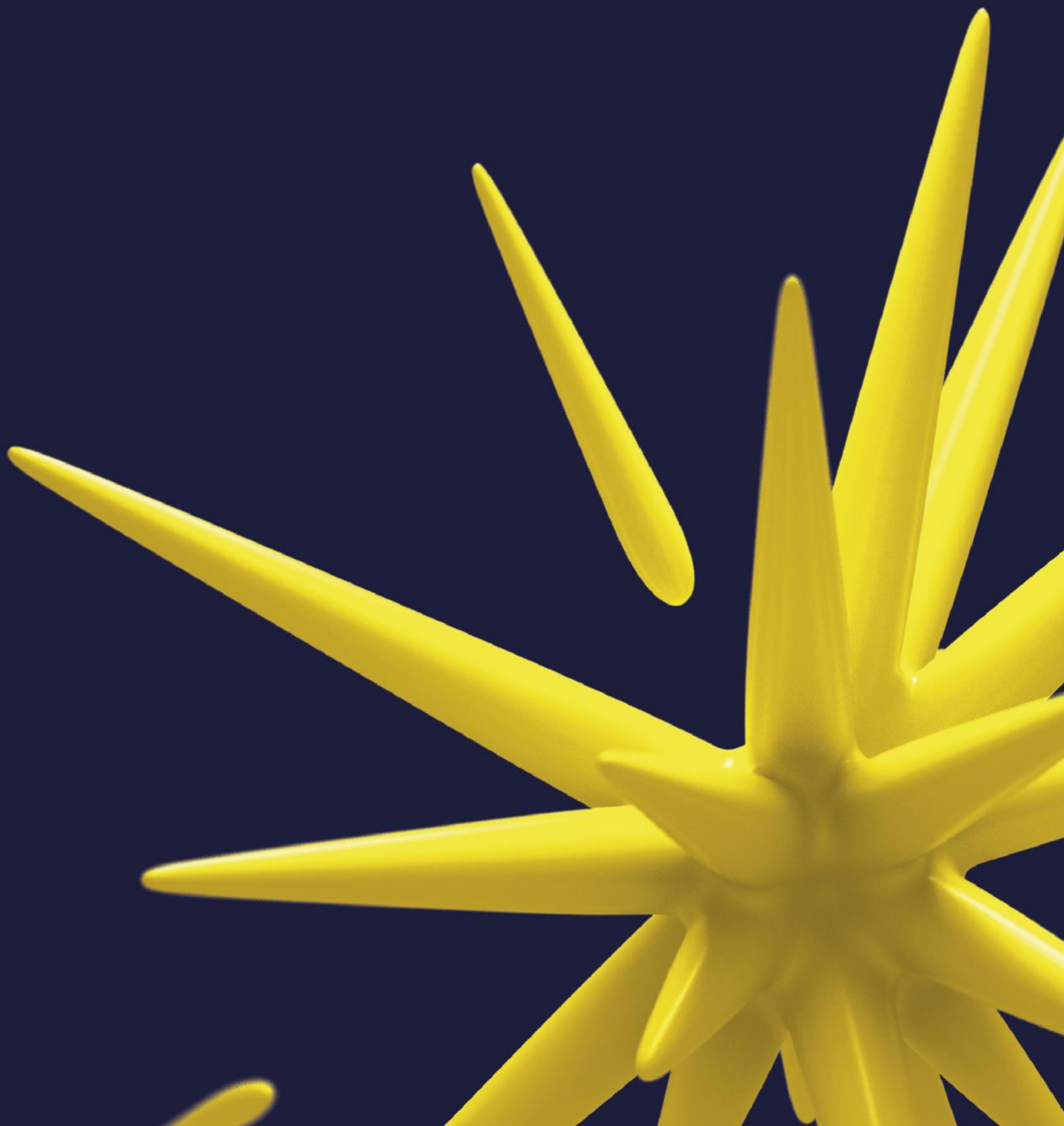# Media Design School

Disability Action Plan

Introduction

The Disability Action Plan provides an operational framework to focus on a range of goals and strategies that aim to create an inclusive tertiary education environment for disabled learners at Media Design School (MDS). These goals drive how academic and professional staff will address persistent barriers to access and inclusion, in order to improve participation and achievement of students with disabilities. This plan has been developed with input from disabled leaners and staff, as well as external stakeholders including the National Disabled Students' Association and tertiary education and disability services providers. It has been endorsed by The Governing Board.

Vision and Values

At the heart of MDS' vision is our commitment to 'Be good', manifested in our relentless pursuit of quality. We strive to 'Be creative and bold' nurturing a spirit of curiosity and innovation. We emphasise the importance of collaboration, understanding that creativity takes myriad forms. We set ambitious targets, pushing the boundaries with courage and resilience while remaining adaptable to change. We understand that to 'Be global', broad thinking and open-mindedness are essential. We take pride in the fact that our efforts must have a far-reaching impact and be a force for good on local and global scales. Our quality measures and processes, ensure that our standards and aspirations move towards excellence and achieving our vision.

Who we are

- **Globally recognised innovators.** We are Aotearoa New Zealand's most awarded tertiary provider for digital and creative technology qualifications.
- **Industry aligned.** With a robust network of partnerships, MDS creates students who are prized by industry, and celebrates our graduates' high employment rates.
- **Quality driven.** Our governance structures and quality assurance activities maintain the highest standards in meeting regulatory and legislative requirements.
- **Socially impactful**. Reflected in our Annual Impact report and BCorp Certification, MDS weaves purpose into everything we do.
- **Richly diverse.** MDS delivers a personalised and inclusive student ecosystem that supports diversity and promotes student success. In 2024, almost 16% of our students identified as disabled.

Contents

Updated on 16 May 2025.

Background

A blueprint for change

MDS creates students who are prized by industry, and celebrates our graduates' high employment rates. Empowering all learners to achieve is fundamental to the ongoing sustainability of the organisation, and becoming more disability-friendly will ensure increased numbers of disabled graduates will gain the knowledge and skills they need to succeed in today's jobs, and for lifelong success.

It is our aim that this plan drives improvements to educational experiences and outcomes for disabled learners, to address the persistently inequitable outcomes highlighted in evidence provided by the Office for Disability Issues and TEC. In doing so, we acknowledge that sustained effort and partnership with disabled learners is required to shift from an individualised service approach to an all-of-institution approach in order to ensure equality of opportunity for the wider community, some 25% of which is disabled (Ministry of Education, para. 2, 2024).). Such an approach reflects MDS' ongoing efforts to meet TEC's expectations of seven specific learner success capabilities (Tertiary Education Commission, 2023).

The DAP supports the goals for achieving equity outlined in the Learner Success Plan. It provides a framework for monitoring and reporting progress towards equitable access, participation and for learners with disabilities, and the elimination of intentional or unintentional disability discrimination.

Indications including internal data submitted to TEC suggest that we are making gains. Between 2020 and 2024 the proportion of our student body identifying as disabled has an average of 16.77% - roughly double the average of 8% for Aotearoa New Zealand (Education counts, *Tertiary participation: Statistical tables [ENR 14]*, 2024). This may point to the appeal of our programmes to students with disabilities, a lift in the number of disabled learners as well as their comfort in disclosing their disabilities and has implications for how MDS supports them to succeed. Similarly, during those years MDS has seen the proportion of learners accessing Disability Services lift from 5.57% to a high of 10.68%. (See appendices). This plan details recent and intended efforts to bring this closer to the national average of 26% (Education counts, *Tertiary participation: Statistical tables [ENR 41]*, 2024) so we can better understand and support disabled students.

Being a fully inclusive provider aligns with our obligations under The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, and the Tertiary Education Strategy, specifically Objective One: Learners at the centre, and Objective Two: Barrier-free access (2020). The DAP gives life to our obligations and responsibilities under the Treaty of Waitangi and upholds Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) as well as the New Zealand Human Rights Act (1993).

Defining disability

In our approach to understanding and responding to continuing barriers to access and inclusion, the plan refers to Achieve's definition of 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 & Tertiary Education Commission [TEC], 2023, p.16).

MDS adopts the social model of disability which emphasises that it is the societal barriers faced by people with impairments that disable individuals, and not their impairments. Based on this understanding, disability "is something that happens when the world we live in has been designed by people who assume that everyone is the same" (Office for Disability Issues, Te Tari Mō Ngā Take Hauātanga, 2016, p. 9).

That said, it is understood that language around disability is evolving, and that not everyone chooses disability (identity)-first language. For this reason, identity-first and person-first language is used interchangeably throughout this document. Additionally, it is recognised that disabled students are diverse like the rest of our community. Where disability is acknowledged as intersectional, cultural factors and access issues faced by Māori and Pacific disabled people - as well as disabled learners of non-English speaking backgrounds - necessitate further consideration. (See appendices on pages 14 & 15.)

Developing and implementing the DAP

Early stages

From the outset MDS affirmed its commitment to creating a positive learning environment for students with disabilities. In developing the first draft of the DAP (mid 2022) we took stock and articulated guiding principles and themes. This laid the foundations for the considerable progress we made and reported to TEC in 2023. In summary:

Student Voice

MDS partnered with disabled learners to ensure decision-making is informed by students with lived experience of different disabilities, by

- conducting an all-student accessibility survey to gather qualitative data about how learners are accessing learning and support needs.
- establishing the MDS Disability Steering Group comprising students and staff.
- consulting with NDSA for guidance during the year, leading to an invitation for one of our students to join its annual hui in Wellington in February 2024.

Service Provision

We expanded on the support we provide current and future students, by

- fully transitioning all accessibility services to MDS, ensuring local and integrated support of disabled learners and clearer visibility of user data. This involved regular internal training sessions; the expansion of the role of MDS' Counsellor to include Disability Support; consultation with internal stakeholders including academic and support staff, and disabled learners; updates to related policy and procedure documents; establishing new communication channels and a new website landing page; communicating changes with our colleagues in Australia.
- improving ways we will collect quantitative data, by considering how information is collected from learners accessing services and revising documentation.

Training and Development

We promoted awareness of disabilities and responding appropriately when needs arise, by:

- organising a training session facilitated by Autism New Zealand.
- encouraging staff to undertake the eLearning modules hosted on the Achieve website.
- promoting the eLearning modules hosted on the Privacy Commissioner website.

Process Transparency

We addressed barriers to navigating tertiary studies for learners with disabilities, by

- significantly improving how MDS communicates with students and the public about our services, policies and procedures, by creating a new dedicated webpage Disability Support (published in December 2023). Here can be found information about eligibility, getting in touch, the process for students to request accommodations, privacy and consent, related documents, useful links and FAQs.
- using internal stakeholder feedback to inform decision-making about improvements throughout the year.
- keeping staff updated about progress, through information-sharing presentations and communication.

Next steps

The next phase of planning and implementation is informed by the review of our mahi to date and panel feedback on the draft. It reflects MDS' evolving strategic priorities, capability development, and stakeholder input, and TEC guidance that it must include:

- evidence of use of the Kia Ōrite toolkit and its best practice standards
- goals and targets
- evaluation strategies
- allocation of responsibility
- communication of policies and programmes.

Kia Ōrite toolkit | best practice

Early efforts were strongly focused on stakeholder consultation, addressing issues disabled learners told us would make the biggest difference for them, and streamlining integrated disability support mechanisms. For most teams the review of the best practice standards described in the Kia Ōrite Toolkit is not yet complete: this mahi will underpin the next implementation stage.

During this phase, staff responsible for specific activities will work through the tools and partner with disabled learners in the Disability Steering Group to identify barriers and solutions. Updates will be shared at Operations meetings and reported through the quarterly Compliance Matters meetings.

Goals and targets

Goals are organised into four workstreams, each with an identified owner, as outlined in following sections. Targets are described as success measures and outcomes. Workstream tasks include some that are already in progress, such as the launch of MyLearn (Canvas) in semester 2, 2024, which we are aiming to achieve a

WCAG 2.0 Level AA rating[1] for. The majority, however, are focused specifically on understanding and improving outcomes for disabled learners. It is anticipated that with increased disability awareness across the organisation, over time these will be fully incorporated into strategic priority-setting and operations.

Evaluation strategies

Monitoring and evaluating processes are linked to the assessment of success measures and outcomes articulated in the following goals.

Allocation of responsibility

All staff are expected to take responsibility for supporting students with disabilities. With reference to this plan, specific roles and responsibilities are identified below:

Role	Responsibility
The Governing Board (GB) The Academic Board (AB) and Committees of the AB: • Executive Learning and Teaching Committee • Curriculum Committee • Academic Policy and Appeals Committee • Research Committee • Admission and Progression Committee • Human Resource Talent Management Committee	Governance processes ensure a continuum of quality assurance, improvement and enhancement to maintain high standards in teaching, scholarship and research. Our regulatory compliance responsibilities are administered through our governance processes and structures. We proactively identify potential risks and challenges and develop strategies that mitigate and respond to them appropriately. As approved by the GB, governance for the DAP rests with GB and AB. Links to Workstream 1.
Workstream owners	Accountable for success measures and outcomes and securing executive sponsorship and approval of financial and staffing requirements needed to deliver on workstream tasks.
Disability Steering Group	A representative group including students and staff established in 2023 to ensure the implementation of the DAP is informed by the lived experience of learners with disabilities.

Communication of policies and programmes

Internal communication keeps staff informed about, and promotes, the DAP. This finalised plan is published on our website and linked to the 2024 Investment Plan as requested by TEC.

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[1] The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) Web Content Accessibility Guidelines (WCAG) are considered to be the international standard for web accessibility. There are 3 levels an organisation can conform to:
•A – Minimum: A rating of standard accessibility features to enable most users to achieve critical functionality.
•AA – Comprehensive: The recommended level that most organisations strive for, which is much more thorough and inclusive.
•AAA – Specialist: Generally reserved for disability specific applications that require more advanced features such as sign language for all audio content. Examples include Aus Gov for Centrelink.

Goal 1. Create accountability for the success of disabled learners

WORKSTREAM OWNER: Executive Dean, Design and Creative technology	ALIGNMENT: Governance and Executive leadership

STRATEGIES	RECOMMENDED ACTIONS	SUCCESS MEASURES & OUTCOMES
The DAP is implemented and monitored effectively	- Approve governance structures, such as Workstream Owners. - Reporting and monitoring processes reflect Kia Ōrite best practice. - Relevant funding and resources are identified and approved to implement DAP. - Staff with allocated responsibilities engage with relevant Kia Ōrite best practice.	- TEC Learner Component – Disability and LPA funding is consumed and reported against. - Student satisfaction: disabled learner and disabled graduate survey data - Increased disabled learner participation rates, achievement rates, and graduate outcomes - Positive sentiment, SEI Global Employee Voice survey – diversity, equity and inclusion
Professional development	- Ensure all staff complete best practice training for supporting disabled learners. - Ensure all staff are aware of the legal and ethical requirements for communicating disabled learner information.	- All staff complete disability confidence training, including new staff during the onboarding period 80% staff report an increase in their disability confidence.

Links to the Kia Ōrite 10-point plan:

- People at all levels of a tertiary learning environment take responsibility for practising equity through meeting the best practice standards in this Kia Ōrite Toolkit.
- Create an all-of-institution approach to supporting disabled learners, with senior management endorsing inclusive policies and procedures, so that disability support services can be a resource for supporting other staff to implement these inclusive practices and support disabled learners with more complex needs. Support of disabled learners should not just be the responsibility of disability support services staff.
- Plan ahead and assume there will be an increasing number of disabled learners, so include their learning support needs in all planning, rather than waiting for them to arrive.
- Use the Principles of Universal Design in Education and Universal Instructional Design in the design of buildings, access routes, course design, curriculum, delivery, assessment, learning support strategies, information and communication processes.
- Review and analyse outcomes for disabled learners in an ongoing review/ reflect/response cycle.

Goal 2. Ensure the learning environment is accessible and inclusive

WORKSTREAM OWNER: Associate Dean, Programme Director BoAD	ALIGNMENT: Teaching and learning

STRATEGIES	RECOMMENDED ACTIONS	SUCCESS MEASURES & OUTCOMES
Leverage the benefits of the new Learning Management System (MyLearn) to enhance disabled students' learning engagement and experience.	• Identify features within MyLearn that can be leveraged to promote disabled students' learning engagement and experience. • Acquire, develop and facilitate access to key resources to guide staff in the appropriate use of the identified features. • Promote faculty engagement with staff professional development focused on the facilitation of LMS personalised and scalable learning.	• Key resources are acquired, developed and made accessible to diverse cohorts. • Staff professional development, focused on the facilitation of LMS personalised and scalable learning, is developed and available. • Satisfaction of staff attending focused professional development is above 70%. • 50% of staff attending focused professional development have leveraged features of LMS.
Expand student-centric approaches to learning and teaching that respond to the cultural, social and academic needs of disabled students.	• Review current preparatory and enabling programs for students to enhance academic preparation and provide a supportive pathway to further study. • Identify opportunities, through both institutional (data analytics) and individual (cohort monitoring) mechanisms, to enhance teaching strategies and experiences that support disabled students' success across learning environments.	• Quality preparatory and enabling programs. • Feedback and student satisfaction in SESL surveys: • Student satisfaction in Tell Us & NPS survey: + 5pp • Student satisfaction in Student Evaluation of Subjects and lecturers (SESL) surveys. • Student satisfaction: disabled learner and disabled graduate survey data.
Promote the student support ecosystem to ensure the learning environment is accessible and inclusive.	• Promote disability awareness training among faculty. • Ensure faculty engage with Learning Access Plans and implement approved accommodations. • Clarify process for academic staff to provide student support.	• Processes for academic staff to provide students support are clarified and communicated. • Increased disabled learner participation rates, achievement rates, and graduate outcomes. • An increasing number of disabled students provide personal information about their impairment.

Links to the Kia Ōrite 10-point plan:
• People at all levels of a tertiary learning environment take responsibility for practising equity through meeting the best practice standards in this Kia Ōrite Toolkit.
• Create an all-of-institution approach to supporting disabled learners, with senior management endorsing inclusive policies and procedures, so that disability support services can be a resource for supporting other staff to implement these inclusive practices and support disabled learners with more complex needs. Support of disabled learners should not just be the responsibility of disability support services staff.
• Use the Principles of Universal Design in Education and Universal Instructional Design in the design of buildings, access routes, course design, curriculum, delivery, assessment, learning support strategies, information and communication processes.
• Arrange flexible learning supports (reasonable accommodations) for classes, lectures, tutorials, field trips, tests, exams and other assessments that consider disabled learners with different impairments and allow them to show their academic potential.
• Remove barriers to learning environment facilities, services and systems. Remember disabled learners are often 'disabled' by their environment.
• Review and analyse outcomes for disabled learners in an ongoing review/ reflect/response cycle.

Goal 3. Provide a supportive and integrated student experience that incorporates the voice of disabled learners

WORKSTREAM OWNER: Campus Director	ALIGNMENT: Student experience

STRATEGIES	RECOMMENDED ACTIONS	SUCCESS MEASURES & OUTCOMES
Ensure relevant policies and procedures enable access and inclusion.	• Monitor relevant policies and procedures and update as required to improve access and inclusion. • Communicate updates to staff and learners.	• Percentage retention, progression, course and qualification rates for disabled learners.
Activate and increase disabled learner voice at all stages of their learning journey, and in implementation of the DAP.	• Invite disabled learners and/or graduates onto the Disability Steering Group. • The Disability Steering Group contributes to monitoring and implementation of the DAP. • Use feedback from disabled learners to inform policies and processes.	• Disabled learners have a strong representative voice and actively partner with decision makers at MDS. • Positive survey feedback from disabled learners and graduates. • DSG member input.
Raise awareness of and improve Disability Support.	• Improve awareness of supports across physical and digital spaces. • Encourage use of Learning Access Plans amongst staff and students, as early in students' learning journey as possible. • Maintain complaints and appeal processes.	• An increased number of students identify as disabled at enrolment. • An increased number of students access Disability Services at MDS. • Percentage retention, progression, course and qualification rates for disabled learners.
Disabled students have a sense of safety and community at MDS.	• The personal safety of disabled learners is enhanced by appropriate systems, communications, and evacuation procedures. • Consult with students with disabilities to ensure accessibility and provide suitable student-centred spaces on campus. • Implement events and activities that promote a sense of belonging among disabled students.	• Positive survey feedback from disabled learners and graduates. • Student satisfaction in Tell Us & NPS survey: + 5pp • Number of PEEPs.

Links to the Kia Ōrite 10-point plan:

- People at all levels of a tertiary learning environment take responsibility for practising equity through meeting the best practice standards in this Kia Ōrite Toolkit.
- Create an all-of-institution approach to supporting disabled learners, with senior management endorsing inclusive policies and procedures, so that disability support services can be a resource for supporting other staff to implement these inclusive practices and support disabled learners with more complex needs. Support of disabled learners should not just be the responsibility of disability support services staff.
- Build a partnership with disabled learners with different impairments in planning and design through representative disabled student associations and groups.
- Plan ahead and assume there will be an increasing number of disabled learners, so include their learning support needs in all planning, rather than waiting for them to arrive.
- Arrange flexible learning supports (reasonable accommodations) for classes, lectures, tutorials, field trips, tests, exams and other assessments that consider disabled learners with different impairments and allow them to show their academic potential.
- Publicise institution-wide training and resources on how to provide accessible information, communication and learning support for disabled learners with different impairments. Invite disabled learners to co-design these training programmes and resources focusing on inclusive practices.
- Remove barriers to learning environment facilities, services and systems. Remember disabled learners are often 'disabled' by their environment.
- Review and analyse outcomes for disabled learners in an ongoing review/ reflect/response cycle.

Goal 4. Monitor and enhance policies, systems and use of data to ensure accessibility and support of disabled learners throughout their learning journey

WORKSTREAM OWNER: Registrar	ALIGNMENT: Systems, data and records

STRATEGIES	RECOMMENDED ACTIONS	SUCCESS MEASURES & OUTCOMES
Build and maintain a Learner Success Dashboard with a focus on at-risk learners, including learners with disabilities.	• Secure approval and resourcing to implement. An IT specialist/System Developer is needed to build the Dashboard.	• Students access support services including targeted support for disabled students identified as "at risk" with usage recorded and monitored. • Achievement of equitable outcomes by students with disabilities.
Identify improvements to systems to enhance the learning journey for disabled learners.	• Implement changes on the disability enrolment question to better understand and support learners	• An increased number of students feel comfortable to identify as disabled at enrolment. • Implementation of new targeted support to learners with disability • Improved educational performance indicator for learners with disability
Identify improvements to systems and use of data/information about disabled learners.	• Maintain good practice qualitative and quantitative data gathering and reporting to inform strategic decisions about resourcing and support for learners with disabilities. • Manage processes for collecting and using data and information appropriately, in accordance with MDS policies and legislation.	• An increased number of students feel comfortable to identify as disabled at enrolment. • An increased number of students access Disability Services at MDS. • Percentage retention, progression, course and qualification rates for disabled learners. • Updates to systems and policies are evidence-based.

Links to the Kia Ōrite 10-point plan:
- People at all levels of a tertiary learning environment take responsibility for practising equity through meeting the best practice standards in this Kia Ōrite Toolkit.
- Create an all-of-institution approach to supporting disabled learners, with senior management endorsing inclusive policies and procedures, so that disability support services can be a resource for supporting other staff to implement these inclusive practices and support disabled learners with more complex needs. Support of disabled learners should not just be the responsibility of disability support services staff.
- Plan ahead and assume there will be an increasing number of disabled learners, so include their learning support needs in all planning, rather than waiting for them to arrive.
- Provide guidance and training on the use of non-discriminatory practices, so staff are aware of their legal obligations under the Human Rights and Privacy Act, HDC Code of Rights and other relevant legislation.
- Remove barriers to learning environment facilities, services and systems. Remember disabled learners are often 'disabled' by their environment.
- Review and analyse outcomes for disabled learners in an ongoing review/ reflect/response cycle.

References

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Related documents and resources

The Accessibility Charter: A commitment to accessible information
Accessibility | New Zealand Digital government
Human Rights Act 1993
UN Convention on the Rights of Persons with Disabilities
NZ Disability Strategy 2016 –2026
Faiva Ora 2016-2021 National Pasifika Disability Plan
Whāia Te Ao Mārama 2018-2022: The Māori Disability Action Plan
Disability Action Plans: A guide for the tertiary education sector (TEC)
Kia Ōrite Toolkit - Achieve
The Tertiary Education Strategy 2020
Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
Privacy Act 2020

Appendices

Disability status & service access by gender

2020 New Students	Diverse	Female	Male	Grand Total
Disability identified		**11**	**39**	**50**
Disability services accessed		6	20	26
Hearing/Deaf			1	1
Learning		2	1	3
Medical Condition			3	3
Mental Health Issue			1	1
Neurological condition			1	1
Other		3	9	12
(blank)		1	4	5
Disability services not accessed		5	19	24
Hearing/Deaf			1	1
Learning			6	6
Medical Condition		1	1	2
Mental Health Issue			1	1
Other		4	3	7
Physical/Mobility			4	4
(blank)			3	3
No disability identified	**5**	**145**	**263**	**413**
Disability services accessed			2	2
Other			2	2
Disability services not accessed	5	145	261	411
(blank)	5	145	261	411
Not stated (question asked of student, but no answer was provided)		2	2	4
Disability services not accessed		2	2	4
(blank)		2	2	4
Grand Total	**5**	**158**	**304**	**467**
Percentage Disability Identified	**0.00%**	**2.36%**	**8.35%**	**10.71%**
Percentage Disability services accessed	**0.00%**	**1.28%**	**4.28%**	**5.57%**
Percentage Disability services not accessed	**0.00%**	**1.07%**	**4.07%**	**5.14%**

2021 New Students	Diverse	Female	Male	Grand Total
Disability identified	**7**	**35**	**38**	**80**
Disability services accessed	6	22	17	45
Hearing/Deaf		1	2	3
Learning		3		3
Medical Condition		1		1
Mental Health Issue	1	2		3
Neurological condition	1	2	2	5
Other		1		1
(blank)	4	12	13	29
Disability services not accessed	1	13	21	35
Hearing/Deaf		1		1
Learning			1	1
Medical Condition			2	2
Mental Health Issue	1	1		2
Neurological condition			1	1
Other		1		1
Physical/Mobility		1	2	3
(blank)		9	15	24
No disability identified	**14**	**165**	**247**	**426**
Disability services accessed		1	4	5
Other			1	1
(blank)		1	3	4
Disability services not accessed	14	164	243	421
(blank)	14	164	243	421
Not stated (question asked of student, but no answer was provided)			1	1
Disability services not accessed			1	1
(blank)			1	1
Grand Total	**21**	**200**	**286**	**507**
Percentage Disability Identified	**1.38%**	**6.90%**	**7.50%**	**15.78%**
Percentage Disability services accessed	**1.18%**	**4.34%**	**3.35%**	**8.88%**
Percentage Disability services not accessed	**0.20%**	**2.56%**	**4.14%**	**6.90%**

2022 New Students	Diverse	Female	Male	Grand Total
Disability identified	**9**	**49**	**57**	**115**
Disability services accessed	6	25	30	61
Hearing/Deaf		1	3	4
Learning		3	1	4
Mental Health Issue		1	1	2
Neurological condition	2	1	1	4
Other		1	1	2
Physical/Mobility			2	2
(blank)	4	18	21	43
Disability services not accessed	3	24	27	54
Intellectual		2		2
Learning	1			1
Medical Condition			2	2
Mental Health Issue		5	1	6
Neurological condition	2	4	2	8
Other		1		1
Physical/Mobility		1	1	2
Vision			2	2
(blank)		11	19	30
No disability identified	**12**	**180**	**264**	**456**
Disability services accessed		3	4	7
(blank)		3	4	7
Disability services not accessed	12	177	260	449
(blank)	12	177	260	449
Grand Total	**21**	**229**	**321**	**571**
Percentage Disability Identified	**1.58%**	**8.58%**	**9.98%**	**20.14%**
Percentage Disability services accessed	**1.05%**	**4.38%**	**5.25%**	**10.68%**
Percentage Disability services not accessed	**0.53%**	**4.20%**	**4.73%**	**9.46%**

2023 New Students	Diverse	Female	Male	Grand Total
Disability identified	**16**	**38**	**46**	**100**
Disability services accessed	11	20	24	55
Hearing/Deaf			1	1
Medical Condition		2	1	3
Mental Health Issue		1		1
Neurological condition		1		1
(blank)	11	16	22	49
Disability services not accessed	5	18	22	45
Intellectual		1		1
Medical Condition		1		1
Mental Health Issue		1	1	2
Neurological condition	1	1	2	4
Other			1	1
Physical/Mobility		1		1
(blank)	4	13	18	35
No disability identified	**15**	**211**	**295**	**521**
Disability services accessed		3	9	12
(blank)		3	9	12
Disability services not accessed	15	208	286	509
(blank)	15	208	286	509
Grand Total	**31**	**249**	**341**	**621**
Percentage Disability Identified	**2.58%**	**6.12%**	**7.41%**	**16.10%**
Percentage Disability services accessed	**1.77%**	**3.22%**	**3.86%**	**8.86%**
Percentage Disability services not accessed	**0.81%**	**2.90%**	**3.54%**	**7.25%**

2024 New Students	Diverse	Female	Male	Grand Total
Disability identified	**11**	**28**	**34**	**73**
Disability services accessed	6	11	11	28
(blank)	6	11	11	28
Disability services not accessed	5	17	23	45
Learning, Mental Health Issue		1		1
(blank)	5	16	23	44
No disability identified	**13**	**168**	**234**	**415**
Disability services accessed	1	2	8	11
(blank)	1	2	8	11
Disability services not accessed	12	166	226	404
(blank)	12	166	226	404
Grand Total	**24**	**196**	**268**	**488**
Percentage Disability Identified	**2.25%**	**5.74%**	**6.97%**	**14.96%**
Percentage Disability services accessed	**1.23%**	**2.25%**	**2.25%**	**5.74%**
Percentage Disability services not accessed	**1.02%**	**3.48%**	**4.71%**	**9.22%**

Disability status & service access by age

2020 New Students	25 and under	26 and above	Grand Total	Percentage on total
Disability identified	**38**	**12**	**50**	**10.71%**
Disability services accessed	19	7	26	**5.57%**
Hearing/Deaf	1		1	
Learning	3		3	
Medical Condition	2	1	3	
Mental Health Issue	1		1	
Neurological condition	1		1	
Other	8	4	12	
(blank)	3	2	5	
Disability services not accessed	19	5	24	**5.14%**
Hearing/Deaf	1		1	
Learning	5	1	6	
Medical Condition	1	1	2	
Mental Health Issue		1	1	
Other	6	1	7	
Physical/Mobility	3	1	4	
(blank)	3		3	
No disability identified	**344**	**69**	**413**	
Disability services accessed	2		2	
Other	2		2	
Disability services not accessed	342	69	411	
(blank)	342	69	411	
Not stated (question asked of student, but no answer was provide	**3**	**1**	**4**	
Disability services not accessed	3	1	4	
(blank)	3	1	4	
Grand Total	**385**	**82**	**467**	
Percentage Disability Identified	**8.14%**	**2.57%**	**10.71%**	
Percentage Disability services accessed	**4.07%**	**1.50%**	**5.57%**	
Percentage Disability services not accessed	**4.07%**	**1.07%**	**5.14%**	

2021 New Students	25 and under	26 and above	Grand Total	Percentage on total
Disability identified	**67**	**13**	**80**	**15.78%**
Disability services accessed	38	7	45	**8.88%**
Hearing/Deaf	3	0	3	
Learning	2	1	3	
Medical Condition	0	1	1	
Mental Health Issue	3	0	3	
Neurological condition	4	1	5	
Other	1	0	1	
(blank)	25	4	29	
Disability services not accessed	29	6	35	**6.90%**
Hearing/Deaf	1	0	1	
Learning	1	0	1	
Medical Condition	1	1	2	
Mental Health Issue	2	0	2	
Neurological condition	1	0	1	
Other	0	1	1	
Physical/Mobility	3	0	3	
(blank)	20	4	24	
No disability identified	**348**	**78**	**426**	
Disability services accessed	5	0	5	
Other	1	0	1	
(blank)	4	0	4	
Disability services not accessed	343	78	421	
(blank)	343	78	421	
Not stated (question asked of student, but no answer was provide	**1**	**0**	**1**	
Disability services not accessed	1	0	1	
(blank)	1	0	1	
Grand Total	**416**	**91**	**507**	
Percentage Disability Identified	**13.21%**	**2.56%**	**15.78%**	
Percentage Disability services accessed	**7.50%**	**1.38%**	**8.88%**	
Percentage Disability services not accessed	**5.72%**	**1.18%**	**6.90%**	

2022 New Students	25 and under	26 and above	Grand Total	Percentage on total
Disability identified	**90**	**25**	**115**	**20.14%**
Disability services accessed	50	11	61	**10.68%**
Hearing/Deaf	2	2	4	
Learning	3	1	4	
Mental Health Issue	2	0	2	
Neurological condition	4	0	4	
Other	2	0	2	
Physical/Mobility	1	1	2	
(blank)	36	7	43	
Disability services not accessed	40	14	54	**9.46%**
Intellectual	2	0	2	
Learning	0	1	1	
Medical Condition	1	1	2	
Mental Health Issue	5	1	6	
Neurological condition	6	2	8	
Other	1	0	1	
Physical/Mobility	2	0	2	
Vision	1	1	2	
(blank)	22	8	30	
No disability identified	**363**	**93**	**456**	
Disability services accessed	6	1	7	
(blank)	6	1	7	
Disability services not accessed	357	92	449	
(blank)	357	92	449	
Grand Total	**453**	**118**	**571**	
Percentage Disability Identified	**15.76%**	**4.38%**	**20.14%**	
Percentage Disability services accessed	**8.76%**	**1.93%**	**10.68%**	
Percentage Disability services not accessed	**7.01%**	**2.45%**	**9.46%**	

2023 New Students	25 and under	26 and above	Grand Total	Percentage on total
Disability identified	**80**	**20**	**100**	**16.10%**
Disability services accessed	50	5	55	**8.86%**
Hearing/Deaf	1	0	1	
Medical Condition	2	1	3	
Mental Health Issue	1	0	1	
Neurological condition	1	0	1	
(blank)	45	4	49	
Disability services not accessed	30	15	45	**7.25%**
Intellectual	1	0	1	
Medical Condition	1	0	1	
Mental Health Issue	1	1	2	
Neurological condition	3	1	4	
Other	0	1	1	
Physical/Mobility	1	0	1	
(blank)	23	12	35	
No disability identified	**390**	**131**	**521**	
Disability services accessed	11	1	12	
(blank)	11	1	12	
Disability services not accessed	379	130	509	
(blank)	379	130	509	
Grand Total	**470**	**151**	**621**	
Percentage Disability Identified	**12.88%**	**3.22%**	**16.10%**	
Percentage Disability services accessed	**8.05%**	**0.81%**	**8.86%**	
Percentage Disability services not accessed	**4.83%**	**2.42%**	**7.25%**	

2024 New Students	25 and under	26 and above	Grand Total	Percentage on total
Disability identified	**56**	**17**	**73**	**14.96%**
Disability services accessed	22	6	28	**5.74%**
(blank)	22	6	28	
Disability services not accessed	34	11	45	**9.22%**
Learning, Mental Health Issue	0	1	1	
(blank)	34	10	44	
No disability identified	**315**	**100**	**415**	
Disability services accessed	6	5	11	
(blank)	6	5	11	
Disability services not accessed	309	95	404	
(blank)	309	95	404	
Grand Total	**371**	**117**	**488**	
Percentage Disability Identified	**11.48%**	**3.48%**	**14.96%**	
Percentage Disability services accessed	**4.51%**	**1.23%**	**5.74%**	
Percentage Disability services not accessed	**6.97%**	**2.25%**	**9.22%**	

Disability status & access by ethnicity

2020 New Students	Māori	Māori & Pasifika	Non-Māori & Non-Pasifika	Pasifika	Grand Total	Percentage of total
Disability identified	**4**		**42**	**4**	**50**	**10.71%**
Disability services accessed	2		22	2	26	**5.57%**
Hearing/Deaf			1		1	
Learning			3		3	
Medical Condition			3		3	
Mental Health Issue			1		1	
Neurological condition			1		1	
Other	2		8	2	12	
(blank)			5		5	
Disability services not accessed	2		20	2	24	**5.14%**
Hearing/Deaf			1		1	
Learning			5	1	6	
Medical Condition			2		2	
Mental Health Issue			1		1	
Other	1		6		7	
Physical/Mobility	1		2	1	4	
(blank)			3		3	
No disability identified	**26**	**8**	**354**	**25**	**413**	
Disability services accessed			2		2	
Other			2		2	
Disability services not accessed	26	8	352	25	411	
(blank)	26	8	352	25	411	
Not stated (question asked of student, but no answer was provided)			**4**		**4**	
Disability services not accessed			4		4	
(blank)			4		4	
Grand Total	**30**	**8**	**400**	**29**	**467**	
Percentage Disability Identified	0.86%	0.00%	8.99%	0.86%	10.71%	
Percentage Disability services accessed	0.43%	0.00%	4.71%	0.43%	5.57%	
Percentage Disability services not accessed	0.43%	0.00%	4.28%	0.43%	5.14%	

2021 New Students	Māori	Māori & Pasifika	Non-Māori & Non-Pasifika	Pasifika	Grand Total	Percentage of total
Disability identified	**6**		**71**	**3**	**80**	**15.78%**
Disability services accessed	5		37	3	45	**8.88%**
Hearing/Deaf			3		3	
Learning			3		3	
Medical Condition	1				1	
Mental Health Issue	2		1		3	
Neurological condition			5		5	
Other				1	1	
(blank)	2		25	2	29	
Disability services not accessed	1		34		35	**6.90%**
Hearing/Deaf			1		1	
Learning			1		1	
Medical Condition			2		2	
Mental Health Issue			2		2	
Neurological condition			1		1	
Other			1		1	
Physical/Mobility			3		3	
(blank)	1		23		24	
No disability identified	**23**	**6**	**362**	**35**	**426**	
Disability services accessed			5		5	
Other			1		1	
(blank)			4		4	
Disability services not accessed	23	6	357	35	421	
(blank)	23	6	357	35	421	
Not stated (question asked of student, but no answer was provided)			**1**		**1**	
Disability services not accessed			1		1	
(blank)			1		1	
Grand Total	**29**	**6**	**434**	**38**	**507**	
Percentage Disability Identified	1.18%	0.00%	14.00%	0.59%	15.78%	
Percentage Disability services accessed	0.99%	0.00%	7.30%	0.59%	8.88%	
Percentage Disability services not accessed	0.20%	0.00%	6.71%	0.00%	6.90%	

2022 New Students	Māori	Māori & Pasifika	Non-Māori & Non-Pasifika	Pasifika	Grand Total	Percentage of total
Disability identified	**16**	**2**	**93**	**4**	**115**	**20.14%**
Disability services accessed	10		49	2	61	**10.68%**
Hearing/Deaf			4		4	
Learning			4		4	
Mental Health Issue	1		1		2	
Neurological condition			4		4	
Other			2		2	
Physical/Mobility			2		2	
(blank)	9		32	2	43	
Disability services not accessed	6	2	44	2	54	**9.46%**
Intellectual			2		2	
Learning			1		1	
Medical Condition			2		2	
Mental Health Issue			6		6	
Neurological condition	1		7		8	
Other			1		1	
Physical/Mobility			2		2	
Vision	1	1			2	
(blank)	4	1	23	2	30	
No disability identified	**50**	**11**	**368**	**27**	**456**	
Disability services accessed			6	1	7	
(blank)			6	1	7	
Disability services not accessed	50	11	362	26	449	
(blank)	50	11	362	26	449	
Grand Total	**66**	**13**	**461**	**31**	**571**	
Percentage Disability Identified	**2.80%**	**0.35%**	**16.29%**	**0.70%**	**20.14%**	
Percentage Disability services accessed	**1.75%**	**0.00%**	**8.58%**	**0.35%**	**10.68%**	
Percentage Disability services not accessed	**1.05%**	**0.35%**	**7.71%**	**0.35%**	**9.46%**	

2023 New Students	Māori	Māori & Pasifika	Non-Māori & Non-Pasifika	Pasifika	Grand Total	Percentage of total
Disability identified	**12**		**83**	**5**	**100**	**16.10%**
Disability services accessed	6		47	2	55	**8.86%**
Hearing/Deaf			1		1	
Medical Condition	1		2		3	
Mental Health Issue			1		1	
Neurological condition			1		1	
(blank)	5		42	2	49	
Disability services not accessed	6		36	3	45	**7.25%**
Intellectual			1		1	
Medical Condition			1		1	
Mental Health Issue			2		2	
Neurological condition	1		3		4	
Other	1				1	
Physical/Mobility			1		1	
(blank)	4		28	3	35	
No disability identified	**46**	**1**	**423**	**51**	**521**	
Disability services accessed	4		7	1	12	
(blank)	4		7	1	12	
Disability services not accessed	42	1	416	50	509	
(blank)	42	1	416	50	509	
Grand Total	**58**	**1**	**506**	**56**	**621**	
Percentage Disability Identified	**1.93%**	**0.00%**	**13.37%**	**0.81%**	**16.10%**	
Percentage Disability services accessed	**0.97%**	**0.00%**	**5.80%**	**0.48%**	**7.25%**	
Percentage Disability services not accessed	**0.97%**	**0.00%**	**5.80%**	**0.48%**	**7.25%**	

2024 New Students	Māori	Māori & Pasifika	Non-Māori & Non-Pasifika	Pasifika	Grand Total	Percentage of total
Disability identified	**2**		**66**	**5**	**73**	**14.96%**
Disability services accessed	1		26	1	28	**5.74%**
(blank)	1		26	1	28	
Disability services not accessed	1		40	4	45	**9.22%**
Learning, Mental Health Issue			1		1	
(blank)	1		39	4	44	
No disability identified	**41**	**3**	**332**	**39**	**415**	
Disability services accessed	2	2	7		11	
(blank)	2	2	7		11	
Disability services not accessed	39	1	325	39	404	
(blank)	39	1	325	39	404	
Grand Total	**43**	**3**	**398**	**44**	**488**	
Percentage Disability Identified	**0.41%**	**0.00%**	**13.52%**	**1.02%**	**14.96%**	
Percentage Disability services accessed	**0.20%**	**0.00%**	**5.33%**	**0.20%**	**5.74%**	
Percentage Disability services not accessed	**0.20%**	**0.00%**	**8.20%**	**0.82%**	**9.22%**	

Disability status & service access by domestic or international enrolment

2020 New Students	Domestic	International	Grand Total	Percentage on total
Disability identified	**50**		**50**	**10.71%**
Disability services accessed	26		26	**5.57%**
Hearing/Deaf	1		1	
Learning	3		3	
Medical Condition	3		3	
Mental Health Issue	1		1	
Neurological condition	1		1	
Other	12		12	
(blank)	5		5	
Disability services not accessed	24		24	**5.14%**
Hearing/Deaf	1		1	
Learning	6		6	
Medical Condition	2		2	
Mental Health Issue	1		1	
Other	7		7	
Physical/Mobility	4		4	
(blank)	3		3	
No disability identified	**357**	**56**	**413**	
Disability services accessed	2		2	
Other	2		2	
Disability services not accessed	355	56	411	
(blank)	355	56	411	
Not stated (question asked of student, but no answer was provide	**2**	**2**	**4**	
Disability services not accessed	2	2	4	
(blank)	2	2	4	
Grand Total	**409**	**58**	**467**	
Percentage Disability Identified	**10.71%**	**0.00%**	**10.71%**	
Percentage Disability services accessed	**5.57%**	**0.00%**	**5.57%**	
Percentage Disability services not accessed	**5.14%**	**0.00%**	**5.14%**	

2021 New Students	Domestic	International	Grand Total	Percentage on total
Disability identified	**76**	**4**	**80**	**15.78%**
Disability services accessed	43	2	45	**8.88%**
Hearing/Deaf	1	2	3	
Learning	3		3	
Medical Condition	1		1	
Mental Health Issue	3		3	
Neurological condition	5		5	
Other	1		1	
(blank)	29		29	
Disability services not accessed	33	2	35	**6.90%**
Hearing/Deaf	1		1	
Learning	1		1	
Medical Condition	2		2	
Mental Health Issue	1	1	2	
Neurological condition	1		1	
Other	1		1	
Physical/Mobility	3		3	
(blank)	23	1	24	
No disability identified	**387**	**39**	**426**	
Disability services accessed	5		5	
Other	1		1	
(blank)	4		4	
Disability services not accessed	382	39	421	
(blank)	382	39	421	
Not stated (question asked of student, but no answer was provided)		**1**	**1**	
Disability services not accessed		1	1	
(blank)		1	1	
Grand Total	**463**	**44**	**507**	
Percentage Disability Identified	**14.99%**	**0.79%**	**15.78%**	
Percentage Disability services accessed	**8.48%**	**0.39%**	**8.88%**	
Percentage Disability services not accessed	**6.51%**	**0.39%**	**6.90%**	

2022 New Students	Domestic	International	Grand Total	Percentage on total
Disability identified	**114**	**1**	**115**	**20.14%**
Disability services accessed	60	1	61	**10.68%**
Hearing/Deaf	3	1	4	
Learning	4		4	
Mental Health Issue	2		2	
Neurological condition	4		4	
Other	2		2	
Physical/Mobility	2		2	
(blank)	43		43	
Disability services not accessed	54		54	**9.46%**
Intellectual	2		2	
Learning	1		1	
Medical Condition	2		2	
Mental Health Issue	6		6	
Neurological condition	8		8	
Other	1		1	
Physical/Mobility	2		2	
Vision	2		2	
(blank)	30		30	
No disability identified	**432**	**24**	**456**	
Disability services accessed	7		7	
(blank)	7		7	
Disability services not accessed	425	24	449	
(blank)	425	24	449	
Grand Total	**546**	**25**	**571**	
Percentage Disability Identified	**19.96%**	**0.18%**	**20.14%**	
Percentage Disability services accessed	**10.51%**	**0.18%**	**10.68%**	
Percentage Disability services not accessed	**9.46%**	**0.00%**	**9.46%**	

2023 New Students	Domestic	International	Grand Total	Percentage on total
Disability identified	**98**	**2**	**100**	**16.10%**
Disability services accessed	54	1	55	**8.86%**
Hearing/Deaf	1		1	
Medical Condition	3		3	
Mental Health Issue		1	1	
Neurological condition	1		1	
(blank)	49		49	
Disability services not accessed	44	1	45	**7.25%**
Intellectual	1		1	
Medical Condition	1		1	
Mental Health Issue	1	1	2	
Neurological condition	4		4	
Other	1		1	
Physical/Mobility	1		1	
(blank)	35		35	
No disability identified	**487**	**34**	**521**	
Disability services accessed	12		12	
(blank)	12		12	
Disability services not accessed	475	34	509	
(blank)	475	34	509	
Grand Total	**585**	**36**	**621**	
Percentage Disability Identified	**15.78%**	**0.32%**	**16.10%**	
Percentage Disability services accessed	**8.70%**	**0.16%**	**8.86%**	
Percentage Disability services not accessed	**7.09%**	**0.16%**	**7.25%**	

2024 New Students	Domestic	International	Grand Total	Percentage on total
Disability identified	**71**	**2**	**73**	**14.96%**
Disability services accessed	27	1	28	**5.74%**
(blank)	27	1	28	
Disability services not accessed	44	1	45	**9.22%**
Learning, Mental Health Issue		1	1	
(blank)	44		44	
No disability identified	**394**	**21**	**415**	
Disability services accessed	11		11	
(blank)	11		11	
Disability services not accessed	383	21	404	
(blank)	383	21	404	
Grand Total	**465**	**23**	**488**	
Percentage Disability Identified	**14.55%**	**0.41%**	**14.96%**	
Percentage Disability services accessed	**5.53%**	**0.20%**	**5.74%**	
Percentage Disability services not accessed	**9.02%**	**0.20%**	**9.22%**	

Disability status & service access by programme

2020	BAD	BCT	BMD	BSE-GP	BSE-AI	GDCA	GDCT	MOD	DCF	PGC-D	PGD-D	Data Science Essentials 1 (Micro-Credential)	Data Science Essentials 2 (Micro-credential)	Grand Total	Percentage on total
Disability identified	5	10	6	7	2	1	1		18					50	10.71%
Disability services accessed	2	7	4				1		12					26	5.57%
Hearing/Deaf			1											1	
Learning			1						2					3	
Medical Condition				1					2					3	
Mental Health Issue				1										1	
Neurological condition	1													1	
Other		4	1				1		6					12	
(blank)	1	1	1						2					5	
Disability services not accessed	3	3	2	7	2	1			6					24	5.14%
Hearing/Deaf				1										1	
Learning	1	1		1	1				2					6	
Medical Condition				2										2	
Mental Health Issue				1										1	
Other		1	2	1		1			2					7	
Physical/Mobility	2			1	1									4	
(blank)		1							2					3	
No disability identified	59	60	73	44	14	21	22	12	94	2	9	2	1	413	
Disability services accessed									2					2	
Other									2					2	
Disability services not accessed	59	60	73	44	14	21	22	12	92	2	9	2	1	411	
(blank)	59	60	73	44	14	21	22	12	92	2	9	2	1	411	
Not stated (question asked of student, but no answer was provided)		1							2		1			4	
Disability services not accessed		1							2		1			4	
(blank)		1							2		1			4	
Grand Total	64	71	79	51	16	22	23	12	104	2	10	2	1	467	
Percentage Disability Identified	1.07%	2.14%	1.28%	1.50%	0.43%	0.21%	0.21%	0.00%	3.85%	0.00%	0.00%	0.00%	0.00%	10.71%	
Percentage Disability services accessed	0.43%	1.50%	0.86%	0.00%	0.00%	0.00%	0.21%	0.00%	2.57%	0.00%	0.00%	0.00%	0.00%	5.57%	
Percentage Disability services not accessed	0.64%	0.64%	0.43%	1.50%	0.43%	0.21%	0.00%	0.00%	1.28%	0.00%	0.00%	0.00%	0.00%	5.14%	

2021 (New Students)	BAD	BCT	BMD	BSE-GP	BSE-AI	GDCA	GDCT	MOD	DCF	PGD-Design	Data Science Essentials 1 (Micro-Credential)	Data Science Essentials 2 (Micro-credential)	Digital Transformation (Micro-credential)	Grand Total	Percentage on total
Disability identified	18	3	9	10	2	5	2		28		3			80	15.78%
Disability services accessed	8		4	5		2	1		24		1			45	8.88%
Hearing/Deaf	1								2					3	
Learning	2		1											3	
Medical Condition			1											1	
Mental Health Issue				1					2					3	
Neurological condition	2		1						2					5	
Other				1										1	
(blank)	3		2	2		2	1		18		1			29	
Disability services not accessed	10	3	5	5	2	3	1		4		2			35	6.90%
Hearing/Deaf	1													1	
Learning	1													1	
Medical Condition				2										2	
Mental Health Issue	1		1											2	
Neurological condition				1										1	
Other	1													1	
Physical/Mobility		2			1									3	
(blank)	6	1	4	2	1	3	1		4		2			24	
No disability identified	69	49	59	60	6	17	17	10	98	2	32	4	3	426	
Disability services accessed	2		1						2					5	
Other	1													1	
(blank)	1		1						2					4	
Disability services not accessed	67	49	58	60	6	17	17	10	96	2	32	4	3	421	
(blank)	67	49	58	60	6	17	17	10	96	2	32	4	3	421	
Not stated (question asked of student, but no answer was provided)				1										1	
Disability services not accessed				1										1	
(blank)				1										1	
Grand Total	87	52	68	71	8	22	19	10	126	2	35	4	3	507	
Percentage Disability Identified	3.55%	0.59%	1.78%	1.97%	0.39%	0.99%	0.39%	0.00%	5.52%	0.00%	0.59%	0.00%	0.00%	15.78%	
Percentage Disability services accessed	1.58%	0.00%	0.79%	0.99%	0.00%	0.39%	0.20%	0.00%	4.73%	0.00%	0.20%	0.00%	0.00%	8.88%	
Percentage Disability services not accessed	1.97%	0.59%	0.99%	0.99%	0.39%	0.59%	0.20%	0.00%	0.79%	0.00%	0.39%	0.00%	0.00%	6.90%	

2022 New Students

2022 New Students	BAD	BCT	BMD	BSE-GP	BSE-AI	GDCA	GDCT	DCF	PGC-DT	Data Science Essentials 1 (Micro-Credential)	Grand Total	Percentage on total
Disability identified	**8**	**18**	**17**	**20**	**2**	**5**	**2**	**42**		**1**	**115**	**20.14%**
Disability services accessed	5	8	9	11	2	3	2	20		1	61	**10.68%**
Hearing/Deaf	1		1					2			4	
Learning	2		1		1						4	
Mental Health Issue			2								2	
Neurological condition		2		2							4	
Other		1		1							2	
Physical/Mobility		1		1							2	
(blank)	2	4	5	7	1	3	2	18		1	43	
Disability services not accessed	3	10	8	9		2		22			54	**9.46%**
Intellectual								2			2	
Learning			1								1	
Medical Condition		1		1							2	
Mental Health Issue		1	1	2				2			6	
Neurological condition		1	2	1				4			8	
Other		1									1	
Physical/Mobility		1	1								2	
Vision		2									2	
(blank)	3	3	3	5		2		14			30	
No disability identified	**71**	**59**	**74**	**56**	**13**	**15**	**20**	**132**	**5**	**5**	**456**	
Disability services accessed	1			1				5			7	
(blank)	1			1				5			7	
Disability services not accessed	70	59	74	55	13	15	20	133	5	5	449	
(blank)	70	59	74	55	13	15	20	133	5	5	449	
Grand Total	**79**	**77**	**91**	**76**	**15**	**20**	**22**	**180**	**5**	**6**	**571**	
Percentage Disability Identified	1.40%	3.15%	2.98%	3.50%	0.35%	0.88%	0.35%	7.36%	0.00%	0.18%	20.14%	
Percentage Disability services accessed	0.88%	1.40%	1.58%	1.93%	0.35%	0.53%	0.35%	3.50%	0.00%	0.18%	10.68%	
Percentage Disability services not accessed	0.53%	1.75%	1.40%	1.58%	0.00%	0.35%	0.00%	3.85%	0.00%	0.00%	9.46%	

2023 New Students

2023 New Students	BAD	BCT	BMD	BSE-GP	BSE-AI	GDCA	GDCT	MOD	DCF	PGC-D	PGC-DT	PGD-D	Agile Mindset (Micro-credential)	Data Analytics and Artificial Intelligence (Micro-Credential)	Design Thinking (Micro-credential)	Digital Transformation (Micro-credential)	User Experience (Micro-credential)	Grand Total	Percentage on total
Disability identified	12	14	15	8	1	2	1		43		1		1			1	1	100	16.10%
Disability services accessed	7	9	6	3			1		29									55	8.86%
Hearing/Deaf	1																	1	
Medical Condition	1		1	1														3	
Mental Health Issue	1																	1	
Neurological condition		1																1	
(blank)	4	8	5	2			1		29									49	
Disability services not accessed	5	5	9	5	1	2			7		1		1			1	1	45	7.25%
Intellectual				1														1	
Medical Condition			1															1	
Mental Health Issue			1	1														2	
Neurological condition	1	1		1	1													4	
Other			1															1	
Physical/Mobility			1															1	
(blank)	4	3	4	4		2			7		1		1			1	1	35	
No disability identified	74	58	70	55	12	13	19	6	171	3	2	7	1	6	2	9	13	521	
Disability services accessed	1	1	1	3					6									12	
(blank)	1	1	1	3					6									12	
Disability services not accessed	73	57	69	52	12	13	19	6	165	3	2	7	1	6	2	9	13	509	
(blank)	73	57	69	52	12	13	19	6	165	3	2	7	1	6	2	9	13	509	
Grand Total	86	72	85	63	13	15	20	6	214	3	3	7	2	6	2	10	14	621	
Percentage Disability Identified	1.93%	2.25%	2.42%	1.29%	0.16%	0.32%	0.16%	0.00%	6.92%	0.00%	0.16%	0.00%	0.16%	0.00%	0.00%	0.16%	0.16%	16.10%	
Percentage Disability services accessed	1.13%	1.45%	0.97%	0.48%	0.00%	0.00%	0.16%	0.00%	4.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.86%	
Percentage Disability services not accessed	0.81%	0.81%	1.45%	0.81%	0.16%	0.32%	0.00%	0.00%	1.13%	0.00%	0.16%	0.00%	0.16%	0.00%	0.00%	0.16%	0.16%	7.25%	

2024 New Students

2024 New Students	BAD	BCT	BIT	BMD	BSE-GP	BSE-AI	GDCA	GDCT	MOD	DCF	PGC-D	PGC-DT	PGD-D	Agile Mindset (Micro-credential)	Data Analytics and Artificial Intelligence (Micro-Credential)	Design Thinking (Micro-credential)	Digital Transformation (Micro-credential)	User Experience (Micro-credential)	Grand Total
Disability identified	10	11		10	5	2	1		2	29						1	2		73
Disability services accessed	4	3		5	1		1			14									28
(blank)	4	3		5	1		1			14									28
Disability services not accessed	6	8		5	4	2			2	15						1	2		45
Learning, Mental Health Issue	1																		1
(blank)	5	8		5	4	2			2	15						1	2		44
No disability identified	44	50	7	58	53	9	18	3	17	130	1	1	1	3	4	5	1	10	415
Disability services accessed	1	2	1		2		1			2									11
(blank)	1	2	1		2		1			2									11
Disability services not accessed	43	48	6	58	51	9	17	3	17	76	1	1	1	3	4	5	1	10	404
(blank)	43	48	6	58	51	9	17	3	17	76				3	4	5	1	10	404
Grand Total	54	61	7	68	58	11	19	3	19	159	1	1	1	3	4	6	3	10	488
Percentage Disability Identified	2.05%	2.25%	0.00%	2.05%	1.02%	0.41%	0.20%	0.00%	0.41%	5.94%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	0.41%	0.00%	14.96%
Percentage Disability services accessed	0.82%	0.61%	0.00%	1.02%	0.20%	0.00%	0.20%	0.00%	0.00%	2.87%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	5.74%
Percentage Disability services not accessed	1.23%	1.64%	0.00%	1.02%	0.82%	0.41%	0.00%	0.00%	0.41%	3.07%	0.00%	0.00%	0.00%	0.00%	0.00%	0.20%	0.41%	0.00%	9.22%