

Date

Accessible, Flexible, Future Focussed Education is a priority in Tangata Whānau, the Strategic Vision 2020-2027, a 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 our values and is aligned with an institution-wide equity approach comprising several initiatives to deliver enhanced outcomes for underserved communities including Māori, 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 equity focus. 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.

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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 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

The development of the Disability Action Plan

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

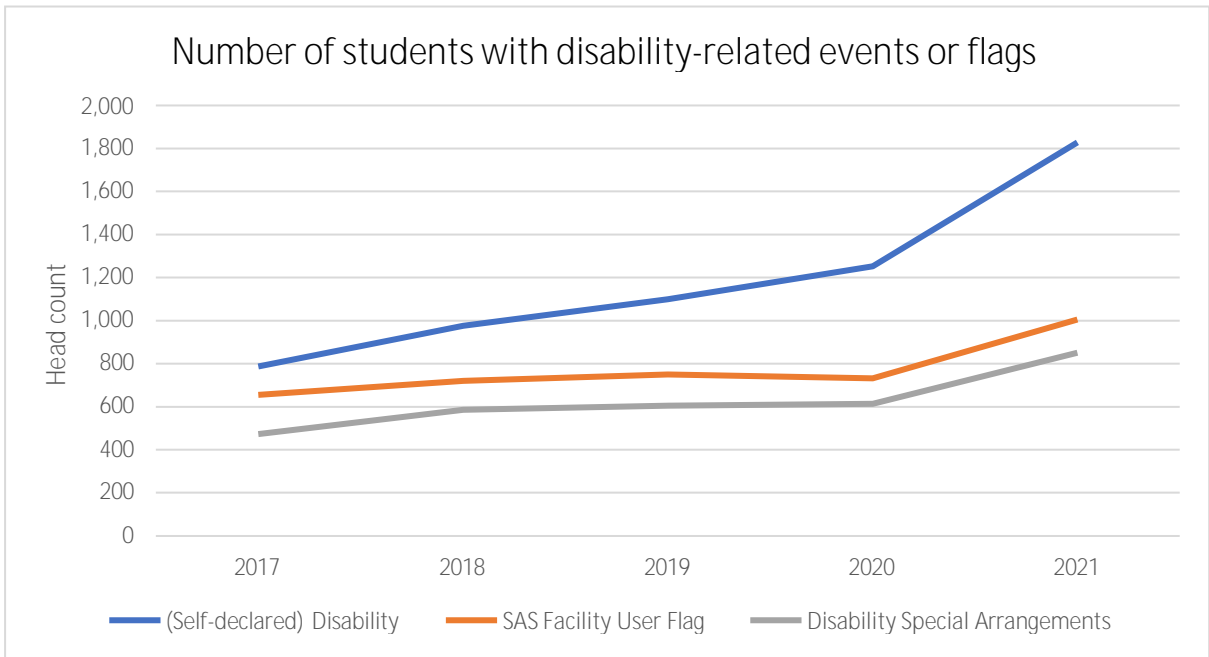
Disabled learners (and staff) are the experts on their own needs and should be active participants in design, development and other activities impacting their lives.

Everyone in the UC community has a

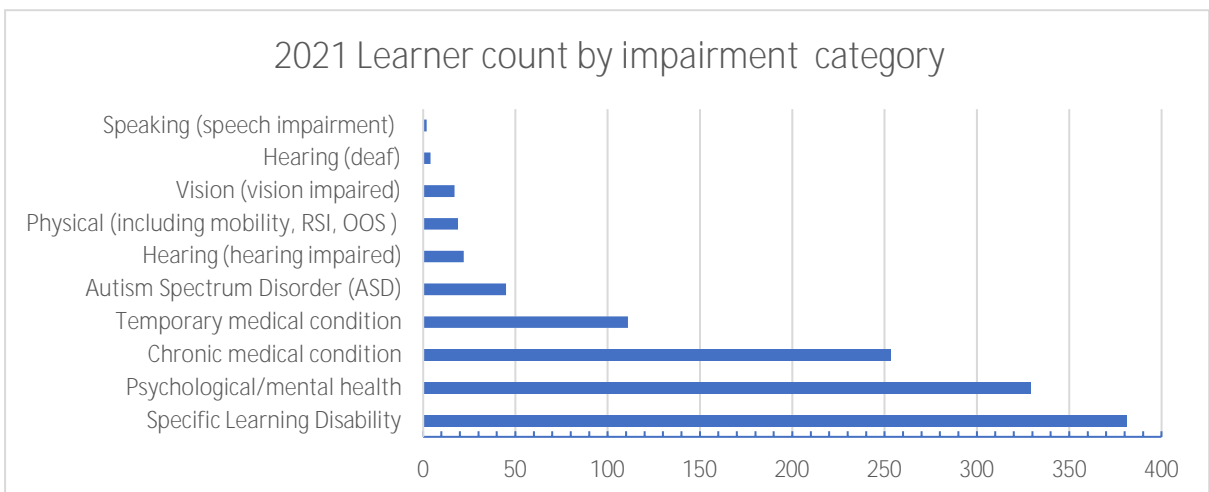
Te Ratonga Whaikaha | CEidvntu
[Accessibility Service](#) (TRW | SAS) reflecting international naming trends, student preference and an emphasis on accessibility rather than disability. Te Ratonga Whaikaha offers a wide range of supports for students including alternative formatting of study materials, 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.

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.

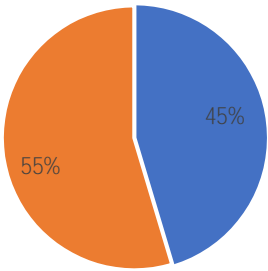
Growth in reported disability enrolments						Growth 2017-2021
Head count	2017	2018	2019	2020	2021	
(Self-declared) Disability	787	976	1,099	1,252	1,828	132%
DRS Facility User Flag	655	720	749	732	1,005	53%
Disability Special Arrangements*	473	586	605	614	851	80%
Total number of UC students	16,253	17,299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



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.

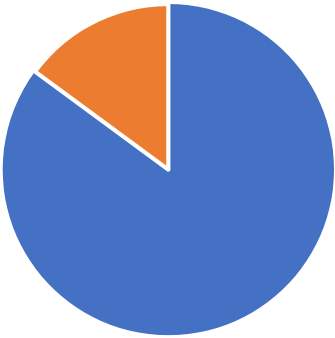


2021 Registrations as % of enrolment declarations



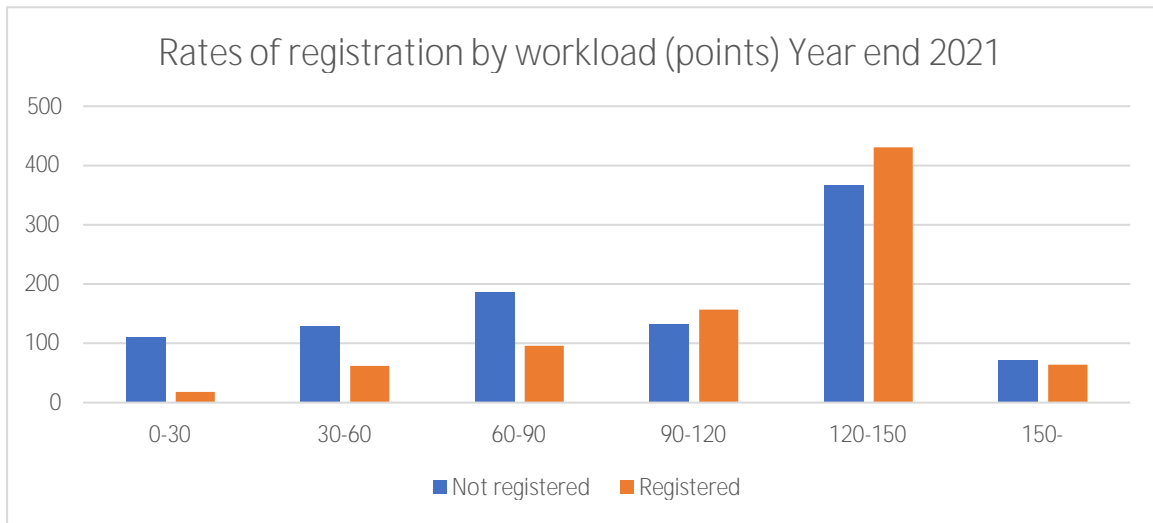
■ Declared and registered with SAS ■ Declared but not registered

2021 Declarations as

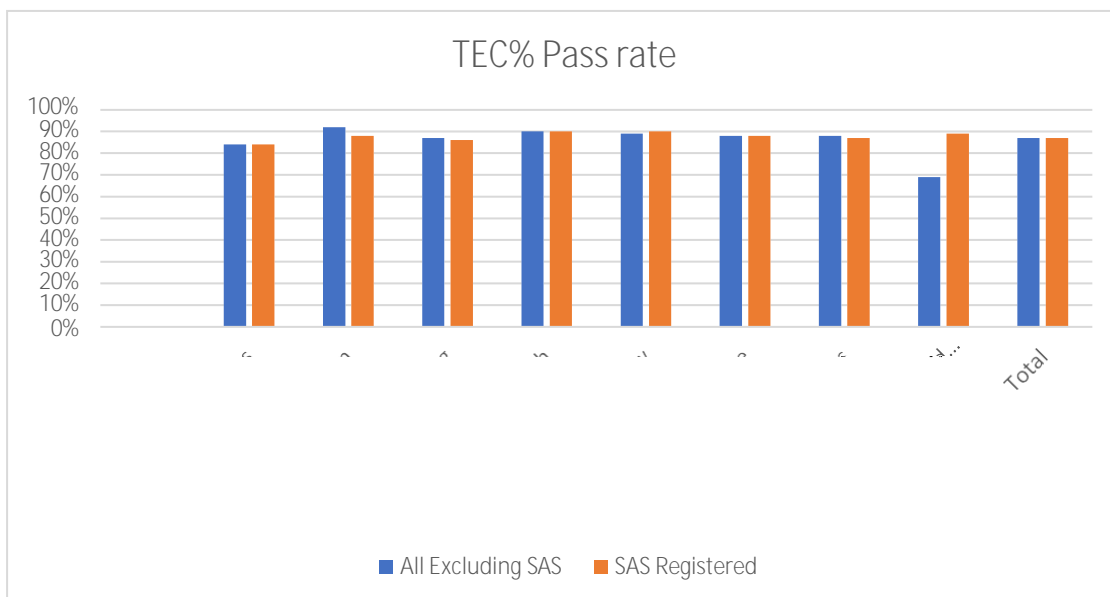


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Students enrolling in less than a full-time workload (120 points) are less likely to register with SAS. Again, this presents opportunities to explore why this is the case, and whether registering for support may enable these students to reach their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



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.)



Meeting

Accessible learning and research environments

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.

Student awareness and supports

progressed in a timely
and effective manner

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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 QCE]š Ref.
Tikanga	Inclusive learning and teaching practices are implemented consistently (across campus, online, and work integrated learning contexts) to address barriers to access, participation and achievement.	1. 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: Learning				

UC

Tikanga

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.

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Disabled learners are aware of and can access the full range of support services available to them.

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Putanga

Membership

Membership of the DAP Reference Group will ensure that disabled people are strongly represented by

• staff with demonstrated experience and commitment to being allies of the disability community.

Staff