



Submission to the Workforce Development Council in relation to the draft Inclusive Human Resource Management Practice of Disabled peoples and Tāngata Whaikaha micro-credential (Level 5, 20 credits).

**26 September 2025
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1. Key points and recommendations

1.1 Recommendation One

The purpose should explicitly include people with intellectual disability (alongside the other named disability types). Only 1 in 5 working age people with intellectual disability have paid work, with 1 in 10 in full-time employment (McLeod et al., 2025). People with intellectual disability are among the least likely to be employed and this is a significant area requiring remediation.

1.2 Recommendation Two

Alongside, “explain legislative and ethical employer responsibilities,” the outcomes should explicitly include understanding and applying relevant United Nations Convention on the Rights of Persons with Disabilities (UNCPRD) articles. New Zealand is a signatory to the UNCPRD, but the economic articles require progressive realisation rather than immediate implementation (United Nations, 2006), so may not be fully embedded in law.

1.3 Recommendation Three

There should be a new outcome that relates to becoming aware of the range and scope of reasonable accommodations disabled employees may request. Content should include accessible formats (Easy Read, Braille, New Zealand Sign Language etc) and how to make these available.

1.4 Recommendation Four

The structure should include some education about the benefits of employing disabled people, including people with intellectual disability. Nash and Tucker (2022) described “improvements in profitability, greater cost-effectiveness, lower employee turnover, high rates of employee retention, reliability, punctuality, loyalty, and benefits to the company image,” as being specific to employing people with intellectual disability. Such education may promote the rights of people with intellectual disability to gain a living through freely chosen or accepted work, on an equal basis with others (United Nations, 2006).

1.5 Recommendation Five

The assessment should include some form of evidence that course participants have listened to disabled people. Whether this is through hearing from disabled people in written or recorded form or in person. This is intended to ensure their learning experience is “nothing about us without us,” the core principle of the disability rights movement, and that disabled people are positioned as experts in their own experience.

Thank you for the opportunity to contribute to the development of this micro credential.

2. About IHC

IHC advocates for the rights, inclusion, and welfare of all people with intellectual disabilities and supports them to live satisfying lives in the community.

IHC was founded in 1949 by a group of parents who wanted equal treatment from the education, health, and social service systems for their children with intellectual disability. Today IHC is still striving for these same outcomes and is committed to advocating for the rights, welfare, and inclusion of all people with an intellectual disability throughout their lives.

We believe that people with an intellectual disability have the right to be to be part of a family, to be treated with respect and dignity, to have a say in their own lives, to live, learn, work and enjoy life as part of the community, and to have support that meets their goals and aspirations.

IHC is New Zealand's largest provider of services to people with intellectual disabilities and their families. IHC supports 1500 families with children who have an intellectual disability, provides support and training for 4000 adults in workplaces and helps more than 3500 people with disabilities to live in IHC houses and flats. We also provide specialist services such as behaviour support and training.

IHC advocates for the rights of all people in New Zealand with an intellectual disability an estimated population of 47,000 (McLeod et al., 2025).

3. References

- McLeod, K., Stone, G., & Beltran-Castillon, L. (2025). *The cost of exclusion: hardship and people with intellectual disability in New Zealand*. IHC.
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- Nash, E., & Tucker, B. (2022). *Low staff turnover, high loyalty and productivity gains: the business benefits of hiring people with intellectual disability*.
https://theconversation.com/low-staff-turnover-high-loyalty-and-productivity-gains-the-business-benefits-of-hiring-people-with-intellectual-disability-180587?utm_source=chatgpt.com
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*.
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