

# Disability Action Plan

2022-2027

Approved by the UC Senior Leadership Team on 28 June 2022

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## Foreword from the Vice-Chancellor

Accessible, Flexible, Future Focussed Education is a priority in Tangata Tū, Tangata Ora, the Strategic Vision 2020-2030 of Te Whare Wānanga o Waitaha | The University of Canterbury (UC) and it is this commitment that has shaped the development of our first Disability Action Plan, a pivotal document in our ecosystem approach to providing an inclusive and accessible education for all students.

The Disability Action Plan brings to life our Strategic Plan, enacts UC's values and is aligned with an institution-wide equity approach comprising several initiatives to deliver enhanced outcomes for underserved communities including Māori, Pacific, disabled, Rainbow/LGBTQIA+ and other groups under-represented in tertiary education.

The Disability Action Plan outlines how we will ramp up our efforts to address institutional, structural and cultural barriers to ensure that disabled learners not only achieve their academic goals, but they are also enabled to participate fully in university life. At the heart of this work is an understanding that UC's disability goals, actions and outcomes must be led by disabled people acknowledging that everyone in the UC community has a part to play in removing barriers for disabled people. The successful implementation of this plan will require institution-wide learning, research and professional development.

I wholeheartedly endorse the actions outlined in this plan and urge everyone in the UC community to engage in the collective work required to meet the plan's objectives, and to extend this work to ensure that the UC experience is inclusive and accessible for all disabled students, staff and visitors.

Professor Cheryl de la Rey  
*Tumu Whakarae | Vice-Chancellor*

## Section 1 - Introduction

Over the last few years UC has begun to systematically address the persistent equity gap impacting a range of student cohorts including Māori, Pacific, Rainbow, disabled, international, students of colour, and students from low socio-economic contexts. Two key pan-university programmes are central to this work, the first being a substantial Equity Review and Response led by Te Waka Pākākano | Office of Māori, Pacific and Equity, and the second being Kia Angitu, UC's Student Success programme (details provided in UC's Learner Success Plan). These programmes of work are based on the understanding there are complex barriers that stand between the current reality and UC's aspirations of equity for all. Equity can only be addressed through a strategic suite or eco-system of inter-connected, mutually reinforcing initiatives to effect change at an institutional level. The equity gap for disabled students is recognised within both programmes of work, along with the understanding that some disabled students are also members of other under-served groups thus experiencing multiple equity impacts.

As the Equity Response and Kia Angitu Student Success programmes of work mature, they are also converging around the adoption of a systems change approach for exploring the inter-dependent nature of initiatives and the potential power of connecting strategies in innovative combinations for maximum effect. UC's Disability Action Plan connects with this work using the same systems change approach.

### 1.1 UC Strategy

Since its inception the University of Canterbury has propounded the importance of inclusivity not only for the institution but also for the wider community. The UC Strategy, developed in 2019 in partnership with the academic community, wider staff, students and Treaty partner Ngāi Tūāhuriri, reinforces the University's commitment to improving equity of access and success for all students, particularly those groups who are either under-represented or currently do not access university education. This includes Māori and Pasifika students, students from poorer households, disabled students, rainbow students, refugees and others. UC will invest in removing barriers for under-served groups and helping develop the conditions for their success before they enrol and while they are enrolled.

This UC disability action plan and all associated DAP policies, procedures and planning have been co-created to reflect a continued commitment to the principles of Te Tiriti o Waitangi: Ōritetanga, Kawanatanga and Tino Rangatiratanga. It also strives to align itself to Aotearoa New Zealand's obligations to the United Nations Convention on the Rights of Persons with Disabilities (2007) in the spirit of kotahitanga. Tino rangatiratanga in this context is providing for Māori self-determination and mana motuhake in the design, delivery and monitoring of disability services. Ōritetanga is the commitment to equity for all and being committed to achieving equitable health outcomes for Māori. Kawanatanga or honourable governance means acting for and in good faith to the fullest extent practicable to achieve equitable health outcomes for Māori. Our commitment to Te Tiriti is also highlighted through the use and embedding of Whira te Muka kaupapa Māori model approach.

## 1.2 Ngā Uara | Our Values

At UC we value Manaakitanga, Whanaungatanga and Tiakitanga. Our Values underpin how we engage with the disabled community to understand and address institutional barriers to access, participation and achievement.

Whanaungatanga means that the diversity of the UC community is valued, and this will be enacted by ensuring the voices and experiences of disabled people are central to the kōrero and actions around equity. Whanaungatanga also speaks to the collective, and challenges us to think about how we work together with the disabled community in partnership, and how we relate to and welcome people to our learning environment.

Closely related, Manaakitanga is not only our acts of care, kindness and empathy we expect of each other. It is about uplifting the prestige of all those by creating a space, place and culture where everyone's diversity is catered to, celebrated and central to all learning.

Tiakitanga speaks to the responsibility we share in enhancing and nurturing not only physical and tangible resources, but also knowledge and people. It reminds us that the University has a responsibility to resource the actions required to address barriers to equity.



WHANAUNGATANGA

**He mana tō te tangata  
We value people  
and their differences**



TIAKITANGA

**He kaitiaki tātou katoa  
We will enhance and  
nurture our resources**



MANAAKITANGA

**Kia aroha ki te tangata  
We extend care  
and empower others**

## 1.3 Relevant Legislation

The Disability Action Plan will comply with the following legislation and any other relevant laws:

- United Nations Convention on the Rights of Persons with Disabilities
- NZ Bill of Rights Act 1990
- The Human Rights Act 1993
- Privacy Act 2020
- New Zealand Public Health and Disability Act 2000
- Health and Disability Services (Safety) Act 2001
- The New Zealand Web Accessibility Standard 1.1

## 1.4 Guiding External Documents

The development of UC's Disability Action Plan has been shaped by:

- Te Tiriti o Waitangi
- [NZ Disability Strategy](#)
- [Tertiary Education Strategy](#)
- [Kia Ōrite: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments](#)
- [TEC Disability Action Plan – purpose and vision](#)
- [TEC Disability Action Plan - a guide for the tertiary education sector](#)
- [Kia Ōrite Toolkit](#)
- [Disabled people and tertiary education: An analysis of the 2013 Disability Survey](#)

## 1.5 Relevant UC Policies

1. [Equity and Diversity Policy](#)
2. [Disability and Impairment Policy](#)
3. [Privacy Policy](#)

## 1.6 Definition

The University employs the definition of disability provided in The Human Rights Act 1993. Section 21(1)(h) of the [Act](#) makes discrimination based on disability, without lawful justification, unlawful. Section 21(1)(h) of the act defines disability as:

- I. Physical disability or impairment
- II. Physical illness
- III. Psychiatric illness
- IV. Intellectual or psychological disability or impairment
- V. Any other loss or abnormality of psychological, physiological, or anatomical structure or function
- VI. Reliance on a guide dog, wheelchair, or other remedial means
- VII. The presence in the body of organisms capable of causing illness (such as HIV or hepatitis)

## 1.7 Principles

In developing this plan, the Disability Action Plan Reference Group considered the principles that would best underpin this work and enable intentional institution-wide change led by the disabled community. The Reference Group hold aspirations for UC to become the New Zealand university of choice for disabled learners where learners know that they will be treated with dignity and respect as individuals and without discrimination; will be able to participate fully and successfully in all aspects of university life; and will be part of a wide-ranging and inclusive disability culture where people and their differences are valued.

The driving principles for the Reference Group are listed below and these will be reviewed as this work is progressed:

- Disabled learners (and staff) are the experts on their own needs and should be active participants in design, development and other activities impacting their lives.
- Everyone in the UC community has a role to play in removing barriers to enable others to participate fully in all aspects of university life.
- The ongoing development, implementation and evaluation of UC's DAP will engage with research and use data to improve the experiences/outcomes for disabled learners (and staff).



## Section 2 - Disability at UC

### 2.1 Te Ratonga Whaikaha | Student Accessibility Service

In 2022 UC's Equity and Disability Service (EDS) was renamed [Te Ratonga Whaikaha | Student Accessibility Service](#) (TRW | SAS) reflecting international naming trends, student preference and an emphasis on accessibility rather than disability. Te Ratonga Whaikaha offers a wide range of supports for students including alternative formatting of study materials, assistive technologies, help with study tasks (eg note-taking and assistance with lab work), exam and test special arrangements, assistance with access, technology and furniture and other accommodations. As at 1 June 2022 there were 690 students registered with the service and, based on the growth reported below, this is expected to increase to more than 1000 students over the remainder of the year.

### 2.2 Growth in reported disability enrolments

The last five years have seen a 132% increase in the number of UC students self-declaring a disability on enrolment, as well as a rise in the proportion of the UC population self-declaring a disability (from 4.8% to 8.7%). There has also been a significant increase (80%) in the numbers of students for whom disability special arrangements are in place for tests and examinations.

<b>Growth in reported disability enrolments</b>						<b>Growth 2017-</b>
<b>Head count</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2021</b>
(Self-declared) Disability	787	976	1,099	1,252	1,828	132%
DRS Facility User Flag	655	720	749	732	1,005	53%
Disability Special Arrangements*	473	586	605	614	851	80%
Total number of UC students	<b>16,253</b>	<b>17,299</b>	<b>18,364</b>	<b>18,771</b>	<b>20,919</b>	29%
Self-declared disability as %						
Total	4.8%	5.6%	6.0%	6.7%	8.7%	80%

\* Head count of students, not count of special arrangements

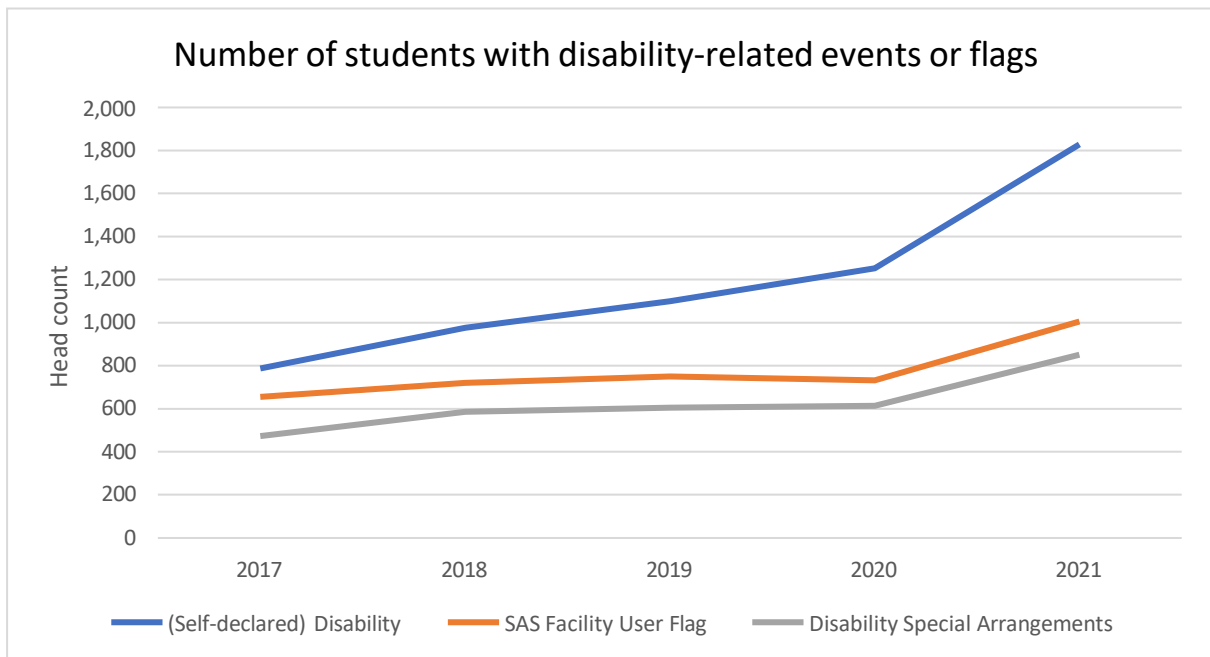


Figure 1: Students with disability-related events or flags

### 2.3 Impairment categories

In 2021 Te Ratonga Whaikaha | Student Accessibility Service supported 975 students. Of these the three largest groups were: students with specific learning disabilities, psychological/mental health impairments and chronic medical conditions. The next largest group were students with temporary medical conditions. The total number of 1183 recorded impairments includes some students reporting multiple impairment categories.

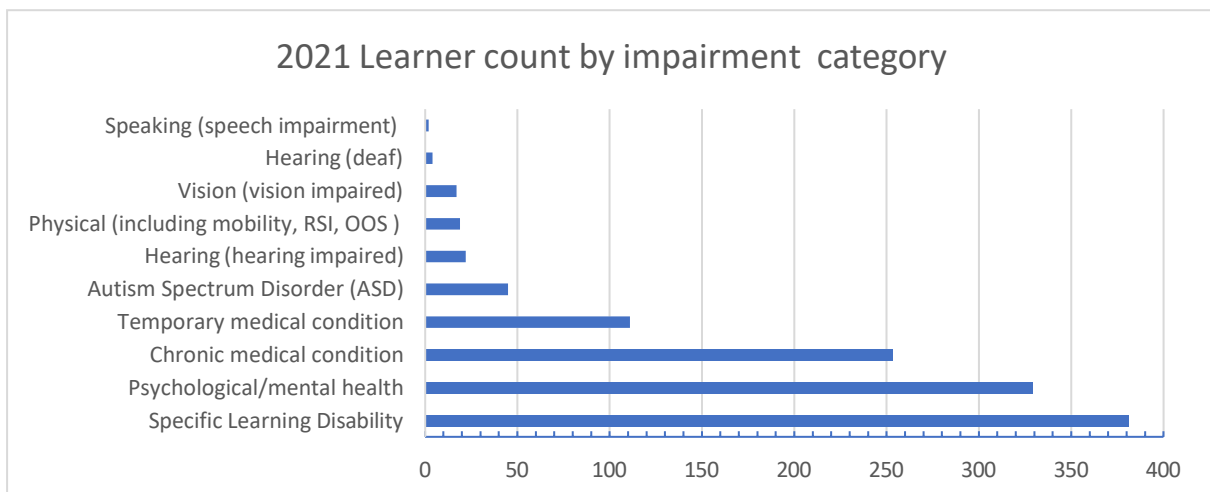


Figure 2: 2021 Learner count by impairment category

## 2.4 Disability declarations compared to registrations

Enrolment data from 2021 shows that 45% (828) of the 1825 students who indicate that they have some form of disability or impairment register with the Student Accessibility Service. A significant proportion (55%) did not register with the service, and there is potential to discover whether these students are self-sufficient or unaware of the supports available to them (Fig. 3).

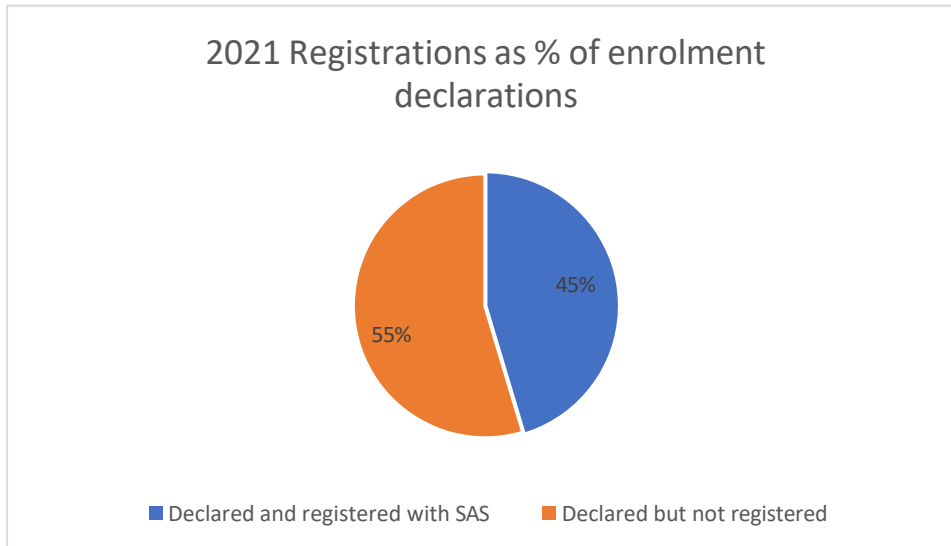


Figure 3: 2021 Registrations as % of declarations

A further 147 students who did not make an enrolment declaration also registered for SAS support (15% of total registrations); most of this cohort will be students with temporary medical conditions. (Fig. 4)

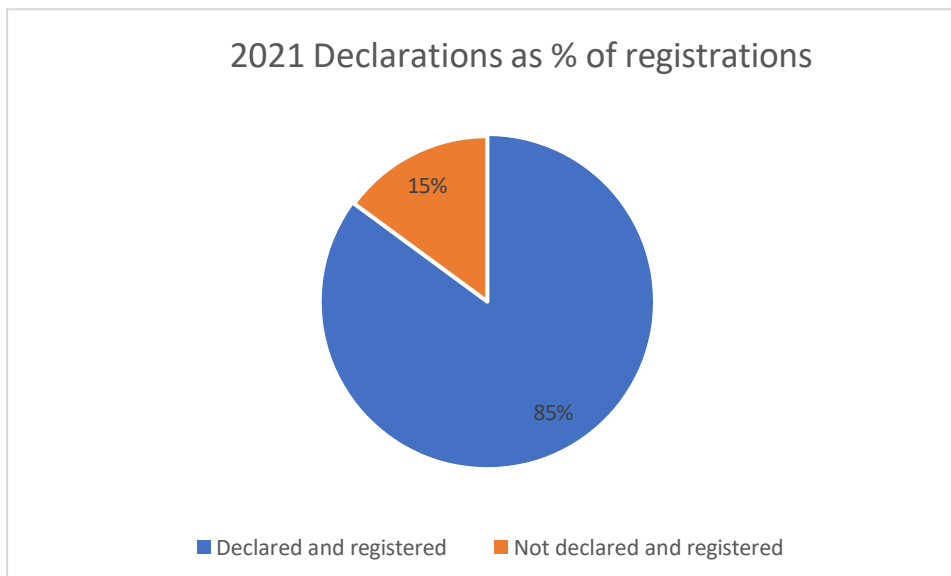


Figure 4: 2021 Declarations as % of registrations

Students enrolling in less than a full-time workload (120 points) are less likely to register with SAS. Again, this presents opportunities to explore why this is the case, and whether registering for support may enable these students to reach their qualifications goals more quickly, or to enjoy a more enhanced student experience.

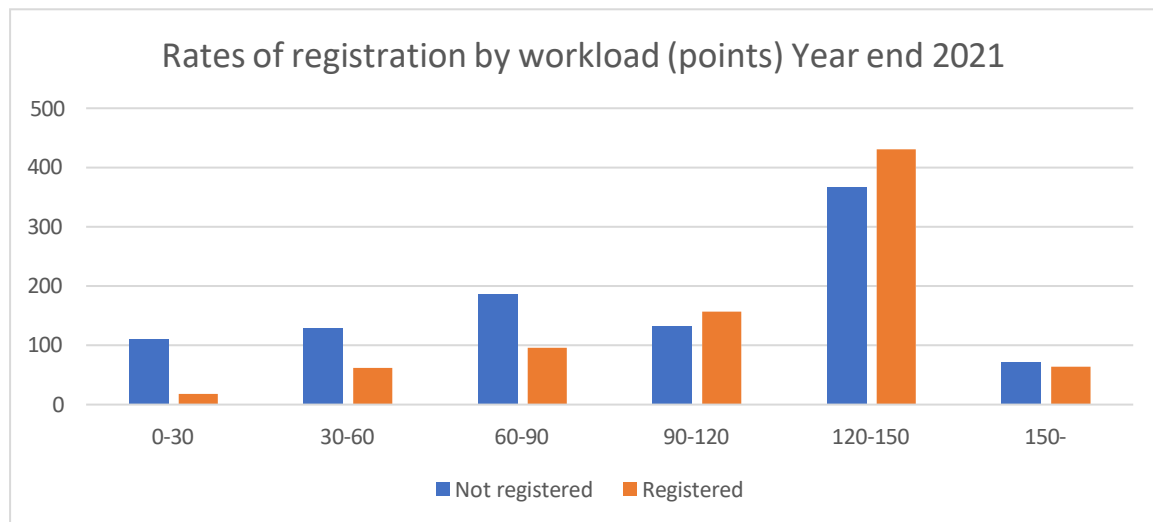


Figure 5: Rates of registration by workload (points) year end 2021

## 2.5 Pass rates

Overall, students registered with SAS achieve similar pass rates to other students across UC Faculties. The most significant difference occurs in the Student Transitions and Engagement (university preparation) programme where registered students achieve significantly better than students who are not registered. (NB: The TEC Pass rate considers withdrawals as unsuccessful course completions, and therefore withdrawals count as 'fails' in this chart.)

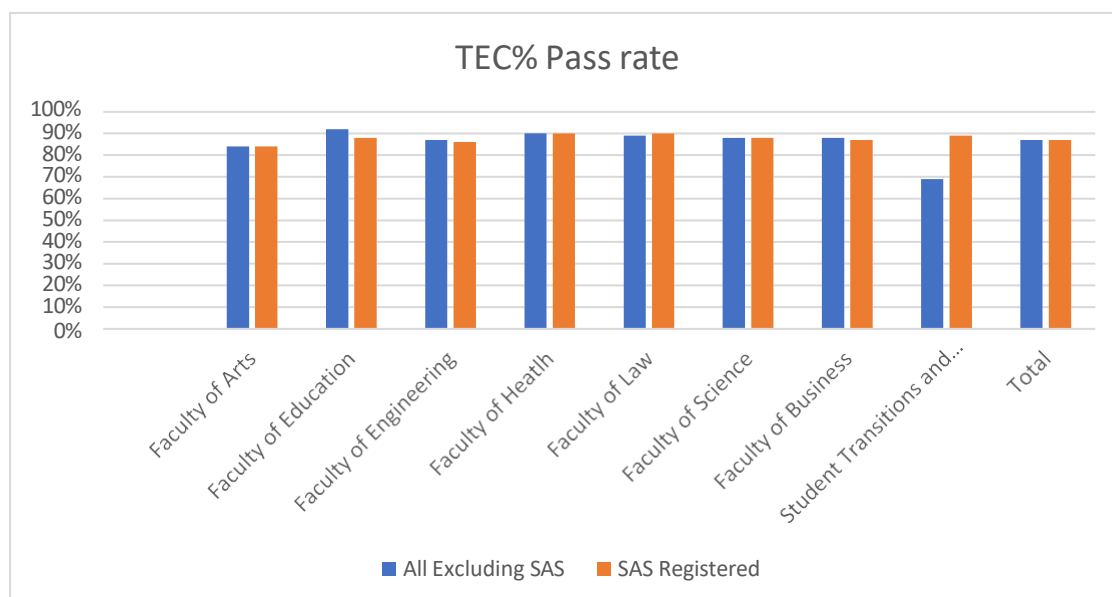


Figure 6: Pass/Fail results from all SAS clients in 2021, aggregated by course-owning Faculty

When Withdrawals are excluded from Pass rate calculations, students registered with SAS achieved equal or better pass rates across all Faculties with Student Transitions and Engagement still showing the most gain for registered students.



Figure 7: Pass rate excluding withdrawals

Apart from students taking only one or two courses (up to 30 points) slightly higher passing rates are achieved by students who are registered with SAS. NB. The size of the cohorts differs significantly for both categories (see Fig. Rates of registration by workload (points) year end 2021)

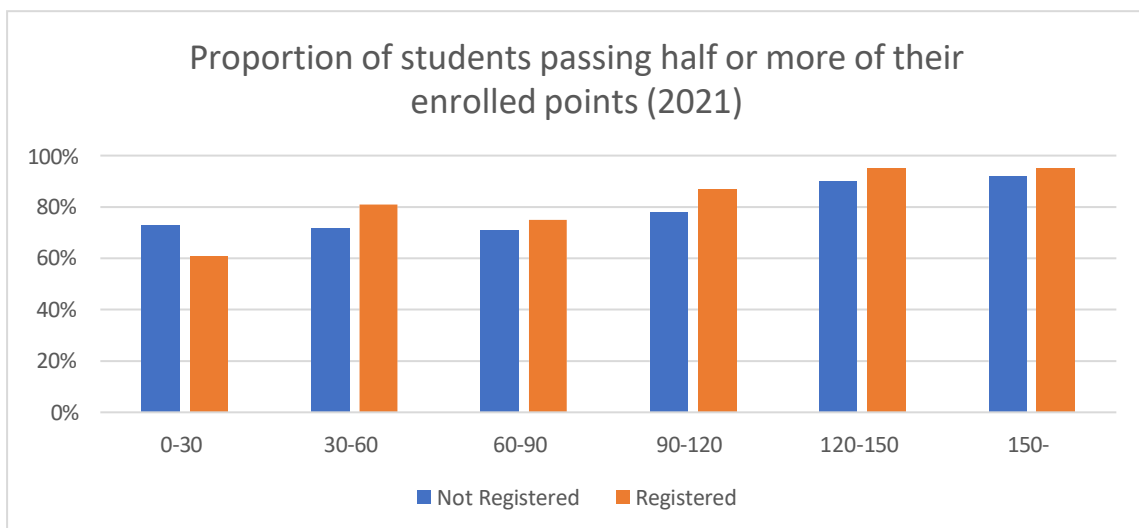


Figure 8: Proportion of students pass half or more of their enrolled points (2021)

## Section 3 - Development and review processes

### 3.1 Scope

The current DAP focuses on the needs of disabled learners. Further work is required to ensure that the next iteration includes goals and actions to address barriers that currently prevent disabled staff, whānau and visitors from accessing and participating in university life.

### 3.2 DAP development process

The development of UC's Disability Action Plan is an iterative process as UC commits to engaging more widely with the disabled community to consult and endorse a comprehensive DAP. This document identifies the priority areas for consideration during the 2022-23 period. The actions highlight the ongoing need for this work to be led by the disabled community and the expectation that the University will become more intentional in addressing systemic barriers to participation, access, and success for disabled learners.

The DAP has drawn on prior work including a comprehensive Equity Review conducted in 2020; an external review of the Te Ratonga Whaikaha | Student Accessibility Service in 2020; and a University of Canterbury Students' Association (UCSA) Disabled Students Focus Group Report September 2021. Each of these reviews and reports have contributed valuable insights at wider institutional level, disability support service level, and disabled student perspectives about what is working and what needs to be done. The DAP development has also been influenced by Kia Angitu, UC's student success programme which seeks to improve access, participation and outcomes for underserved groups including disabled students through an eco-system of initiatives focused on successful tertiary transition and first-year pathways.

A Disability Action Plan Reference Group was established to provide strategic expert advice on: (1) appropriate engagement strategies to ensure that disabled people are central to the development of the plan, and (2) the priorities, content and actions required to eliminate discrimination (intentional or unintentional) against disabled people at the University. The majority of the Reference Group were disabled people including an external expert, staff and students, while the remainder of the group were leaders with relevant responsibilities and experience from a range of key University departments. (Several of these leaders either experienced disability themselves or were close allies through their support of disabled whānau.) Six members of the DAP Reference Group were also members of the Equity Action Plan Reference Group ensuring alignment of this work with the wider Equity framework and strategy. (See Appendix 1 for the Reference Group Terms of Reference.)

The initial stocktake, using the Kia Ōrite Learner and Management Responsibilities Toolkit, was conducted by two staff members working directly with leaders responsible for teaching, learning and research, as well as various student services and pan-university teams. Responses were collated using the Kia Ōrite Toolkit templates, and these were shared with the Reference Group, along with an 'emerging priorities' summary for discussion at weekly meetings.

Priority goals and actions were brought to Reference Group meetings for discussion. As part of this process actions were mapped against the Whiria Te Muka framework, a tool for understanding the interaction between multiple causes for a given problem, and the interventions seeking to address the problem. This mapping helped identify gaps in the systems change process and it will ensure that the DAP aligns with the broader UC Equity Action Plan to strengthen the strategic package of work to connect and reinforce the different change initiatives.

Meeting notes and all relevant documents were shared in a Teams site to provide transparency and to enable the Reference group to comment on drafts as they were developed.

### 3.3 Implementation and review process

During the stocktake process it was evident that there are pockets of the University where best practice standards are understood and applied (eg, adoption of accessibility standards in the design of new online courses); areas where there is variability in meeting standards (eg, accessibility standards differ between legacy and new buildings); and other areas where there is less awareness of the responsibilities of the institution towards disabled people. The stocktake conversations were useful in raising awareness across many departments and there was a genuine willingness from all areas to ‘do more’ to meet best practice standards and to engage more directly with disabled learners to understand their needs. The most compelling observation was that, while all parts of the institution have some responsibility to address accessibility barriers, there is no coordinated response to ensure obligations are met. Therefore, a key outcome of the stocktake is the recommendation that UC appoints someone with appropriate experience and expertise to lead the institution-wide development, implementation and review of the DAP going forward. This appointment will facilitate a coordinated approach to the DAP processes, ensure appropriate engagement with the disabled community including staff and students, and provide clear accountability and reporting on DAP progress. This appointment will also be instrumental in leading processes to design staff learning and development opportunities to support on-going capability improvement.

### 3.4 DAP Priority Areas

The initial focus of UC’s DAP is on five key areas designed to drive institution-wide change through engagement with the disabled community and the fostering of a disability culture, policy change, increased awareness, and staff development. Common activities across all areas include alignment with the Equity Action Plan, audit and review of current provision, and resourcing the changes required to improve outcomes for disabled learners. The plan outlines a commitment to continuous improvement with a revised Disability Action Plan to be submitted along with the institution’s 2023 Investment Plan.

Focus area	Outcomes
Culture, strategy and policies	<ul style="list-style-type: none"> <li>• UC Disability Action Plan complements the Equity Action Plan to enable equity, diversity and inclusiveness underpinned by Te Tiriti o Waitangi.</li> <li>• UC’s culture, strategies and policies demonstrate commitment to achieving an accessible and inclusive environment.</li> <li>• UC’s disability goals, actions and outcomes are led by disabled people.</li> </ul>
Physical environment	<ul style="list-style-type: none"> <li>• UC provides an accessible campus, considerate of all its users, in all its buildings and spaces.</li> </ul>
Digital communications, platforms and environment	<ul style="list-style-type: none"> <li>• UC’s digital communications, platforms and environments are accessible for all learners.</li> </ul>

<p>Accessible learning and research environments</p>	<ul style="list-style-type: none"> <li>• Accessible learning and research environments enable all learners to succeed academically.</li> <li>• Universal Design for Learning and inclusive practices are embedded and visible across key university plans, policies and processes.</li> </ul>
<p>Student awareness and supports</p>	<ul style="list-style-type: none"> <li>• Disabled learners are aware of and can access the full range of support services available to them.</li> <li>• UC's academic environment enables access and supports disabled learners to achieve their academic goals.</li> <li>• Holistic support services enable disabled learners to participate fully in university life.</li> </ul>



### 3.5 Action Plan abbreviations explained

Kia Ōrite References link to the learning responsibilities and management responsibilities sections outlined in the Kia Ōrite Toolkit for achieving equity.

<b>Abbreviation</b>	<b>Management Responsibilities</b>
M 2.1	Recruitment, selection, admission, and enrolment
M 2.2	Funding and withdrawal
M 2.3	Complaint and appeal policies and procedures
M 2.4	Access to buildings, facilities and infrastructure a) The physical environment b) Facilities, equipment and health and safety c) New technologies, digital platforms and procurement
M 2.5	Policy and planning
M 2.6	Monitoring and evaluation

<b>Abbreviation</b>	<b>Learning Support Responsibilities</b>
L 1.4	Principles of universal design in education
L 2.1	Appropriate use of disabled learners' personal information
L 2.2	Learning support and teaching tools
L 2.3	Learning support for Māori disabled learners
L 2.4	Examinations and assessment tools
L 2.5	Other diverse groups of disabled learners
L 2.6	Learning supports for learners with different impairments tools
L 2.7	Access to general and specialist support services tools
L 2.8	Transition into employment tools
L 2.9	Staff development tools

### 3.6 Appendices

DAP Reference Group ToR

## Section 4 - Disability Action Plan

### 4.1 Culture, strategy and policies

Outcomes:

- UC Disability Action Plan complements the Equity Action Plan to enable equity, diversity and inclusiveness underpinned by Te Tiriti o Waitangi.
- UC's culture, strategies and policies demonstrate commitment to achieving an accessible and inclusive environment.
- UC's disability goals, actions and outcomes are led by disabled people.

Whiria Te Muka Lever	Goal	Actions	Performance Measures	Timeframe	Responsibility	Kia Ōrite Ref.
Tikanga <i>Organisational vision, goals and strategies</i>	UC DAP policies, procedures and planning will reflect the principles of te Tiriti o Waitangi and Aotearoa New Zealand's obligations to the United Nations Convention on the Rights of Persons with Disabilities (2007).	<p><i>UC strives towards the following principles:</i></p> <ul style="list-style-type: none"> <li>• <i>Prioritising Māori models and developing plans with a kaupapa Māori approach.</i></li> <li>• <i>Providing culturally responsive and properly resourced disability services that are reflective of our Māori community</i></li> </ul>	<p>Evidence / stocktake of compliance against these principles</p> <p>Increased retention and recruitment of Tāngata whaikaha Māori disabled students</p>	2023-24	<p>Executive Director - Office of Treaty Partnership</p> <p>Executive Director - People, Culture and Campus</p>	M 2.5 M 2.
Tikanga <i>Organisational policies</i>	UC policies, procedures and planning processes consider the participation and achievement of disabled learners in academic,	<p><i>Review relevant policies and procedures including but not limited to:</i></p> <ul style="list-style-type: none"> <li>• <i>Disability and Impairment Policy</i></li> <li>• <i>Equity and Diversity Policy</i></li> <li>• <i>Assessment Policy, Principles and Guidelines</i></li> <li>• <i>Special Consideration Procedures and Guidelines</i></li> </ul>	Systematic policy review completed	2023-24	Executive Director - People, Culture and Campus	M 2.5

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	social, sporting, and cultural organisational life	<ul style="list-style-type: none"> <li>• <i>Examinations Principles and Procedures</i></li> <li>• <i>Health, Safety and Wellbeing Policy</i></li> <li>• <i>Privacy Policy</i></li> <li>• <i>Human Ethics Policy Research Involving Human Participants</i></li> <li>• <i>Asset Management Policy</i></li> <li>• <i>University of Canterbury Student Complaint Procedures</i></li> </ul>				
<i>Kawa Leadership</i>	Disabled learners (and staff) are directly involved in shaping all access and inclusion strategies.	<p><i>Resource the leadership of disability action across the university through the appointment of a disabled person with the expertise and mana to lead this work.</i></p> <p><i>Develop a plan to engage with the disabled community to inform the next phase of the DAP development.</i></p>	<p>Dedicated appointment made to lead DAP work.</p> <p>Plan and timeline confirmed.</p>	2022	Deputy Vice-Chancellor – Academic	M 2.5
<i>Kawa Narrative</i>	The UC community shares a commitment to fostering an inclusive environment for all members irrespective of disability or impairment.	<p><i>The next, and more detailed phase of the Disability Action Plan is developed alongside UC’s Equity Action Plan using the Whiria Te Muka model and the Te Korekoreka methodology for systems change and futures practice.</i></p> <p><i>Phase 2 of the Disability Action Plan is endorsed by senior leadership and widely promulgated across all faculties and service units.</i></p>	<p>Phase 2 DAP is endorsed by SLT and Council for implementation over the next 5 years.</p> <p>All faculties and service units incorporate DAP goals within their operational plans.</p>	2023  2023-24	Executive Director - People, Culture and Campus	M 2.5 M 2.6
<i>Tikanga Organisational</i>	The DAP development, implementation and evaluation is	<i>Set clear KPIs for the development, implementation and evaluation of this work for the next 5 years with a focus on improving students’ participation,</i>	KPIs identified including but not limited to:	2022-23	Executive Director - People, Culture and Campus	M 2.5 M 2.6

<p><i>vision, goals and strategies</i></p>	<p>progressed in a timely and effective manner across UC faculties and service units.</p>	<p><i>retention, and academic achievement, as well as their psychosocial safety, sense of belonging, and physical and financial access.</i></p>	<ul style="list-style-type: none"> <li>• Number of students who declare a disability and are registered with SAS</li> <li>• Successful course completion for students who have declared a disability and are registered with SAS</li> </ul>			
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## 4.2 Physical environment

*Outcome:* UC provides an accessible campus, considerate of all its users, in all its buildings and spaces.

Whiria Te Muka lever	Goal	Actions	Performance Measure	Timeframe	Responsibility	Kia Ōrite Ref.
Putanga <i>Tailored products, services and channels</i>	Buildings, facilities, and external areas meet NZ Standard 4121-2001, and progressively realise disability rights obligations under the UNCRPD.	Engage the disabled community in setting accessibility objectives to develop and inform the following workstreams.	Accessibility objectives set	2022-23	Executive Director - People, Culture and Campus	M 2.4(a)
Putanga <i>Monitoring and Reporting</i>		<p>Review current building data and resource external audit of buildings and facilities by trained assessors (eg BarrierFree).</p> <p>Prioritise known and emerging asset-based barriers and develop a 1-5 year upgrade programme to mitigate these. (Some mitigations may need to be fast tracked while others will fall into the Asset Management Plan to be incorporated into upgrades and renewal works.)</p>	<p>Audit completed</p> <p>Disabled staff and students report increasingly high satisfaction with physical campus infrastructure being welcoming, safe and accessible.</p>	<p>2023-24</p> <p>2023-27</p>	Executive Director - People, Culture and Campus	M 2.4(a)
Tikanga <i>Organisational vision, goals, strategies</i>	All facilities-related plans, guidelines and policies reflect UC's commitment to accessibility.	<p>Develop a workplan to review existing plans, guidelines and policies, for example but not limited to:</p> <ul style="list-style-type: none"> <li>• Campus master planning.</li> <li>• Ensure the evolving Asset Management Plan explicitly addresses accessibility at all stages of design, implementation and evaluation.</li> </ul> <p>Review UC's <a href="#">Design Guidelines</a> for new</p>	Facilities-related plans, guidelines and policies are updated.	2023-24	Executive Director - People, Culture and Campus	M 2.4(a)

		builds and refurbishments, along with <a href="#">Access and Mobility Guidelines</a> (2019) with input from the disabled community.				
Tikanga <i>Organisational policies</i>	Systems and processes simplify the way accessibility issues are notified, reviewed and remedied.	Develop processes to facilitate the easy notification of issues, along with transparent review and resolution in consultation with the disabled community, and communication of outcomes.	Concerns, consultations with the disabled community and outcomes are recorded.	2023	Executive Director - People, Culture and Campus	M 2.4(a)

### 4.3 Digital communications, platforms and environment

Outcome: UC's digital communications, platforms and environments are accessible for all learners.

Whiria Te Muka Lever	Goal	Actions	Performance Measure	Timeframe	Responsibility	Kia Ōrite Ref.
Putanga <i>Tailored products/ services/ channels</i>  Ritenga <i>Equity Related Training</i>	Digital communications, marketing, recruitment and promotional materials are provided in accessible formats	Review current communications, marketing, recruitment and promotional materials to assess accessibility; and develop workplans to enhance accessibility.  Adopt common accessibility formatting standards for all communications and educate UC staff to enable implementation.	Review completed  Workplans developed  Accessibility formatting standards adopted	2023  2023  2023	Assistant Vice Chancellor – Engagement	M 2.1   L 1.4 L 2.9
Putanga <i>Tailored products/ services/ channels</i>	Digital learning environments adopt Universal Design for Learning (UDL) principles and meet <a href="#">WCAG Web Content Accessibility Guidelines</a>	Ensure migration to AKO   Learn 4 (Moodle) incorporates WCAG standards.  Resource audit of AKO   Learn sites using the <a href="#">OSCQR</a> framework which includes accessibility criteria. Identify where upgrade work is required and develop plan to meet goals.	Migration completed to WCAG standards.  All AKO   Learn sites meet UDL principles and WCAG guidelines.	2023  2023-25	Executive Director – Planning, Finance and Digital  Deputy Vice-Chancellor – Academic	M 2.4(c)  L1.4 L2.2
Putanga <i>Tailored products/ services/ channels</i>	New digital platforms, software, assistive technologies and other tools accommodate disabled learners' needs.	Review digital development, procurement, licensing, and evaluation processes and ensure that input is sought from disabled learners.	Processes explicitly include disabled learners' input.	2023	Deputy Vice-Chancellor – Academic	M 2.4(c)

Ritenga <i>Equity Related Training</i>	Staff are knowledgeable and competent to consider accessibility requirements when designing, implementing and evaluating the use of digital tools and platforms.	Design and implement professional learning modules to raise awareness and develop capability to address these needs.	Staff are competent and confident to apply accessibility guidelines and principles to their work.  50% of staff have engaged in at least one form of professional learning related to inclusion.	2024	Executive Director – Planning, Finance and Digital	L 2.9
Tikanga <i>Organisational policies</i>	Consistent accessibility standards are applied across products	Identify design and accessibility principles to guide all new digital developments	Accessibility principles are adhered to across all developments/products	2023	Executive Director – Planning, Finance and Digital	M 2.4(c) L 1.4(7)



## 4.4 Accessible learning and research environments

Outcomes:

- Accessible learning and research environments enable all learners to succeed academically.
- Universal Design for Learning and inclusive practices are embedded and visible across key university plans, policies and processes

Whiria Te Muka lever	Goal	Actions	Performance Measures	Timeframe	Responsibility	Kia Ōrite Ref.
Tikanga <i>Organisational policies</i>	Inclusive learning and teaching practices are implemented consistently (across campus, online, and work integrated learning contexts) to address barriers to access, participation and achievement.	<ol style="list-style-type: none"> <li>Undertake a focused review of the following plans, policies and processes in order to embed Universal Design for Learning (UDL) principles, and set expectations for inclusive practices across teaching and learning design, implementation and review: <ul style="list-style-type: none"> <li>• Learning and Teaching Plan</li> <li>• Related policies (eg Assessment Policy)</li> <li>• Curriculum development and approval process for new programmes and courses</li> <li>• Academic review processes (including Graduating Year Reviews and 5-yearly Programme Reviews).</li> <li>• Course and teaching evaluation surveys.</li> <li>• Teaching excellence and promotion criteria</li> </ul> <p>(NB: curriculum review to consider needs of disabled students including part time study, time limits, and exit qualification options.)</p> </li> <li>Action straight-forward revisions where applicable and identify and prioritise significant gaps and barriers to set targets for 2023 DAP.</li> </ol>	<p>New and revised plans, policies and processes include UDL and inclusive practices.</p> <p>Key actions are prioritised</p>	2023	<p>Deputy Vice-Chancellor – Academic</p> <p>Executive Director - People, Culture and Campus</p>	L 1.4 M 2.5

Tikanga <i>Org policy and processes</i> and Ritenga <i>Reflective Practice</i>	Inclusive Human Research Ethics processes and practices recognise the needs of disabled participants.	Review UC Human Research Ethics processes to ensure explicit expectations for engaging with disabled participants and the accessibility of participant documentation.	HREC processes are explicit about disabled participants' needs.	2023	Deputy Vice-Chancellor – Research	L 1.4 (1) L 2.2 L 2.5
Tikanga <i>Org policy and processes</i> and Ritenga <i>Reflective Practice</i>	Research endeavours contribute to knowledge in the fields of disability and accessibility.	Develop strategies in consultation with the disabled community to identify, foster and highlight research that focuses on understanding and meeting the needs of disabled people.	Increase in the number of disability-related research outputs published in Scopus-indexed journals.	2023-27	Deputy Vice-Chancellor – Research	M 2.5
Ritenga <i>Equity Related Training, Reflective Practice</i>	Academic staff have the knowledge, understanding and capability to design and implement inclusive learning and research environments.	<ol style="list-style-type: none"> <li>Undertake a stocktake of current staff capability and support opportunities, for example, but not limited to: <ul style="list-style-type: none"> <li>New staff induction</li> <li>Postgraduate Certificate in Tertiary Teaching</li> <li>Research supervisor training</li> <li>Tutor training</li> <li>Academic Development support</li> <li>Faculty and departmental expertise</li> <li>Self-help resources</li> <li>Learning and Development modules</li> </ul> </li> <li>Action straight-forward improvements where applicable, and identify and prioritise significant gaps and barriers to set targets for 2023 DAP</li> </ol>	Key actions are prioritised and targets set	2023	Executive Director - People, Culture and Campus	L 2.9

Tikanga <i>Organisational visions, goals and strategies</i>		3. Develop staff development plan to address barriers to access, participation and achievement. Align this work with the Equity Action Plan.	DAP actions and timeline developed in conjunction with Equity Action Plan.	2022-23	Executive Director - People, Culture and Campus	
Putanga <i>Tailored products/ services/ channels</i>  Putanga <i>Monitoring and Reporting</i>	Disabled learners achieve as well or better than other learners.	Identify and remove barriers (including financial and resourcing constraints) for disabled learners to access the academic supports they require.  Monitor and review the suite of supports, assistive technologies and accommodations (including assessment special arrangements) provided with input from disabled learners.  Meet specific learning needs or contexts for disabled learner success, for example flexibility in part-time study and completion periods for learners who do not have the capacity to engage full time.	Successful course completion for students who have declared a disability and are registered with SAS	2023-27	Deputy Vice-Chancellor – Academic  Executive Director - People, Culture and Campus	M 2.2 L 2.7  M 2.6 L 2.2 L 2.3 L 2.4 L 2.5 L 2.6  M 2.5

## 4.5 Student awareness and supports

### Outcomes:

- Disabled learners are aware of and can access the full range of support services available to them.
- UC's academic environment enables access and supports disabled learners to achieve their academic goals
- Holistic support services enable disabled learners to participate fully in university life.

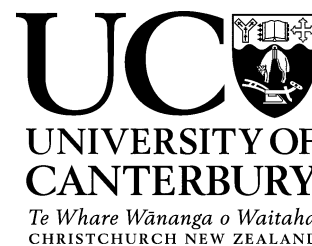
Whiria Te Muka Lever	Goal	Actions	Performance Measures	Timeframe	Responsibility	Kia Ōrite Ref.
Tikanga <i>Organisational vision, goals and strategies</i>	UC Student Services meet the needs of marginalised groups including disabled learners.	Conduct an external evaluation of UC Student Services to understand the effectiveness and impact of the UC student support services particularly for under-served groups.	Effectiveness, impact and barriers are identified.	2023	Executive Director - People, Culture and Campus	L 2.3 L 2.5 L 2.7
Putanga <i>Tailored products/ services/ channels</i>	Create and widen awareness of the support services available to disabled learners.	Map and analyse the efficacy of current communication methods and channels used to promote accessibility services to potential and existing students.  Within the Prospect, Admissions and Enrolment Experience Strategy, highlight, co-design and strengthen accessibility awareness through recruitment and liaison activities, open days, and orientation periods.	Increased the number of students who declare a disability and/or register with SAS	2023-27	Executive Director - People, Culture and Campus	L 2.3 L 2.5 L 2.7

Putanga <i>Tailored products/ services/ channels</i>	Disabled learners have access to the full tertiary experience including social, cultural and recreational aspects	Engage with disabled learners to identify and address barriers that prevent them from engaging fully in university life.	Increased retention and completion rates. Disabled learners report high satisfaction with their overall UC experience.	2023-27	Executive Director - People, Culture and Campus	L 2.7
Ritenga <i>Reflective Practice &amp; Habitual practices</i>	Enhancing student wellbeing and safety	UC will seek direct input from students with lived experience of disability on their holistic student experience	Survey data reflects high satisfaction rates  Increased recruitment of disabled students	2022-2027	Executive Director - People, Culture and Campus  Deputy Vice-Chancellor – Academic	

# Appendix 1: Disability Action Plan Reference Group

## Terms of Reference

26 May 2022



### Role/Purpose

The Disability Action Plan (DAP) Reference Group will support the development of UC's Disability Action Plan by providing strategic expert advice on:

- appropriate engagement strategies to ensure that disabled people are central to the development of the plan, and;
- the priorities, content and actions required to eliminate discrimination (intentional or unintentional) against disabled people at the University of Canterbury.

### Goal

That the University of Canterbury becomes the university of choice for disabled students in Aotearoa New Zealand.

### To achieve this:

- The DAP Reference Group will ensure the diversity of the disability community is reflected in this process (and the resulting DAP) through their personal knowledge and by drawing on their networks within the disability community.
- Most of the DAP members will be disabled people representing students and staff, as well as experts and allies of the disability community.
- The DAP Reference Group will include tāngata whaikaha me whānau hauā and tangata sa'ilimalo representation in recognition of the higher rate of disability among Māori and Pacific populations.
- UC's values of manaakitanga, whanaungatanga and tiakitanga will guide the Reference Group's activities and interactions.
- The DAP Reference Group will seek to achieve consensus on the processes and outcomes of the DAP development.
- Members will primarily provide an expert advisory function. Depending on their availability they may also wish to engage directly in consultation with members of the UC or wider community as part of the DAP development process.
- The work of the DAP Reference Group will be open and transparent, and members will have access to the information required to develop the DAP, including meeting notes and summaries in accessible formats.
- From time to time some information discussed by the DAP Reference Group will need to be treated as confidential and this will be clearly stated at each meeting.

#### Technical requirements:

- The DAP Reference Group will support the development of a DAP that:
  - a. meets the Tertiary Education Commission’s requirements (including the Tertiary Education Strategy, specifically Objective Two: Barrier free access) and guidance (outlined in the Kia Ōrite Toolkit); and
  - b. aligns with UC strategy; and
  - c. reflects the models and approaches adopted by the UC Equity Action Plan.
  
- The DAP Reference Group will contribute to the timely development of an initial DAP by:
  - a. Confirming a timetable for the work streams.
  - b. Setting the structure and priorities of the DAP.
  - c. Providing timely feedback.
  - d. Reviewing and endorsing the draft Disability Action Plan before sharing with Senior Leadership.

#### Definition of disabilities

The UC DAP recognises that a disability is something that happens when people with impairments face barriers in society, it is society that disables, not an individual’s impairments. Individual impairments may include:

- Physical disability or impairment
- Physical illness
- Intellectual or psychological disability or impairment
- Any loss or abnormality of psychological, physiological, or anatomical structure or function
- Reliance on a guide dog, wheelchair, or other remedial means
- The presence in the body of organisms capable of causing illness.

## Membership

Membership of the DAP Reference Group will ensure that disabled people are strongly represented by students, staff and community leaders who identify as disabled, D/deaf, tāngata whaikaha me whānau hauā or tagata sa'ilimalo, or with demonstrated experience and commitment to being allies of the disability community.

Staff members with experience of disability	(withheld)
Students with experience of disability	(withheld)
With lived/whānau experience or ally:	(withheld)
External expert/s in the field	(withheld)
UC Leaders responsible for the development of an initial DAP	(withheld)
UC Leaders with related responsibilities	(withheld)

## Term and meetings

- Meetings will be held at a time to be agreed among the members with online options for those unable to attend in person.
- The DAP Reference Group will form in May 2022 for the remainder of the year. The first two months will require weekly or fortnightly meetings to ensure an initial DAP is developed by July 2022.
- The Reference Group will then review progress and agree a schedule of meetings from July to October to guide the implementation of the initial plan, and the further development of the DAP at UC.
- The purpose and composition of the group will be reviewed in October 2022 to ensure the ongoing DAP development, implementation and review requirements can be supported.
- Access supports will be provided to reference group members as needed and funded by the UC

## Fees and resourcing

- External members will be paid for their contribution at a rate to be confirmed.
- Students will be paid at a similar rate to other student advisory positions within the university.
- Agendas and minutes for the reference group meeting will be provided, this includes preparing agendas and supporting papers in accessible formats.