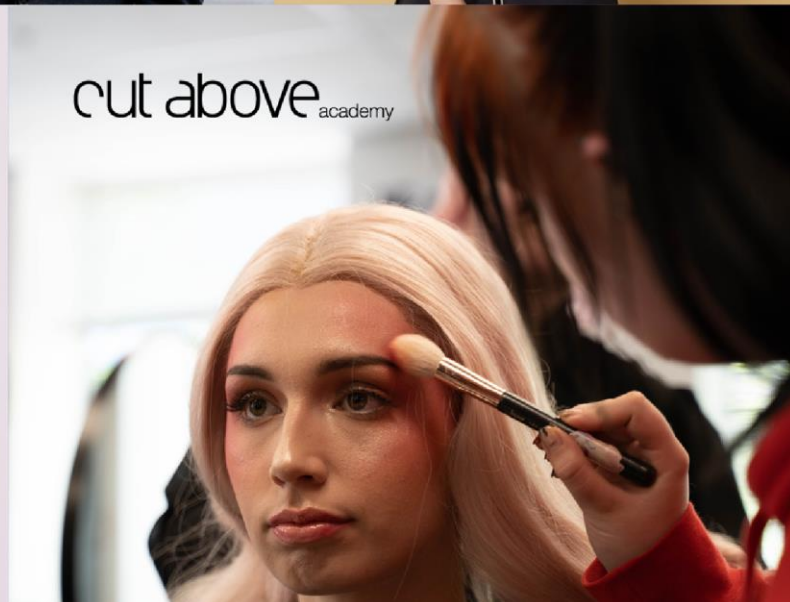


Yoobee Colleges Limited

Preparing diverse learners
to be work and world ready

Disability Action Plan
2022-2025



Disability Action Plan 2022-2025

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Introduction

Our priority at Yoobee Colleges Limited is to create an inclusive educational environment that values diversity, promotes inclusive practices and ensures equitable access to education for disabled learners' while also supporting their academic and social development.

It aligns with New Zealand's commitment to the rights of disabled¹ 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.

Implementation of the DAP

To establish our Disability Action Plan (DAP) we followed the Disability Action Plan Guidance provided by the Tertiary Education Commission, which outlines the following:

- 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.

Goals

Disabled learners experience an environment that supports, engages, and respects them as individuals while studying at Yoobee Colleges, this includes:

- Inclusive participation in all aspects of campus life
- Improved physical, environmental, and digital accessibility
- Individualised support and Alternative Arrangements to meet the diverse needs of disabled learners

Raising organisational awareness and building tutor capability to better support disabled learners, this is achieved through:

- Staff training and professional development that promotes inclusive practices and enhances the skills and knowledge needed to support disabled learners
- Collaboration and partnerships that enable a holistic support system
- Monitoring and evaluation of the effectiveness of strategies and interventions, including regular self-assessment to support continuous improvement of the Disability Action Plan (DAP) and make necessary adjustments to achieve desired outcomes

Review of Disabled Learners 2020 to 2024

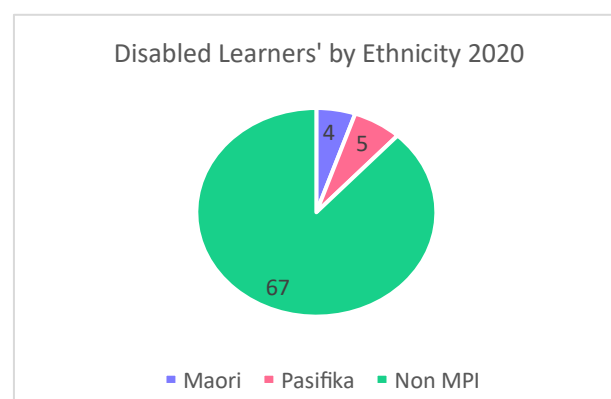
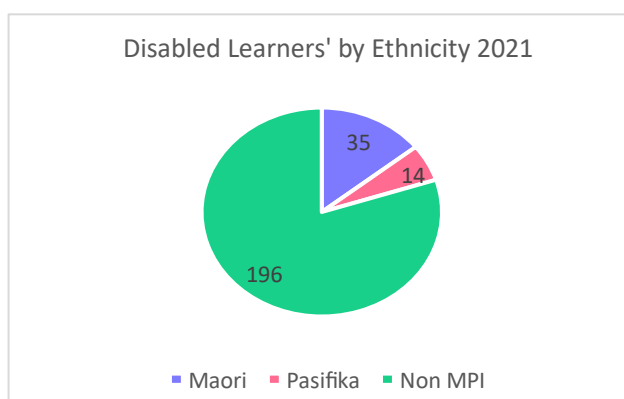
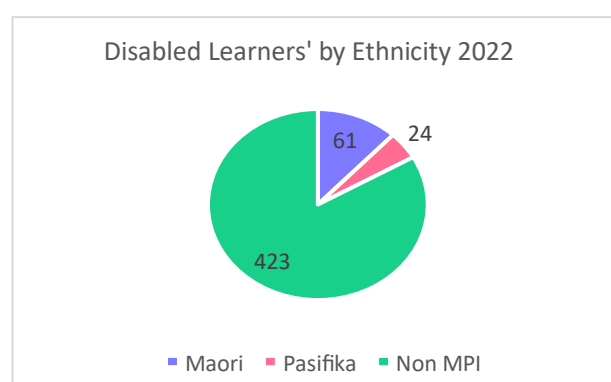
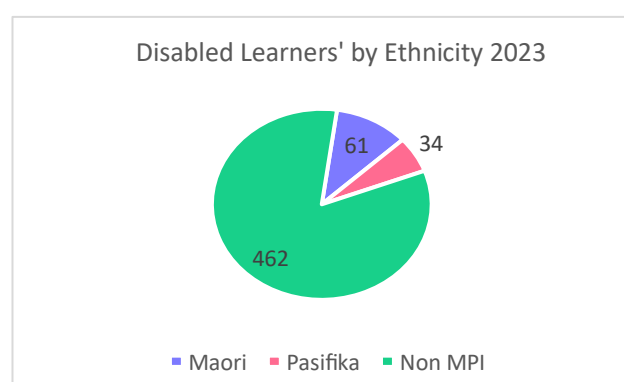
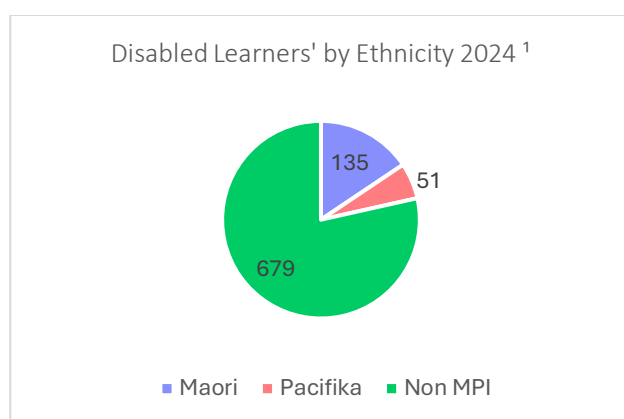
Significant Growth in Disability Disclosure Among Learners

Since 2020, the number of learners self-disclosing a disability has grown significantly, reflecting the impact of sustained improvements and the implementation of targeted support strategies. In 2020, 68 learners (1.2% of the total cohort) self-identified as having a disability. By 2024, this figure had increased markedly to 874 learners, representing 16% of the total learner population to date ².

This growth is also reflected across ethnic groups. Between 2020 and 2024:

- Non-Māori/Pasifika learners recorded the largest increase, with 612 additional disclosures
- Māori learners increased by 131 disclosures
- Pasifika learners saw an increase of 46 disclosures

For comparison, the national average disability disclosure rate among domestic university Learners in Aotearoa New Zealand is 8%.³



¹ Refer to glossary.

² Our learners may choose to identify as more than one ethnicity. In consultation with iwi, it was agreed that learners may identify as more than one ethnicity and the learner should not have to select only one, as no ethnicity is more important than another. Therefore, the data above may show a learner in both Non-Māori/PI and in Māori or Pasifika also. On investigation, the numbers affected were not significant.

³ <http://www.educationcounts.govt.nz/statistics/tertiary-participation>

Disabled Learners by Programme

Trends in Disability Disclosure by Programme Area (2020–2024)

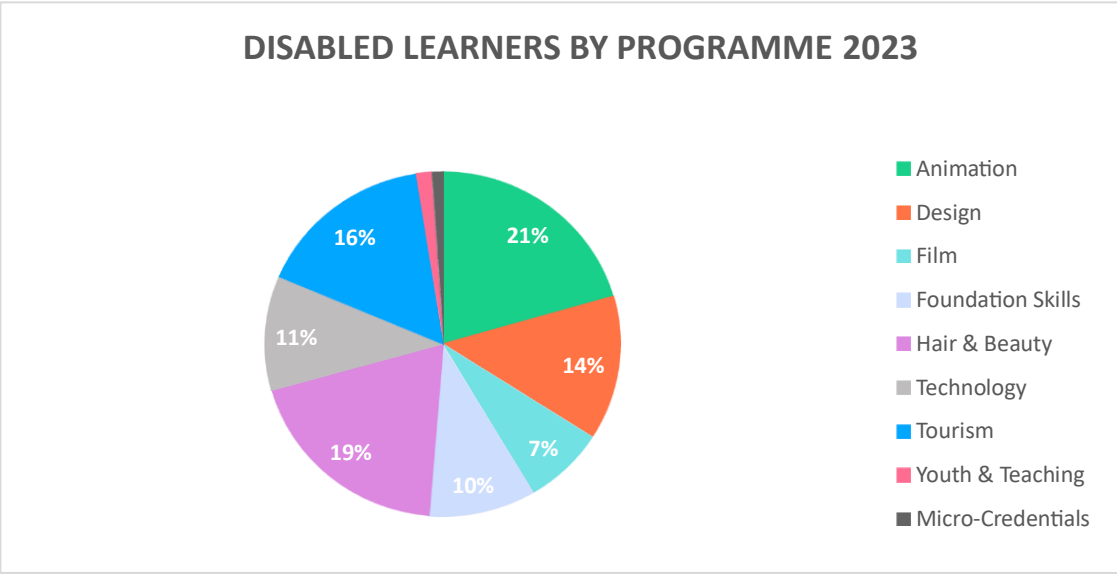
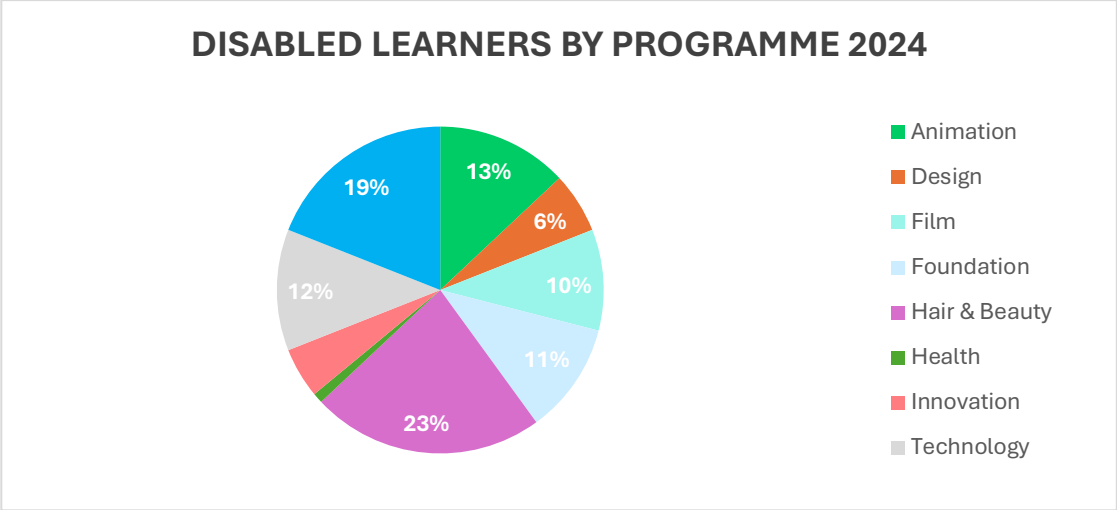
Internal data from 2020 to 2024 reveals consistent trends in disability disclosure across programme areas. From 2020 to 2023, the Animation programme had the highest proportion of disabled learners, with a four-year average of 21%.

In 2024, a notable shift in disability disclosure trends emerged, with the Hair and Beauty programme recording the highest rate of disclosures across all programmes. While Animation remained among the top three, Hair and Beauty saw a significant increase, overtaking other programmes.

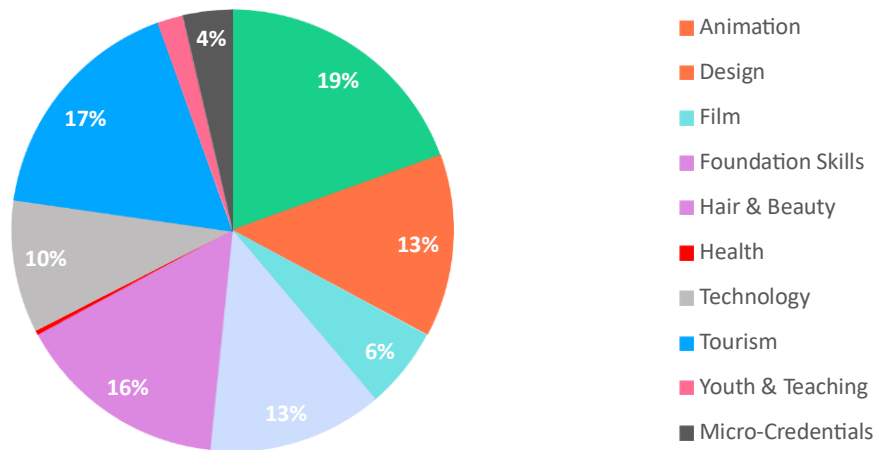
Disability disclosure rates by programme in 2024:

- Hair and Beauty – 23%
- Tourism – 19%
- Animation – 13%

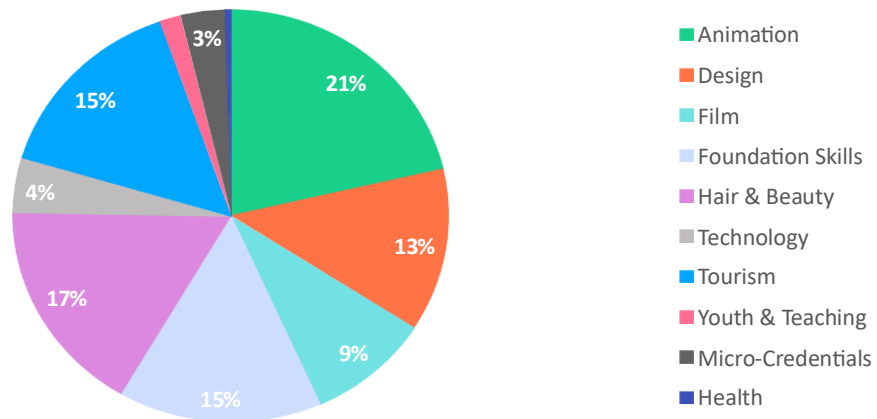
As part of Yoobee’s ongoing commitment to continuous improvement, individual learner needs assessments have been implemented. These assessments ensure that disabled learners receive personalised support and learning strategies tailored to their specific requirements.



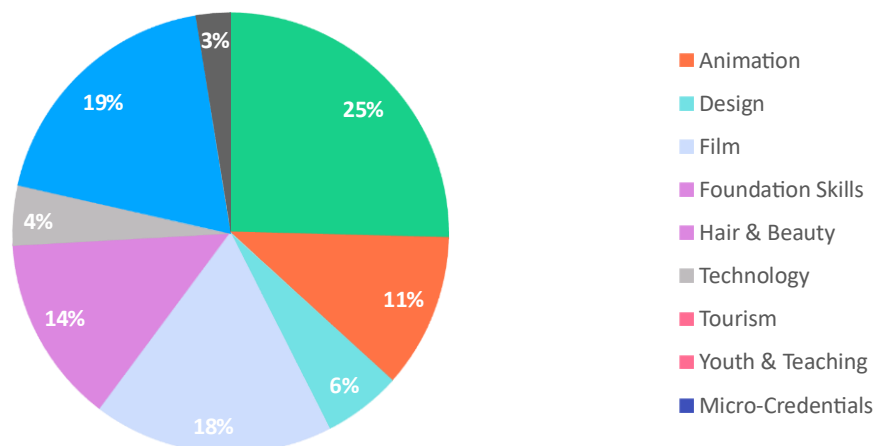
DISABLED LEARNERS BY PROGRAMME 2022



DISABLED LEARNERS BY PROGRAMME 2021



DISABLED LEARNERS BY PROGRAMME 2020



Course and Qualification Completions – Disabled Learners/Non-Disabled Learners

	Year 2020	Year 2021	Year 2022	Year 2023	Year 2024
Successful course completions for disabled learners	91%	82%	75%	88%	84%
Successful qualification completions for disabled learners	89%	77%	71%	76%	78%

Table ¹ Equivalent full-time disabled learners' completion rates 2020 – 2024

	Year 2020	Year 2021	Year 2022	Year 2023	Year 2024
Successful course completions for non-disabled learners	92%	87%	73%	90%	85%
Successful qualification completions for non-disabled learners	90%	83%	68%	85%	80%

Table ² Equivalent full-time non-disabled learners' completion rates 2020 - 2024

Impact of COVID-19 and Emerging Positive Trends

The COVID-19 pandemic had a broad impact across all learner communities, including disabled learners, as reflected in the completion data above.

Despite these challenges, there are encouraging trends. In 2022, disabled learners outperformed non-disabled learners in both course and qualification completions—by 2% and 3%, respectively.

By 2024, the gap between disabled and non-disabled learners had narrowed further:

- Course completions show only a 1% difference.
- Qualification completions reflect a 2% gap.

Notably, qualification outcomes for disabled learners have shown steady improvement since 2022.

Several key factors have contributed to these positive academic outcomes:

- The 2022 organisational restructure at Yoobee Colleges, which included the establishment of the Head of Learner Success position, strengthened leadership focus on learner outcomes.
- Reporting lines were realigned so that Learner Success Coordinators now report directly to the Head of Learner Success rather than Campus Managers, facilitating a more cohesive and institution-wide approach to supporting priority learners.
- A sustained commitment to ongoing self-assessment and continuous improvement has resulted in enhanced processes for the identification of disabled learners and the delivery of tailored, needs-based support.

Evaluation strategies

The DAP evaluative strategy is part of our workflow.

Evaluation of learner outcomes

Through internal data, we can measure disabled learners' response to their educational experience ¹ (data reporting systems – power BI)

- **Participation** – There has been a year-on-year increase in the proportion of disabled learners who have self-disclosed their disabilities (see page 4, 2020–2024).
- **Achievement** – Disabled learners continue to achieve equitable outcomes alongside non-disabled learners (see page 8, 2020–2024).
- **Employment** – There is an overall increase in successful employment outcomes for disabled learners. Although the percentages for 2023 and 2024 are lower due to a broader sector-wide downturn in employment, disabled learners are currently outperforming their non-disabled peers in employment outcomes.²

Year	Further study/staircase	Industry Employment	Generic Employment	Total
2020	63%	17%	3%	83%
2021	62%	16%	13%	91%
2022	62%	19%	11%	92%
2023	57%	12%	12%	81%
2024	58%	11%	14%	83%

¹ Data reporting systems – power BI

² Graduate Outcomes for disabled learners' 2020-2024

Staff Evaluations

YooBee Colleges regularly evaluates the effectiveness of support provided to disabled learners through quarterly staff and learner surveys. These evaluations help us understand how well-equipped staff feel in supporting diverse learning needs and how supported our ākonga feel during their study journey.

Staff surveys focus on access to resources, training, and collaboration with Learner Success Coordinators. Learner feedback highlights confidence, engagement, and the accessibility of support services.

Initial results show promising trends in both staff preparedness and learner satisfaction. As part of our commitment to continuous improvement, we are currently reviewing and refining our evaluation questions and processes. Updated survey frameworks will be implemented from 2026 to strengthen data collection and inform future improvements.

Monitoring

Risk profiling for priority learners involves identifying the unique challenges and barriers they face to assess potential risks to their academic success.

By developing individual risk profiles, we can implement targeted interventions and wrap-around support strategies to address these risks and improve outcomes for priority learners.

The following data points and indicators are considered as part of our risk analysis:

- Māori and Pasifika learners
- Disabled learners
- Individual Learning Plans (ILPs) in place
- Learners requiring additional pastoral care
- Existing parity gaps between non-Māori/Pasifika and Māori/Pasifika learners
- Learners below optimal literacy and numeracy steps
- Learners needing literacy and numeracy assessments
- Gaps in tutor competency
- Identified upskilling needs for staff

Regular operational meetings between Senior and Executive Leadership are used to identify learners who may be at risk of disengagement or underachievement, with a strong focus on priority learners, including Māori, Pasifika, and disabled ākonga.

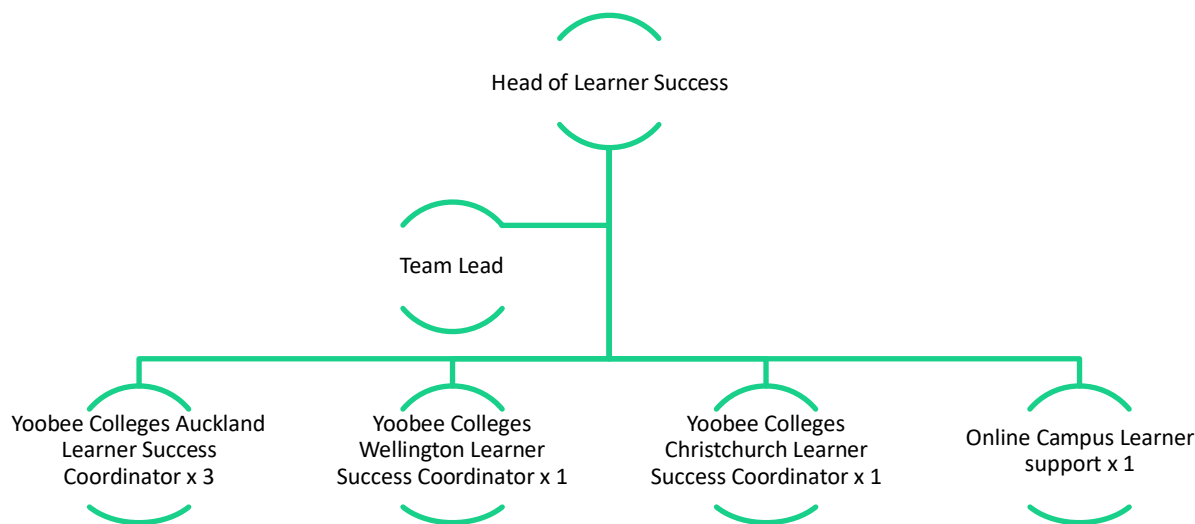
Targeted support strategies are reviewed and refined to ensure timely, personalised interventions. This includes collaboratively setting achievable learning goals with tutors and maintaining regular check-ins to track progress. These efforts help strengthen learner engagement and reduce the likelihood of withdrawal or non-completion.

Data Reporting

Our reporting systems provide insights into learner progress and outcomes across different learner groups. Ongoing improvements aim to strengthen our ability to monitor and respond to emerging trends. Regular leadership reviews ensure that support strategies are aligned with learner needs, and progress updates are shared monthly with senior leadership to inform planning and drive equitable outcomes.

Resourcing

Yoobee Colleges have a Learner Success team that collaborates with faculty across all campuses to support priority learners.



Each campus is supported by a Learner Success Coordinator who works in partnership with Senior leadership and staff to advance equitable outcomes for priority learners.

The Learner Success team leads proactive, equity-focused initiatives that identify and respond to individual learner needs. This includes mentoring staff, providing professional development, and supporting learners who identify as disabled through tailored strategies.

In 2023, Yoobee enhanced its support offerings by introducing assistive technologies such as smartpens and text-to-speech tools, further reducing barriers to learning.

Additionally, our student services levy funds a range of complementary support services including:

Advocacy and Legal Advice	Advocating on behalf of individual learners and groups of learners and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation.
Careers Information and Guidance	Supporting learners' transition into post-study employment.
Counselling Services	Providing non-academic counselling and pastoral care, such as chaplains.
Counselling Services	Sonder
Employment Information	Providing information about employment opportunities for learners while they are studying.
Financial Support and Advice	Providing hardship assistance and advice to learners on financial issues.
Health Services	Providing health care and related welfare services.
Media	Supporting the production and dissemination of information by learners to learners, including newspapers, radio, television and internet-based media.
Childcare Services	Providing affordable childcare services while parents are studying.
Clubs and Societies	Supporting learner clubs and societies, including through the provision of administrative support and facilities for clubs and societies.
Sports, Recreation and Cultural Services	Providing sports, recreation and cultural activities for learners

Learner Voice and Wider Community

To achieve the goals for disabled learners outlined in this document, we believe that the learner voice is a powerful driver of a more inclusive, learner-centred educational environment.

Actively involving disabled learners in decision-making processes ensures that their unique perspectives, needs, and lived experiences are recognised and valued. This strengthens relationships between learners and staff while fostering a culture of collaboration and mutual respect.

When disabled learners are meaningfully engaged, they develop a greater sense of ownership and agency over their educational journey. Involving them in shaping systems, processes, and the learning environment helps build confidence, motivation, and a sense of belonging, which directly support learner success.

Learner Representatives and Kaiāwhina

As part of our commitment to learner voice, Yoobee supports the active roles of Learner Representatives and Kaiāwhina across campuses.

Learner Representatives:

Learner Representatives are elected to:

- Work closely with their peers and campus management to ensure classes are running effectively and in alignment with institutional policies, procedures, and expectations.
- Present the views of learners to Senior Leadership. This includes feedback on teaching delivery, resources, administration, inclusion, accessibility, and pastoral care.
- Act as a liaison to support constructive change between learners and staff.
- Represent the learner voice on key governance committees such as the Academic Board and Teaching and Learning Committee.

Kaiāwhina:

Kaiāwhina are learners nominated by peers or staff who serve as advocates—particularly for those who may feel **whakamā** (shy or hesitant) to seek help. They are known for their empathy, cultural awareness, and care for fellow learners.

Kaiāwhina:

- Understand, uphold, and support Māori and/or Pasifika tikanga, culture, and protocols on campus.
- Advocate for learners who need assistance but may not ask for help themselves.
- Share their peers' voices on social, cultural, academic, pastoral, and disability-related matters.

Partnering with Our Wider Community

Our broader community network plays a crucial role in supporting disabled learners. Through partnerships with external organisations, we gain access to:

- Assistive technologies
- Specialised equipment
- Support services that bridge gaps between learner needs and available resources

These partnerships also help to challenge stigma, promote inclusive environments, and advocate for the rights of disabled learners.

Allocation of roles and responsibilities

Our approach is a 'whole-of-organisation' model. The following owners are responsible for the implementation, review and timeframes of the deliverables of the gap analysis. Monthly updates are carried out by the owners below and feed into the Head of Learner Success report to Chief Executive and the Board.

Role	Management Responsibilities	Learning Support Responsibilities
Head of Sales Yoobee Executive Management	2.1 Recruitment, selection, admission and enrolment	
Head of Quality Yoobee Executive Management	2.2 Funding and withdrawal tools 2.3 Complaint and appeal policies and procedures	2.4 Examinations and assessment tools
Senior Property & Group Leasing Manager UP Senior Management	2.4a Access to buildings, facilities and infrastructure	
Head of Operations Yoobee Executive Management	2.4b Facilities, equipment and health and safety tools	2.9 Staff development tools
Chief Information Officer UP Executive Management	2.4c New Technologies, digital platforms and procurement	
ALL Yoobee Executive Management	2.5 Policy and planning tools	2.1 Appropriate use of disabled learner personal information tools
Head of Learner Success Yoobee Executive Management	2.6 Monitoring and evaluation tools	2.2 Learning support and teaching tools 2.3 Learning support for Maori disabled learners 2.5 Services for other diverse groups of disabled learners 2.6 Learning support for Learners with different impairment tools 2.7 Access to general and specialist support services tools
Head of Online and Business Development Yoobee Executive Management		2.8 Transition into employment tools

Glossary

Barrier is something that makes it difficult or impossible for people to do something.

Disability is something that happens when people with impairments face barriers in society that limit their movements, senses, or activities.

Disabled learner(s) are people 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.

Equity is recognising that sometimes people need different things in order to be equal.

Impairment is a problem with the functioning of, or the structure of someone's body.

Alternative Arrangements is making necessary and appropriate modifications and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.