

Summary of progress with 2024 Disability Action Plan Goals - Aug 2024

GOALS ACHIEVED

Goals	Outcome
Establishment of Staff Disability Reference Group (DRG)	8 members. Regular meetings are scheduled.
Appointment of Senior Manager to drive the development and implementation of the Disability Action Plan (DAP)	Rachel Teesdale, GM PTE Operations.
Creation of our vision statement for our disabled learners	To make our training accessible to all, regardless of impairment.
Establishment of the reporting pathway to the leadership team	Monthly reports to the SLT from GM PTE Operations
Identification of options for reasonable accommodations for assessment	Update of Assessment policy
Identification of learning supports that we have access to and can make available to our learners	Update of Assessment policy about reader/writers
Feedback collected from frontline staff regarding implementing the DAP	Feedback collected from 70 staff through an online survey (non-anonymous)
Identification of staff training needs	Identified through the staff survey. A plan is being made to roll out the training.
Establishment of an Advisory Group	4 external stakeholders attend the DRG meetings
Identification of our disability cohort	We have identified the make-up of our disability cohort, for each fund This would be looked at regularly by the DRG, in response to the changing body of enrolled learners.
Identify the support and training needs of academic, teaching, and technical staff, to enable them to meet the requirements of disabled learners	Identified through the staff survey. A plan is being made to roll out the training.

GOALS IN-PROGRESS

1. Allocation of responsibilities in the DRG
2. Creation of disability policy
3. Review of existing policies, through the lens of suitability for our disability cohort
4. Establishment of equity targets
5. Implementation of personalized support plans
6. Review of frontline staff capabilities in supporting disabled learners with enrolments
7. Training needs rolled out for front line staff including in non-discriminatory practices
8. Identification of all available supports for our learners with impairments, including accommodation for assessment
9. Review of all existing courses, for suitability for those with impairments
10. Provision of information to our non-disabled cohort to improve understanding, eliminate discrimination and encourage participation.
11. Set up a student voices project to showcase learner success stories
12. Set up disabled student group
13. Identification of learning supports that we have access to and can make available to our learners
– Information needs to be updated in the student handbook and website



Disability Action Plan (DAP) - 2024

Our vision is to achieve an inclusive and equitable education environment for disabled learners by eliminating discrimination and encouraging participation.

We want to be a disability friendly environment, where we welcome, support, and empower learners to achieve.

We are using the New Zealand Disability Strategy definition of disability, which utilises the social model of disability - “disability is not something individuals have. What individuals have are impairments. They may be physical, sensory, neurological, psychiatric, learning or other impairments.” Therefore, “disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have.”

There are 2 central approaches to our plan:

- Management responsibilities
- Learning support responsibilities

Core areas covered are:

- Recruitment, selection, admission, and enrolment.
- Funding and withdrawal.
- Complaint and appeal policies and procedures.
- Buildings, facilities, equipment, and infrastructure.
- Health and safety.
- New technologies, digital platforms, and procurement.
- Policy and planning.

- Monitoring and evaluation.

Please note that not all areas will be reviewed and addressed in the first 12 months. This is year one of a 3-year DAP where we will prioritise areas to focus on each year, addressing each part of the toolkit.

We have broken the target areas of the toolkit into 5 focus areas and have given ourselves a self-assessment grading for each. Following this we have identified best practices for our blueprint for change, followed by our goals/targets, due dates, how we will evaluate the success of that goal/target, who is responsible, and how the change/outcomes will be communicated.

Our 5 focus areas are:

1. Develop our staff capability and confidence, at all levels, for providing learning support for disabled learners.
2. Create systems to support disabled learners, with inclusive policies, procedures, and practices, endorsed by senior leadership that remove barriers in the environment, to ensure the learners are not 'disabled' by their environment.
3. Ensure we are hearing the "student voice" of our disabled learners.
4. Ensure our course design, curriculum, delivery, assessment, learning support strategies etc. consider disabled learners with different impairments and allow them to achieve their academic potential.
5. Plan for the future and support the increasing numbers of disabled learners.

Focus area 1 - Develop our staff capability and confidence, at all levels, for providing learning support for disabled learners.

Self-assessment rating = Developing

Identified best practices/our blueprint for change:

- DAP endorsed by Senior Management. Senior leadership identifies and resolves barriers to participation and achievement of disabled learners in academic and other areas of the learning environment life, through strategic planning, development policies and procedures.
- Develop system-wide training and resources to build the 'disability confidence' of all staff involved with supporting disabled learners. This includes how to provide accessible information, communication and learning support for disabled learners with different impairments.
- Invite disabled learners to co-design these training programmes and resources focusing on inclusive practices.
- Disability information is sought only to arrange support and disseminated only to staff on a 'need to know' basis, with the learner's permission. Staff receive information about the individual needs of disabled learners in a clear, effective, and timely way.
- Staff protect an individual's privacy and disclose impairment information only with the learner's permission and for the provision of effective learning support, in line with the disclosure provisions in the Health and Disability Commissioner Act and Privacy Act.
- Encourage staff to use the Microsoft365 Accessibility Checker for documents, slides, spreadsheets and email in Windows and MacOS operating systems, as well as in apps and platforms using web content.
- Teaching staff plan and employ teaching and learning strategies and reasonable accommodations to make course delivery as inclusive as possible for disabled learners, without compromising essential programme standards or components.
- Effective learning support strategies and reasonable accommodations for disabled learners exist for online learning, distance education or other flexible delivery modes such as e-learning. Where possible, disabled learners have the same access to academic and vocational placements, including field trips and work placements, as other learners.
- Support staff such as note takers, specialist tutors, reader/writers receive adequate training and appropriate remuneration, so that they have effective skills.
- The role of learner support staff, from other organisations, is clearly identified and agreed.

Under the Code of Rights.

Service providers must provide services that comply with these rights, inform consumers of these rights, and inform consumers how to make complaints. All people, including those with impairments, when they use a health and disability service have the right to:

- Respect, dignity, and independence

- Fair treatment, not discrimination
- Service of a proper standard
- Effective communication
- Be fully informed and give informed consent.
- The support they choose, and to complain.

General classroom strategies.

- Face the class when speaking.
- Repeat discussion questions from other learners since not all learners will be able to hear their peers.
- Give both oral and written instructions.
- Put key phrases on your classroom notes or on the whiteboard/blackboard.
- Prepare course materials early. This will ensure that the teacher, the learner, and any other support staff have enough time to make any adaptations such as enlarging the materials or providing them online in accessible formats.
- Provide learners with a list of new technical terms or subject-specific abbreviations.
- Make assignment sheets and reading lists available in electronic format and offer to enlarge text.
- Provide all lecture notes electronically so that learners can modify them to accommodate their impairments. For example, large text (e.g.18 point type) for learners with vision impairments or specific learning difficulties (e.g. dyslexia), Braille printed on coloured paper, notes for an interpreter.
- Do not walk around the class or pace back and forth.
- Repeat discussion questions while facing the class.
- When using videos provide a written summary of what the video shows in advance of the session or arrange for it to be subtitled or provide a transcript.
- In any teaching situation make sure that any disabled learner has an unobstructed view of the teacher.

Ideas for how to use technology to support engagement.

Smartphone app and other assistive technology:

For example,

- Office 365 has many accessibility functions that are worth checking out, e.g. a read aloud function that also highlights the text as it goes, Cortana, etc. There is also the Natural reader that will read material aloud to you, and there are voice typing options on Google and with Dragon Naturally Speaking.
- The easiest way to check if a PDF is accessible is to open it and try and highlight some text with a mouse using read aloud software.
- Texthelp Read&Write Gold has multiple tools and can handle Word docs, PDFs, and inaccessible PDFs.
- Using a smartphone, Dreamreader allows you to photograph typed but not handwritten text and have it read aloud by the app on your phone. If learners can access the internet from their phone, they can download other readings and have them read aloud.

Goals/targets	Due date	How will we evaluate success?	Who is responsible?	How will change/outcomes be communicated?
Select a Senior Manager to drive and promote the development and implementation of the DAP	End of January 2024	The person will be identified, and the appointment will be communicated.	GM PTE Operations	The announcement will be emailed to staff and students, put on the website, and included in the student handbook.
A disability reference group will be set up, made up of staff to lead the DAP workstream. Responsibilities will be allocated, mechanisms monitored, and reporting pathways to the leadership team established. It will include staff from a variety of parts of the organization.	End of February 2024	The group will be established. They will coordinate support services for disabled learners.	GM PTE Operations	Emailed to staff.
Feedback and ideas will be collected from front line staff regarding implementing the DAP.	End of February 2024	Feedback will be summarized in a written report.	GM PTE Operations	The written feedback will be shared with the Senior Leadership Team.
Review the ability of our frontline staff to appropriately support disabled applicants in the enrolment process.	End of April 2024	All frontline staff – CM’s, SSC’s and teaching staff will have completed the Privacy Act and Health and Disability Services Consumers Act training.	PTE Campus Operations Manager	Info will be shared via email, Teams and put in the Documents Repository.

<p>Provide training to front line staff on the use of non-discriminatory practices e.g. their legal obligations under the Human Rights and Privacy Act, Code of Health and Disability Services Consumers' Rights and other relevant legislation.</p>		<p>Information on the Human Rights Act and the Code of Health and Disability Services Consumers Rights will be shared with all staff.</p> <p>Training will be provided on how to ask what support they need, and to only ask about their impairment if it is relevant e.g. only ask for medical information/checks/letters if justifiable.</p> <p>General and specialist support staff will have the skills, experience, support and networks to provide effective advice and support to people with different impairments, their whānau/families and other staff.</p>		<p>HR Admin will ensure it is also included in all inductions moving forward.</p>
<p>Investigate options in effective support for learners with different impairments and offer training options to staff e.g. advocacy options.</p>	<p>End of April 2024</p>	<p>Staff receive and have access to resource information about effective support for learners with different impairments.</p> <p>Staff training and support is adequately resourced and arranged as part of induction and development programmes for all staff, particularly those involved with teaching and assessment. Strategies are developed and implemented to measure if staff development and training leads to staff having the knowledge and skills to work effectively with these learners. This may include increased use of devices and learning sign language.</p>	<p>GM PTE Operations</p>	<p>Staff training logs will be kept.</p> <p>Feedback and monitoring processes will evidence feedback from disabled learners, of staff capabilities when working with disabled learners.</p>

		<p>Specialist expertise, including the expertise of disabled learners and whānau, are actively involved in the training.</p> <p>We will set up support services that have effective networks and co-operate with other institutions and agencies to enhance services and gain access to specialist advice when required.</p> <p>Feedback processes are set up to gather info from disabled learners that will indicate whether key staff have the knowledge, skills, information, and support to provide effective learning support for disabled learners.</p>		
--	--	--	--	--

Focus area 2 - Create systems to support disabled learners, with inclusive policies, procedures, and practices, endorsed by senior leadership that remove barriers in the environment, to ensure that learners are not 'disabled' by their environment.

Self-assessment rating = Developing

Identified best practices/our blueprint for change:

- The DAP will be developed each year in partnership with disabled learners and disability support staff, with measurable goals and targets, reviewed and reported on annually.
- All policies, procedures and planning processes take into consideration the participation and achievement of disabled learners in academic and other areas of the learning environment life.
- Mana enhancing language will be used, with akonga and their whanau at the centre.
- Effective systems are in place to provide a forum to raise, discuss and advocate on issues affecting disabled learners.
- The organization will report on institutional barriers and the impact of these, including assessing how staff across the company comply with the relevant policies, procedures, legislative and government requirements for disabled learners, the participation, progression, and achievement of disabled learners and identify barriers that impact on this with recommendations of strategies to improve learning support for disabled learners, a view to continuous improvement.
- Consult with disability organizations and seek community input. Create spaces for ongoing input from experts e.g. regular meetings and membership of advisory groups.

Marketing, recruitment, and enrolment.

- Include disabled learners in promotional material.
- Market services among community networks that disabled learner's access.
- Share promotional material in a variety of formats, such as videos, to a wide range of community networks that disabled learners can access. Include a section on disability support services available, and pictorial representations of disabled learners alongside other learners. Information should include clear information about physical access, technical support options and designated contacts and social support options.
- Ensure there are specific recruitment programmes tailored to Māori, Pacific peoples, and other communities.
- Identify vocational pathway options for disabled learners, staircasing from our existing programme offerings.
- Identify programmes where, although training may be modified to support someone with a disability, the workplace may not be suitable, and provide the potential learner with alternative options. Also, consideration needs to be made for that individual choosing to take a vocational course to have a future job in design or policy rather than direct practice.

- Ensure we are allowing flexibility in the enrolment process to support disabled learner needs e.g. allow forms to be typed rather than handwritten and allow extra time in an interview for someone with a speech impairment.
- Collect information about impairments for relevant purposes only and ensure this is clearly stated on the enrolment form. Make sure confidentiality measures are followed and that the info collected does not appear on academic records or graduation documentation.
- Ensure disabled learners are advised of the services available to assist them, during their orientation.
- Ensure we are using the funding to provide effective services to support disabled learners, so that disabled learners receive the same services as their nondisabled peers.
- Consider the financial burden on disabled learners through targeted additional financial support (e.g. scholarships, hardship funds, or other support) and by considering the financial status of disabled learners when setting fees.

Facilities.

- Make sure buildings comply with the standards in NZS 4121:2001: Design for Access and Mobility: Buildings and Associated Facilities or a physical access plan to improve physical access to above the minimum standard NZS 4121:2001 for learners with different impairments is developed, resources allocated, and an ongoing monitoring and review schedule established and implemented as part of the disability action plan.
- Have an annual review of the physical access plan, considering key access features such as location of lifts, accessible telephones, toilets, routes, entrances, and parking are clearly signed and identified on location maps. Fire evacuation, health, safety, and security procedures consider all disabled learners.
- Make sure accessible parking and public transport drop-off and pick-up points (e.g. wheelchair taxis, buses), and locational signage comply with or exceed NZS 4121:2001 and consider the increasing numbers of disabled learners in the learning environment.
- Consider developing a Campus Design for Access and Mobility Policy where facilities and equipment planning incorporate the requirements of disabled learners and occurs in consultation with these learners and disability support staff. This includes:
 - The height and layout of classroom tables and lab benches.
 - Appropriate signage and information (e.g. large print and Braille notices, tactile maps).
 - Tone/colour contrasting in the interior and exterior of buildings for those with vision impairments. Buildings with a lot of glass and lack of contrasting can be hard to see.
 - Appropriately located accessible toilets and rest rooms across the learning environment. The design needs to consider that disabled learners using power wheelchairs, scooters or personal carers will require more room and compliance with the minimum standard NZS 4121:2001 may not be sufficient for a tertiary environment.
 - Design, comfort, and layout of seating in classrooms, computer rooms and labs.
 - Lighting design that supports the needs of learners with vision impairments.
 - Amplification, assistive listening, and acoustic systems (e.g. hearing loops or infra-red systems for hearing aid users, acoustic tiles, notification on maps and signs, minimizing noise from fans in projection equipment, computers, heating, ventilation).
- Easy use of equipment for disabled learners in labs, computer, and teaching rooms.

- Alternative safety systems such as flashing light fire alarms.
- A programme for the ongoing maintenance and updating of facilities and equipment.

Goals/targets	Due date	How will we evaluate success?	Who is responsible?	How will change/outcomes be communicated?
Create a vision statement for our disabled learners.	End of January 2024	A vision statement will be written. Senior management will evidence commitment and accountability for achieving the agreed strategic outcomes in the disability action plan by clearly defining objectives, ownership, and resource allocation.	GM PTE Operations	It will be on our website and in the student handbook.
To create a disability policy, in partnership with disabled learners and disability support staff.	End of February 2024	The policy will be created. Staff will clearly understand it, as evidenced through a survey.	GM PTE Operations	The policy will be available on the website and in the document repository.
Provide education to our non-disabled cohort, to eliminate discrimination and encourage participation. This is particularly needed with our youth cohort who may have limited experience and understanding of disability.	End of April 2024	Campus staff will report greater tolerance being demonstrated from learners towards other learners with disabilities. Feedback from learners with disabilities will show that they feel safe and secure here at Skills Update. Our enrolments will show an increase in learners with disabilities coming to enroll.	GM PTE Operations	Findings and action points will be shared with staff via email.
Identify our disabled cohort and set equity targets for them.	End of March 2024	We will have clear data on who our disabled cohort are i.e. do they have sensory (sight, hearing and touch), physical, behavioral or emotional, or developmental disabilities?	GM PTE Operations	Emailed to staff.

		Equity targets will be established. Identify interim targets before reaching parity or best practice. What is success? e.g. reducing the parity gap by 0.5% per annum over 3 years?		
Develop a process for identifying all learners with disabilities at the point of enrolment, and then setting up personalized support plans.	End of February 2024	The process will be established. Frontline staff will be trained in the process.	PTE Campus Operations Manager	The process will be communicated by email to the staff and shared in the document repository.
Development of an advisory group to review and advise on disabled learner outcomes and identify and resolve any barriers in the tertiary environment. Ideally this would include disabled learners, disability support services and other staff from all levels of the organization, and community networks.	End of March 2024	An advisory group will be set up that includes disabled learners, disability support services and staff from all levels of the organization, and community networks. This may include organisations such as Care Upfront, who we already have a working relationship with. Meeting minutes will be recorded.	GM PTE Operations	Advisory minutes will be accessible to all staff in the document repository. Action points will be communicated by email.
Review existing policies and procedures on enrolment, withdrawals, learner complaints, appeals, harassment, and disciplinary procedures cover impairment issues.	End of June 2024	Gain a clear understanding of the support needs of disabled learners during the enrolment and induction process, including the physical, communication and information access requirements. Gather data on the reasons for refusing entry to a course, investigate support strategies that may allow entry and completion of industry requirements, seek expert impairment advice, adhere to legislation, follow confidentiality protocols.	PTE Campus Operations Manager	Findings and action points will be shared with staff via email.

		<p>Staff will report having a clear understanding of the guidelines for making decisions about learner's withdrawal conditions.</p> <p>Complaints and appeals will be reviewed to determine whether disabled learners are treated in a non-discriminatory manner and receive appropriate impairment support, issues are resolved in a timely and effective fashion, disabled learners know that an independent advocate can accompany them, services are delivered in a culturally appropriate manner for Māori disabled learners and other ethnic and diverse groups, etc. There is also adherence to relevant legislation and protocols of confidentiality, expert impairment advice has been used appropriately, and staff have sufficient training to fulfil this task in relation to disabled learners.</p> <p>Further staff training will be organized where needed.</p>		
<p>Identification of the learning supports that we have access to and can make available to our learners.</p>	<p>End of March 2024</p>	<p>We will have a list of support services available to our learners e.g. sign language interpreters, note takers, readers, writers, and specialist tutors.</p> <p>All support services are culturally appropriate to tauira Māori disabled learners, and to other diverse groups of disabled learners.</p> <p>Options will be investigated regarding information technology systems, computer</p>	<p>GM Education</p>	<p>Information will be communicated in the student handbook and on the website.</p>

		<p>arrangements and assistive technology, that can maximize access to learning and consider the learning support needs of disabled learners.</p> <p>Specialist staff includes disability support staff.</p>		
<p>Review our course selection criteria to make sure they are suitable, applied appropriately, and do not discriminate against applicants with impairments. Allow for discretionary entry and have a process for this.</p>	<p>End of February 2024</p>	<p>GM Education will complete a report showing that this has been addressed.</p>	<p>GM Education</p>	<p>To staff via an email.</p>

Focus area 3 - Ensure we are hearing the “student voice” of our disabled learners.

Self-assessment rating = Developing

Identified best practices/our blueprint for change:

- Effective independent advocacy for learners with disabilities.
- Ideally tertiary providers should have a recognized voice for disabled learners:
 One option is to develop a network for disabled learners.
 Disabled learners should also have an effective avenue for independent advocacy, for example, within learner associations and bodies.
- Encourage prospective learners with disabilities to identify their specific support requirements, ideally prior to application for admission.
- Learners with different impairments should participate in the development and review of the disability action plan and relevant policies, procedures, services, and facilities.
- Implement the DAP in partnership with disabled learners.
- Promotion of DAP’s - make them available to current and prospective learners to clarify expectations.
- Establish a physical access reference of disabled learners with different impairments to get their user feedback about physical access requirements when completing audits and planning alterations or new buildings.
- Use online tools, technological platforms and device-based software licenses for teaching, learning and assessment is undertaken with consultation of disabled learners and is accessible for their assistive technologies.
- Involve Māori disabled learners and their whānau in the development and implementation of strategies to improve academic outcomes for Māori disabled learners.

Goals/targets	Due date	How will we evaluate success?	Who is responsible?	How will change/outcomes be communicated?
Conduct structured focus groups with disabled learners and learner surveys that investigate whether people are satisfied with the learning support and services they received from staff in relation to their impairments, and	End of September 2024	There will be evidence of consultation with disabled learners about specific services (e.g. those with different impairments, Māori disabled learners, other cultural and diverse groups, and those considering tertiary education).	GM PTE Operations	Feedback on focus groups will be communicated with staff and students through a link on the website.

<p>institutional barriers that need to be resolved.</p>		<p>At least 2 activities will be chosen, and questions asked to find out if we have met best practices. Identify barriers for learners for each activity. Develop actions to assist us to meet the standards. For example: Are withdrawal policies and procedures fair? What are their ideas for service improvement? How can we lessen the financial burden on disabled learners? E.g. through targeted additional financial support. How satisfied are they with the learning support they have received, and what are their ideas for improving their support? What are their preferences for how they receive information and how their learning is accommodated?</p>		
<p>Set up a student voices project to showcase learner success stories</p>	<p>End of May 2024</p>	<p>The project will be up and running.</p>	<p>Marketing Manager</p>	<p>Student success stories will be shared on social media and on the website.</p>
<p>Gather feedback from disabled learners through our student surveys. Review and analyze the outcomes and satisfaction of disabled learners in an ongoing review, reflect and response cycle.</p>	<p>End of September 2024</p>	<p>Existing student surveys will be updated to include a question where the learner identifies if they have a disability.</p> <p>Students have frequent opportunities to discuss their learning support needs.</p> <p>Both qualitative and quantitative data will be gathered, illustrating the learner journey. Specific issues will be identified, giving us ideas on how we can target needs e.g. how do they get to class, do they work as well as study, what is the best way to access class materials, do learners have difficulties with any of these. If all learners have difficulty</p>	<p>GM PTE Operations</p>	<p>Student feedback and resulting action points will be recorded by CM's and communicated to students via email.</p>

		accessing materials, disabled learners may be more significantly impacted.		
Set up a disabled student group.	End of June 2024	<p>The group will be set up.</p> <p>The group will represent diversity where possible, e.g. disabled learners who are Māori, Pacific people, Asian women, international learners, from LGBTQIA communities, migrants, at-risk youth, older people, as well as representing a range of kinds of disability.</p>	PTE Campus Operations Manager	Student feedback and resulting action points will be communicated to students via email.

Focus area 4 - Ensure our course design, curriculum, delivery, assessment, learning support strategies etc. consider disabled learners with different impairments and allow them to achieve their academic potential.

Self-assessment rating = Developing

Identified best practices/our blueprint for change:

- Have an option of alternative arrangements for testing and examinations.
- Create an inclusive teaching, learning and assessment environment for disabled learners. For example, institution-wide policies and procedures for providing lecture notes in an accessible electronic format, support for teaching staff with copying, enlarging and transcribing information, tests, exams, and other assessments.
- Use of online tools, technological platforms, and device-based software for learning by disabled learners is supported by academic, teaching, demonstrator and learning support staff. IT managers and their staff should be accountable for implementing these policies and procedures and should receive the necessary training to do so.
- Proposed new assistive technologies to assist disabled learners are discussed with those who require this technology.

1. Equitable educational experience

- Instruction is understandable and relevant to all learners, and accessible to learners with a diverse range of abilities.
- Information is available in various formats at the same time.
- Assessment is carried out in a flexible manner as required

2. Flexible material and instruction

- Learners can choose how they access material (i.e. classes are supported by electronic material, and tutorials are available at different times of the day and week).
- Material is designed to accommodate the widest range of users.
- Material is adapted to suit all learning paces (i.e. tutors pause after key points, and actively check that all learners are keeping up).

3. Predictable structure and instruction

- Material is easy to understand and logically sequenced, according to importance.
- Instruction occurs in a predictable manner and format.
- Material such as notes and websites are offered in a clear, easy-to-read format.
- Feedback is adequate and timely.

4. Perceptible information

- Information is communicated in multiple ways (i.e. visual and auditory).
- Websites follow the World Wide Web Consortium (W3C) guidelines.
- Information is compatible with assistive technology.

5. Mistakes are tolerated

- Learning hazards are minimized (i.e. a homepage link on all web pages allows the user to return to home if they make a mistake).
- Instruction anticipates variation of skill and ability.
- Advanced notice about important tutorials and lectures is provided.
- Students are encouraged to get help with proof-reading documents.

6. Eliminate unnecessary physical effort

- Non-essential physical effort is minimized.
- Students have the opportunity for rest breaks during class.

7. Physical accessibility

- Instruction is equally available to people with different physical characteristics and communication needs.
- Learning environments cater for assistive technology.

Inclusive teaching and learning strategies, and reasonable accommodations for examinations and assessment may include:

- Institution-wide policies and procedures for flexible teaching and assessment that encourage the use of inclusive practices as a standard part of course design/teaching.
- Anticipating teaching and learning requirements for disabled learners.
- Adapting teaching to consider the different ways that learners learn.
- Rest breaks in classes for learners and support staff (e.g. interpreters, note takers).
- Information in alternative formats – electronic, enlarged, easy-to-read (plain English), pictorial, braille and audio recordings of lectures, lecture notes, video captioning and transcription of videos, tactile diagrams.
- Electronic handouts can be easily converted into large print or alternative formats.
- Arranging material in advance for learners and support staff such as an interpreter.
- Using assistive technology (e.g. using radio microphones).
- Showing willingness to discuss support and invite learners to approach them privately.
- Staff seeking advice from disability support services staff to help to develop effective support.

- Co-operative links with other institutions/community agencies to share equipment and staff.
- Seeking accessible academic and vocational placements for disabled learners.
- The use of assistive technology in examinations.
For example, C-Pens that have been developed specifically for exam use. This eliminates the need for a reader in an exam.
- Flexibility in the balance between assessed coursework and exams to help minimize issues like stress.
- Demonstration of achievement in alternative ways – presentations in sign language, oral exams, assignments instead of exams, short-answer instead of multiple-choice exams or vice versa, assessments which vary question and response options.
For example, audio or video tape instead of written answers.
- Additional time allowances, rest breaks and rescheduling of exams.
- The use of computers, notetakers, readers/writers and other support in examinations.
- Examinations and presentation of assessed work in alternative formats.
- Additional rooms and supervisors for those using alternative arrangements.
- Extended deadlines for assignments.
- Providing an alternative arrangement assessment manual can ensure consistency by guiding staff in areas such as the use of scribes and computers, additional time and managing oral exams. Training for test or exam support staff is also important.
- If we are to create an inclusive teaching, learning and assessment environment for disabled learners, tertiary providers must create the infrastructure that makes it easy for teaching and other staff to support these learners.
For example, institution-wide policies and procedures for providing learner notes in an accessible electronic format, support for teaching staff with copying, enlarging and transcribing information, tests, exams, and other assessments, and for when these learners have more complex needs.

Vocational teaching and learning strategies include:

- Make use of pair and group activities, and plan for how people with disabilities can be fully involved. Ask - what barriers do they face? How can we remove or minimize these? Is there an opportunity to buddy the learner?
- Frequently check that learners are following the lesson. Ask for feedback. Check with tactful questioning, or by noting their involvement in pairs or groupwork. If appropriate, choose them to report results of group discussions back to the class.
- Acknowledge that vocational education is largely taught in practical environments, not in a classroom. Strategies therefore include things like selecting field trips and practical learning environments that accommodate needs, and is extra teaching support required?

When developing programme and course specifications:

- Identify and remove barriers to participation and achievement for disabled learners.
- Account for impairments in course delivery, including individual requirements and learning styles and supports.

- Ensure course approval includes informed consideration of impairments and involves disability services staff.
- Provide sufficient information to enable learners and their support networks to make informed decisions.
- Specific transition strategies to assist disabled learners to move successfully to higher studies or employment are implemented.

Goals/targets	Due date	How will we evaluate success?	Who is responsible?	How will change/outcomes be communicated?
Identify options for reasonable accommodations for assessment.	End of March 2024	A guide will be developed by GM - Education and shared with all teaching staff. Training opportunities will be identified.	GM - Education	Via email and in the document repository.
Identify support and training needs of academic, teaching, and technical staff, to enable them to meet the requirements of disabled learners.	End of June 2024	There will be evidence of teaching staff being able to: Understanding the learning implications for disabled learners. Make adaptations to delivery for learners with impairments. Offer appropriate and effective academic guidance for these learners.	GM - Education	Via email and in the document repository.

Focus area 5 - Plan for the future and support the increasing numbers of disabled learners.

Self-assessment rating = Developing

Identified best practices/our blueprint for change:

- Review the DAP every year to ensure that the learners success plans and disability action plans encourage and reward the tailoring of learning and support, to address learner needs and build organisational capability to support disabled learners.
- Policies and procedures exist to ensure that the needs of disabled learners are considered when any new building work or refurbishment takes place.

Goals/targets	Due date	How will we evaluate success?	Who is responsible?	How will change/outcomes be communicated?
No goals set for 2024 DAP				