

ACCESSIBILITY ACTION PLAN 2026-2031

Accessibility is not an add on.
It is the path that makes participation possible.



We support inclusive participation across study, work and campus life.

Our aim is to ensure that students and staff with disability can participate fully and on an equitable basis in all aspects of university life. We recognise the strengths and potential of people with disability and take a proactive, flexible approach that responds to diverse and intersectional needs. In doing so, we create an environment where everyone feels valued and can participate in and can benefit from university life on the same basis as others.

PRIORITIES

Our areas of focus over the next five years.

Part A: Our impact

UniSQ is committed to inclusion and equity, ensuring people with disabilities have equitable access to education, opportunities, and resources. This commitment strengthens diversity, enriches learning, and promotes a fair and inclusive university community.

Part B: Embedding inclusive practice

We are committed to ongoing improvement to strengthen inclusion and accessibility. By regularly reviewing and updating our practices, policies, and supports, we can respond to changing needs and create a more inclusive environment for people with disabilities.

1

Culture

Inclusivity and accessibility across teaching, learning, work, and research.

2

Building our community and environment

Enhancing the accessibility and inclusivity of digital and physical environments.

3

Strengthening leadership accountability

Driving inclusion and accessibility through strong policies, resources, and culture.

4

Support Services

Responsive to individual needs, evidence-informed, and supporting inclusive practice holistically.

5

Student Lifecycle

Supporting accessible, inclusive learning across every stage of the student lifecycle.

6

Employment

Fostering an inclusive and supportive workplace.

Governance

A Disability Governance Committee will provide oversight and accountability in line with legislative requirements. Membership of the committee will include a majority of people with a disability, ensuring lived experience informs decision-making. In response to legislative changes, the AAP includes a focus on education and workforce inclusion strategies to strengthen inclusive practice, participation, and outcomes.



Our Shared Purpose and Journey

The 2023 Royal Commission highlighted the need to improve mainstream services to remove barriers and support inclusion. Despite well-intentioned efforts across government, education, and the community, people with disability still face challenges in education and employment, and some services remain segregated, limiting participation. The Commission recommends embedding inclusive employment into standard practice through the merit principle. Our approach focuses on accessible services for all, with tailored options where mainstream approaches do not meet specific needs. Mainstream services will meet legislative requirements, be culturally inclusive, and respond to diverse needs.

Guiding Frameworks: Australian Human Rights Commission (2021). Disability Action Plan Guide; UniSQ Diversity and Inclusion Plan; UniSQ Education Plan; UniSQ Student Mental Health and Wellbeing Plan.

Evaluation: Progress will be monitored and reviewed through the SEHEEF Continuous Quality Improvement (CQI) Framework, using evidence and outcome measures to drive ongoing improvement.



ACTIONS	OUTCOMES	TIME FRAME	RESPONSIBILITY
1 Culture We are dedicated to creating a culture characterised by inclusivity and accessibility across teaching, learning, work, and research. This includes embedding inclusive practices, with a focus on universal design and trauma-informed approaches, so everyone in our community can thrive.			
1.1: To empower people with disability (PWD) to participate in university life.	- In all aspects of university life, PWD have the opportunity to participate completely. - PWD are supported to identify and actively engage in university activities in areas relevant to their chosen discipline and/or interests. - Work with PWD to foster an inclusive environment through hearing their voice and working as partners in co-designing services and activities.	2026	- Dean (Students) / Deputy Vice-Chancellor (Students and Education) - Chief Operating and Financial Officer (COFO)
1.2: To continually develop university systems which can be efficiently and equitably accessed by all.	- Mainstreaming support provisions – recommending use of resources that are available to the university community to encourage self-determination for PWD - Incorporating inclusive principles and practices into mainstream policies by integrating considerations for PWD within them. The development of a policy suite which is underpinned by addressing all student situations through relevant, tailored support provision and processes also facilitates compliance instead of segregation into separate disability-specific policies. - Enabling timely reporting of unjustifiable hardships without increasing the workload of individuals with disabilities. - Using trauma-informed practices that, through a strengths-based approach, prioritise individual self-determination and encourage skill acquisition.	2026	- Dean (Students) / Deputy Vice-Chancellor (Students and Education) - Chief Operating and Financial Officer (COFO)
2 Building our Community and Environment The University is committed to enhancing the accessibility and inclusivity of both its digital and physical environments by applying the principles of Universal Design (UX).			
2.1: To create university physical and digital environments where UX principles are fundamental in all projects.	- Physical and learning environments are progressively transformed to embed Universal Design principles, ensuring equitable access, participation, and independence for all users, supported by ongoing accessibility audits that integrate compliance standards and lived experience. - UX is a mandatory requirement in all digital infrastructure and built environment projects. - A program of progressive improvements to the University's technological environment is implemented (these may include software procurement, Study Desk, use of assistive technologies, AI) - New UniSQ media content (marketing and website material) is made accessible, with video captioning and appropriate transcripts. - A system is in place to regularly review physical and digital environments for accessibility.	2026 - 2031	- Dean (Students) / Deputy Vice-Chancellor (Students and Education) - Dean (Learning and Teaching Futures) - Chief Operating and Financial Officer (COFO)
2.2: To have events and materials that develop community growth through the meaningful integration of accessibility and inclusion principles.	- UniSQ events incorporate accessibility and inclusion into their planning and implementation stages. - UniSQ marketing campaigns incorporate accessibility and inclusion into their planning and initiatives. - Accessibility information is readily available on the UniSQ website, maps and mobile applications. - Designed and delivered university events (open day, orientation) and print and digital materials which are accessible and inclusive.	2026 - 2031	- Pro Vice-Chancellor (Engagement) - Dean (Students)

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3 Strengthening Leadership Accountability Leadership drives inclusion and accessibility through strong policies, resources, and culture. We will continue improving our practices to support an inclusive university.			
3.1: To embed accessibility into university strategic planning.	- Greater access to education and facilities, through an institution-wide commitment to enacting the principles of UDL and UX. - Accessibility will be included in all relevant university policy and procedure. - Providing university-wide support, from enrolment to graduation, to update all systems, interfaces and materials so that UX is embedded and normalised as 'business as usual.'	2026	- Dean (Students) / Deputy Vice-Chancellor (Students and Education) - Dean (Learning and Teaching Futures) - Chief Operating and Financial Officer (COFO)
3.2: To refine relevant compliance instruments (policies, procedures) to ensure a consistent approach to supporting PWD.	- University policies and procedures regarding disability are current and up to date, providing clear guidelines as a framework for decision making. - Have current and up-to-date disability support initiatives purposefully embedded into university assessment procedure. - Policies and procedures are reviewed on a regular basis, to support compliance and currency of information.	2026	Dean (Students) / Deputy Vice-Chancellor (Students and Education)

PART B: EMBEDDING INCLUSIVE PRACTICES

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4 Support Services Our suite of support services is responsive to individual needs, evidence-informed, and supporting inclusive practice holistically.			
4.1: To ensure an informed approach to the implementation of reasonable adjustments.	- Adjustments which facilitate more equitable participation in the learning environment will be implemented in a consistent and timely manner. - The application of policy and procedure, and associated decision-making, is done consistently and through a trauma-informed lens. - Compliance with/adherence to the processes outlined in the SEHEEF, (following publication), the National Code to Prevent and Respond to Gender-Based Violence, Universities Accord, Royal Commission into violence, abuse, neglect, and exploitation of PWD.	2026	Dean (Students)

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4 Support Services Our suite of support services is responsive to individual needs, evidence-informed, and supporting inclusive practice holistically.			
4.2: To enhance accessibility support provision, by balancing UDL principles and reasonable adjustments within student Learning Action Plans (LAP).	- All students with a disability have the option for an LAP to be developed - Students with a disability are encouraged to access the full range of support available to UniSQ students. - Service provision is refined to facilitate increased opportunities for students to receive scaffolded, individualised support (support for learning services, coaching, peer support and so on).	2026	Director (Support for Learning)
4.3: To refine all service provisions to ensure tailored support for students and staff with disability.	- In line with University strategy of culturally inclusive experiences, all support services for students and staff will be culturally appropriate, accessible, and inclusive of people with disability regardless of their location or mode of access. - Students can access timely, accessible and trauma-informed support services to meet their social, emotional, spiritual and mental health needs, including person-centred support aligned with the Gender-Based Violence Prevention and Response Action Plan. - Providing support recommendations that focus on developing transferable skills and dispositions needed to succeed in employment.	2026	- Dean (Students) - Chief Operating and Financial Officer (COFO)
4.4: To provide targeted support to academic staff that enhances inclusive teaching practices.	- Teaching staff are provided with opportunity to develop and be supported to create course materials, assessment items, and teaching practices which reflect UDL principles. - Guidelines for Inclusive Teaching Practices at UniSQ are developed to include UDL within the 11 minimum requirements.		- Deputy Vice-Chancellor (Students and Education) - Dean (Learning and Teaching Futures)
5 Student Lifecycle The University will support and champion the efforts of the University community with disability and carers to participate in all connected activities throughout the students' learning journey. The University will strive to ensure that its learning materials and teaching practices are inclusive, accessible, and embracing of its diverse cohort of pathway, undergraduate and post-graduate students.			
5.1: To update available resources and materials for students to access prior to and during their enrolment.	- To have current and relevant information on the website and other material pertaining to students with disability. - Upgrade to WCAG 2.2 (2023) compliance across all web media platforms.	2026	- Director (Support for Learning) - Chief Digital Information Officer (CDIO)

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5.2: To formulate discipline-specific inherent requirements (IRs), as programs are accredited or re-accredited.	- To have access to IR information so that students can easily access course and program-specific information, empowering them to make informed decisions about their studies by understanding how their conditions may impact them and meet academic outcomes. - For a suite of IRs to be readily available, to support the negotiation of reasonable adjustments which address student needs whilst maintaining program integrity.	2028	Deputy Vice-Chancellor (Students and Education)
5.3: To establish and maintain collaborative partnerships with community and industry to advance disability inclusion, practice and research.	- Proactively seek to maintain collaborative partnerships with the disability community. - Research activities that relate to disability are supported and promoted. - High impact research pertaining to disability is produced by UniSQ researchers. - Actively seek to form positive research networks relating to disability both internally and externally to UniSQ.	2026	- Pro Vice-Chancellor (Research, Development and Commercialisation) - Dean, Graduate Research School
5.4: To continue building an inclusive, proactive education culture that encourages participation of students with disability, by integrating UDL principles.	- Sourcing resources to enhance operational efficiency. - Formulate a definition of UDL and UX which is adopted across the university.	2026	- Dean (Students) - Deputy Vice-Chancellor (Students and Education) - Chief Operating and Financial Officer (COFO)
5.5: To foster academic and social environments where diversity is recognised and authentically accommodated.	- Students with disability and student carers are provided with adjustments and support which are consistent with legislative requirements and reflect the University's commitment to equity. - Research students with disability or caring responsibilities for a person with disability are appropriately supported in an accessible and inclusive research environment. - Students receive targeted wellbeing interventions aiming to create long-term reform to meet future skills needs.	2028	Dean (Students)
5.6: To provide targeted upskilling opportunities in careers and employability to SWD during their studies, so that they can apply these skills beyond their time at UniSQ.	- Refining career education programs and support services through consultation with students with disabilities, focusing on developing a graduate/professional identity as they progress towards completion of their degree. - The University will consult with SWD and work with industry partners to scaffold student experience to provide a structured opportunity for learning during WIL placements.	2026	- Dean (Students) - Deputy Vice-Chancellor (Students and Education) - Dean (Learning and Teaching Futures)

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6 Employment The University is steadfast in its commitment to fostering an inclusive and supportive workplace, guided by a dedication to meritocracy, wherein individuals with disabilities are provided with equitable opportunity to participate in, progress through, and enjoy a meaningful career.			
6.1: To implement inclusive practices which optimise recruitment and encourage a supportive professional environment.	- Provide support for recruitment and assessment panels that includes minimising-bias training. - Disability will be explicitly identified within the 'why work at UniSQ' webpage. - Task-driven, equitable, recruitment practices – focus on the required tasks to be performed. At review of position descriptions, all tasks and requirements for the role are considered, and where necessary, amended to reflect mandatory duties. - Pathways for staff to disclose disability or health conditions in a professional manner are obvious and transparent, to demonstrate the welcoming attitude of inclusiveness to new university staff, whether they choose to disclose or not.	2026	Chief Operating and Financial Officer (COFO)
6.2: To embed accessibility training and development resources for all relevant staff.	- Managers are made aware of the supports and adjustments that they are able to provide to staff with disabilities. - Staff are made aware of supports available should they choose to disclose a disability at any applicable point in the employment lifecycle and invited to join relevant equity networks. - Staff are provided with opportunities to develop skills in creating accessible materials for teaching content. - The formal induction process to include Accessibility modules for all academic roles, and professional roles when working with or leading others, including information related to the diversity within the PWD community.	2026	- Chief Operating and Financial Officer (COFO) - Dean (Learning and Teaching Futures)
6.3: To embed accessibility provisions and reasonable adjustments that create an environment conducive to professional satisfaction.	- Career progression practices across the university that are designed, delivered and evaluated to facilitate the professional growth and desired career directions of all staff. - Accessibility provisions, including scope for flexible arrangements, and inclusive language, are used at every stage of recruitment (advertising, interview, appointment, and beyond) and implemented in a consistent and timely manner.	2026	Chief Operating and Financial Officer (COFO)
6.4: To provide structured capacity building opportunities for staff to participate in for the benefit of the university community.	- Staff training programs on disability include information pertaining to the factors that may impact on the lives of people who care for someone with a disability and the support and adjustments that may be required (4.3) - Ensure appropriate disability awareness training is available for employees, embedded within mandatory professional development modules, and via specialised opportunities available as and when required. - Develop additional and/or specialised professional development or knowledge and information for key groups, such as curriculum design and delivery and UDL principles for employees in such roles. - Further, role-specific training on disability awareness, curriculum design and delivery, and the integration of UDL principles, is readily available to staff within professional development opportunities in the People Portfolio, to support their compliance with the Disability Standards for Education.	2026	- Chief Operating and Financial Officer (COFO) - Dean (Learning and Teaching Futures)