8661 – DISABILITY ACTION PLAN

2024 - 2027

Contents

1.0   Introduction

The NZMA purpose is to **"provide positive educational experiences for all students so they learn to move ahead"**. Being purpose driven is of utmost importance due to many learners being underserved and having had a bad educational experience in the past. Along with Māori and Pasifika learners, disabled learners[1] are represented within our underserved learner cohort. NZMA fulfils its vision by creating an inclusive and strengths-based vocational educational environment that values diversity, ensures equitable access to education and training, and increases engagement and achievement for disabled learners enrolled with NZMA. NZMA also acknowledges that disabled learners who are also part of our other undeserved learner groups (Māori and Pasifika learners), can encounter additional barriers to success. NZMA considers that any learner who has disclosed a specific support need, irrespective of formal diagnosis, is classed as a disabled learner, thus ensuring that they have access to appropriate support.

Ensuring NZMA can deliver on its purpose requires focus and dedication from a team that understands the actions and behaviours required to achieve this authentically. These expected behaviours are reflected in the NZMA values, referred to as 'Our way, Everyday'.

Our priorities and practices align with New Zealand's commitment to the rights of disabled learners as outlined in the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD), with guidance from the Tertiary Education Commission (TEC), and the Ministry of Education (MOE), engagement with stakeholders, the broader community and use of internal data.

1.1   Terminology

NZMA understands that there are many ways to describe individuals with impairments, and respect an individual's right to describe themselves as they would prefer. However, NZMA uses the social model of

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[1] *Disabled people or disabled learners include those with permanent impairments, those with impairments resulting from long or short-term injury or illness, the deaf community and those with learning disabilities, neurological or cognitive difficulties, mental health conditions and other hidden impairments. These impairments may last for six months or more.* (Achieve, 2023, p.16)

disability[2], as outlined in the New Zealand Disability Strategy 2016 – 2026, to foster a shared understanding within NZMA and to support this action plan. The social model of disability is also reflected in Article 1 of the Conventions to define 'disabled people'[3].

1.2   Draft initial Disability Action Plan

NZMA developed a draft initial Disability Action Plan (DAP) in 2022, with the following three goals:

- Goal 1 – Identification and reporting is increased to accurately represent learners with disabilities in all programmes/campuses
- Goal 2 – reduce inequitable Qualification completion outcomes for learners with disabilities by 0.5% every year for the next 5 years
- Goal 3 – Disabled learners rate their time studying with us as positive and have an experience that engages, nurtures, and respects them as individuals

See section Review of Activities to date (p8) showing the activities that have supported the achievement of these three goals.

1.2.1 Evaluation of the achievement of each goal

Goal one	*Activities:*
	Continuous improvement activities targeting enrolment processes for more inclusive conversations regarding disability
	Improvement in data collection and reporting mechanisms
	Development and implementation of Kuwaha: Gateway to success tool to guide initial support conversations
	Evidence of achievement:
	Increase in identification of disabled learners from 4% to 13 % in two years, disclosure is occurring across all campus and for learners enrolled in all programmes.
Goal two	*Activities:*
	Improvement in reporting mechanisms to monitor achievement data
	Development and implementation of Kuwaha: Gateway to success tool to guide initial support conversations
	Monthly underserved learner hui to closely monitor parity and improve support mechanisms on an individual learner basis.
	Evidence of achievement:
	Qualification achievement parity gap has reduced from -6% (2021) to -1% (2023)

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[2] a disability is present when people living with impairments face barriers in society, and that the barriers are what disable individuals rather than their impairments (New Zealand Disability Strategy 2016-2026)

[3] *Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.* (United Nations, n.d.)

Goal three	*Activities:*
	Dedicated staff for supporting tutors and neurodiverse learners
	Tutor development
	Evidence of achievement: (2024 Student evaluation survey results)
	87% disabled learner respondents agree/strongly agree that they feel included, safe and respected at NZMA
	78% of disabled learner respondents agree/strongly agree that their learning support needs are being met
	76% of disabled learner respondents agree/strongly agree that their wellbeing support needs are being met

1.3   Implementation

This new Disability Action Plan is based on the review of the 2022 plan, which mainly focussed in setting up the foundations for identification, recording and reporting mechanisms.

In developing and establishing both iterations of the NZMA DAP, we followed the Disability Action Plan Guidance from TEC. This outlined:

- The use of the Kia Ōrite toolkit with reference to best practice
- Goals and targets
- Evaluation strategies
- Allocation of responsibility
- Communication of policies and programmes

2.0 Goals and targets

In line with our NZMA Learner Success strategy our overall vision is that every learner has the best opportunity to succeed, and outcomes are equitable for all. NZMA is looking to pursue excellence in Educational Performance through a holistic approach to success for all learners. We are driven to ensure we achieve equitable outcomes for neurodiverse learners and disabled learners. We want our learners to rate their time studying with us as positive and have an experience that engages, nurtures, and respects them as individuals.

As part of our Disability Action Plan review and refresh, NZMA has further developed its goals to extend the organisation's response to supporting disabled learners for the next three years:

Goal one - Disabled learners have a strengths-based learning experience that engages, nurtures, and respects them as individuals.

Goal two - Grow staff capabilities and confidence to better support our disabled learners to achieve equitable outcomes.

Goal three - Increase disabled learner voice at all stages of their learning journey – with sustainable mechanisms.

Goal	Expected Outcomes	Key Performance Indicators	Evaluation methods
Disabled learners have a strengths-based learning experience that engages, nurtures, and respects them as individuals	NZMA policy and practices promote inclusive environments, and foster a strengths based approach to supporting the achievement of disabled learners Individual support mechanisms meet the diverse needs of disabled learners Disabled learners expression of their individual learning needs are respected NZMA engages with external experts and communities of practice to inform best practice activities	85% of disabled learners agree/strongly agree that: • NZMA provides an inclusive and supportive environment • Their individual learning support needs are being met • Their individual wellbeing support needs are being met Maintain equitable qualification and graduate outcomes for disabled learners 85% of tutors agree/strongly agree that they feel equipped to support disabled learners in their class	Disabled learner and graduate survey data/feedback at campus, programme and national level Disabled learner participation and achievement rates, and graduate outcomes Tutor development observations of individual tutor delivery to disabled learners Staff engagement survey data/feedback
Grow staff capabilities and confidence to better support our disabled learners to achieve equitable outcomes	Staff understand the learning support needs for learners with different impairments Areas for staff professional development are	85% of tutors agree/strongly agree that they feel equipped to support disabled learners in their class Maintain equitable qualification and graduate	Staff engagement survey feedback Staff feedback on training and development opportunities Disabled learner participation and

	prioritised according to areas of greatest need Learner Success team support both tutors and learners to succeed Universal Design in Education (UDL) in all course design, curriculum, delivery, and assessment Monitoring and evaluation of the effectiveness of professional development, implemented strategies and interventions. Regular self-assessment to support continuous improvement of the DAP and making any necessary adjustments to achieve the desired outcomes	outcomes for disabled learners 85% of disabled learners agree/strongly agree that their tutor meets their individual learning and support needs	achievement rates, and graduate outcomes Tutor development observations of individual tutor delivery to disabled learners Disabled learner feedback on tutors in student evaluation survey at campus, programme and national level
Increase disabled learner voice at all stages of their learning journey – with sustainable mechanisms	Enhancing campus student representatives to ensure relevant learner groups are well represented Disabled learners participate in decision making that affects them, at campus and national level	85% of disabled learners agree/strongly agree that they feel informed and have a voice in decisions that affect them Evaluation of the effectiveness of campus student rep meetings	Disabled learner and graduate survey data/feedback at campus, programme and national level Campus student rep meeting minutes Analysis of survey data to further input into continuous improvement opportunities

2.1   Review of activities to date

NZMA has a three-year professional development plan in place for all tutors to strengthen teaching, leadership, and learner support capability - specifically for learners with lower literacy and numeracy skill, and for learners identifying as neurodiverse, disabled, or having an impairment. NZMA monitors progression of learners (weekly at campus level), ensuring there is a support strategy in place where risk has been identified, to ensure learner has the best opportunity to succeed, and outcomes are equitable for all learners. Where a learner discloses a specific learning support need, NZMA ensures there is a learner support plan in place.

NZMA takes a strong and proactive approach to improving outcomes for learners with disabilities and the development and implementation of the Disability Action Plan is to guide and support practices to remove barriers to learning and provide an inclusive and equitable learning environment that improves outcomes for disabled learners. NZMA expects staff at every level to take responsibility in providing learning support for disabled learners. NZMA ensures accessible and flexible learning (reasonable accommodations) is planned in the design of programmes, learning resources, student platforms and buildings, to ensure disabled learners with different impairments are able to achieve their academic potential. NZMA demonstrates inclusive, flexible, and adaptive processes to accommodate the learning and support needs of neurodiverse learners and learners with impairments, provided these practices are safe, comply with programme approval and accreditation and demonstrate authentic learning.

NZMA has ensured that staff and learners are aware of their legal obligations under the Human Rights and Privacy Acts, Code of Health and Disability Services Consumers' Rights and other relevant legislation in terms of non-discriminatory practices. NZMA ensures disabled learners have a voice and are represented in student engagement activities with management.

Since the initial Disability Action Plan was developed, NZMA has completed the following:
- A review of the QMS and associated forms and procedural toolkits, mainly focussed removal of barriers for disabled learners - enrolment, withdrawal, complaints, assistive technologies, assessments/reasonable accommodations
- Introduction and embedding of Kuwaha: Gateway to Success to guide initial support conversations with neurodiverse learners, embedded in 2024
- Online unconscious bias training for all staff, and workshop for tutors in 2023, now incorporated into first year PDP for new tutors
- Understanding Disability certificate embedded into induction
- Introduction to UDL embedded into induction (Pathways Awarua)
- Engaged with Workbridge, have an MoU regarding support for disabled learners in preparing for work
- Refocus of the Learner Success Team – moved from just L&N focus to supporting tutors to support learners with neurodiversity
- Learner Success Leads are enrolled and engaged in the Certificate in Supporting Diverse Learning Needs programme
- Development of a Learner Success Hub, which houses resources for use with underserved learners
- Tutor development team observations of classroom delivery incorporates a focus on working with disabled learners

2.2 Review of Disabled learners 2021 – 2024 YTD (as at 25 May 2024)

Through continuous improvement activities targeted at enrolment processes and initial learning support conversations, the self-disclosure by disabled learners has been on an upward trend since 2021.

2.2.1 Self-disclosure of disabilities by learners

| 2021	2022	2023	2024 YTD
4%	7%	13%	13%

In 2024, 83% of disabled learners were enrolled in programmes at levels 2 -4, and 75% enrolled in programmes with a duration of 22 weeks or less.

2.2.2 Ethnicity

We can see that percentage of Māori learners disclosing a disability had remined static between 2021 and 2024 (25% in 2021 to 26% in 2024). This compares to 17% of learners who have stated they do not have a disability in 2024.

Pasifika learners have had a 3% increase in disclosure between 2021 and 2024, bringing the percentage of learners disclosing a disability to 11% in both 2023 and 2024. This compares to 19% of Pasifika learners stating they do not have a disability.

Note: Learners that identify with more than one ethnicity are counted more than once.
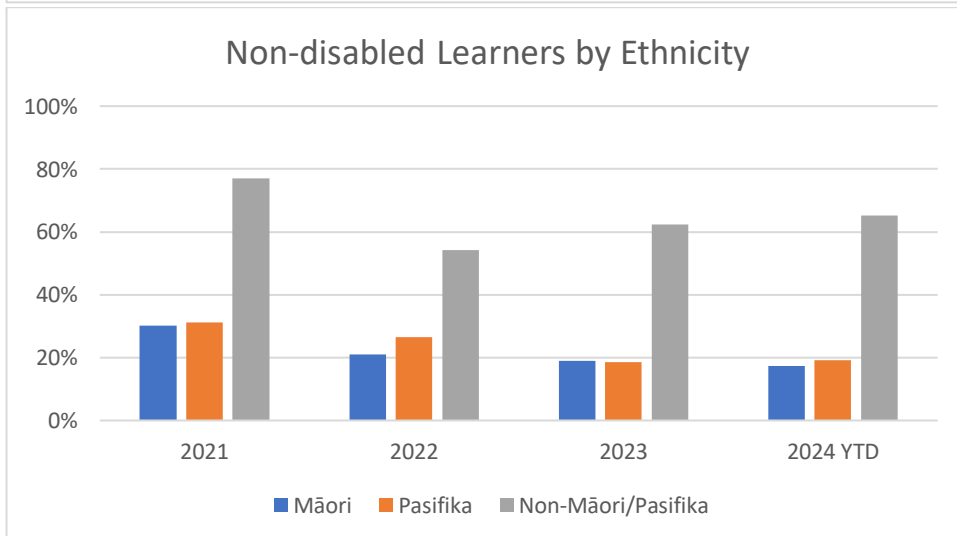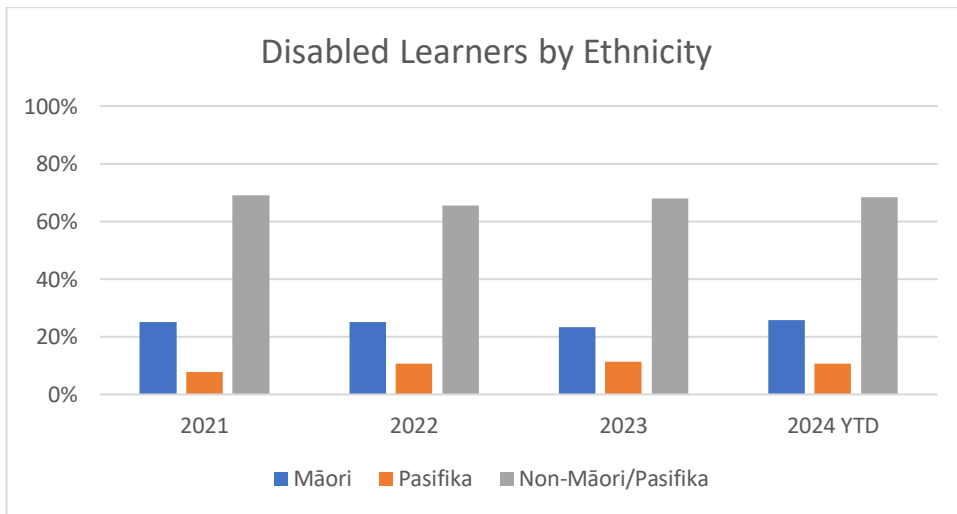
2.2.3 Age at time of enrolment

Further analysis of 2023 and 2024 enrolment data shows that there is a higher percentage of learners aged between 15 and 17 years at time of enrolment who have disclosed a disability, and that there is a lower percentage of learners aged 30 and over at time of enrolment who have disclosed a disability. This could be accounted for by a higher rate of diagnoses/self-disclosure/awareness in younger people.
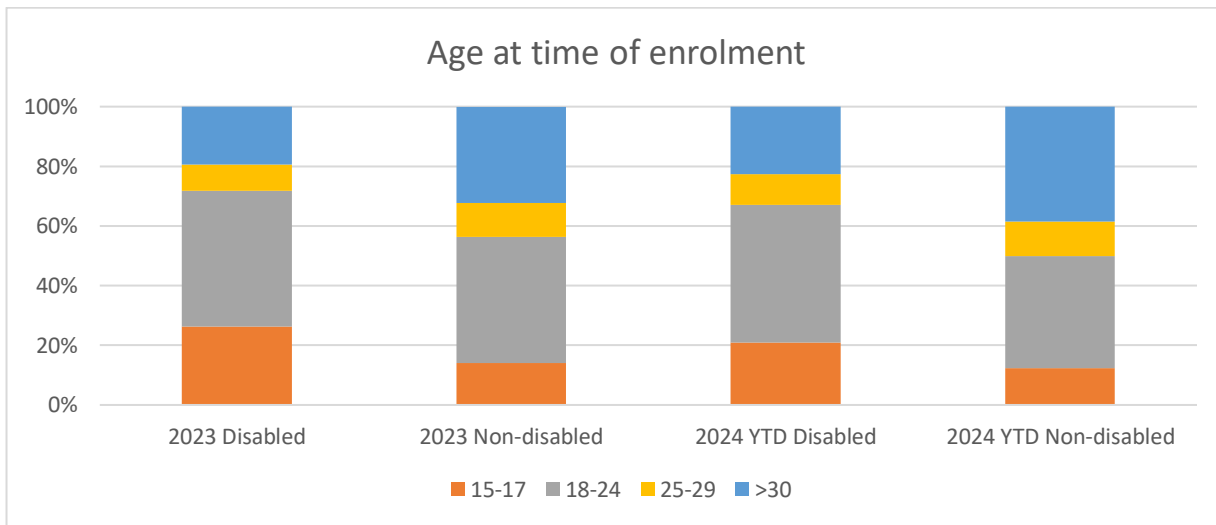

2.2.4 Campus

The largest proportion of learners who have disclosed a disability are enrolled in the Online Campus, followed buy the Christchurch and Hamilton campuses. This is an important view of demographic data to ensure that appropriate resourcing is provided in supporting these learners to succeed.
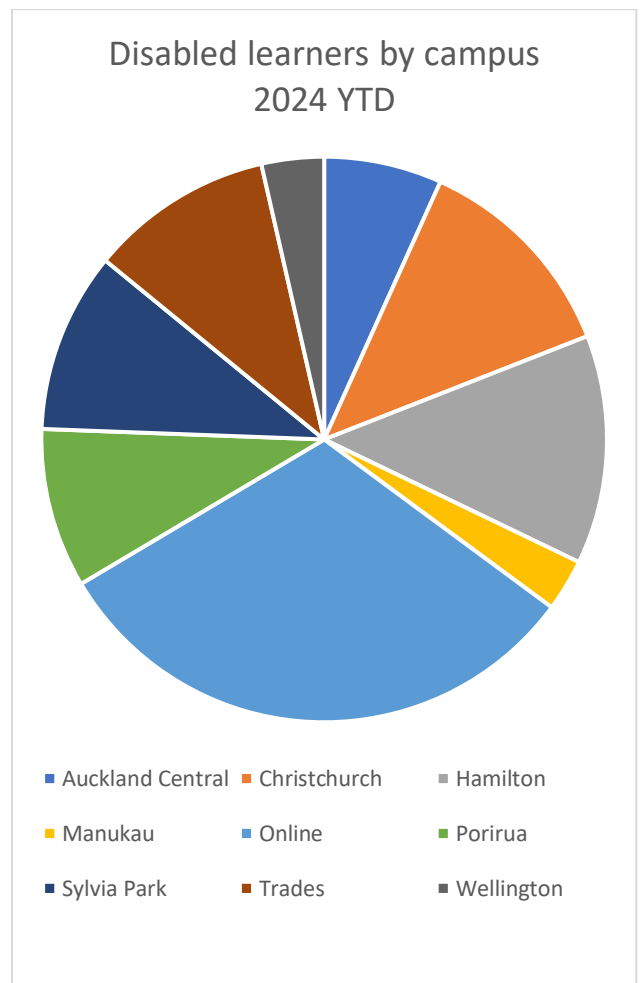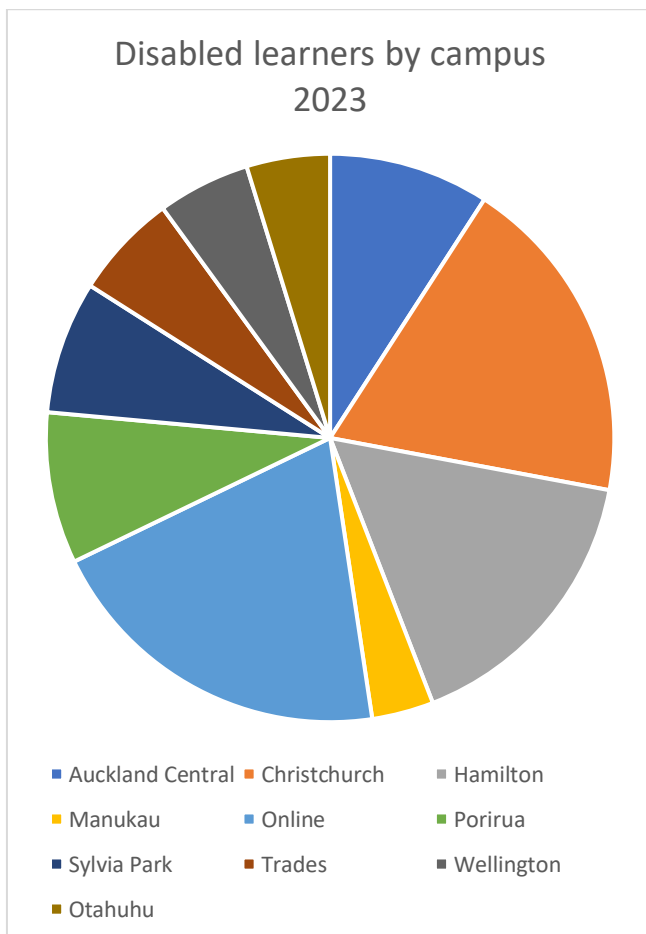
The following table shows the percentage of learners at each campus who have disclosed a disability. It shows a significant increase of disabled learners in Porirua, Sylvia Park, and the Trades campuses between 2023 and 2024.

% of learners who have disclosed a disability
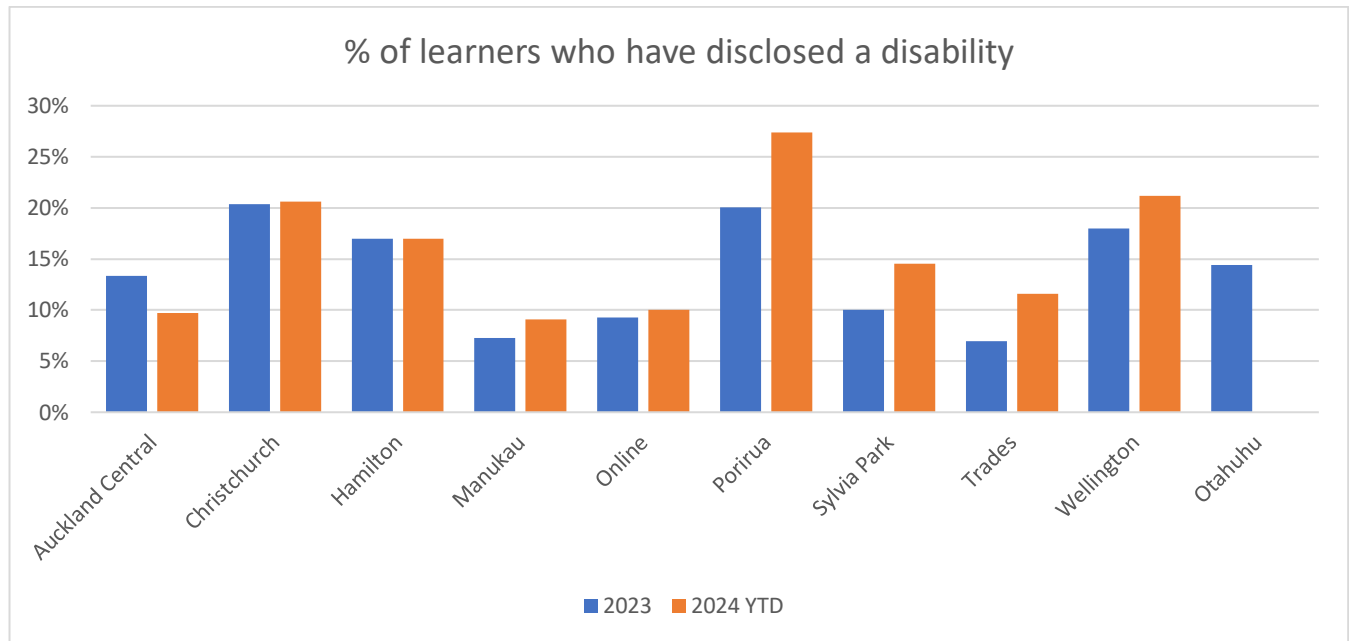
2.2.5 Programme

The following pie charts show the mix od disabled learners across programme groups. Sport and Exercise, Health, Foundation (in 2023) and Horticulture (in 2024) have the largest proportion of disabled learners.

Disabled learners by programme 2023

- Sport and Exercise
- Health
- Baking and Cookery
- Trades
- ECE
- Hospitality
- Foundation
- Animal Care
- Horticulture
- Business

Disabled learners by programme 2024

- Sport and Exercise
- Health
- Baking and Cookery
- Trades
- ECE
- Hospitality
- Foundation
- Animal Care
- Horticulture
- Business
- Supporting Diverse Learning Needs
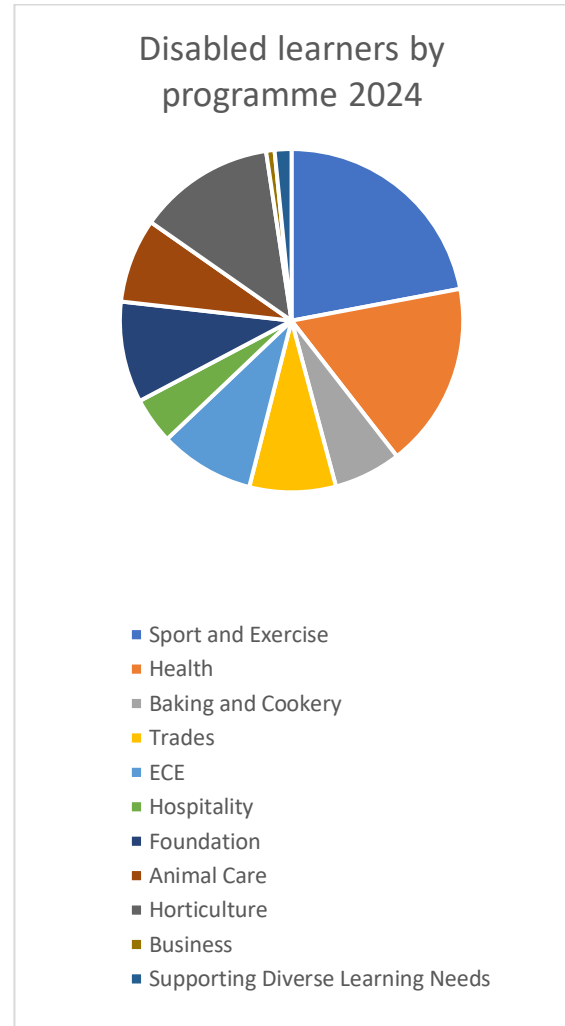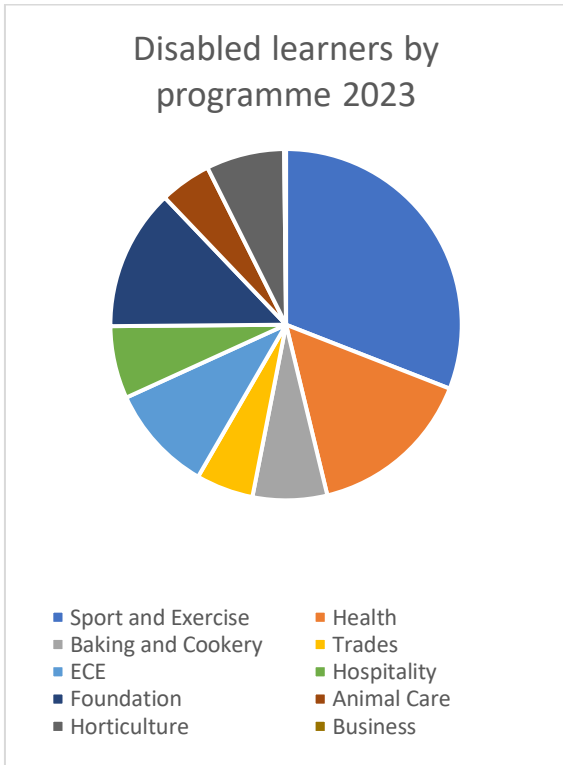
The following graph shows the proportion of learners enrolled in each programme area who have disclosed a disability. This gives insight into programme level considerations for disabled learners.E,

Disabled Learners by Programme Category

2023   2024 YTD
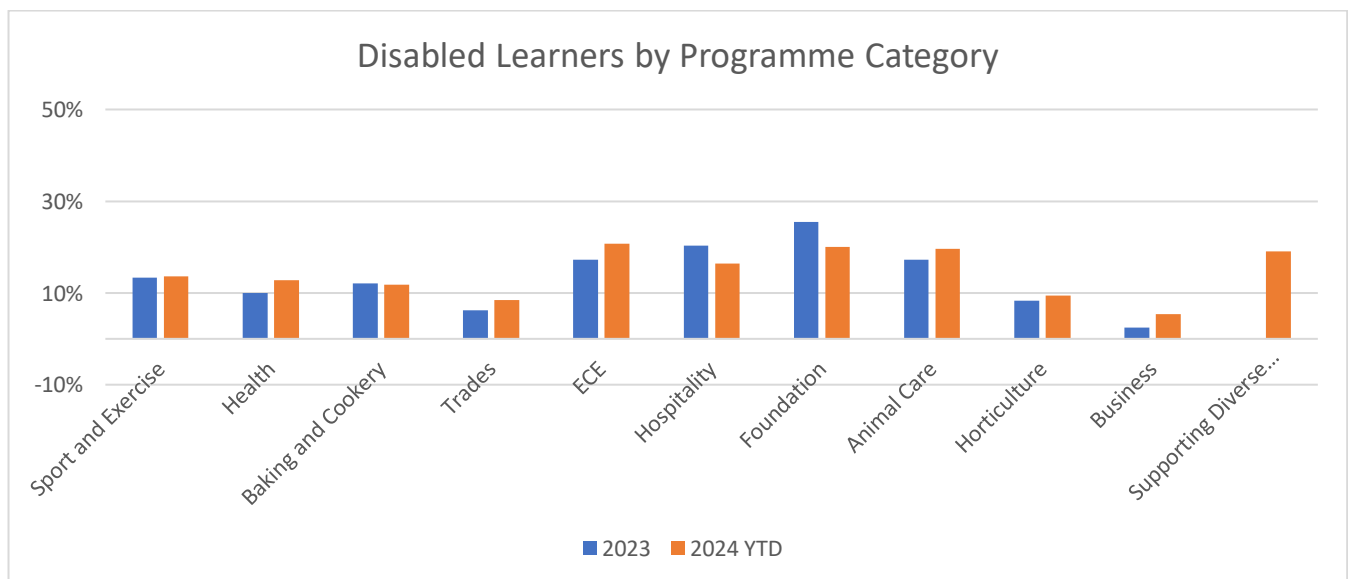
2.2.6 Category of Disability

The following table shows the number of learners who have disclosed a disability in one of the reporting categories. 85 and 104 learners (2023 and 2024 respectfully) disclosed disabilities that fall into 2 or more

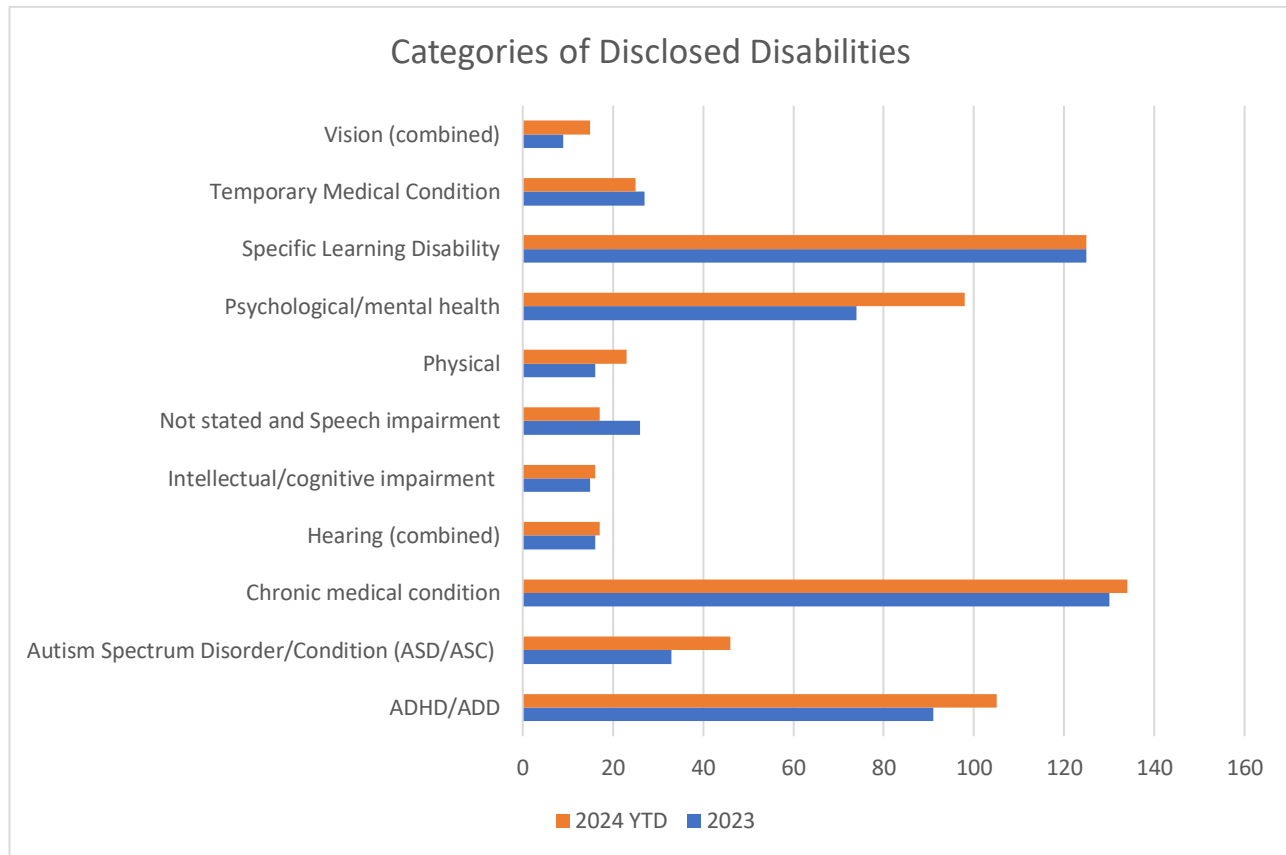categories.14 and 17 learners (2023 and 2024 respectfully) disclosed disabilities that fall into 3 or more categories.

Analysis of 2023 data shows that 89% of learners who have disclosed a Specific Learning Disability, have specified Dyslexia. Based on this high need area, NZMA is in process of gaining the Dyslexia Quality Mark.

Categories of Disclosed Disabilities

Category	2024 YTD	2023
Vision (combined)	15	9
Temporary Medical Condition	25	27
Specific Learning Disability	126	125
Psychological/mental health	98	74
Physical	23	16
Not stated and Speech impairment	17	26
Intellectual/cognitive impairment	16	15
Hearing (combined)	17	16
Chronic medical condition	134	130
Autism Spectrum Disorder/Condition (ASD/ASC)	46	33
ADHD/ADD	105	91

3.0 Evaluation strategies

3.1 Evaluation of Learner Outcomes

NZMA uses PowerBI reporting to monitor learner participation and achievement data.

- Participation: an increased proportion of learners self-disclose their disabilities and outline specific learning support they might need
- Achievement: Year on year the parity gap has closed for disabled learners ending with -1% qualification completions in 2023
- Graduate outcomes: Disabled graduates have enjoyed parity with non-disabled graduates in 2021 and 2023

3.1.1 Course and Qualification Completions - Disabled Learners/Non-disabled Learners

Year	Successful Course Completions		Successful Qualification Completions	
	Disabled Learners	Non-disabled Learners	Disabled Learners	Non-disabled Learners
2021	75%	81%	71%	77%
2022	74%	79%	72%	75%
2023	82%	81%	77%	78%

3.1.2 Graduate outcomes

| Year of graduation	Disabled Learners				Non-disabled Learners			
	Further Study /Staircasing	Industry Employment	Generic Employment	Total	Further Study /Staircasing	Industry Employment	Generic Employment	Total
2021	33%	44%	10%	87%	38%	35%	13%	86%
2022	43%	25%	11%	79%	43%	31%	11%	85%
2023	58%	17%	10%	85%	48%	23%	14%	85%

3.2   Student Evaluations

Through student evaluations NZMA measures disabled learner's response to their educational experience with NZMA including the support they received throughout their journey, their relationship with their tutor and their overall expectations being met. Evaluation questions include:
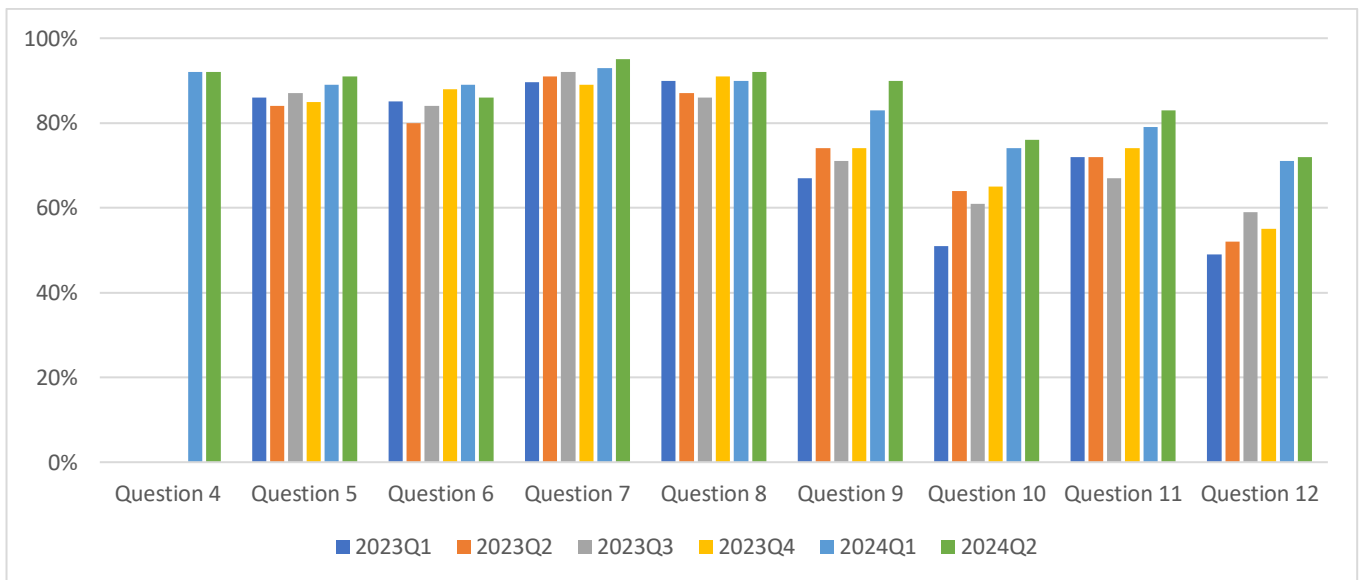
Enrolment support feedback	
1	I got the support I needed during my application process.
2	I felt informed about my programme - the information given at enrolment prepared me for studying with NZMA.
3	Information on accessing support and services for study or personal needs was clear.
Tutor support feedback	
4	My Tutor is organised, and class is planned and prepared. (e.g., starts on time; sets and follows a timetable; prepares materials ahead of time, marks my work on time)
5	My Tutor makes learning enjoyable.(e.g., sets up learning activities that are varied, fun and interesting; keep us actively engaged; maintains class behaviour)
6	My Tutor communicates clearly.(e.g., listens well, speaks clearly, presents ideas and information using words and examples I can understand)
7	My Tutor is positive, considerate and respectful.
8	My tutor cares about my success and makes an effort to connect with me as an individual.(e.g. makes time to understand my needs (one-to-one/Q-time meetings); checks in with me; gives constructive feedback; nurtures and encourages me to achieve my goals)
9	My tutor supports my diverse learning needs (e.g, assigns additional time to support me where required)
10	I have discussed my learning needs with my tutor and we have a learning plan in place to help me succeed (e.g. Kūwaha Gateway to Success).
11	Lessons are delivered in different ways that help me access and understand information/content.
12	The Learner Success Lead has provided me with one-on-one support, when I have asked.
General support and environment feedback	
13	Staff are sensitive to my personal needs and available to talk to confidentially.
14	Staff give me useful and timely information about support available with NZMA and from external services.
15	I feel NZMA makes time to check on my wellbeing
16	NZMA support services / activities have made a positive difference for me (e.g. counselling services, self-awareness, life skills).
17	NZMA provides a supportive environment/ I feel well supported to achieve my goals
18	I feel comfortable and safe on campus / in my online class.
19	I feel my differences, values and culture are respected by NZMA.
20	I feel informed, and that I have a voice in decisions that affect me.
End of programme feedback	
21	I feel my confidence has grown since starting my studies
22	I feel my work-readiness skills and attributes are strengthening as I progress at NZMA.
23	I feel NZMA is preparing me well for what I want to do next.

NZMA has analysed the responses from learners who identified as having a disability (neurodiversity or with another impairment) from 2023 and 2024 YTD quarterly surveys. Charts below show percentage of respondents who agreed/strongly agreed with the statement above for each section of the survey. As direct learner feedback, the survey results and comments have provided input into this iteration of the Disability Action Plan.
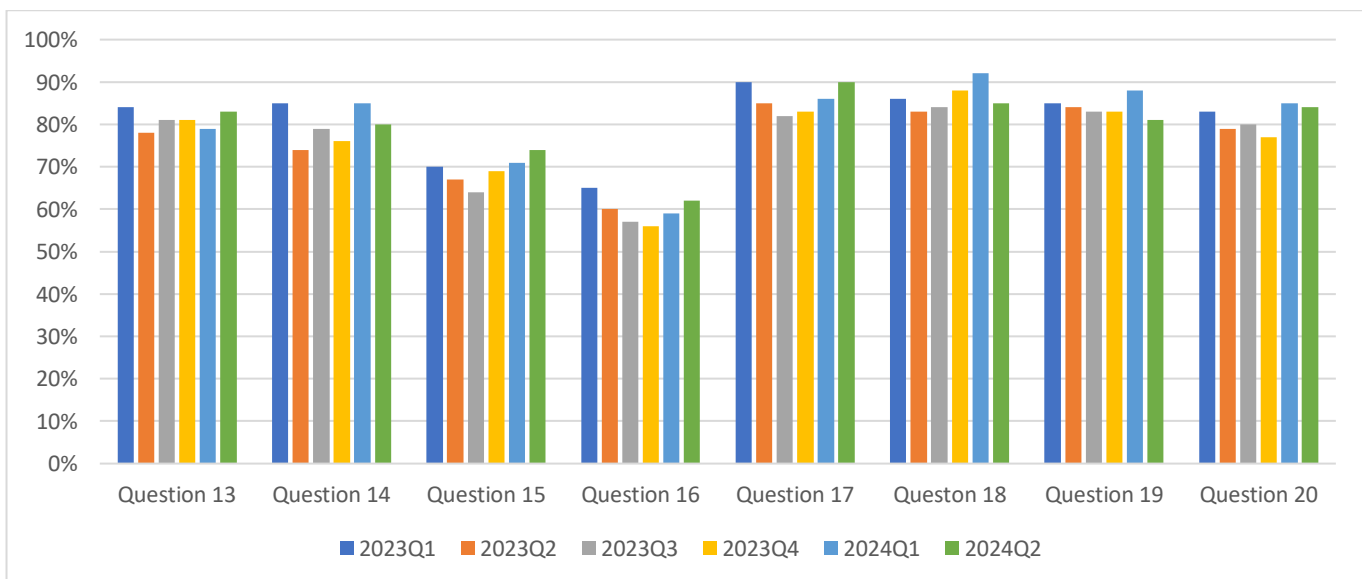
The following graphs show the percentage of satisfaction (agree/strongly agree) for each statement above. Areas for continued improvement are in enrolment support, learning support given by tutors.
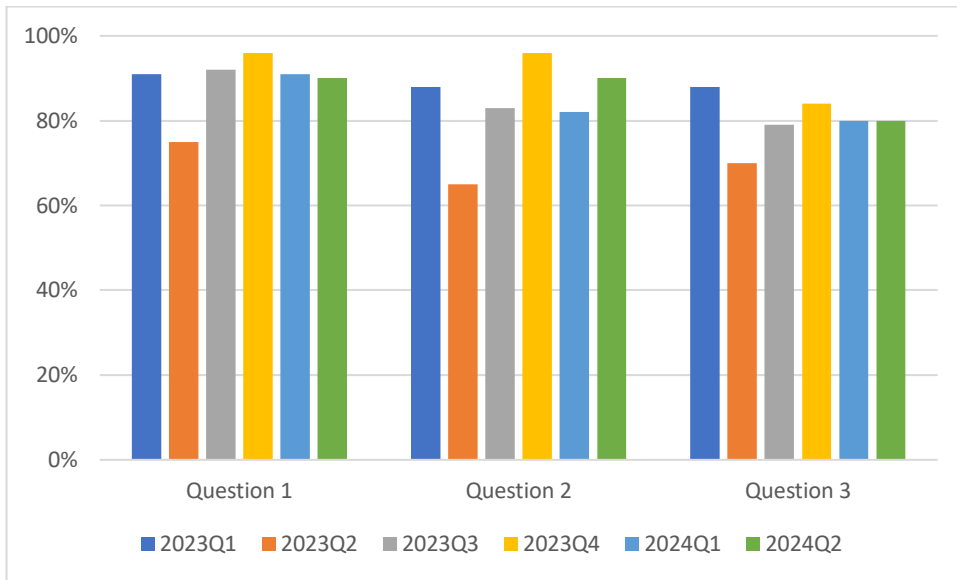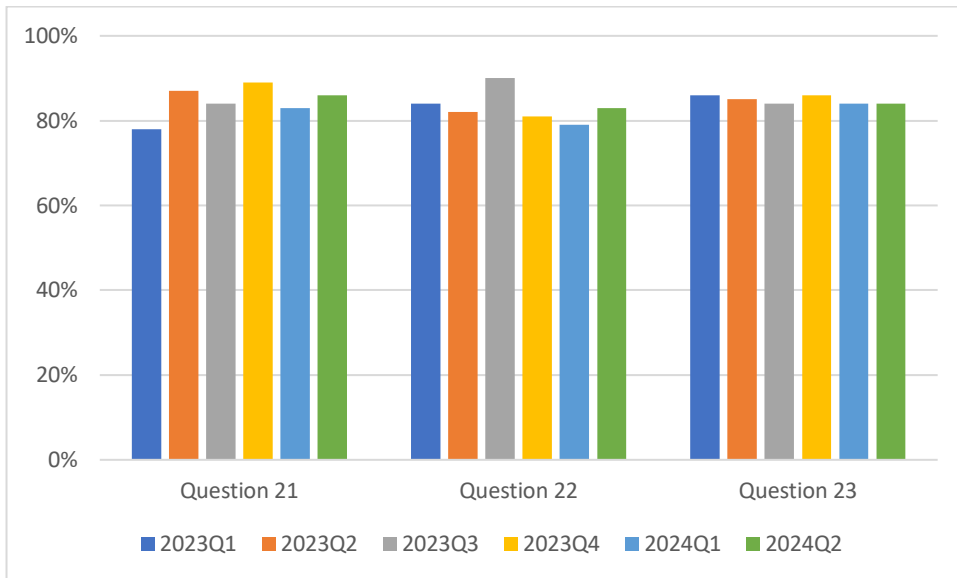
Enrolment Support Feedback

Tutor Support Feedback

*General support and environment feedback*

End of programme feedback

3.3 Staff Evaluations

Through staff evaluations we measure how equipped our staff feel to support disabled learner outcomes. Some evaluation questions include:

1	My Learner Success Lead is approachable, listens well and communicates clearly
2	The Learner Success Lead allocated to our campus works effectively with the most at-risk students on campus e.g. literacy/numeracy step 1-2, high neurodiversity, Māori & Pacific learners at risk of non-completion, learners referred by the tutor/CM
3	My Learner Success Lead supports me when required
4	I feel equipped to cater to learners in my class with literacy and numeracy challenges
5	I feel equipped to support learners in my class with neurodiverse and/or disability challenges
6	I use the academic report on the NZMA dashboard to monitor my classes progress and equity of outcomes for Māori, Pasifika and disability learners
7	I feel equipped to respond to the needs of Māori and Pasifika learners (culturally responsive delivery practices).
8	I feel equipped to use the available online tools (MS Teams or UP LMS) to support learners in my class.

It is really pleasing to note the improvement in tutors feeling equipped to support learners in their class (question 5).
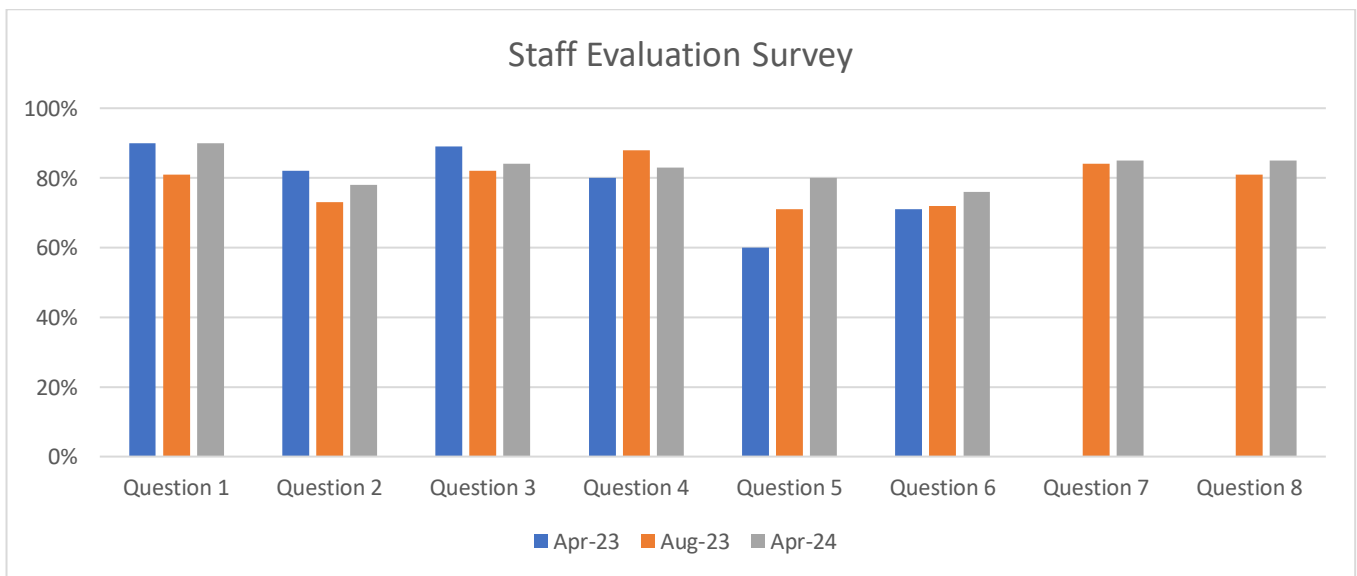
3.4   Monitoring

Risk profiling for underserved learners involves understanding the unique challenges and barriers these learners face in order to identify potential risks to their academic success. By forming a risk profile we can develop targeted interventions and wrap-around support to address these risks and improve outcomes for underserved learners.

We look at the following data and analysis;

- Māori Learners/ Pasifika learners
- Disabled learners
- ILP – Individual Learning Plans in place
- Additional pastoral care support needed for individuals
- Current parity gaps between non-Māori/Pasifika and Māori, Pasifika learners
- Learners below the optimal literacy and numeracy steps
- Individuals requiring literacy and numeracy assessments
- Identifying gaps in tutor capabilities
- Upskilling sessions that are needed to be facilitated.

Monthly operation meetings occur and are conducted by the Learner Success Lead with each Campus Manager. In these meetings, the team identify and discuss the individual learners at risk including drilling down to the learner's academic achievement level.

Internal data suggests that learners who are two assessments behind are at greater risk of noncompletion or withdrawal. Therefore, any Māori learners/Pasifika learners, and disabled learners who are identified as being two or more assessments behind, the team will analyse and discuss what measures are in place to support the individual learner. This includes putting a focus on strategies that the learner and tutor have agreed upon, ensuring realistic timeframes and expectations to guide the learner throughout the programme and counteract the risk of non-completion or withdrawal.

3.5   Data Reporting

The current reporting system for NZMA, Power BI, can filter by disabled learners and non-disabled learners, from an organisational level to individual learner level, course and qualification outcomes and assessments outstanding. Further development is in place for Power BI to filter into subfields for disabled learners. Currently, the data is being manually sourced.

The Head of Learner Success feeds into monthly reporting to the Chief Executive and the UP Education Board, this looks at parity of achievement for all underserved learners and any monthly updates on actions from the DAP workflow and gap analysis.

4.0 Allocation of roles and responsibilities

NZMA takes a whole of organisation approach. Each member of the Executive Management Team has clear unique accountabilities (see table below). NZMA has also assigned specific responsibilities to particular roles within NZMA:

- **Executive Management Team** (Head of Learner Success, Head of Quality, Head of Operations, and Head of Product and Innovation) are responsible for developing strategy and implementation plans for an inclusive and equitable learning environment; learner support mechanisms; inclusive, flexible, and adaptive processes; and accessible and inclusive channels for collecting diverse learner voice.
- **Campus Managers** are responsible for reviewing learner survey results, implementing actions for campus continuous improvement, and communicating to campus staff and learners; ensuring there is regular student representation on relevant committees within the Management & Governance Framework; and providing a campus environment that is inclusive and meets the specific needs of disabled learners on their campus.
- **Learning and Development Team** is responsible for supporting tutors through induction and professional development; and providing tutor development based on identified needs.
- **Learner Success Leads** are responsible for leading neurodiverse/disability support on campus; reviewing current achievement level of focus students (disability/neurodiverse, Māori, Pasifika); and providing 1-1 student support for learners that are high risk.
- **Salers Performance Manager** is responsible for ensuring that Course Advisors are equipped with the tools to provide an environment for prospective learners to feel safe to discuss their specific learning needs at enrolment.
- **Tutors** are responsible for ensuring that their learners have the opportunity to disclose specific learning needs (if not already disclosed at enrolment) using the Kuwaha (gateway to success) tool; supporting their learners with strategies and tools to succeed in their learning; and providing authentic alternative assessment opportunities as required (within programme approval and accreditation constraints).
- **Product and Innovation Team** is responsible for ensuring learner voice is central to programme (re)development decisions.

Role	Management responsibilities	Learning support responsibilities
Head of Sales (Domestic)	2.1 Recruitment, selection, admission, and enrolment	
Head of Quality	2.2 Funding and withdrawal tools 2.3 Complaint and appeal policies and procedures tools	2.4 Examinations and assessment tools
Group Property Manager	2.4a Access to buildings, facilities and infrastructure	
Head of Operations	2.4b Facilities, equipment and health and safety tools	2.9 Staff development tools
Chief Information Officer	2.4c New technologies, digital platforms and procurement	
All NZMA Executive Management	2.5 Policy and planning tools	2.1 Appropriate use of disabled learners' personal information tools
Head of Learner Success	2.6 Monitoring and evaluation tools	2.2 Learning support and teaching tools 2.3 Learning support for Māori disabled learners 2.5 Other diverse groups of disabled learners' tools

		2.6 Learning supports for learners with different impairments tools
		2.7 Access to general and specialist support services tools
Employment and Internship Manager		2.8 Transition into employment tools

4.1 Reference Group, Learner Voice and Wider Community

To achieve our goals for disabled learners as set out in this document, we believe the learner voice is a powerful tool that supports a more student-centred and inclusive learning environment.

When disabled learners are actively involved in the decision-making process, their unique perspectives, opinion and needs are heard, whilst encouraging collaboration with others and a strengthened relationship with college faculty.

It empowers the learner to have a sense of ownership and agency over their own education. By actively being involved in decision making, such as processes or procedures, and creating a nurturing environment, disabled learners develop a sense of self-confidence and motivation, which can support with learner success.

Due to the short enrolment length of 75% of disabled learners, NZMA utilises campus level Student Representative meetings to inform and discuss areas of interest and improvement. Within this campus framework, we have Student Representatives and Kaiāwhina. The role of the student representative is to:

- Work closely with fellow peers and campus management to ensure classes are running effectively and in line with any company policies, procedures, and expectations.
- Present the views of the student body to the Class Tutor, Team Leader, and Campus Manager. This could include views on administration, programme delivery, resources, class meetings, the inclusion of communities, disabled learners, and pastoral care highlights and/or challenges.
- Play an important part in making constructive change possible between the class and college staff.
- Share student voice on relevant committees within the Management & Governance framework.

The Kaiāwhina role is that of an advocate/voice for fellow learners who may feel too whakamā (shy or embarrassed) to seek support, advice or help which could include social, cultural, disabled learners and/or academic. Kaiāwhina are nominated by their peers and staff. They are learners that show empathy and care for their peers.

- They understand, advise, and support Māori and/or Pasifika tikanga, culture, customs
- They advocate for fellow students who need support but may not ask for help themselves.
- They share their peers' voices on social, cultural, academic, disabled people and pastoral care highlights and challenges.

In addition, we utilise learner focus groups as part of decision making processe.

Our wider community network plays a crucial role in collaboration, and guidance with assistive technology, specialised equipment, and support service networks that can bridge gaps between disabled learners' needs and available resources. It also challenges stigmas, promotes inclusive environments and advocates for disabled learner rights. Community networks include: Neurodiversity Community of Practice, Language Literacy and Numeracy Community of Practice, and the NZMA external Learner Success Advisory Group.

4.2   Devising and communication of policies and programmes

NZMA will prioritise the areas we will review each year by reviewing the activities that support the achievement of the three goals, through analysing data from continuous improvement projects as it becomes available. This will be followed by collaboration with staff/disability learners to determine appropriate next steps.