactive small group sharing sessions, students and fresh graduates with disabilities could discuss more questions about career planning and disabilities.
- ◆ The university may invite students (both with and without disabilities) who are in placement to voluntarily respond to a brief survey on the accessibility of their own placement sites to co-create a database for future reference.
 - The database will be useful to students with disabilities for job matching and timely accessibility arrangements and might also help cultivate an awareness of accessibility among the students.

15.5 Post-graduation career support

- ◆ Sort out any suitable internal job vacancies at the university and share the list with final-year students with disabilities and graduates with disabilities.
 - Suitability here may depend on several factors such as the academic requirements, professional qualifications, accessibility needs and students' own interests.
- ◆ Provide continuous career support for graduates with disabilities.
 - Active follow-up on the career development and workplace experience, if any, of graduates with disabilities within 6 months or 1 year (or even a longer period) after graduation from the university.

- ◆ Establish alumni network for peer support and an information database of the career development of graduates with disabilities.

➤ Reference:

[HKUST alumni career planning, which enhances cohesion](#)

15.6 Useful resources

15.6.1. Internship and employment schemes of the Government

- ◆ Internship Scheme for Students with Disabilities, Civil Service Bureau HKSAR
- ◆ [The Selective Placement Division, Labour Department HKSAR](#)

15.6.2. Examples of local NGOs which provides career support

- ◆ [CareER, Hong Kong](#)
Part of its services is to provide job-matching service for higher educated persons with disabilities or special educational needs.
- ◆ [Career Support and Development Centre, The Hong Kong Society for the Blind](#)
It provides employment counselling and pre-job training services for visually impaired Hong Kong citizens at aged 15 or above who are looking for open employment.
- ◆ [Employment Service Center, Hong Kong Federation of Handicapped Youth](#)
It provides various types of employment support, referrals, and training services for job seekers with disabilities and different backgrounds.
- ◆ [Employment & Training Centre, The Hong Kong Society for the Deaf](#)
It provides employment counselling and pre-job training services for hearing impaired Hong Kong citizens at aged 15 or above who are looking for open employment.
- ◆ [Supported Employment Service Centre, Hong Kong PHAB Association](#)
It provides supported employment services for disabled Hong Kong citizens at aged 15 or above who are looking for open employment.
- ◆ [The “Bridge” Scheme \(in Chinese, 「職橋」計劃\), Youth Employment Network, the Hong Kong Federation of Youth Groups](#)
It provides supported employment services for youth with special educational needs.

15.4.3. Examples of practices of overseas unit

- ◆ [Job Accommodation Network JAN, Office of Disability Employment Policy.](#)
It provides detailed examples of employment- and workplace-related accommodations for employees of different disability.

16 Graduation

16.1 Flexibility in study period

- ◆ The University may allow reasonable flexibility in the timetable and schedule of the fulfillment of the compulsory programme requirements on the basis of the impact of the students' disability status.
- ◆ The University may allow reasonable extension of the normative study period on the basis of the impact of the students' disability status.
- ◆ Students with disabilities of professional degrees that lead to a professional qualification (such as law, education, nursing or other medical professions) should be aware of the relevant registration requirements for becoming a practitioner upon graduation.
 - Students should actively discuss their required accommodations with the course instructors and the Accessibility Service Coordinator as early as possible to allow sufficient time to communicate with the external licensing exam organizations to work out the required accommodations.
 - Students should always be involved in the communication process.

16.2 Graduation ceremony and the official “photo-taking day”

- ◆ Graduation ceremony is one of the most important events in the university and for all graduates. It is very important to ensure accessibility of the ceremony to make it a truly inclusive and memorable occasion for the graduates.
- ◆ Besides the graduation ceremony, some universities might organize official photo-taking days for the graduations of each department and/or faculty.
- ◆ Refer to [Chapter 8 Accessible event planning](#).

Annex Recommendations on Government support

A1 Policy formulation

- ◆ To formulate an “inclusive education policy” that covers childhood education to tertiary and lifelong education
- ◆ To formulate an “accessibility policy” that specifies a minimum standard of a wide range of accessibility arrangements and services to ensure equal opportunities for and effective communication with people with disabilities across different contexts.
- ◆ The CRPD has entered into force for the People's Republic of China, including the Hong Kong Special Administrative Region (HKSAR) in 2008. The HKSAR's initial report under the CRPD was submitted to the United Nations as part of China's combined initial reports in 2010. The Second and Third Report on the progress of the HKSAR in implementing the CRPD has been issued in 2019.

A2 Quality audit

- ◆ To recognize the significance of inclusive education and accessibility services in the university.
- ◆ To include the assessment of “inclusiveness” and the “quality of accessibility services” in the periodic quality audit of universities and self-financing post-secondary education sectors.

A3 Resource allocation – Government funding and manpower

- ◆ To increase the diversity of the members of the University Grants Committee (UGC) and the Committee on Self-financing Post-secondary Education (CSPE) in order to include the voices and needs that have probably been under-represented in the past, e.g., members with disabilities.
- ◆ To make “Accessibility Enhancement” a regular funding category with a predetermined funding schedule instead of a “special and one-off funding” without a known schedule. For example, the funding can be used to enhance the physical and web accessibility of the campus environment (e.g. installation of automatic doors and purchasing accessible shuttle bus as campus transportation) and to expand the scope of accessibility services (e.g. increasing

the manpower in the service provision and setting up the Office of Accessibility Service).

- ◆ To offer students with disabilities grants to purchase assistive study aids
- ◆ To provide subsidies for the recurrent recruitment of accessibility professionals and auxiliary assistants, e.g. sign language interpreters and personal assistants.

A4 Undergraduate admission

- ◆ To ensure equal opportunities and inclusive policies of the joint university programme admission scheme.
- ◆ To ensure the accessibility of the websites and application portal of the admission scheme.

A5 "Sub-system for Applicants with a Disability" under JUPAS

- ◆ The Sub-system should encourage a proactive discussion of applicants' disability and needs between the applicants with disabilities and the participating-institutions as early as possible to find out details of the accessible facilities and arrangements available for students with disabilities.
 - It would help applicants with disabilities make informed choices of study programmes.
 - It would help participating-institutions identify applicants with disabilities, provide help and advice, and give appropriate consideration, as early as possible.
- ◆ The core intention of "special consideration " and how the "special consideration" would be executed should be stated clearly to let applicants with disabilities have better idea of how this Sub-system practically functions ([Mitchell, 2012](#)).
 - Reference: [Mitchell, L. \(2012\). How Hong Kong's universities recruit, admit and support students with Disabilities.](#)

A6 Employment

- ◆ To support employment of university graduates with disabilities.

A7 Leadership role

- ◆ To take the leading role of connecting local and overseas tertiary institutions for the sharing of good practices and experiences of inclusive teaching and learning as well as accessibility services.
- ◆ The Rehabilitation Advisory Committee under the Labour and Welfare Bureau advises on the development of rehabilitation services including education for people with disabilities in Hong Kong, carries out the undergoing Rehabilitation Programme Plan Review, and assists the Government in promoting and monitoring the implementation of the CRPD in Hong Kong.

Appendix Examples of preferred terminology

Refer to [Chapter 5.5 Inclusive terminology](#) for the elaboration.

Table 1. Examples of preferred inclusive terminology

Controversial terms	Preferred terms
able-bodied 健全人士; normal people 正常人	people without disability; non-disabled people 非受障者
deaf mute 聾啞人士 (vs. normal people 正常人)	deaf people 聾人; hard-of-hearing people 聽障人士; hearing people 健聽人士
the blind 失明人士 (vs. normal people 正常人)	people with low vision 低視能人士; people with visual impairment 視障人士; blind people 盲人; sighted people 健視者
in terms of a condition: e.g. the handicapped; the physically challenged; the mentally challenged; the dyslexics	person-first language, e.g. students with mobility disability; staff with mental illness; students with dyslexia identity-first language, e.g. disabled person; physically disabled student; students with mobility disability 受障學生、受障職員、受障者
suffers from; victim of 罹患、不幸患有	has [name of condition] e.g., has mobility disability 有 [受障情況的名稱], 例如：有活動能力受障
confined to a wheelchair; wheelchair-bound; wheelchair student; wheelchair 輪椅學生、輪椅人士	wheelchair user 輪椅使用者; student who uses wheelchair 使用輪椅的學生、坐輪椅的學生

Controversial terms	Preferred terms
call any person accompanying people with disability their “caregivers 照顧者” regardless of the actual role of that person	Depending on the actual role and identity, e.g.: caregiver 照顧者; personal assistant 個人助理; companion 同行者、同伴; family members 家人、家庭成員; friends 朋友 Use “companion 同行者、同伴” in case we are not sure about the appropriate terms. Always respect individual preference.
disabled toilet; disabled access 殘障通道; disabled elevator	accessible toilet 暢通易達洗手間; barrier-free access 無障礙通道; ramp 斜道; elevator 升降機
wheelchair access 輪椅通道	accessible (e.g. ramp); accessible 暢通易達; barrier-free 無障礙; access for wheelchair users (if it is really specifically accessible only for wheelchair users) 輪椅使用者通道
rehabilitation bus traveling around the campus	accessible shuttle bus; accessible bus; accessible school bus; accessible transport 無障礙穿梭巴士、巴士、校巴、交通
caring campus 關愛校園 [to represent accessible campus]; showing love and help [meaning inclusive practices]	accessible campus 暢通易達的校園; inclusive campus 共融校園; responsibilities of the university for inclusive practices and accessibility service
slogans such as “you complete the life of students with disabilities”; or “your volunteering makes students with disabilities shine”	wordings that emphasize rights-based approach and equal status of people with and without disabilities. slogans such as “recognizing people with disabilities as capable individuals” and “accessibility for all”.

Controversial terms	Preferred terms
special education 特殊教育; special educational needs 特殊教育需要; special arrangement; special pedagogical service 特別安排; SEN students; SEN support; SEN service	inclusive education 融合教育; diverse educational needs 多元教育需要; reasonable accommodations 合理調適安排; accessibility service 通達服務; students with diverse learning needs
Special Room 特別室; Special Needs Users Room; Special Technology Room; Exclusive Reading Room for Students with Disabilities	Access Room; Reading Studio; Adaptive Technology Suite; Assistive Technology Room; Campus Accessible Technology Space 輔助科技室、無障礙科技室
SEN helpers; SEN Officer	auxiliary assistants; assistant; student helpers 學生助理; sign language interpreters 手語傳譯員; notetakers 筆記記錄員; lab assistants 實驗室助理; scribes 抄寫員; Accessibility service manager 通達服務經理; Accessibility service coordinator; Access consultant

