



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**

**Planning Checklists**

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

### **Planning Checklists**

Here are some planning checklists to assist with the implementation of *Kia Ōrite Achieving Equity*. There are a variety of ways that this Code of Practice can be implemented and these checklists can be adapted to meet your specific needs. The *planning charts* can also be adapted to plan the steps in the checklists.

<b>Implementation Steps</b>	<b>Target Date</b>	<b>Met ✓</b>
1. Senior Management including the Council, Chief Executive and Senior Management Team endorse the implementation of this Code of Practice.		
2. A senior manager/s is identified to drive and promote the implementation of the Code.		
3. Some written information to present to key people involved with the various parts of campus life covered by the Code, is developed.		
4. The above information is sent to these key people/networks.		
5. The people who were sent this information are invited to a hui to discuss the proposed implementation process, make any changes, talk about an advisory group and how students with impairments and their whanau will be involved.		
6. If required, an advisory group is established using an agreed process.		
7. There is discussion and agreement on how the Implementation Toolkit will be used and/or adapted to meet the specific needs of the organisation.		
8. The process is reviewed to ensure it is culturally appropriate for the participants in your location. In particular Māori.		
9. A process is developed to actively involve students with impairments in the implementation process and that allows them to give their feedback about the campus facilities, services and systems.		
10. External people from the local community who could give feedback, ongoing support and expertise are identified.		

Implementation Steps	Target Date	Met ✓
11. The implementation process considers physical, communication and information access for students with a range of impairments.		
12. Key people who could be involved in different <i>activities</i> are identified, including students with impairments, whanau and external expertise in different <i>activities</i> .		
13. Prior to asking people to provide their feedback about activities, they are given a copy of the Implementation Toolkit to digest in their own time and in an accessible format. They are also informed about material on the Achieve website.		
14. The implementation process is piloted with one part of the campus first.		
15. Before proceeding to the next stage, a review of how this went with those involved is completed.		
16. The order of the activities and the parts of the campus which have a higher priority, are identified.		
17. The toolkit is implemented in line with the order of priority.		
18. The information is gathered using the Implementation Toolkit, the outcomes drafted, circulated to the rest of the team for peer review, before being finalised.		
19. The finalised outcomes are given to those coordinating the different <i>activities</i> being implemented on campus. They are adjusted for the Disability Action Plan, in consultation with those involved in the previous step.		
20. Staff development, training issues and areas requiring specialist knowledge are identified in the Disability Action Plan and there is a recommended process for coordinating this.		
21. A Disability Action Plan is developed. This: (a) Has measurable goals, a regular and ongoing review process and reporting. (b) Is endorsed by Council and driven by Senior Management. (c) Is integrated into business planning and clearly identifies the resources to be advocated for.		
22. An ongoing process for reviewing, updating and reporting on the Disability Action Plan is established and implemented effectively.		

## Review of the Best Practice Standards for Each Activity

<b>Activities</b>	<b>Action Required</b>		<b>Target Date</b>	<b>Met ✓</b>
	Yes	No		
<p><b>3.2 Policy and Planning</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> <li>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.</li> <li>7. Designated, trained contact(s) with effective channels of communication with senior managers exist for students with impairments.</li> </ol>				
<p><b>3.3(a) Recruitment</b></p> <p>Best Practice Standards:</p> <ol style="list-style-type: none"> <li>1. General &amp; 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> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
2. Promotional material is disseminated in alternative formats to a wide range of relevant community networks that people with impairments access. 3. Enquiries from people with impairments are responded to promptly and accurately. 4. Prospective students with impairments are encouraged and assisted to identify their specific support requirements, ideally prior to application for admission. 5. Strategies for increasing the awareness of tertiary education possibilities among people with impairments in the local and wider community are developed and implemented.				
<b>3.3(b) Selection and Admission</b> Best Practice Standards: 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. 2. Staff involved with selection and admission: (a) Ensure selection and admission policies and procedures are relevant to course/professional requirements, and do not unjustifiably disadvantage or exclude applicants with impairments. (b) Provide appropriate support to applicants with impairments in selection activities. (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. (d) Develop agreements with the student and their support networks to specify the support arrangements to be provided, including examinations and assessment. (e) Receive effective guidance and training to prevent disability discrimination. (f) Are able to clearly justify refusing entry to a course on the grounds of impairment. 3. Handbooks and other advisory material are available in accessible formats. 4. Course selection criteria are reviewed to make sure they are suitable, applied appropriately, and do not discriminate against applicants with impairments. 5. Appeal processes for students rejected on the grounds of impairment are available and widely publicised.				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<p><b>3.3(c) Enrolment Processes</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 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>				
<p><b>3.4 Access to General and Specialist Support 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> <li>6. Students have frequent opportunities to discuss the likely impact of impairment on their studies and the appropriate support required.</li> <li>7. Support services assist students with impairments to become independent members of the academic and student community.</li> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<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>				
<p><b>3.5 Funding and Withdrawal</b></p> <p>Best Practice Standards:</p> <p>1. Clear withdrawal policies and procedures exist, allowing withdrawal without academic or financial penalty if students withdraw from subjects/courses after scheduled closing dates due to impairments.</p> <p>2. The withdrawal policy and procedures are known to all students and implemented consistently.</p> <p>3. All fee-paying students with impairments receive the same services as their peers.</p> <p>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.</p> <p>5. The Special Supplementary Grant for Tertiary Students with Disabilities is utilized in an appropriate manner, as set out by the Tertiary Education Commission.</p>				
<p><b>3.6 Services for Māori</b></p> <p>Best Practice Standards:</p> <p>1. Māori are involved in the development and implementation of strategies to achieve the outcomes outlined in the Code of Practice.</p> <p>2. General and specialist support for Māori students with impairments are developed in partnership with Māori, are culturally appropriate and accessible.</p> <p>3. Ongoing consultation occurs with Māori in relation to this support.</p> <p>4. Specific strategies are developed to encourage Māori with impairments to study at tertiary level.</p> <p>5. Participation, retention and achievement rates of Māori students with impairments improve.</p>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<p><b>3.7(a) The Physical Environment</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> <li>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.</li> <li>5. The annual review of the physical access plan involves students with varying impairments, disability support staff and, where necessary, those responsible for audits.</li> <li>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.</li> <li>7. Key access features such as location of lifts, accessible telephones, toilets, routes, entrances, and parking are clearly signed and identified on campus maps.</li> <li>8. Alternative means of participation for students with impairments exist where physical access is impossible or unreasonably difficult.</li> <li>9. Students with impairments are aware of relevant changes affecting physical access during work on buildings and grounds.</li> <li>10. Accessible parking and public transport drop-off and pick-up points (e.g. wheelchair taxis, buses), and campus signage comply with or exceed <i>NZS 4121:2001</i>.</li> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<p><b>3.7(b) Facilities and Equipment</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 equipment.</li> </ol>				
<p><b>3.8 Teaching and Learning</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 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> <li>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.</li> <li>6. Students with impairments are offered the support and guidance necessary to secure access to research programmes and successfully complete this research.</li> <li>7. Specific transition strategies to assist students with impairments to move successfully to higher studies or employment are implemented.</li> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<p><b>3.9 Examinations and Assessment</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>				
<p><b>3.10 Staff Development</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> <li>6. Applicants for appointment or advancement demonstrate evidence of appropriate responses to students with impairments.</li> <li>7. Strategies to measure if staff have the knowledge and skills to work effectively with people with impairments are developed and implemented.</li> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
<p><b>3.11 Complaint and Appeal Policies and Procedures</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>				
<p><b>3.12 Appropriate Use of Student 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>				
<p><b>3.13 Monitoring and Evaluation</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> </ol>				

Activities	Action Required		Target Date	Met ✓
	Yes	No		
3. Effective mechanisms are in place to provide a forum to raise, discuss and advocate on issues affecting students with impairments.				
4. Services within Student Associations are accessible for students with impairments in terms of physical, communication and information access and advocacy.				

**Who are the key people who should be involved in the implementation process?**

<b>Activities</b>		<b>Key People</b>	<b>Target Date</b>	<b>Invited</b> ✓
<b>3.2</b>	<b>Policy &amp; Planning</b>			
<b>3.3(a)</b>	<b>Recruitment</b>			
<b>3.3(b)</b>	<b>Selection &amp; Admission</b>			
<b>3.3(c)</b>	<b>Enrolment Processes</b>			
<b>3.4</b>	<b>General &amp; Specialist Support Services</b>			

<b>Activities</b>		<b>Key People</b>	<b>Target Date</b>	<b>Invited</b> ✓
<b>3.5</b>	<b>Funding &amp; Withdrawal</b>			
<b>3.6</b>	<b>Services for Māori</b>			
<b>3.7(a)</b>	<b>The Physical Environment</b>			
<b>3.7(b)</b>	<b>Facilities &amp; Equipment</b>			
<b>3.8</b>	<b>Teaching &amp; Learning</b>			

<b>Activities</b>		<b>Key People</b>	<b>Target Date</b>	<b>Invited</b> ✓
<b>3.9</b>	<b>Examinations &amp; Assessment</b>			
<b>3.10</b>	<b>Staff Development</b>			
<b>3.11</b>	<b>Complaint &amp; Appeal Policies &amp; Procedures</b>			
<b>3.12</b>	<b>Appropriate Use of Student Information</b>			
<b>3.13</b>	<b>Monitoring and Evaluation</b>			

<b>Other</b>		<b>Key People</b>	<b>Target Date</b>	<b>Invited ✓</b>
<b>1.</b>	<b>Student Association</b>			
<b>2.</b>	<b>Māori</b>			
<b>3.</b>	<b>Disability Support Staff</b>			
<b>4.</b>	<b>Students with Impairments</b>			
<b>5.</b>	<b>External people who can provide expertise</b>			

## Barriers for People with Impairments

Activities		What barriers may exist for people with impairments with this activity?	What solutions would resolve these barriers?	Target Date	Met ✓
3.2	Policy & Planning				
3.3(a)	Recruitment				
3.3(b)	Selection & Admission				
3.3(c)	Enrolment Processes				
3.4	General & Specialist Support Services				

<b>Activities</b>		<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>	<b>Target Date</b>	<b>Met ✓</b>
<b>3.5</b>	<b>Funding &amp; Withdrawal</b>				
<b>3.6</b>	<b>Services for Māori</b>				
<b>3.7(a)</b>	<b>The Physical Environment</b>				
<b>3.7(b)</b>	<b>Facilities &amp; Equipment</b>				
<b>3.8</b>	<b>Teaching &amp; Learning</b>				

<b>Activities</b>		<b>What barriers may exist for people with impairments with this activity?</b>	<b>What solutions would resolve these barriers?</b>	<b>Target Date</b>	<b>Met ✓</b>
<b>3.9</b>	<b>Examinations &amp; Assessment</b>				
<b>3.10</b>	<b>Staff Development</b>				
<b>3.11</b>	<b>Complaint &amp; Appeal Policies &amp; Procedures</b>				
<b>3.12</b>	<b>Appropriate Use of Student Information</b>				
<b>3.13</b>	<b>Monitoring and Evaluation</b>				

Implementation Steps for Student Associations	Target Date	Met ✓
1. Key people in the student association review <i>Kia Ōrite Achieving Equity</i> and this implementation process.		
2. The student association advocates that the Council, Chief Executive and Senior Management Team endorse the implementation of this Code of Practice, through their membership on Council and other committee where this opportunity arises.		
3. The student association advocates that a senior manager/s is identified to drive and promote the implementation.		
4. The student association advocates for: (a) An effective process for consulting with students with impairment and their whanau, where they are seen as a critical reference group and equal participant in the implementation process. (b) Coordination of the consultation processes to prevent students with impairments becoming bombarded by staff from different parts of the campus.		
5. The student association organises their own hui and/or training to discuss <i>Kia Ōrite Achieving Equity</i> , the implementation process and the impact on the student association with their members, and in particular, students with impairments.		
6. Prior to asking people to attend this hui and/or training the student association checks that the people invited have access to <i>Kia Ōrite Achieving Equity</i> and the implementation process, to digest in their own time and in an accessible format.		
7. The student association works with students with impairments, disability support services and the disability advisory group on campus to develop an effective consultation process with students with impairments and their whanau so: (a) That they are well informed about the needs of the students with impairments they represent and can advocate effectively. (b) Students with impairments can represent their own views.		
8. The student association plays an active part in the implementation process of the Code of Practice, including: (a) Hui to discuss the implementation process. (b) Advisory group/s to oversee the project. (c) Discussion about how students with impairments and their whanau will be involved. (d) Teams who are delegated responsibility for specific <i>activities</i> .		

<b>Implementation Steps for Student Associations</b>	<b>Target Date</b>	<b>Met ✓</b>
9. The student association establish a network for students with impairments, with representation on both the Student Association Executive Committee and on the advisory group for the implementation process.		
10. The student association use the relevant parts of the Code of Practice and the Implementation Toolkit to review how accessible their own facilities, services and systems are for people with impairments and their whanau.		