# Equity funding: Tertiary students with disabilities

# Reporting template 2019

|  |  |
| --- | --- |
| Name of institution: |  |
| EDUMIS: |  |
| Date/s that report was completed: |  |
| Name of persons who completed this report (may be multiple names): |  |

## Instructions:

This template is for tertiary education institutions (TEIs) - universities, institutes of technology, polytechnics and wānanga.

TEIs will use this template to report to the TEC about the use of Equity Funding for students with disabilities in 2018. Disability includes effects of injuries and long-term illness.

The data you are asked to supply in this report is intended to provide us with a summary of the ways in which your institution offers support to students with disabilities that may hinder their learning/affect their access to learning. This information complements the data provided through the single data return (SDR).

Institutions currently report on two categories through the SDR:

1. students declaring disabilities when enrolling or re-enrolling; and
2. students accessing disability support services.

Students who declare a disability may or may not have accessed a disability support service. Similarly, students do not need to have declared a disability to access a disability support service.

Your report will increase our understanding of how and what you offer to support students with disabilities and help us consider levels of support for these students.

Reporting templates are due by 30 August 2019 through Workspace 2. Please load this as an ‘other report’.

If you have any additional reports or information regarding your organisations work with disabled students that you would like to share with the TEC to help increase our understanding of your work in this area, please attach these when you return your reporting template.

If you have any questions about this report please contact the [Customer](http://www.tec.govt.nz/Site-information/Contact-Us/) Contact Group – [sectorhelpdesk@tec.govt.nz](mailto:sectorhelpdesk@tec.govt.nz).

**For TEI’s receiving Special Supplementary Grant for Special Education (SSG – Special Education) funding**

If you are an institute of technology or polytechnic who receives *Special Supplementary Grant for Special Education (SSG – Special Education)* funding, you will also be asked to complete a report on this funding. The ‘Special Education – Special Supplementary Grant Report Template’ will be provisioned to Workspace.

For those TEI’s completing both the SSG report and this equity report, we are aware some of the financial information may overlap. Please fill in both forms to the best of your ability. We will work with you directly to clarify any questions we may have following submission of the reports.

# Estimated cost of service

In 2018 what was the estimated cost of providing support services for students with disabilities delivered by your institution (including but not limited to TEC Equity funding)?

|  |  |
| --- | --- |
| **Cost area** | **Amount ($, GST Ex.)** |
| Estimated Overall Cost of providing support services for students with disabilities |  |
| *As a proportion of the overall cost* | |
| Estimate your HR/Personnel Costs |  |
| Estimate your Capex Costs |  |
| *Any additional notes/comments* | |

# Use of the Compulsory Student Services Fee (CSSF)

We would like to understand what proportion of the Compulsory Student Services Fee (CSSF) is spent by your institution on disability support, versus disability support funded from your central funds or other sources[[1]](#footnote-1).

|  |  |
| --- | --- |
| **Cost area** | **Amount ($, GST Ex.)** |
| Total value of CSSF received by your organisation in 2018 |  |
| Amount of your CSSF spent on disability support |  |
| *Any additional notes/comments* | |

# Services provided – personnel

In terms of personnel, which of the following do you offer for students with disabilities?  
(Please tick those that apply)

And how many students with disabilities accessed these services in the last academic year?

|  |  |  |
| --- | --- | --- |
| **Type of service** |  | Number of students accessing service Jan/Dec 2018 (write “NA” if you did not offer this service that year) |
| Note-takers |  |  |
| Readers |  |  |
| Interpreters |  |  |
| Laboratory/library assistants |  |  |
| Staff – general learning support |  |  |
| Staff – targeted disability support |  |  |
| Voluntary support services |  |  |
| Other (please briefly describe below) | |  |

# Services provided – support services

Do you offer any of the following support services to students with disabilities?   
(Please tick those that apply)

And how many students with disabilities accessed these support services in the last academic year?

|  |  |  |
| --- | --- | --- |
| **Type of service** |  | Number of students accessing service Jan/Dec 2018 (write “NA” if you did not offer this service that year) |
| Advance notice of assessments |  |  |
| Assistive technology |  |  |
| Open/closed captioned videos or films |  |  |
| Course or programme modification (e.g. alternate assessment tasks) |  |  |
| Document conversion (e.g. large print, braille, text-to-speech) |  |  |
| Early provision of course syllabus |  |  |
| Exam modifications (e.g. extended time, alternative test formats) |  |  |
| Career counselling/development services |  |  |
| Other (please briefly describe below) | |  |

# Identified disability type and make-up

Of those students that identified as having a disability or who accessed disability support services   
in 2018:

* which of the following categories were represented; and
* what percentage of students declaring a disability, or who accessed disability support services, does each category make up? (we recognise students may declare more than one disability)

|  |  |  |
| --- | --- | --- |
| **Impairment Category[[2]](#footnote-2)** | Yes/No | Percentage(Estimate) |
| *Autism Spectrum Disorder* (neurodevelopment disorder) |  |  |
| Specific Learning Disability (for example, dyslexia, dyscalculia, dyspraxia) |  |  |
| Hearing (hearing impaired) |  |  |
| Hearing (deaf) |  |  |
| Vision (vision impaired) |  |  |
| Vision (blind) |  |  |
| Physical (including mobility and agility ) |  |  |
| Intellectual |  |  |
| Psychological/psychiatric (for example schizophrenia) |  |  |
| *Traumatic Brain Injury* |  |  |
| Speaking |  |  |
| Memory |  |  |
| Other (please specify below) |  |  |
| TOTAL |  |  |

# Need for additional support

We recognise budgets are limited and that not all services for disabled students are available in all areas, or to all institutions.

To identify some of these service limitations, we are interested in:

* how many students identifying as having a disability who requested support were you unable to provide support for;
* what type of service or support were you unable to provide; and
* the reason you were unable to provide it.

**Students who requested support for a disability whom you were NOT able to provide support for**

|  |  |  |
| --- | --- | --- |
| **Support requested** | # of students | Reason this could not be provided |
| Note-takers |  |  |
| Readers |  |  |
| Interpreters |  |  |
| Laboratory/library assistants |  |  |
| Advance notice of assessments |  |  |
| Assistive computer technology |  |  |
| Open/closed captioned videos or films |  |  |
| Course or programme modification |  |  |
| Document conversion(e.g. large print, braille) |  |  |
| Early provision of course syllabus |  |  |
| Exam modifications (e.g. extended time, alternative test formats) |  |  |
| Career counselling/ development services |  |  |
| Other (please briefly describe below) |  |  |

We’d also like to know about any waitlists for support you may have.

|  |  |
| --- | --- |
| # of students on a waitlist for disability support | Average amount of time on waitlist |
|  |  |



1. The Ministerial Directive outlines how the CSSF is to be spent according to 10 service types. This information is collected for annual reporting purposes and is audited. We recommend you refer to this reporting to avoid any extra administrative burden in responding to this question. [↑](#footnote-ref-1)
2. Categories map to the impairment categories used in the NZ Disability Survey. We have added two other items, namely Autism (a diagnosis) and TBI (a cause) because we are interested as a system in a. the number of students with Autism who choose to declare this as an impairment (many will not) and; b. TBI is common in NZ and has life-long ramifications. It does not fit neatly under any other category as it can result in multiple impairments. [↑](#footnote-ref-2)