

# New Zealand Tertiary College

## Disability Action Plan 2026–2028

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## Introduction

This document presents a 3-year Disability Action Plan which is aimed at creating an inclusive tertiary education environment to improve participation and achievement of disabled learners at New Zealand Tertiary College (NZTC) by specifically addressing barriers to inclusion and success. This action plan was developed with input from the Access and Inclusion Reference Group, NZTC staff, disabled learners, and disabled graduates, and has been endorsed by NZTC’s Program Advisory Committee and Māori and Pasifika Working Group.

NZTC embraces disabled learners, as per the Education and Training Act 2020, which “*aims to give all learners a high-quality, culturally responsive, seamless and inclusive education*”.

This Disability Action Plan (DAP) outlines NZTC’s commitment to creating an inclusive, accessible, equitable, and learner-centred tertiary learning environment for disabled learners. The updated plan builds on the progress made through the 2023–2025 Disability Action Plan and has been informed by:

- Learner and graduate disability surveys conducted in 2023, 2025, and 2026
- The 2026 Staff Confidence Survey: Supporting Disabled Learners
- The Kia Ōrite Toolkit for Achieving Equity and its Ten Point Plan for inclusive tertiary education
- NZTC learner outcome, participation, and support data
- Ongoing feedback from learners, graduates, staff, and the Access and Inclusion Reference Group (AIRG)

The plan reflects NZTC’s commitment to practising equity, removing barriers to participation and achievement, strengthening accessibility and inclusion, and ensuring disabled learners are supported to achieve their potential within a safe, respectful, and responsive learning environment.

## NZTC’s Definition of Disability

NZTC refers to the social model of disability, as outlined in the New Zealand Disability Strategy 2016–2026, to understand disability within the organisation and within this action plan. The social model of disability is based on the understanding that 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. The social model of disability is also reflected in Article 1 of the United Nations Convention on the Rights of Persons with Disabilities to define “disabled people”:

*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.)*

NZTC acknowledges that some individuals who are living with impairments may prefer the term ‘people with a disability’ and others may prefer the term ‘disabled people’. Throughout this document, the term ‘disabled learners’ or ‘disabled people’ will be used to reflect the social model of disability. We also acknowledge and respect both terms as their validity will depend on individual preferences. The following quote from Achieve (2023) helps to define disability:

*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)*

NZTC also acknowledges that where a disabled learner is also a member of another underserved group, they encounter additional barriers. As noted by TEC, this includes Māori, Pasifika, and those from non-English speaking backgrounds. The participation rates of disabled Māori and Pasifika learners at NZTC are low. For example, in 2022 there were 6 disabled Māori enrolled in ECE programs and 5 in HW programs. In that same year there were 3 disabled Pasifika learners enrolled in ECE programs and 1 in HW programs. It is expected that the outcomes of this action plan, along with the outcomes that result from the Māori and Pasifika Working Group initiatives, together will enhance the learning experience of these learners. Feedback has been sought from NZTC's Māori and Pasifika Working Group to ensure this group of underserved learners have been represented during development of the access and inclusion initiatives.

## Current Processes

### Declaration of disability and initial contact

NZTC has a Diverse Needs Entry Policy that has been in place since 2002 and is updated regularly. The policy is to ensure entry, selection and acceptance processes are fair and considerate for all applicants. The college believes that having a written policy for the selection of applicants with diverse needs/abilities ensures appropriate processes are in place for encouraging ethical and professional academic practice during the selection process and subsequently in supporting the study of successful applicants.

It is important that individuals are not accepted into a program of study to later discover that they are unable to work in the sector, therefore NZTC have a robust application process in place. At the point of applying to study with NZTC through an online application portal, applicants are required to declare any physical or learning disability, or diverse needs that may impact on their performance as a student. The entry and employment requirements of the early childhood education (ECE) and health and well-being (HW) sectors moderates the level of disability a learner may demonstrate in the selection process. To be able to enrol in any Initial Teacher Education program of study, applicants must demonstrate their ability to meet the requirements to become a registered teacher as outlined by the Teaching Council of Aotearoa New Zealand. The Teaching Council requirements are as follows:

*You will be considered fit to be a teacher or fit to hold a Limited Authority to Teach (LAT), if you are physically and mentally able to carry out a teaching role safely and satisfactorily. In considering this requirement, we will distinguish between any mental or physical conditions you have that affect your ability to teach, and any that do not impact on that ability. (TCANZ, 2021 p. 28)*

Employers in HW also require healthcare workers to have a certain level of mental and physical fitness to work with the aged care population they serve. These factors are required to be taken into consideration for learners entering ECE and HW programs. Of note is that at all times throughout the

application process, NZTC staff focus on the abilities of applicants rather than their limits, and in all cases NZTC aims to align each learner with an appropriate program of study.

## **Referral and support**

### **Application process**

If an applicant identifies as being disabled during the application process they are referred to our Student Support team. The Student Support team follow up with the applicant to support them through the application process and ensure they enrol in a program of study that aligns with their abilities. This initial meeting involves a conversation with a team member, establishing the additional needs or health concerns the applicant might have. This initial meeting also offers the opportunity to discuss the support that is available at NZTC, how the program is delivered, and what the specific program requirements are. Having this conversation enables the applicant to make informed decisions as to whether the program is right for them and determine their satisfaction with the support NZTC is able to offer.

### **Student Support team**

The Student Support team facilitates orientation sessions both online and on campus and actively engages with new students through the Ori: NZTC Orientation course discussion forum. They proactively connect with students at the start of their studies via phone or email to ensure they are well prepared. Ongoing support is available throughout the learner journey through multiple channels, including phone, email, eMessage, on campus, and scheduled Microsoft Teams meetings. A 24/7 emergency mobile number is also available for students who require urgent support related to their safety or wellbeing.

The team provides pastoral support, responds to student queries, and connects students with appropriate academic staff and external support services where needed. They also follow up with students who are academically struggling to ensure they are aware of the support available and organise support contracts if needed. The team can help guide student on what options are available to them depending on their individual needs and they ensure students are well informed throughout their studies. Overall, they play a key role in promoting student wellbeing, safety, and a positive learning experience.

### **Support during study**

During 2025, updates were made to our Lack of Academic Progress process, with a broader focus on how we support learners overall. As a result of this review, we developed a learning contract known as the Enhanced Support Contract. The Enhanced Support Contract is designed to create a supportive partnership between the learner and lecturer, helping learners stay on track, build confidence, and successfully meet their academic goals through tailored, proactive support.

Learners who identify as disabled are referred to the Student Support team at enrolment, where their needs are discussed and appropriate support options are explored, including the option of an Enhanced Support Contract. Learners may choose to engage with this support at the start of their studies or at any point during their programme. A similar process is followed for learners who disclose a disability after enrolment.

The Enhanced Support Contract connects learners with a dedicated lecturer who provides tailored academic guidance, including regular check-ins, study planning, and assessment support. Typically running for six months (can be renewed if ongoing support is required), the contract offers structured support while encouraging active learner engagement to promote independence and successful academic outcomes. Learners can access to up to six hours of lecturer support over the contract period.

### **Resources for cultural awareness and inclusive practices**

NZTC has compiled a wide range of resources related to supporting learners with disabilities, supporting Māori and Pasifika learners, and inclusive practices, which were passed by the Māori and Pasifika Working Group and the Access and Inclusion Reference Group for checking and approval prior to launching. These resource document links are sitting in our resource centre in the Learning Management System so staff and learners can access them. They are also sitting on our website for our stakeholders, and anybody who visits our website, to access: [Cultural Awareness and Inclusive Practices](#). We also developed a policy and process for implementing an Unteach Racism professional development initiative within NZTC, which all staff were required to undertake from the start of 2025.

### **Learning Management System**

NZTC delivers its courses through a bespoke learning management environment, *NZTC Online*. *NZTC Online* was designed to include the fundamentals of accessibility and has been reviewed using the *New Zealand eLearning Guidelines*, which were developed to support the New Zealand tertiary sector in its engagement with eLearning. The *Learner Perspective* is most reflective of the considerations NZTC has made in the *NZTC Online* development and ongoing enhancement in consideration of learner needs.

## **Input from Disabled Learners and NZTC Staff**

### **Overview of disability and inclusion surveys**

The following surveys have played an important role in informing NZTC's understanding of the experiences, needs, barriers, and successes of disabled, neurodiverse, and medically diverse learners. The findings have supported the ongoing development and refinement of NZTC's Disability Action Plan (DAP), helping to identify priorities for improving accessibility, learner support, inclusive practice, wellbeing, communication, and staff capability. Together, the learner and staff surveys provide valuable insight into areas of strength as well as opportunities for continued improvement across the organisation. A summary of the survey findings can be found in Appendix A.

#### **2023 surveys**

During 2023, surveys were sent to current learners and graduates who had declared a disability during enrolment or throughout their study. The purpose was to better understand the experiences of disabled learners, identify what supported their success, and gather feedback on how NZTC could further strengthen learner support and inclusion. A total of 11 responses were received from current disabled learners and 24 from disabled graduates. The findings informed the development of NZTC's initial Disability Action Plan (2023–2025) and supported improvements to learner support and inclusive practice.

## 2025 surveys

At the beginning of 2025, updated surveys were distributed to graduates who completed their studies between August 2023 and January 2025, as well as to learners currently enrolled in February 2025. These surveys expanded the scope of data collection by including questions that enabled NZTC to identify learners who considered themselves disabled and/or who were living with long-term health conditions or taking ongoing medication. The findings helped NZTC identify ongoing themes and emerging needs to continue informing disability and inclusion initiatives.

## 2026 surveys

In the first quarter of 2026, updated learner surveys were distributed to graduates who completed their qualifications between February 2025 and the end of March 2026, as well as to current learners enrolled at NZTC as at March 2026. The learner surveys explored the experiences of disabled, neurodiverse, and medically diverse learners, including factors supporting learner success, barriers experienced during study, wellbeing and safety, accessibility of support systems, and opportunities for improvement. The surveys were sent to 646 graduates, with 107 responses received and 1,787 current learners, with 556 responses received. A total of 80 respondents identified within one or more disability-related categories and formed the basis of the learner analysis. Alongside the learner surveys, NZTC also conducted its first Staff Confidence Survey: Supporting Disabled Learners. This survey gathered staff feedback relating to confidence, inclusive practice, accessibility, organisational support, and professional development needs when supporting disabled learners. A total of 35 staff members completed the staff survey.

## Progress to Date

### Governance, leadership, and continuous improvement

NZTC established the Access and Inclusion Reference Group (AIRG) in 2023 with representation from senior leadership, academic staff, learner support staff, disabled learners and graduates, and external inclusive education expertise. AIRG has continued to oversee the development, monitoring, and annual review of the Disability Action Plan and has embedded disability and inclusion review processes into organisational planning and quality improvement systems. AIRG also monitors learner participation, retention, achievement, wellbeing, and graduate outcomes to inform ongoing improvements and organisational decision making.

### Learner voice, consultation, and partnership

Disability and inclusion surveys were conducted with current learners, graduates, and staff in 2023, 2025, and 2026 to gather feedback relating to learner experiences, accessibility, support needs, wellbeing, and inclusion. Survey findings directly informed updates to learner support systems, communication processes, accessibility initiatives, and Disability Action Plan priorities. Additional survey questions were introduced to better identify disabled, neurodiverse, and medically diverse learners and to encourage participation in AIRG and consultation opportunities.

### Learner support and wellbeing

NZTC strengthened proactive learner support systems through enrolment meetings, follow-up check-ins, one-on-one support sessions, Teams meetings, eMessages, and campus-based support

opportunities. Enhanced Support Contracts were introduced to provide personalised academic guidance, regular check-ins, and structured support for learners requiring additional assistance. Other tailored wellbeing, academic, and professional support contracts continue to support learners throughout their study journey. Student Support team presence on campuses also increased during 2025 to strengthen relational support and accessibility.

## **Accessibility, inclusive practice, and learning environments**

NZTC developed accessibility and inclusive practice resources and created an online resource centre available to learners and staff. NZTC Online was reviewed using New Zealand eLearning accessibility guidelines, and Universal Design for Learning (UDL) principles continue to be incorporated into course design, learning materials, and learner support practices. Flexible learning approaches and improved access to learner support information have contributed to a more accessible and inclusive learning environment.

## **Policies, systems, and communication**

Disability application and enrolment processes were updated to strengthen identification, referral, and support pathways for disabled learners. Communication processes and learner support pathways were expanded and clarified, while learner support policies and procedures were reviewed to improve accessibility and inclusivity. NZTC also commenced broader quality management system reviews to ensure organisational systems and processes align with accessibility and inclusivity standards.

## **Academic progress, retention, and achievement support**

Enhanced learner progress tracking systems, early alert triggers, rollback opportunities, extension process changes, and proactive outreach processes were introduced to better support learners experiencing academic challenges. These initiatives were designed to strengthen retention, reduce incomplete grades, and improve learner achievement outcomes through earlier intervention and increased learner engagement.

## **Course completion outcomes**

Disabled learners continued to achieve strong course completion outcomes across both ECE and HW programmes between 2023 and 2025. Within ECE programmes, disabled learner course completion rates were 92.36% in 2023, 87.32% in 2024, and 83.63% in 2025. Within HW programmes, disabled learner completion rates were 90.43% in 2023, 86.60% in 2024, and 87.80% in 2025. Although completion rates for disabled learners remained slightly lower than overall learner completion rates, the outcomes remained comparatively strong overall and demonstrate the positive impact of strengthened learner support and intervention systems.

## **Staff capability and disability confidence**

All staff completed Disability Confidence Training, with disability and inclusion training now embedded within onboarding processes for new staff. Student Support staff undertook additional professional development to strengthen their ability to support learners with diverse needs, while staff confidence surveys identified future professional development priorities in areas such as neurodiversity, trauma-informed practice, mental health support, and inclusive teaching practices.

## External support and culturally responsive practice

NZTC strengthened awareness of external disability support services and referral pathways to improve learner access to appropriate support. The Māori and Pasifika Working Group continued to provide input into Disability Action Plan development and review processes to ensure culturally responsive, equitable, and intersectional approaches to accessibility and inclusion remain embedded within organisational practice.

## NZTC's Participation Rates and Educational Performance

### Participation rates

The course completion data also provides insight into participation levels of disabled learners across NZTC's ECE and HW programmes from 2023 to 2025. In ECE programmes, disabled learners accounted for approximately 2.68% of all course enrolments in 2023 (314 out of 11,707 courses), increasing to 4.89% in 2024 (568 out of 11,608 courses), before slightly decreasing to 3.78% in 2025 (501 out of 13,260 courses). Within HW programmes, disabled learners represented approximately 1.52% of all course enrolments in 2023 (94 out of 6,172 courses), increasing substantially to 7.39% in 2024 (500 out of 6,770 courses), before decreasing to 2.02% in 2025 (123 out of 6,096 courses). The data indicates increased participation of disabled learners across both programme areas over recent years, particularly in 2024, which may reflect improved identification and disclosure processes, greater learner confidence in accessing support, and the strengthening of inclusive learner support systems and accessibility initiatives implemented through the Disability Action Plan.

According to the most recent disabled learner participation data available from the Ministry of Education, approximately 7% of tertiary students in New Zealand declared a disability (Earl, 2019, p.34). In comparison, NZTC's disabled learner participation rates, based on course enrolment data from 2023 to 2025, ranged from approximately 1.52% to 7.39% across ECE and HW programmes. Participation rates were generally lower within some programme areas and years, particularly within HW programmes prior to 2024. There are several potential reasons for these differences. NZTC's ECE and HW programmes are strongly aligned to employment outcomes and sector workforce requirements, including field practice and placement components that require learners to demonstrate particular physical, emotional, communication, and neurological capabilities to safely meet professional and sector expectations. These requirements may reduce the number of learners who choose to enrol or who are able to participate in blended learning and placement-based programmes. It may be that actual participation rates are higher than reported, as some learners may choose not to disclose a disability or long-term health condition during enrolment or throughout their studies.

### Graduate numbers

The graduate data shows encouraging growth in the number and proportion of disabled graduates across both ECE and HW programmes from 2021 to 2025. Within ECE programmes, the proportion of disabled graduates increased from 2.1% in 2021 to 3.15% in 2023 and reached 3.87% in 2024 before slightly decreasing to 3.02% in 2025. Although yearly fluctuations are evident, the overall trend indicates improved participation and successful completion outcomes for disabled learners within ECE programmes over time. Within HW programmes, the proportion of disabled graduates increased from 1.35% in 2021 to 2.49% in 2022 and rose significantly to 6.60% in 2024 before decreasing to 2.54%

in 2025. The sharp increase in 2024 may reflect improved identification, disclosure, learner support processes, and stronger learner engagement initiatives introduced through the Disability Action Plan and related support systems. The graduate data can be found in Appendix B.

## Course completion rates

The course completion data demonstrates that disabled learners continue to achieve strong outcomes across both ECE and HW programmes, although completion rates for disabled learners remain slightly lower than overall learner completion rates. The data also reflects some fluctuations across the three-year period, likely influenced by learner complexity, increased identification of disability, and broader changes in learner support and engagement patterns.

Within ECE programmes, successful course completion rates for disabled learners were 92.36% in 2023, decreasing to 87.32% in 2024 and 83.63% in 2025. During the same period, the combined rate of fails, incompletes, and withdrawals increased from 7.64% in 2023 to 16.37% in 2025. While this indicates growing challenges for some learners, completion outcomes for disabled learners remained comparatively strong overall given the complexity of learner needs and programme requirements. Within HW programmes, disabled learner completion rates remained relatively stable and high across the three years, with successful completion rates of 90.43% in 2023, 86.60% in 2024, and 87.80% in 2025. The combined rate of fails, incompletes, and withdrawals increased from 9.57% in 2023 to 13.40% in 2024 before decreasing slightly to 12.20% in 2025.

The data also demonstrates that incomplete grades became a more significant contributor to lower completion outcomes in 2025, particularly within both ECE and HW disabled learner cohorts. This highlights the importance of the enhanced learner monitoring, proactive support, and intervention strategies implemented through NZTC's updated learner support processes, including early alerts, check-ins, rollback opportunities, and Enhanced Support Contracts. The course completion data suggests that while disabled learners continue to achieve positive academic outcomes, there remains opportunity for NZTC to further strengthen proactive learner support, accessibility, communication, and inclusive teaching practices to help improve retention and successful course completion outcomes over time. Course completion rates can be found in Appendix C.

## Guiding Principles

This action plan is guided by the principles and recommendations outlined within the Kia Ōrite Toolkit and its Ten Point Plan for creating an inclusive tertiary learning environment for disabled learners. NZTC is committed to:

1. Practising equity through an all-of-institution approach to supporting disabled learners
2. Ensuring leadership accountability for accessibility, inclusion, and equitable learner outcomes
3. Building partnerships with disabled learners in planning, review, and decision making
4. Planning proactively for increasing learner diversity and accessibility needs
5. Applying Universal Design for Learning (UDL) and inclusive design principles
6. Providing flexible learning supports and reasonable accommodations
7. Strengthening staff capability through disability confidence and inclusive practice training
8. Providing guidance and training relating to legal obligations and non-discriminatory practice
9. Removing barriers within learning environments, systems, services, and processes

10. Reviewing learner outcomes and organisational practices through ongoing reflection, evaluation, and improvement

The plan also reflects key themes identified through NZTC's 2026 learner and staff surveys, including:

- Improving communication and consistency
- Strengthening proactive and accessible support systems
- Improving accessibility and flexibility within learning environments
- Continuing to build staff capability and inclusive practice
- Increasing relational support and learner voice

## Process Followed when Developing the Disability Action Plan

- A. Created an Access and Inclusion Reference Group of relevant staff as a starting point to inform the initial stages of action plan development
- B. Surveyed our disabled graduates and current learners to help identify any barriers they experienced or are experiencing during their learning journey. Their feedback informed the development of the first draft of the action plan
- C. Access and Inclusion Reference Group worked through the Kia Ōrite toolkit to guide the development of the plan
- D. Access and Inclusion Reference Group reviewed our current situation to identify areas where we are doing well and areas we need to address
- E. Used the knowledge gained during stages A to D above to develop a first draft of the Disability Action Plan
- F. Invited new members onto the Access and Inclusion Reference Group including disabled learners and an external professional who specialises in inclusive education.
- G. The new members of the reference group had input into the first draft and updates/changes were made in response to this feedback.
- H. Sought input on the first draft from disabled learners/graduates, staff, and the Māori and Pasifika Working Group members, and updated the Disability Action Plan in response to feedback.
- I. Sought and received endorsement from the NZTC Māori and Pasifika Working Group and Programme Advisory Committee
- J. Undertook further surveys in 2025 and 2026 and applied the findings to inform the updated plan.

## Access and Inclusion Reference Group

### Definition

The Access and Inclusion Reference Group (AIRG) is a partnership body of New Zealand Tertiary College (NZTC) convened to support and serve all students, with a specific focus on those with disabilities. The AIRG aims to create an inclusive tertiary education environment to improve participation and achievement of disabled learners at NZTC by specifically addressing barriers to inclusion and success.

## Purpose and role of the AIRG

- Develop, implement, and monitor the Disability Action Plan to ensure NZTC offers an accessible and inclusive learning environment.
- Recommend, to NZTC's Chief Executive Officer, resource allocation to support the implementation of the plan.
- Monitor and report on the participation, learning experience, achievement, and graduate outcomes of disabled learners.
- Develop and follow up on recommendations to improve the participation, learning experience, achievement, and graduate outcomes of disabled learners.

## AIRG membership

- Members are appointed by the Chief Executive Officer or nominee.
- Criteria for appointment is to be determined by the knowledge, expertise, and role of the potential member.
- The size of the AIRG will range between 5 - 10 members. The number may vary according to need and availability.
- If particular expertise is required, additional members may be co-opted for that purpose.
- All members are required to give an undertaking that they will attend most meetings and provide feedback on the material presented for collaboration.

### Appointments may include individuals with the following perspectives:

- At least one NZTC Executive Team member
- At least one NZTC Student Support team member
- Disabled learners
- Disabled graduates
- External specialist/s in inclusive education
- At least one NZTC Academic Team member/s

## What NZTC is Currently Doing Well

Using the Kia Ōrite toolkit to assess our current policies and processes, the AIRG team members identified the following areas as those the college are currently doing well:

- All staff have undergone disability confidence training and new staff are required to as part of induction
- Good Student Support team in place who support disabled learners from the initial enrolment stage and through their learning journey
- Staff assess applications with consideration of 'abilities' rather than 'disabilities' and align applicants with an appropriate program of study
- Information about disabled learners is handled appropriately
- Access and Inclusion Reference Group (AIRG) established and involved in the development of the Disability Action Plan. This includes senior management team members, disabled learners and/or graduates, and a specialist in inclusive education.
- Māori and Pasifika Working group in place to monitor progress and inform improvements to the

learning experience and outcomes of these learners, including those who have identified as disabled

- Distance library services and online databases available to all learners free of charge
- Complaints processes are clearly communicated to all learners
- Professional Placements and Health and Wellbeing placements increase employment opportunities for all learners

## Areas NZTC has Identified to Address for 2026-2028

### Strategic Priorities

The strategic priorities identified within this Disability Action Plan were developed through analysis of the 2026 learner and staff survey findings, alongside consideration of ongoing themes identified through previous disability and inclusion surveys conducted in 2023 and 2025. The priorities reflect the most consistent themes and areas for improvement identified by disabled, neurodiverse, and medically diverse learners, graduates, and staff. They were also informed by the principles and recommendations outlined within the Kia Ōrite Toolkit and Ten Point Plan to ensure alignment with sector best practice for accessibility, inclusion, and equitable learner outcomes. The following priorities emerged through this process and will guide NZTC's ongoing work:

**Priority 1.** Improve communication consistency and response times

**Priority 2.** Strengthen proactive and accessible support systems

**Priority 3.** Increase flexibility and accessibility within learning environments

**Priority 4.** Continue building staff capability and inclusive practice

**Priority 5.** Strengthen relational support and learner voice

The following table demonstrates how the priorities identified through the learner and staff survey findings were considered alongside the principles and recommendations of the Kia Ōrite Ten Point Plan to inform the development of the objectives within the Disability Action Plan (DAP). Together, these priorities and sector guidelines helped shape the key focus areas and actions aimed at strengthening accessibility, inclusion, learner support, wellbeing, and equitable outcomes for disabled learners at NZTC.

### Action Plan Objectives

As presented in the table below, the following objectives inform the Disability Action Plan:

**Objective 1.** Strengthen leadership, accountability, and continuous improvement for disabled learners

**Objective 2.** Increase disabled learner voice, partnership, and relational support

**Objective 3.** Improve communication, systems, and accessibility of support

**Objective 4.** Improve accessibility and flexibility within learning environments

**Objective 5.** Strengthen staff capability, confidence, and inclusive practice

The below table aligns the Strategic Priorities with the Action Plan Objectives.

## How the Strategic Priorities have informed Action Plan Objectives

Survey priorities identified through the 2026 surveys	Related DAP objectives	How the priority informed the objectives
Priority 1. Improve communication consistency and response times	Objective 1. Strengthen leadership, accountability, and continuous improvement for disabled learners  Objective 3. Improve communication, systems, and accessibility of support	Learners identified inconsistent communication, delays in responses, unclear guidance, and differing approaches across programmes as barriers to success and wellbeing. These findings informed actions relating to improving communication systems, strengthening organisational oversight and accountability, improving orientation and onboarding processes, clarifying support pathways, and ensuring policies and systems support accessibility and consistency across NZTC.
Priority 2. Strengthen proactive and accessible support systems	Objective 2. Increase disabled learner voice, partnership, and relational support  Objective 3. Improve communication, systems, and accessibility of support	Learners and staff highlighted the importance of early identification of support needs, proactive check-ins, personalised support, and strong relationships with staff. These findings informed objectives focused on strengthening relational support, improving learner wellbeing and engagement, increasing proactive support systems, improving visibility of services, and ensuring learners understand how to access support throughout their studies.
Priority 3. Increase flexibility and accessibility within learning environments	Objective 4. Improve accessibility and flexibility within learning environments  Objective 3. Improve communication, systems, and accessibility of support	Learners identified flexibility, accessible learning resources, and inclusive online learning environments as important contributors to their success. Feedback also identified barriers relating to digital accessibility, online systems, large blocks of text, and inconsistent accessibility features. These findings informed actions relating to Universal Design for Learning (UDL), multiple-format learning resources, accessible digital systems, captions, flexible learning supports, and ongoing review of accessibility barriers.
Priority 4. Continue building staff capability and inclusive practice	Objective 5. Strengthen staff capability, confidence, and inclusive practice	Staff survey findings showed generally high levels of confidence supporting disabled learners, while also identifying a need for ongoing professional development in areas such as neurodiversity, dyslexia, ADHD, trauma-informed practice, UDL, mental health support, and inclusive online teaching. These findings directly informed the objective focused on strengthening staff capability, confidence, and inclusive practice through ongoing training and professional development.
Priority 5. Strengthen relational support and learner voice	Objective 2. Increase disabled learner voice, partnership, and relational support  Objective 1. Strengthen leadership, accountability, and continuous improvement for disabled learners	Learners and staff highlighted the importance of ongoing feedback opportunities, stronger learner voice, co-design approaches, and involving disabled learners in shaping support systems and accessibility improvements. These findings informed objectives relating to learner consultation, partnership, AIRG representation, focus groups, co-design opportunities, and strengthening learner participation in organisational review and improvement processes.

The following sections offer more detail on the objectives including goals/targets, tasks/criteria, evaluation methods to inform decision making, how the objectives link to the Kia Ōrite Toolkit, and a timeline for the implementation of the actions.

## Disability Action Plan Strategic Priorities and Objectives

### Objective 1. Strengthen leadership, accountability, and continuous improvement for disabled learners

#### Goals/targets

- Continue the Access and Inclusion Reference Group (AIRG) with senior leadership involvement
- AIRG to develop, update, and monitor the Disability Action Plan
- AIRG to monitor learner participation, retention, achievement, wellbeing, and graduate outcomes to inform decision making
- Ensure disability and inclusion considerations are embedded within organisational planning and quality improvement processes
- Continue gathering learner and staff feedback to inform ongoing improvements

#### Tasks/criteria

- Ensure AIRG membership includes senior leadership, academic staff, learner support staff, and disabled learner/graduate representation
- Continue annual review and updating of the Disability Action Plan
- Continue annual learner and staff disability and inclusion surveys
- Monitor learner outcomes and identify trends or barriers requiring organisational response
- Ensure AIRG regularly reviews policies, systems, learner feedback, and support processes
- Report relevant findings and recommendations to organisational leadership and relevant working groups
- Ensure policies and processes remain aligned with current legislation and inclusive practice guidance

#### Evaluation methods to inform decision making

- Learner and graduate survey data
- Staff survey data
- Learner participation, retention, achievement, and graduate outcome data
- AIRG feedback and recommendations
- Learner wellbeing and support data
- Staff feedback
- External sector guidance and legislative updates

#### Links to the Kia Ōrite Ten Point Plan

- Practising equity through an all-of-institution approach to supporting disabled learners
- Ensuring leadership accountability for accessibility, inclusion, and equitable learner outcomes
- Building partnerships with disabled learners in planning, review, and decision making
- Reviewing learner outcomes and organisational practices through ongoing reflection, evaluation, and improvement

- Providing guidance and training relating to legal obligations and non-discriminatory practice

## **Objective 2. Increase disabled learner voice, partnership, and relational support**

### **Goals/targets**

- Increase opportunities for disabled learners and graduates to contribute to decision making
- Strengthen relational and personalised learner support
- Ensure learners have ongoing opportunities to provide feedback throughout their learning journey
- Increase proactive wellbeing and support check-ins for disabled learners
- Strengthen learner confidence, belonging, and engagement

### **Tasks/criteria**

- Continue inviting disabled learners and graduates to participate in AIRG and consultation opportunities
- Develop additional opportunities for learner voice through surveys, focus groups, and feedback activities
- Ensure learners can request support and contact throughout their study journey
- Increase proactive learner check-ins and personalised support opportunities
- Ensure learners receive clear information about available support services and pathways
- Strengthen communication processes that support learner wellbeing and inclusion
- Explore opportunities for disabled learner co-design within support initiatives and accessibility improvements

### **Evaluation methods to inform decision making**

- Learner survey data
- Learner wellbeing and engagement feedback
- AIRG feedback
- Student Support team feedback
- Learner participation in consultation opportunities
- Learner retention and support engagement data

### **Links to the Kia Ōrite Ten Point Plan**

- Building partnerships with disabled learners in planning, review, and decision making
- Practising equity through an all-of-institution approach to supporting disabled learners
- Planning proactively for increasing learner diversity and accessibility needs
- Reviewing learner outcomes and organisational practices through ongoing reflection, evaluation, and improvement

## **Objective 3. Improve communication, systems, and accessibility of support**

### **Goals/targets**

- Improve communication consistency and responsiveness across NZTC
- Strengthen proactive and accessible learner support systems
- Improve visibility and accessibility of learner support services and resources

- Ensure policies, processes, and systems support accessibility and inclusion

### **Tasks/criteria**

- Review communication processes across academic and support teams
- Improve clarity and consistency of information relating to assessments, placements, extensions, and learner support
- Strengthen orientation and onboarding processes for disabled learners
- Continue development and promotion of accessible online support resources
- Clarify referral pathways and learner support processes
- Review policies and procedures to ensure accessibility and inclusivity
- Ensure learners and staff can easily access information about available supports and accommodations

### **Evaluation methods to inform decision making**

- Learner survey data
- Staff survey data
- Learner support engagement data
- AIRG feedback
- Feedback from Student Support and academic teams
- Monitoring of learner complaints, concerns, and support requests

### **Links to the Kia Ōrite Ten Point Plan**

- Removing barriers within learning environments, systems, services, and processes
- Providing flexible learning supports and reasonable accommodations
- Practising equity through an all-of-institution approach to supporting disabled learners
- Planning proactively for increasing learner diversity and accessibility needs

## **Objective 4. Improve accessibility and flexibility within learning environments**

### **Goals/targets**

- Strengthen accessibility and inclusivity within digital and physical learning environments
- Continue embedding Universal Design for Learning (UDL) principles into course design and delivery
- Improve accessibility of learning resources, assessments, and online learning systems
- Ensure learning supports and reasonable accommodations are responsive to learner needs

### **Tasks/criteria**

- Increase use of accessible and multiple-format learning resources
- Improve accessibility of NZTC Online and digital learning materials
- Increase use of captions, audio, video, and interactive learning resources where appropriate
- Continue applying UDL principles within programme and course reviews
- Review accessibility barriers experienced by learners and implement improvements where required
- Ensure flexibility within learning activities, placements, and assessments where appropriate

- Continue monitoring accessibility of learning systems and environments

### **Evaluation methods to inform decision making**

- Learner survey data
- Accessibility feedback from learners and staff
- AIRG feedback
- Student Support and academic team feedback
- Monitoring of learner accommodation requests and support needs
- Review of course materials and online systems

### **Links to the Kia Ōrite Ten Point Plan**

- Applying Universal Design for Learning (UDL) and inclusive design principles
- Providing flexible learning supports and reasonable accommodations
- Removing barriers within learning environments, systems, services, and processes
- Planning proactively for increasing learner diversity and accessibility needs

## **Objective 5. Strengthen staff capability, confidence, and inclusive practice**

### **Goals/targets**

- Continue building disability confidence across all NZTC teams
- Strengthen staff capability in inclusive teaching and learner support practices
- Ensure staff understand legal and ethical responsibilities relating to disabled learners
- Increase staff awareness of available support services and resources

### **Tasks/criteria**

- Continue Disability Confidence Training for all staff
- Include disability and inclusion training within onboarding processes
- Provide ongoing professional development relating to:
  - Neurodiversity
  - Dyslexia
  - ADHD
  - Trauma-informed practice
  - Mental health support
  - Universal Design for Learning (UDL)
  - Inclusive online teaching and learner engagement
- Promote accessibility and inclusion resources across NZTC
- Ensure staff understand referral pathways and learner support processes
- Encourage sharing of inclusive teaching and support practices across teams

### **Evaluation methods to inform decision making**

- Staff survey data
- Professional development participation data
- AIRG feedback
- Learner feedback relating to staff support and inclusion
- Staff confidence and capability feedback

- Monitoring onboarding and training completion rates

### **Links to the Kia Ōrite Ten Point Plan**

- Strengthening staff capability through disability confidence and inclusive practice training
- Providing guidance and training relating to legal obligations and non-discriminatory practice
- Practising equity through an all-of-institution approach to supporting disabled learners
- Applying Universal Design for Learning (UDL) and inclusive design principles.

NZTC recognises that inclusive education is a shared organisational responsibility and that disabled learners must be active partners in shaping equitable learning environments. Through this Disability Action Plan, NZTC commits to ongoing reflection, collaboration, accessibility improvement, and inclusive practice to support learner success, wellbeing, participation, and belonging.

## Disability Action Plan Timeline

### Objective 1. Strengthen leadership, accountability, and continuous improvement for disabled learners

O1. Goals and targets	Person/team responsible	2026 Actions	2027 Actions	2028 Actions
Continue the Access and Inclusion Reference Group (AIRG) with senior leadership involvement	Registrar SS Team Lead Academic Dean AIRG Members	Review AIRG membership and terms of reference and invite additional disabled learner/graduate representation	Continue AIRG meetings and review effectiveness of representation and engagement processes	Review AIRG structure and future membership requirements for the next DAP cycle
AIRG to develop, update, and monitor the Disability Action Plan	Registrar SS Team Lead Academic Dean AIRG Members	Update Disability Action Plan to align with 2026 learner and staff survey findings and Kia Ōrite Toolkit principles	Conduct annual review and update of the Disability Action Plan	Complete full review of Disability Action Plan outcomes and inform development of next DAP
AIRG to monitor learner participation, retention, achievement, wellbeing, and graduate outcomes	Registrar SS Team Lead Academic Dean AIRG Members QC Team	Review current learner participation, retention, achievement, and wellbeing data to identify trends and barriers	Continue monitoring learner outcomes and review impact of implemented support initiatives	Conduct full review of learner outcomes and identify future priorities
Ensure disability and inclusion considerations are embedded within organisational planning and quality improvement processes	Executive Team QC Team AIRG Members	Review current organisational policies and processes relating to accessibility and inclusion	Continue reviewing organisational systems and identify areas requiring improvement	Evaluate effectiveness of organisational accessibility and inclusion initiatives
Continue gathering learner and staff feedback to inform ongoing improvements	Registrar QC Team AIRG Members	Conduct annual learner and staff disability and inclusion surveys	Continue annual learner and staff surveys and review emerging themes	Review survey trends across 2026–2028 period to inform future planning

## Objective 2. Increase disabled learner voice, partnership, and relational support

O2. Goals and targets	Person/team responsible	2026 Actions	2027 Actions	2028 Actions
Increase opportunities for disabled learners and graduates to contribute to decision making	Registrar AIRG Members SS Team Lead	Invite additional disabled learners and graduates to participate in AIRG and consultation activities	Develop additional focus groups and co-design opportunities	Review effectiveness of learner participation and consultation processes
Strengthen relational and personalised learner support	SS Team Lead QC Team	Review current learner support and check-in processes	Continue strengthening personalised and proactive support approaches	Evaluate impact of relational support initiatives on learner wellbeing and engagement
Ensure learners have ongoing opportunities to provide feedback throughout their learning journey	QC Team SS Team AIRG Members	Increase opportunities for learner feedback during onboarding, study, and programme completion	Review effectiveness of learner feedback processes and implement improvements where needed	Continue ongoing learner consultation and identify future opportunities for learner partnership
Increase proactive wellbeing and support check-ins for disabled learners	SS Team QC Team Academic Staff	Review and strengthen proactive wellbeing and support check-in processes	Continue implementation of proactive learner wellbeing initiatives	Evaluate effectiveness of wellbeing and learner support approaches
Strengthen learner confidence, belonging, and engagement	SS Team Academic Leadership Executive Team	Review opportunities to strengthen learner connection and belonging	Continue development of learner engagement and support initiatives	Review learner engagement data and identify future priorities

### Objective 3. Improve communication, systems, and accessibility of support

O3. Goals and targets	Person/team responsible	2026 Actions	2027 Actions	2028 Actions
Improve communication consistency and responsiveness across NZTC	Operations Manager Academic Leadership SS Team Administration Team QC Team	Review communication processes and identify areas requiring improvement	Continue improving consistency and timeliness of learner communications	Review effectiveness of communication improvements
Strengthen proactive and accessible learner support systems	SS Team Lead AIRG Members	Review learner support pathways and referral processes	Continue implementation of improved learner support systems	Evaluate learner support engagement and accessibility
Improve visibility and accessibility of learner support services and resources	SS Team Lead QC Team	Increase visibility of learner support services and accessibility information	Expand accessible online support resources and learner information	Review learner awareness and accessibility of support resources
Ensure policies, processes, and systems support accessibility and inclusion	Executive Team QC Team SS Team Lead AIRG Members	Review accessibility and inclusivity of current policies and systems	Continue policy and systems review process and implement updates where required	Conduct review of organisational accessibility and inclusion systems

## Objective 4. Improve accessibility and flexibility within learning environments

O4. Goals and targets	Person/team responsible	2026 Actions	2027 Actions	2028 Actions
Strengthen accessibility and inclusivity within digital and physical learning environments	IT Team Operations Manager Academic Leadership	Review accessibility of NZTC Online and key learner resources	Continue implementing accessibility improvements within learning environments	Conduct review of accessibility improvements and identify future priorities
Continue embedding Universal Design for Learning (UDL) principles into course design and delivery	IT Team Operations Manager Academic Leadership	Begin integrating additional UDL principles into programme and course review processes	Continue embedding UDL approaches into course design and delivery	Evaluate effectiveness of UDL implementation and identify further development opportunities
Improve accessibility of learning resources, assessments, and online learning systems	IT Team Operations Manager Academic Leadership	Increase use of accessible and multiple-format learning resources	Continue improving accessibility of assessments and learning systems	Conduct review of accessibility improvements relating to learning resources and systems
Ensure learning supports and reasonable accommodations are responsive to learner needs	SS Team Lead Academic Leadership	Review current learning support processes	Continue monitoring and improving support responsiveness	Evaluate effectiveness of learner support systems

## Objective 5. Strengthen staff capability, confidence, and inclusive practice

O5. Goals and targets	Person/team responsible	2026 Actions	2027 Actions	2028 Actions
Continue building disability confidence across all NZTC teams	Executive Team QC Team	Continue Disability Confidence Training for all staff	Continue organisation-wide disability confidence initiatives	Review effectiveness of disability confidence training and identify future needs
Strengthen staff capability in inclusive teaching and learner support practices	Executive Team Academic Leadership SS Team QC Team	Provide professional development relating to neurodiversity, dyslexia, ADHD, trauma-informed practice, mental health support, and UDL	Continue inclusive practice and learner support professional development	Evaluate staff confidence and capability development over the DAP period
Ensure staff understand legal and ethical responsibilities relating to disabled learners	Executive Team QC Team	Review onboarding and staff training relating to legal obligations and inclusive practice	Continue providing guidance relating to legal and ethical responsibilities	Review staff understanding and application of inclusive and non-discriminatory practices
Increase staff awareness of available support services and resources	SS Team Academic Leadership Communications Team	Increase promotion of learner support services, referral pathways, and accessibility resources	Continue improving staff awareness of support systems and processes	Review effectiveness of staff communication and awareness initiatives

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## Appendix A. Feedback from Surveys

### 2023 Learner and Graduate Survey

The first disability-focused survey was conducted in 2023 and distributed to current learners and graduates who had disclosed a disability during enrolment or throughout their studies. A total of 35 responses were received, including 11 current learner responses and 24 graduate responses.

#### Key findings

- Learners identified supportive lecturers, flexible online learning, accessible learning materials, and strong pastoral support as key contributors to success.
- Extensions, practical placements, and the ability to study at their own pace were valued by learners.
- Learners appreciated clear assessment guidance, accessible online systems, and timely support from lecturers and support staff.
- Support from family, employers, peers, and colleagues was identified as an important contributor to learner success and wellbeing.
- Some learners identified challenges relating to workload management, balancing placement requirements, employment, and assessments.
- Learners requested:
  - clearer communication and assessment guidance
  - more consistency across lecturers and marking practices
  - quicker lecturer response times
  - increased opportunities for face-to-face interaction
  - additional support with technology and online systems
- Findings informed the development of NZTC's initial Disability Action Plan, particularly in relation to communication, learner support, and enrolment processes.

### 2025 Learner and Graduate Survey

In 2025, NZTC expanded the survey to include all current learners and recently graduated students across all programmes to better capture learners who may identify with a disability, impairment, or long-term health condition after enrolment. A total of 529 responses were received, with 84 respondents identifying as having a health condition, impairment, and/or disability. Of these respondents, 47 were current learners and 37 were graduates.

#### Key findings

- Learners identified flexibility, accessible online learning platforms, and supportive relationships as important contributors to academic success.
- Clear assessment guidance, constructive lecturer feedback, and structured learning resources supported learner confidence and achievement.
- Interactive learning opportunities such as forums and live discussions enhanced learner engagement and understanding.
- Learners valued emotional and academic support from lecturers, Student Support, peers, and family networks.
- Learners requested:
  - faster and more consistent communication from staff
  - more personalised and proactive support
  - increased live engagement opportunities such as Teams meetings
  - stronger responsiveness to disability and health-related accommodations

- clearer guidance and tailored resources
- Findings led to the introduction of:
  - proactive learner check-ins
  - one-on-one Teams support sessions
  - increased Student Support campus presence
  - strengthened referral pathways
  - additional professional development for Student Support staff

## 2026 Learner, Graduate, and Staff Surveys

In 2026, NZTC undertook both a learner and graduate survey and a Staff Confidence Survey: Supporting Disabled Learners to further explore disability inclusion, accessibility, learner wellbeing, and inclusive practice. The learner and graduate survey was distributed to 646 graduates, receiving 107 responses, and 1,787 current learners, receiving 556 responses. Responses were filtered to include learners identifying with disability, neurodiversity, long-term health conditions, or impairment categories. A total of 80 respondents formed the basis of the disability-focused analysis.

### Key findings from learner and graduate survey

- Learners valued:
  - flexible and self-paced learning
  - supportive relationships with lecturers and staff
  - practical placement experiences
  - accessible learning resources
  - empathetic and responsive support
- Online learning environments were identified as particularly supportive for learners with ADHD, dyslexia, anxiety, chronic illness, fatigue, and processing difficulties.
- Common barriers included:
  - balancing work, family responsibilities, placements, and study workload
  - mental health challenges
  - neurodiversity-related learning difficulties
  - communication delays and inconsistent support
  - navigating online systems and administrative processes
- Learners requested:
  - clearer communication and faster response times
  - more consistent assessment guidance and marking
  - increased face-to-face and live online interaction
  - stronger wellbeing support
  - simplified systems and improved accessibility features
  - stronger relational support and ongoing check-ins

The Staff Confidence Survey received 35 responses from staff across academic, administration, student support, leadership, quality, and schools-based roles.

### Key findings from staff survey

- Staff reported generally high levels of confidence supporting disabled learners:
  - 80% felt confident supporting disabled learners
  - 82.86% felt confident adapting approaches to meet diverse learner needs
  - 82.86% understood legal and ethical responsibilities
  - 94.29% had completed Disability Confidence Training
- Staff identified strengths in:
  - learner-centred and relational practice

- adapting communication and teaching approaches
- providing one-on-one support
- using flexible and inclusive practices
- Staff identified opportunities to strengthen:
  - organisational systems and consistency
  - accessibility resources and guidance
  - communication pathways
  - support coordination across teams
- Professional development priorities included:
  - neurodiversity support
  - trauma-informed practice
  - Universal Design for Learning (UDL)
  - disability awareness and inclusive teaching strategies
  - online learner support
  - communication with deaf and hard-of-hearing learners

### **Overall priorities identified through the 2026 surveys**

- Improve communication consistency and response times
- Strengthen proactive and accessible support systems
- Increase flexibility and accessibility within learning environments
- Continue building staff capability and inclusive practice
- Strengthen relational support and learner voice

### **Summary of surveys**

The findings from the 2023, 2025, and 2026 surveys demonstrate that flexibility, accessibility, strong relationships, proactive learner support, and inclusive practice are central contributors to learner success and wellbeing. The surveys have provided valuable insight into the experiences of disabled learners and staff and have directly informed ongoing improvements to learner support systems, accessibility initiatives, staff professional development, organisational processes, and the continued implementation of NZTC's Disability Action Plan.

## Appendix B. Disabled Learner Graduate Data

### Graduate Outcomes for Disabled Learners

The following tables present the number and proportion of disabled graduates from NZTC's Early Childhood Education (ECE) and Health and Wellbeing (HW) programmes between 2021 and 2025. These figures provide insight into graduate participation and achievement trends over time and support NZTC's ongoing monitoring of outcomes for disabled learners as part of the Disability Action Plan. The data demonstrates overall positive outcomes for disabled learners, with increases in the proportion of disabled graduates across both ECE and HW programmes over several years. It is important to note that the actual number of disabled graduates may be higher than reported, as some learners may choose not to disclose a disability during enrolment or study.

### ECE and HW graduate numbers in 2021 and 2022

<b>ECE &amp; HW graduates</b>	<b>2021</b>		<b>2022</b>	
All ECE graduates	1287		1124	
Disabled ECE graduates	27	2.1%	18	1.6%
All HW graduates	740		764	
Disabled HW graduates	10	1.35%	19	2.49%

### ECE and HW graduate numbers in 2023, 2024, and 2025

<b>ECE programs</b>	<b>2023</b>		<b>2024</b>		<b>2025</b>	
All ECE graduates	856		1034		995	
Disabled ECE graduates	27	3.15%	40	3.87%	30	3.02%
All HW graduates	568		848		591	
Disabled HW graduates	12	2.11%	56	6.60%	15	2.54%

## Appendix C. Disabled Learner Course Completion Data

The following tables present course completion outcomes for disabled learners and all learners across NZTC's Early Childhood Education (ECE) and Health and Wellbeing (HW) programmes from 2023 to 2025. The data includes successful completions, fail grades, incomplete grades, withdrawals, and the combined proportion of fails, incompletes, and withdrawals. Monitoring course completion data is an important part of evaluating learner achievement, identifying barriers to success, and informing ongoing improvements to learner support systems and inclusive practices. The data allows NZTC to compare outcomes for disabled learners alongside overall learner outcomes and assess the effectiveness of initiatives introduced through the Disability Action Plan.

## ECE course completion rates from 2023 to 2025

ECE 2023	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	11707	10945	93.49%	460	3.93%	279	2.38%	23	0.20%	762	6.51%
Disabled learners	314	290	92.36%	11	3.50%	11	3.50%	2	0.64%	24	7.64%

ECE 2024	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	11608	10577	91.12%	853	7.35%	82	0.71%	96	0.83%	1031	8.88%
Disabled learners	568	496	87.32%	52	9.15%	11	1.94%	9	1.58%	72	12.68%

ECE 2025	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	13260	11792	88.93%	690	5.20%	681	5.14%	97	0.73%	1468	11.07%
Disabled learners	501	419	83.63%	40	4.98%	37	7.39%	5	1.00%	82	16.37%

## HW course completion statistics from 2023 to 2025

HW 2023	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	6172	5824	94.36%	115	1.86%	233	3.78%	0	0.00%	348	5.64%
Disabled learners	94	85	90.43%	1	1.06%	8	8.51%	0	0.00%	9	9.57%

HW 2024	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	6770	6166	91.08%	479	7.08%	102	1.51%	23	0.34%	604	8.92%
Disabled learners	500	433	86.60%	45	9.00%	19	3.80%	3	0.60%	67	13.40%

HW 2025	Total number of courses	Successful completion		Fails		Incompletes		Withdrawals		Fails, Incompletes, and Withdrawals	
		#	%	#	%	#	%	#	%	#	%
All learners	6096	5541	90.90%	120	1.97%	434	7.12%	1	0.02%	555	9.10%
Disabled learners	123	108	87.80%	2	1.63%	12	9.76%	1	0.81%	15	12.20%