
Te Pūkenga Interim Learner Advisory Committee (ILAC) OPEN Agenda

Meeting Date: Thursday, 2 June 2022

Meeting Time: 4.30pm – 8.30pm

Meeting Venue: Audio Visual Link

Members: Jordan Gush (Co-Chair)
Dahrian Watene (Co-Chair)
Hamish Duncan
Ezra Tamati
Skyla Flower
Henry Geary
Lupe Kautoke
Nina Lee Griffith
Cecily Zhou

In attendance: Simone Andersen (Kaikōkiri Director Learner & Whānau Engagement)
Becca Brooke (Learner Governance Lead)
Katrina Thomas (Principal Advisor)
Aayla Peebles (Learner Partnerships Advisor)
Annie Waterworth (Implementation Lead)
Chelsey Stewart (LJE Advisor)
Kirsten Te Wao (Kaikōkiri Director Learner Wellbeing & Services)
Ehsan Yaeghoobi (Sustainability Lead)
Ben Ngaia (Kaikōkiri Maori Academic Development)
Mariana Tapsell (Capability Co-Lead Mātauranga Māori)
Layelin Stewart (Engagement & Mātauranga Maori Advisor)
Kaye Cunningham (Senior Programme Manager – Op Model)
Caleb Kiriona (Project Manager – Op Model)
Alexandra Grace (Senior Communications Advisor)

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council’s strategic direction, the Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Interim Learner Advisory Committee by the Council.

As part of its functions and as set out in the committee’s terms of reference, the Interim Learner Advisory Committee is required to:

- 1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making*
- 2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)*
- 3. consider any specific issues delegated to it or requested by Te Pūkenga Council*
- 4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process*
- 5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals*
- 6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.*

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is to be generated towards the key deliverables outlined in its terms of reference and work programme.

Interim Learner Advisory Committee – 2022 Work Programme

| AGENDA ITEM | MAR 16 | APR 12 | JUNE 02 | AUG 16 | OCT 4 | DEC TBC |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|------------|-----------|----------|------------|
| GOVERNANCE (Council Priorities) | | | | | | |
| Develop Interim Advisory Committee Relationship Agreement | ● | ● | | | | |
| Develop Interim Advisory Committee Work Programme | ● | ● | | | | |
| Develop an operational issues process and provide advice on a communication plan to ensure the Advisory Committees purpose within the wider network is understood and communicated effectively. | | ● | ● | | | |
| Develop Permanent Learner Committee Framework (<i>terms of reference, relationship agreement, position descriptions, induction & handover guides</i>) noting statutory framework and Council decisions. | | ● | ● | ● | ● | |
| Advise on the development of an Election Process for the 2023 Learner Advisory Committee (in conjunction with Kaimahi elections) | | ● | ● | ● | ● | |
| PERFORMANCE MONITORING | | | | | | |
| Quarter 1 report to Council | | ● | | ● | | ● |
| Quarter 2 report to Council | | | | | | |
| Quarter 3 report to Council | | | | | | |
| Quarter 4 report to Council – Final report from Interim Committee | | | | | | |
| STANDING ITEMS | | | | | | |
| Komiti Māori report | ● | ● | ● | ● | ● | ● |
| Te Poari Akoranga report | ● | ● | ● | ● | ● | ● |
| Co-Chairs report | ● | ● | ● | ● | ● | ● |
| Council Update Report | | ● | | ● | | ● |
| ONGOING - Advise on Council Strategic Matters | | | | | | |
| Learner Voice (Contribute perspectives of Te Pūkenga Learners, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals) | | | | | | |

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1) Open meeting with Karakia Timatanga

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| Whakarongo rā e Rongo ki Te Pūkenga te manawa nei ki te rongo taketake te whiwhia, te rawea te whiwhi-ā-nuku whiwhi-ā-rangi I takea mai i te kāhui o ngā ariki. Kia tūturu ka whakamau ai kia tīnā Tīnā! Hui e? Taīki e! | <i>Listen o Rongo to Te Pūkenga offering gratitude for the peace and harmony that allows us to enjoy, the gifts of the earth and the heavens bequests of a higher order. Firmly! Do we all concur? We concur!</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

2) Introductions/Welcome

To note that Council Members Tania Hodges and Peggy Fairbairn-Dunlop will be in attendance from 5.00pm – 5.30pm

3) Apologies

ILAC to receive and note any apologies.

Recommendation:

That the apologies from xxx are received and accepted.

4) Confirmation of Agenda

The agenda order will need to be flexible to accommodate presenter/guest availability. Depending on how the meeting progresses, there is a chance, due to the large number of items on this agenda, that the meeting will need to be adjourned to reconvene at a suitable date/time.

Recommendation: Jordan/Dahrian

That the agenda is confirmed.

5) Declarations of Interest

ILAC Members to declare any conflicts of interest.

(Members are reminded of the need to be vigilant in declaring whether they may have any private or external interests relating to any matters being discussed in this agenda).

6) Confirmation of 12 April 2022 OPEN Interim Learner Advisory Committee Meeting Minutes

- Committee to confirm the open minutes of the last Interim Learner Advisory Committee meeting (**Attachment 1**)
- For reference the 12 April 2022 ILAC meeting summary can be found [here](#).
- Opportunity to discuss any matters arising from the minutes.

Recommendation:

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 12 April 2022 as a true and correct record.

Item 6 - Attachment 1

Te Pūkenga Interim Learner Advisory Committee (ILAC) Open Minutes

Minutes of a meeting of the Interim Learner Advisory Committee held via audio visual link on 12 April 2022 at 4.30pm.

PRESENT

Co- Chair Jordan Gush
Co-Chair Dahrian Watene

Members Hamish Duncan
 Skylia Flower
 Lupe Kautoke
 Henry Geary
 Ezra Tamati
 Nina Lee Griffith
 Cecily Zhou

In Attendance Tania Winslade (*Deputy Chief Executive Learner Journey and Experience (LJE)*)
 Simone Andersen (*Kaikōkiri Director Learner & Whānau Engagement*)
 Jo Massey (*Governance Committee Co-ordinator*)
 Becca Brooke (*Learner Governance Lead*)
 Aayla Peebles (*Learner Partnership Advisor*)
 Katrina Thomas (*Principal Advisor*)
 Annie Waterworth (*Senior Implementation Leader*)
 Warwick Pitts (*Director Learner Strategy*)
 Chelsey Stewart (*Advisor*)

- 1. Welcome/Karakia**
The meeting was opened with a karakia from the Director Learner & Whanau Engagement. New member Cecily Zhou was welcomed to her first hui as the International Representative on the ILAC.
- 2. Introductions**
ILAC members and attendees at the meeting introduced themselves to new member Cecily Zhou.
- 3. Apologies**
Resolved: (Jordan Gush/Skylia Flower)

That the apologies for lateness from Dahrian Watene and Nina Lee Griffith are received and accepted.

4. Confirmation of Agenda

Resolved: (Jordan Gush/Dahrian Watene)

That the agenda is confirmed.

5. Declarations of Interest

No members of ILAC declared any conflicts of interest.

6. Confirmation of 16 March 2022 OPEN ILAC Meeting Minutes

Resolved: (Jordan Gush/Dahrian Watene)

That ILAC confirm the open minutes of the interim Learner Advisory Committee meeting that took place on 16 March 2022 as a true and correct record.

7. Learner with Whānau Success & Equity Strategy Programme & Initiatives Presentation

The 'Learner with Whānau Success & Equity Strategy Programme & Initiatives' was presented by the Director, Learner Strategy and Experience. He noted that the development of the strategy was being informed by previous work around understanding the experience of learners and identifying barriers they may encounter. Further engagement with learners (including ILAC) was being planned to inform the future design and development of a 10-year Learning and Equity Success Strategy.

Members asked questions relating to the data and insights used to inform development of the strategy, particularly on the impact that Covid may have had on the timing of the data and insights, and the timeline and level of engagement being planned with learner leaders and the wider learner cohort. The Director Learner Strategy and Experience noted that staff want to work with ILAC to ensure learners can be engaged with throughout the process to inform the development of the momentum strategies. Members commented that they would like a chance to view the data collected and to add any further thoughts.

Staff Action: Copy of the presentation to be provided to Members, and form to be created with questions that ILAC can consider and provide further feedback.

Resolved: (Jordan Gush/Skyla Flowers)

That ILAC receive the overview and presentation on the Learner with Whānau Success Strategy, and the feedback from ILAC was received was noted.

8. Equity Strategy Presentation and Engagement (presentation to be circulated separately)

It was noted that Item 8 – Equity Strategy Presentation and Engagement will be deferred to the next meeting of ILAC.

9. Permanent Advisory Committee Framework Discussion

The Kaikōkiri Director Learner & Whānau Engagement and Learner Governance Lead provided some guidance to inform an initial discussion around the permanent advisory committee framework, particularly around representation models. They noted that the key requirement for the permanent advisory committee is regional divisions, and that each committee consists of persons representing a minimum of each of these regional divisions as a baseline. However, members can consider what other types of learner representation might be needed. ILAC focussed on the following questions to guide their discussion.

- What does fair and effective representations mean/look like to you?
- How do we ensure the perspective of our diverse learners are represented fairly and effectively?
- What is working well now with ILAC in terms of representation/committee profile?
- What might be needed in addition to regional representation? (Direct appointments, national positions, priority groups)
- What should the composition of the permanent committee look like/factor ? (Size, learner type, priority groups)

The following points/questions were noted from members:

- The benefits of the current make up of ILAC and the selection criteria used to appoint the interim committee. It was noted that the current model has real strength in ensuring diverse learner representation and perspectives.
- Members raised that thought needs to be given to how the mechanisms would support the elected regional advisory committee members to have links/reach into the regions they represent. The same point was raised with respect to other types of positions that may form part of the permanent committee i.e., priority learner group representatives and the links/reach into communities they represent.
- There was concern that learner voices may be lost with large regions and how learners from each institution would be able to be represented effectively.
- Members have inquired as to how the permanent committee will have a relationship with each institution's student council, or if these will still exist? In what ways will members provide and receive information?
- It was noted that there is a perceived stigma associated with representation and leadership and that Te Pūkenga has the opportunity to empower learners to contribute to the network so that it isn't always the same people stepping up. What can we do to alter the learner mindsets to develop future leaders and get them out of their comfort zones?

Following the above discussion, the Deputy Chief Executive LJE acknowledged the work of ILAC and the progress being made. Chair Jordan Gush' recent contribution to the national RoVE panel discussion that received great feedback in terms of advocating for a learner centered approach.

Resolved: (Nina Lee Griffiths/Hamish Duncan)

That staff note the feedback received from the committee.

10. Learner Engagement Framework Discussion – ‘What does good learner engagement look like?’

The Learner with Whānau Engagement team facilitated a discussion on ‘what does good engagement look like?’ focussing on the following questions:

- What does 'learner-centred' mean to you?
- What does a commitment to Te Tiriti o Waitangi look like to you?
- How does learner engagement happen in your institutions? Do you have some examples of good engagement that you can share?

Members discussed the above, with key points around the topic being captured by the Learner with Whānau Engagement team. Members requested an option be made available to provide further written feedback following the meeting.

Staff Action: Learner with Whānau Engagement team to make the Miro link available to members through the team's channel.

Resolved: (Ezra Tamati/Hamish Duncan)

That staff note both verbal and Miro board feedback from the committee.

11. OPEN Council/Committee/Representative Group Updates

- Council
Jordan Gush provided a verbal update on the last Council meeting noting the summary provided as part of the agenda outlining the Council's key activities for March 2022
- Komiti Māori
Dahrian Watene noted that the next Komiti Māori hui will be kanohi ki te kanohi next week so an update will be given at the next meeting.
- Disability Action Plan Steering Group
Henry Geary advised that no meeting had been held since last meeting update.
- Te Poari Akoranga
Hamish Duncan and Skyla Flowers noted that they have full day meeting tomorrow so will provide an update at next meeting.

Resolved: (Nina Lee Griffiths/Hamish Duncan)

That ILAC receive the March 2022 Council Summary (Attachment 1) and the verbal updates concerning OPEN Council/committees/representative groups.

12. General Business

Staff provided updates on the following matters:

Operating Model

The Kaikōkiri Director Learner & Whānau Engagement provided a brief update regarding the operating model mahi that was currently taking place and noted that consultation was due to occur mid-year.

As part of this update, the Deputy Chief Executive LJE facilitated a discussion around how the transition to 2023 could be made as seamless as possible for learners and what they may need to support learners' success from Day 1.

Some of the initial points of discussion on this topic are listed below:

- As apprentices consider themselves workers and not learners in the traditional sense, how might this mindset be changed? Can some thought be given to the possibility of looking into some sort of employer accreditation regarding apprentices to help support the need for balance between working and learning.
- Members liked the idea of 'navigators to support learners.

- It was suggested that a wānanga be organised to discuss this topic further - preferably before the next ILAC meeting in June.

Staff Action: Wānanga to be organised along with some pre-questions to prompt some thinking on this topic.

Advisory committee communications

The Governance Lead gave a brief update on the following:

- Monthly council updates were now being compiled to provide the advisory committees with an overview of Council decisions and mahi.
- ILAC meeting summaries would be compiled after each meeting to assist with talking points for members and to facilitate access to key documents and updates.
- The Council secretariat was working towards setting up meetings with the Chair/Deputy Chair and ILAC Co-Chairs and also arranging for a Council representative to attend ILAC meetings quarterly.
- The Council will receive a report to ask for direction on key strategies/mahi they would like advice from ILAC on.
- As staff would be looking at organising an in person wānanga prior to the June meeting, it was likely the June meeting would be a virtual meeting.

Resolved: (Dahrian Watene/Hamish Duncan)

That ILAC receive the verbal updates provided by staff and note any matters of general business.

13. Action List

Resolved: (Jordan Gush/Hamish Duncan)

That ILAC noted the actions and updates listed in the agenda.

14. Resolution to Exclude the Public

Resolved: (Jordan Gush/Hamish Duncan)

That the public be excluded from the following parts of the proceedings of this meeting, namely consideration of the public excluded agenda.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution follows:

| General subject of matter to be considered | Reasons for passing this resolution | Ground(s) founder section 48(1) for the passing of this resolution |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Confirmation of 16 March 2022 Public Excluded Interim Learner Advisory Committee Meeting Minutes | Good reasons to withhold information exists under Section 7 Local Government and Official Information and Meetings Act 1987 | Section 48(1)(a) |

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting in public, as follows:

| | | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------|
| Confirmation of 16 March 2022 Public Excluded Interim Learner Advisory Committee Meeting Minutes | To prevent the disclosure or use of official information for improper gain or improper advantage. | Section 7 (2) (j) |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------|

The meeting moved into the public excluded session at 7.14pm.

The meeting was closed with a Karakia by Dahrian Watene at 7:16pm.

Dated: DATE

Signed as a correct record

Jordan Gush
Co-Chair

Dahrian Watene
Co-Chair

7) Learner with Whanau Success and Equity Strategy Business Case – Update

(presentation by Kaikōkiri Director Learner Strategy and Experience and the Learner with Whanau Success and Equity Strategy Business Case to be circulated separately)

PRESENTATION PURPOSE:

Input from ākongā has been incorporated into the Learner with Whanau Success and Equity Strategy Business Case. Staff will provide an update and overview on this mahi.

Recommendation:

That ILAC receive the overview and presentation on the Learner with Whanau Success and Equity Strategy and that staff note any feedback provided by the committee.

8) Te Pae Māhutonga (Wellbeing Framework) – Presentation and Engagement

(presentation by Kaikōkiri Director Learner Wellbeing & Services to be circulated separately)

PRESENTATION/ENGAGEMENT PURPOSE:

Ākongā have told us through Te Rito research that holistic wellbeing is something they aspire to achieve. We know that learning and wellbeing go hand in hand, and that the wellbeing of kaimahi impacts the wellbeing of our ākongā.

Te Pae Māhutonga has been adopted as our organisation-wide wellbeing framework for kaimahi and ākongā. It provides a modern, enhanced focus on holistic health and wellbeing and a commitment from Te Pūkenga to prioritise this in all that we do.

The purpose of this presentation is to provide early insight to Learner Leaders and ILAC members of Te Pae Māhutonga, which will be launched officially to our network as part of Matariki celebrations.

This session is an opportunity for attendees to learn about Te Pae Māhutonga, share experiences relating to the framework and inform what this might look and feel like for them in the future.

KEY SUMMARY POINTS

Te Pae Māhutonga, the star constellation more widely referred to as the Southern Cross, is a well-known site in our night sky and is the inspiration for a health promotion framework developed by Tā Mason Durie in 1999. With its four central stars positioned in a cross and two trailing ‘pointer stars’, it was often used as a navigational aid.

Within Te Pūkenga, Te Pae Māhutonga has been adopted as an organisation wide framework for holistic wellbeing which brings together a wide range of health & wellbeing factors for individually and collective success.

The six stars of the constellation represent key aspects of health and wellbeing:

The four central stars represent:

- Mauriora – cultural identity
- Waiora – physical environment and sustainability
- Toiora – healthy lifestyles (mental and physical)
- Te oranga – participation in society

The two pointer stars symbolise two other important parts of a holistic wellbeing system:

- Ngā manukura – leadership
- Te Mana Whakahaere – autonomy

With the adoption of Te Pae Māhutonga, this framework will underpin our kaimahi and ākonga wellbeing activity and plans to ensure holistic aspects of wellness are enabled across Te Pūkenga.

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS

- Understanding Te Pae Māhutonga as a holistic wellbeing framework, with an introduction to the descriptors for each dimension and how these could be personalised?
- Members are encouraged to think about potential challenges and opportunities in implementing Te Pae Māhutonga as our wellbeing framework.
- Members are guided to consider ways of communicating Te Pae Māhutonga within the network.

Recommendation:

That ILAC receive the overview and presentation on Te Pae Māhutonga and that staff note any feedback provided by the committee.

9) Sustainability Strategy – Presentation and Engagement

(presentation by Sustainability Lead to be circulated separately)

PRESENTATION/ENGAGEMENT PURPOSE:

Advice and guidance is sought from the ILAC to inform the development of a sustainability strategy for Te Pūkenga.

The scope of a sustainability strategy can be grouped broadly into two buckets:

- **operational sustainability** (the network's impacts on people and planet that are a consequence of its existence); and
- **academic delivery** (what learners are taught about sustainability, and how).

A draft sustainability framework is going before ELT on Monday 13 June to be refined before it is presented alongside a draft sustainability strategy to Council in July.

Irrespective of the ultimate shape, form, and ambition of sustainability at Te Pūkenga, the strategy is expected have a direct and significant impact on learners.

WHAT KEY THINGS SHOULD MEMBERS THINK ABOUT/ CONSIDER IN UNDERSTANDING THIS INFORMATION?

Proxima, a sustainability and impact consultancy, is helping with the development of this strategy and has employed a design-based approach.

However, natural time and budget constraints mean the depth and breadth of participation from various stakeholders is limited. Engagement with entities beyond the network, engagement with Māori, and engagement with learners themselves is lacking.

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS

Prior to the ELT meeting, Proxima is taking an approach of listening and understanding. We invite members to consider the following questions in advance:

- If Te Pūkenga had achieved its sustainability goals, what would it look like?
- From your perspective, what might those goals be?
- What are the most relevant challenges to overcome in the next year?
- What factors will accelerate progress?
- If you had to begin operationalising a sustainability strategy tomorrow, what would you need?

Recommendation:

That ILAC receive the overview and presentation on the Sustainability Strategy and that staff note any feedback from provided by the committee.

10) Whiria Te Pūkenga – Mātauranga Māori Framework for Te Pūkenga – Presentation and Engagement

(presentation by Kaikōkiri Maori Academic Development to be circulated separately)

PRESENTATION/ENGAGEMENT PURPOSE:

Whiria Te Pūkenga is a Ngā Uara (Values) based, Tangata (people) centred framework that offers grounding to the Ako Framework by way of a whakapapa that contextualises Ako within a Te Ao Māori worldview. Whiria Te Pūkenga seeks to ensure that Ngā Uara, Tangata and Te Ao Māori permeate across all Ako activities. Ngā Uara in this instance refers to the Te Pūkenga organisational values. Tangata refers to learners and their whānau being at the centre of everything that we do. Whiria Te Pūkenga is to be a collaborative kaupapa that is informed by the mātanga within and external to the network and seeks to consider and reflect where appropriate the qualities of the frameworks and strategies that are currently providing effective results for learners and their whānau.

WHAT DIRECTION/FEEDBACK/INPUT IS NEEDED FROM MEMBERS

- What are your perspectives on Mātauranga Māori, and what value does it bring to you?
- What value has Mātauranga Māori brought to your learning journey?
- What learnings would you offer to us to consider in ensuring that your ongoing journey supported by Mātauranga Māori meets your expectations?

Recommendation:

That ILAC receive the overview and presentation on te Whiria Te Pūkenga and that staff note any feedback from provided by the committee.

11) Learner Advisory Committee Representation Arrangements - Options Report

Pūrongo Kōmiti Ākonga a Te Pūkenga

Learner Advisory Committee Report/ Memo

2 June 2022

| | |
|-------------|----------------------------------------------------------------------------------------------------------------------------|
| Provided by | Simone Andersen, Kaikōkiri Director Learner & Whānau Engagement |
| Author | Becca Brooke, Learner Governance Lead – Learner Journey Experience & Chelsey Stewart, Advisor – Learner Journey Experience |
| Title | Learner Advisory Committee - Representation Arrangements |
| For | Approval for a recommendation to Council |

Te Taunaki | Recommendation(s)

It is recommended that Council:

| | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. | receive the report; |
| b. | <p>Recommend to Council the following governance arrangements for the permanent Learner Advisory Committee:</p> <ul style="list-style-type: none"> i. The committee comprise 12 learner representatives ii. 1 representative is elected from each region (noting 5 regions have been indicatively signalled) by the learner community of each region; iii. 1 representative is appointed (selected from a national pool of nominated candidates) for each of the following learner groups: <ul style="list-style-type: none"> • Maaori • Pasifika • Disabled • LGBTQI+ • International |

| | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Work-based Learner • Distanced learner |
| c. | Note that other aspects of the governance framework that will support the permanent Learner Advisory Committee (e.g. committee charter, terms of reference, position descriptions, induction process, appointments process, and election process) continue to be priority workstreams for the Interim Learner Advisory Committee to progress in the coming months. |

Te Tāhuhu Kōrero | Background

The work programme of the Interim Learner Advisory Committee (ILAC) includes the development of the representation arrangements for the permanent Learner Advisory Committee (LAC). At the 12 April 2022 ILAC meeting, members received a presentation introducing key areas to be considered by the Committee when carrying out this process. This included understanding the purpose of the future LAC, minimum legislative requirements, and the principles of good representation arrangements – how to ensure the learner voice, in particular that of underserved learners, is represented fairly and effectively.

That introduction was followed by a wānanga with ILAC and Te Pūkenga staff on 16 May 2022 (and a follow up session on 26 May 2022 for those members who missed the session) to workshop variations on a proposed option.

This report presents that option with amendments to incorporate the feedback and suggestions of ILAC members for their consideration, further refinement if required, and approval for recommendation to Council as the preferred representation arrangement for the future LAC.

Ngā Kōwhiringa me Te Tātaritanga | Options and analysis

At the ILAC wānanga on 16 May 2022 and based on previous indications that members were generally satisfied with the current size and makeup of the committee, staff presented the following initial option for future LAC representation arrangements.

Table 1: Initial proposed option for future LAC arrangements presented to ILAC 16 May 2022:

| Description | Regional elections | National election |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| (Total representatives = 11) | (5 representatives*) | (6 representatives) |
| Elections are held for each region a representative for each priority learner group is appointed nationally. | 1 'open-category' representative elected per region by learners in that region. *Number of regions based on best information at the time of writing and may change. | 1 learner representative from each priority group: Māori, Pasifika, Disabled/Accessible, LGBTQI+, International and Work-based learner (WBL). |

This option sought:

- Minimal change from the existing structure in terms of number whilst representing priority learner groups and meeting legal requirements for regional representation.
- Early work on regional representation suggests there may be around 5 regions – this is the assumption guiding representation options here. On this basis the proposed option includes 5 regional representatives and 6 national - an increase from 10 to 11 members.
- Staff considered having a priority learner representative elected for each region. However, this was not included as an option as it would increase the number of committee members to a size less likely to function efficiently or effectively (from 10 to 30 members). Also, it might be very difficult to source certain priority learner group candidates in some regions due to low numbers of that demographic there
- Elections were presented as the method of establishing representation at both regional and national levels in lieu of having had a conversation with ILAC members about the potential for some representatives to be appointed and their views on this.

At the wānanga, staff asked ILAC about their preferences on three key areas - to test and refine the proposed option. These key areas were:

- How LAC should agree recommendations and advice to Council (majority vote or consensus).
- What mix of learner priority groups would best support representation of the learner community and sound advice on strategic matters
- How to achieve that mix (regional/national elections only or also appointments).

After thorough discussion (including a separate meeting for those that could not make the first), ILAC members were generally in agreement on how to refine the option. A summary of the discussion and outcome for each of the key areas follows.

Decision-making arrangements.

Members had a strong preference for agreeing recommendations by a high majority vote (by 2/3 or 3/4 or other ratio appropriate to the final number of the committee and considering the required number for a quorum). For example, if the final committee number is 12, a quorum would be 8 members present and a majority vote of 6 would be required to pass any decision. With all members present, 8 votes (or 9 if a 3/4 majority is required) would be needed in favour to agree a recommendation.

While recognising that seeking consensus was desirable, it was very important to the group that members be able to show their dissent or opposition to a recommendation or advice to Council. This position acknowledges:

- Diversity of thought and ability to ensure representation of the learner voice where it may differ from the majority view.

- That seeking consensus can be very difficult, at times result in compromise that may be uncomfortable for members or be contrary to the development of good advice.
- The process of achieving consensus can slow down the functioning of a committee – especially where committee members and their perspectives have a high level of diversity.
- A higher majority vote than a simple majority (over 50% of the vote) retains some of the benefits of consensus decision-making. It encourages members to have robust debate and address challenges where there may not be a clear preference. Advice to Council may also be seen to carry greater weight with support from a larger proportion of committee backing it than a simple majority vote would.

Some members suggested that a charter be developed for LAC which would include guiding principles as to how the committee will work, including that in decision-making, the first intent should be to seek consensus.

It was also requested that it be part of committee process to record any member votes against the majority outcome and to ensure reports to Council incorporated all views and not just that supporting the LAC recommendation.

Mix of representation (and support networks)

Members discussed which other learner groups might warrant a dedicated representative on the LAC (for example 'mature/returning' learners and those learners that were a gender minority in their chosen field of work).

It should be noted that the LAC is a representative body for all Te Pūkenga learners. However, some priority learner groups have been identified as being traditionally underserved in terms of having their specific needs met, and a commitment to rectify that by ensuring they have a voice on the LAC has been made through Te Rito. Regardless of what 'hat/s' priority learner group representatives wear the role of each member is to represent all learner voices.

In addition, from a governance perspective, it is not practical to have a dedicated position on the committee for every unique learner group – the size of that committee would be impractical. This is where it becomes important to invest in the development and strengthening of a network of supportive sub-structures such as priority learner reference groups, learner leader groups, student associations and other specific learner and needs-based group forum.

These bodies can provide space for dialogue and debate, carry out their own assessments and solutions development, capture a broader and more nuanced learner voice and distil this in a way that informs and supports LAC in its deliberations and communications with Council. They may also potentially act in operational areas supporting LAC to focus on strategic matters and serve as an effective bridge and two-way communication channel between levels of governance.

Viewing the proposed option for future LAC representation with this in mind and remembering that the ongoing Future State of Learners work programme will be focusing on the wider support

network required to support the learner voice, **the members present at the wananga proposed one addition - a distanced learner representative.**

A distanced learner representative is initially described as “a learner who learns entirely online or via mail and is not specifically affiliated to a particular campus”. This definition is to be discussed at the meeting for further refinement.

Elections versus nominations

The final item ILAC were asked to consider on representation arrangements was whether all LAC representatives should be elected to the committee or whether there was value in also making appointments to the committee.

ILAC members agreed that a mix of regional ‘open category’ elections and national appointments to priority learner group representatives is preferred. Key points discussed were:

- That the process for electing representatives by priority group is likely to be complicated and raises several questions such as:
 - Who could vote for priority learner group candidates – only those who identify as being in that group or everyone?
 - It is likely there would be privacy concerns in confirming if someone is entitled to stand as (or vote for?) a candidate for a priority learner group position.
 - How many votes would a learner have – if they identify as multiple priority learner groups do they have more votes (and therefore more influence over the make up of the LAC) than others?
 - If electing these nationally, how possible is it for one candidate to establish a presence across the country (and with their specific learner community)?
- The difference in perception of weight of mandate behind elections (higher learner community mandate) and nominations (lower learner, higher organisational mandate)
- A key benefit of appointments is that representatives can be selected based on specific skills, experience, and characteristics.
- How allowing a mix of appointments and those elected by popular vote can lead to an effective and diverse committee in that its membership has both the required skills and experience for governance, balanced with community mandate and connection.
- What type of process and criteria might be used for nominations and appointments – a panel of LAC and Council could assess candidates or what kind of nomination criteria might apply (nominated by peers or staff?).

Regardless of whether the LAC is made up of elected representatives only or also includes appointed member, there will be a broader piece of work to be done around process and systems

to support that choice including a nominations process and candidate criteria expectations for any appointments.

Future LAC arrangements: proposed option for recommendation to Council

Table 2: Proposed recommendation for future LAC arrangements (changes to original proposal in red)

| Options description (Total representatives = 12) | Regional elections (5 representatives*) | National appointments (7 representatives) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Elections are held for each region a representative for each priority learner group is appointed nationally.</p> <p>Decisions are made by 2/3 or ¾ majority vote.</p> | <p>1 'open-category' representative elected per region by learners in that region.</p> <p>*Number of regions based on best information at the time of writing and may change.</p> | <p>1 learner representative from each priority group plus distanced learning: Māori, Pasifika, Disabled/Accessible, LGBTQI+, International, Work-based learner (WBL) and distanced learning.</p> |

Staff recommend that the option in Table 2 represents a sound governance structure for the future LAC for the following reasons:

- It maintains the LAC at a reasonable size for effective decision-making and appropriate representation of the diverse learner voice (keeping in mind the broader support network being envisioned to interact with and inform LAC as part of Future State of Learners work programmes).
- The option does this while supporting both the legislative requirements of regional representation and allowing a high degree of diversity and dedication to priority learner groups as set out in Te Rito.
- The appointment of priority learner group representatives from a national pool of candidates is both the simplest option in terms of process and beneficial in terms of being able to access the widest reach of potential high calibre candidates.
- Incorporating a mix of elected and appointed representation supports the 'best of both worlds' in terms of a combined membership that is fit for purpose with candidates selected on skills and attributes as well as those elected because they have strong connections with the learner community and a passion for leadership.

There are variations that could be made to this option that ILAC may wish to discuss at the meeting. However, it is the view of staff that the proposed option is the best recommendation they have.

Staff did consider other alternatives (e.g., regionally elected priority group representation) that were disregarded as carrying too many disadvantages in terms of increasing the size of the

committee or complicating the process and system beyond that which would support a sound governance structure or fair and effective representation.

Te Pae Tawhiti | Tiriti Excellence Framework

The recommendation in this report supports the outcomes of Te Pae Tawhiti in ensuring dedicated representation of the Māori learner voice on the permanent LAC.

The recommendation has been made following wānanga seeking guidance from ILAC which itself has members whose role it is to represent the Māori learner perspective and lend that to this work.

Pānga ki Ngā Ākonga/Kaitukumahi | Learner/Employer Impact

The LAC was established to ensure the learner voice has a place in Te Pūkenga at the governance level. The recommendations in this report are intended to ensure effective representation of all learners, particularly those identified as priority learner groups.

While the ILAC has a very important role in providing advice to Council on strategic and policy matters through a learner lens, it is one part of a much bigger puzzle being developed to ensure the needs of learners are met and their voice heard.

During the wānanga held with ILAC, the importance of ensuring the committee builds genuine opportunities for connection with all learner groups and organisations was very clear. As was the need for open, two-way lines of communication with these supporting sub-structures.

The recommendations in this paper seek to establish an appropriately representative learner advisory committee that will effectively fulfil its purpose and obligations while facilitating this type of connection with the wider learner network.

Ōritetanga | Equity Impact

The representation arrangements proposed in this report aim to improve equity for a range of traditionally underserved learner groups by ensuring dedicated representation for them on LAC.

The need to ensure there are opportunities for every learner voice to be heard and that these are open and accessible to all learners has been a key feature of the conversations that link to this work and that of the Future State of Learners.

Te Uiuinga Whānui | Engagement/consultation

Three touch points with the ILAC have been had on this matter that have informed the recommendations in this report:

- an introduction to the key requirements and considerations of representation arrangements in April 2022;
- a waananga to workshop a proposed option in May 2022; and
- a follow up sessin for those members who were unable to make the waananga.

Ngā tino raru ka heipu mai | Key risks

No significant risks have been identified with this work and recommendation at this time.

Following confirmation of the permanent arrangements by Council, staff will work with ILAC to develop a suite of supporting documentation and processes to minimise any risks to the performance of the LAC and ensure it is appropriately supported to operate effectively.

Te tirohanga taha pūtea | Financial considerations

There are no financial considerations at this stage for the recommendations made in this report.

Te Ahunga Ki Mua | Next steps

Should ILAC approve the recommended option in this report staff will produce a report for Council seeking their approval of the recommended arrangements for the permanent LAC.

That report will remind Council that ILAC has been charged with recommending the permanent LAC governance structure, and brief them on key considerations for representation arrangements and the process carried out to date to develop the recommendation.

It is intended that the ILAC recommendation on future representation arrangements go to the 19 July 2022 Council meeting.

Following approval by Council of the future representation arrangements, staff will develop a programme of work to prepare to stand up the new committee. This will include the development of systems and processes required to establish and run the elections and any appointment process, induction and handover processes and materials, terms of reference, charter and role descriptions for the new committee.

12) Advisory Committee Communications Plan

Part of ILAC's work plan is to provide input into the development of a communications plan for the advisory committees. Below is a draft communications plan for the committee to consider/provide input.

Learner Advisory Committee 2022

Communications Plan - DRAFT

| | |
|--------------------|----------------|
| PORTFOLIO DCE | Tania Winslade |
| COMMUNICATION LEAD | Kate Bailey |

Background

The Interim Learner Advisory Committee are a key part of Te Pūkenga governance arrangements. They provide strategic insight, representing important groups and creating real opportunity for active participation of learner voices at a governance level.

This communications plan outlines an approach for use across Te Pūkenga network to achieve:

1. a shared understanding across the network of the purpose of the Committee
2. a process for regular updates from the committee to those they represent.

This does require support from our network of communications colleagues to implement.

| Deliverables | Channel | Timeframe |
|------------------------------------|----------------------------------------|-----------|
| Learner Advisory Committee outline | Network learner channels | May 2022 |
| Regular updates of Committee focus | Ngā Taipitopito | Ongoing |
| | Network-wide intranet (in development) | |
| | Learner Journey pānui | |

Target audiences

| Stakeholder | Level of interest | Channel to reach them |
|---------------------|-------------------|--------------------------------------------------------------------------------|
| Learners (end user) | Watcher | Network learner channels |
| Kaimahi | watcher | Network intranets Ngā Taipitopito Network-wide intranet (in development) |

Interim Learner Advisory Committee

Purpose: The below content is for use on existing network learner channels

Outline

Te Pūkenga Council has established Advisory Committees made up of groups of people whose voices are important to the mahi of Te Pūkenga. The Council must consult with its Advisory Committees about important matters to do with the groups represented by the Committees.

One of the Advisory Committees is the Interim Learner Advisory Committee. Their role is to represent the voices of ākongā (learners) at the Council table and ensure Council keep the needs of learners at the centre of all decision-making.

The Committee sits at a governance level. That means their role is about leadership and the bigger picture. Their role is not to advocate about day-to-day management.

The Interim Learner Advisory Committee representatives are:

| Name | Learning at | Additional roles |
|--------------------|----------------------------------------------------|-----------------------------------------|
| Dahrian Watene | NorthTec, Whangarei | Co-Chair Komiti Māori Representative |
| Jordan Gush | BCITO, Wellington | Co-Chair Te Pukenga Council Member |
| Ezra Tamati | Otago Polytechnic, Dunedin | |
| Lupe Kautoke | Unitec Institute of Technology, Auckland | |
| Nina Lee Griffiths | BCITO, Wellington | |
| Skylla Flowers | WelTec, Wellington | Te Poari Akoranga Representative |
| Hamish Duncan | Nelson Marlborough Institute of Technology, Nelson | Te Poari Akoranga Representative |
| Henry Geary | Open Polytechnic, Napier/Hawkes' Bay | |
| Cecily Zhou | ARA, Christchurch | |

A permanent learner advisory committee will be established and implemented in 2023.

FAQs

Why do we have a Learner Advisory Committee and what's its purpose?

Te Kaupapa o te Komiti Tohutohu mo nga Kaiako | Purpose of Interim Learner Advisory Committee

The Interim Learner Advisory Committee represent the voice of learners, in the development and review of key strategic matters with the Council. Its statutory functions are to provide advice to the Council on significant matters relating to the Council's strategic direction, Te Pūkenga Charter, and any framework/policies relevant to learners or delegated to the Committees by the Council.

As part of its functions and as set out in the committee’s terms of reference, the Interim Learner Committee is required to:

1. demonstrate giving effect to Te Tiriti o Waitangi in its deliberations and decision-making
2. develop terms of reference for the Permanent Learner Advisory Committees, including decisions on membership consistent with the prescribed statutory framework and relevant council decisions, (including position descriptions, terms of reference and elections process)
3. consider any specific issues delegated to it or requested by Te Pūkenga Council
4. draft a relationship agreement setting out specific ways of working with Te Pūkenga Council through a co-design process
5. contribute perspectives of the learner voices, without replacing the need for Te Pūkenga to also engage directly with learners on significant proposals
6. deliver Council a report setting out its activities and summarising its advice on the matters referred to it by Te Pūkenga Council quarterly or at least every 6 months.

As the Interim Advisory Committees are in place for a limited time with a defined scope and purpose as set out in the Terms of Reference, the focus of the Interim Advisory Committees is generated towards the key deliverables which are outlined below:

Interim Advisory Committee Key Deliverables 2021/22:

| | |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Feb 2022 | Co-design a relationship agreement for the interim advisory committee. |
| 2 Feb-Mar 2022 | Develop interim advisory committee work programme in consultation with the Council. |
| 3 Mar-Apr 2022 | Develop and communicate a process where operational management issues or matters that sit outside of the scope of the interim advisory committee are identified, triaged, and re-directed to the appropriate place, and provide advice on a communication plan to ensure the interim advisory committees purpose within the wider network is understood and communicated effectively. |
| 4 Mar-Apr 2022 | Develop interim advisory committee guiding principles to support and inform the provision of advice to the Council. |
| 5 June 2022 | Develop draft permanent advisory committee framework (terms of reference, relationship agreement, position descriptions, induction and handover guides etc.) for consideration and approval of the Council. |

6**Ongoing**

Advise and contribute perspectives of the staff voices on any matter the Council requests the committee to consider, including but not limited to the development of the operating model, and permanent advisory committee elections.

7**April / Aug /
Dec 2022**

Report quarterly or thereabouts on the work of the interim advisory committee.

How do I get in touch with the Learner Advisory Committee?

In the first instance contact the Learner Governance Lead - becca.brooke@tepukenga.ac.nz

How can I keep up to date with the Learner Advisory Committee's work?

Te Pūkenga [website](#) includes information about its governance bodies, including the Learner Advisory Committee. This includes information about upcoming meetings, agendas and minutes from previous hui.

What is the difference between the Learner Advisory Committee representative and my Student Council representative?

The Learner Advisory Committee sits at a governance level. That means their role is about leadership and the bigger picture. They provide advice to Council on the strategic direction of Te Pūkenga.

Student Council representatives are advocates for learners at management level. This means their focus is on day-to-day operations.

Why does my provider not have a representative on the Committee?

The Learner Advisory Council is made up of learners who represent a range of their peers. This includes work-based learners, international learners, online learners, learners from a range of regions, as well as learners who represent traditionally underserved learners, including Māori, Pacific and disabled learners.

Before the permanent learner advisory committee is established in 2023, Te Pūkenga will establish regions. It is expected that all regions will have a representative on the permanent committee.

What happens if there is an issue that I feel needs to be addressed?

The best place to start is with learner support kaimahi, your Student Council representative, or your kaiako. [\[Insert local information and links\]](#).

You can also access the NZQA Tertiary Education Dispute Resolution (TEDR) service. This has been set up to help ākonga who have been talking to their provider but aren't happy with progress or the result.

Process for ongoing updates

It is important that there is visibility of the Committees' work to the groups they represent.

Going forward, it is proposed that the Council Secretariat will provide the Communications and Engagement Manager and appropriate governance support staff with a monthly summary, approved by Te Pūkenga Council Chair Murray Strong. The Learner Governance Lead will also produce a ILAC meeting summary after each committee meeting which will be made available internally and on the Te Pūkenga website alongside the open agenda and minutes.

The Communications and Engagement team will use these documents to create a monthly update in key channels. Once approved, the created content will be:

- published in:
 - Ngā Taipitopito – newsletter for all network kaimahi
 - Learner Journey Pānui – newsletter for learner leaders
- shared with committee members to support them to talk to the work they do
- shared with network communications leads for sharing on network internal channels
- published on the network-wide intranet, once this has been developed and is live.

13) OPEN Council/Committee/Representative Group Updates

- **Council**
 - Verbal update from Jordan Gush – ILAC Quarterly Report to Council can be found [here](#).
 - A summary report outlining the Council's key activities for April/May will be provided separately when available.

- **Komiti Māori**
Verbal update from Dahrian Watene

- **Disability Action Plan Steering Group**
Verbal update from Henry Geary

- **Te Poari Akoranga**
Verbal update from Hamish Duncan and Skyla Flowers

Recommendation:

*That ILAC receive the April/May 2022 Council Summary (**Attachment 1**) and the verbal updates concerning OPEN Council/committees/representative groups.*

14) General Business & Action List

Opportunity provided for ILAC to raise any general business items.

Staff will provide updates on the following matters:

- Future of Learner Voice – Update
- Elections Report - Update
- Action List

Meeting Actions/Updates 12 April 2022:

| Staff Action | Update |
|-----------------------------------------|--------|
| 1. Learner with Whanau Success & Equity | |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Strategy Programmes & Initiatives</p> <ul style="list-style-type: none"> • Copy of the presentation to be provided to Members, and form to be created with questions that ILAC can consider and provide further feedback. • Wānanga to be organised to discuss ‘what learners need to support their success from day one’ | <p>Copy of presentation available here. Wānanga was held on 16 May where ILAC provided further input and feedback.</p> <p>Wānanga date set for 16 May 2022 in Kirikiriroa.</p> |
| <p>2. Learner Engagement Framework Discussion – ‘What does good learner engagement look like?’</p> <ul style="list-style-type: none"> • LWE team to make the miro link available to members through the teams channel to provide further feedback on this topic. | <p>In progress.</p> |

Recommendation:

That ILAC receive verbal updates provided by staff and note the action list and any matters of general business.

15) Resolution to exclude the public

Recommendation:

That the public be excluded from the following parts of the proceedings of this meeting, namely consideration of the public excluded agenda.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution follows:

| General subject of matter to be considered | Reasons for passing this resolution | Ground(s) founder section 48(1) for the passing of this resolution |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Operating Model Update | Good reasons to withhold information exists under Section 7 Local Government and Official Information and Meetings Act 1987 | Section 48(1)(a) |

This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest or interests protected by

Section 6 or Section 7 of that Act which would be prejudiced by the holding of the whole or relevant part of the proceedings of the meeting in public, as follows:

| | | |
|-------------------------------|---------------------------------------------------------------------------------------------------|-------------------|
| Operating Model Update | To prevent the disclosure or use of official information for improper gain or improper advantage. | Section 7 (2) (j) |
|-------------------------------|---------------------------------------------------------------------------------------------------|-------------------|