Kia Ōrite Toolkit for achieving equity

Management responsibilities
implementation toolkit

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Management responsibilities

2.1 Recruitment, selection, admission and enrolment

a) Recruitment tools

Are you meeting the best practice standards for recruitment?

Activity	Met	Partially	Not Met	Action Required
1. Is promotional material in alternative formats and available to a wide range of relevant community networks that disabled people access?				
2. Are prospective disabled learners encouraged and assisted to identify their specific support requirements, ideally prior to application for admission?				
3. Does promotional material feature disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Recruitment: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

b) Selection and admission tools

Are you meeting the best practice standards for selection and admission?

Activity	Met	Partially	Not Met	Action required
1. Selection and admission staff: • Have appropriate training and support to ensure selection and admission policies and procedures do not unjustifiably disadvantage or exclude disabled applicants? • Use expertise to assess an applicant's support needs, to make well-informed decisions?				
2. Is selection and admission material in accessible formats?				
3. Is course selection criteria regularly reviewed to ensure these are suitable, applied appropriately, and do not discriminate against applicants with impairments?				
4. Are there appeal processes for learners rejected on the grounds of impairment?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Selection and admission: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

c) Enrolment tools

Are you meeting the best practice standards for enrolment?

Activity	Met	Partially	Not Met	Action required
1. Do the enrolment, registration and induction processes take into account the physical, communication and information access requirements of disabled learners?				
2. What are the gaps and what actions would resolve these gaps?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Enrolment processes: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

2.2 Funding and withdrawal tools

Are you meeting the best practice standards for funding and withdrawal?

Activity	Met	Partially	Not Met	Action required
1. Are there clear withdrawal policies and procedures allowing withdrawal without academic or financial penalty if students withdraw due to an impairment?				
2. Do disabled learners know about these?				
3. Do you ensure these withdrawal policies and procedures are implemented consistently?				
4. Is there adequate internal and external funding to provide effective services to support disabled learners?				
5. Is TEC funding for disabled learners used appropriately?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Funding and withdrawal: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

2.3 Complaint and appeal policies and procedures tools

Are you meeting the best practice standards for complaints and appeals?

Activity	Met	Partially	Not Met	Action required
1. Do policies and procedures exist to deal with complaints arising from an impairment?				
2. Are they accessible and communicated effectively to disabled learners?				
3. Are these policies/procedures implemented fairly and effectively and outcomes integrated into service improvement?				
4. Are staff aware that should a complaint be unresolved, disabled people may have access to the Human Rights Act, Code of Health and Disability Services Consumers' Rights, Privacy Act, etc?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Complaint and appeal policies and procedures: Planning the next step for this activity

What outcomes do you want to achieve with this activity?			Met ✓
1.			

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

2.4 Access to buildings, facilities and infrastructure

a) The physical access tools

Are you meeting the best practice standards for physical access?

Activity	Met	Partially	Not Met	Action required
1. Do all buildings comply with or exceed NZS 4121:2001?				
2. If no, which ones don't and what is the plan to resolve issues?				
3. Do regular physical access audits occur completed by trained BarrierFree auditors, in consultation with disability support staff and learners with different impairments?				
4. Do you have an access plan to improve physical access to comply with or exceed above NZS 4121: 2001 that meets the existing and emerging needs of disabled learners?				
5. Are adequate resources allocated for this? Is this reviewed at least annually?				
6. Does the annual review involve disabled learners and disability support staff?				
7. Do physical access policies and procedures exist to ensure that the needs of disabled learners are taken into account when new building work or refurbishment takes place?				

Activity	Met	Partially	Not Met	Action required
8. Are key access routes and features for disabled learners clearly signed and identified on organisational maps?				
9. Are disabled learners aware of recent changes affecting physical access?				
10. Do disabled learners know where to go if they find an access issue and want to report it?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

The physical access: Planning the next step for this activity

What outcomes do you want to achieve with this activity?			Met ✓
1.			

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

b) Facilities, equipment and health and safety tools

Are you meeting the best practice standards for facilities and equipment?

Activity	Met	Partially	Not Met	Action required
1. Does facilities and equipment planning incorporate the needs of disabled learners?				
2. Does this occur in consultation with these learners and disability support staff?				
3. Do fire evacuation, health, safety and security procedures consider disabled learners?				
4. Are the evacuation needs and wishes of disabled learners taken into consideration and documented?				
5. Do information technology and computer arrangements maximise access to learning for disabled learners and consider their learning support needs?				
6. Do arrangements for events (e.g. graduation ceremonies, registration and social events) ensure equal access and amenities for disabled learners?				
7. Do disabled learners receive appropriate specialist equipment when required?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Facilities, equipment and health and safety: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

c) New technologies, digital platforms and procurement

Are you meeting the best practice standards for assistive technology?

Activity	Met	Partially	Not Met	Action required
1. Does the use of digital technologies in teaching, learning and assessment consider the impacts on disabled learners so that pedagogical outcomes are inclusive and equitable?				
2. Does the adoption of online tools, technological platforms and device-based software licences for teaching, learning and assessment include consultation with disabled learners to check these are accessible for their assistive technology and any barriers are resolved?				
3. Is the use of online tools, technological platforms and device-based software used by disabled learners supported by academic, teaching, demonstrator and learning support staff?				
4. Is the acquisition of new assistive technologies to assist and be used by disabled learners in their learning journey discussed with those learners who require this technology?				
5. Do teaching, IT and other staff receive training and resources about assistive technologies that disabled learners may find useful?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

New technologies, digital platforms and procurement: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

2.5 Policy and planning tools

Are you meeting the best practice standards for policy and planning?

Activity	Met	Partially	Not Met	Action required
1. Do you have a disability policy to achieve a fully inclusive educational environment for disabled learners?				
2. Does your disability action plan include measurable goals and targets to achieve a fully inclusive educational environment for disabled learners?				
3. Are these reviewed and reported on annually?				
4. Are senior management accountable for achieving the agreed strategic outcomes for disabled learners?				
5. Does the development and monitoring of these measurable goals and targets include disabled learners and disability support staff?				

Activity	Met	Partially	Not Met	Action required
6. Do all policies, procedures and planning processes consider the participation and achievement of disabled learners in academic, social, sporting, and cultural organisational life?				
7. Do you ensure staff and learners know about and understand these measurable goals and targets, policies and procedures for disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Policy and planning: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?

2.6 Monitoring and evaluation tools

Are you meeting the best practice standards for monitoring and evaluation?

Activity	Met	Partially	Not Met	Action required
Do your monitoring systems: • Measure progress with goals and targets to remove barriers to participation, retention and achievement of disabled learners? • Provide accurate information about the participation and progression of disabled learners? • Provide accurate information about the impact of policies, procedures, services and facilities on disabled learners, with a view to continuous improvement?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning spaces

What barriers for disabled learners have been identified by this activity?	What solutions would resolve these barriers?

Monitoring and evaluation: Planning the next step for this activity

What outcomes do you want to achieve with this activity?	Met ✓
1.	

What are the tasks required to achieve these outcomes?	Target date	Who needs to be involved?	What resources are required?
1.			

Reflection – What worked and what didn't? Issues arising or to discuss?

What is the next step?