Learner Success Plan

What does success look like for disabled learners?

In this plan the term "disabled learners" is used to reflect that people with impairments are often disabled by their environment, rather than disabled themselves. The term refers to learners who have permanent impairments, those impairments resulting from long or short-term injury or illness, the Deaf community and those with learning, neurological or cognitive difficulties, mental health conditions. These impairments often last up to six months or more.

This plan outlines how ServiceIQ will protect, retain and improve quality delivery and experience to ensure learners with disabilities succeed with work-based learning.

How we will use existing resources, initiatives, evidence and lessons learned in relation to learner success and learner experience and how we capture, record and review our information and data.

The transition plan outlines specific interventions and how they will be measured to support credit achievement, program completion and support work-based learners with disabilities.

We will ensure:

▶ Disabled learners have a strong representative voice.

▶ Disabled learners achieve equitable outcomes.

▶ The majority of our staff are reporting an increase in their Disability Confidence.

▶ The Principles of Universal Design are being implemented, disabled learners report a more accessible use of assistive technology.

▶ Learners with varying impairments receive the right learning support and can access information, communication and digital platforms.

▶ An increasing number of disabled learners feel safe to provide personal information about their impairment.

▶ Employers who support disabled learners express an increase in their Disability Confidence.

▶ Disabled learners identity is reflected within their learning and environment. Learning with ServiceIQ is mana-enhancing for people with impairments and their whānau.

▶ A strong disability workforce is available to support disabled learners. Disabled learners and staff thrive, their capability grows and is nurtured.

▶ Learning and wellbeing needs are proactively met. SIQ supports the wellbeing of all learners with impairments.

Find out more: www.ServiceIQ.org.nz/about-us/equity

ServiceIQ
Industry Qualifications

E Q U I T Y

We are the workplace training specialist for service sector employers in aviation, hospitality, retail, travel, tourism, and museums. We help our customers succeed by growing their talent.

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Framework

1. Building Disability Confidence of our staff

Action	Metrics	Evidence
Develop staff understanding of the educational and other barriers disabled learners face through a series of bimonthly online workshops developed and facilitated by our Disabilities Advisor. Training and resources are developed to support staff with inclusive learning support and assessment. Course design, curriculum, delivery and assessment includes the Principles of Universal Design in Education for disabled learners. Staff have the right support to ensure they have the right attitude, behaviours and can provide the right outcome (learning support) for learners with various impairments to achieve.	1. Number of training and resources and information available on showcase. 2. Number of staff completed Disability Awareness workshops and professional development. 3. Measure of Disability Confidence (DC) change through training. 4. Percentage of staff feeling DC to support disabled learners. 5. Number of programmes reviewed against the Principles of Universal Design for course design, curriculum, delivery and assessment. 6. Improvement in DC of staff re: right support, attitude and outcome. 7. Number of solutions identified and addressed.	1. Feedback from Industry Engagement team on effectiveness and future needs. Documented on CRM 2. Kaimahi Performance plans KPI 3. Satisfaction survey following workshops and 6 months after. 4. Ongoing communication with Disability Advisor and surveys. 5. Updates from resource team documented by Disability Advisor. 6. Learner satisfaction surveys and attendance at SSA Service Sector Advisor and KAM Key Account Manager team meetings. 7. Documented review and continuous improvement Equity team monthly reports.

2. Ensuring disabled learners receive the right learning support

Action	Metrics	Evidence
Ensure Te Tiriti excellence partnering and empowering disabled learners. Continue to review current processes to obtain more consistent data about the progress of learners with different impairments. Build strong partnerships with agencies in the disability and wider community who can support learners and staff. Connected Communications and Engagement. Co-design approaches inform participation in decision-making. Needs assessments and customised success planning. Design monitoring processes to ensure these systems are making a difference for disabled learners and staff. Empower the voice of disabled learners to ensure diversity is heard. Partnerships with learners at all levels leads to solutions that see learners, whanau, and community thrive, while enhancing mana and success.	1. Number of learners with disabilities identified at enrolment. 2. Percentage of disabled learners accessing support services and resources, compared to enrolment. 3. Progress with resolving barriers or requiring further work. 4. Percentage retention rates throughout the learner journey for disabled learners. 5. Percentage of course success rates for disabled learners. 6. Number of solutions identified and addressed. 7. Number of agency partners. 8. Initiatives developed to identify and support emerging needs of disabled learners. 9. Identify where areas of success are and any barriers to success.	1. Number of training Agreements Disability Advisor through CRM/PowerBI 2. Surveys indicate 80% of learners with disabilities enrolled are aware of and using resources and services. 3. Satisfaction surveys (Quarterly) 4. PowerBI data in EPI Equity report. Reviewed and reported monthly. 5. PowerBI data in EPI Equity report. Reviewed and reported monthly. 6. Monthly report includes review and continuous improvement strategies. 7. Documented in CRM 8. Monthly KPI reports with feedback from SSA, Employer and learners. 9. Self-review evident in reporting documentation.

3. Information and communication access that considers disabled learners who require this in alternate formats and use assistive technology

Action	Metrics	Evidence
As part of the Accessibility Charter Programme: Guidelines are created for to review digital strategies and platforms to ensure this is accessible for all disabled learners. Determine how accessible these platforms are for disabled learners, what would make a difference for them and the resources required to resolve issues. Explore how assistive technology could be tested across ServiceIQ and pockets of good practice. Monitor progress and the impact on learners with impairments.	1. Review digital platforms. 2. Number of solutions identified/addressed. 3. Reviewed in partnership with disabled learners and employers.	1. Digital Platform and Assistive Technology Implementation Plan developed. 2. Reporting includes review, solutions and outcomes. 3. Satisfaction survey feedback from employers and learners.

4. Disabled learners have equitable access to vocational learning pathways and employment

Action	Metrics	Evidence
Identify and resolve the barriers for disabled learners who don't have equitable access to vocational learning pathways including those with learning (intellectual) impairment, some Deaf people, with SLD, neuro diverse conditions, etc. Learning is flexible and technology is readily available and customised. Develop partnerships with disability employment agencies to create more employment opportunities for disabled learners. Financial services are easily accessed (budgeting/loans). Information is clear and accessible.	1. Number of projects to resolve the barriers for disabled learners who don't have equitable access to vocational learning pathways. 2. Number of people with learning (intellectual) impairment, some with SLD and neuro diverse conditions completing further study. 3. Number of disabled learners receiving impairment related learning support. 4. Percentage retentions rates for disabled learners. 5. Number of partnerships with Disability Employment Agencies.	1. Monthly reports on initiatives implemented against KPIs. 2. Data showing number of people with disability pathway to higher qualification. PowerBI 3. CRM data on number of disabled learners receiving support from Disability Advisor or referral. 4. EPI data 5. Recorded in CRM

5. Employers have access to support and awareness

Action	Metrics	Evidence
Create training, support and resources for employers to ensure they are Disability Confident. Research current employers systems and processes and support to determine employers needs to support disabled learners and create these support systems. Design monitoring processes so employers feel Disability Confident and disabled learners are receiving the right impairment-related learning support to succeed with work-based training.	1. Number of training programmes and resources employers. 2. Number of employers completing this training. 3. Percentage employers feeling DC to support disabled learners. 4. Percentage retentions rates for these WBL learners.	1. Documented portfolio of resources and online presentation. 2. CRM, monthly report 3. Satisfaction surveys. 4. PowerBI, monthly report.

6. Provide effective support for learners who experience anxiety and mental distress

Action	Metrics	Evidence
Support through a range of channels and services. Culturally relevant mental health support information is available. Learners feel supported and are confident.	1. Understand and communicate support available. 2. An anonymous survey to understand what levels we are working with and varying elements.	1. Showcase, survey to employers re Vitae, Vitae promotion. Website resources. 2. Survey results

7. Focus on wellbeing

Action	Metrics	Evidence
Outcomes framework is co-defined, principled, and measurable. Whakawhanaungatanga – engage in ways that honour Te Tiriti and ensure strong relationships that are inclusive of learners with their whānau. Confidence-building is a deliberate practice. Services and environments align to holistic learner needs. Diversity in learner success and motivations are recognised, including whānau and community prosperity.	1. All disabled learners convey positive net promoter survey scores. 2. Increased credit achievement and course success rates for disabled learners. 3. Increased proportion of programme and qualification achievement for disabled learners.	1. Satisfaction surveys 2. PowerBI data 3. PowerBI data