Kia Ōrite Toolkit for achieving equity

Learning support responsibilities implementation toolkit

ACHIEVE
The National Post-Secondary Education Disability Network Incorporated

Tertiary Education Commission
Te Amorangi Mātauranga Matua

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Learning support responsibilities

2.1 Appropriate use of disabled learners' personal information tools

Are you meeting the best practice standards for appropriate use of disabled learners' personal information?

Activity	Met	Partially	Not Met	Action required
1. Do you ensure that information about a disabled learner's impairment: • Is collected for relevant purposes only? • The purpose of collection is clearly stated to the disabled learner? • Doesn't appear on academic records and graduation documentation?				
2. Is only sought to arrange support?				
3. Is disseminated only to staff on a 'need to know' basis, with the learner's permission?				
4. Do all relevant staff receive training about the Health and Disability Commissioner Act and Privacy Act, and know how this relates to disabled learners and the dissemination of impairment information to staff?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Appropriate use of personal information: 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 Learning support and teaching tools

Are you meeting the best practice standards for learning support and teaching?

Activity	Met	Partially	Not Met	Action required
1. Are academic programmes designed so there are no unnecessary barriers to access, participation and achievement for disabled learners?				
2. Do academic and technical staff receive training and support to enable them to meet the requirements of disabled learners?				
3. Do teaching staff receive training and support to plan and employ teaching and learning strategies to make courses inclusive for disabled learners?				
4. Do you measure that this support and training is being effective?				

Activity	Met	Partially	Not Met	Action required
5. Does online learning, distance education or e-learning consider the needs of disabled people?				
6. Do you identify the gaps and what actions would resolve these gaps?				
7. Do disabled learners have the same access as other learners to academic and vocational placements, including field trips, work placements, research and study abroad?				
8. Are there transition strategies to assist disabled learners to move successfully to higher studies or employment?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Learning support and teaching: 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 Learning support for Māori disabled learners tools

Are you meeting the best practice standards for Māori disabled learners?

Activity	Met	Partially	Not Met	Action required
1. Are opportunities promoted for Māori disabled learners to access disability support services?				
2. Are the participation, retention and achievement rates of Māori disabled learners measured with a view to continuous improvement?				
3. Are Māori disabled learners and their whānau involved in the development and implementation of strategies to overcome barriers and improve academic outcomes for Māori disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Learning support for Māori disabled learners: 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 Examinations and assessment tools

Are you meeting the best practice standards for examinations and assessment?

Activity	Met	Partially	Not Met	Action required
1. Do alternative examination and assessment procedures and arrangements exist?				
2. Are these alternative examination and assessment procedures and arrangements widely publicised?				
3. Do they protect the rigour and comparability of the assessment?				
4. Are they applied consistently across the institution?				
5. Are there related policy and procedures, and how do staff and learners know about these?				
6. Do teaching staff receive training and support to plan and employ alternative examination and assessment procedures and arrangements for disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Examinations and assessment: 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 Other diverse groups of disabled learners tools

Are you meeting the best practice standards for other diverse groups?

Activity	Met	Partially	Not Met	Action Required
For other diverse disabled learners: 1. Are opportunities promoted to access disability support services? 2. Are the participation, retention and achievement rates measured with a view to continuous improvement? 3. Are representatives involved in the development and implementation of strategies to overcome barriers and improve academic outcomes for diverse disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Other diverse disabled learners: 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 Learning supports for learners with different impairments tools

Are you meeting the best practice standards for learning supports for learners with different impairments?

Activity	Met	Partially	Not Met	Action Required
1. Do teaching and other staff receive regular and ongoing training about effective support for disabled learners with different impairments?				
2. Do teaching and other staff work in partnership with disabled learners, their whānau and support networks who often have the best understanding of the learning support they require from lived experience?				
3. Is this staff training and support adequately resourced and arranged as part of induction and development programmes, particularly for those involved with teaching and assessment?				

Activity	Met	Partially	Not Met	Action Required
4. Are strategies developed and implemented to measure if staff development and training leads to staff having the knowledge and skills to work effectively with these learners?				
5. Are you using subject matter experts, including disabled learners, to actively support this training?				
6. Do teaching and other staff have access to resource information about effective support for learners with different impairments?				
7. Do feedback and monitoring processes exist that indicate staff are confident to provide effective learning support for these disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Learning supports for different impairments: 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?

2.7 Access to general and specialist support services tools

Are you meeting the best practice standards for general and specialist support?

Activity	Met	Partially	Not Met	Action Required
1. Do disabled learners have access to the full range of general and specialist support services?				
2. Where existing general and specialist services are not accessible for disabled people, are alternative services and/or arrangements made available?				
3. Are these services regularly reviewed to meet the emerging needs of disabled learners, including Māori and other cultural and diverse groups?				
4. Do you ensure general and specialist support staff have the skills, experience and support to provide effective advice and support to disabled people?				

Activity	Met	Partially	Not Met	Action Required
5. Do general, specialist and other support staff receive guidance and training on the use of non-discriminatory practices and are aware of their legal obligations under the Human Rights and Privacy Act, HDC Code of Rights and other relevant legislation?				
6. Are general, specialist and other support staff meeting these obligations?				
7. Do disabled learners have access to, are aware of and are offered independent advocacy services when they have concerns about the learning supports or reasonable accommodations being offered to them by the tertiary provider?				

Additional notes/comments:

Identifying and removing barriers to disabled people in your learning environment

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

Access to general and specialist support services: 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?

2.8 Transition into employment tools

Are you meeting the best practice standards for transition into employment?

Activity	Met	Partially	Not Met	Action Required
1. Do campus or other career service staff provide support and training for all disabled learners about successful transition into employment, work experience, internship, vocational placements and job opportunities?				
2. Is there support for all disabled learners with the development of job applications, CVs, interview and other employment skills and strategies to successfully provide personal information about impairment-related support to employers?				
3. Do disability support and other staff talk with disabled learners about how their learning support in a tertiary environment can be translated into workplace support, and the skills and assistive technology that they will require in employment?				

Activity	Met	Partially	Not Met	Action Required
4. Does the tertiary provider build partnerships with disability related employment services that can assist disabled learners with their transition into employment?				
5. Do feedback processes for disabled learners indicate this support and training is leading to the successful transition of disabled learners into employment?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Transition into employment: 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?

2.9 Staff development tools

Are you meeting the best practice standards for staff development?

Activity	Met	Partially	Not Met	Action Required
1. Do all staff receive development and training about effective support of disabled learners as part of induction and development programmes, in particular those involved with teaching and assessment?				
2. Is this adequately resourced?				
3. Does this training include the areas covered in the best practice standards for staff development?				
4. Do all staff, and in particular teaching staff, have ongoing access to resource information about creating an inclusive environment and internal and external support?				
5. Are there designated contact(s) for disabled learners in different parts of the campus who have appropriate and ongoing professional development?				

Activity	Met	Partially	Not Met	Action Required
6. Do you ensure applicants for appointment or advancement demonstrate evidence of appropriate responses to disabled learners?				
7. Do you measure if staff, particularly teaching, technical and support staff, feel that they have the ongoing knowledge and skills to work effectively with disabled learners?				

Additional notes/comments

Identifying and removing barriers to disabled people in your learning environment

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

Staff development: 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?