TE ARA TAUPUHIPUHI
DISABILITY INCLUSION ACTION PLAN
2023 -2025

Mā te taupuhipuhi ka whai kaha ai te katoa.
Through mutual dependence and support, we will all be strengthened as a group.

HE KUPU WHAKATAKI
FOREWORD

This Te Herenga Waka Victoria University of Wellington Te Ara Taupuhipuhi—Disability Inclusion Action Plan implements the commitments made in our Strategic Plan (2020-2024) and in our Equity, Diversity and Inclusion Framework for equitable outcomes for all and outlines specific objectives and actions to achieve these for disabled students and staff. It also supports the University to meet our legislative obligations towards people with disabilities, and follows the guidance provided in the Kia Ōrite Toolkit for an inclusive tertiary education environment, and Lead Toolkit for employing disabled people.

Disabled students are one of the most educationally disadvantaged groups in Aotearoa New Zealand, which translates to lower economic, employment and social outcomes. For this to change, we must all play a role in addressing disabling environments and creating fully inclusive tertiary education opportunities that reflect and value our diverse students, including those with disabilities.

Disabled people have lower income and employment rates in Aotearoa New Zealand. At Te Herenga Waka we understand the importance of attracting a diverse community of staff who can broaden and enhance our perspectives and the importance of ensuring disabled staff can fully participate and engage in their mahi.

Te Ara Taupuhipuhi builds on the success of our inaugural 2017 Disability Action Plan, which resulted in a significant increase in the number of disabled students at Te Herenga Waka. We greatly welcome the increasing diversity of our community. The development of Te Ara Taupuhipuhi was informed by a review of our first plan, international exemplars, best practice, internal data, student voice, staff engagement, and disability expertise. It does not include everything we are doing and is focused on priority areas where we want to make the most difference.

This ambitious plan reflects our progress to date and the tremendous amount of lived student and staff disability experience we have alongside professional and academic staff expertise. Disabled students and staff should not need to rely on the goodwill of others to get the support they need and should expect disability inclusion. This plan will enhance the disability inclusion and confidence of our community.

We are confident that we can continue our contribution to best practise in this field to ensure our people with disabilities can thrive and achieve their aspirations.

Professor Stuart Brock

Deputy Vice-Chancellor (Academic), Tumu Maruānuku

TE RAUTAKI ME NGĀ WHANONGA PONO
STRATEGY AND VALUES

Disability and inclusion are reflected in three of our Strategic Plan's Primary Strategies, which are supported by our values of akoranga, kaitiakitanga and manaakitanga. With, and as Tangata Whenua, we honour te Tiriti o Waitangi.

- Education preparing students for an extraordinary life: Akoranga—we value the knowledge that both students and staff bring to the university experience and recognise that greater understanding grows out of shared learning.

- Equitable outcomes for all: Kaitiakitanga—as guardians, we have an active duty to protect and nurture those entrusted to our care.

- Transforming the way we work: Manaakitanga—we are welcoming and generous and operate in ways that enhance the mana of our staff and students.

Our Equity, Diversity and Inclusion Framework outlines our aspiration to be a vibrant, creative, supportive, and inclusive environment that encourages the recruitment, development, and retention of a diverse community of talented staff and students.

Te Ara Taupuhipuhi —Disability Inclusion Action Plan implements the commitments and aspirations in our Strategic Plan and Equity, Diversity, and Inclusion Framework to be an equitable University for disabled students and staff.

NGĀ KAUPAPA HERE
POLICY

The University has two key policies relating to achieving equity for disabled people. The Meeting the Needs of Students with Impairments Policy (August 2005, effective from 2014) details the University's commitment to ensuring disabled students can demonstrate their abilities equitably with non-disabled students.

The Staff Development Policy (June 2015) addresses equity in objective 4.5. "Staff development should be accessible on an equitable basis, should promote the principles of equity and diversity, and should reinforce the University's equity and diversity objectives. Where appropriate, development opportunities should accommodate any specific needs of underrepresented groups or draw attention to equity and diversity issues."

NGĀ TŪTOHU O TE MANA TAURITE MŌ NGĀ ĀKONGA WHAIKAHA
DISABLED STUDENTS' EQUITY INDICATORS

In 2022, 2,389 students registered with Te Amaru—Disability Services as having a disability. This represented 10% of 2022 domestic enrolments. The number and percentage of disabled students has markedly increased from 1,505 in 2017 when our first Disability Action Plan was published. We greatly welcome the increasing presence of disabled students, which is above the national average for domestic university students in Aotearoa (8%). We can now say that our student community is representative of the Aotearoa New Zealand disability population for the general university student age demographic.

Achieving this level of representation enables the University to focus on increasing the diversity of the disabled student population, increasing academic achievement, and aspiring to full disability inclusion.
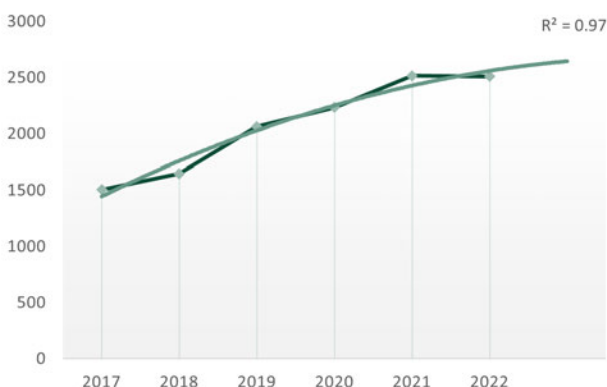
The diversity of our disabled student community has also increased since our first plan in 2017 with Māori registrations up 72% to 267 students in 2022 and Pasifika up 36% to 75 students registered in 2022.

In 2022 80% of all University students were aware of Te Amaru—Disability Services as measured by the 2022 Have Your Say Student Survey.
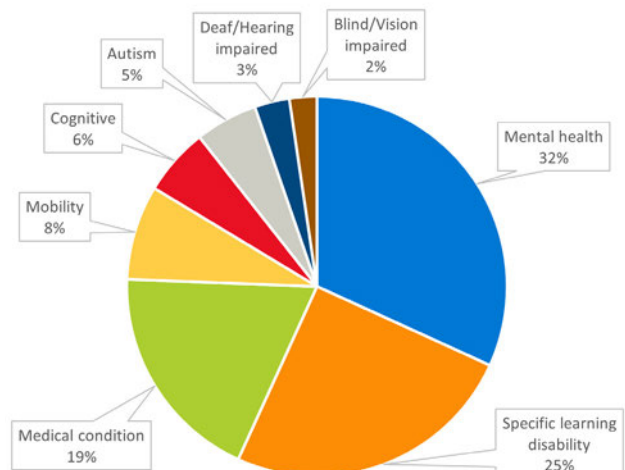
Successful course completion rates for students who declare a disability and engage with Te Amaru—Disability Services were 81.3% in 2022, 3.3% lower than the overall student completion rate of 84.6%.

Reporting on disability equity indicators is included in our annual 'Equity Funding: Tertiary Students with Disabilities' reports submitted to the Tertiary Education Commission. Reporting is provided at finer levels in Te Amaru—Disability Services annual report and for the purposes of the Disability Inclusion Action Plan reports to the Equity and Diversity Steering Group.

Disability Services Registrations

$R^2 = 0.97$

2022 Disability Types

- Autism 5%
- Deaf/Hearing impaired 3%
- Blind/Vision impaired 2%
- Cognitive 6%
- Mobility 8%
- Medical condition 19%
- Mental health 32%
- Specific learning disability 25%

TE TAUTUHI I TE WHAIKAHA
DEFINING DISABILITY

In line with the New Zealand Disability Strategy and wishes of the disability community, we use the word disability with pride and confidence. We value lived disability experience and celebrate our diverse University community, of which disabled people are an integral part. The language we use when talking about disability has evolved from a deficit approach to an inclusive one that welcomes diversity.

How we define disability is drawn from the Human Rights Act 1993, New Zealand Disability Strategy 2016-2026, United Nations Convention on the Rights of People with Disabilities 2008 and the ecological model of disability (Ebersold and Evans 2003).

We view disability as a diverse and complex phenomenon, reflecting an interaction between an individual and their environment. We recognise that disability comes in many different forms, is experienced differently by each individual. We respect the expertise that comes with lived disability experience and that disabled people can experience barriers when the environment, attitudes, policies, pedagogy, practices, communication, technology, built environment, and so on, are not disability inclusive.

Disability may be a temporary or long-term condition, illness or injury that affects a person's learning, communication, concentration, memory, hearing, mobility, movement, speech and/or vision. This includes the Deaf community with their own unique language and culture.

In Te Ara Taupuhipuhi we use the terms: 'disabled people', 'disabled staff', 'kaimahi whaikaha', 'disabled students', 'tauira whaikaha', with the strength of the New Zealand Disability Strategy and wishes of the disability community.

We recognise that not all members of our University identify with disability focused language and respect the very personal choices they make.

TŌ TĀTOU MAHERE
ABOUT OUR PLAN

This plan was developed following the release of the Tertiary Education Commission's Disability Action Plan guidance. As we already had a Disability Action Plan 2017-2020, our first step was to review our progress against this which involved reflection on what had been achieved, what the remaining issues were for disabled students and staff, and analysis of the progress we had made on our disability equity indicators.

Following this review, we studied the disability action plan guidance, scanned our existing plans and frameworks, obtained international exemplars and best practice guidance. We wanted to ensure that we meaningfully incorporated the voice of disabled students, and we are grateful for the advice and lived expertise received from students which provided insights about what would make the biggest difference. This advice was sought from disabled students who registered with Te Amaru—

Disability Services and specifically from our Te Herenga Waka Disabled Students' Association.

Negotiation with those responsible for leading primary actions was then completed along with discussions about how the actions could complement and be embedded in other University plans and Frameworks. Feedback on our draft plan was obtained from the Tertiary Education Commission and incorporated.

Given the success of our first Disability Action Plan in increasing the numbers of disabled students, this plan shifts to take a greater focus on academic achievement and embedding disability and inclusion into the fabric of the University.

This plan was endorsed by Senior Leadership Team in July 2023 and Council in August 2023 and is further supported by a communications plan.

NGĀ PŪTEA
RESOURCING

The student focussed parts of this plan are primarily resourced from existing funding allocated to Te Amaru—Disability Services. This funding comes partly from the Student Services Levy and partly from the equity funding for disabled students granted by the Tertiary Education Commission. This funding is complemented by indirect resourcing across the University. Support for disabled staff is dispersed across the University and the staff focussed parts of this plan are resourced by Te Pūmanawa Tāngata— Human Resources.
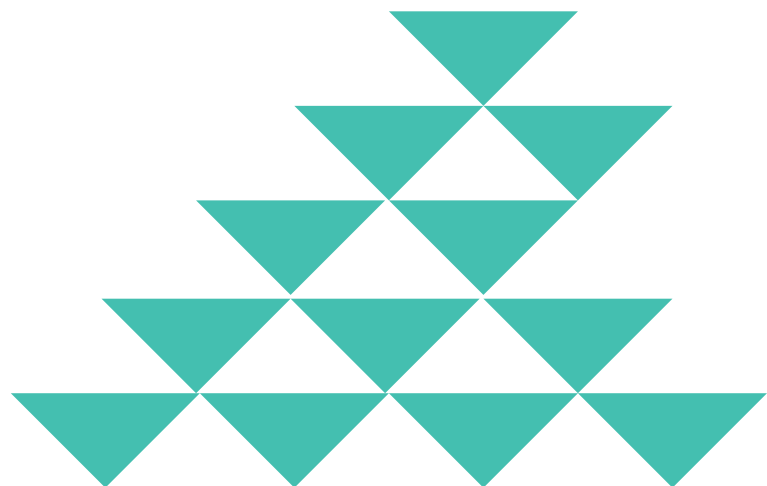
TE AMARU
DISABILITY SERVICES

Te Amaru—Disability Services are our central provider of student disability expertise, information, services, and support.

The student support provided by Te Amaru—Disability Services is strengths based and tailored to individual needs. All students who share disability information at enrolment, are referred, or self-refer to the service are encouraged to access the quality support and services they provide. Disability and inclusion advisers work in partnership with students to identify their disability needs, strengths, and barriers they could face. The team provides individual coaching, liaison with academic staff, adaptive technology, inclusive learning software, sign-language interpreting, lecture information capture, assessment support, mobility parking, and quiet places to rest and study.

Te Amaru—Disability Services also supports the University community to become disability inclusive. They do this by contributing a disability inclusion perspective, providing disability confidence professional development, advice on accessible built spaces, technological systems, inclusive teaching and learning, policies, communication, and practices. Te Amaru—Disability Services provide expertise to Te Pūmanawa Tāngata—Human Resources when requested.

DISABLED STUDENTS' ASSOCIATION

The Disabled Students Association is the representative group for disabled students at the University and aims to create social connection for disabled students, and advocate against ableism in education.

The group meets regularly, hosts social events for members, and is actively involved on the Equity and Diversity Committee of Te Aka Tauira-Victoria University of Wellington Students' Association.

While independent of each other, the Disabled Students' Association and Te Amaru—Disability Services work closely to support each other's objectives, activities, and events.

TE WHAKAHAERE ME TE AROTAKE
IMPLEMENTATION, GOVERNANCE, AND REVIEW

Te Amaru—Disability Services are the operational lead for this plan in partnership with students and staff across the University. Te Amaru—Disability Services are vital to the success of the plan, as are the wide range of students and staff they partner with, if we are to be successful in our mission of embedding disability inclusion across the University. The ambitious nature of this plan reflects the strength of many of these existing partnerships.

The success of this plan relies on embedding disability inclusion into the fabric of the University. This plan is connected to and aligned with multiple University plans, projects and frameworks including Mai i te Iho ki te Pae, Pasifika Strategy and Plans, Learning and Teaching Plan, Pastoral Care Code projects, Digital Roadmap, Ngā Kīwai o te Kete-Student Engagement Framework, Paerangi—Student Success Framework, Campus Master Plan, and Campus Development Project Plan.

Te Pūrengi—Student Experience and Wellbeing directorate are responsible for Te Amaru—Disability Services and the Director, Te Pūrengi reports to the Deputy Vice-Chancellor (Students), Tumu Maruāaka.

Te Pūmanawa Tāngata—Human Resources lead developments in our support of disabled staff and report to the Director, People and Capability.

The governance of this plan sits with the Deputy Vice-Chancellor (Students), Tumu Maruāaka, and the Equity and Diversity Steering Group. The Student Experience Committee, which includes a representative from the Disabled Students' Association, will monitor the implementation of the primary actions relevant to students.

An annual report on how we are tracking towards achieving the measures outlined in the plan will be prepared by Te Amaru—Disability Services (with contributions from responsibility leaders and disabled students) for the Equity and Diversity Steering Group and the Student Experience Committee, or as required by the Senior Leadership Team.

An evaluation of the success of this plan will take place prior to 2026 to assess progress against actions and what should be included in a new plan. This evaluation will be coordinated by Te Amaru-Disability Services with oversight from the Equity and Diversity Steering Group and the Student Experience Committee and involve advice, expertise, and feedback from disabled students, disabled staff, alongside both student and staff implementation partners.

NGĀ WHĀINGA O TE ARA TAUPUHIPUHI
DISABILITY INCLUSION ACTION PLAN TARGETS 2023-2025

Te Whāinga Tuatahi: Te aroā o ngā āwhina me ngā tūhononga
Objective One: Awareness of Support and Engagement

Maintain the awareness and engagement of current disabled students with Te Amaru—Disability Services, maintain the recruitment of future disabled students.

Increase the number of Māori and Pasifika disabled students at the University and their engagement with Te Amaru—Disability Services.

Primary Actions	Performance Measure	Responsibility (leader of)
1. *Provide information, advice, and scholarships to maintain the recruitment, and support the transition of future disabled students to the University and their engagement with Te Amaru—Disability Services.*	Maintain the percentage of university students who register as having a disability in line with the general New Zealand university student age demographic. Maintain the percentage of overall students aware of Te Amaru—Disability Services. (Have Your Say Survey) Establish a baseline measure of the proportion of disabled students on scholarships who continue with their studies after one year and increase until in line with proportion of non-disabled students.	Te Kahupapa—Future Students Te Maka—Scholarships and PhD Admissions Office (In partnership with Te Amaru—Disability Services)
2. *Increase the awareness of the support available for tauira whaikaha (Māori disabled students) to enable them to fully participate in, and contribute to, te ao Māori and University life, have choices (kōwhiringa), and be empowered (rangatiranga).*	Increase the percentage of Māori students registered with Te Amaru— Disability Services in line with overall Māori student representation at the University.	Āwhina Te Kahupapa—Future Students (In partnership with Te Amaru—Disability Services)

3. *Increase the awareness of the support available for Pasifika, Rainbow, Refugee, International and Offshore disabled students to enable them to fully participate and contribute to university life.*	Increase the percentage of Pasifika students registered with Te Amaru— Disability Services in line with overall Pasifika student representation at the University. Hold at least one collaboration meeting held each year between Te Amaru—Disability Services and: Āwhina, Pasifika Student Success, Rainbow, Refugee and International advising staff to identify strategies to increase awareness of the support available from each other's services.	Pasifika Student Success Manawa Ora—Student Wellbeing Te Haumiri—International Student Experience Te Kahupapa—Future Students (In partnership with Te Amaru—Disability Services)
4. *Develop a partnership between Te Amaru — Disability Services and the Disabled Students Association that includes enhancing student awareness of both, the services that are available, and the disabled student community they can be part of.*	Establish a partnership agreement which is annually updated and hold monthly meetings to progress shared objectives.	Te Amaru—Disability Services Disabled Students' Association
5. *Actively celebrate disability pride and disability specific awareness weeks, including NZ Sign Language Awareness Week, in collaboration with external agencies to support disability awareness, connection and community building.*	Document initiatives and report on these in Te Amaru—Disability Services annual report.	Te Amaru—Disability Services Disabled Students' Association Communications Group

Te Whāinga Tuarua: Ngā āwhina me ngā whakawhanaketanga
Objective Two: Support and Develop

Support and develop disabled students to achieve their academic potential and foster their identity and development.

Primary Actions	Performance Measure	Responsibility
1. *Assess the disability related needs of students who engage with Te Amaru—Disability Services and develop Disability Inclusion Arrangements for students that need this. Communicate these arrangements to course coordinators, and relevant others to ensure that barriers to successful participation are removed and that inclusive strategies and accommodations are implemented.*	Establish baseline number of Disability Inclusion Arrangements statements developed, then set target. (Dsmart report) Establish baseline percentage of disabled students that report that course coordinators were responsive to implementing their Disability Inclusion Arrangements, then set target. (Te Amaru—Disability Services student survey)	Te Amaru—Disability Services Course Coordinators
2. *Strengthen referral pathways and provide seamless support across student services.*	Maintain and strengthen clear collaborative practices and hold regular meetings to monitor progress and make improvements as needed.	Te Pūrengi—Student Experience and Wellbeing Tītoko—Student Success Advisors Āwhina Pasifika Student Success

3. *Support tauira whaikaha (Māori disabled students) with their identity including addressing their disability and cultural needs. Support their leadership presence and foster their development in order to fulfil their academic aspirations.*	Hold at least one collaboration meeting held each year between Te Amaru—Disability Services and Āwhina, identify strategies to support the identity, needs and academic aspirations of shared students.	Te Amaru—Disability Services Āwhina
4. *Support Pasifika, Rainbow, Refugee, International and Offshore disabled students with their identity, development, and wellbeing, as appropriate to them, in order to fulfil their academic aspirations.*	Hold at least one collaboration meeting held each year between Te Amaru—Disability Services and: Pasifika student Success, Manawa Ora—Student Wellbeing, and Te Haumiri—International Student Experience to identify strategies to support the identity, needs, and academic aspirations of shared students.	Te Amaru—Disability Services Pasifika Student Success Manawa Ora—Student Wellbeing Te Haumiri—International Student Experience
5. *Support the learning, assessment, and research skill development of students during both undergraduate and post graduate study.*	Hold at least one collaboration meeting each trimester between services to monitor student needs and innovations.	Te Taiako—Student Learning (In partnership with Te Amaru—Disability Services)
6. *Support disabled students with high medical or mental health needs with their wellbeing.*	Hold at least one collaboration meeting each trimester between services to ensure staff have a strong understanding of each other's services.	Mauri Ora—Student Health and Counselling (In partnership with Te Amaru—Disability Services)
7. *Support disabled students in Halls of Residence to ensure their needs are met.*	Hold at least one collaboration meeting each trimester between services to ensure staff have a strong understanding of each other's services.	Te Amaru—Disability Services Te Kopanga—Student Accommodation

8. *Students receive quality, timely support, and services (including as needed coaching, academic liaison, inclusive learning software, academic inclusion services, accessible assessment arrangements) that foster the achievement and development of students.*	Establish baseline percentage of users who were satisfied with the overall performance of Te Amaru—Disability Services. (Te Amaru—Disability Services student survey)	Te Amaru—Disability Services
9. *Recognise and respond to disabled students experiencing mental distress, sharing relevant information, and acting-on and escalating concerns as needed, while upholding students' dignity.*	Respond to students at risk and provide support, as needed. Case coordination completed through Risk Assessment Advisory Committee, Offshore Risk Management Team, and Wellbeing and Safety Review, or as required.	Te Amaru—Disability Services Mauri Ora—Student Health and Counselling Tauira—Student Interest and Conflict Resolution Te Kopanga—Student Accommodation Te Haumiri—International Student Experience Campus Safety and Security
10. *Create and promote, social connection opportunities that enhance the wellbeing of students, prevent loneliness, and support disabled students to have a sense of belonging at our University.*	Promote social connection opportunities and events in Te Amaru—Disability Services newsletters and social media and include examples in Te Amaru—Disability Services annual report.	Te Amaru—Disability Services Disabled Students' Association
11. *Support students and recent graduates to develop their employability, make connections with employers, access work integrated learning opportunities, and apply for meaningful and inclusive employment opportunities.*	Partner with Te Arawhiti mō Mahi— Workbridge and Te Manatū Whakahiato Ora— Ministry of Social Development to deliver employability initiatives which are reported on in Te Ratonga Rapu Mahi— Careers and Employment and Te Amaru—Disability Services annual reports.	Te Amaru—Disability Services Te Ratonga Rapu Mahi— Careers and Employment

Te Whāinga Tuatoru: Te whakamānawa i ngā whakawhāititanga
Objective Three: Disability Inclusion and Disability Confidence

Enhance the disability confidence and inclusivity of our University community.

Primary Actions	Performance Measure	Responsibility
1. *Encourage staff to complete the Kia Ōrite Disability Confidence E-Modules.*	Highly recommend that all staff complete this disability confidence professional development at least once per year, along with specifically introducing it to new staff during induction.	Te Pūmanawa Tāngata—Human Resources (In partnership with Te Amaru—Disability Services)
2. *Provide Te Herenga Waka specific disability inclusion guidance for staff to support them to embed accessibility into teaching and service delivery that is guided by personal and professional disability expertise.*	Regularly update with the latest disability inclusion best practice the disability inclusion toolkit, Centre for Academic Development resources and Digital Learning Hub.	Te Amaru—Disability Services Te Kōtuinga Mātauranga—Centre for Academic Development
3. *Actively seek and share news, advice, expertise with: the University's disability community, external disability community, government, other tertiary institutions (domestically and internationally), and NGOs (including ACHIEVE) to encourage community building and strengthen best practice.*	Document initiatives and report on these in Te Amaru—Disability Services annual report.	Te Amaru—Disability Services.

4. *Embed disability inclusion into the University's emergency management responses including the University's COVID-19 ongoing response with specific consideration of students and staff at higher risk from COVID-19, studying/ working remotely and those experiencing Long COVID.*	Document initiatives that embed disability inclusion in into the University's emergency management and report on these in Te Amaru—Disability Services annual report.	Crisis Management Team Te Amaru—Disability Services Mauri Ora—Student Health and Counselling Te Pūmanawa Tāngata—Human Resources
5. *Develop a partnership between Te Amaru— Disability Services and the Disabled Students Association that includes working together to identify and address the barriers that disabled students experience.*	Establish a partnership agreement which is annually updated and hold monthly meetings to progress shared objectives.	Te Amaru—Disability Services Disabled Students' Association

Te Whāinga Tuawhā: Ngā wāhi me ngā tikanga whakawhāiti
Objective Four: Inclusive environment and practices

Enhance the inclusivity of our campuses, accommodation, technology, policies, and practices.

Primary Actions	Performance Measure	Responsibility
1. Increase the accessibility of the campus built-environment through development of an annual work programme that incorporates student accessibility feedback and accessibility best-practice.	Establish an annual campus accessibility assessment and work programme and report on examples of enhancements in Te Amaru—Disability Services annual report.	Property Services (In partnership with Te Amaru—Disability Services)
2. Seize opportunities of new building work and upgrades to incorporate accessibility best practice.	Property Services Project Managers actively engage with Te Amaru—Disability Services and include accessibility in project reporting.	Property Services Te Kōtuinga Mātauranga—Centre for Academic Development (In partnership with Te Amaru—Disability Services)
3. Actively identify, test, acquire, and promote leading inclusive learning software that can assist disabled students and staff, and provide training and support.	Include student and staff engagement data, feedback and enhancements made to software and training in Te Amaru—Disability Services annual report.	Te Amaru—Disability Services Te Tai Matihiko—Digital Solutions Te Kōtuinga Mātauranga—Centre for Academic Development Communications, Marketing and Engagement

4. *Actively support the development and implementation of baseline accessibility standards for all course content created or imported into the Nuku (Canvas Learning Management System). Actively support engagement of staff with the Ally accessibility tool.*	Develop and report on accessibility standards. Provide guides and/or training for implementation of accessibility standards.	Te Kōtuinga Mātauranga—Centre for Academic Development (In partnership with Te Amaru—Disability Services)
5. *Ensure the University's approach to accessible assessment follows or exceeds best practice outlined in the ACHIEVE Guidelines and Procedures for the Provision of Accessible Assessment Arrangements.*	Identify and implement enhancements to accessible assessment.	Te Amaru—Disability Services School Administrators Tītoko—Centre for Student Success
6. *Ensure the University's learning, teaching, and assessment (including in the digital environment) is continually improved to embed disability inclusion.*	Regular University Learning and Teaching committee, and Faculty teaching, learning and equity committee meetings include Te Amaru—Disability Services to collaborate on disability inclusive approaches. Centre for Academic Development learning and teaching guidance includes disability inclusion best practice.	Deputy Vice-Chancellor (Academic), Tumu Maruānuku Associate Deans Learning and Teaching Te Kōtuinga Mātauranga—Centre for Academic Development (In partnership with Te Amaru—Disability Services)
7. *Increase the visibility of information about the University's accessible accommodation options and effectively utilise the accessible rooms in our housing portfolio.*	Develop clear, easy to access information about the accessibility of accommodation and include in student accommodation communications.	Te Kopanga—Student Accommodation (In partnership with Te Amaru—Disability Services)

8. *Take opportunities to enhance the accessibility of our housing portfolio.*	Any future construction work on University-owned halls of residence buildings includes disability accessibility in line with building standards and in consultation with Te Amaru-Disability Services to ensure prioritisation of improvements.	Te Kopanga—Student Accommodation (In partnership with Te Amaru—Disability Services)
9. *Update the existing Meeting the Needs of Students with Impairments Policy to align with changes in approach, legislation, language, and the development of Te Ara Taupuhipuhi.*	Meeting the Needs of Students with Impairments policy updated in consultation with staff and disabled students.	Te Amaru—Disability Services Te Waikura—Academic Office
10. *Ensure our University policies, frameworks, projects, plans, and processes reflect our commitment to disability inclusion.*	Guidance on embedding disability inclusion to inform the review, revision (or establishment of) policies, frameworks, projects, plans, and processes is provided when requested and embedded by leaders as appropriate.	Te Amaru—Disability Services University leadership

Te Whāinga Tuarima: Hei āwhina i ngā kaimahi whaikaha
Objective Five: Support for disabled staff

Increase the ability of the University to respond proactively and responsively to the needs of disabled staff.

Primary Actions	Performance Measure	Responsibility
1. *Collect reliable, meaningful data about the number of disabled staff we currently employ to understand to what extent the working age disabled population is reflected in our workforce.*	Collate, analyse, and report on staff data annually to the Equity and Diversity Steering Group.	Te Pūmanawa Tāngata—Human Resources
2. *Identify and address any barriers to the recruitment and onboarding of people with disabilities and to staff confidently disclosing their disability status.*	Report on barriers and initiatives implemented to address these annually to the Equity and Diversity Steering Group.	Te Pūmanawa Tāngata—Human Resources
3. *Enhance and communicate the online resource toolkit for disabled staff and their managers.*	Update Staff with disabilities online resource toolkit annually and communicate via Human Resources communication channels.	Te Pūmanawa Tāngata—Human Resources (In partnership with Te Amaru—Disability Services)
4. *Following on from the outcomes of the Your Voice—University Staff Survey, further investigate the experience of disabled staff to identify the barriers they have to fully participating in their work and the support needed.*	Establish actions to prevent and mitigate the barriers to full participation and support of disabled staff.	Te Pūmanawa Tāngata—Human Resources
5. *Present a proposal to Senior Leadership Team on establishing funding pathways to meet the high-cost needs of disabled staff to ensure they can fully participate in their work.*	Follow up on SLT plan for funding pathways and include in the online resource toolkit.	Te Pūmanawa Tāngata—Human Resources

TE ĀPITIHANGA
APPENDIX

History of Disability Services at the University

The way disability has been recognised at Victoria University of Wellington has changed significantly since its founding as Victoria College in 1897. In many ways it has mirrored the stages of recognition that New Zealand society as a whole has had, before coming to forge its own path to where we are now.

The early history of disability at Victoria University of Wellington is characterised by silence. An extensive search of the University archives from the early 1900's found no mention of disabled students or staff. During this time, in a society characterised by segregation and institutionalism, it is possible that most disabled young people did not make it to tertiary education, and those that did were not acknowledged.

The later history of disability at the University, in contrast, is characterised by the power of strong student and staff voices who have advocated for change and those in leadership positions who have listened and turned those words into actions.

The story of Disability Services at the University really starts in 1988 when, for the first time, dedicated funded hours were provided for supporting students with disabilities. This provided students with four hours of support each week from a counsellor in the counselling service.

In 1989, a new position in the counselling service—counsellor for students with disabilities—was established, which recognised the scope and importance of support for students with disabilities.

In 1992, the Campus Abilities and Disabilities Organisation (CAN-DO), a student representative group, was officially formed. This group proposed and actioned a research project named "We Can Do It", which looked at students with disabilities on campus. The results of this research were published in 1993, which strongly endorsed the creation of a separate service for students with disabilities.

This led to the University establishing and appointing the first coordinator for students with disabilities in 1994; a separate and distinct service from the counselling service.

A strong relationship existed between CAN-DO and the coordinator for students with disabilities, the catch cry "Nothing about us, without us" was applied and the expectations of students with disabilities began to increase. University policies began to be changed to meet those expectations, beginning with the passing of the Reasonable Accommodation Policy later that year.

That year also saw the establishment of the Vic Volunteer Service, including the note taking service, the opening of the Sutherland Room (a space specifically for students with disabilities complete with computers, adaptive technology, and rest spaces), and the formation of an Access Sub-committee with the coordinator for students with disabilities, facilities management, and students to look at improving physical access on our campuses.

Over the years that followed the service would change its name, grow its staff from one part-time coordinator in 1994 to the larger team we have today, and expand its capabilities—from reactively supporting students to proactively working with both students and the University to foster an

inclusive and supportive environment for our diverse and growing community. CAN-DO became the Disabled Students' Association and there is now a complementary National Disabled Students' Association.

We acknowledge the history of Disability Services and the learnings over the years. We acknowledge the many students, staff and members of the wider disability community who have contributed to Victoria University of Wellington's present strong disability culture, including those who have made significant foundational contributions such as: Ruth Swatland, Paul Gibson, Victoria Manning, Paul Robertson, Ali Bradshaw, Gary Williams, Dr Gill Greer, Ava Gibson, Dinah Hawken, Bronwyn Hayward,

Dr Pauline Boyles, Lynda Little and Brett Challacombe-King.

There have been many disability champions both inside and external to the University who have provided their expertise, knowledge, time, challenge and support. We are also fortunate to have many of New Zealand's influential disability rights advocates as Victoria University of Wellington graduates who share their disability and professional expertise with us. Te Herenga Waka has become an increasingly inclusive place for learning over the years and that journey continues.

Learning Gleaned from a Human Rights Case

An example of the significant change that has occurred at the University is the recognition of the importance of accessible built spaces. In 1994, this was the first tertiary institution to have a Human Rights Case taken against it and the University was found to be in breach of the Human Rights Act. The complaint arose after the Sociology and Social Work School was moved to an inaccessible site.

As part of the settlement, for several years the University reported to the Human Rights Commission on its progress. The disability community re-engaged with senior management in 1998, as they believed

that in some areas the University wasn't progressing agreed actions. The senior management team undertook Disability Equity Training. After the training, the then managers of the Disability Services reported directly to the Vice Chancellor to progress the University's disability responsiveness and manage disability risk.

Today, Property Services works closely with Te Amaru—Disability Services and these teams are committed to improving the accessibility of our built spaces, which is a key component of the University's Strategic Asset Management Plan.

Kia Ōrite – Achieving Equity

Our staff and students significantly contributed to the development of Kia Ōrite—Achieving Equity: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments. Kia Ōrite—Achieving Equity is recognised by the Government as providing expectations about the type of support that should be offered for disabled students. It

was endorsed by the University's Council and the Senior Management Team. It is now included in disability and inclusion training for staff and guides the work of Te Amaru—Disability Services in increasing the participation, retention, completion, progression, and achievement of disabled students.

Relevant Legislation

The University's obligations towards disabled students and staff are outlined in the following legislation: The Public Service Act 2020, New Zealand Bill of Rights Act 1990, the Health and Safety at Work Act 2015, the Human Rights Act 1993, the Privacy Act 2020, Health and Disability Commissioner Act 1994, Employment Relations Act 2000, Building Act 2004, and the New Zealand Sign Language Act 2006.

The University also has an obligation to non-discrimination under Te Tiriti o Waitangi.

Reasonable Accommodation is the term used in the Human Rights Act to describe the creation of an environment that will ensure equality of opportunity. In the University context it applies to changes that can be made to work or study environments to enable a disabled person to work or study effectively.

Guiding External Documents

The following documents have influenced this Disability Inclusion Action Plan.

Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021 informs all tertiary education providers and their students of their rights and responsibilities under the code. This pertains to all domestic and international students who are enrolled in New Zealand tertiary education. Part 3 relates to student wellbeing and safety, part 4 relates to the design of accessible physical and digital learning environments, and part 5 relates to accessible and inclusive University accommodation.

The United Nations Convention on the Rights of People with Disabilities 2008, Article 24, commits New Zealand to "ensure an inclusive education system at all levels". Supported by related legislation and guidelines, the Convention requires that disabled people be given equal opportunity to participate in and contribute to the full range of social, political, and cultural activities. Access for disabled people, including access to the goods, services and facilities provided by tertiary education organisations, must not be an afterthought. The intent of the Convention is not about limited or 'parallel' access, or additional rights, it is intended to promote and protect equality of access – physical, informational, and attitudinal.

The New Zealand Disability Strategy 2016-2026 (Ministry of Social Development, 2016) provides a high-level framework across the government sector that guides planning to ensure access and inclusion in all areas of life for disabled people. Te Herenga Waka staff and students contributed to the development of this strategy.

Kia Ōrite Toolkit for Achieving Equity (Achieve, 2021) provides guidance to tertiary education providers to develop their individual Disability Action Plans. It is a "code of practice to achieve an inclusive and equitable tertiary education environment for disabled students". It is a core document to the Tertiary Education Commission's own guideline, Disability Action Plans - A guide for the tertiary education sector (Tertiary Education Commission Te Amorangi Mātauranga Matua, 2021). Te Herenga Waka staff and students contributed to the development of Kia Ōrite.

The Australian Disability Clearinghouse on Education and Training provides valuable research, information, and practical guidelines to support disability service professionals, academic staff and students.

Lead Toolkit for Employing Disabled People in the State Sector (State Services Commission, 2016, updated January 2021) is a best practice guide for employing and retaining disabled people in the State Sector, and for building an inclusive organisation.