

Disability and Accessibility Action Plan 2024 - 2030



Acknowledgment of Country and Commitment to Indigenous Peoples

Monash University acknowledges that our Australian campuses are located on the unceded lands of the peoples of the Kulin Nations, and pay our respects to their Elders, past and present.

We're committed to fostering a society that acknowledges, respects and includes Indigenous Peoples, cultures and knowledges. The University will contribute to the creation of this society by working with and celebrating the Indigenous Peoples, their cultures and their knowledges of all places where Monash has a campus or major presence.¹

Australia as a nation is built on a colonial legacy of dispossession and disregard for Indigenous Law and Lore, customs, and sovereignties, as well as the practice of Indigenous child removal, which involved systematic racial discrimination, amounting to genocide as defined by international law.

Monash will be guided by the principles of Indigenous Self-Determination, and acknowledge the unique position Indigenous Australians hold in the decision making and future of their unceded lands, waters and skies. The rights of Indigenous Australians as the Traditional Owners of the land foregrounds and guides Monash's *Equity, Diversity and Inclusion Framework 2022 - 2030* and its subsequent Actions Plans, including the *Disability and Accessibility Action Plan 2024 - 2030*.



Recognition of lived and living experiences of disability

Indigenous Australians with disability experience unique forms of marginalisation due to colonisation, institutional racism and intergenerational trauma. Monash recognises the important contributions Indigenous Australians, including those with disability, make to ways of knowing, being and doing that can further our understandings of wellbeing, disability and ableism.

Monash recognises the strength and generosity of those with lived and living experiences of disability and ableism, and wishes to thank those who have contributed to the formulation of this Action Plan². Their contributions have been invaluable in shaping our commitments to achieve a more inclusive and accessible university environment for people with disability.

1 Adapted from Monash University's Strategic Plan, [Impact 2030](#)

2 Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, [Executive Summary](#)



Foreword

Professor Allie Clemans, Deputy Vice-Chancellor (Education) and Senior Vice-President

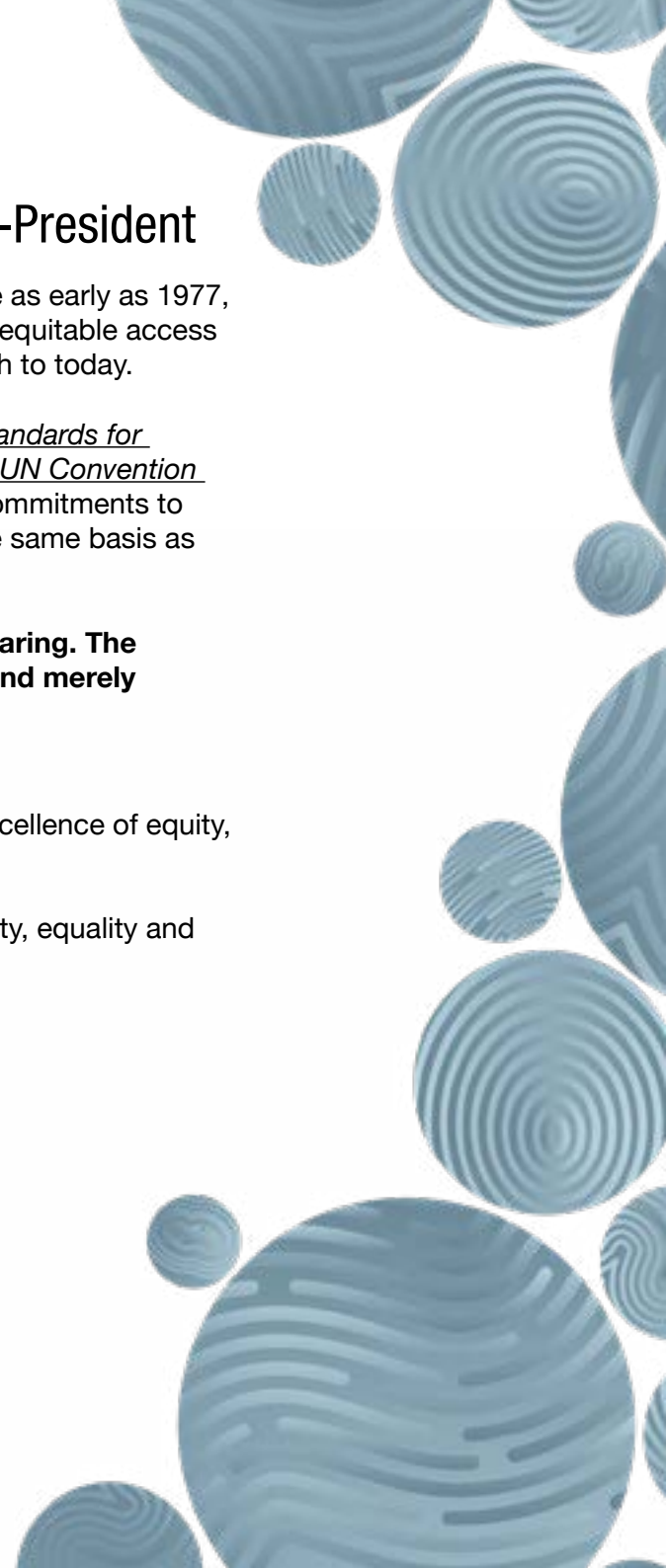
Monash has long been committed to making the University accessible and inclusive of people with disability. Since as early as 1977, Monash has undertaken institution-wide action to uplift the voices of students and staff with disability and provide equitable access to education and employment. This commitment, having been made early in our University's history, carries through to today.

Monash is committed to fulfilling our obligations under the *Disability Discrimination Act 1992 (Cth)*, the *Disability Standards for Education 2005* and the *Disability (Access to Premises - Buildings) Standards 2010*, and aligning our work with the *UN Convention on the Rights of Persons with Disabilities*. Monash also recognises that these only establish mandatory, baseline commitments to ensuring students with disability can access their education, and staff with disability can participate in work, on the same basis as peers without disability.

Monash University's Equity, Diversity and Inclusion Framework 2022-2030 calls for us to be ambitious and daring. The Disability and Accessibility Action Plan 2024-2030 is aligned with this Framework in seeking to take us beyond merely required action, and instead push the University to:

- become truly intersectional;
- work meaningfully and respectfully with all, including those with lived and living experiences of disability; and
- bring the whole institution, across all our campuses around the world along with us, in becoming a centre of excellence of equity, inclusion and belonging.

In doing so, we can reach our vision of a University where people with disability can live, work, and learn with dignity, equality and respect to fulfil their potential.



Disability and Accessibility Action Plan

2024 - 2030

Vision

Monash is deeply committed to building communities that are accessible, inclusive and equitable, across the University and within the broader communities where Monash is anchored through a campus or major presence. As outlined in [Impact 2030](#), advancing thriving communities that are cohesive and supportive, is one of the key challenges of our age.

"Thriving communities hold the promise of the 'good life' we seek. This is the challenge of how we live well, and how we live well together"

- Impact 2030

Accessibility is an essential part of advancing equitable, cohesive and supportive communities. It is a fundamental human right that enables all people to live well, and live well together.

Monash is dedicated to building innovative solutions with communities to tackle systemic inequities including discrimination, intolerance, inequality, disadvantage and violence.

The *Disability and Accessibility Action Plan 2024 - 2030* ('DAAP 2024-2030') is one of the ways in which Monash seeks to take action to create more accessible and inclusive University experiences for students and staff, and the wider community of people who engage with our University, as envisioned in Monash's overarching [Equity, Diversity and Inclusion Framework 2022 - 2030](#).



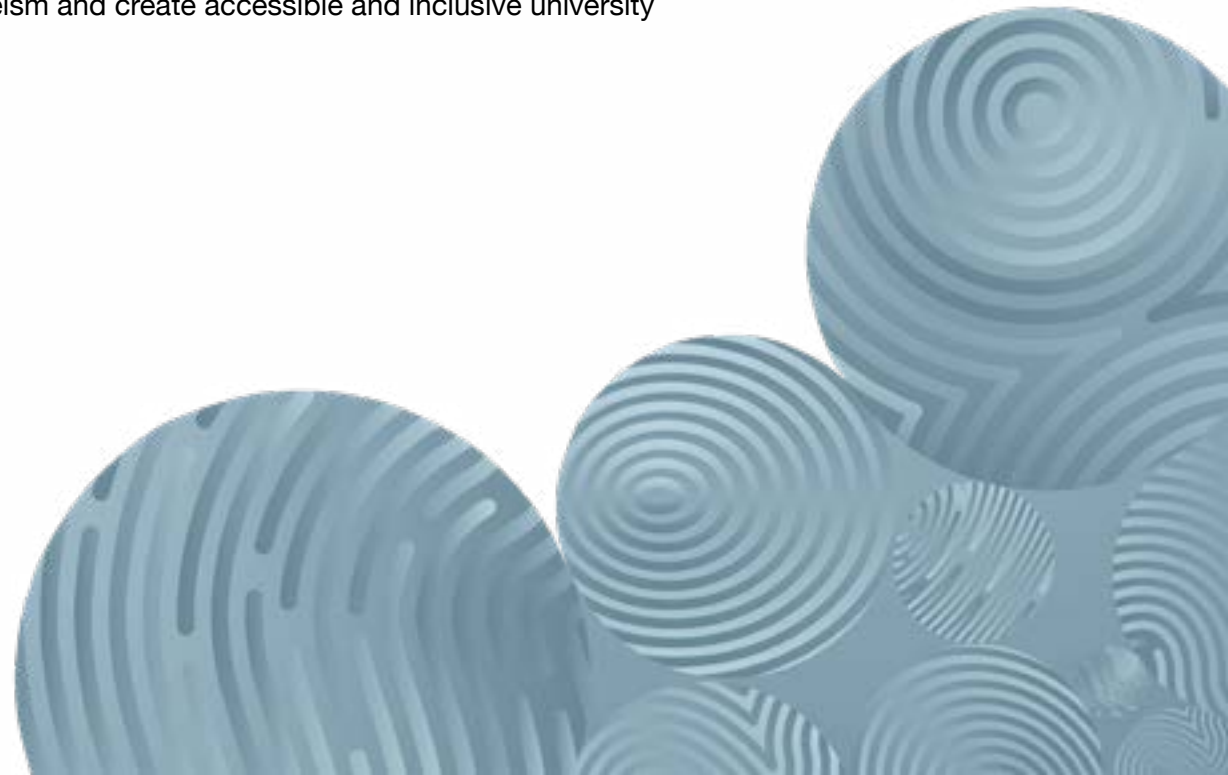
Equity, Diversity and Inclusion Framework 2022-2030

Strategic Directions

Equity, diversity and inclusion are key aspirations of Monash. One of the goals established by *Impact 2030* is for Monash to be inclusive. The *Equity, Diversity and Inclusion Framework 2022-2030* seeks to operationalise this goal, committing Monash to create a network of thriving communities:

- that appreciate, respect and include Indigenous Peoples and Cultures;
- that are equitable, diverse and inclusive;
- where every individual feels safe, supported, respected and has a sense of belonging; and
- where systemic issues of inequality and disadvantage, intolerance, discrimination and violence do not exist.

The DAAP 2024-2030 helps achieve the aspirations established in the *Equity, Diversity and Inclusion Framework 2022-2030* by committing Monash to a broad range of actions that support students, staff and community members with disability who engage with the University; and that engage in systemic change to address ableism and create accessible and inclusive university experiences for all.



Principles

The principles established in the *Equity, Diversity and Inclusion Framework 2022-2030* underpin all actions and commitments taken under the DAAP 2024-2030:

Intersectional:

We acknowledge that individuals have many facets that make up their identity, and that if we focus on ending disadvantage through only one lens, we will miss opportunities to address compounding marginalisation and discrimination. Accordingly, we seek to consistently apply an intersectional lens.

People-centred:

Our focus is on caring for and supporting members of the University community, by understanding the diversity of individuals' lived and living experiences of disability. This means not taking a one-size-fits-all approach, and instead listening and ensuring we work meaningfully to respond to the diverse realities of students, staff and community members who engage with Monash.

Whole-of-community:

It is important that every member of the Monash community, whether they be students, staff or other partners and collaborators, is committed to the values of accessibility and disability inclusion, no matter where in the world they are, and making the University a more inclusive place.

Dynamic and iterative:

We recognise that our knowledge and understanding of accessibility, disability and inclusion is developing, and will continue to evolve. We commit to using extensive and dynamic methods for listening, monitoring, evaluating and improving our practices to advance access and inclusion.



Policy and Legislative Frameworks

Underpinning the DAAP 2024-2030 are a series of International, Federal and State policy and legislative imperatives, and important accessibility standards, which apply in Australia. Given the complexity of this legislative, legal and regulatory landscape; this Plan speaks specifically to projects and initiatives at the Monash Australia campuses and teaching locations. Further contextualised and localised Plans will be co-designed in 2025 across other key international campuses, as recommended through the consultation process.

International

- [United Nations Convention on the Rights of Persons with Disabilities \(CRPD\)](#), ratified by Australia in 2008.
- [Marrakesh Treaty](#), ratified by Australia in 2015

Federal

- [Disability Discrimination Act 1992 \(Cth\)](#)
- [Human Rights Commission Act 1986 \(Cth\)](#)
- [Fair Work Act 2009 \(Cth\)](#)
- [Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability Final Report](#)
- [Senate Standing Committee on Community Affairs References Committee inquiry into barriers to consistent, timely and best practice assessment of attention deficit hyperactivity disorder \(ADHD\) and support services for people with ADHD](#), October 2023
- [Senate Select Committee on Autism, Services, Support and Life Outcomes for Autistic Australians Report](#), March 2022
- [Disability Standards for Education 2005](#)
- [Disability \(Access to Premises - Buildings\) Standards 2010](#)

State

- [Equal Opportunity Act 2010 \(Vic\)](#)
- [Charter of Human Rights and Responsibilities Act 2006 \(Vic\)](#)
- [Inclusive Victoria: state disability plan \(2022 - 2026\)](#)

Policies and Standards

- [Australian Vice-Chancellor's Committee \(AVCC\) Guidelines relating to Students with a Disability](#)
- [Web Content Accessibility Guidelines](#)

Understanding 'disability'

"Disability...is not simply a matter of individual impairment which can be summed up or addressed in purely medical terms. Rather, disability involves interaction between a person's impairment and social environments, systems, structures and attitudes which are too often disabling and excluding in their effect, instead of being enabling and inclusive."

Graham Innes - Former Disability Discrimination Commissioner National Disability Summit keynote address, 30 April 2010, Melbourne



Understanding 'disability'

Monash is subject to the *Disability Discrimination Act 1992 (Cth)*. The definition of disability in this legislation informs eligibility to access individualised disability support at Monash.

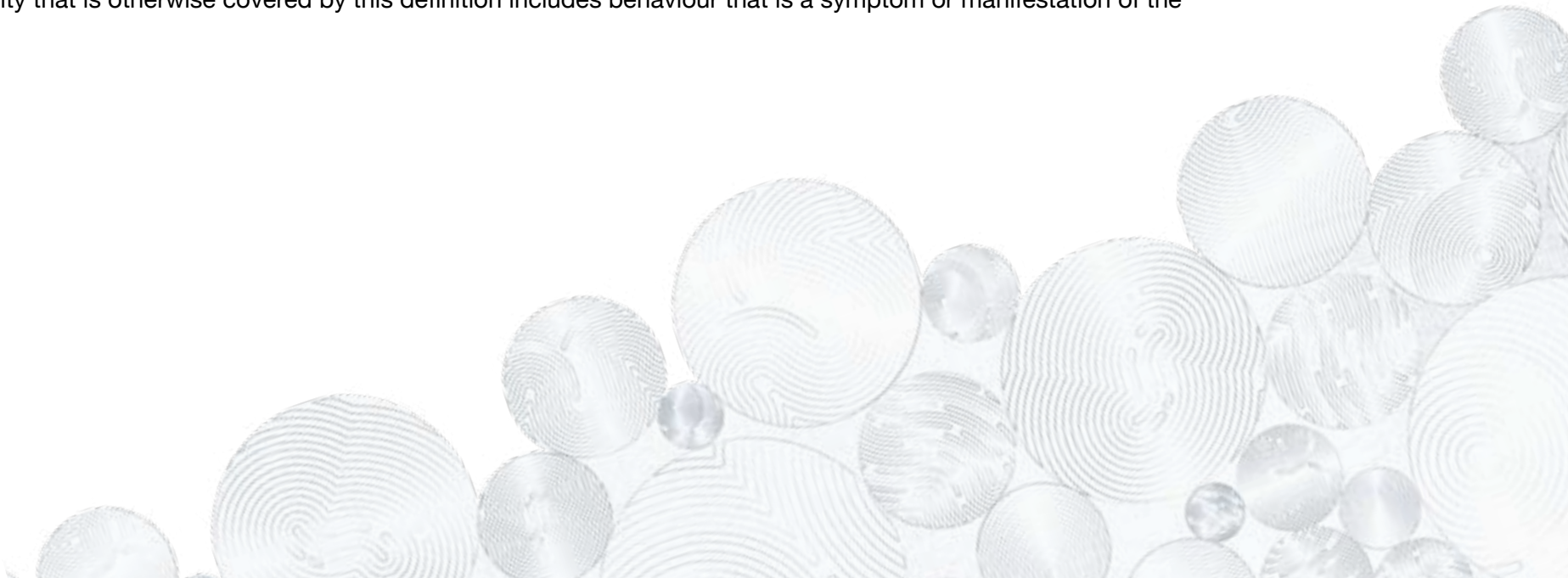
Disability, in relation to a person, means:

- (a) total or partial loss of the person's bodily or mental functions; or
- (b) total or partial loss of a part of the body; or
- (c) the presence in the body of organisms causing disease or illness; or
- (d) the presence in the body of organisms capable of causing disease or illness; or
- (e) the malfunction, malformation or disfigurement of a part of the person's body; or
- (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;

and includes a disability that:

- (h) presently exists; or
- (i) previously existed but no longer exists; or
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.



Understanding ‘disability’

This definition encompasses disabilities that are hidden and/or visible, and those which are short or long term, or fluctuating. These are all important considerations for a contemporary understanding of disability.

We also acknowledge that this legislation relies on a medical definition of disability, viewing disability from the prism of what a person cannot do or cannot be. Disability is multifaceted, fluid and interactional. Hence, it is important to recognise that physical, attitudinal, communication and institutional environments can be disabling. This perspective, termed the social model of disability, does not deny the reality of impairments nor their impacts on the individual, but rather focuses action on changing environments to enhance accessibility and accommodate disability as part of the diversity of human experience.

It is the social model of disability that is harnessed by the DAAP 2024-2030.

We recognise that disability and experience of disability differ between individuals, and that some may prefer person-first language (‘people with disability’) while others may prefer identity-first language (‘disabled people’). For the purposes of this Action Plan, person-first language will be used as preferred language.



Where We've Been

Monash has long been committed to creating an accessible and inclusive community for people with disability. Our strategic and governance actions date back nearly 50 years, representing a strong historical commitment to this work.

In 1977

Monash established the *Monash University Advisory Committee for People with Disabilities* to convey the lived and living experience of people with disability to the Vice-Chancellor, and advise on what adjustments were required to create a more accessible university environment.

In 1991

The Disability Liaison Office, now known as Disability Support Services, was established to provide direct assistance to students and staff with disability through academic and employment adjustments.

In 1998

Monash launched its inaugural plan to systematically address accessibility and inclusion of staff and students with disability. Known as the *Disability Action Plan (1998)*, Monash committed to a variety of projects to improve our support for people with disability.

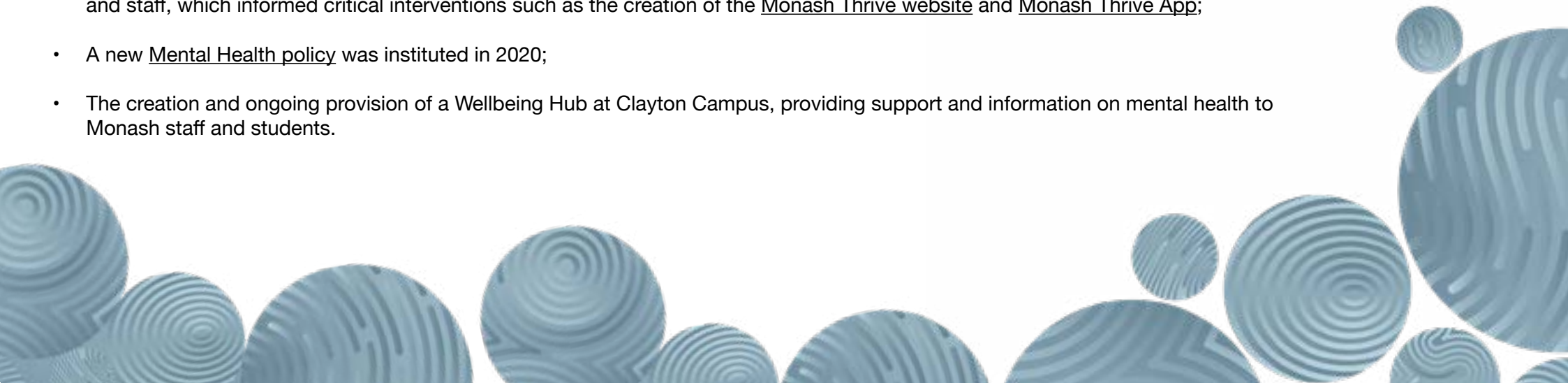
Monash's commitment to support people with disability has been renewed through a series of subsequent action plans, including: the *Social Inclusion Strategy - Disability Plan (2010-2014)* and *Social Justice Plan: Disability (2014-2016)*.



Where We've Been

Monash's most recent Action Plan, Staff and Students with Disability, Ongoing Medical or Mental Health Condition Action Plan (2018-2021), led to a number of key achievements in improving accessibility:

- The launch and delivery of the GradWISE program, offering individual career coaching and support for graduates, which assisted 74% of graduates with disability gaining employment in line with their studies;
- Due to the impacts of the COVID-19 pandemic, Monash's Disability Support Services transitioned its operations to predominantly support students online, which saw a significant increase in students registering for disability support;
- The creation of the Digital Inclusion Team, delivering specialist skills in web accessibility and inclusive experience design to increase inclusion in our digital landscape whilst decreasing mismatches between people and the digital world in Monash;
- The creation of a student-led Accessibility Guide for Online and Electronic Content;
- The release of the new Student Portal, which is beyond WCAG 2.1 AA compliant and utilises an inclusive-first experience design approach;
- Inclusive experience design for the new VerifyMe, an innovative and accessible Digital Identity Verification service;
- The establishment of the Monash Assistive Technology and Society Centre, focusing on research on supporting people with disabilities through technology;
- The launch of Monash Thrive, a large scale, longitudinal digital mental health survey measuring the mental wellbeing of students and staff, which informed critical interventions such as the creation of the Monash Thrive website and Monash Thrive App;
- A new Mental Health policy was instituted in 2020;
- The creation and ongoing provision of a Wellbeing Hub at Clayton Campus, providing support and information on mental health to Monash staff and students.



Where We've Been

In 2022, Monash launched a new *Equity, Diversity and Inclusion Framework 2022-2030*, which built on the successes of the *Diversity and Inclusion Framework 2018 - 2021* and directly addressed its shortcomings. This provided an opportunity to consider how to improve Monash's existing activities that promote equity, diversity and inclusion, particularly how we support those in the Monash community with lived and living experiences of disability.

Following the development of the *Equity, Diversity and Inclusion Framework 2022-2030*, the Disability Project Group was established as a subgroup of Monash University's *Equity, Diversity and Inclusion Committee in 2023*. The Disability Project Group provides the University with strategic advice regarding aspects of the University's physical, digital and social environment that may have disabling and excluding effects for students, staff and visitors, and how barriers may be addressed. This group was tasked with leading the development of this Action Plan.

The DAAP 2024 - 2030 represents the reaffirmation of Monash's commitment to support staff and students with disability, and the re-envisioning of an accessible and inclusive University for all who engage with Monash.



Consultation Process

2022	February 2023	March 2023	Nov/Dec 2023	Jan/Feb 2024	March 2024	May 2024
<p><u>Equity, Diversity and Inclusion Framework 2022-2030</u> launched.</p>	<p>Disability Project Group established.</p>	<p>Workshops with Disability Project Group to establish scope and form of DAAP 2024-2030.</p>	<p>Staff focus groups facilitated by Australian Network on Disability.</p>	<p>Additional staff focus groups facilitated by A/Prof Libby Callaway.</p> <p>Consultations with institutional stakeholders.</p>	<p>Student focus groups facilitated by Australian Network on Disability.</p>	<p>Delivery of final report from Australian Network on Disability.</p>

Significant data was collected via the workshops with the Disability Project Group, and the focus groups with Monash staff and students facilitated by the Australian Network on Disability and by Associate Professor Libby Callaway. The workshops leveraged the expertise of the members of the Disability Project Group to identify priority areas within the University that required greater support to enhance disability inclusion. The focus groups sought to capture the lived and living experiences of accessibility and disability in employment and study at Monash to help identify key actions for inclusion in the DAAP 2024-2030.

We wish to particularly acknowledge the contributions of members of the Disability Project Group into the development of the DAAP 2024-2030 throughout 2023 and 2024. Their subject matter expertise, lived and living experience, passion and dedication were integral throughout the process.

Consultation Findings

Limited institutional support for reasonable adjustments for staff with disability

While Monash has policies and procedures available to support staff with disability, managers and supervisors are not adequately supported to apply these to their areas, and many staff are unaware of the support that is available. There needs to be a broad review of disability support offered to staff, with increased communication of available reasonable adjustments, education for managers and supervisors on the benefits of disability inclusion, greater visibility of staff with disability and improved accessible recruitment practices and career development supports.

Sporadic consultation and co-design processes with staff and students with disability

There is a need for greater emphasis on co-design and user testing as an important function of planning and decision-making to avoid creating new environments and spaces that are inaccessible. Community consultation should not be limited to consulting on the design of action plans alone.

Inconsistent application of accessibility to physical and digital environments

Monash's spaces for communicating with one and another, studying, working and living are not fully accessible to all in the University community. There is a lack of prioritisation of addressing inaccessible environments and disability inclusion when new systems and infrastructure are instituted beyond minimum requirements in law. Monash needs to better embed accessibility in future decision-making, and address previous shortcomings.

Over-emphasis on adapting environments to be accessible, rather than adoption of universal design principles

Previously, emphasis has been placed on adjusting the ways we do things reactively to address the needs of people with disability. Aligned with Monash's [Equity, Diversity and Inclusion Framework 2022-2030](#) call for ambition, and for a commitment to structural change, we need to rethink our approach to accessibility so as to strengthen inclusion at Monash. This means we need to work to adopt universal design principles in what we do, so as to design a University experience that is as universally inclusive as possible.

Disability and Accessibility Action Plan

2024-2030 Priority Areas

Five key areas have been identified for Monash to prioritise action in creating a more accessible and inclusive experience for staff and students with disability. These priority areas follow our **whole-of-community approach**, ensuring that accessibility is addressed at all levels of the University and in all functions across all our campuses.

1. Campuses, information and communication
2. Teaching and learning
3. Student experience
4. Employment, workforce capability and organisational culture
5. Consultation, evaluation and research.

Within each of these priority areas, outcomes have been mapped based on the findings of our community consultations, setting what change we strive for to improve accessibility and disability inclusion, and framing the various projects we have committed to undertake.

We recognise the importance of a centrally led, senior leadership-supported and locally implemented approaches to account for the various areas that lead and contribute to the work; which address unique circumstances at each of our campuses and Faculties. Implementation plans will be developed which are contextualised to Monash's campuses and sites, using the actions in this plan as minimum standards that must be accounted for.



Acronyms

AIS - Access, Inclusion and Success

BPD - Buildings and Property Division

CCD - Campus Community Division

DAAC - Disability and Accessibility Advisory Committee (formerly Disability Project Group)

CFO - Chief Financial Officer

DDAAGs - Disability Discrimination Act Advisory Groups

DSS - Disability Support Services

DVC(E) - Deputy Vice-Chancellor (Education) and Senior Vice-President

DVC(SE) - Deputy Vice-Chancellor (Student Experience) and Senior Vice-President

DVC(R) - Deputy Vice-Chancellor (Research) and Senior Vice-President

EDI DVC(E) - Equity, Diversity and Inclusion, Portfolio of the Deputy Vice-Chancellor (Education)

MATS - Monash Assistive Technology and Society Centre

MEA - Monash Education Academy

MGRO - Monash Graduate Research Office

Monash HR - Monash Human Resources

MSOs - Monash Student Organisations

MRS - Monash Residential Services

SCC - Student Conduct and Complaints

Staff EDI - Staff Equity, Diversity and Inclusion, Monash HR

UMAC - University Marketing, Admissions and Communications

WCI - William Cooper Institute



Priority Area One: Campuses, Information and Communication

We strive for improved accessibility of Monash University's campuses, facilities and events, and the information and communication required to enable access and inclusion. This includes both physical and digital environments, with an emphasis on embedding accessibility in the development of future infrastructure across the University.

What we will achieve:

- Improved physical and perceptible accessibility of buildings and facilities at our campuses.
- Accessibility proactively embedded in development of new and retrofitted buildings and facilities.
- Improved accessibility of communication with existing student and staff services.
- Improved accessibility of digital platforms, tools and information.
- Increased understanding and visibility of disability experiences within the university community.

Implementation Plan Outcome	Projects What we will undertake
<p>Monash global operations are the exemplar of sustainable, ethical and well-governed practices.</p>	Renew process for completing accessibility audits to include people with lived and living experience of disability.
	Develop procedure for prioritisation of required retrofitting outlined in audit and corresponding action plan, in consultation with people with lived and living experience of access issues.
	Expand and integrate accessibility into physical and digital wayfinding.
	Amend and enhance Monash Design and Construction Standards (MDCS) for greater emphasis on accessibility.
	Develop procedures to ensure accessibility is embedded in design of new buildings and facilities, and refurbishment of existing infrastructure.
	Review and update procurement processes to embed procedures for meeting accessibility requirements (beyond minimum compliance measures).
<p>Monash is a global campus network – interconnected across the Indo-Pacific and beyond, and embedded in the communities we serve.</p>	Consolidate and make visible diverse methods to communicate with key University enquiry and support services.
	Further develop mechanisms for staff and students to obtain support with digital accessibility issues in the University.
	Develop mechanisms to ensure online information provision, style guides and branding align with accessibility guidelines, including for screen readers and neurodiverse needs.
	Redevelop mechanisms to ensure accessibility and disability inclusion measures are addressed in event planning and delivery.
	Develop University marketing and event promotional materials that reflect diversity.
	Plan initiatives and activities each year to celebrate disability pride and reward action on disability inclusion.



Priority Area Two: Teaching and Learning

We strive for accessible and universal design for teaching and learning practices embedded in curriculum design, development and delivery. This includes increasing staff capability in inclusive teaching practices and reasonable adjustment for disability across all Faculties and campuses. Students have increased job-related capabilities to support disability inclusion in their future beyond Monash.

What we will achieve:

- Increased knowledge and skills for inclusive practice in teaching and learning.
- Universal Design for Learning (UDL) principles embedded in teaching and learning resources.
- Course options enable students to develop job-related capabilities in disability inclusion.

Implementation Plan Outcome	Projects What we will undertake
Monash is sought after for its excellent education.	Expand resources and provide training for teaching and research staff in inclusive teaching practices.
	Review accessibility of existing digital learning and research tools for students and embed processes to build and procure upgrades, and new learning tools designed to work for everyone.
	Develop an approach and mechanisms to embed UDL principles in teaching and learning.
	Embed accessibility and disability inclusion in the development and implementation of compulsory modules for students.
	Identify curriculum areas in which inclusive design, specialised web accessibility skills, and disability inclusive practices could be further developed.



Priority Area Three: Student Experience

We strive for an inclusive, person-centred experience for students with disability through improved services and supports, and increased awareness and visibility of these services across all Faculties and campuses. Students with a disability have a sense of belonging at Monash.

What we will achieve:

- Increased awareness and visibility of existing disability supports for students.
- Existing programs and resources to maximise graduate employment prospects are promoted to students with disability.
- Improved accessibility of student residence infrastructure.

Implementation Plan Outcome	Projects What we will undertake
Monash is sought after for its immersive student experience.	Broaden and enhance strategies to raise the visibility of DSS across all University campuses.
	Review and further develop distinctive strategies targeted to improving awareness of DSS in differing student cohorts.
	Review and update current information for faculties about DSS, registrations and support plans.
	Embed strategies to ensure access to inclusive support for graduate employment success.
	Review and enhance existing processes within MRS that support students with disability.



Priority Area Four: Employment, Workforce Capability and Organisational Culture

We strive for inclusive practices across processes for attracting, recruiting, retaining and advancing our workforce. Support for staff with disability is increased through improved provision and visibility of support services and greater accessibility of staff platforms. All staff, including senior leaders, take responsibility for making environments accessible and inclusive across all Faculties and campuses.

What we will achieve:

- Improved knowledge and understanding of disability in the workforce.
- Improved mechanisms to attract, recruit and maintain diverse staff.
- Disability-related flexible work and career progression arrangements align to promote access and inclusion.
- Improved accessibility of digital platforms and resources used by staff.
- Enhanced initiatives and visibility of programs to support and retain a diverse staff.

Implementation Plan Outcome	Projects What we will undertake
Monash is a global campus network – interconnected across the Indo-Pacific and beyond, and embedded in the communities we serve.	Create a disability inclusion and accessibility online module through co-design with people with lived experience.
	Review Personal Emergency Evacuation Plan people with disability.
	Consolidate recruitment strategy and pathway to embed accessibility and inclusivity.
	Consolidate marketing strategy to attract applicants of diverse abilities and backgrounds.
	Explore the feasibility of a University-wide disability support service for the University.
Monash global operations are the exemplar of sustainable, ethical and well-governed practices	Review flexible work arrangements and reasonable adjustments procedures with an intersectional lens.
	Review of disability inclusion in policies and processes, regarding assessment of achievement relative to opportunity, used in academic probation and promotion processes.
	Embed accessibility in the development and implementation of mandatory training for staff.
	Review accessibility of existing digital platforms and tools used by staff and embed processes to build or procure upgrades.
	Review currency of information about disability supports for staff, and strategies for enhanced visibility.
	Develop mechanisms to support faculties, schools and business areas to champion accessibility and disability inclusion issues.
	Develop targeted strategies to support career development of employees with disabilities.

The background features several overlapping circles of varying sizes, each filled with a different blue-toned pattern such as concentric circles, wavy lines, or solid colors. The overall aesthetic is modern and abstract.

Priority Area Five: Consultation, Feedback, Evaluation and Research

We strive for increased use of existing data, evaluative processes and research evidence to inform policies and processes related to accessibility, disability and inclusion at Monash. Consultation mechanisms are improved, with a greater emphasis on co-designing solutions with staff and students with lived and living experience of disability across all Faculties and campuses.

What we will achieve:

- Increased use of co-design processes when seeking lived experience involvement in consultation processes.
- Reduced barriers to participation in consultation processes, and increased regular consultation.
- Improved use of data to enhance accessibility and inclusion.
- Expertise within the Monash community is harnessed to inform disability inclusion policies, initiatives and resources.

Implementation Plan Outcome	Projects What we will undertake
Monash global operations are the exemplar of sustainable, ethical and well-governed practices	Establish advisory mechanisms to strengthen consultative and co-design processes around disability inclusion, within each faculty and at university level on all Monash campuses.
	Increase knowledge of how to undertake accessible consultations in formats that accommodate differing sensory, physical and neurodiverse needs.
	Review and revise complaints processes for students, staff and visitors to raise disability-related concerns.
Monash is home to excellent discovery, innovation and translational research to meet the challenges of the age for the betterment of people and the planet.	Refine mechanisms to improve routine collection of information about disability.
	Embed mechanisms to obtain lived experience feedback from staff and students about implementation of reasonable adjustments and provision of disability support.
	Embed questions related to accessibility and disability inclusion in surveys of student and staff experience.
	Develop mechanisms to draw on disability related expertise within the Monash community and improve collaboration on accessibility, disability and inclusion.

Governance and evaluation

The DAAP 2024-2030 is supported by the [Equity, Diversity and Anti-Discrimination Policy](#) suite.

Efforts to achieve the actions set out in the DAAP 2024-2030 and the success of interventions will be annually reported. In line with Monash's commitment to being dynamic and iterative, amendments may be made to the DAAP 2024-2030 from time to time to reflect changes in best-practice and the evidence base regarding accessibility and disability inclusion.

The Disability Project Group will be reformulated as the Disability and Accessibility Advisory Committee to oversee the implementation of the DAAP 2024-2030, with input from the Equity, Diversity and Inclusion Committee.



Glossary

Access/accessibility: The ability for all people, regardless of ability, location, language, socio-economic background, culture, race, LGBTIQ+ identity, age, Indigenous identity or other differentiating factors that contributes to the diversity of our communities, to engage with the University including teaching, learning, research and employment environments, physical and online infrastructure and environments, and methods of communication.¹

¹ Adapted from Victorian Government, [Public Engagement Framework 2021-2025](#)

Disability: Reflecting a social model of disability, the UN Convention on the Rights of Persons with Disabilities (UNCRPD) recognises 'disability' as an evolving concept, and that 'disability results from interactions between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others'.²

The DAAP 2024-2030 utilises a social model of disability.

² United Nations, [Convention on the Rights of Persons with Disabilities](#)

Disability inclusion: The meaningful participation of people with disability, the promotion of their rights and consideration of disability-related perspectives in everyday activities.³

³ United Nations, [Disability Inclusion Strategy](#)

Inclusive design: The design of products, environments, programmes and services that are accessible to, and usable by, as many people as possible, and making variations to cater to different user segments.

Glossary

Inclusive teaching practices: Specialised programs of teaching, learning and assessment to support diverse students to attend, and succeed at, university, and to create a more connected and supportive learning environment that caters for all learners.⁴

4 Monash University Teach HQ, [Inclusive teaching practices](#)

Intersectionality: Different aspects of a person's identity and life experience can compound and transform experiences of discrimination. Intersectionality is a critical lens that examines this overlap and how this creates disadvantage and marginalisation. The concept was developed by Professor Kimberlé Crenshaw, a lawyer, civil rights advocate, and critical race theory scholar, to examine how race and gender transform and amplify the discrimination experienced by women of colour.⁵

An intersectional approach can be helpful to understand and address how systems of inequality, such as sexism, racism and ableism, interact with each other to produce complex patterns of disadvantage.⁶

5 Monash University, [Equity, Diversity and Inclusion Framework 2022-2030](#)

6 Nixon, S.A. The coin model of privilege and critical allyship: implications for health. BMC Public Health 19, 1637 (2019).

Lived and living experience: A person with personal 'lived' (past) or 'living' (current) experience of a particular condition or circumstance. The lived/living experience could be in one or many areas which include, but are not limited to: mental health concerns, alcohol or other drug use, disability, being a refugee, racism, incarceration, family violence, homelessness, dementia, parenting, neurodiversity, or other health conditions or life experiences.⁷

7 Access Health and Community, [Lived and Living Experience Framework](#)

Glossary

Neurodiversity: Neurodiversity is an umbrella term coined by Australian sociologist Judy Singer in the late 1990s to describe ‘the limitless variability of human cognition’, including ‘neurodivergent and neurotypical’. Neurodivergent refers to variations in thought processing and behaviours, and includes dyslexia, dyspraxia, dysgraphia, attention deficit hyper-active disorder (ADHD) and people on the autism spectrum. Neurotypical refers to someone who is not neurodiverse, or does not have an intellectual, psychosocial or cognitive disability.⁸

8 People with Disabilities Australia, [Language Guide](#)

Reasonable adjustment: Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure people with disability enjoy or exercise, on an equal basis with others, all human rights and fundamental freedoms.⁹

For Monash, this means taking measures to enable students and staff with disability to participate in university operations on the same basis as peers without disability. Reasonable adjustments in study or work usually apply to individuals, and are designed to equalise opportunity to participate and succeed.

9 Adapted from United Nations, [Convention on the Rights of Persons with Disabilities](#)

Universal design: The design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design.¹⁰

10 United Nations. [Convention on the Rights of Persons with Disabilities](#)

Universal design for learning: A framework to guide the design of learning environments that are accessible for all by reducing barriers.¹¹ This involves providing multiple means of engagement, representation, action and expression to ensure all learners can access and participate in education.

11 CAST. [UDL Guidelines](#)