



Disability

Action Plan

Building an inclusive, responsive and engaged community

2026 – 2031

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Executive Sponsor Statement

James Cook University is deeply connected to the people, places and cultures of northern Queensland. Our campuses sit on the lands of Aboriginal and Torres Strait Islander peoples, and we serve communities that are diverse, resilient and geographically dispersed. This regional context shapes who we are and strengthens our commitment to ensuring that every student, staff member and visitor—across Townsville, Cairns, Mount Isa, Thursday Island and our remote study centres—can participate fully, confidently and with dignity.



As Executive Sponsor, I affirm that accessibility and inclusion are strategic priorities for JCU and essential to our role as a regional anchor institution. We recognise that disability and neurodivergence are part of human diversity, and that many of the barriers people experience arise not from individual impairment but from environments, systems and practices that have not been designed inclusively. In a region where distance, climate, infrastructure variability and digital connectivity can all add barriers to access, it is even more important that our campuses, systems and services are inclusive, flexible and responsive.

This Disability Action Plan outlines the actions we will take to ensure our digital platforms, physical environments, teaching practices and workplace systems support equitable participation across all JCU locations. It reinforces that inclusion is a shared responsibility—one that requires leadership, accountability and a willingness to listen to and partner with people with lived experience. Our regional communities have told us clearly that accessibility must be embedded from the outset, not added later, and that cultural change is as important as infrastructure and systems. The insights shared through consultation across our campuses and remote sites have shaped this Plan and will continue to guide its implementation.

Delivering on this Plan will require sustained effort, transparent reporting and collaboration across the university. We are committed to this work, ensuring appropriate resourcing, and holding our institution accountable for progress. Together, we can build a more inclusive, equitable and accessible JCU—one that reflects the diversity of northern Queensland, celebrates the strengths of our regional communities, and supports the success and wellbeing of all who learn and work with us.



Acknowledgement to Australia's First Nations Peoples

We acknowledge Aboriginal People and Torres Strait Islander People as the first inhabitants of the nation, and acknowledge Traditional Custodians of the Australian lands where our staff and students live, learn and work.



Introduction

James Cook University is committed to providing a “brighter life for the people of the tropics.” Inclusion is central to that mission.

James Cook University (JCU) is committed to fostering an inclusive, equitable and accessible community where people with disability, neurodivergence, or differences in how they learn, work or engage can participate fully in university life. JCU also recognises that not all individuals who experience barriers will identify or disclose as having a disability.

This Disability Action Plan (the Plan) provides a strategic framework for identifying and addressing barriers to access and participation across JCU’s systems, environments and practices. It articulates how the University will embed accessibility and inclusive design into planning, decision-making and everyday operations so that all members of the JCU community can access, participate and thrive. We recognise that disability often intersects with other equity issues, and that individuals may experience unique barriers shaped by multiple aspects of their identity.

The Disability Action Plan sits within James Cook University’s institutional planning framework and directly supports the University’s long term strategic intent “to create a brighter future for life in the tropics and beyond through education and research that make a difference locally and globally”. By aligning with JCU’s

Corporate Strategy and related strategic documents, the Plan embeds disability inclusion into organisational planning, governance, resource allocation and continuous improvement processes. It strengthens JCU’s commitments to reducing inequality, improving access, and fostering strong, healthy and resilient communities—key priorities reflected across the University’s strategic pillars.

The Plan is informed by national and state legislative frameworks, including the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* and also reflects sector expectations such as those articulated by the *Tertiary Education Quality and Standards Agency (TEQSA)*. It also complements JCU’s internal policy environment, including the *Diversity and Inclusion Policy*, which reinforces the University’s commitment to inclusive, equitable participation for all.

Through this Plan, JCU affirms that disability inclusion is a shared responsibility and a defining element of the University’s identity and strategic direction. JCU aims to create an environment in which all members of our community feel supported, valued and able to succeed.



Scope

This Disability Action Plan applies to students, staff and community members across all locations and modes of engagement.

It addresses physical, sensory, digital, cultural and procedural environments that may create barriers for access, participation and inclusion for people with disability, neurodivergent people and others who may experience differences in access, communication, sensory processing, cognition or health.

Consultation & Evidence Base

The development of this Disability Action Plan has been guided by a broad and inclusive consultative approach to ensure the voices of students, staff and community members are central to decision making. The consultations sought to understand lived experiences, identify barriers and explore practical solutions to improve accessibility, inclusion and participation across all areas of university life.

Ongoing engagement and co-design will continue to guide implementation so that JCU's approach remains responsive, evidence based and reflective of contemporary best practice.

The Plan draws on these insights to identify key areas for action, inform the strategic priorities for the institution and aligns with legislative obligations, sector expectations and best practice approaches.



Key elements of this approach included:



Institution-wide surveys - students, staff and community members to gather broad insights into experiences and perceptions and begin to shape priority areas.



Staff roadshows - to promote broader participation among staff at the university and raise awareness of accessibility and inclusion.



Targeted roundtable and stakeholder engagement sessions to promote in-depth discussion and potential solutions.



Written submissions - from students, staff and community members to help provide additional insight into the lived experience of those in the JCU community.



A representative **cross-university working group** to guide the development of the plan and ensure diverse perspectives were considered.

These activities provided a strong evidence base to inform the priorities and focus areas of the Plan and ensure it responds to real and practical barriers experienced across the JCU community.

Consultation & Evidence Base

Consultation for the Disability Action Plan explored the experiences, needs, and perspectives of students, staff and community members across JCU. Questions were designed to capture insights into accessibility, inclusion, participation and the practical impact of existing policies, practices and environments.

Key areas of inquiry included:

1. Access and inclusion - understanding barriers and enablers across learning, teaching, work and campus environments.
2. Digital and physical environments- accessibility of online platforms, physical spaces and facilities.
3. Access and confidence in using existing support structures for reasonable adjustments for staff and students.
4. Culture and attitude and its impact on access and inclusion.
5. Teaching, learning and assessment.



Key Insights from Consultation

Analysis of consultation data identified the following key themes.



Learning & Teaching

- Need for staff training, accountability and inclusive exam invigilation, assessment and placement practices.
- Broader adoption of Universal Design for Learning (UDL) and built in adjustments (e.g. captioning and lecture recording as standard).
- Availability of accessible learning support with real human contact.
- Clear, consistent teaching delivery and transparent assessment requirements.



Digital Platforms

- Improve accessibility and usability across-
 - MyStudent
 - LearnJCU
 - Online forms
 - University websites
- Accessibility standards embedded in all new system design and procurement



Infrastructure

- Improved physical access (mobility pathways, parking, building entry).
- Sensory considerate spaces (quiet areas, lighting, acoustics).
- Clear wayfinding and signage on campuses.
- Functional hearing loop systems and accessible assistive technology.
- Prioritise safe, connected footpaths and functional lifts/automatic doors.



Culture & Attitudes

- Shift from deficit-based to strengths-based approaches to inclusion.
- Increased awareness and understanding of visible and invisible disabilities.
- Education and professional development to promote psychological safety and disclosure without stigma
- Incentivise and promote leadership and accountability for inclusion outcomes
- Recognition of adjustment related workload in staff planning.



The main themes that emerged in the data helped to shape the Action Areas for this strategic framework.

JCU Disability Action Plan

Overview

The JCU Disability Action Plan is aligned with key University strategies and policies, including:



JCU Corporate Strategy



Diversity and Inclusion Policy



JCU Mental Health and Wellness Strategy



Health Management Policy & Health Management
Workplace Adjustments Procedure



The Plan is also informed by and aligned with relevant Commonwealth and Queensland legislation, and regulatory requirements that support equity, accessibility and inclusion:

- **Disability Discrimination Act 1992** which prohibits discrimination on the basis of disability and promotes equal access to education, employment and services.
- **Disability Standards for Education 2005** which clarify the obligations of education providers to ensure students with disability are able to access and participate in education on the same basis as others.
- **Work Health and Safety Act (Qld)** which requires JCU to provide, so far as reasonably practicable, a safe and healthy work environment for staff, students and visitors.
- **Anti-Discrimination Act 1991 (Qld)**, which promotes equality of opportunity and protects individuals from discrimination, including on the basis of disability.
- **Australia's Disability Strategy 2021- 2021**
- **United Nations Convention on the Rights of Persons with Disabilities.**
- **Support for Students Policy (Australian Government policy under the Higher Education Support Act 2003).**

Regulatory and Sector Expectations

This Plan also responds to sector wide Tertiary Education Quality and Standards Agency (TEQSA) expectations relating to equity, access, participation and student support (HESF Standards 1.1, 1.3, 1.4, 2.2, 2.3), including design and delivery of inclusive learning environments.

This framework positions disability inclusion as a core institutional responsibility and sets the foundation for the action areas that follow.

Focus Areas & Action Framework

The following section unpacks the Five Priority areas identified by the JCU community and the actions JCU will take towards addressing these areas.



Digital Accessibility



Infrastructure

Including physical access & sensory considerate spaces



Teaching, Learning & Assessment



Workplace Inclusion



Culture, Capability & Accountability



Focus Area 1:

Digital Accessibility

Intent

To ensure digital platforms, systems and learning materials are accessible, inclusive and useable for people with disability, neurodivergent people, and others who experience differences in how they access, process or interact with digital information.

Context

Digital environments shape how students, and staff engage with learning, work and university life. For people with disability, neurodivergent people and those with differences in attention, sensory processing, language or cognition, inaccessible or inflexible digital systems can create significant and unnecessary barriers.

Designing digital environments that are accessible, flexible and inclusive benefits a wide range of users, including students studying online or at a distance, people managing health conditions and those balancing caring responsibilities.

Emerging technologies including artificial intelligence (AI) present both opportunities and risks for accessibility and inclusion. When used appropriately AI tools can support alternative formats, assist with comprehension, reduce cognitive load and enable greater independence for students and staff with disability.



Focus Area 1:

Digital Accessibility

Action	Outcome	Lead	Timeline
1.1 Embed accessibility into digital platforms and systems	1.1.1 Accessibility requirements are formally embedded in all procurement, design and upgrade processes, ensuring every new or updated system meets WCAG 2.1 AA or higher.		2027
	1.1.2 All major platforms undergo structured accessibility testing using assistive technologies.	CIO; Head IOW; AccessAbility.	2027
	1.1.3 Reduced complaints from students and staff of inaccessible portals, forms, and system interactions as accessibility defects are identified earlier and resolved proactively.		2028
1.2 Create and deliver inclusive digital learning materials	1.2.1 All learning materials, and digital communications (documents, videos, interactive activities) meet accessibility requirements, including captions, transcripts, proper heading structure, alt-text, colour contrast, and keyboard navigability.		2026
	1.2.2 Systematic auditing of LearnJCU content improves institution-wide Ally scores and reduces legacy inaccessible materials.	DVCA; DVCE; Dean EDQS; Head EdDesign.	2026
	1.2.3 Academics gain confidence and capability to create materials that work for diverse learners, reducing reliance on reactive adjustments for individual students.		2027
1.3 Enhance and support assistive technology use	1.3.1 Compatibility testing across JCU digital ecosystems ensures that core systems function reliably with assistive tools (e.g., JAWS, ZoomText, Dragon, built-in OS accessibility features).		2027
	1.3.2 Students and staff report greater independence and confidence due to reliable, compatible technology that supports learning and work tasks.	CIO; AccessAbility.	2026
	1.3.3 Reduction in time spent troubleshooting accessibility issues by Disability Support, IT and teaching staff.		2027
1.4 Build capability, strengthen accountability, and drive continuous improvement	1.4.1 Staff capability is strengthened across the institution through regular training around digital accessibility, resulting in more consistent and proactive inclusive practice across teaching, administration and system design.		2027
	1.4.2 A clear mechanism for reporting digital accessibility barriers enables timely identification and resolution, improving student and staff experience.	CIO; Dean EDQS; Head IOW.	2026
	1.4.3 Clear accessibility responsibilities are communicated within IT, academic, procurement and governance teams.		2027



Focus Area 2:

Infrastructure

– Physical Access and Sensory Considerate Environments


Intent

To ensure JCU’s physical and built environments are accessible, inclusive and supportive for people with disability, neurodivergence and others who experience differences in mobility, sensory processing, fatigue and/or cognition.

Context

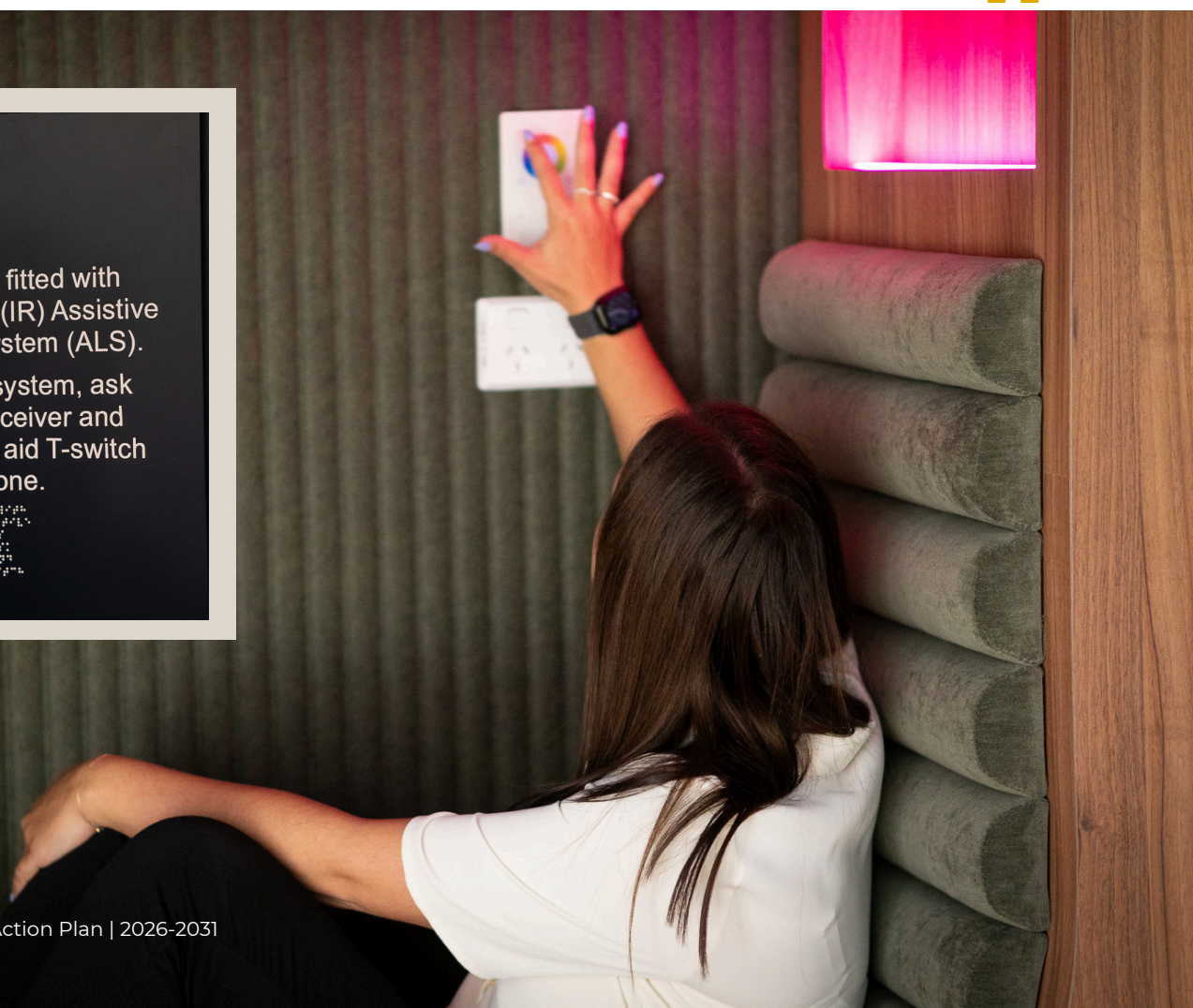
Physical spaces shape how students, staff and visitors participate in university life. Barriers in mobility, access, wayfinding, lighting, acoustics, temperature, furniture design and campus navigation can limit equitable participation. An inclusive campus benefits a wide range of people, including those with temporary injuries, chronic health conditions, parents and people who experience anxiety, panic or sensory overload.

Embedding universal design principles, and codesigning with people with disability reduces the need for reactive adjustments and supports dignity, independence and safety. Addressing inconsistencies across campuses—such as variable access routes, limited sensory considerate spaces, inconsistent AV technology and gaps in emergency planning—is essential to ensuring equitable participation for all.

This room is fitted with an Infra-red (IR) Assistive Listening System (ALS). To use this system, ask for an IR Receiver and use hearing aid T-switch if you have one.

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Focus Area 2:

Infrastructure

– Physical Access and Sensory Considerate Environments

Action	Outcome	Lead	Timeline
2.1 Embed accessibility and universal design principles into planning, capital works, refurbishment and maintenance.	2.1.1 Accessibility is consistently integrated into all new builds and refurbishments.		From 2026
	2.1.2 Improved physical access and user experience is reported by staff and students across campuses.	Director Estates; Infrastructure & Campus Services; AccessAbility.	2028
	2.1.3 UDL principles and consultative structures are embedded in planning processes, ensuring people with a disability or sensory differences are meaningfully involved in the design and review of physical and sensory environments.		2027
2.2 Increase availability of sensory considerate and low stimulation spaces.	2.2.1 Increased quiet rooms, low sensory environments and flexible study/workspaces available.	Director Estates; Infrastructure & Campus Services; Director Human Resources.	2028
	2.2.2 Reduced sensory overload and improved wellbeing for neurodivergent students and staff is reported through satisfaction surveys.		2028
2.3 Improve wayfinding, signage and accessible navigation tools.	2.3.1 Clear, consistent and accessible signage across campuses.	Director Estates; Infrastructure & Campus Services; CIO; AccessAbility.	2026
	2.3.2 Enhanced digital maps with accessibility features support independent navigation and reduce confusion for new and returning users.		2027
2.4 Ensure inclusive and accessible emergency and evacuation planning.	2.4.1 Emergency procedures are accessible, clearly communicated and inclusive of diverse mobility, sensory and cognitive needs. Increased confidence and safety for all campus users.	Manager WHS.	2026
2.5 Upgrade audiovisual and hearing assistive technologies in teaching and meeting spaces.	2.5.1 Improved audio clarity and consistent availability of hearing augmentation technologies (e.g. Auracast).	CIO; Associate Director Digital Workplace Delivery; Director Estates; Infrastructure & Campus Services; AccessAbility.	2028
	2.5.2 Hearing assistive technologies are maintained and tested regularly, ensuring consistent reliability and minimising disruption for users.		2026
2.6 Establish continuous auditing and prioritisation processes for accessibility improvements across campuses.	2.6.1 AccessAbility considerations are embedded in campus master planning review and delivery cycles.	Head IOW; AccessAbility; Director Estates; Infrastructure & Campus Services; Manager WHS;	2026
	2.6.2 Findings from reviews are transparently reported, supporting accountability and ensuring continuous improvements		2026
	2.6.3 Reduction in infrastructure related accessibility complaints.		2028



Focus Area 3:

Teaching, Learning & Assessment

Intent

To create inclusive teaching, learning, assessment and placement practices that enable equitable participation and success for students with disability and neurodivergent students.

Context

Teaching, learning and assessment practices shape how students engage with their studies and experience academic success. When curriculum design, teaching methods and assessment formats rely on narrow assumptions about how students learn, they can unintentionally create barriers for students with disability and neurodivergent students. These barriers may include inaccessible learning materials, inflexible participation requirements, limited assessment formats, inconsistent use of technology, and teaching approaches that do not account for differences in cognition, communication, sensory processing or executive functioning.

Inclusive pedagogy and universal design for learning (UDL) proactively reduce these barriers by embedding flexibility, clarity and accessibility from the outset. This approach benefits a wide range of learners, including students with chronic health conditions, mental health challenges, caring responsibilities, or those studying in regional or online contexts. Co-designing learning experiences with students with disability and neurodivergent students strengthens relevance, dignity and autonomy, and reduces reliance on individual adjustments.

Addressing inconsistencies across subjects and teaching teams—such as variable accessibility of learning materials, differing expectations for participation, inconsistent assessment formats, and uneven staff capability in inclusive teaching—is essential to ensuring equitable participation and success for all students



Focus Area 3:

Teaching, Learning & Assessment

Action	Outcome	Lead	Timeline
3.1 Embed universal design for learning principles across all courses and subjects.	3.1.1 Implementation of required training for all teaching staff in Universal Design for Learning and Curriculum Design		2027
	3.1.2 Named positions to support staff in embedding Universal Design for Learning.		2026
	3.1.3 Course and subject review processes to include Universal Design for Learning Principles.	DVCA; DVCE;	2027
	3.1.4 Provide professional development for higher degree by research staff and supervisors to support inclusive practice.	Head Learning Development; Head Education Design;	2027
	3.1.5 Increased consistency in inclusive teaching practices across disciplines.	AccessAbility.	2027
	3.1.6 Reduction in reactive adjustments where proactive design can address barriers.		2028
	3.1.7 Improved student satisfaction, progression and retention rates for students with a disability.		2029
3.2 Ensure accessibility considerations are embedded in work integrated learning (WIL) and practical activities.	3.2.1 WIL guidelines and procedures are reviewed and updated to clearly articulate how reasonable adjustments for WIL are managed.		2027
	3.2.2 Reported barriers to WIL participation among students with a disability is reduced as evidenced through post-placement feedback.	Director Academic Services; Manager WIL;	2027
	3.2.3 Greater diversity in WIL cohorts, demonstrating inclusive access.	AccessAbility	2029
	3.2.4 Supervisors and host organisations receive clear guidance and apply consistent adjustments across placements		2027
3.3 Integrate inclusion into course review and accreditation processes.	3.3.1 Course, and subject review processes require evidence of inclusive practices.	DVCE; DVCA;	2027
	3.3.2 Strengthened evidence for internal and external quality assurance reviews (e.g., TEQSA audits).	Dean EDQS; Quality & Standards	2028
	3.3.3 Increased student satisfaction related to accessibility issues	Coordinator.	2029
3.4 Acknowledge excellence in inclusive practice as a category of the JCU Learning and Teaching Awards.	3.4.1 Staff are recognised and celebrated for inclusive practices.	DVCE; Dean EDQS;	2026
	3.4.2 A culture that fosters and celebrates inclusion is promoted across the institution.	Head Learning & Teaching Dev; Head IOW.	2026

Focus Area 4:

Workplace Inclusion

Intent

To foster an inclusive and supportive workplace where staff with disability, neurodivergent staff and those with access needs can thrive, participate equitably and progress in their careers.

Context

A diverse and inclusive workforce strengthens JCU’s capability, culture and performance. When workplace systems, expectations and norms are built around narrow assumptions about how people work, communicate, process information or navigate physical and digital environments, they can unintentionally create barriers for staff with disability, neurodivergent staff and those with access needs. These barriers may arise at any stage of the employment lifecycle, including recruitment, onboarding, performance development, flexible work arrangements, workplace culture, and career progression.

Common challenges include unclear or inconsistent processes for requesting workplace adjustments, limited flexibility in role design or work practices, inaccessible physical or digital environments, variable manager confidence in supporting staff with disability, and variable manager confidence in supporting staff with disability, and organisational cultures that may not yet fully recognise or value cognitive, sensory or communication differences. These barriers can affect staff wellbeing, participation, productivity and retention, and can limit opportunities for leadership and career advancement.

Inclusive workplace design and universal design principles proactively reduce these barriers by embedding accessibility, flexibility and clarity into policies, systems and everyday practices. This approach benefits a wide range of staff, including those with chronic health conditions, mental health challenges, caring responsibilities, or those working in regional, remote or hybrid contexts. Co-designing workplace processes and solutions with staff with disability and neurodivergent staff strengthens relevance, dignity and autonomy, and reduces reliance on individual adjustments.

Addressing inconsistencies across teams and organisational units—such as variable accessibility of digital systems, differing expectations around communication and work practices, inconsistent approaches to adjustments, and uneven leadership capability in inclusive management—is essential to ensuring equitable participation, wellbeing and career success for all staff.



Focus Area 4:

Workplace Inclusion

Action	Outcome	Lead	Timeline
4.1 Implement Inclusive recruitment and on-boarding processes.	4.1.1 Recruitment methods are accessible, candidates feel confident and supported in disclosing and requesting adjustments.	Director Human Resources; Manager WHS; Manager C&C.	2027
	4.1.2 Representation of staff with a disability across all levels and employment types.		2029
	4.1.3 Staff with a disability are retained and supported within the University.		2028
4.2 Ensure streamlined, transparent reasonable workplace adjustment process	4.2.1 Staff are able to confidently request reasonable workplace adjustments through a clear and timely process.	Manager WHS.	2026
	4.2.2 Increased staff satisfaction in the workplace adjustment process that meets their individual needs.		2027
	4.2.3 Overall decrease in staff Work Cover claims.		
4.3 Foster flexible work practices (job design, hours, location, workload)	4.3.1 Staff have equitable and consistent access to flexible work arrangements and workload adjustments where it can be reasonably provided.	Director Human Resources; Manager WHS; DVCE; DVCA; DVCR; COO.	2027
	4.3.2 Flexible work practices are embedded consistently across JCU.		2028
	4.3.3 Staff with a disability report greater engagement and job satisfaction as a result of accessible and responsive flexible work arrangements.		2029
4.4 Provide Career development and leadership pathways for staff with a disability through performance development and professional learning processes.	4.4.1 Staff report clear pathways for career progression and actively participate in leadership and professional development programs.	Director Human Resources; Manager C&C.	2027
	4.4.2 Performance development processes highlight support and career growth opportunities for staff with a disability.		2028
4.5 Ensure that all managers are provided training on supporting staff with a disability.	4.5.1 Managers are equipped with the knowledge, skills and confidence to proactively support staff with a disability in an inclusive and respectful way.	Director Human Resources; Manager WHS; Manager C&C.	2027
	4.5.2 Staff with a disability experience timely resolution of access barriers, supported by managers who are knowledgeable and proactive.		2028
	4.5.3 Staff report they feel psychologically safe to disclose, seek support and raise concerns, knowing their manager will respond with understanding and action.		2029



Focus Area 5:

Culture, Capability & Accountability

Intent

To build a culture of inclusion where disability is understood as part of human diversity and where clear accountability mechanisms ensure sustained progress.

Context

Policies, practices and infrastructure are essential foundations, but they cannot achieve meaningful inclusion without cultural change. When disability is understood only through a compliance or deficit lens, rather than as a natural part of human diversity, it limits the institution's ability to create environments where all people can participate, contribute and thrive. Building a culture of inclusion requires shifting mindsets, strengthening shared responsibility and embedding disability inclusion into everyday behaviours, decision-making and leadership practice.

Barriers often arise from limited awareness, inconsistent understanding of disability, uncertainty about roles and responsibilities, and organisational norms that may unintentionally exclude or stigmatise staff and students with disability. These cultural barriers can manifest as hesitation to request adjustments, reluctance to disclose disability, inconsistent leadership capability, or a lack of confidence among staff to engage with disability-inclusive practices.

Developing capability across the institution supports proactive inclusion rather than reactive compliance. This includes strengthening disability confidence, embedding inclusive leadership expectations, and ensuring that staff at all levels understand how their decisions, communication and behaviours influence the experiences of people with disability. Engaging people with lived experience—through co-design, consultation and leadership opportunities—ensures that cultural change is grounded in authenticity, relevance and respect.

Clear accountability mechanisms are essential to sustaining progress. Without transparent expectations, measurable outcomes and visible leadership commitment, inclusion efforts risk becoming fragmented, inconsistent or dependent on individual champions. Embedding accountability into governance, planning, reporting and performance frameworks ensures that disability inclusion is not an optional practice but a core organisational responsibility.

A culture of inclusion is strengthened when disability is recognised as an ordinary aspect of human diversity, when lived experience is valued, and when every member of the institution understands their role in creating equitable, respectful and accessible environments.



Focus Area 5:

Culture, Capability & Accountability

Action	Outcome	Lead	Timeline
5.1 Implement mandatory disability-inclusion and capability-building training for all staff.	5.1.1 All staff engage in diversity, equity and inclusion training and demonstrate increased confidence in disability-inclusive practice, reflected in measurable improvement in staff survey results over time.	Head IOW; Manager C&C.	2026
	5.1.2 Mandatory disability-inclusion training is consistently completed across all staff cohorts.		2027
5.2 Embed disability inclusion responsibilities into leadership performance, governance and planning processes.	5.2.1 Senior leadership are accountable for delivering meaningful inclusion outcomes, with inclusion embedded as a core performance expectation i.e. due diligence reporting.	Chancellery.	2027
	5.2.2 Inclusion planning, monitoring and reporting is consistent and coordinated across all faculties and divisions, ensuring university-wide consistency.		2028
	5.2.3 Disability inclusion progress is regularly and transparently visible in governance reporting over time.		2030
5.3 Establish formal mechanisms for codesign and engagement with people with lived experience of disability.	5.3.1 People with lived experience of disability are meaningfully involved in shaping priorities, decisions and initiatives through establishment of a disability advisory committee.	Head IOW; AccessAbility; Director Human Resources.	2026
	5.3.2 Participants involved in lived-experience consultations report high levels of satisfaction and are confident their contributions meaningfully influence outcomes.		2028
5.4 Align institutional policies, procedures and strategies to strengthen disability-inclusion requirements.	5.4.1 Staff have clear, accessible and up-to-date guidance through university guidelines and procedures that embed accessibility and inclusion expectations.	Chancellery; Director Student Services & Support.	2027
	5.4.2 A structured and regular policy review process ensures requirements remain current and relevant across the institution.		2027
5.5 Promote and recognise inclusive practice through communications, awards and capability-building initiatives.	5.5.1 Inclusive practice is celebrated and recognised across teams, faculties and organisational programs, elevating disability inclusion as a core institutional value.	Manager C&C; COO; DVCA; DVCE; DVCR; Head IOW.	2028
	5.5.2 The impact of inclusion initiatives is reported by staff and students with a disability.		2030



Responsible Leads

Education Division:

- DVCE - Deputy Vice Chancellor Education
- Director SS&S - Director Student Services & Support
- Head IOW - Head Inclusion, Outreach & Wellbeing
- AccessAbility
- Dean EDQS - Dean Education Design, Quality & Standards
- Head Learning Development
- Head Education Design
- QS Coordinator - Quality & Standards Coordinator
- Directory AS - Director Academic Services
- Manager WIL - Manager Work Integrated Learning

Academy:

- DVCA - Deputy Vice Chancellor Academic

Research Division:

- DVCR - Deputy Vice Chancellor Research

Services Division:

- Director Estates
- Infrastructure & Campus Services
- Director Human Resources
- Manager C&C - Manager Culture and Capability
- Manager WHS - Manager Workplace Health & Safety
- CIO - Chief Information Officer
- Associate Director, Digital Workplace Delivery

Chancellery

- COO - Chief Operating Officer

