



The University of Auckland

Review

**Creating an inclusive teaching and learning
environment for students with impairments**

November 2009

Commendations and Recommendations

Commendations and Recommendations

The following commendations and recommendations have been developed in light of the review findings, best practice standards in Kia Ōrite and the expertise of the Review Team, Review Working Committee, Teaching Learning and Quality Committee and the Equity Committee.

1. Policy

Commendations:

- The University of Auckland includes a clause regarding students with disabilities in the "Teaching and Learning Policy, Assessment of Student Learning" (Special Arrangements for Assessment)
- The Faculty of Medical and Health Sciences has developed a "Code of Practice for Fitness to Practice" to provide guidance for staff and students.
- The Faculty of Education Equity Committee is considering issues related to eligibility for professional registration for students with some types of impairments.
- The Board of Graduate Studies has revised The University of Auckland's doctoral scholarships regulations to enable domestic students with socially compelling reasons (which includes impairments or disabilities) to access doctoral scholarships part time.

Recommendations:

- 1.1 The Equity Office and the Registrar explore the appropriateness of including a reference to consideration of impairments and other equity issues within the University "Establishment of a Policy within the University of Auckland Procedure Document".
- 1.2 The Teaching Learning and Quality Committee developing guidelines to support the learning needs of students with impairments. This would include responsibilities of faculties, service divisions, staff and students and reference to the process for student complaints and appeal.

2. Access to buildings and facilities

Commendations:

- Property Services is responsive to issues for students with disabilities.
- Security staff support students with physical impairments to access disability parking.
- Students with impairments at The University of Auckland consider the provision of disability study spaces to be a valuable resource.
- Some faculties and departments have made provision for students with impairments to access rest spaces.

Recommendations:

- 2.1 The Equity Office and Property Services develop and promote guidelines to assist faculties, service divisions and departments reduce physical barriers for students with impairments as appropriate.
- 2.2 That the Equity Office and Property Services continue to monitor the accessibility of buildings and facilities for students with impairments to ensure they meet or exceed the standards identified in NZS 4121:2001: Design for Access and Mobility: Buildings and Associated Facilities.
- 2.3 The Equity Office, Equity Committee and Faculty Equity Committees review and promote the provision of study and rest spaces for students with impairments.
- 2.4 The Equity Office and Property Services work together to ensure principles of inclusive design in the Grafton redevelopment.

3. Examinations and assessment

Commendations:

- The Examinations Office ensures that students with impairments are able to access appropriate conditions for exams and tests, often at relatively short notice.
- Improvements have been made to the scheduling of exams held under special conditions.
- Some faculties have a liaison staff member with responsibility for supporting students with impairments which includes the co-ordination of appropriate arrangements for tests and examinations.
- The majority of academic staff review respondents are providing a range of different assessment practices across each course.
- The Examinations Office, departments and faculties provide many examples of flexible arrangements being made to accommodate students with disclosed impairments.

Recommendations:

- 3.1 The Equity Office and Examinations Office provide "Alternative Arrangement for Examination and Assessment" guidelines to ensure consistency across the University of Auckland in areas such as the use of reader/writers (amanuenses), computers, additional time and managing oral exams, and provision of appropriate spaces for exams and assessments. Guidelines should include student responsibilities such as to provide early notification of test timetables to Disabilities Services.
- 3.2 The Centre for Academic Development develops guidelines and training opportunities for academic staff to provide a range of assessment options across courses and, where appropriate, within particular assessment tasks.

4. Access to general and specialist services

Commendations:

- The University of Auckland provides a wide range of general and specialist support services. These services are valued by students with impairments and the staff who have supported their learning.
- Some faculties and departments have a staff member with specific responsibilities to support and coordinate resources for students with impairments.
- The Equity Office is providing a range of valued support strategies for students with impairments.

Recommendations:

- 4.1 The Equity Office develops and promotes additional information for staff and students about the services available to support students with impairments including eligibility requirements.
- 4.2 That each faculty nominate and publicise appropriate liaison person/s for students with impairments. This responsibility should be included formally in job descriptions.
- 4.3 The Equity Office ensures adequate transcription, sign language interpreters and alternative print services within the resources available.
- 4.4 The Equity Office ensures high standards of delivery from note takers and reader/writers.
- 4.5 The Centre for Academic Development and the Equity Office monitor the demand for services from students with learning impairments and ensure support is available within the resources available.
- 4.6 The Equity Office provides information to students on all campuses about access to facilities and services across The University of Auckland and supports students to access those services.

- 4.7 The Faculty of Education review the current location of the Disability Office at the Epsom Campus.

5. Teaching and learning

Commendations:

- The Centre for Academic Development supports staff to develop inclusive teaching and learning strategies including via aCADemix magazine.
- The Centre for Academic Development is responsive to providing academic assistance to students with impairments to enhance learning.
- Many of the staff respondents are incorporating a range of practices to support inclusive teaching and learning.
- Staff respondents are keen to enhance their practice.

Recommendations:

- 5.1 The Equity Office and the Centre for Academic Development explore with the Rūnanga appropriate strategies to support teaching and learning for Māori students with impairments.
- 5.2 The Equity Office and the Centre for Academic Development explore with the Pacific Reference Group appropriate strategies to support teaching and learning for Pacific students with impairments.
- 5.3 The Equity Office and the Centre for Academic Development develop information and training/awareness raising opportunities for all staff (including academic staff on fixed term contracts) to promote inclusive teaching and learning practices.
- 5.4 The Equity Office, Staff Advisory Committee, Human Resources and Deputy Vice-Chancellor (Academic) to consider the incorporation of inclusive teaching and learning strategies into academic staff performance review and promotion criteria.
- 5.5 The Equity Committee explores appropriate ways to evaluate inclusive teaching and learning practices.
- 5.6 The Teaching Learning and Quality Committee include inclusive teaching and learning competence in the Teaching Excellence Awards.

6. Disclosure of information about impairments

Commendations:

- Many University of Auckland academic staff respondents are endeavouring to balance the need for students with impairments to access support and services, with respect for their privacy.

Recommendations:

- 6.1 The Equity Office develops and promotes guidelines for staff and students regarding disclosure of information on impairments and disabilities.