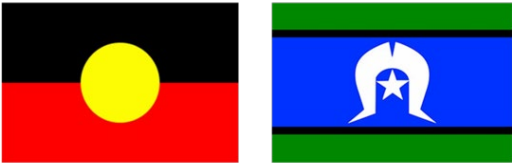


Disability Action Plan

As part of the
Progressive Inclusivity Framework
2026-2030



Acknowledgement of Country



Victoria University acknowledges, recognises and respects the Ancestors, Elders and families of the Bunurong/Boonwurrung, Wadawurrung and Wurundjeri/Woiwurrung of the Kulin who are the traditional owners of University land in Victoria, the Gadigal and Guring-gai of the Eora Nation who are the traditional owners of University land in Sydney, and the Yulara/YUgarapul people and Turrbal people living in Meanjin (Brisbane).

Contents

Introduction	3
The Victoria University Progressive Inclusivity Framework 2026–2030	3
Domain One: People, partnerships and community	4
Domain Two: Learning, teaching and research	4
Domain Three: Systems and structures	5
Key Performance Indicators	5

Introduction

The Disability Action Plan recognises the critical and ongoing work to uplift and uphold equity, access and inclusion for people living with disability. It is part of the Victoria University Progressive Inclusivity Framework (2025–2030).

Grounded in the social model of disability, the plan recognises that people with access needs are often ‘disabled’ by environmental, attitudinal, and systemic barriers.

It is also closely aligned with Universal Design for Learning, which champions principles that embrace the genuine diversity of learners rather than a mythical ‘normal’.

Creating an accessible and inclusive university is everyone’s responsibility. This plan calls on all of us – individually and collectively – to commit to building a welcoming, respectful, and accessible VU where everyone belongs and thrives.

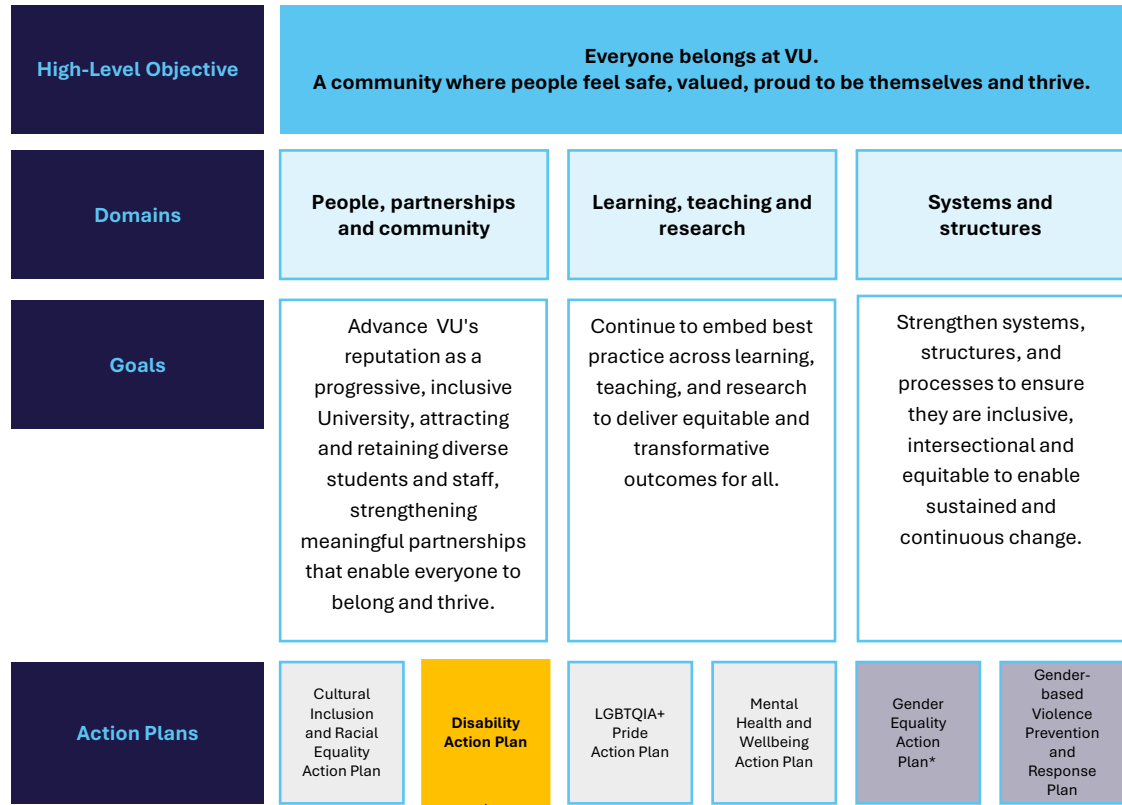
Nothing About Us Without Us

The phrase ‘nothing about us without us’ came into use in disability activism in the 1990s. It became a powerful slogan for disability rights – calling on policy-makers and leaders to never implement change that affected people with disability without ensuring they were involved.

At VU, co-design is a core ethos for how we make change. Living experience co-design is embedded into planning, policy and the development of progressive inclusivity learning modules.

The Disability Action Plan has been directly informed by students and staff with disability. The disability community at VU are an active, passionate and proud group who significantly contribute to university life and have contributed in a meaningful way to this plan.

The Victoria University Progressive Inclusivity Framework 2026–2030



Domain One: People, partnerships and community

Advance VU's reputation as a progressive, inclusive University, attracting and retaining diverse students and staff, strengthening meaningful partnerships that enable everyone to belong and thrive.

Goal	Action	
Embedding a values-driven culture through transparent communication and visible role-modelling that fosters belonging and respect.	1.1	Provide contemporary and excellent training in disability rights and access to the VU community that is driven by living experience and disability pride.
	1.2	Acknowledge and celebrate days of significance for the disability community led by VU staff and students.
	1.3	Improve on and create new resources to support excellence in accessibility for in-person and online events, meetings and gatherings.
Advancing diverse and inclusive leadership	1.4	Engage with the Disability Employee Network to strengthen accessible experiences for staff.
Cultivating collaborative partnerships for impact	1.6	Work with leading disability advocacy organisations to co-design initiatives, share expertise, and amplify impact.
	1.7	Work with our flipped campus partners to enhance contemporary evidence-based best-practice in accessible teaching and learning.
	1.8	Develop accessible supports and pathways into education and employment.

Domain Two: Learning, teaching and research

Continue to embed best practice across learning, teaching, and research to deliver equitable and transformative outcomes for all.

Goal	Action	
Enhancing inclusive learning and teaching practices, that foster safety, belonging and inclusion	2.1	Advance the capability of the academic and teaching staff to implement Learning Access Plans (LAPs) for seamless application of reasonable accommodations in the classroom and for assessment.
	2.2	Uplift the experience of students with disability on placement ensuring clear communication and accountability for reasonable accommodations in workplaces.
Evolving inclusive curriculum and learning design, that reflects diverse perspectives and lived experience	2.3	Apply Universal Design for Learning principles across all VU courses.
	2.4	Procure and implement a new technology solution for accessibility services to create learning access plans (LAPs) and share them with relevant stakeholders.
Building on research that is contemporary, ethical, culturally and globally responsive	2.5	Advance research partnerships and projects that generate evidence-based solutions for disability inclusion, ensuring methodologies are ethical, culturally informed, and globally relevant.

Domain Three: Systems and structures

Strengthen systems, structures, and processes to ensure they are inclusive, intersectional and equitable to enable sustained and continuous change.		
Goal	Action	
Advancing inclusive policy and governance frameworks that uphold inclusion and equity	3.1	Embed accessibility into Victoria University's AI Collaborative Framework.
	3.2	Pursue demonstrated accessibility best practice in procurement of any technology platforms, applications or digital solutions.
Evolving accessible, safe physical and digital environments	3.3	Ensure accessibility standards are embedded across all online platforms, courses, and physical environments, creating seamless digital and on-campus experiences for everyone.
	3.4	Uplift content and web accessibility.
	3.5	Uplift accessible routes and wayfinding.
	3.6	Embed accessibility best-practice in infrastructure works for all new builds and refurbishments.
	3.7	Identify opportunities and plan for uplift in accessible facilities, transport and parking.
Aligning systems and processes to embed equity	3.8	Collect disability identity on entry and provide targeted communication about support, networks and opportunities.
Embedding continuous review and accountability mechanisms that reinforce sustainable change	3.9	Develop monitoring and evaluation frameworks for accessibility improvements across University operations.
		Develop a feedback and evaluation framework to capture and act on experiences of people with disability at VU.

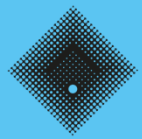
Key Performance Indicators (KPIs)

Disability Action Plan focused KPIs

- Achieve certification as a Disability Confident Recruiter
- Benchmark at Level Three against all metrics in the Access and Inclusion Index
- Students with a disability participation %
- Students with a disability success %

Progressive Inclusivity Framework KPIs (shared across all Action Plans)

- Student Experience Result – Sense of Belonging %
- Staff Engagement Survey Result – Inclusion and Wellbeing %
- Students from an equity background participation %
- Students from an equity background success rate %
- Partnerships survey result – “VU is values-driven and progressive” and “VU creates opportunities to advance equity, inclusion and belonging”



**VICTORIA
UNIVERSITY**

MELBOURNE AUSTRALIA