



Disability Action Plan Progress Update 2026-2028

2 July 2025

Disability Action Plan Progress Update

This Progress Update responds to Tertiary Education Commission requirements¹ by:

1. Being organised into four sections:
 - What the University of Auckland has achieved against its previous DAP.
 - Lessons learnt, including what has worked, what has not, and why.
 - What next steps will be taken and how these have been informed by the lessons learnt.
 - Any resulting changes to the DAP.
2. Providing summary data for all disabled learners, and for neurodivergent learners as a separately specified group of learners in need.

This Progress Update also responds to the Plan Guidance issued by TEC² by including clear evidence that we have used the Kia Ōrite Toolkit.

This document has been formatted to be screen reader friendly, which may result in increased length.

Abbreviations:

AI - Artificial Intelligence

DAP - Disability Action Plan

DAPRG - Disability Action Plan Reference Group

MoU – Memorandum of Understanding

OPVCE - Office of the Pro Vice-Chancellor Equity

SDS - Student Disability Services

STEM - Science, Technology, Engineering, and Mathematics

TEC - Tertiary Education Commission

UELC - University Equity Leadership Committee

UDOIT - Universal Design Online content Inspection Tool

UDL - Universal Design for Learning

WCAG - Web Content Accessibility Guidelines

WS - Workstream

¹ [New Zealand Gazette, 5 March 2025, Notice 2025-s1999](#)

² <https://www.tec.govt.nz/assets/Forms-templates-and-guides/Plan-guidance/2026/plan-guidance-2026.pdf>

Executive Summary

Waipapa Taumata Rau, University of Auckland aspires to be the university of choice for people with disability. This aspiration is comprised of four elements:

- An inclusive, accessible environment where disabled learners participate on an equal basis with others
- Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable
- People with disabilities have a sense of community and belonging at the University
- The University's leaders, systems, and processes function in the best interests of people with disability

This Disability Action Plan Progress Update outlines what we have achieved, what we have learnt, what we plan to do, and how our plan aligns with TEC guidance.

Most initial DAP deliverables are complete, established, or on track (87%) and we are progressing against our primary success indicators. We are within an acceptable range for disabled student participation, graduates entering the workforce, and disabled staff participation. The gap between disabled and non-disabled learners' overall satisfaction with their experience has narrowed to 9% since 2021 but remains outside our 2% tolerance. The gap between disabled and non-disabled learners' overall student completion rates narrowed to 4% in 2024 but remains outside our 2% tolerance.

Key lessons learnt relate to ensuring adequate resourcing for engaging and collaborating with disabled learners, accessible online learning, a secure case management system, and disabled learner spaces. We have also learnt that pilot trials and leveraging existing systems and processes enhance our implementation efforts.

Our next steps include implementation of a new Reasonable Accommodations for Disability Policy and Procedures, upskilling our workforce, improving career support for disabled learners, and developing secondary DAP success indicators.

Our updated DAP is informed by and aligned with TEC guidance and the Kia Ōrite Toolkit. We have mapped the alignment between the Kia Ōrite best practice standards and our updated DAP workstreams to ensure full coverage. We are satisfied with the progress we have made to date. Our updated DAP reflects the priorities and expectations of our disabled learners, TEC best practices, and what we have learnt. We also anticipate that rapidly evolving technologies, such as AI, will create both opportunities and risks for disabled learners. Deliverables within workstreams can be readily adjusted in response to developments both within the University and in the wider environment.

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1. What the University of Auckland has achieved against its previous DAP

An overview of progress in the 2022-2025 period is provided in Figure 1 and the commentary below. The overall delivery of the Waipapa Taumata Rau, University of Auckland's Disability Action Plan (DAP) is progressing well. The initial DAP submitted in 2022 produced 68 deliverables. Most (87%) of these have been completed, established as business as usual, or are currently in progress. See Appendix 1 for more details.

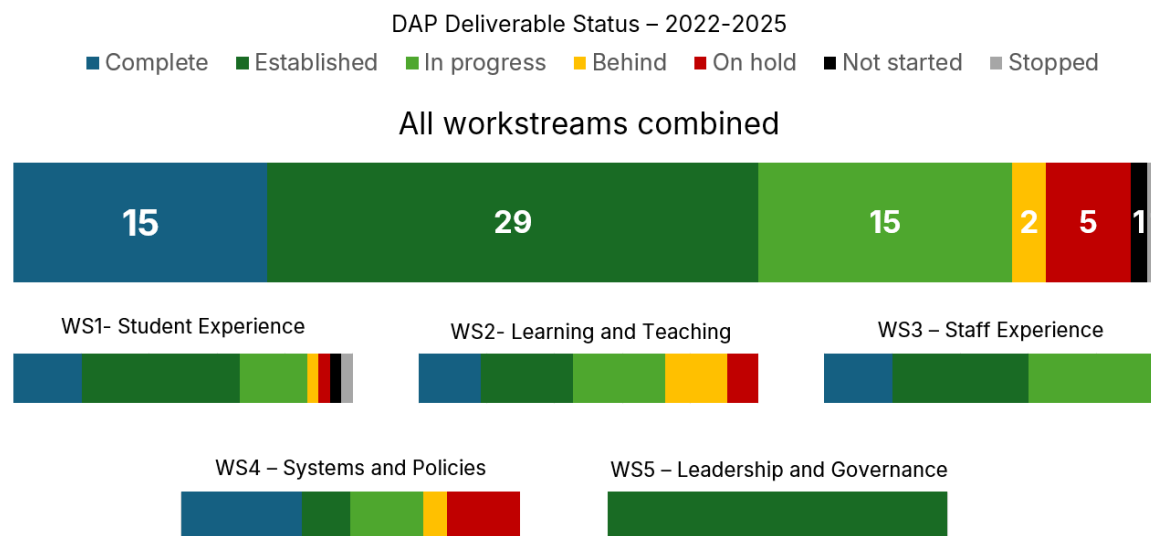


Figure 1 Deliverable status overall and for each Workstream as at May 2025

Complete: There are 15 standalone deliverables that have been successfully completed ($15/68 = 22\%$)

Established: There are 29 deliverables that have been successfully established as part of ongoing business as usual ($29/68 = 43\%$)

In progress: There are 15 deliverables that are on track with no specific delays anticipated ($15/68 = 22\%$)

Overall, this means that most of our DAP deliverables are complete, established, or on track ($57/68 = 87\%$)

Behind: There are two deliverables that are notably behind schedule due to resourcing or sequencing

On hold: There are five deliverables that are on hold due to resourcing or sequencing requiring work to be paused

Not started: There is one deliverable that has not been started

Stopped: There is one deliverable that was initiated and then stopped in response to new information about the deliverable's feasibility or return on investment

1.1 Success indicators

Primary success indicators (Table 1) describe what success looks like for our programme of work. They specify the acceptable range of differences between groups or years that is within tolerance. They are in place to track participation, experience and success of disabled learners at Waipapa Taumata Rau, University of Auckland. The primary success indicators are expected to reflect the aggregate effects of DAP activities. Evaluation strategies for specific DAP initiatives are outlined in Section 4.3. To supplement our primary success indicators, we have provided additional information about the student completion rates and use of support services in Table 2, high level data for neurodivergent learners in Table 3, and a breakdown by discipline (STEM vs Other) in Table 4.

We are within or moving toward meeting tolerances on each indicator where data are available.

- **Participation:** Participation rates are increasing and are within tolerance for students and staff. The percentage of students disclosing disability increased from 7% in 2020 to 10% in 2025, and the percentage of staff disclosing disability has increased from 5% to 6% in the same period.
- **Satisfaction Gap:** The satisfaction gap between disabled and non-disabled learners narrowed from 12% to 9% (2021-2024). Satisfaction increased for both groups: disabled (59% to 70%) and non-disabled (71% to 79%). The 9% gap is outside the 2% tolerance.
- **Student Completion Rates (SCR):** The SCR gap has decreased. Over the course of the previous DAP, disabled learners had a course completion rate that ranged from 84% in 2022 to 87% in 2024. Meanwhile, non-disabled learners had a consistent 90% course completion rate. Disabled learners using Student Disability Services (SDS) (Table 2) met the 2% gap tolerance in 2024 and are consistently closer to non-disabled students when compared to disabled students not using SDS.
- **Employment Rates:** Employment rates are within the 2% tolerance and over 90% of graduates are employed each year (2021-2024). In 2024, 92% of disabled and 94% of non-disabled graduates were employed.
- **Staff engagement:** Staff engagement has been measured once within the period and there was a difference of 11% (66% for non-disabled staff, 55% for disabled staff) which is outside the 2% tolerance.

Regarding our subgroups:

- **Neurodivergent learners:** student completion rates for non-disabled learners were 92% in 2020 and dropped to 90% in 2021, where they have remained stable. Student completion rates for neurodivergent learners were 90% in 2020, dropping to 85% in 2021. The widening disparity from 2% to 5% reflects the greater impact of the Covid pandemic on neurodivergent learners. The gap has since closed again to 2%, with 2024 SRC of 88% for neurodivergent learners and 90% for non-disabled learners.
- **STEM students:** Students with disabilities within STEM disciplines have smaller gaps in student completion rates (3% vs 6%), employment rates (1% vs 5%), and satisfaction with overall university experience (8% vs 11%) relative to other disciplines from 2021-2025. However, disabled STEM students also have lower rates of participation relative to other disciplines (9% vs 12%), and participation rates have been stable between 2022 and 2024 (Table 4).

Table 1 DAP primary success indicators.

Type of Indicator	We will consider the DAP to be successful when	2021	2022	2023	2024	2025
Participation	The percentage of students who disclose disability remains stable within 1% or increases. Reported numbers are the difference from the previous year.	+2%	+1%	+1%	+1%	=0%
Experience	The percentage of disabled learner respondents generally agreeing that they are satisfied with the overall University of Auckland experience is within 2% of non-disabled learner respondents in the annual Learning and Teaching Survey. Reported numbers are the difference between disabled and non-disabled learners.	12%	9%	8%	9%	
Success	Overall student completion rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are difference between disabled and non-disabled learners.	5%	6%	5%	4%	
	The percentage of disabled learners entering the workforce is within 2% of non-disabled learners as measured by the Graduate Destination Survey. Reported numbers are the difference between disabled and non-disabled learners.	2%	<1%	3%	2%	
Staff Participation	The percentage of staff who disclose disability remains stable within 1% or increases. Reported numbers are the difference from previous year.		+1%	+2%	0%	-1%
Staff Experience	Average overall engagement scores for disabled staff are within 2% of non-disabled staff in the Employee Experience Survey. Reported numbers are the difference between disabled and non-disabled staff.			11%		

NB:// Data for 2025 are provisional and the survey used as the measure for the Staff Experience indicator runs once every three years.

Table 2 Difference between course completion rates among disabled learners who did and did not use Student Disability Services (SDS), relative to non-disabled learners

Indicator	Use of SDS	2020	2021	2022	2023	2024
Overall student completion rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are the difference between relevant disabled and all non-disabled learners	Did not use SDS	5%	7%	8%	5%	6%
	Used SDS	2%	3%	3%	4%	2%

Table 3 Supplementary Indicator related data in neurodivergent learners and staff

Indicator related data	2020	2021	2022	2023	2024
Percentage of student population identifying as neurodivergent	2%	2%	3%	3%	4%

Overall student completion rates among neurodivergent learners	90%	85%	85%	87%	88%
Percentage of staff population identifying as neurodivergent	1%	2%	2%	2%	3%

Table 4 DAP Primary Success Indicators for students in STEM faculties and LSRI³.

Type of Indicator	We will consider the DAP to be successful when	STEM	2021	2022	2023	2024	2025
Participation	The percentage of students who disclose disability remains stable within 1% or increases. Reported numbers are the difference from the previous year.	Yes	+1%	+2%	+1%	=0%	=0%
		No	+2%	+2%	=0%	+1%	+1%
Experience	The percentage of disabled learner respondents generally agreeing that they are satisfied with the overall University of Auckland experience is within 2% of non-disabled learner respondents in the annual Learning and Teaching Survey. Reported numbers are the difference between disabled and non-disabled learners.	Yes	11%	8%	10%	8%	
		No	15%	11%	6%	11%	
Success	Overall student completion rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are the difference between disabled and non-disabled learners.	Yes	5%	5%	4%	3%	
		No	6%	7%	5%	6%	
Success	The percentage of disabled learners entering the workforce is within 2% of non-disabled learners as measured by the Graduate Destination Survey. Reported numbers are the difference between disabled and non-disabled learners.	Yes	1%	1%	4%	-1%	
		No	2%	0%	2%	5%	

³ Science, Engineering and Design, Medical and Health Sciences, Auckland Bioengineering Institute, Liggins Institute

2. Lessons learnt

2.1 What is working

Disabled Learner Voice

Our approach to engaging with disabled learners is working.

- The Disability Action Plan Reference Group (DAPRG) is comprised of 26 people with lived experience and/or disability expertise. The group is balanced with respect to undergraduate and postgraduate students, and academic and professional staff. This group has the role of critic and conscience for the DAP. The DAPRG reviews and influences all progress reports and updates to the DAP, including this one, as well as early drafts of disability-related policies, procedures, guidelines, and resources. Workstream owners update the DAPRG twice per year.
- **We have learnt that** the success of our DAPRG relates to its balanced composition, the university's administrative support for four meetings per year, and payment of student members for their time. We have established a productive working relationship characterised by transparency, collaboration, and mutual trust.
- The University has provided practical support for the establishment of the Auckland University Disabled Students' Association and encouraged establishment of the Disability Rights Officer role within the Auckland University Students' Association. These roles are automatically members of the DAPRG. We have also improved reporting of the University's annual Learning and Teaching Survey, by ensuring that disabled learners' responses are separately reported and compared with non-disabled learners'.
- **We have learnt that** creating opportunities within existing structures and processes is an efficient way of enhancing disabled learners' voice.

Accessible Online Learning

Our approach to enhancing the accessibility of online learning materials is working.

- Key elements have been the creation of baseline standards for course materials in our Learning Management System, Canvas, and the implementation of an online tool called UDOIT (Universal Design Online content Inspection Tool) that audits the accessibility of all Canvas courses. This required additional resourcing of dedicated specialist staff within Ranga Auaha Ako, Learning and Teaching Design Team for a period of two years, with ongoing consultation available to all teaching staff.
- This work is supported by wider efforts to improve our overall digital accessibility, including the creation of standards and training for relevant staff. This is also reflected in our new branding which is designed to be accessible.

- **We have learnt that** our current incremental approach does not allow the University to make step-change improves in accessibility, particularly within a constrained fiscal environment.

Making resources and training available to staff

Our approach to making resources and training available for staff is working. Examples include:

- The TeachWell hub includes specific content relating to accessible and inclusive teaching practices.
- Hidden Disabilities training was successfully piloted with 363 staff members in 2024 and has since been delivered to 119 staff. Training is now available on an ongoing basis with 106 staff currently registered for 2025.
- Disability Confidence 101 training is now available online for all staff.
- Words Matter is an online glossary of disability related terms with definitions and usage examples co-created with the DAPRG.
- Web accessibility training and guidelines are provided to web publishers and editors as part of the Content Review Framework for Web content.
- **We have learnt that** resources and training work well when they are developed and implemented in close collaboration with disabled learners and staff, and piloted and improved before being scaled up.

Disabled learner spaces

Our approach to creating accessible and specific physical spaces for disabled learners is working. These include:

- Hiwa, the University's new sport and recreation centre.
- Accessible Lounge in the General Library.
- Te Kāuta, Student Kitchen and Lounge.
- **We have learnt that** key contributors to the success of new spaces are their co-creation with disabled learners, and the influence of DAP principles on the strategy, policies, and processes used to plan and construct them.

DAP coordination, leadership and governance

Our approach to DAP coordination, leadership and governance is working.

- The Office of the Pro Vice-Chancellor Equity (OPVCE) is responsible for coordinating the DAP. Centralised coordination has ensured identification of synergies between workstreams and enhanced project management for improved accountability and reporting. Each workstream has an owner who is

responsible for setting the deliverables and milestones and coordinating their team to achieve them. Centralised coordination has required reallocating funding to a role in the OPVCE with specific DAP responsibilities.

- The University Equity Leadership Committee (UELC) is the governance group for the DAP. The UELC receives regular reports on the DAP, endorses DAP annual reports, and has approved this progress update. The UELC is an effective governance group because it is comprised of relevant senior university leaders, chaired by the Vice-Chancellor, and reports directly to the University Council, ensuring that university leadership is engaged with all aspects of the DAP.
- **We have learnt that** successful DAP implementation requires governance led by the Vice-Chancellor, accountable workstream owners, and coordination of workstreams by a funded central role.

Vignette 1: Improving Disabled Learners' Test and Examination Experiences

The university has implemented Symplicity Access, a secure system to manage and share information about disabled learners' special conditions for assessments as well as other learning and teaching adjustments. This system ensures confidentiality and helps staff provide necessary accommodations.

Key Steps:

- **Pilot and Rollout:** Symplicity Access was piloted in two faculties in early 2024 and then expanded University-wide.
- **Feedback and Procedures:** Feedback indicated improvements but highlighted communication issues. Detailed Procedures were developed to clarify responsibilities.
- **Survey:** A survey of 303 students showed over 70% satisfaction with the special conditions application process and extra time provided. Key factors included good communication and supportive staff.

Areas for Improvement:

- Better communication about special conditions at enrolment and on course platforms.
- Timely updates about special conditions arrangements.

The survey will be repeated in 2026 to assess whether implementation of the new Procedures, in combination with Symplicity Access, have improved learners' experiences of special conditions.

2.2 What hasn't worked

Working with external careers services providers

Working alongside external careers services providers hasn't worked well.

- The University worked with two external partners to assist with career services for disabled students. However, one has stopped trading, and the services of the other are currently being reviewed. An external market scan indicates that there are few alternative suppliers, and the University's ability to provide specialist career services is currently limited.
- **We have learnt that** sustainable provision of specialist career services is likely to require investment in upskilling our in-house Career Development and Employment Services (CDES).

Physical accessibility audit

A comprehensive audit of physical accessibility hasn't worked.

- Our initial DAP included an initiative to audit the physical accessibility of all University buildings. It became apparent that this was a resource-intensive and lengthy process. Furthermore, our ongoing renovation of existing buildings and building of new ones meant that the audit results would be quickly outdated. We reflected on our motivation to improve physical accessibility and decided to change our approach.
- **We have learnt that** creating an option for reporting accessibility issues within our existing service request system would be more efficient than an audit. It would also enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.

Organising the DAP by task

Creating simple DAP task lists hasn't worked.

- The initial approach to the DAP was to create a list of tasks and assign them to the relevant workstreams. This created an unstructured list of tasks without clear milestones for tracking progress and identifying delays, which in turn reduced accountability and impeded reporting. We responded by investing in project management software and training all workstream leaders to use it for tracking progress.
- **We have learnt that** we need to invest in the right tools for effective management of our large and complex DAP.

2.3 Other challenges encountered or anticipated

Incomplete uptake

- One faculty was unable to take advantage of time-limited resources and support to improve the accessibility of online learning materials, due to competing commitments. This means that this faculty is at risk of reduced compliance.
- **We have learnt that** individual faculties may need extended timelines and additional support to achieve DAP targets.
- **Our response is** to ensure that support for achieving Canvas baseline standards remains available from Ranga Auaha Ako, Learning and Teaching Design Team.

Post-Covid culture shift

- The response to the Covid pandemic brought many challenges, and some advantages to the support of disabled learners. The move to fully online or hybrid teaching enhanced accessibility.
- **We have learnt that** returning to in-person delivery carries the risk of re-establishing old barriers to accessible and inclusive learning for students with disabilities.
- **Our response is** to develop a Reasonable Accommodations Policy and Procedures to formalise processes that protect disabled learners' access and participation.

Balancing privacy

- Our increasing numbers of disabled learners, combined with our DAP efforts, produce positive increases in staff awareness and responsiveness to disabled learners.
- Staff members' motivation to know about their disabled learners' needs must be balanced with respect for students' privacy, and ensuring they are not expected to repeatedly disclose information about their disability to multiple members of staff.
- The Symplicity Access case management system effectively manages students' information.
- **We have learnt that** the ongoing challenge is to ensure that all staff are trained in the safe handling of disabled learners' information.
- **Our response is** to develop and implement guidance for all staff in the handling of disability related information.

3. Next steps

Work on the DAP continues with Workstream owners empowered to develop goals under their strategic elements. Current goals can be found in Appendix 2, with the expectation that additional goals will be developed and delivered over the 2026-2028 period. Below we outline selected next steps in response to key things we have learnt.

3.1 Continuing enhancement of learner voice

- **We have learnt that** creating opportunities within existing structures and processes has been an efficient way of enhancing disabled learners' voice.
- Workstream 1 is developing our first Disabled Students Survey that will be run using existing processes. The survey will be conducted on a 2-year cycle.
- Additional opportunities for data gathering will be identified in existing surveys, with the Graduate Destination Survey being an initial focus for Workstream 1.

3.2 Accessible online learning

- **We have learnt that** a major investment is required to make sustainable University-wide improvements in the accessibility of our online learning materials.
- Workstream 2 is continuing to bring all courses up to the Canvas baseline standard by 2027 under its current phased approach.
- This work will be supported by the establishment of a related audit process using UDOIT, where the volume of accessibility issues in Canvas content will be reported twice per year. This will enable efficient and targeted intervention for courses and programmes to improve their accessibility.

3.3 Upskilling our workforce

- **We have learnt that** resources and training work well when they are developed and implemented in close collaboration with disabled learners and staff, and piloted and improved before being scaled up.
- However, simply making available our Hidden Disabilities training, Disability Confidence Training, and TeachWell training is insufficient. Staff must also be directed to and incentivised to complete these types of training.
- Workstream 3 is prioritising the development and rollout of a communications plan for Disability Confidence Training, and the packaging of support resources to make them easy to find and use. We are also exploring how training completion can be acknowledged in employees' annual performance reviews.

3.4 Improving career support

- **We have learnt that** sustainable provision of specialist career services is likely to require investment in upskilling our in-house Career Development and Employment Services (CDES).
- Workstream 1 will work with CDES to identify opportunities to upskill their staff in this area.

3.5 Physical accessibility

- **We have learnt that** creating an option for reporting accessibility issues within our existing service request system would be more efficient than an audit. It would also enable ongoing monitoring and reporting.
- Workstream 4 will explore this approach now that a staffing vacancy has been filled.

3.6 Implementing the Reasonable Accommodations Policy

- **We have learnt that** returning to in-person delivery carries the risk of re-establishing old barriers to accessible and inclusive learning for students with disabilities.
- Workstream 4 is developing a Reasonable Accommodations Policy and Procedures to formalise processes that protect disabled learners' access and participation.
- Once implemented collaboratively by all workstreams, it will clarify and improve provision of reasonable accommodations for disabled learners, with clear expectations, responsibilities, timeframes, and a complaints process.

3.7 Data

- **We have learnt that** more detailed disabled learner data in better formats would help leaders and decision-makers.
- Sub-groups of interest will be considered in the next iteration of the DAP. Some reporting on neurodivergent learners, and for specific faculties, has been included as a first step in this DAP Progress Update. We anticipate developing and formalising this reporting in collaboration with relevant parties.
- Our current set of primary success indicators mostly relate to students. Implementation of new processes and tools is expected to enable secondary measures such as staff uptake of training, and the accessibility of Canvas learning materials audited with UDOIT.
- Improvements to reporting will be made through a collaborative process led by Workstream 4 and include training of dashboard users.

4. Changes to the DAP

Updates to our DAP have been informed by TEC guidance⁴ which has five key components:

1. Clear evidence of use of the Kia Ōrite toolkit and the best practice standards it describes.
2. Goals and targets.
3. Evaluation strategies.
4. Allocation of responsibility.
5. Communication of policies and programmes.

Below we summarise changes to our DAP organised by these five key components.

4.1 Clear evidence of use of the Kia Ōrite toolkit and the best practice standards it describes

We aligned our workstreams with the Kia Ōrite 10-point plan to identify areas needing more attention or investment, as summarized in Table 5. Our updated DAP meets Kia Ōrite best practice standards. Detailed workstreams and illustrative examples are in Section 4.3.

⁴ <https://www.tec.govt.nz/assets/Oritetanga/DAP-Guidance-for-TEOs-March-2024.pdf>

Table 5 Summary of alignment between the Kia Ōrite best practice standards and our updated DAP workstreams.

Kia Ōrite 10-point plan	WS1	WS2	WS3	WS4
1. Staff at all levels taking responsibility for providing learning support for disabled learners	Yes	Yes	Yes	Yes
2. Creating a system-wide approach to supporting disabled learners	Yes	Yes	Yes	Yes
3. Building the infrastructure that enables all staff to become 'disability confident' and makes it easy for teaching and other staff to support disabled learners	Yes	Yes	Yes	
4. Providing the resources for disability support staff to assist teaching and other support staff to implement inclusive practices	Yes			
5. Building a partnership with disabled learners with different impairments in planning and design through mandated representative disabled student associates and groups	Yes			Yes
6. Developing system-wide training and resources to build the 'disability confidence' of all staff involved with supporting disabled learners		Yes	Yes	
7. Providing guidance and training on the use of non-discriminatory practices			Yes	Yes
8. Using the Principles of Universal Design in Education (UDL) in all course design, curriculum, delivery, assessment, learning support strategies, information and communication processes and the design of buildings and access routes	Yes	Yes		Yes
9. Reviewing and analysing the outcomes and satisfaction of disabled learners in an ongoing review, reflect and response cycle	Yes	Yes		Yes
10. Planning ahead assuming the numbers of disabled learners will continue to increase	Yes	Yes		Yes

4.2 Goals and targets

Goals

Two key changes in this area are the incorporation of Workstream 5 into Workstream 4, and the way that goals are now organised under strategy elements within each workstream. The DAP has been updated to structure each workstream with four levels:

- Vision – describes the overall ambition for the workstream.
- Strategy elements – describe our enduring approaches to achieving the vision.
- Deliverables – describe what will be delivered as part of each strategic approach.
- Milestones – are time-bound tasks required to achieve each deliverable.

Deliverables are identified by workstream owners in collaboration with key relevant parties, particularly the DAPRG, and with consideration of Kia Ōrite best practice guidelines. Workstream owners are responsible for identifying appropriate timelines and milestones for their deliverables and proactively updating and identifying new deliverables appropriate to their area of responsibility.

The updated vision and strategy elements for each workstream are below. Examples of past and future deliverables are available in Appendices 1 and 2 respectively.

Workstream 1: Student Experience

- Vision:
 - An inclusive, accessible environment where disabled learners participate on an equal basis with others.
- Strategy elements:
 - Disability supports are easy for students to find and access.
 - Disability supports for students are enhanced with a cycle of continuous improvement.
 - The University environment is inclusive and welcoming for students with disability.
 - Students with disabilities are supported into meaningful employment.

Workstream 2: Learning and Teaching

- Vision:
 - Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.
- Strategy elements:
 - Online learning environments and materials meet Universal Design for Learning (UDL) standards and Web Content Advisory Guidelines (WCAG).
 - Resources and experiences are available for teaching staff to discuss inclusive teaching and develop an understanding of UDL.
 - Data are used to inform areas for enhancement.

Workstream 3: Staff Experience

- Vision:
 - People with disabilities have a sense of community and belonging at the University.
- Strategy elements:
 - All staff can access disability awareness training and resources at the University.
 - Staff have options to learn how to design and create accessible materials, communications, and services.
 - The employee experience of staff with disabilities is improved.
 - The University has an efficient infrastructure to support staff with disabilities.

Workstream 4: Leadership and Infrastructure

- Vision:
 - The University's leaders, systems, and processes function in the best interests of people with disability.
- Strategy elements:
 - Anonymised aggregate data about people with disability are available to and used by appropriate role holders for evidence-based decision making.
 - Campus built environments and facilities are accessible for students, staff and visitors with disabilities.
 - The University's suite of policies and procedures is accessible to all.
 - Disability-related policies, procedures, and guidelines are developed and reviewed.
 - Reporting and monitoring procedures for implementation of the DAP reflect Kia Ōrite best practices.

Targets

Targets are understood to be high level indicators of DAP success and are a key part of the evaluation strategy. They are set in consultation with the DAPRG and the UELC.

The targets identified in our initial DAP are below.

- Learner indicators:
 - Participation: A rising proportion of learners are students with disabilities
 - Achievement: Rising retention and completion rates for students with disabilities.
 - Employment: A rising proportion of disabled learners entering the workforce at the conclusion of their studies.
- Organisational indicators:
 - Awareness: Disability understanding is embedded in staff induction and professional development.
 - Accessibility: Physical and digital accessibility are monitored and enhanced in a cycle of continuous improvement.

The learner primary success indicators have been updated and are set out in Section 1. The organisational indicators were not developed as quantifiable targets. Instead, they are guiding deliverables and are embedded within the strategic elements outlined above for each workstream.

4.3 Evaluation Strategies

The initial DAP indicated that the DAP evaluation strategy was being developed with the expectation of annual reports to the UELC. The evaluation strategy has continued to evolve and currently includes:

- Annual evaluation and reporting of primary success indicators as per Section 1.
- Evaluation of specific deliverables such as:
 - UDOIT audits of the accessibility of Canvas online learning materials twice per year, to detect courses or programmes that require targeted intervention.
 - Survey of disabled learners' experiences of special conditions for tests and examinations, repeated every two years, to detect effects of implementing Symplicity Access and Special Conditions Procedures.
 - Disabled Learners' Survey, planned for every two years, to evaluate effects of implementing various policies and processes, such as Symplicity Access and the Reasonable Accommodations Policy and Procedures.
 - Numbers of staff completing Hidden Disabilities training to evaluate the implementation and reach of this training.

We have also established regular reporting cycles for accountability, as follows:

- Monthly evaluation of progress against milestones for each deliverable.
- Biannual reporting of progress to the DAPRG and UELC.
- Six monthly updates to the public facing website.

Financial evaluation of the DAP remains challenging as DAP work is often part of the business as usual of the relevant workstreams. This is both a strength and a weakness that reflects extent to which the DAP has been integrated into strategy, policy, and work within the University as a whole. We note that an annual financial report is sent to TEC, capturing some aspects of the delivery of disability support to disabled learners.

4.4 Allocation of responsibilities

We mapped our workstreams against the Kia Ōrite Management and Learning Support Responsibilities (Table 6). The updated DAP now has four workstreams instead of five, with all responsibilities appropriately allocated. Management responsibilities are mainly under Workstream 4 Leadership and Infrastructure. Learning Support responsibilities are distributed across Workstream 1 Student Experience and Workstream 2 Learning and Teaching.

Table 6 Kia Ōrite Implementation Toolkit Responsibilities and our DAP Workstreams (WS).

Management Responsibilities	WS1	WS2	WS3	WS4
Recruitment, selection, admission and enrolment	Yes			Yes
Funding and withdrawal tools	Yes			Yes
Complaint and appeal policies and procedures tools	Yes			Yes
Access to buildings, facilities and infrastructure		Yes		Yes
Policy and planning tools				Yes
Monitoring and evaluation tools				Yes
Learning Support Responsibilities	WS1	WS2	WS3	WS4
Appropriate use of disabled learners' personal information tools	Yes			
Learning support and teaching tools		Yes		
Learning support for Māori disabled learners' tools	Yes	Yes		
Examinations and assessment tools	Yes			
Other diverse groups of disabled learners' tools	Yes			
Learning supports for learners with different impairments tools	Yes	Yes		
Access to general and specialist support services	Yes			
Transition into employment tools	Yes			
Staff development tools	Yes	Yes	Yes	

Specific roles and responsibilities under the DAP are set out in Table 7. Key changes from the initial DAP are the establishment of the Auckland University Disabled Students Association and the role of Auckland University Students Association Disability Rights Officer. Both are now included as key relevant parties responsible for collaborating on the DAP.

Table 7 DAP specific roles and responsibilities.

Role	Responsibilities
UELC	Governance and scrutiny. The UELC is chaired by the Vice-Chancellor and reports directly to the University Council.
Office of the Pro Vice-Chancellor Equity (OPVCE)	The OPVCE is responsible for DAP project management. It supports the Disability Action Plan Reference Group, coordinates workstreams, and reports on progress to the UELC and TEC,
Workstream owners	Workstream owners are accountable for deliverables, identifying risks and timeframes, and establishing critical relationships to facilitate successful delivery. Workstream owners are responsible for identifying the resources required for effective and timely delivery, and for regular reporting of progress against milestones.
Students and staff with disability	Students and staff with lived experience are central to the collaborative delivery of the DAP and its future iterations. • The DAPRG is comprised of students and staff with lived experience and expertise in disability. The DAPRG provides advice and scrutiny to the implementation of the DAP. • An Auckland University Disabled Students Association has been established as a student club, providing it with associated University supports and structures. The president of this club is also a member of the DAPRG. • The Auckland University Students Association has established the role of Disability Rights Officer. This role is a key relevant party and a member of the DAPRG. • The Staff with Disabilities / Disabled Staff Network is a key relevant party in regular consultation with Workstreams 3 and 4.

4.5 Communication of policies and programmes

An internal Communications and Engagement Plan has been created to promote the DAP. It identifies channels for promoting and raising awareness of the DAP, including the use of [dedicated University webpages for the DAP](#). It also highlights promoting complaints processes alongside the published DAP.

Since the initial DAP:

- Improvements to internal communication guidelines have been implemented
 - See Appendix 1, Complete and Established, Workstream 1, Goal 1, Central Communications Framework and Web Publisher and Editor Training.
- Communications plans have been developed or are being developed for key deliverables including
 - Hidden Disabilities Training.
 - Disability Confidence 101 Training.
 - UDOIT audit cycle reporting.
 - Special Conditions for Tests and Examinations Procedures.
 - Reasonable Accommodations for Disability Policy and Procedures.
- Existing complaint processes are being maintained, and a solution for physical accessibility complaints will be explored in 2026.

Appendix 1 Progress against the first DAP

This appendix summarises progress against the first DAP by deliverable status, workstream, and goal. Examples of alignment with Kia Ōrite Toolkit guidance and best practices are identified via superscript numerals referring to the 10-point plan in Table 5.

Complete and Established

Workstream 1 Student Experience

Goal: The University has a robust strategy for raising awareness of and improving supports for students with disabilities.

- Student orientation presentations now include awareness of disability supports.
- Established Wellbeing and Preparedness Assessment at point of enrolment.
- Central Communications Framework highlighting accessibility developed for web content.²
- Web publisher and editor training addresses accessibility issues.
- Symplicity Access case management software implemented.^{2,4}
- Adapted Hidden Disabilities training with disabled staff and student collaboration.³
- Survey of student experiences of special conditions in tests and exams.⁹

Goal: An increased number of students with disabilities enter study with the University through identified pathways.

- Scholarships and awards for students with specific impairments established.
- All Systems GO! Autism Tertiary Transition Programme rolled out.
- Collaboration with YES Disability for youth events.
- Implementation of Māori School Leaver Recruitment Strategy includes pathways to study for Māori students with disabilities.
- The Tertiary Foundation Certificate review maintains a path for disabled learners.

Goal: Students with disabilities have a sense of community and belonging at the University.

- Disabled students collaborated on design of Te Kāuta Student Kitchen and Lounge, ensuring accessibility.
- Student-led Auckland University Disabled Students' Association (AUDSA) established.
- Disabled students collaborated on the design of the Accessible Lounge in the General Library.

- Autism chillout zone piloted and informed design of the Accessible Lounge.
- Hiwa (new Sport and Recreation Centre) designed with and for disabled students and staff
- The Student Consultative Group membership was reviewed to ensure disabled learner representation.

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

- New disabled student success stories coincide with graduation.
- Scan of external sources of employment support for students with disabilities.

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.⁸

- Set of minimum accessibility standards for all Canvas courses agreed.
- UDOIT is used to audit and report accessibility of student-facing Canvas courses.
- Stage 0-8 student-facing Canvas courses triaged against the Canvas Baseline Standards.
- Stage 0, 1, 2 and 6 student-facing Canvas courses meet Canvas Baseline Standards.

Goal: The University has embedded good practice for inclusive flexible learning and teaching.

- TeachWell is a portal with resources to help all staff improve technology-enhanced teaching and inclusive, accessible teaching practices.⁶
- A project to draft a definition of flexible learning was completed.

Workstream 3 Staff Experience

Goal: Students with disabilities have a sense of community and belonging at the University.

- Disability confidence 101 training is available to all staff.⁷

Goal: Staff support.

- Formal recognition and ongoing support for the Disabled Staff / Staff with Disabilities Network.⁵
- Support for neurodivergent staff from external provider trialled in 2024.

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- A specialist disability case management system, Symplicity Access, is in place.
- Guidelines are in place to support staff who access and use personal information, including disability disclosures.
- Appropriate role holders complete annual training on access and use of anonymised, aggregate disability data for evidence-based decision making
- The University adopted the definition of disability prepared by the DAPRG for all policies, procedures, and guidelines.⁵
- Staff Disability Support was scoped in 2024 to identify stakeholder requirements and expectations, and the resourcing that would be needed to meet these.

Goal: The University has a suite of policies, procedures, guidelines and planning processes that are accessible to all, and support the access, participation and success of all students and staff.

- University Policies and Procedures scheduled for review are identified annually, and Policy Owners will be pro-actively contacted with support for making their Policies and Procedures accessible.²
- The Undergraduate Targeted Admissions Scheme policy and procedures have been reviewed by OPVCE.

Goal: The University's Procurement Strategy and Procurement Policy, and their implementation, are consistent with the Equity Policy and the Disability Action Plan.

- The OPVCE provided feedback to the Procurement Policy to ensure that equity, accessibility and inclusion are core procurement principles.

Workstream 5 Leadership and Governance

Goal: The development, implementation and review stages of the Disability Action Plan reflect the principles of Te Tiriti o Waitangi.

- Partnership with Māori is central at the University of Auckland in general and in the DAP. In particular, the PVC Māori is a member of the UELC, the governance group with delegated responsibility for the delivery of the DAP and all equity related initiatives. As part of this, outcomes for Māori learners are regularly considered, including disabled Māori learners.
- A commitment to Te Tiriti o Waitangi is included in the original DAP.

Goal: The Disability Action Plan is implemented and monitored by appropriate and effective governance, engagement, and reporting structures.

- UELC established, including governance, reporting, and monitoring processes.¹

- DAPRG established.⁵
- DAP webpages are in place and updated at least every six months.
- Primary Success Indicators established.¹⁰
- Project management software in place to manage and report on work across workstreams.²
- Role (Equity Portfolio Lead) that includes DAP coordination, reporting, and related activities created and filled.

In progress, including behind

Additional information on these deliverables is included in Appendix 2

Workstream 1 Student Experience

Goal: The University has a robust strategy for raising awareness of and improving supports for students with disabilities.

- Roll-out of the University's Hidden Disabilities training.^{3,4,6,7}
- Online operational training for roles supporting students with disabilities.⁴
- Anonymous disabled student survey to identify gaps in disability support services to run every two years from 2025.⁹

Goal: Students with disabilities have a sense of community and belonging at the University.

- Mentorship roles for students with disabilities are being established.

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

- Review of WorkBridge services.
- Scoping disability training opportunities for CDES staff.^{3,4,6}
- Investigate ways to better collect and analyse post-study employment data for disabled learners.⁹

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

- UDOIT is used to regularly audit and report accessibility of student-facing Canvas courses.⁹
- All Canvas courses will achieve a minimum standard by Q1, 2027.⁸

Goal: The University has embedded good practice for inclusive flexible learning and teaching.

- Case studies and exemplars for the TeachWell Digital highlighting good practice in inclusive and accessible learning to be updated to ensure relevance and currency.⁶
- Professional learning opportunities are available to bring teaching staff together on topics relevant to accessibility, inclusive teaching and Universal Design for Learning.⁶

Workstream 3 Staff Experience

Goal: Students with disabilities have a sense of community and belonging at the University.

- HR are supporting WS1 in the rollout of the Hidden Disabilities training to all staff.³
- A toolkit of technical how-to resources for staff to create accessible and inclusive documents, communications, and services, has been prototyped and will be available by end-2025.⁶

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- Reasonable Accommodations for Disability Policy and Procedures is currently available for consultation and are expected to be in place by the end of 2025, with ongoing implementation in 2026.²
- OPVCE is working with the Planning and Information Office to improve disability related and other identity characteristics in the Enterprise Person Registry in response to new Ministry requirements.²
- Qualitative and quantitative data for Māori disabled and non-disabled learners are available and collaboration with the Office of the Pro Vice-Chancellor Māori is required to develop appropriate reporting.⁹

On hold, not started, or stopped

Workstream 1 Student Experience

Goal: Students with disabilities have a sense of community and belonging at the University.

- Regular hui between Campus Life and Schools & Community Engagement teams Awaiting new Associate Director in Campus Life after restructuring of this service division.

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

- Identify employment opportunities through Whaikaha for students with disabilities. (not started).
- Be.Lab assisted disabled students into work, in collaboration with Student Disability Services and Career Development and Employability Services. Unfortunately, Be.Lab was disestablished in 2025.

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

- Investigate and implement ways to improve and extend use of captioning for taught content.⁸

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- Support for Deans and Directors reports were put on hold due to resource constraints. A new role has recently been filled to support this work.
- Collated reporting of DEI reports including interpretation of trends to UELC had been put on hold due to resource constraints. A new role has recently been filled to support this work

Goal: Campus built environments and facilities are accessible for students, staff, and visitors with disabilities.

- Our initial DAP included an initiative to audit the physical accessibility of all University buildings. We have learnt that creating an option for reporting accessibility issues within our existing service request system would be more efficient and enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.⁸

Appendix 2 Current plans for work out to 2028

This is a snapshot of the existing DAP deliverables identified under each workstream's vision and strategic elements. The precise content for the DAP is expected to change overtime as new deliverables are identified and existing deliverables are completed, established, or adapted.

Workstream 1: Student Experience

Vision: An inclusive, accessible environment where disabled learners participate on an equal basis with others.

Strategy element: Disability supports are easy for students to find and access

Hidden disabilities training roll-out

Status: In progress, expected completion 2025

Notes: Student Disability Services, in collaboration with HR, coordinate the roll-out of the University's membership of the Hidden Disabilities global initiative.

Kia Ōrite alignment: Developing system-wide training and resources to build the 'disability confidence' of all staff involved with supporting disabled learners.

Online training for faculty support staff

Status: In progress, expected completion 2025

Notes: Student Disability Services deliver online operational training for faculty roles identified to have a function relating to supporting students with disabilities (e.g. disability liaison, course coordinators, course directors) by the end of 2025.

Strategy element: Disability supports for students are enhanced with a cycle of continuous improvement.

Reporting by priority learner groups

Status: In progress, expected completion 2025

Notes: Student Disability Services are developing a way to measure and report twice a year the access to disability services by TEC-identified priority learner groups, which are Māori, Pacific, and learners with lower prior achievement (LPA). This is being supported by PIO and utilises the new case management system.

Disabled Student Survey

Status: In progress, expected completion 2025

Notes: Student Disability Services will develop and deploy an anonymous disabled student survey and results will be used to identify and address gaps in disability

service support provision. Initially intended to launch in 2024, the survey is now targeting 2025, with the intention of running every 2 years to allow time for implementation and avoid survey fatigue.

Disabled Student Survey – Communicating findings

Status: Not started, expected completion 2026

Notes: Key findings from the Disabled Student Survey will be shared with relevant interested parties in 2026. Stakeholder feedback will be used to recommend updates to University disability services and the DAP as appropriate.

Continuous Improvement cycle for Case Management System

Status: In progress, expected completion 2026

Notes: A continuous improvement cycle is established for Symplicity Access, the university's disability case management system, including improvements to test room bookings for students, improvements to faculty portals, and scoping options to automate some renewals and approvals.

SDS service enhancement - scoping

Status: In progress, expected completion 2026

Notes: Opportunities are scoped to enhance disability support services, especially notetaking support.

Strategy element: The University environment is inclusive and welcoming for students with disability.

Hui

Status: On hold

Notes: Regular hui between Campus Life and Schools & Community Engagement teams were to start by Q3 2024, with a focus on increasing the number of TEC-identified priority learners. Awaiting new Associate Director in Campus Life after restructuring of this service division.

Student mentorship

Status: In progress, expected completion 2025

Notes: Mentorship roles for students with disabilities are being established. SDS and the AUDSA are working together on this project.

Strategy element: Students with disabilities are supported into meaningful employment.

Gather and analyse data on transition to workforce

Status: In progress, expected completion 2025

Notes: We are investigating ways to improve the collection and analysis of post-study employment data for disabled learners.

Upskilling Career Development and Employability Services staff

Status: In progress, expected completion 2025

Notes: We are scoping disability training opportunities for CDES staff.

Whaikaha

Status: Expect to start in 2025

Notes: Identify employment opportunities through Whaikaha for students with disabilities.

Workbridge

Status: In progress, expected completion 2025

Notes: The University set up an MoU with Workbridge in late 2022 and refreshed this periodically. We are reviewing the services provided and the potential development of monitoring and reporting processes for student experiences with Workbridge.

Workstream 2: Learning and Teaching

Vision: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

Strategy element: Online learning environments and materials meet Universal Design for Learning (UDL) standards and Web Content Advisory Guidelines (WCAG) Goal: Disability supports are easy for students to find and access

Canvas Baseline Standards overall

Status: In progress, expected completion 2027

Notes: All Canvas courses will achieve a minimum standard by Q1, 2027.

Improvements to captioning

Status: On hold

Notes: Investigate and implement ways to improve and extend use of captioning for taught content.

Strategy element: Resources and experiences are available for teaching staff to discuss inclusive teaching, and develop an understanding of UDL

Communication of resources

Status: In progress, expected completion 2025

Notes: Plan for communication of existing resources (including case studies and exemplars) complete and in place by end of 2025.

Professional learning opportunities

Status: In progress, expected completion 2025

Notes: Professional learning opportunities are available to bring teaching staff together on topics relevant to accessibility, inclusive teaching and Universal Design for Learning.

TeachWell exemplars

Status: In progress, expected completion 2025

Notes: Case studies and exemplars for TeachWell Digital, highlighting good practice in inclusive and accessible learning to be updated to ensure relevance and currency.

TeachWell Monitoring and Development

Status: In progress, ongoing

Notes: Ongoing monitoring/development of TeachWell resources.

Strategy element: Data are used to inform areas for enhancement

UDOIT Auditing and reporting

Status: In progress, expected completion 2025

Notes: UDOIT is used to regularly audit and report accessibility of student-facing Canvas courses. Accessibility errors identified in UDOIT audits of Canvas courses will be used to identify emerging, institution-wide professional learning needs on an ongoing basis.

Workstream 3: Staff Experience

Vision: The University's leaders, systems, and processes function in the best interests of people with disability.

Strategy element: All staff can access disability awareness training and resources at the University

Disability confidence 101 – Communication plan delivery

Status: In progress, expected completion 2025

Notes: The Disability confidence training has been made available to all staff through our HR system. Work to promote the course and incentivise its completion is being planned for 2025.

Hidden Disabilities training rollout

Status: In progress, expected completion 2025

Notes: HR are supporting WS1 in the rollout of the Hidden Disabilities training to all staff.

Strategy element: Staff have options to learn how to design and create accessible materials, communications, and services

Digital toolkit rollout

Status: In progress, expected completion 2025

Notes: A toolkit of technical how-to resources for staff to create accessible and inclusive documents, communications, and services has been prototyped and will be available by the end of 2025.

Strategy element: The employee experience of staff with disabilities is improved

Community voice

Status: In progress, expected completion 2025

Notes: A community-voice approach to journey-mapping the employee experience for staff with disabilities will be in place by the end of 2025.

Strategy element: The University has an efficient infrastructure to support staff with disabilities

Staff support

Status: In progress, expected completion 2025

Notes: Support for disabled staff members will be expanded, monitored, and improved by the end of 2025.

Workstream 4: Leadership and Infrastructure

Vision: The University's leaders, systems, and processes function in the best interests of people with disability.

Strategy element: Anonymised aggregate data about people with disability are available to and used by appropriate role holders for evidence-based decision making

Identity characteristics in Enterprise Registry

Status: In progress, expected completion 2025.

Notes: The Office of the Pro Vice-Chancellor Equity is working with the Planning and Information Office to improve the identity characteristics in the Enterprise Person Registry, particularly those that relate to disability, in response to new Ministry requirements.

Data for Māori disabled learners

Status: In progress, contingent upon workflow of organisational partners.

Notes: Qualitative and quantitative data for Māori disabled and non-disabled learners are available and collaboration with the Office of the Pro Vice-Chancellor Māori is required to develop appropriate reporting.

Data for other subgroups of interest

Status: In progress, contingent upon workflow of organisational partners.

Notes: Sub-groups of interest will be considered in the next iteration of the Disability Action Plan. Some reporting on neurodivergent learners, and for specific faculties, has been included as a first step in this DAP Progress Update. We anticipate developing and formalising this reporting in collaboration with relevant parties.

Deans and Directors reports – Dashboard co-creation

Status: Not started, expected to begin 2025.

Notes: Associate Deans and Directors Equity and Diversity will co-create an EIP dashboard for their equity data, with support from OPVCE.

Deans and Directors reports

Status: On hold, expected to resume 2025.

Notes: Associate Deans and Directors Equity and Diversity present DEI reports twice per year for their Faculties and LSRIIs. A new role within the OPVCE has recently been filled to support this work.

Collated reporting to UELC

Status: On hold, expected to resume 2025.

Notes: OPVCE collates and synthesises DEI reports and provides an interpretation of trends to University Equity Leadership Committee and Council in June and December each year. A new role within the OPVCE has recently been filled to support this work.

Data training

Status: On hold, expected to resume 2025.

Notes: Appropriate role holders complete annual training on access and use of anonymised, aggregate disability data for evidence-based decision making, beginning 2025.

Strategy element: Campus built environments and facilities are accessible for students, staff and visitors with disabilities

Complaints system

Status: On hold, expected to resume 2025.

Notes: Our initial DAP included an initiative to audit the physical accessibility of all University buildings. We have learnt that creating an option for reporting accessibility issues within our existing service request system would be more efficient and enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.

Strategy element: The University's suite of policies and procedures is accessible to all

Policy Review

Status: Ongoing

Notes: Review policies for accessibility and use of plain language as they come due for review.

Strategy element: Disability-related policies, procedures, and guidelines are developed and reviewed

Reasonable Accommodations for Disability Policy and Procedures

Status: In progress, expected completion 2025

Notes: The policy and procedures are currently available for consultation, and are expected to be in place by the end of 2025, with ongoing implementation in 2026.

Policy Review

Status: Ongoing

Notes: Ongoing Policy Review as per review calendar

Publication of the Reviewed Undergraduate Targeted Admissions Scheme

Status: Ongoing

Notes: The Undergraduate Targeted Admissions Scheme policy and procedures are undergoing final review by the Office of the Pro Vice-Chancellor Education. Once complete, these will be updated on the Policy Hub.

Strategy element: Reporting and monitoring procedures for implementation of the DAP reflect Kia Ōrite best practices

Annual Kia Ōrite Refamiliarisation

Status: Recurring annually

Notes: Workstream owners refamiliarise themselves with Kia Ōrite best practices annually.