



The National Post-Secondary Education Disability Network, NZ, Inc.

***Kia Ōrite***

***Achieving Equity***

**New Zealand Code of Practice for an  
Inclusive Tertiary Education Environment  
for Students with Impairments**

**Implementation Toolkit**

***Kia Ōrite Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments***

**Taking the Next Step: Implementation Toolkit**

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# ***Kia Ōrite Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments***

## **Taking the Next Step: Implementation Toolkit**

This is an opportunity for your institution to reflect on the way you are currently managing support for people with impairments and to identify the steps your organisation can take in the future to make your campus a more inclusive environment for students with impairments.

We have designed this Implementation Toolkit to:

- Integrate the 'Best Practice Standards' from the Code of Practice. These describe the outcomes required to create a fully inclusive tertiary education environment for students with impairments. They also consider important policy and legislation outlined in the Code.
- Assist you with gathering information to implement the Code of Practice.

The Implementation Toolkit consists of a three step process:

### **1. Step One**

The toolkit is divided into the activities included in the Code. Under each activity there is:

- (a) A vision of an inclusive environment for that activity.
- (b) A set of Best Practice Standards indicating the outcomes required.

We suggest that people firstly choose an activity (eg. Policy and Planning). Then, for each Best Practice Standard for that activity, *tick* the most appropriate column, (Met, Partially or Not Met), which best describes whether you feel the institution has met that standard. If you feel actions are required to meet a standard, write these in the right column - Action Required. There is also room to write any additional notes or comments resulting from your discussion about the Best Practice Standards.

### **2. Step Two**

Having reviewed the Best Practice Standards for the activity, now identify:

- (a) What barriers may exist for people with impairments with this activity?
- (b) What solutions would resolve these barriers?

Under each activity we have developed a section for you to answer these questions. People with impairments face a range of barriers to participation and achievement.

### **3. Step Three**

You have now:

- Reviewed the Best Practice Standards for the activity.
- Identified what barriers may exist for people with impairments with this activity and the solutions for resolving these barriers.

Step three asks you to consider *the next step for this activity*:

- (a) Firstly identify the Best Practice Standards for the activity where you felt the institution had *partially or not met* that standard and *action was required*.
- (b) Then using the Planning Chart we have designed, *Planning the Next Step for this Activity*, plan the steps that are required to meet these standards, complete the actions required and overcome any barriers.

For each activity or standard there may be more than one goal. We have designed the planning chart to allow you to do all the planning associated with each goal.

The planning chart includes space to complete the following process:

- (a) Write the goal, the best practice standard it relates to and target date for goal completion.
- (b) Next identify the outcomes that you want to achieve with the goal.
- (c) Once you have identified the goal and outcomes to be achieved, list:
  - i. The tasks required to achieve these outcomes.
  - ii. The target date for completing each task.
  - iii. The people who need to be involved.
  - iv. The resources required to achieve these outcomes – funding, equipment, people, etc.
- (d) When these tasks are completed, you can review progress with the outcomes by *ticking* those outcomes that have been achieved or met. This is an opportunity to reflect on:
  - i. What worked and what didn't.
  - ii. Issues arising that need discussion.
- (e) Record these ideas as they will form the basis of discussion about *the next step*.

If there is more than one goal for an activity or best practice standard, this chart can be photocopied and it may be worth prioritising the goals. This whole toolkit is in a Word file, so you can copy the file, type your ideas into the toolkit and adapt it to meet your specific needs.

Below are some examples of some goals and their related outcomes:

<b>Goal:</b>	<i>To develop student complaint policies and procedures that cover impairment issues.</i>
<b>What outcomes do you want to achieve?</b>	
Students with impairments feel we listen to them and handle complaints effectively.	

<b>Goal:</b>	<i>To develop a strategic plan to achieve a fully inclusive educational environment.</i>
<b>What outcomes do you want to achieve?</b>	
<ul style="list-style-type: none"> <li>• <i>Students with impairments are actively involved in the development of the plan and consulted to establish the outcomes required.</i></li> <li>• <i>Students with impairment feel we are able to provide effective solutions to barriers.</i></li> <li>• <i>Students with impairment are impressed with how well we understand their needs.</i></li> <li>• <i>Staff have the knowledge and skills to implement the plan.</i></li> <li>• <i>The plan identifies where people with specialist knowledge are required.</i></li> <li>• <i>We have a clear set of measurable goals, these are reviewed and reported on annually.</i></li> <li>• <i>The plan has been signed off by the key participants.</i></li> </ul>	

The results from this Implementation Toolkit can be used to create an implementation plan that is the organisation's response to the Code of Practice and a tool for assessing progress. It is important that the tasks that the implementation plan includes are integrated into business planning. Good luck with taking the next step!

## Activity: Policy and Planning

Activity	Met	Partially	Not Met	Action Required
<p><b>3.2 <u>Policy and Planning</u></b></p> <p><b>All policies, procedures and planning processes take into account the goal of a fully inclusive educational environment in which students with impairments have equal opportunities for participation and achievement.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. A strategic plan to achieve a fully inclusive educational environment is developed in collaboration with students with impairments, has measurable goals and targets, and is reviewed and reported on annually.</li> <li>2. All policies, procedures and planning processes take into consideration the participation of students with impairments in academic and other areas of campus life.</li> <li>3. Policies and procedures that guide the interaction between staff and students with impairments are in place and are understood by staff.</li> <li>4. Students with different impairments participate in the development and review of relevant policies, procedures, services and facilities.</li> <li>5. Senior management commitment and accountability for achieving the agreed strategic outcomes is clearly defined, owned and resourced.</li> </ol>				

<p>6. Management systems provide accurate information about the participation and progression of people with impairments and the impact of policies, procedures, services and facilities on those with impairments, with a view to continuous improvement.</p> <p>7. Designated, trained contact(s) with effective channels of communication with senior managers exist for students with impairments.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<p><b>What barriers may exist for people with impairments with this activity?</b></p>	<p><b>What solutions would resolve these barriers?</b></p>

**Policy and Planning: Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Recruitment

Activity	Met	Partially	Not Met	Action Required
<p><b>3.3(a) <u>Recruitment</u></b></p> <p><b>Publicity, programme details, general information and other recruitment initiatives are accessible to students with impairments and describe opportunities for them to participate.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. General and specific student recruitment initiatives are developed that:               <ol style="list-style-type: none"> <li>(a) Make explicit reference to opportunities for students with impairments.</li> <li>(b) Assist prospective students with impairments to make appropriate educational decisions by providing information prior to starting on:                   <ol style="list-style-type: none"> <li>i. The range of pathways into and within tertiary education.</li> <li>ii. The general and specialist support systems available.</li> <li>iii. Special entry and/or consideration procedures to admit people with impairments.</li> <li>iv. Professional/vocational course requirements.</li> </ol> </li> </ol> </li> <li>2. Promotional material is disseminated in alternative formats to a wide range of relevant community networks that people with impairments access.</li> </ol>				

<p>3. Enquiries from people with impairments are responded to promptly and accurately.</p> <p>4. Prospective students with impairments are encouraged and assisted to identify their specific support requirements, ideally prior to application for admission.</p> <p>5. Strategies for increasing the awareness of tertiary education possibilities among people with impairments in the local and wider community are developed and implemented.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Recruitment: Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

**Activity: Selection and Admission**

Activity	Met	Partially	Not Met	Action Required
<p><b>3.3(b) <u>Selection and Admission</u></b>  <b>Selection and admission policies and procedures are fair, transparent and assess students on their competencies and not on their impairments.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Course advisors take into account the particular needs of students with impairments in their subject selection and have appropriate training to fulfil this task.</li> <li>2. Staff involved with selection and admission:               <ol style="list-style-type: none"> <li>(a) Ensure selection and admission policies and procedures are relevant to course/professional requirements, and do not unjustifiably disadvantage or exclude applicants with impairments.</li> <li>(b) Provide appropriate support to applicants with impairments in selection activities.</li> <li>(c) Use sources of expertise to assess an applicant's support needs, so staff and students make well-informed decisions based on the support that can be provided.</li> <li>(d) Develop agreements with the student and their support networks to specify the support arrangements to be provided, including examinations and assessment.</li> </ol> </li> </ol>				

<p>(e) Receive effective guidance and training to prevent disability discrimination.</p> <p>(f) Are able to clearly justify refusing entry to a course on the grounds of impairment.</p> <p>3. Handbooks and other advisory material are available in accessible formats.</p> <p>4. Course selection criteria are reviewed to make sure they are suitable, applied appropriately, and do not discriminate against applicants with impairments.</p> <p>5. Appeal processes for students rejected on the grounds of impairment are available and widely publicised.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<p><b>What barriers may exist for people with impairments with this activity?</b></p>	<p><b>What solutions would resolve these barriers?</b></p>

**Selection and Admission:            Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Enrolment Processes

Activity	Met	Partially	Not Met	Action Required
<p><b>3.3(c) <u>Enrolment Processes</u></b>  <b>Enrolment, registration and induction processes accommodate the needs of all students with impairments.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Enrolment, registration and induction processes take into account the physical, communication and information access requirements of students with impairments.</li> <li>2. Information about impairments is collected for relevant purposes only, the purpose of collection is clearly stated, measures to ensure confidentiality are followed, and the information collected does not appear on academic records and graduation documentation.</li> <li>3. Students with impairments are advised of services available to assist them.</li> <li>4. The support needs of students with impairments are identified during the enrolment and induction process, reconsidered if necessary, and the support confirmed with the student when in place.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Enrolment Processes:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: General and Specialist Services

Activity	Met	Partially	Not Met	Action Required
<p><b>3.4 <u>General &amp; Specialist Services</u></b></p> <p><b>Students with impairments have equal educational opportunity through access to appropriate support and services.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Students with impairments have access to the full range of support services available to their peers. Where existing services are not accessible, alternative services and/or arrangements are made.</li> <li>2. Services to all students are regularly reviewed, ensuring that they meet the emerging requirements of students with varying impairments.</li> <li>3. All support services for people with impairments are culturally appropriate to Māori and to other ethnic groups, including international students.</li> <li>4. General and specialist support staff have the skills, experience and support to provide effective advice and support to people with different impairments, their whanau/ families and other staff.</li> <li>5. Prospective students with impairments, especially those with complex academic and/or daily living needs, are contacted early enough to arrange appropriate and effective support.</li> </ol>				

<p>6. Students have frequent opportunities to discuss the likely impact of impairment on their studies and the appropriate support required.</p> <p>7. Support services assist students with impairments to become independent members of the academic and student community.</p> <p>8. Support services have effective networks and cooperate with other institutions and relevant statutory/voluntary agencies to enhance services and gain access to specialist advice when required.</p> <p>9. General and specialist support staff meet their obligations related to the Health and Disability Commissioner Act, 1994 and other relevant legislation.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<p><b>What barriers may exist for people with impairments with this activity?</b></p>	<p><b>What solutions would resolve these barriers?</b></p>

**General and Specialist Services:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Funding and Withdrawal

Activity	Met	Partially	Not Met	Action Required
<p><b>3.5 <u>Funding and Withdrawal</u></b></p> <p><b>Funds are adequate to provide effective support services to students with impairments and flexible withdrawal policies exist that reflect their particular circumstances.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Clear withdrawal policies and procedures exist, allowing withdrawal without academic or financial penalty if students withdraw from subjects/courses after scheduled closing dates because of impairments.</li> <li>2. The withdrawal policy and procedures are known to all students and implemented consistently.</li> <li>3. All fee-paying students with impairments receive the same services as their peers.</li> <li>4. Adequate funds are generated in the fee structure and/or through other non-operating grant sources to provide effective services to support students with impairments.</li> <li>5. The Special Supplementary Grant for Tertiary Students with Disabilities is utilized in an appropriate manner, as set out by the Tertiary Education Commission.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Funding and Withdrawal:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Services for Māori

Activity	Met	Partially	Not Met	Action Required
<p><b>3.6 Services for Māori</b></p> <p><b>Opportunities are promoted for Māori with impairments to access, participate and achieve in tertiary education with demonstrable improvements in participation and achievement rates.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Māori are involved in the development and implementation of strategies to achieve the outcomes outlined in the Code of Practice.</li> <li>2. General and specialist support for Māori students with impairments are developed in partnership with Māori, are culturally appropriate and accessible.</li> <li>3. Ongoing consultation occurs with Māori in relation to this support.</li> <li>4. Specific strategies are developed to encourage Māori with impairments to study at tertiary level.</li> <li>5. Participation, retention and achievement rates of Māori students with impairments improve.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Services for Māori:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: The Physical Environment

Activity	Met	Partially	Not Met	Action Required
<p><b>3.7(a) <u>The Physical Environment</u></b>  <b>Students with impairments have equitable access to the physical environment within the tertiary institution in which they will study, learn, live and take part.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. All buildings that are required comply with or exceed the standards identified in <i>NZS 4121:2001 : Design for Access and Mobility: Buildings and Associated Facilities</i>.</li> <li>2. Physical access audits are completed by trained Barrier Free Auditors, in consultation with disability support staff and students with varying impairments.</li> <li>3. Audits take into account:               <ol style="list-style-type: none"> <li>(a) All buildings, including student accommodation, marae, teaching, learning, administration, general and specialist support, spiritual and recreational facilities.</li> <li>(b) The level of compliance with the minimum requirement of <i>NZS 4121:2001</i>.</li> <li>(c) General access, health and safety.</li> <li>(d) A schedule of improvements to buildings that do not meet the required standards, which is implemented flexibly and based on emerging needs.</li> </ol> </li> </ol>				

<p>4. An access plan to improve physical access to above the minimum standard <i>NZS 4121: 2001</i> for students with varying impairments is developed, resources allocated, and an ongoing monitoring and review schedule established and implemented.</p> <p>5. The annual review of the physical access plan involves students with varying impairments, disability support staff and, where necessary, those responsible for audits.</p> <p>6. Policies and procedures exist to ensure that the needs of students with impairments are taken into account when any new building work or refurbishment takes place, including consulting with the parties mentioned above.</p> <p>7. Key access features such as location of lifts, accessible telephones, toilets, routes, entrances, and parking are clearly signed and identified on campus maps.</p> <p>8. Alternative means of participation for students with impairments exist where physical access is impossible or unreasonably difficult.</p> <p>9. Students with impairments are aware of relevant changes affecting physical access during work on buildings and grounds.</p>				
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10. Accessible parking and public transport drop-off and pick-up points (e.g. wheelchair taxis, buses), and campus signage comply with or exceed NZS 4121:2001.				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**The Physical Environment:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Facilities and Equipment

Activity	Met	Partially	Not Met	Action Required
<p><b>3.7(b) <u>Facilities and Equipment</u></b>  <b>Campus facilities, equipment and events are accessible to all students with impairments.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Facilities and equipment planning incorporates the requirements of students with impairments and occurs in consultation with these students and disability support staff.</li> <li>2. Fire evacuation, health, safety and security procedures take into account all students with impairments.</li> <li>3. Campus facilities are fully accessible to students with impairments and allow equitable access to services.</li> <li>4. Information technology and computer arrangements maximise access to learning for students with impairments.</li> <li>5. Arrangements for events (e.g. graduation ceremonies, registration and social events) ensure equal access and amenities for people with impairments.</li> <li>6. Students with impairments are provided with appropriate specialist equipment.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Facilities and Equipment:                      Planning the Next Step for this Activity**

<b>Goal:</b> To		<b>Best Practice Standard:</b>	
		<b>Priority:</b>	<b>Target Date:</b>
<b>What outcomes do you want to achieve?</b>			<b>Met</b> ✓
<b>What are the tasks required to achieve these outcomes?</b>	<b>Target Date:</b>	<b>Who needs to be involved?</b>	<b>What resources are required?</b>
<b>Reflection – What worked and what didn't? Issues arising or to discuss?</b>			
<b>What is the next step?</b>			

## Activity: Teaching and Learning

Activity	Met	Partially	Not Met	Action Required
<p><b>3.8 <u>Teaching and Learning</u></b></p> <p><b>All academic programmes are accessible to students with impairments and staff design and implement appropriate teaching and learning strategies.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Programme specifications are designed so there are no unnecessary barriers to access, participation and achievement for students with impairments.</li> <li>2. Academic and technical staff have the support and training necessary to enable them to meet the requirements of students with impairments.</li> <li>3. Teaching staff plan and employ teaching and learning strategies and reasonable accommodations to make course delivery as inclusive as possible for students with impairments, without compromising essential programme standards or components.</li> <li>4. Effective support services for students with impairments exist for open learning, distance education or other flexible delivery modes such as e-learning.</li> </ol>				

<p>5. Where possible, students with impairments have the same access to academic and vocational placements including field trips, work placements and study abroad, as other students.</p> <p>6. Students with impairments are offered the support and guidance necessary to secure access to research programmes and successfully complete this research.</p> <p>7. Specific transition strategies to assist students with impairments to move successfully to higher studies or employment are implemented.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Teaching and Learning:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

**Activity: Examinations and Assessment**

Activity	Met	Partially	Not Met	Action Required
<p><b>3.9 Examinations &amp; Assessment</b></p> <p><b>Assessment and examination policies, procedures and practices provide students with impairments with the same opportunity as their peers to achieve learning outcomes.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Alternative examination and assessment procedures and arrangements:               <ol style="list-style-type: none"> <li>(a) Are widely publicised and easy for students to follow.</li> <li>(b) Operate with minimum delay.</li> <li>(c) Allow flexibility with assessment.</li> <li>(d) Protect the rigour and comparability of the assessment.</li> <li>(e) Are applied consistently across the institution or organisation.</li> </ol> </li> <li>2. Reasonable accommodations for examinations and assessment are provided as required.</li> <li>3. There is evidence that students with impairments have the same opportunity as their peers to achieve learning outcomes.</li> <li>4. Policies and procedures exist that ensure a student's subsequent academic progress is not unjustifiably impeded if study is interrupted due to their impairment.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Examinations and Assessment:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Staff Development

Activity	Met	Partially	Not Met	Action Required
<p><b>3.10 Staff Development</b></p> <p><b>Staff development initiatives include disability issues and ensure that staff have the knowledge and skills to work effectively with people with impairments and create a fully inclusive environment.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Disability training is adequately resourced and arranged as part of induction and development programmes for all staff and, in particular, those involved with teaching.</li> <li>2. Strategies to encourage staff to attend disability training are developed and implemented.</li> <li>3. Specialist expertise, including the expertise of people with impairments and whanau, are actively involved in staff disability training and appropriately reimbursed.</li> <li>4. Staff have access on an ongoing basis to resource information about creating an inclusive educational environment and have sources of support, both internal and external.</li> <li>5. Designated contact(s) for students with impairments in different parts of the campus have appropriate and ongoing professional development.</li> </ol>				

<p>6. Applicants for appointment or advancement demonstrate evidence of appropriate responses to students with impairments.</p> <p>7. Strategies to measure if staff have the knowledge and skills to work effectively with people with impairments are developed and implemented.</p>				
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**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<p><b>What barriers may exist for people with impairments with this activity?</b></p>	<p><b>What solutions would resolve these barriers?</b></p>

**Staff Development:            Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Complaint and Appeal Policies and Procedures

Activity	Met	Partially	Not Met	Action Required
<p><b>3.11 <u>Complaint and Appeal Policies and Procedures</u></b></p> <p><b>Policies and procedures exist to deal with complaints arising directly or indirectly from impairment and these are accessible and communicated effectively to people with impairments.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Policies and procedures established in relation to student complaints, appeals, harassment and disciplinary procedures cover impairment issues.</li> <li>2. People with impairments receive these policies and procedures in an appropriate manner and format and are aware of their right to have an independent advocate.</li> <li>3. Students with impairments know that should a complaint be unresolved, they may use the provisions of the Human Rights Act or other relevant legislation.</li> <li>4. Strategies exist to ensure that these policies and procedures are implemented fairly and effectively and outcomes are integrated into service development and planning.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Complaint and Appeal Policies and Procedures:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Appropriate Use of Student Information

Activity	Met	Partially	Not Met	Action Required
<p><b>3.12 <u>Use of Student Information</u></b></p> <p><b>Communication systems are effective in providing relevant and timely information to both staff and students, and a safe environment exists for students to disclose impairment information.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Impairment information is only sought to arrange support and disseminated only to staff on a 'need to know' basis with the student's permission.</li> <li>2. Communication systems allow appropriate staff to receive information about the individual needs of students with impairments in a clear, effective and timely way.</li> <li>3. Staff protect an individual's privacy and only disclose impairment information for the provision of effective support and to ensure health and safety.</li> <li>4. A safe environment is created for students to disclose impairment information in line with the disclosure provisions in the Health and Disability Commissioner Act 1994 and Privacy Act 1993.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Appropriate Use of Student Information:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

## Activity: Monitoring and Evaluation

Activity	Met	Partially	Not Met	Action Required
<p><b>3.13 <u>Monitoring and Evaluation</u></b></p> <p><b>Effective monitoring and evaluation systems report on the participation, retention and achievement of students with various impairments and identify any barriers.</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. Institutional barriers and the impact of these on people with impairments are identified and reported to senior management and those responsible for strategic planning.</li> <li>2. A range of monitoring and evaluation systems measure progress with goals and targets to remove these barriers to participation, retention and achievement of students with impairments.</li> <li>3. Effective mechanisms are in place to provide a forum to raise, discuss and advocate on issues affecting students with impairments.</li> <li>4. Services within Student Associations are accessible for students with impairments in terms of physical, communication and information access and advocacy.</li> </ol>				

**Additional Notes/Comments:**

**Identifying and Removing Barriers to People with Impairments**

<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>

**Monitoring and Evaluation:**

**Planning the Next Step for this Activity**

Goal: To		Best Practice Standard:	
		Priority:	Target Date:
What outcomes do you want to achieve?			Met ✓
What are the tasks required to achieve these outcomes?	Target Date:	Who needs to be involved?	What resources are required?
Reflection – What worked and what didn't? Issues arising or to discuss?			
What is the next step?			

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