



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**

**Publications to Assist
Implementation**

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

Publications to Assist Implementation

There are various publications that can provide useful background material for different parts of your implementation of *Kia Ōrite Achieving Equity*.

1. Policy and Planning and Other Code Activities:

- (a) Ministry of Health. (2001). *New Zealand disability strategy: Making a world of difference. Whakanui oranga*. Wellington, New Zealand: Ministry of Health.
- (b) Statistics New Zealand. (2002). *Disability counts 2001 report*. Wellington, New Zealand: Statistics New Zealand.

Statistics New Zealand. (1998). *Disability counts 1998 report*. Wellington, New Zealand: Statistics New Zealand.
 - These reports provide an overview of recent New Zealand Disability Surveys and national statistics.
- (c) Ministry of Health. (1998). *Disability in New Zealand: Overview of the 1996/97 surveys*. Wellington, New Zealand: Ministry of Health.
 - This report provides further analysis of the 1998 New Zealand Disability Survey.
 - A similar analysis of the 2001 New Zealand Disability Survey is currently being developed and expected to be published by the Ministry of Health in the near future.
- (d) Hartley, J., O'Connor, B., Watson, R. & Power, D. (1998). *Students with disabilities: Code of practice for Australian tertiary institutions*. Queensland, Australia: Queensland University of Technology.
 - http://www.qut.edu.au/pubs/disabilities/national_code/code.html
- (e) The Quality Assurance Agency for Higher Education. (1999). *Code of practice for the assurance of academic quality and standards in higher education. Section 3: Students with disabilities*. United Kingdom: The Quality Assurance Agency for Higher Education.
 - <http://www.qaa.ac.uk/public/cop/copswd/contents.htm>
- (f) Achieve: The National Post-Secondary Education Disability Network, NZ, Inc. (2003). *New Zealand code of practice consultation survey*. <http://www.achieve.org.nz>
 - This survey was a guide for writing the code. Completed by students with impairments, disability groups, academic, general and disability support staff; it includes key areas that create an inclusive environment and common barriers to creating an inclusive environment.

The Physical Environment

- (a) Standards New Zealand. (2001). *Design for access and mobility: Buildings and associated facilities NZS 4121: 2001*. Wellington, New Zealand: Standards New Zealand.
- (b) Universal Access Design:
http://www.design.ncsu.edu:8120/cud/proj_services/projects/nidrr_rerc.htm
<http://www.accessiblesociety.org/topics/universaldesign/index.htm>
- (c) State Services Commission. (1997). *Easy come, easy go: Access requirements and the Public Service*. Wellington, New Zealand: Service. State Services Commission.

2. Teaching and Learning and Other Code Activities

- (a) University of Guelph. (2003). *Statement of universal instructional design principles*.
<http://www.tss.uoguelph.ca/uid/uidprinciples.html>
 - This provides detailed discussion about these principles.
- (b) University of Tasmania. (2003). *The Australian disability clearinghouse on education and training*. Tasmania, Australia: University of Tasmania ADCET Website
www.adcet.edu.au
 - This includes some valuable teaching and learning resources and solutions for students with a range of impairments.
- (c) In recent years many disability support services within New Zealand polytechnics, universities and colleges of education have developed a range of resources for students with impairments, which may assist your implementation.
 - Websites advertising services, training, publications and resources. For example:
The University of Otago: <http://www.otago.ac.nz/disabilities/index.html>
Victoria University of Wellington Disability Support Services and Reasonable Accommodation Policy: http://www.vuw.ac.nz/st_services/disability/ and <http://www.vuw.ac.nz/home/publications/disabilities/>
 - Handbooks about the range of services available and their associated policies.
 - Publications focusing on specific areas. For example:
The University of Waikato. (2000). *Access employment: Career and job finding information for disabled students*. Hamilton, New Zealand: The University of Waikato.
Massey University. (2003). *Equip yourself: An equipment guide for students with disability*. Palmerston North, New Zealand: Disability Services, Massey University.

To find out more about these websites and publications, both in New Zealand and overseas, contact disability support services at your local polytechnic, university or college of education. They have access to a *Disability Coordinators List Server* and may be able to assist you in finding out what is available.

- (d) Skill: National Bureau for Students With Disabilities:
 - The Skill website (<http://www.skill.org.uk/>) includes information about the Bureau, training, publications and other resources.
- (e) AHEAD: Association on Higher Education and Disability:
 - The AHEAD website (<http://www.ahead.org/>) includes information about the association, training, publications and resources.
- (f) ACHIEVE - The National Post Secondary Education Disability Network Incorporated
 PO Box 3850
 Christchurch Mail Centre
 Christchurch
<http://www.achieve.org.nz>
info@achieve.org.nz

3. Legal Framework for all of those involved with post secondary education:

- (a) Health and Disability Commissioner's Office. (1994). *Code of health and disability services consumers' rights*. Auckland, New Zealand: Health and Disability Commissioner's Office Brochure.
 - This provides an overview of obligations specific to the Health and Disability Commissioner Act 1994 and the associated Code of Rights.
 - It has a useful framework for anyone providing services for people with impairments and their Whanau. This includes the rights they can expect when they attend a health and disability service.
 - This has particular relevance for staff involved with General and Specialist Support Services. However staff involved with supporting students with impairments in different parts of the campus should be aware of these obligations.
 - The Health and Disability Consumer Advocacy Service provides free, independent and confidential advocacy for people with impairments and their families with a problem about a health and disability service.
- (b) Human Rights Commission. (2002). *Tu tikanga, Rights now! A human rights workshop for people with disabilities*. Auckland, New Zealand: Human Rights Commission.
 - This training programme covers the provisions for people with impairments under the Human Rights Act and can be adapted for staff. Trained facilitators are available throughout New Zealand. Contact 0800 496 877 or <http://www.hrc.co.nz>
 - Staff involved with supporting students with impairment in different parts of the campus should be aware of these obligations.
- (c) The Privacy Commissioner. (1998). *Privacy Act 1993: Health information privacy code fact sheets*. Auckland, New Zealand: The Privacy Commissioner.
 - These provide a useful framework for disclosure, which is discussed under the *activity* 'Appropriate Use of Student Information'.

(d) The Disability Rights Commission. (2003). *Code of practice for providers of post 16 education and related services - Legal rights and requirements under the Disability Discrimination Act 1995: Part 4*. <http://www.drc.gov.uk/thelaw/practice.asp>

- This website by the United Kingdom Disability Rights Commission includes a number of Codes of Practice, explaining legal rights and requirements under their Disability Discrimination Act 1995. This includes practical examples and scenarios about students with impairments relevant to our tertiary education environment.

4. Other Useful Material:

(a) Learning Unlimited. (2000). *Thinking outside the circle: How to get the best out of employing people with disabilities*. Wellington, New Zealand: Learning Unlimited.

(b) New Zealand EEO Trust. (2000). *People with disability and work*. Auckland, New Zealand: EEO Trust Booklet Series.

(c) New Zealand Journal of Disability Studies:
<http://www.donaldbeasley.org.nz/JOURNAL/JOURNAL2.HTM>

(d) Mental Health Foundation. (2000). *Countering stigma and discrimination – Service quality guidelines for the public sector*. Auckland, New Zealand: Mental Health Foundation.

(e) Bagshaw, M. (1-4 December 1998). *People with disability and Education – An economic imperative*. Paper presented at the Pathways IV – 4th National Conference of People with Disabilities in Education and Employment. Perth, Australia.

(f) International Labour Organization. (2001). *Draft code of practice on managing disability in the workplace*. Geneva: International Labour Office.