# Te Whare Wānaka o Aoraki

# Lincoln University

# Disability Action Plan

# 2023 – 2026

# Contents

## Acknowledgement

# Executive Summary

This is the first Disability Action Plan for Te Whare Wānaka o Aoraki Lincoln University. The plan is an important component of the University's commitment to equity of access for all learners and directly aligns with one of our core Values, Manaakitaka. Further, and more importantly, it provides the University with a plan of action for delivering equity of access for our disabled tauira through an accessible teaching, learning, research, living and working environment. Lincoln University's Strategy (2019-2028) espouses a student-centric approach by placing all students at the centre of our activities and our educational vision is delivering quality learning outcomes through diverse, student-centric educational experiences.

The Disability Action Plan seeks to create an inclusive environment for disabled tauira that enables them to lead a full life at the University and to participate in all aspects of learning and research as well as cultural, social, on-campus accommodation, and extra-curricular activities.

Through the implementation of the Disability Action Plan, the University will meet its obligations of Article 24 of the United Nations Convention on the Rights of Persons with Disabilities 2008, which commits Aotearoa New Zealand to 'ensure an inclusive education system at all levels'.

## Kai Tahu Mita

Te Whare Wānaka o Aoraki Lincoln University recognises Kai Tahu whanui as the principle iwi of Te Wai Pounamu and confirms the usage of the Kai Tahu mita (dialect) in all official university documents, policies, signage and publications.

# Disability Action Plan Development

**Resources**

TEC's Kia Ōrite Toolkit was used as the University's primary resource for designing the Disability Action Plan. Additional resources included the New Zealand Disability Strategy, the New Zealand Human Rights Act 1993 and the Lincoln University Investment Plan 2023-2025.

The DAP goals are aligned with the Management Responsibilities and Learner Support components in the Kia Ōrite Toolkit as well as the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

**Phases of Development**

The DAP was developed over two phases. The first phase of planning and development was a desktop gap analysis based on the Kia Ōrite Toolkit, with workshops to identify and define solutions. A Disability Reference Group, comprised of tauira with different impairments and staff from Inclusive Education, Student Engagement, LUSA, Student Insights, Te Manutaki, Campus Development, ITS and Learning, Teaching and Library was established. Additional members were co-opted where supplementary skills and/or experience were required.

A draft Disability Action Plan was submitted to TEC in July 2022 and was reviewed by an independent panel which included advocates and members from the disabled community. The panel acknowledged the significant effort undertaken over a short timeframe and noted the positive mahi underway. Further development of data on learners, goals, outcome, monitoring and evaluation, and resourcing was recommended.

Phase 2 addressed the recommendations identified by the review panel as well as the actions, timeframes, and resourcing associated with each goal. This information was gathered via workshops and hui with the Disability Reference Group, individual students, and staff members.

Phases 1 and 2 were led by the Academic Quality and Policy Manager. Going forward, however, the responsibility of implementing the DAP sits with the Deputy Vice-Chancellor Student Life, with workstreams led by members of the university community in collaboration with the Inclusive Education Coordinator, Project Manager and with oversight from the Manaaki Tauira Steering Group.

## Primary Objectives

The Disability Action Plan's primary objectives are to:

- deliver equity of access for our disabled tauira through an accessible and inclusive teaching, learning, research and working environment.
- shift fixed attitudes and grow an environment that celebrates and values disabled tauira.

### Implementation Pathway

The actions associated with the primary objectives have been grouped under six key goals:

1. Training and Capacity Building
2. University of Choice
3. Accessible Technology
4. Accessible Environment
5. Implementation and Strategy
6. Monitoring and Review

## Manaaki Tauira Programme

The Disability Action Plan is situated within the Manaaki Tauira Programme.

**Manaakitaka** means to extend respect, aroha and support to others. **Tauira** refers to the holistic view of students, recognising the many facets of people who study at Lincoln (including physical, emotional, spiritual, family, academic and social aspects).

The Manaaki Tauira Programme is grounded in a Māori worldview of care and support for all tauira. Our core foundational value is manaakitaka but we enact all our Te Whare Wānaka o Aoraki Lincoln University values to drive tauira success:
- Rakatirataka | Leadership
- Whanaukataka | Relationships
- Kaitiakitaka | Guardianship
- Tohatoha | Sharing
- Wairuataka | Spirituality

The Manaaki Tauira Programme aims to:
- achieve parity for Māori and Pasifika tauira
- improve support for disabled tauira
- increase success for all tauira at Lincoln by growing participation, retention, and qualification completion rates.

*Co-Governance Model*
Co-governance is a model of equal decision making, aligned to the principles of Te Tiriti o Waitangi. The Manaaki Tauira programme is co-governed by the Deputy Vice-Chancellor Student Life and the Director, Te Manutaki, Office of Māori and Pasifika Development.

# Inclusive Education

Inclusive Education supports tauira facing challenges of a long or short-term disability, illness, or injury.  Tauira are invited to register with Inclusive Education whereupon appropriate support services are considered and confirmed. Support services may include note-takers for classes and/or field trips, mentoring, reader-writer / additional time / rest breaks during assessments, access to equipment or assistive technology, accessible parking on campus, suitable spaces for tests or exams.

Inclusive Education provides training opportunities for academic staff so they are aware of different impairments and how to support these in the teaching environment.  They also work with course examiners to ensure they understand the needs of each individual tauira, are aware of available services and can offer the appropriate accommodations.  Under the DAP, staff training and capacity building will be formalised.

**Student Progress Reporting**

Inclusive Education currently monitors the academic progress of its registered students, as well as reporting the number of learners who access disability services under the TEC impairment categories in each year.  As part of the Student Progress Reporting component of the DAP, the monitoring will be expanded to include goal setting for academic achievement, course completion and retention rates.

### Course Completion and First-year Retention Rate
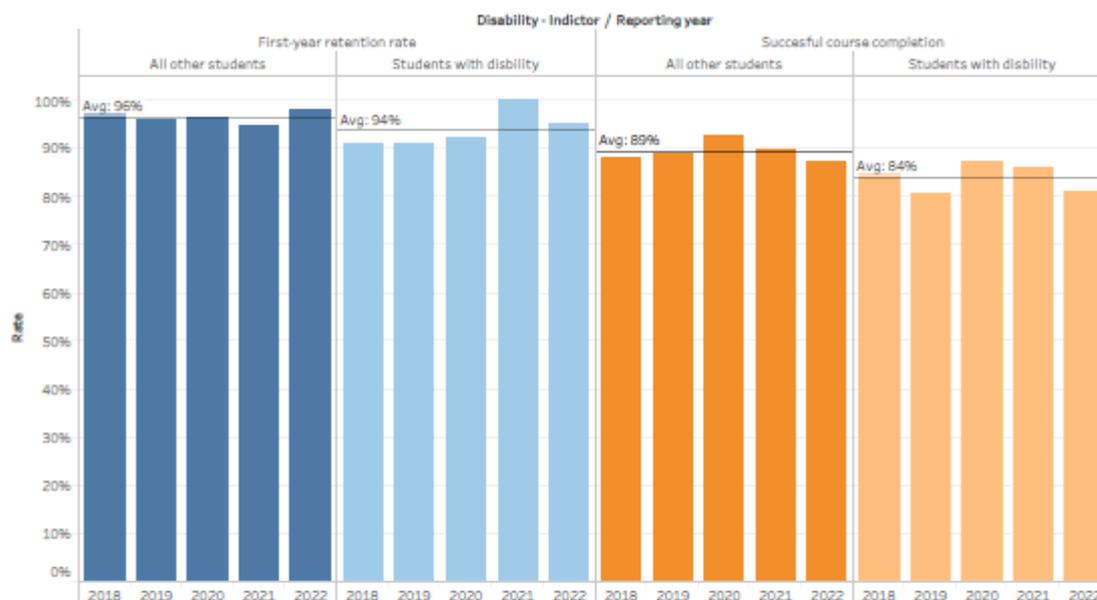


| Disability - Indictor | | 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|---|---|
| First-year retention rate | All other students | 97.09% | 95.83% | 96.22% | 94.62% | 97.91% |
| | Students with disbility | 90.91% | 90.91% | 92.31% | 100.00% | 95.12% |
| Succesful course completion | All other students | 87.91% | 88.89% | 92.64% | 89.72% | 87.35% |
| | Students with disbility | 84.68% | 80.53% | 87.38% | 85.80% | 81.08% |

**Status of Learners with Disabilities**

Learners who access disability services under the TEC impairment categories in 2021 and 2022:

| Impairment Category | 2021 | 2022 |
|---|---|---|
| Autism Spectrum Disorder (ASD) | 4 | 11 |
| Chronic medical condition (diabetes, asthma, cancer, auto-immune, fatigue) | 15 | 14 |
| Physical (mobility, agility, RSI, OOS) | 24 | 25 |
| Psychological / Mental Health (depression, anxiety, schizophrenia, panic attacks) | 24 | 20 |
| Specific Learning Disorder (ADHD, dyslexia, dyscalculia, dyspraxia) | 121 | 133 |
| Temporary Medical Condition (injury, short-term illness) | 25 | 19 |
| Vision impaired | 3 | - |
| **Total Students** | **185** | **187** |

# Student Partnerships and Voice

**Disability, Equity Diversity Inclusion and Wellbeing Representative**

In 2022, the Lincoln University Students' Association (LUSA) established the role of Disability EDI and Wellbeing Representative as part of their executive.  This role is responsible for representing students on all matters that impact their university experiences. The position is flexible and works to fit with the representative's disability.

Key responsibilities include being an active member of the disabled student community and disability club, liaising regularly with Inclusive Education, the Counselling and Wellbeing Team, the International Advisors, Student Experience Team and Te Manutaki, working closely with the Rainbow, EDI and Wellbeing Representative, liaising with the National Disabled Students' Association and membership of the Disability Reference Group (for the DAP), the Equity, Diversity and Inclusion Steering Group, and Te Poari Wheako Tauira (Student Experience Board) and Te Roopu Wheako Tauira (Student Experience Working Group).

**ICONIC**

One of the first tangible outcomes of the first phase of the DAP was the establishment of ICONIC, a student-led and designed social club affiliated with LUSA.



Welcome to the Iconic Club!

We are a social club for people with...
- Long Covid
- Sports Injuries
- Disabilities
- Neurodiversity
- Chronic Illness
- Medical Conditions
- And Anything In-Between

The definition of iconic is "widely recognized and well-established." We are an iconic part of Lincoln University, and of wider Aotearoa New Zealand.

We run a range of relaxed events, including board game afternoons and un-official LEGO masters! We are an inclusive and welcoming group, and friends, allies, support people, carers, and whanau are always encouraged to come along.

The executive team members are very active and work with disabled peoples' organisations throughout Canterbury, the National Disabled Students Association, and applied for and were successful in receiving a grant from the Sports and Healthy Living Initiative which they are using for

trips to the Selwyn Aquatic Centre.  They have created Instagram and Facebook accounts for the club and are in the process of designing a logo, draft shown below.  The four figures represent a wheelchair user, neurodiversity (as well as learning disorders and mental health conditions), invisible disability, and an assistance dog owner wearing a mask. Above the figures is the club's name in the braille alphabet.
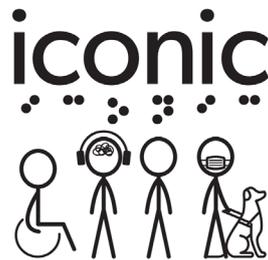
## Policy

In 2022, the Lincoln University Council approved the Kaupapa Here Ararau Tōkeke | Equity, Diversity and Inclusion Policy.  This policy aims to provide a safe, inclusive and equitable environment for ako, rakahau and mahi for members of the university community, and to ensure that those outcomes are mana enhancing and reflective of all cultures and identities.

Disability is defined in the policy as per Te Tari Mō Ngā Take Hauātanga | Office for Disability Issues *'The experience of disability occurs when people with impairments are excluded from places and activities most of us take for granted. It happens when our infrastructure and systems do not accommodate the diverse abilities and needs of all citizens. The experience of disability is influenced by the nature of a person's impairment. Gender, age, ethnicity, and culture can also have a profound and sometimes compounding effect on an individual's experience of disability'.*

As part of the mahi towards the Disability Action Plan, the Disability Reference Group indicated their preference for a policy specific to students with disabilities.  Such a policy would articulate the University's commitment to access and inclusion of students with disabilities, provide both the framework through which the University aims to meets it obligations to students with disabilities and the mechanism for monitoring and reporting progress of equitable access, success, retention, and employment outcomes.  The creation of a Disability or Student Accessibility Policy has therefore been identified as an outcome under the goal of University of Choice to be completed by Q4 2023.

## Communication

A Strategic Communication and Engagement Plan will be drafted to raise awareness of the DAP across the campus for internal and external audiences, including promoting the Disability Action Plan to future students through dedicated webpages on the Lincoln University website and other accessible publication methods.

## Disability Action Plan Status

The Disability Action Plan has been endorsed by the Senior Leadership Team, the Manaaki Tauira Steering Group and approved by the Lincoln University Council.  Primary responsibility for the DAP rests with the Deputy Vice-Chancellor Student Life.

# Disability Action Plan 2023 – 2026

| Goal | Actions | Kia Ōrite alignment | Education (Pastoral Care of Tertiary and International Learners) Code of Practice alignment |
|---|---|---|---|
| **Training and Capacity Building (TC)** | | | |
| All staff receive training and support to enable them to understand and meet the requirements of disabled learners.<br><br>The goal is that all staff are aware of the resources available to students with disabilities and that Inclusive Education is the point of contact for staff to gain advice. | **TC1. Kia Ōrite Disability Confidence E-learning modules (TEC)**<br><br>• All current and new staff – led by SLT members - to undertake Module 1 which focuses on general disability confidence.<br><br>• Academic and support staff to undertake Modules 2 and 3 which are targeted to tertiary education support and teaching staff. | LS 2.9 Staff development | Outcome 4, P3 (h) |
| | **TC2. New Staff Induction and Orientation**<br>Inclusive Education continues to be a permanent component of the new staff induction process.<br><br>Inclusive Education continues to be a permanent component of the Orientation activities, online and on campus. | LS 2.2 Learning support and teaching tools<br>LS 2.6 Learning supports for students with different impairments<br> LS 2.7 Access to general and specialist support services<br>LS 2.9 Staff development | Outcome 4, P3 (h) |
| | **TC3. Alternative Assessment**<br>Targeted training and support for teaching staff to plan alternative examination and assessment procedures and arrangements for disabled learners. | LS 2.4 Exams and assessment<br>LS 2.9 Staff development | Outcome 3, P3 (b)(c)<br>Outcome 4, P3 (h) |
| | **TC4. GradeBook**<br>Technical implementation of GradeBook, Phase 1.<br>Phase 2 relates to using GradeBook as a mechanism for Student Progress Reporting – refer to UC12 – and this component has yet to implemented. | LS 2.2 Learning support and teaching tools<br>MR 2.6 Monitoring and evaluation | Outcome 3, P2 (b) |
| | **TC5. Course Design**<br>Add a section to the Course Proposal template that asks course examiners to consider any accommodations or accessibility issues for disabled students when designing a new course. Specifically in relation to off campus activities, including but not limited to field trips, field tours, work placements or internships. Academic Committees to be engaged. | LS 2.2 Learning support and teaching tools<br>LS 2.6 Learning supports for students with different impairments.<br>LS 2.9 Staff development | Outcome 2, P1(a)(c)<br>Outcome 3, P1(f), P2, P3 |
| **University of Choice (UC)** | | | |
| Encourage students with disabilities to select Lincoln University as their university of choice. | **UC1. Enrolment**<br>Review and improve the application and enrolment processes to ensure students with disabilities are accommodated. | MR 2.1 Recruitment and Enrolment | Outcome 3, P2 (2)(a)<br>Outcome 4, P3 (1) (d)(f)(h) |
| | **UC2. Financial Assistance**<br>Promote the availability of financial assistance to students with disabilities who required a professional assessment of their disability but who are unable to afford it.<br><br>Financial assistance to students for equipment, e.g., noise cancelling headphones. | MR 2.1 Recruitment and Enrolment; Admission; | Outcome 3, P2 (2)(a) |
| | **UC3. Transition**<br>1. Development of support for students with disabilities transitioning from High School to University<br><br>2. Continued development and promotion of support and workshops for students transitioning from university to the workforce. | MR 2.1 Recruitment.<br>LS 2.8 Transition into employment | Outcome 3, P2 (a) (d)<br>Outcome 4, P1 (a) |
| | **UC4. Inclusive Education - Nomenclature**<br>Change the name of Inclusive Education to one that is strong, clear, and welcoming.<br>*Examples from other universities:*<br>Kia Ōrite and the Code use the term Accessibility.<br>UC: Te Ratonga Whaikaha Student | Accessibility Services.<br>UoA: Ratonga Hauātanga Tauira | Student Disability Services<br>Otago: Disability Information and Support (Te Pokapū Hāpai Huka Hauā)<br>Massey: Disability Support Services | Ngā ratonga hauā<br>Waikato: Accessibility Services (Te Ata Kūtoro)<br>AUT: Disability Support Services | LS 2.5 Services for diverse groups of disabled learners<br>LS 2.6 Learning supports for students with different impairments | Outcome 4, P1(a) |

| | | | |
|---|---|---|---|
| | Victoria: Te Amaru \| Disability Services | | |
| | **UC5. Inclusive Education - Webpage**<br>Update the Inclusive Education page on the LU website so that it is visible from the LU landing page.<br><br>UC 's page is a great example: https://www.canterbury.ac.nz/accessibility/ | LS 2.5 Services for other diverse groups of disabled learners<br>LS 2.6 Learning supports for students with different impairments<br>MR 2.1 Recruitment | Outcome 3 P3 (b) (c) |
| | **UC6. Recorded lectures *and tutorials***<br>All lectures are recorded and uploaded to Akoraka Learn asap | LR 2.6 Learning supports for students with different impairments<br>MS 2.6 Monitoring and evaluations (student voice) | Outcome 3, P3(b) |
| | **UC7. Mentoring**<br>New to Lincoln students are paired with current students (cf. tuakana-teina). Student Buddy Programme new in 2023, aka Uni Friend. | LS 2.6 Learning supports for students with different impairments | Outcome 3, P1 (f)<br>Outcome 3, P2 (1) (b) (2) (a) |
| | **UC8. Dedicated Space**<br>1. Permanent neurodiverse quiet space is established for students to use who seek quietness between lectures, etc.<br><br>2. Inclusive Education office suite (existing): other occupants of the corridor are aware of the requirement to keep noise levels at a minimum to accommodate student needs, especially for tests and assessments. | LS 2.5 Services for other diverse groups of disabled learners<br><br>MR 2.4 The physical environment | Outcome 3, P3 (a) (b) |
| | **UC9. Inclusive language and images**<br>Inclusive, positive, and enabling language and images are established in policy, publications, websites, and other media. (Refer to Module 2 Disability Confidence on language and terminology, e.g., Identity-First Language)<br><br>Create a set of standards for inclusive language for policies, publications, website, staff, etc, based on Inclusive Language Guide on Digital.govt.nz<br><br>https://www.digital.govt.nz/standards-and-guidance/design-and-ux/content-design-guidance/inclusive-language/<br><br>• Could be included as part of staff training and as a reference for policy writers.<br>• Could also be incorporated into the Online Learning Design Standards | MR 2.1 Recruitment | Outcome 4, P2 (b) (c) |
| | **UC10. AIDE**<br>On-campus events establish an AIDE Plan (Accessibility, Inclusivity, Diversity and Equity) that address barriers in promotions, sign up and attendance as part of their design. | MR 2.1 Recruitment<br>LS 2.1 Appropriate use of disabled learner personal information<br>LS 2.5 Services for other diverse groups of disabled learners | Outcome 3 P1 (f)<br>Outcome 3 P2 (a)<br>Outcome 3, P3 (a) (b) |
| | **UC11. Disabled Student Voice**<br>Promotion of disabled student voice on campus through two mechanisms:<br>1. (Formal) Creation of new LUSA Exec role: Disability, EDI and Wellbeing<br>2. (Informal) Creation of a student group for students with disabilities, neurodiversity, long covid, sports injuries, chronic illness, medical conditions and anything in-between. | MR 2.3 Complain and Appeals<br>MR 2.5 Policy and planning<br>MR 2.6 Monitoring and evaluation | Outcome 2 P1 (a) (b) (c) (d) |
| | **UC12. Student Progress Reporting**<br>(Utilising the monitoring component of GradeBook) Identification of appropriate data-drive baseline and evaluation metrics for reporting on disabled student outcomes, e.g., higher levels of academic achievement by disabled students (refer also to MR1 Review Mechanisms and Reporting). | MR 2.6 Monitoring and evaluation | Outcome 3 P2 (2) (b) |
| | **UC13. Policy**<br>Creation of a Disability or Student Accessibility Policy that clearly articulates LU's commitment to access and inclusion of students with disabilities. The Policy will also identify the reporting pathways. | MR 2.5 Policy and planning<br>MR 2.6 Monitoring and evaluation | |
| **Accessible Technology (AT)** | | | |
| LU will be a provider of accessible information and technology | **AT1. International Accessibility Standards**<br>All university website, content and applications will meet the International Accessibility Standards. This will require an agreed pan-university standard. | MR 2.4 Access to: new technologies, digital platforms and procurement.<br><br>LS 2.9 Staff development | Outcome 3 P3 (b) (c) |

| | | | |
|---|---|---|---|
| | Accessibility information training provided to content providers (e.g., Akoraka learn pages, etc). | | |
| | **AT2**. **Procurement**<br>Procurement Policy: proposed purchases of new learner technology will include an audit of accessibility standards and liaison with Inclusive Education and students with disabilities. Recommend review of existing tech in first instance. | MR 2.4 Access to: new technologies, digital platforms and procurement.<br>MR 2.5 Policy and planning. | Outcome 3 P3 (b) (c) |
| | **AT3**. **Assistive Technology**<br>Accessible information to students with disabilities about assistive technologies available at Lincoln University, and information about external services, e.g., Aspire Canterbury, Firstport, etc. | MR 2.4 Access to: new technologies, digital platforms and procurement.<br>LR 2.5 Services for diverse groups of disabled learners<br>LR 2.6 Learning supports for students with different impairments | Outcome 3 P3 (b) (c) |

**Accessible Environment (AE)**

| | | | |
|---|---|---|---|
| The Campus Development Plan embeds the ongoing provision of an accessible environment as part of its overall approach. | **AE1**. **Physical Environment**<br>Provision of accessible paths of travel across campus, including ongoing audit and monitoring. | MR 2.4 The physical environment | Outcome 3 P3 |
| | **AE2**. **Physical Accessibility**<br>• Braille signage installed for all teaching spaces.<br>• Hearing loops<br>• All existing building stock (structure and cost permitting) and new construction to comply with accessibility standards – ramps, wheelchair access, handrails, etc.<br>• One-push door release button installed for all self-closing doors to allow safe and quick exit routes for students with disabilities. | MR 2.4 The physical environment | Outcome 3 P3 |
| | **AE3**. **Compliance Audits**<br>Annual audit assessments to ensure compliance. This is undertaken as part of the asset portfolio and an improvement plan.<br><br>Review of accessibly of campus, including doorways, doors, ramps, rails, signage, lifts. Consultant has experience in tertiary institutions. | MR 2.4 The physical environment | Outcome 3 P3 |
| | **AE4**. **Lighting**<br>Appropriate lighting along travel pathways between buildings, car parks and public transport areas. | MR 2.4 The physical environment | Outcome 3 P3 |

**Implementation and Strategy (IS)**

| | | | |
|---|---|---|---|
| Lincoln University demonstrates its commitment to the Disability Action Plan through timely and effective implementation. | **IS1**. **Approval**<br>Endorsement and approval of the Disability Action Plan by the University and Council. | MR 2.5 Policy and planning | |
| | **IS2**. **Implementation**<br>Inclusive Education Coordinator to commence implementation, in partnership with the Project Manager and LTL. | MR 2.6 Monitoring and evaluation | |
| | **IS3**. **Strategy**<br>LU Strategic Plan and other strategic and operational plans articulate commitment to accessibility and inclusivity. | MR 2.5 Policy and planning | Outcome 1 P1 |
| | **IS4**. **Strategic Communications**<br>Effective communication strategy to promote and progress the Disability Action Plan across the campus.<br><br>Disability Action Plan available on the Lincoln University website, clearly labelled, in accessible formats and easily found in search results. | MR 2.5 Policy and planning | Outcome 1 P1 |
| | **IS5**. **Equity and Diversity**<br>The Equity, Diversity and Inclusivity Steering Group is made a formal strategic committee reporting to the Vice-Chancellor.<br><br>Add the Inclusive Education Coordinator to this group. | LR 2.5 Services for other diverse groups of disabled learners' tools | |
| | **IS6**. **External Partnerships / Affiliations**<br>Strategic affiliation with Achieve, Hāpai Foundation Access Card, Be.Lab, etc. | LR 2.7 Access to general and specialist support services tools | |

| | Adoption of the Accessibility Charter. | | |
|---|---|---|---|
| **Monitoring and Review (MR)** | | | |
| Formal monitoring and evaluation of the Disability Action Plan and student progress are ongoing, effective and have clear reporting and feedback mechanisms. | **MR1. Review Mechanisms and Reporting**<br>Establish formal, cyclical review and reporting mechanisms for the purposes of:<br>• quarterly reporting to Manaaki Tauira on the implementation, progress, and outstanding issues for resolution of the Disability Action Plan.<br>• student progress reporting, course and programme completions, retention, increased numbers of disabled tauira (refer also to UC12 Student Progress Reporting).<br>• annual survey of staff and students to evaluate the success of the Disability Action Plan, including measures of the culture of inclusivity and understanding of discrimination in the University.<br>• measuring the increased use of services by disabled students and increased employment outcomes for disabled learners.<br>• alignment of review and reporting mechanism with the (to be created) Student Accessibility Policy. | MR 2.6 Monitoring and evaluation | |
| | **IR2. Risk Register**<br>Add Disability Action Plan to the University Risk Register | MR 2.6 Monitoring and evaluation | |