



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**

**Student Associations  
and Implementation**

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

## **The Role That Student Associations Can Play With Implementation**

Students Associations have an important role to play with the implementation of *Kia Ōrite Achieving Equity*. They can:

1. Advocate that:
  - (a) 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.
  - (b) A senior manager/s is identified to drive and promote the implementation.
2. Play an active part in:
  - (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 *activities*.
3. Ensure that the implementation process actively involves students with impairments giving their feedback about the campus facilities, services and systems.

For example, the student association could 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. This could become an avenue for consultation with students with impairments.

Having an effective process for consulting with students with impairment where they are seen as a *critical reference group* and *equal participant* is essential to the success of the implementation process.

It is important that student associations:

- (a) Develop an effective consultation process with students with impairments and their whanau, so that they are well informed about the needs of the students with impairments they represent and can advocate effectively.
  - (b) Work with these students, disability support services and the disability advisory group on campus to develop an effective process that allows students with impairments to represent their own views. Some ideas for consultation are included under the *Implementation Steps*.
4. Promote coordination of the consultation processes with these students with impairment and their whanau. This will prevent students with impairments becoming bombarded by staff from different parts of the campus.

5. Organise their own hui and/or training to discuss *Kia Ōrite Achieving Equity*, the implementation process and the impact on the student association with their members.
6. 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.

For example, does the student association have:

- (a) Facilities with good physical access.
  - (b) Present material in accessible formats (e.g. websites, application forms, notices, publications and reports).
  - (c) Events that consider physical, communication and information access for students with a range of impairments (e.g. forums).
  - (d) Effective consultation processes that:
    - Allow students with impairments to be active and equal participants.
    - Involve students with different impairments and from different parts of the campus.
7. If you have any other ideas or any feedback about the role of student associations, please email ACHIEVE at [info@achieve.org.nz](mailto:info@achieve.org.nz).

## Planning Checklists for Student Associations

We have developed this planning checklist to assist student associations 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.

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: <ul style="list-style-type: none"> <li>(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.</li> <li>(b) Coordination of the consultation processes to prevent students with impairments becoming bombarded by staff from different parts of the campus.</li> </ul>		
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: <ul style="list-style-type: none"> <li>(a) That they are well informed about the needs of the students with impairments they represent and can advocate effectively.</li> <li>(b) Students with impairments can represent their own views.</li> </ul>		

Implementation Steps for Student Associations	Target Date	Met ✓
<p>8. The student association plays an active part in the implementation process of the Code of Practice, including:</p> <ul style="list-style-type: none"> <li>(a) Hui to discuss the implementation process.</li> <li>(b) Advisory group/s to oversee the project.</li> <li>(c) Discussion about how students with impairments and their whanau will be involved.</li> <li>(d) Teams who are delegated responsibility for specific <i>activities</i>.</li> </ul>		
<p>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.</p>		
<p>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.</p>		