

# UNIVERSAL DESIGN AND INCLUSION



## ACTION PLAN

# LA TROBE UNIVERSAL DESIGN AND INCLUSION ACTION PLAN

## **ACKNOWLEDGEMENT OF COUNTRY**

La Trobe University acknowledges and pays our respect to the Traditional Owners and their Elders, past and present, and will continue to incorporate Indigenous knowledge systems and protocols as part of our ongoing strategic and operational business. The lands on which La Trobe University campuses are located belong to many Traditional Owners across multiple language groups who have observed a rich array of cultural traditions over tens of thousands of years. We recognise Indigenous Australians' ongoing connection to the land and waters of Australia and value their unique contribution to the University and wider Australian society.

We are committed to providing opportunities for Indigenous Australians, both as individuals and communities through teaching and learning, research, and community partnerships across all La Trobe University campuses. The University acknowledges the many intersections of disadvantage that impact the lives of First Nations people. We actively seek to redress some of these factors in the Universal Design and Inclusion Action Plan.

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## FOREWORD

I am proud to present La Trobe University's Universal Design and Inclusion Action Plan 2023-2030. This Plan will support the accessibility objectives in the University's 2020-2030 Strategic Plan. It will ensure that people with a disability are given full and equitable access to education and employment at La Trobe University.

La Trobe University has a longstanding commitment to equity and inclusion. Our students are amongst the most diverse of all Australian universities, and we are committed to providing a learning and working environment where all staff and students feel valued, respected and supported to achieve their full potential.

We strive to make a positive difference in the lives of our students, staff, partner organisations and global communities. This is reflected in our ranking in the

world's top 20 for contributing towards the UN Sustainable Development Goals. I have no doubt that our success can be attributed to our culture of inclusion and belonging. However, there is still much work to do. Currently, approximately seven per cent of La Trobe University students have registered with our AccessAbility and Inclusion program, but we know there are many more students who have a disability. This Action Plan will support positive change for all students and staff. It has been informed by the experiences of people with disability.

La Trobe will always harness our research expertise to pursue social change, foster equitable outcomes, and promote physical, mental and emotional health and wellbeing. We will continue to be at the forefront of discovery, ensuring that our research translates into real-world

impacts for the communities we serve. Research has informed development of this Action Plan, which will help us to be an informed, inclusive, and diverse organisation and to embed universal design, accessibility, and inclusion principles across all aspects of our work.

We are committed to creating a learning environment where different abilities are recognised, valued, and celebrated. I am personally committed to ensuring that the higher education experience of all La Trobe University community members with disabilities, and their carers, is comparable to, or better than, their peers by 2030.

**Professor John Dewar**  
Vice Chancellor, La Trobe University.

# OUR VISION

La Trobe University is driven by the social conscience that inspired our beginnings. We proudly commit to honouring the legislated and moral rights of people with disability and their carers to full and equitable access to and participation in education.

By building a welcoming and informed organisation inclusive of diversity, where universal design, accessibility and inclusion are embedded in our strategy and actions, we will create equitable opportunities and outcomes for people with disability.

In all aspects of La Trobe University life, we will take practical and strategic measures to enhance the participation of people with disability and their carers,

supporting members of the La Trobe University community to be who they are and perform at their best, and be valued and respected for their diverse abilities and inherent worth. This document is our 'Disability Action Plan' for the future, crafted through research and rich conversation and reflection by members of the La Trobe University community through workshops, consultation, drop-in sessions and feedback.

The Plan is designed to be a living document, that continues to evolve with the organisation. As such the associated Implementation Plan provides detailed actions 2023-2025 as horizon 1 with further actions redeveloped on a two-yearly cycle across the life of the plan.



# OUR TERMINOLOGY

La Trobe University (hereafter referred to as 'La Trobe') acknowledges that there are many and significantly different ways of relating to the term 'disability'. We recognise that some people in the La Trobe community may not refer to themselves or identify as having a disability while others embrace a disability-proud or neurodiversity-proud identity.

We recognise that there is no satisfactory or correct way to encapsulate terminology in a written document: people with and without disability and/or who are neurodivergent will make this personal choice influenced by ableism, history, culture and circumstance. In writing this plan, we have listened to the expertise and preferences of a diverse range of staff and students with relevant lived experience.

We recognise that words are powerful, and that as evolving concepts, 'disability' and 'neurodiversity' are diverse spheres that include people who identify as disabled and people who don't. We have chosen to use 'people/staff/students with disability' consistently throughout this document to ensure the broadest level of support is offered to all those in the La Trobe community, including students and staff with lived experience of disability and neurodivergence, who

identify as Autistic, Deaf, have ADHD and/or another minority neurotype such as a Specific Learning Disability or who live with or have a mental health condition, ongoing medical condition, or disability that may be physical, neurological, intellectual, sensory or an acquired brain injury.

La Trobe recognises intersectionality and the complex and multiple perspectives that interact to create discrimination and disadvantage. This includes Indigeneity, gender identity, age, sexuality, religion, social origin, social-economic status, race, ethnicity and cultural background.<sup>1</sup> We know that these axes of disadvantage or exclusion connect, relate and intersect, creating additional and complex unique burdens and levels of disruption for people with disability when accessing education, services and support. We know that formal diagnosis can be a gruelling and extended process that is at once shaming, dispiriting,

exhausting and costly and yet may bring empowerment through validation of experience and access to services. We know that our students and staff with disability face significant personal and professional obstacles to their success from structural and systemic barriers created by the University, government and community. As an institution of research and learning and an employer, we can make a difference through our practice and research, adding value with our knowledge of how to change these obstacles and other barriers.

La Trobe recognises that by taking action and embedding the principles of universal design and inclusion in all that we do, we can unleash the full potential of our students and staff with disability. To do this we have identified five Aspirations that will guide our practice.



<sup>1</sup> Commonwealth of Australia (2021) Australia's Disability Strategy 2021–2031, Department of Social Services [www.disabilitygateway.gov.au/document/3106](http://www.disabilitygateway.gov.au/document/3106) p. 7 [accessed 17/3/2023].



# OUR ASPIRATIONS

1. La Trobe is a community that is welcoming, accessible and inclusive in both its culture, and its built and digital environments.
2. La Trobe is the university of choice for students with disability, where they have a positive, affirming and successful experience.
3. La Trobe supports and fosters outstanding graduates with the skills needed to successfully participate in the career activities of their choice.
4. La Trobe is the university employer of choice where staff with disability have equitable and responsive opportunities to obtain, maintain and excel in their career with flexible employment and career progression.
5. La Trobe is the disability research provider and partner of choice providing exemplary stakeholder engagement and supporting the delivery of evidence-based best practice.



# OUR TARGETS

1. La Trobe will achieve parity or better results for students with disability in engagement, retention, success and nine-year completion rates,<sup>2</sup> as reported by the Australian Government Department of Education.
2. La Trobe will achieve parity<sup>3</sup> or better for the experience of students with disability, as measured by the Australian Government QILT Student Experience Survey.
3. La Trobe graduates with disability will achieve parity<sup>3</sup> or better employment outcomes, as measured by the Australian Government QILT Graduate Outcomes Survey.
4. La Trobe will achieve increased recruitment, retention, career development and leadership opportunities for staff with disability, as measured by a La Trobe Employee Experience survey and internal data sources.
5. La Trobe will achieve parity<sup>3</sup> or better around Disability related research studies which are codesigned with the Disabled community, with preference given to projects addressing issues of educational and employment accessibility.
6. La Trobe is compliant with WCAG guidelines, Australian Standard EN301 549, and conforms to ISO/IEC 30071-1-209.

<sup>2</sup> The Australian Government measures completion rates over 4, 6 and 9 years to account for students who study part time

<sup>3</sup> Parity refers to parity with employment outcomes for students who do not have a disability.

# OUR GUIDING PRINCIPLES

- **La Trobe will uphold the eight principles outlined in the United Nations Convention on the Rights of Persons with Disability,<sup>4</sup> with particular attention to Article 24 – Education, which recognises the rights of persons with disabilities to education.**
  - Respect for inherent dignity and 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 all [regardless of gender identity]
  - Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.
- **La Trobe will uphold the United Nations Sustainability Goal 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".<sup>5</sup>**
- **La Trobe will uphold all relevant targets set in Australia's Disability Strategy 2021–2031<sup>7</sup> and support the delivery of the Inclusive Victoria – State disability plan 2022–2026 through systemic reforms and targeted action.**
- **Through co-design with people with disability, La Trobe will embed the 8 Goals of Universal Design<sup>6</sup> wherever possible, contextualised in all domains of University policy, process and practice.**
  - Body Fit – accommodating a wide range of body sizes and abilities
  - Comfort – keeping demands within desirable limits of body function and perception
  - Awareness – ensuring that critical information for use is easily perceived
  - Understanding – making methods of operation and use intuitive, clear and unambiguous
  - Wellness – contributing to health promotion, avoidance of disease and protection from hazards
  - Social Integration – treating all groups with dignity and respect
  - Personalisation – incorporating opportunities for choice and the expression of individual preferences [and needs].
  - Cultural Appropriateness – respecting and reinforcing cultural values, and the social and environmental contexts of any design project.
- **The Universal Design for Learning Guidelines<sup>8</sup> will assist in enhanced accessibility of learning content and delivery. These are:**
  - multiple means of Engagement.
  - multiple means of Representation.
  - multiple means of Action and Expression.
- **Accountability for the delivery of this Plan will rest with senior executives of the University.**
- **The Universal Design and Inclusion Action Plan will be a living document, with an implementation plan reviewed annually and progress against plan reports submitted to the Equity Diversity and Inclusion Committee and Academic Board.**
- **The conception, development, evaluation and monitoring of the implementation of this Plan will be guided by research and strengthened by involving people with lived experience of disability and their partners, family, carers or representatives.**

This Plan will align with La Trobe's Indigenous Strategy, Sexual Harm Prevention and Response Action Plan (Respect at La Trobe), and the Healthy University strategy and the forthcoming La Trobe Equality Diversity and Inclusion Strategy in acknowledgement of the intersectionality of disability with other aspects of minority disadvantage.
- **La Trobe will be informed by the findings of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability and proactively respond to applicable issues of concern.**
- **La Trobe will comply with relevant Federal and State legislation, including the Disability Discrimination Act 1992,<sup>9</sup> the Disability Standards for Education Act 2005<sup>10</sup> and the Carer Recognition Act 2010.<sup>11</sup>**

4 UN General Assembly (2007) Convention on the Rights of Persons with Disabilities: resolution / adopted by the General Assembly, 24 January 2007, A/RES/61/106, Department of Economic and Social Affairs, [www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities](http://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities) [accessed 17/3/2023].

5 United Nations (2015) *Transforming Our World: The 2030 Agenda for Sustainable Development*. New York: UN Publishing, [sdgs.un.org/goals](https://sdgs.un.org/goals) [accessed 17/03/2023].

6 Center for Inclusive Design and Environmental Access (1997) *What is Universal Design*, University at Buffalo School of Architecture and Planning, What is Universal Design – IDEA Center ([buffalo.edu](http://buffalo.edu)) [accessed 29/09/2022].

7 Australia's Disability Strategy 2021–2031 <https://www.disabilitygateway.gov.au/document/3106>

8 CAST, 2018, Universal Design for Learning Guidelines version 2.2, [udlguidelines.cast.org](https://udlguidelines.cast.org) [accessed 17/03/2023].

9 Commonwealth of Australia (1992) *Disability Discrimination Act 1992*, Canberra, [www.legislation.gov.au/Details/C2022C00367](http://www.legislation.gov.au/Details/C2022C00367) [accessed 17/03/2023].

10 Commonwealth of Australia (2005) *Disability Standards for Education Act 2005*, Canberra, [www.legislation.gov.au/Details/F2005L00767](http://www.legislation.gov.au/Details/F2005L00767). [accessed on 17/03/2023].

11 Commonwealth of Australia (2010) *Carer Recognition Act 2010*, Canberra, [www.legislation.gov.au/Details/C2010A00123](http://www.legislation.gov.au/Details/C2010A00123) [accessed 17/03/2023].



## ASPIRATION 1:

La Trobe is a community that is welcoming, accessible and inclusive in both its culture, and its built and digital environments.

### Commitments:

- Provide ongoing mechanisms to consult with and listen to staff and students with disability.
  - Ensure that students and staff are provided with a safe and inclusive learning and work environment, free from discrimination and with the adjustments they need to succeed.
  - Actively challenge and disrupt all forms of bias and boost the awareness and understanding
- of disability, ableism and intersectionality among University staff and students.
  - Ensure meetings, events, conferences, forums and gatherings are inclusive and accessible to all people and developed with universal design in mind.
  - Ensure that all the design and planning for La Trobe’s City of the Future and regional campuses is responsive to the needs of people with disability.
- Ensure that all La Trobe’s digital environments comply with the latest Web Content Accessibility Guidelines (WCAG) and that internal and external communications are fully accessible or include accessible versions by default.
  - Embed relevant actions and accountabilities identified in this Plan in the business plans of all divisions and departments within the University.

## IMPLEMENTATION PLAN ACTIONS

ACTION	TIMELINE	RESPONSIBLE
<p><b>Provide ongoing mechanisms to consult with and listen to staff and students with disability</b></p> <ul style="list-style-type: none"> <li>– Establish a Disability Reference Group to provide feedback on policy, planning and service development.</li> <li>– Establish a students with a lived experience consultation group to provide feedback to strengthen student engagement programs.</li> <li>– Embed specific questions to capture the experience of staff with a disability as part of the Employee Experience Survey and develop a targeted action plan.</li> </ul>	<p>July 2023</p> <p>Ongoing</p> <p>August 2023</p>	<p>Director Health, Wellbeing and Inclusion</p> <p>Director Culture and Capability</p>
<p><b>Ensure that students and staff are provided with a safe and inclusive learning and work environment free from discrimination and with the adjustments they need to succeed.</b></p> <ul style="list-style-type: none"> <li>– Implement a clear reporting and feedback mechanism for students and staff to report harm, discrimination and concerns about inclusion and belonging.</li> <li>– Establish and maintain central funds for the procurement of assistive technology hardware and software as reasonable adjustments for staff and students with disability or neurodivergence.</li> </ul>	<p>December 2023</p> <p>December 2023</p>	<p>Director Student Life</p> <p>Chief Finance Officer</p>
<p><b>Actively challenge and disrupt all forms of bias and boost the awareness and understanding of disability, ableism and intersectionality among University staff and students.</b></p> <ul style="list-style-type: none"> <li>– Develop and implement best practice guidelines for neurodiversity inclusion.</li> <li>– Develop and deliver inclusive training incorporating universal design, reasonable adjustments, accessible content and use of assistive technology.</li> <li>– Establish a forum to showcase the best practices of inclusive research, teaching and learning.</li> <li>– Develop Inclusive Language Guidelines.</li> </ul>	<p>December 2023</p> <p>December 2023</p> <p>Sept 2024</p> <p>June 2023</p>	<p>Director Health, Wellbeing and Inclusion</p>

ACTION	TIMELINE	RESPONSIBLE
<p><b>Ensure meetings, events, conferences, forums and gatherings are inclusive and accessible to all people and developed with universal design in mind.</b></p> <ul style="list-style-type: none"> <li>– Create and deliver accessible and inclusive events which celebrate and honour disability, including International Day of People with Disability and the Annual Internship and Graduation Pathway forum.</li> <li>– Develop and implement the use of an Inclusive Events and Communications Checklist/Guideline for all University events and communications.</li> <li>– Develop Inclusive Meetings Guidelines.</li> </ul>	<p>Ongoing</p> <p>December 2023</p> <p>June 2023</p>	<p>Director Student Life</p> <p>Director Culture and Capability</p>
<p><b>Ensure the design and planning for La Trobe’s City of the Future is responsive to the needs of people with disability.</b></p> <ul style="list-style-type: none"> <li>– Embed a process to ensure users with disability are consulted in the design of campuses, accommodation facilities and infrastructure and have the opportunity and supports required to test emerging building access and security technologies prior to implementation.</li> <li>– In consultation with the Disability Reference Group develop Universal Design Guidelines for built environments to be used for all future developments and projects to be incorporated into the University Master Plan.</li> <li>– Develop a plan to retrofit electric auto-opening doors and swipe access in significant thoroughfares and communal rooms, while ensuring all new buildings are equipped with auto-opening doors where required.</li> <li>– Review the provision of accessible parking located close to all buildings.</li> <li>– Provide and publish alternative access and egress points for any capital works, with adequate notice, signage and wayfinding provided.</li> </ul>	<p>December 2024</p>	<p>Director Project Design and Delivery</p> <p>Director Facilities Assets and Services</p>
<p><b>Ensure that all La Trobe’s digital environments comply with the latest Web Content Accessibility Guidelines (WCAG) and that internal and external communications are fully accessible or include accessible versions by default.</b></p> <ul style="list-style-type: none"> <li>– Review existing website design and style guides to identify areas for improvement and to align with the WCAG.</li> <li>– Provide training and support to content developers responsible for administering web content.</li> </ul>	<p>December 2024</p>	<p>Chief Marketing Officer</p>
<p><b>Embed relevant actions and accountabilities identified in this Plan in the business plans of all divisions and departments within the University.</b></p> <ul style="list-style-type: none"> <li>– Reference this plan in the Business Planning template for relevant areas.</li> <li>– Provide yearly updates against the Plan to Academic Board.</li> </ul>	<p>September 2023</p>	<p>Director Data and Analytics</p>

## ASPIRATION 2:

La Trobe is the university of choice for students with disability, where they have a positive, affirming and successful experience

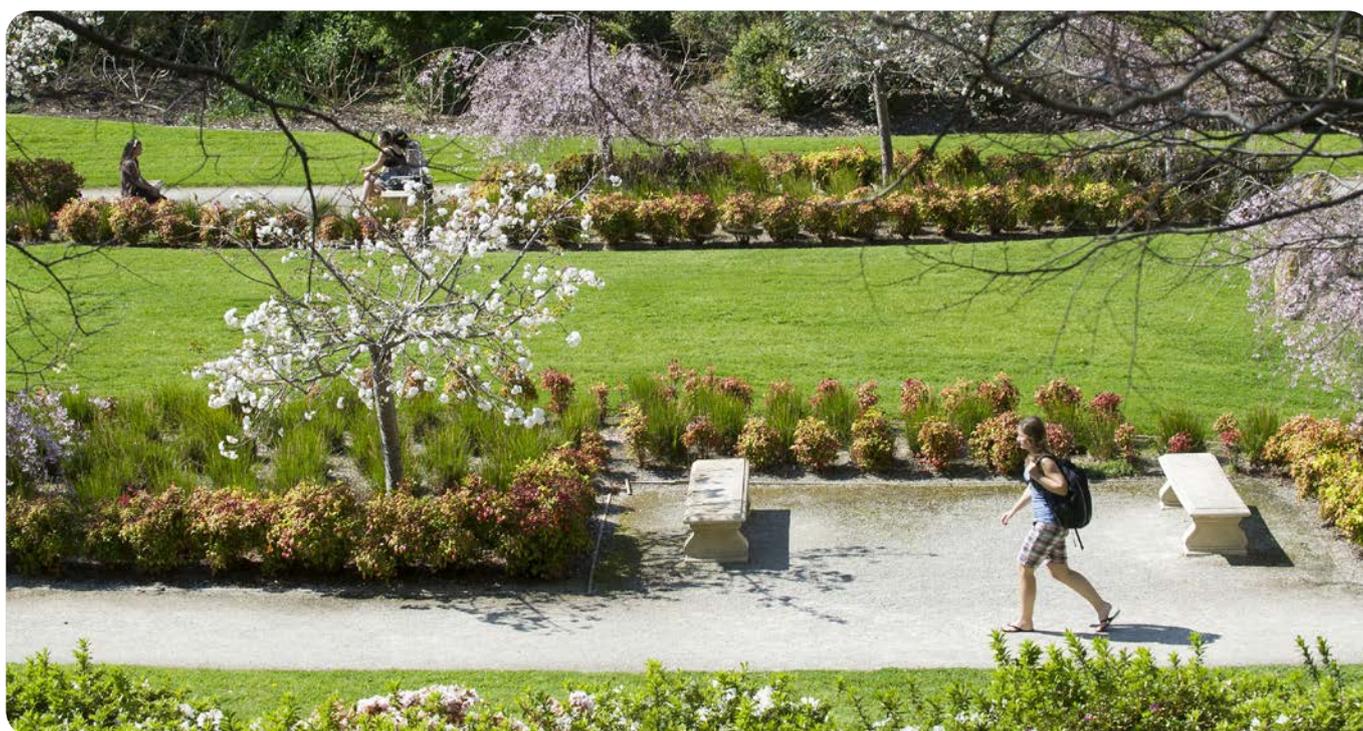
### Commitments:

- Embed Universal Design for Learning principles across all learning and assessment development and content, including multiple means of engagement, representation, action and expression.
- Ensure our learning management and digital systems used in teaching delivery are fully accessible and meet the needs of all users.
- Ensure subject guides, Handbook and information sources are accessible.
- Encourage students with disability to enrol at La Trobe and show them how they will be well supported.
- Provide a supportive and streamlined process to ensure students receive reasonable adjustments to support their success.
- Ensure systems and supports are in place to contribute to increased retention and successful completion rates for students with disability.

## IMPLEMENTATION PLAN ACTIONS

ACTION	TIMELINE	RESPONSIBLE
<p><b>Embed Universal Design for Learning principles across all learning and assessment development and content, including multiple means of engagement, representation, action and expression.</b></p> <ul style="list-style-type: none"> <li>– Ensure learning content, including third-party videos, is recorded, captioned, transcribed and includes audio descriptions where appropriate.</li> <li>– Ensure staff have access to evidence-based training that promotes skill development related to Universal Design for Learning, reasonable adjustments and disability inclusion and confidence.</li> <li>– Embed disability affirming training into curriculum to develop graduate attributes.</li> </ul>	<p>Ongoing</p> <p>December 2023</p>	<p>Director Health, Wellbeing and Inclusion</p> <p>Director Culture and Capability</p>
<p><b>Ensure our learning management and digital systems used in teaching delivery are fully accessible and meet the needs of all users.</b></p> <ul style="list-style-type: none"> <li>– Review existing Learning Management System (LMS) templates and provide guidance for the progressive review of existing subject content to ensure content is fully accessible and includes information about available supports for students with disability.</li> <li>– Equip teaching spaces and meeting rooms with high quality audio recording equipment.</li> <li>– Provide comprehensive information, training, advice and ongoing support to staff and students on the availability and use of assistive technology.</li> <li>– Embed and activate live captioning, recording and transcription functionality in teaching and staff meeting platforms.</li> </ul>	<p>December 2023</p> <p>December 2025</p> <p>December 2024</p> <p>December 2023</p>	<p>Pro Vice Chancellor Teaching and Learning</p> <p>Director Project Design and Delivery</p> <p>Director Health, Wellbeing and Inclusion</p> <p>Chief Information Officer</p>
<p><b>Ensure subject guides, Handbook and information sources are accessible and provide relevant information for students</b></p> <ul style="list-style-type: none"> <li>– Publish information regarding core participation and inherent requirements to allow prospective students to make informed decisions regarding degree pathways.</li> <li>– Review and amend all University Handbooks, enrolment and timetabling systems and processes to ensure they meet accessibility standards.</li> </ul>	<p>December 2023</p> <p>December 2024</p>	<p>Director Health, Wellbeing and Inclusion</p> <p>Associate Deans Learning and Teaching</p> <p>Chief Marketing Officer</p>

ACTION	TIMELINE	RESPONSIBLE
<p><b>Encourage students with disability to enrol at La Trobe and show them how they will be well supported.</b></p> <ul style="list-style-type: none"> <li>- In partnership with VTAC review and redevelop the SEAS application form to better support students with a disability.</li> <li>- Encourage participation of students with disability in Higher Degrees by Research through targeted information on websites and marketing material including scholarship and support opportunities available.</li> <li>- Include clear and comprehensive information on the La Trobe public website and staff intranet sites about the range of supports available to students and the process for accessing reasonable adjustments.</li> </ul>	<p>December 2023</p> <p>December 2023</p> <p>December 2023</p>	<p>Director Student Administration</p> <p>Pro Vice Chancellor Graduate Research</p> <p>Chief Marketing Officer</p>
<p><b>Provide a supportive and streamlined process to ensure students receive reasonable adjustments to support their success</b></p> <ul style="list-style-type: none"> <li>- Review existing process for the determination, implementation and monitoring of reasonable adjustments in partnership with the schools.</li> <li>- Develop an agreed list of available adjustments that can be accommodated for each course.</li> <li>- Develop an agreed escalation process between the Schools and Health, Wellbeing and Inclusion for any adjustments that cannot be met.</li> </ul>	<p>September 2023</p> <p>September 2023</p> <p>September 2023</p>	<p>Director Health, Wellbeing and Inclusion</p> <p>Associate Deans Learning and Teaching</p>
<p><b>Ensure systems and supports are in place to contribute to increased retention and successful completion rates for students with disability.</b></p> <ul style="list-style-type: none"> <li>- Provide and promote specific flexible scholarships for students with disability, ensuring principles of equity remain embedded in the University's scholarship strategy.</li> <li>- Develop and implement proactive outreach strategies to support students with a disability to transition into University.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Director Student Success</p> <p>Director Student Administration</p>



## ASPIRATION 3:

### La Trobe supports and fosters outstanding graduates with the skills needed to successfully participate in the career activities of their choice

#### Commitments:

- Support students with diverse abilities to seek or create employment of their choosing.
- Provide tailored career support programs to improve graduate employability outcomes for students with disability.
- Provide supportive opportunities for students to engage in industry learning experiences.
- Provide opportunities for students with disability to participate in developmental and leadership opportunities.
- Celebrate the achievements of our graduates to raise aspirations for current and prospective students with a lived experience of disability.
- Collaborate with industry partners to provide opportunities for students to develop their understanding of the disability sector.

## IMPLEMENTATION PLAN ACTIONS

ACTION	TIMELINE	RESPONSIBLE
<p><b>Support students with diverse abilities to seek or create employment of their choosing.</b></p> <ul style="list-style-type: none"> <li>– Run annual forums on internships and graduate pathways for students with disability and other diverse needs.</li> <li>– Encourage student participation in entrepreneurship activities.</li> <li>– Provide specific advice and information to students regarding graduate recruitment processes and programs.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Director Student Life</p>
<p><b>Provide tailored career support programs to improve graduate employability outcomes for students with disability</b></p> <ul style="list-style-type: none"> <li>– Increase participation of students with disability in the Career Ready Advantage program through targeted information distribution and tailored resources to support diverse abilities.</li> <li>– Promote the Australian Network on Disability’s Stepping Into and PACE mentoring programs for students with a disability and professionals with a lived experience of disability.</li> <li>– Continue to foster and maintain partnerships with external agencies to develop students’ employability skills and employment opportunities, such as GradWISE, WDEA and the Neurodiversity Hub.</li> </ul>	<p>December 2023</p> <p>December 2024</p> <p>December 2024</p>	<p>Director Student Life</p>
<p><b>Provide supportive opportunities for students to engage in industry learning experiences</b></p> <ul style="list-style-type: none"> <li>– Encourage the participation of students with disability in accessible and inclusive placements, including mandatory placements, Work Based Learning and internships, through the provision of reasonable adjustments where possible.</li> <li>– Develop and deliver training for prospective placement hosts on working with students with a disability.</li> <li>– Further strengthen the Neurodiversity Placements Program with tailored resources to support students and placement providers.</li> </ul>	<p>December 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Director Health, Wellbeing and Inclusion</p> <p>Deputy Provost</p>

ACTION	TIMELINE	RESPONSIBLE
<p><b>Provide opportunities for students with disability to participate in developmental and leadership opportunities.</b></p>		Director Student Life
<ul style="list-style-type: none"> <li>– Review La Trobe’s student leadership programs to ensure they are accessible and inclusive of students with disability.</li> </ul>	September 2023	
<ul style="list-style-type: none"> <li>– Encourage students with a disability to participate in Student Advisory Groups, representative committees and forums.</li> </ul>	January 2024	
<ul style="list-style-type: none"> <li>– Encourage and support students with a disability to participate in the Students Mentoring Staff program.</li> </ul>	July 2023	
<p><b>Celebrate the achievements of our students and graduates to raise aspirations for current and prospective students with a lived experience of disability.</b></p>		Manager Student Communications Chief Marketing Officer
<ul style="list-style-type: none"> <li>– Profile graduates with a disability as part of every graduation round.</li> </ul>	Ongoing	
<ul style="list-style-type: none"> <li>– Identify current students and profile their achievements through MyLaTrobe.</li> </ul>	Ongoing	
<ul style="list-style-type: none"> <li>– Consider the potential to draw on current students or graduates for University marketing campaigns.</li> </ul>	December 2023	
<p><b>Collaborate with Industry partners to provide opportunities for students to develop their understanding of the disability sector</b></p>		Deputy Vice Chancellor Academic Director Health, Wellbeing and Inclusion
<ul style="list-style-type: none"> <li>– Strengthen La Trobe’s long-standing partnership with Life Skills to provide opportunities for students and their participants.</li> </ul>	Ongoing	



## ASPIRATION 4:

La Trobe is the university employer of choice where staff with disability have equitable and responsive opportunities to obtain, maintain and excel in their career with flexible employment and career progression.

### Commitments:

- Actively recruit and retain staff with disability and through the provision of necessary support, workplace adjustments, flexible career growth and leadership opportunities.
- Train people managers in disability confidence and inclusive leadership practices, ensuring that staff with disability and caring responsibilities are appropriately supported.
- Develop guidelines and training for managers on how to ensure work flexibility and workplace adjustments are provided.
- Provide confidential tailored and responsive support for staff with disability.
- Ensure internal schemes, such as awards, career promotions and funding opportunities are inclusive and responsive to the needs of people with disability.
- Establish mechanisms for benchmarking and reporting on disability employment metrics and experience measures.

## IMPLEMENTATION PLAN ACTIONS

ACTION	TIMELINE	RESPONSIBLE
<p><b>Actively recruit and retain staff with disability and provide the necessary support and service for equitable participation in the workplace.</b></p> <ul style="list-style-type: none"> <li>– Embed specific training on inclusive recruitment practices for hiring managers and recruitment staff.</li> <li>– Revise the existing Workplace Adjustments Policy.</li> <li>– Provide additional training and advice for staff and managers regarding how to access work flexibility and reasonable adjustments.</li> <li>– Undertake an end-to-end review of employee experience touch points, including new starter documents and onboarding, contracts, payroll, learning modules and advancement programs to ensure these are inclusive and accessible.</li> <li>– Provide opportunities for staff with a lived experience of disability to come together and share their professional experiences.</li> </ul>	<p>December 2024</p>	<p>Executive Director Human Resources Director Culture and Capability</p>
<p><b>Train people managers in disability confidence and inclusive leadership practices, ensuring that staff with disability and caring responsibilities are appropriately supported.</b></p> <ul style="list-style-type: none"> <li>– Embed specific training for people leaders on inclusive management practices and support available for their staff.</li> <li>– Develop guidelines and training for managers on work flexibility and workplace adjustments.</li> <li>– Develop a central mechanism for advice for managers requiring further assistance and support for their staff.</li> <li>– Establish a Community of Practice for staff on good practices for supporting students and staff with a lived experience of disability.</li> </ul>	<p>December 2023 Ongoing Ongoing</p>	<p>Director Culture and Capability</p>

ACTION	TIMELINE	RESPONSIBLE
<p><b>Provide confidential tailored and responsive support for staff with disability.</b></p> <ul style="list-style-type: none"> <li>– Establish a mechanism for staff to provide confidential feedback relating to their accessibility experiences.</li> <li>– Provide an accessible central contact point of support and process guidance for staff with disability. Undertake consultation to ensure the needs of staff with disability are incorporated into staff wellbeing and inclusion initiatives.</li> <li>– Establish and promote staff communication and support networks for disability, neurodiversity, assistive technology and any future emerging needs.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>December 2023</p>	<p>Director Health, Wellbeing and Inclusion</p>
<p><b>Ensure internal schemes, such as awards, career promotions and funding opportunities are inclusive and responsive to the needs of people with disability.</b></p> <ul style="list-style-type: none"> <li>– Review all current program guidelines to ensure that the information is accessible.</li> <li>– Embed a specific program to support staff with a disability to apply for promotion or reclassification.</li> <li>– Provide support and process guidance for the equitable promotion and remuneration of staff with disability, setting targets for employment in key areas of leadership.</li> </ul>	<p>Ongoing</p>	<p>Deputy Vice Chancellor Academic</p>
<p><b>Establish mechanisms for benchmarking and reporting on disability employment metrics and experience measures.</b></p> <ul style="list-style-type: none"> <li>– Join the Australian Network on Disability and undertake an Access and Inclusion self-assessment, establishing benchmark data for retention and satisfaction of staff with disability.</li> <li>– Establish safe, confidential and trusted mechanisms for the collection of disability workforce data to inform initiatives and programs for staff.</li> </ul>		<p>Director Culture and Capability</p>



## ASPIRATION 5:

La Trobe is the disability research provider and partner of choice providing exemplary stakeholder engagement and supporting the delivery of evidence-based best practice.

### Commitments:

- Ensure that disability research is undertaken and led by people with lived experience of disability, wherever possible.
  - Ensure that any research regarding disability involves people with disability and their partners, family and carers or representatives,
- reflecting that what we research and how we do it is aligned with ethical research practice.
- Actively support and encourage all research centres and institutes to include representation of people with disability and their partners, family and carers or representatives in Advisory Committees where they are suitably qualified and experienced candidates.
  - Consult and partner with government, peak bodies and disability leaders when designing research.
  - Disseminate research findings and information about disability inclusion and best practice.

## IMPLEMENTATION PLAN ACTIONS

ACTION	TIMELINE	RESPONSIBLE
<p><b>Ensure that disability research is undertaken and led by people with lived experience of disability, wherever possible.</b></p> <ul style="list-style-type: none"> <li>– Actively encourage the recruitment and support of researchers with lived experience of disability.</li> <li>– Establish and expand pathways for undergraduate students with disability into Higher Degrees by Research.</li> <li>– Promote the availability of FLEX Scholarships for postgraduate students with disability.</li> </ul>	<p>Ongoing</p> <p>Ongoing</p>	<p>Executive Director Research Office</p> <p>Pro Vice Chancellor Graduate and Global Research</p>
<p><b>Ensure that any research regarding disability involves people with disability and their partners, family and carers or representatives, reflecting that what we research and how we do it is aligned with ethical research practice.</b></p> <ul style="list-style-type: none"> <li>– Ensure Schools and research institutes provide an appropriate budget to ensure the involvement of people with disability in research activities that are inclusive and accessible.</li> <li>– Actively support the involvement of people with disability, their partners, family and carers or representatives as members of our Human Research Ethics Committee and other ethics committees.</li> <li>– Encourage linkages between research centres and institutes and the La Trobe Consumer Engagement in Research Working Party.</li> </ul>		<p>Deputy Vice Chancellor Research &amp; Industry Engagement</p> <p>Executive Director Research Office</p> <p>Pro Vice Chancellor Research Capability</p>
<p><b>Actively support and encourage all research centres and institutes to include representation of people with disability and their partners, family and carers or representatives in Advisory Committees where they are suitably qualified and experienced candidates.</b></p> <ul style="list-style-type: none"> <li>– Involve people with disability and their partners, family and carers or representatives in planning, reporting and evaluating of research undertaken.</li> <li>– Actively encourage and promote opportunities to increase the representation of people with disability across all research-leading committees.</li> </ul>		<p>Executive Director Research Office</p> <p>Deputy Vice Chancellor Research and Industry Engagement</p>

**ACTION****TIMELINE****RESPONSIBLE****Consult and partner with government, peak bodies and disability leaders when designing research.**

- Continue to encourage research centres and institutes to consult with disability peak bodies for questions of concern to the communities served.
- Promote linkages and connections with government through research centres and institutes responding to government inquiries concerning disability.

Executive Director  
Research Office

Pro Vice Chancellor  
Research Capability

**Disseminate research findings and information about disability inclusion and best practice**

- Identify an internal community of practice from key stakeholder divisions within the University to ensure that relevant disability-related research findings are circulated regularly to inform best practice solutions at La Trobe.

Executive Director  
Research Office



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