



Te Pūkenga

Tā Te Pūkenga Arotake Whaiaro 2023

TE PŪKENGĀ CODE SELF-REVIEW REPORT 2023

Ko Te Pūkenga mātou

We are Te Pūkenga

Ko te pū o te harakeke te hiringa o tō matou tuakiri - arā, ko tōna wāhanga kaha ko te huinga pū o ngā aho. Ahakoa he miro takitahi tātou katoa, kia pūpūtia ka kaha kē atu. Ki konei, ka tuaringia e mātou he tirohanga hei whakawhiti mātauranga, pūkenga hoki. Kotahi tonu te kaupapa o te whakaako me te ako, hei tuitui i te onamata ki te anamata tipu ora. Ko pūtake mai tō mātou kaha i tēnei wāhi - a, ka whakamahia ki te tautoko ki te hāpai ake tētahi i tetahi. Koinei te pūtake e tipu ake ai, e puāwai hoki ai tātou katoa. Ko Te Pūkenga tēnei.

Our identity is inspired by the base of the harakeke - the strongest part, from where all threads meet and grow. Because, while we are all separate strands, we are stronger together. Here, we share perspectives and exchange knowledge and skills. We treat learning and teaching as one, weaving together our collective past for a thriving tomorrow. We draw our strength from this place - and we use it to support and lift each other up. This is the base, from where we grow and flourish.

This is Te Pūkenga.



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Matakōrero

Foreword

Nāku iti noa nei, nā

It is my privilege to present our Te Pūkenga Pastoral Care Code self-review report, examining the practices of 2023. I would like to commence with a whakatauki | proverb.

This whakatauki encapsulates our collective effort. By combining our resources and strengths, we ensure all can flourish. This speaks to our commitment as a network to prioritise the safety and wellbeing of ākonga (learners). Within this Te Pūkenga Pastoral Care Code self-review report, there are stories, data and insight that demonstrate the quality pastoral care we provide in multiple work-based, online, face-to-face and residential environments. What is evident is the value in collaboration by kaimahi (staff) and sharing of knowledge across the network to achieve the best possible outcomes for ākonga.

As an organisation, we recognise that changes are on the horizon. In December 2023, Te Pūkenga Council received from the new Minister for Tertiary Education and Skills, Hon. Penny Simmonds, the Letter of Expectations. In the letter, the Minister confirmed it is no longer the Government's priority to have a centralised organisation for delivering vocational education and training. As a result, Te Pūkenga began to prepare for disestablishment and return to regionally based, individual institutions.

Amidst these changes, we remain committed to supporting ākonga success. While the report details self-reviews of 2023, prior to the government's new directive, it serves as a guiding compass, steering us towards continuous improvement in pastoral care, both during and after the transition to our new model.

I would like to acknowledge the considerable mahi that went into completing each business division's self-review, as well as

Nāu te rourou, nāku te rourou, ka ora ai te iwi

With your food basket and my food basket the people will thrive.

the hard work our kaimahi do every day to support ākonga. I am proud to lead an organisation with such strong focus on ensuring all ākonga are given the support they need to thrive and succeed.



Gus Gilmore
Tumuaki | Chief Executive Te Pūkenga



He Whakarāpopotonga

Executive summary

As a tertiary education provider and signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code), Te Pūkenga must complete a 'whole-of-provider' annual self-review report on Code compliance. This report combines the self-review information provided by all business divisions, based on their practice in 2023. It includes supporting evidence, such as national and local initiatives, policies, and procedures.

The Code Outcome summary table of aggregated and averaged self-review data below shows that practice is in place across Te Pūkenga to uphold the Code. There has been a positive shift in compliance levels within each Code outcome since the inaugural 2022 self-review report, demonstrating a commitment to continuous improvement, upholding the Code, and supporting ākonga wellbeing and safety.

Whole-of-provider approach to learner wellbeing and safety

Outcome 01:
A learner wellbeing and safety system

Compliance

Outcome 02:
Learner Voice

Compliance

Wellbeing and safety practices

Outcome 03:
Safe, inclusive, supportive, accessible learning environments

Compliance

Outcome 04:
Learners are safe and well

Compliance

Wellbeing and safety practices in tertiary student accommodation

Outcome 05:
A positive, supportive and inclusive environment in student accommodation

Compliance

Outcome 06:
Accommodation administrative practices and contracts

Compliance

Outcome 07:
Student accommodation facilities and services

Compliance

Wellbeing and safety practices for international learners

Outcome 08:
Responding to the distinct wellbeing and safety needs of international tertiary learners

Compliance

Outcome 09:
Prospective international tertiary learners are well informed

Compliance

Outcome 10:
Offer, enrolment, contracts, insurance and visa

Compliance

Outcome 11:
International learners receive appropriate orientations, information and advice

Compliance

Outcome 12:
Safety and appropriate supervision of international tertiary learners

Compliance

Figure 1
Code Compliance by Outcome across Te Pūkenga

Detailed compliance levels for each Code Outcome, with supporting data and narrative of practice, is outlined within the report. The required reporting on Critical Incidents and Complaints information and data is included under the relevant Code Outcomes.

Every business division has practice that Te Pūkenga is proud of. Some examples of quality pastoral care initiatives, making a

difference for ākonga across the motu, have been showcased in the Spotlight Pages throughout this report.

Whilst this report provides a positive overview of 2023 practice, the main purpose is to utilise these findings to continually improve and support more ākonga to succeed in meeting their goals and becoming more productive members of their communities.



Te Waehere

The Code

On 1 January 2022 the new Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) was implemented as a legislative requirement across Aotearoa New Zealand. It was produced by the Ministry of Education and is monitored by the New Zealand Qualifications Authority (NZQA), as the Code Administrator.

As a signatory, the Code applies to the activities provided or organised by, or on behalf of the tertiary provider, for enrolled

domestic and international tertiary ākonga, whether they are in Aotearoa New Zealand or offshore, and residents in student accommodation. As a tertiary provider, signatory of the Code, and a legal entity, Te Pūkenga is required to complete an annual attestation, to NZQA, declaring that self-reviews of learner wellbeing and safety practices, under the Code, have taken place.



Te Pūkenga aims to uphold the four cornerstones of the Code in the following ways:

Wellbeing and safety

The wellbeing and safety of all ākonga, in all learning and student accommodation environments, is the key focus of the Code. The Code builds on more general obligations to keep kaimahi (all staff), ākonga (learners) and visitors safe under the Health and Safety at Work Act 2015 (HSWA). The Code places a higher standard of responsiveness on tertiary providers to implement practices, and monitor them for their effectiveness, to ensure all ākonga are safe and well.

Wellbeing and safety of ākonga, and residents, underpins all that we do at Te Pūkenga. A national 2023 Wellbeing and Safety Policy: Te Oranga me te Haumarū, has been developed to outline our collective commitment to the wellbeing and safety of our community; kaimahi, ākonga, visitors and people affected by our activities. This is supported by procedures, directives, safety alerts, guidelines, diagrams and resources providing information on how to uphold this in our learning, social and living places.

Te Tiriti o Waitangi

In 2023 Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework, helped business divisions to identify and evaluate how services work well and respond with excellence to the needs of ākonga Māori and their whānau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand. This aligns with our commitment to developing authentic, meaningful, and active Māori-Crown partnerships. Te Pae Tawhiti highlights five Te Tiriti o Waitangi excellence goals and a range of processes that ensure we meet those expectations.

Business divisions have been building their alignment to Te Pae Tawhiti. As they anticipate a new future some may choose to continue to use Te Pae Tawhiti as a guide, while others will choose alternative pathways to meet this cornerstone of the Code.

Learner voice

A national Learner Voice and Partnering Policy was developed to meet the requirements around learner voice and partnering within the Code and supports the adoption of Whiria Ngā Rau. The policy outlines expectations and standards to ensure appropriate ākonga inclusion and active participation.

To respond to local contexts, the policy provides for a degree of regional autonomy in how it is operationalised. The aim is to ensure that ākonga continue to be included in developing and reviewing Code related strategic goals and plans, concerns and complaints processes, critical incident reviews, and other initiatives and services that impact them.

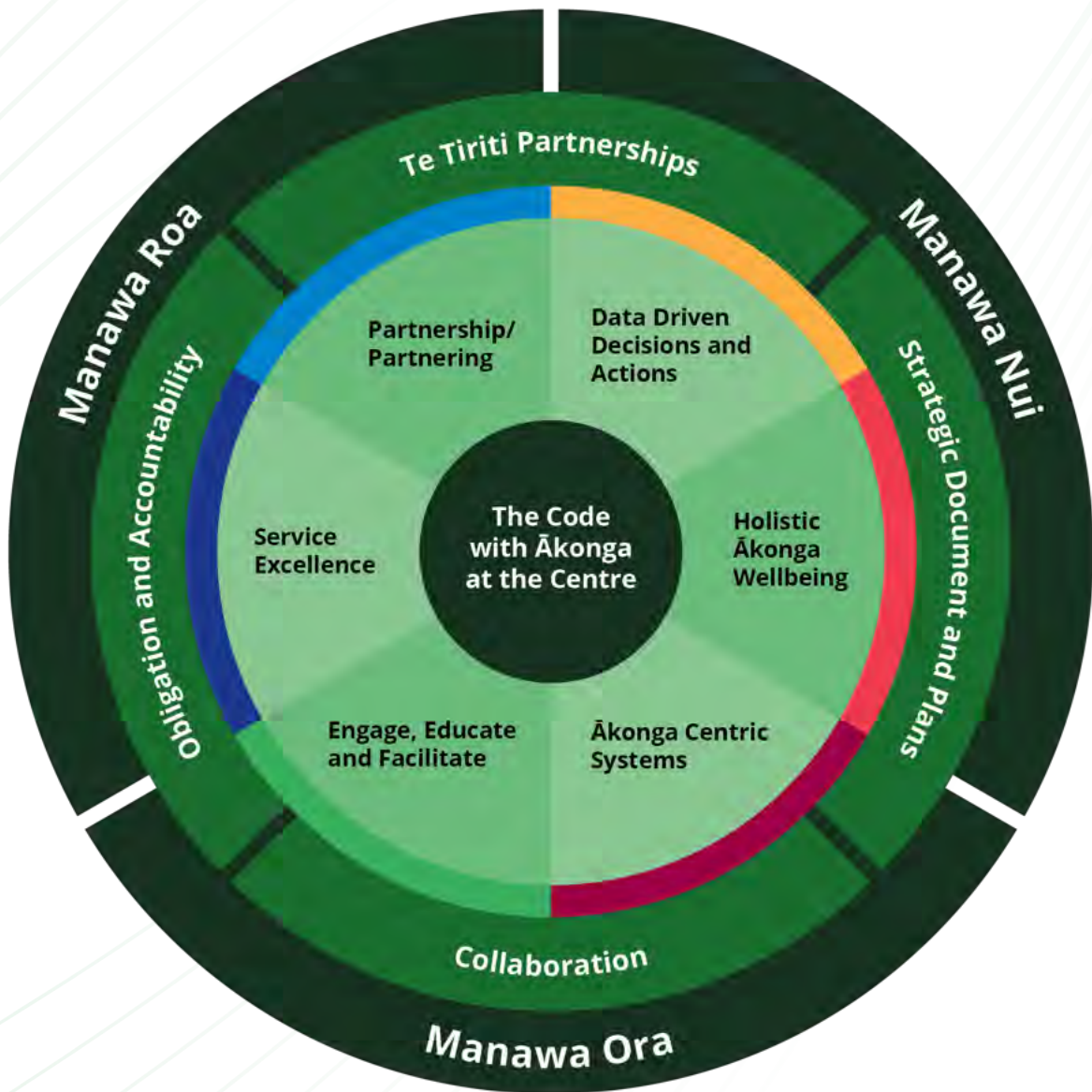
In addition to the numerous local learner voice initiatives across the country, there are also National projects in place. This includes learner representation in wānanga, hui, reviews and in working groups, learner advisory committees and a national learner survey sent to all ākonga twice in 2023.

Whole of provider approach

The previously developed Ākonga Pastoral Code Framework (the Code Framework) has helped us to meet our accountabilities toward the Code in a cohesive way across Te Pūkenga. It provides a structured approach to promoting the wellbeing and safety of ākonga at Te Pūkenga, a pathway to unified Code compliance, appreciating the current variances in practice and is the foundation of our whole-of-provider approach.

In 2023 our whole of provider approach was embedded with regular collaboration with Code leads from all business divisions, specialised focus groups with work-based learning providers and student accommodation and ākonga, to promote consistency, efficiencies, and the sharing of best practice.

Ākonga Pastoral Code Framework



Build and Maintain Partnership/Partnering

- Ākonga with whānau
- Iwi
- Hapū
- Ākonga Māori
- Pacific Ākonga
- Disabled Ākonga
- LGBTQI+
- Work-based Ākonga
- Residents
- International Ākonga
- Ākonga with refugee background
- Employers and workplace educators
- Community agencies

Deliver Data Driven Decisions and Actions

- Accurate data collection
- Cyber security
- Data Sovereignty
- Effective and responsive data gathering and dissemination
- Effective-informed decisions
- Open and transparent monitoring systems
- Privacy and Confidentiality maintained
- Transparent decision-making processes

Engage, Educate and Facilitate Code Compliance

- Appropriate resourcing and expectations
- Capable kaimahi and employers
- Clear, enabling, and accountable policy and guidance
- Effective and up to date monitoring and reporting
- Inspiring and accountable leadership and governance

Build on Service Excellence and Continuous Improvement

- Safe, inclusive and culturally responsive physical and digital learning environments and accommodation
- Effective risk management and reporting
- Robust and inclusive self-review and reporting
- Transparent and accountable culture

Enable and Promote Holistic Ākonga Wellbeing

- Safe, inclusive and culturally responsive physical and digital learning environments and accommodation
- Effective risk management and reporting
- Robust and inclusive self-review and reporting
- Transparent and accountable culture

Review and Develop Ākonga Centric Systems

- Academic Training systems (Delivery, assessment and timetabling)
- Accessible and reliable information and communication
- Administration and processing systems
- Ākonga voice and partnering systems
- Communication systems
- Complaints resolution system

Kia ora

Tikanga Mahi
Methodology

Business division self-reviews

Every business division has completed a Code self-review for 2023. For each relevant Code clause there is detail of their practice, with supporting evidence, assessing themselves using the compliance scale rubric, the ākongā engagement rubric and the stakeholder engagement rubric (see Appendix 2). These rubrics, which were reviewed and refined after the 2022 report have enabled business divisions to review their practice comprehensively and consistently using the same measures.

The continuation of a Code Leads Advisory Group, with leaders in pastoral care across the network, has enabled collaboration, guidance, practice sharing and problem-solving. The Code leads have been instrumental in promoting pastoral care innovation, operationalising Te Pūkenga learner success plan, leading self-reviews and navigating the implementation of the Code in practice.

Two Business Divisions have included the pastoral care review of international learners in related private providers.

Otago Polytechnic (OP) have enrolled international learners at the Otago Polytechnic Auckland International Campus (OPAIC) under an agreement between OP and Future Skills Academy Limited. The pastoral support of OPAIC learners is included in the OP Self-review return.

The Southern Institute of Technology (SIT) wholly own Southern Lakes English Language College (SLEC). The pastoral

support of SLEC learners is included in the SIT Self-review return. Detailed information is available on request.

There are ongoing challenges to applying some parts of the Code in work-based settings, where some Business Divisions have little to no influence on day-to-day operations. Whilst it has been clarified that the Code works alongside other legislative requirements, there is ambiguity around the roles and responsibilities of employers and learning providers. Legislation, such as the Health and Safety at Work Act 2015, is the domain of employers, who hold the primary relationship with ākongā, while the Code is the domain of the training providers.

Te Pūkenga wrote to NZQA to seek clarity via Crown Law and MOE, on how to apply the Code in different learning environments and modes of learning. In lieu of any changes being made to the Code, or its applicability, Te Pūkenga has adopted a pragmatic and consistent approach to self-evaluation and reporting to mitigate these instances where relevant practice is appropriately provided by employers or contractors.

During 2023 a work-based learning provider focus group was established to support Code implementation, problem-solve, and provide feedback to the Code project team and directly to NZQA. This group produced detailed suggestions to NZQA on ways to improve the Code guidance document for a work-based learning context.

“It was much easier to make a decision on our compliance with the Code using clear rubrics”

Learner support kaimahi

“It was great using Protecht again. It meant we didn't have to start from scratch and could build on last years work”

Learner support kaimahi

Compliance Scale Rubric

Each Code clause has been scored by every Te Pūkenga Business Division using a compliance scale rubric. This has provided the means to both quantify qualitative assessments and represent the two key Code qualifiers of practice and evidence. These have been emphasised because they are relevant to every Code clause and are easily identifiable in relation to Code compliance.

Evidence of practice is required to attest to Code compliance. Triangulation of evidence refers to the use of multiple data sources or methods of gathering evidence, to check and validate self-review judgements.

Title	Description	Practice	Evidence Strength
Exemplary Compliance	Both practice and evidence to demonstrate exemplary compliance is in place for this clause.	Practice is in place to exceed Code Clause requirements.	Practice is in place to exceed Code Clause requirements.
Compliance	Both practice and evidence to demonstrate compliance is in place for this clause.	Practice is in place to meet Code Clause requirements.	Evidence demonstrates Code compliance. Quantitative and qualitative evidence is triangulated.
Partial Compliance	Practice is in place and there is some evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Some evidence is provided to demonstrate practice and Code compliance.
Emerging Compliance	Practice is in place, but there is no evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Evidence of practice and Code compliance is yet to be produced.
Non- Compliant / Yet to Be Effective	No practice and no evidence to demonstrate compliance for this clause.	Practice is yet to be delivered.	Evidence of practice and Code compliance is yet to be produced.
Not Applicable	This clause does not apply to the business division.		

Whole-of-provider self-review report

Te Pūkenga is obligated to create a single self-review report that summarises and provides narrative to encompass all business divisions' self-reviews. The same compliance scale has been used in this report as in the individual reviews, with scores being averaged across the whole organisation at Code outcome, process and clause levels.

Business division data from the completed stakeholder and ākonga rubrics are not required to be included in this self-

review report. However, there is complete traceability from the attestation and consolidated self-review report back to the individual business division self-review responses. These provide a valuable depth of evaluation that will support the development of action plans for future practices.

In line with NZQA guidelines, Te Pūkenga has also presented commentary and data about complaints and critical incidents, taking into account the circumstances of recording this in 2023.

Reporting tool – Protecht

Establishing Code self-review capability using a unified digital reporting tool was a crucial step in creating the first Te Pūkenga self-review report in 2022. This tool must enable effective quantitative reporting, data aggregation and reduced the administrative tasks required for kaimahi.

After evaluating the 2022 self-review process, Protecht was again chosen as the tool for this cycle of reporting. From user feedback we were able to refine the Code clause template page, add in more helpful information to the Protecht template and user guide, and merge the reporting requirements for repetitive Code clauses.

It cannot be underestimated the efficiencies gained in using a consistent digital platform across reporting periods. As the 2022 data was already stored in Protecht, Business Divisions were able to review and build on their previous work, rather than starting afresh. Over time, this will enable a longer-term view of Code compliance and the impacts of pastoral care initiatives.

Using Protecht has also allowed for large-scale data analysis, the digital sharing of information, and a variety of reports to be produced based on disaggregated data.



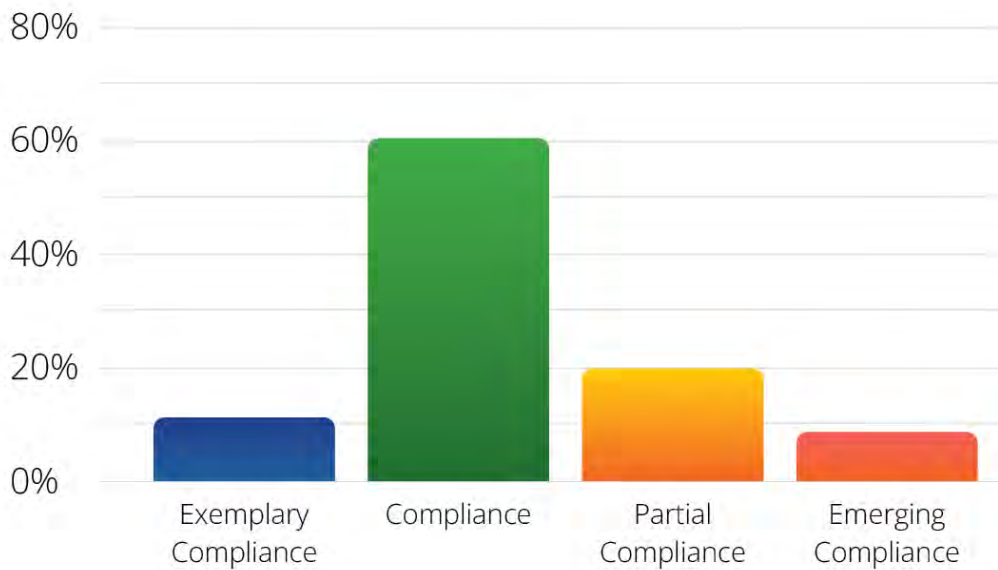
The Code Outcome bar graphs show the aggregated compliance score percentages for the combined Code Processes within each outcome.

The percentages shown in the bar graph display to one

decimal point and do not always total 100% when combined, due to rounding.

A brief commentary accompanies each graph to provide further context.

Code Clause Compliance by Outcome



Review of the self-review process

Continuous improvement is intrinsic to upholding the Code. A two-day evaluation of the self-review process took place in July 2022, with Code Leads and Learner Leads from across the network, the Protecht team, the Code project team and data leads. Areas that were reviewed included the rubrics, improvements in Protecht, gathering data and evidence triangulation and ongoing monitoring and reporting.

A summary report was then produced, encapsulating agreed actions.

A similar review of the 2023 self-review cycle will occur following the publication of this report. Outputs from the review will be incorporated into planning for monitoring and to measure the effectiveness of initiatives.

Spotlight on Manaaki fund project

2023 Manaaki fund

OVER
\$4.32M
DISTRIBUTED

6,446
TOTAL
LEARNERS
ASSISTED

36.9%
MĀORI
LEARNERS
ASSISTED

16.1%
PACIFIC
LEARNERS
ASSISTED

13.5%
DISABLED
LEARNERS
ASSISTED

Break down by Expenditure Types:

Expenditure Type	Total Spent
Childcare	\$103,136.71 (2.8%)
Clothing	\$57,488.02 (1.56%)
Food	\$780,754.44 (21.21%)
Housing	\$526,874.01 (14.31%)
Internet access	\$7,615.09 (0.21%)
Medical	\$103,579.73 (2.81%)
Other	\$908,153.00 (24.67%)
Transport	\$772,588.72 (20.99%)
Utilities	\$420,849.58 (11.43%)

There are sometimes financial barriers that ākonga face when engaging in tertiary study. For many, there are times in their learning journey where their resources are not sufficient to support basic cost of living and the continuation of study. Financial aid and support can make the difference between abandonment of study or the ability to complete.

Te Pūkenga established the Manaaki Fund financial hardship model in 2023 based on evidence of financial stress impacting on ākonga success. It was found that 6-12% of ākonga were at high risk of dropping out or moving to part-time study due to the financial stress experienced during study and that nationwide, one in four ākonga have unmet financial needs during their study.

Early analysis of course completions (in previous ITPs) for ākonga that accessed Manaaki fund support in 2023, shows the positive impact of this initiative. Ākonga Māori that received Manaaki fund support achieved a combined course completion rate of 88.4 %, whereas Ākonga Māori, from the same institutions, that didn't access manaaki support, had a combined course completion rate of 70.5%. There is a similar positive outcome for Pacific learners, with a 87.7% completion rate for those that did access the fund, versus 69.35% that did not. For disabled ākonga, the completion rate for those accessing the fund was 87.6% and 76.4% for those not receiving Manaaki fund support.

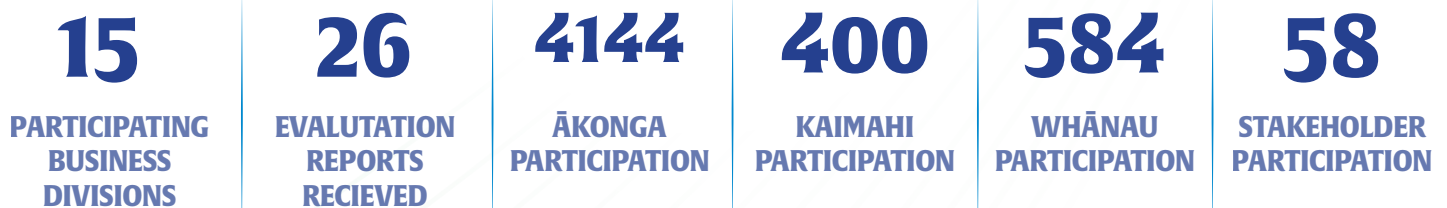


Spotlight on Whakawhanaungatanga for pre-start and tuakana-teina or peer mentoring – Network Quick Wins project (NQW)

2023 Summary



2023 Participation



Whakawhanaungatanga for pre-start and tuākana-teina or peer mentoring are two projects selected by the Learner Centred Design Network Forum and Learner Leaders as 'network quick wins'. These projects were chosen as they had great potential to increase access and participation in tertiary study for all ākonga, whilst also addressing barriers identified by ākonga Māori and Pacific and disabled ākonga.

Tuākana-Teina or Peer Mentoring is a programme where new ākonga are matched with more experienced ākonga to share knowledge, skills and resources, with benefits to both of them during their learning pathway. For ākonga Māori, Tuākana / Teina is a Kaupapa Māori approach that informs the mentoring programme. For disabled ākonga the mentoring programme is informed by disability discourse and for Pacific ākonga, is informed by Pacific methodologies.

Whakawhanaungatanga for pre-start is a suite of activities for before ākonga start their tertiary study and through the first months of learning. Through the concepts of whanaungatanga and manaakitanga, ākonga and their whānau or community

see themselves in the learning environments, meet others who they can relate to, and create a sense of belonging and tūrangawaewae.

In 2023 a total of 41 initiatives were funded for implementation over these two projects, which reached over 4000 learners across 15 business divisions. To extend on this, kaimahi communities of practice were established, with 20 project teams sharing initiatives, resources, and methodology. Around 200 network kaimahi attended sessions, and co-mentoring hui were organized among numerous teams.

The impact of these initiatives can be seen in the positive outcomes for ākonga that engaged with them. For example, it was found that all ākonga that participated in Tuākana-Teina or Whakawhanaungatanga initiatives had higher completion rates than those that did not. Ākonga Māori that participated had a +9.2% higher course completion rate, Pacific ākonga that participated had a +11.4% higher course completion rate and disabled ākonga that participated had a +4.4% higher course completion rate.





Tā Te Pūkenga Arotake Whaiaro 2023

2023 Te Pūkenga Aggregated Pastoral Code Self-Review

Analysis of Aggregated Pastoral Code Self-Reviews



Outcome 1

A learner wellbeing and safety system

Summary of Code Compliance at Clause Level



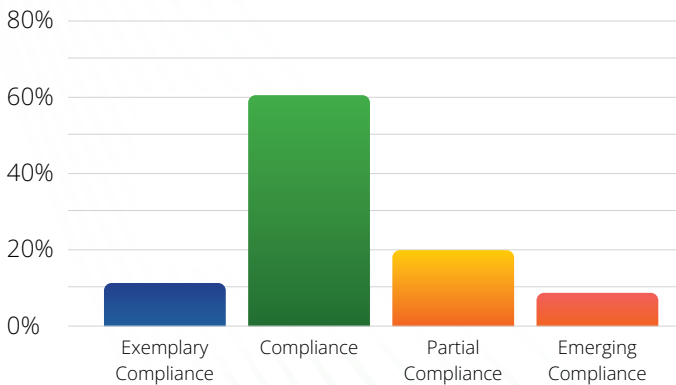
Summary of Code Compliance at Process Level



A learner wellbeing and safety system



Code Clause Compliance by Outcome



In 2023 100% of Code clauses related to the learner wellbeing and safety system, self-reviewed by business divisions, had practice in place, with 71.5% having triangulated evidence for this practice.

This shows that practices are in place across Te Pūkenga to demonstrate a whole-of-provider approach to maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of ākonga.

To uphold Outcome One, Te Pūkenga has developed a comprehensive series of policies, procedures, strategies and plans to fully address the requirements of a learner wellbeing and safety system. These include:

- Te Pūkenga Ākonga Pastoral Code Framework published early 2023 provides the whole-of provider approach to the wellbeing and safety of all ākonga.
- Te Pūkenga Learner Success Plan and Equity and Ākonga Success Strategy 2023-2033.
- Te Pūkenga Strategic Disability Action Plan.
- Te Pūkenga policies:
 - Learner Voice and Partnering Policy

- Ākonga Concerns and Complaints Policy
- National Pastoral Care Policy
- National Ākonga Appeals Policy

These provide the network with direction and clarity related to pastoral care and the Code. They aim to address important matters identified by ākonga in Te Rito research. Collaboration with ākonga and the network was instrumental to their creation.

Each Business Division is required to implement these locally and to collaborate with ākonga and stakeholders. Whilst all Business Divisions have identified that practice is in place, some have recognised the need to further develop their own implementation plans, with supporting evidence, to achieve full compliance.

Examples of exemplary practice in outcome one include:

- comprehensive strategic plans to address various aspects of ākonga wellbeing, safety, and success, such as Māori strategic plans and pathways, Pacific frameworks and plans, environmental strategic plans and health and safety strategic plans.
- the development, review and monitoring of documentation addressing ākonga wellbeing and safety, in collaboration with ākonga and stakeholders. These are aligned with national Te Pūkenga documents, including action plans for achieving equity in participation and success with Māori, Pacific and disabled ākonga, such as:
 - Pastoral Code Action Plans
 - Te Rito Action Plans
 - Disability Action Plans
 - Te Pae Tawhiti reports
 - Learner Success initiatives

- partnering with stakeholders, (including ākonga, iwi and hapu, community groups and employers) and ensuring representation at focus group, committee, governance, and leadership levels.
- recognition that kaimahi capability development is integral to upholding the Code and a whole-of-provider approach to pastoral care. This includes:
 - having capability development aspirations included in organisational goals, plans and priorities.
 - having individual kaimahi plans that identify, prioritise, and resource relevant professional development.
 - recording, monitoring, and reporting on the relevant kaimahi capability development outlined in the Code.
 - high-quality capability development opportunities and resources, accessible for all kaimahi, such as Te Tiriti o Waitangi honouring practices, health and safety system management, supporting distressed ākonga, and harassment and bullying prevention.
- national co-ordination of mental health and wellbeing capability development (identified as a priority area) including:
 - Mental Health First Aid course, with over 300 kaimahi trained to date. 31 facilitators have also been trained to deliver the course, including some online options.
 - Movember Speakeasy.
 - Mental Health 101 programmes.
 - Addiction 101 programmes.

For Outcome One there has been a positive shift in compliance compared to 2022 data, with a 5% reduction in non-compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 6%.



Critical Incident Reporting

Outcome one also requires the reporting of critical incidents data, to ensure continuous improvement, accountability, and transparency. Te Pūkenga Wellbeing and Safety Policy and Incident Management Procedure provide guidance and information, for kaimahi and stakeholders, on managing critical incidents. These were developed with appropriate consultation and approved for implementation in 2023.

The Incident Management Procedure outlines the definition of a critical incident as follows:

- An actual or impending event that needs a coordinated, medium to long-term response. It may impact on any area of Te Pūkenga activity.
- A **critical incident** has, or could have, profound impact on people and operations. It will likely fit the definition of **notifiable event**. It will require focused, ongoing management by a cross-functional team and, possibly, the application of a CIMS (Coordinated Incident Management Structure) approach.

Each incident is reported to appropriate parties, including WorkSafe NZ and/or NZQA. While incidents are managed in the jurisdiction where they occur, this is supported by the regional and national Health, Safety and Wellbeing team. This includes follow-ups and debriefings with appropriate parties (including ākongā) and recording, reporting, and activating remedial plans. All significant incidents are reported quarterly to Te Pūkenga Council Health and Safety sub-committee.

Te Pūkenga works with regulators and other agencies on a range of activities designed to strengthen wellbeing and safety outcomes for the people we serve. Some activities were reactive; most were proactive. In each case, we strove to meet the actions required.

It is important to note that Te Pūkenga ākongā are often in environments that are covered by the rightful jurisdiction of others under the Health and Safety at Work Act 2015. Most commonly, this is employers of work-based learners, placement providers and third-party providers. It also includes the homes and chosen learning environments of distance learners. Outside of New Zealand, learners in offshore learning environments are subject to local legislation. In all of these environments, Te Pūkenga business divisions are working proactively to ensure ākongā and other parties are aware of the Code and are cognisant of the additional requirements it outlines for the safety and wellbeing of ākongā.

2023 CRITICAL INCIDENTS DATA

Te Pūkenga had 14 critical incidents reported in 2023, following steps in the Incident Management Procedure. Five of these incidents involved ākongā (one of which identified as Māori and one identified as Pacific) and were:

1. Injury to back during a canyoning trip.
2. Serious mental health event that required specialist intervention and care.
3. Physical assault of tutor by ākongā.
4. Injury to hand from drill press.
5. Injury to lower body from manual plasma cutting.

It is not possible to extrapolate patterns or themes from five random incidents. Each incident was reviewed to identify any links to previous near misses or less serious incidents. Improvements to processes and practices were shared across Te Pūkenga, and changes made where warranted



Spotlight on National Disability Action Plan

The Network Disability Action Plan (NDAP) was designed to ensure Business Divisions at Te Pūkenga actively provide access to education, services and support for successful learning outcomes for disabled ākonga. The NDAP is part of the Investment Plan for the Tertiary Education Commission and is implemented by a dedicated Disability Action Plan (DAP) team.

In 2023 the DAP project team focused on creating partnerships with disabled ākonga, building disability confidence across the network, and improving access to assistive technology.

In July, a wānanga was held with disabled ākonga from across Te Pūkenga. Collaborative workshops focused on Te Pūkenga NDAP, the Code, disabled ākonga data, ākonga concerns and complaints policy, learner representation and building

disability leadership. These sessions allowed for active discussion and for feedback to be captured.

Ākonga were eager to stay involved with the NDAP implementation, leading to a second wānanga in November 2023. This event expanded on previous topics and included workshops on barriers to disability disclosure and onboarding processes.

Building on the relationships formed through these wānanga, a Disabled Ākonga Reference Group has been established, creating a network of disabled ākonga. Te Pūkenga has also partnered with the National Disabled Student Association to strengthen ākonga voice and advocacy amongst disabled ākonga. The previously University-based organisation is now instituting a sub-committee formed with Te Pūkenga ākonga.



In 2023, site visits and hui with disability support managers and advisors at all Te Pūkenga business divisions aimed to foster collaboration and gather insights on capability development. The extensive use of the Tertiary Education Commission's (TEC) Disability Confidence 101 eLearning training resource highlighted a desire for more learning opportunities. This led to the development of a Disability Confidence Toolbox, including online learning, resources, workshops, and information. An immediate need for Neurodiversity training was identified, resulting in an

eLearning module and Neurodiversity Confidence training workshops for WBL (Primary ITO) and Campus-based (Ara) kaimahi, to be funded as a pilot project. To extend on these relationships, a network-wide Disability Support Kaimahi Community of Practice was also established.

Assistive technology can be a vital enabler of disabled ākonga success. Analysis of assistive technology needs for Te Pūkenga ākonga has informed pilot projects across the country, such as Glean (a notetaking assistant) and Grammarly (writing assistant software).



Spotlight on Mito



MITO

We support on-job learning for people working in the automotive, commercial road transport, extractives, gas and logistics industries. We work with learners, their employers

and training providers, to ensure people get the best possible opportunities to learn and advance their career, while developing a skilled workforce for the industries we serve.

Our Values | Mātou Uara

- **Respect** – We trust and support each other and work for the good of our learners, employers and stakeholders.
- **Integrity** – We do what we say we will and we do what is right, not merely what is expected.
- **Ingenuity** – We are clever and resourceful.
- **Community** – We work together and get things done.
- **Ignition** – Together we enrich lives and inspire futures.



7,325
LEARNERS

in training agreements in 2023



3,413
EMPLOYERS

took on learners and apprentices in 2023

8,957
HOURS OF
SUPPORT



from Iwi, technical, Pasific, and disability mentors

FREE
COUNSELLING

services are available for MITO ākonga.



98%

SATISFACTION
RATE
with MITO and
their qualification



Supporting learners impacted by Cyclone Gabrielle

Following the devastating impact of Cyclone Gabrielle in February 2023, the Eastern Institute of Technology's Taradale campus closed for repairs.

MITO and the Inspiring Futures Foundation (IFF) collaborated to support the impacted apprentices in continuing their training, without the burden of additional costs.

MITO provided two block courses exclusively for Hawke's Bay apprentices affected by the closure of the local campus, supporting 20 learners.

To reduce other costs such as travel, accommodation and meals; the Inspiring Futures Foundation provided funding to support our apprentices in this region to attend these block courses.



Automotive apprentice – supporting every learner to get the best opportunity to learn and advance their career

“Having the ability to attend this impromptu course after believing I had lost the opportunity with the effects of the cyclone was a godsend. The practicals that were covered are ones that require very specific jobs that don't commonly occur in my workshop. I have so much gratitude for MITO and UCOL for organising and hosting this course and allowing us to progress our training further in a difficult time.”

MITO learner, Matt



Automotive refinishing apprentice - Supporting our learners to succeed

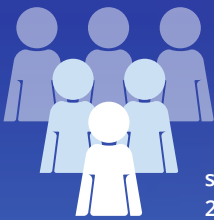


Cyclone Gabrielle - Supporting the impacted apprentices to continue their training programmes

Spotlight on Careerforce



Careerforce supports work-based training, enabling employers to upskill their staff to achieve nationally recognised qualifications, and deliver superior outcomes across the health, wellbeing, social and community sectors.



16,187

ĀKONGA

supported across 2023

18%
MĀORI



12%
PASIFIKA

2077

EMPLOYERS ENGAGED

across Aotearoa



4137

QUALIFICATION COMPLETIONS



Business graduate lands leadership job supporting vulnerable Pasifika

Social Services Team leader, Peter Tupou is inspired by seeing lives change. The Auckland based Tongan encourages vulnerable Pasifika families to navigate positive outcomes.

Peter recently completed his Level 5 Diploma in Leadership and Management, with support from Careerforce. The Diploma gave Peter new management skills that helped him continue to follow his passion. He has secured a new leadership role with Fonua Ola, a social services provider, that supports Pasifika families to be safe and well.

“It’s both rewarding and inspiring to see the positive outcomes for some of the most vulnerable families in our community”.

Peter had previously completed an apprenticeship with Careerforce, and so was already familiar with work-based learning. When a colleague enrolled in the Level 5 Diploma in Leadership, also supported by Careerforce, he decided to give it a go.



Peter Tupou with wife, Dr. Matamoana Tupou at the Careerforce Pacific Celebration of Success



Peter Tupou with Careerforce General Manager Employer Services, Stephanie Clark and Careerforce Executive Director, Rod Bentham at the Careerforce Pacific Celebration of Success

Peter credits Careerforce for supporting him in his learning journey. “What I liked about the programme, was being able to gather the appropriate experience that I had in my workplace and reflect that within the assessments.

“There were clearly things I did at work, that I could reflect in the assessments, such as reflecting on leadership styles, strengths, areas that were strong and areas in my leadership that needed to be worked on.

Completing the Diploma, and moving into a new role has been quite a transition for Peter. He says that he is keen to get settled into the role before pursuing more learning, but has been accepted into the Bachelor’s in Applied Management with Capable NZ.

Spotlight on Building Abilities:



BCITO launches new resource to boost deaf participation in construction

To coincide with New Zealand Sign Language Week, BCITO launched a new website 'Building Abilities', aimed at demonstrating the opportunities for Deaf New Zealanders in the construction industry.

The site features stories from BCITO apprentices, alongside resources from BCITO and Deaf Aotearoa.

There are more than 4,500 Deaf users of New Zealand Sign Language (NZSL), and around 23,000 New Zealanders across the country use it regularly. However, lack of awareness about Deaf people's abilities remains a significant barrier to work.

"Sometimes employers have no experience or knowledge of Deaf people and/or NZSL, so they are hesitant. Yet more often than not, Deaf people begin a job, and the employer realises that the Deaf individual is more than capable of doing the same work as their hearing workmates," says Lachlan Keating, Chief Executive of Deaf Aotearoa.

"Providing all learners with the right resources to have meaningful careers in construction is our reason for being, and we've focused on developing strong partnerships with organisations such as Deaf Aotearoa to break down those misperceptions and barriers." says Greg Durkin, Director of BCITO.

Barry (Baz) Kay is one of the former BCITO apprentices whose story appears on the Building Abilities site. Profoundly deaf since birth, he spent more than 20 years filleting fish because a lack of support during schooling had left him with literacy issues and a perception that he'd only be able to do low-skilled work.

Through a family friend who happened to be a builder, he found a position as an apprentice at Invercargill's Trent

Builders and received support from BCITO to complete his qualifications in 2019.

"My Training Advisor, Andrew Green (BCITO Principal Advisor - Learners with Disabilities), supported me through the process. He visited me every two weeks to go through the things that were challenging me. This included using imagery to define building terminology and explaining certain words that I wasn't able to understand. My wife would help out by translating into sign," Baz explains.

Since then, he's become a highly skilled carpenter and valued employee, and he's keen to help dispel the misconceptions employers can have about how much Deaf people can do.

"Deaf people have very good eyes – they're very visually orientated and are very good with their hands. A lot of Deaf people do have barriers in employment, so it's worth giving people an opportunity and treating Deaf people the same as hearing employees as well, because the only difference is that we can't hear," Baz says.

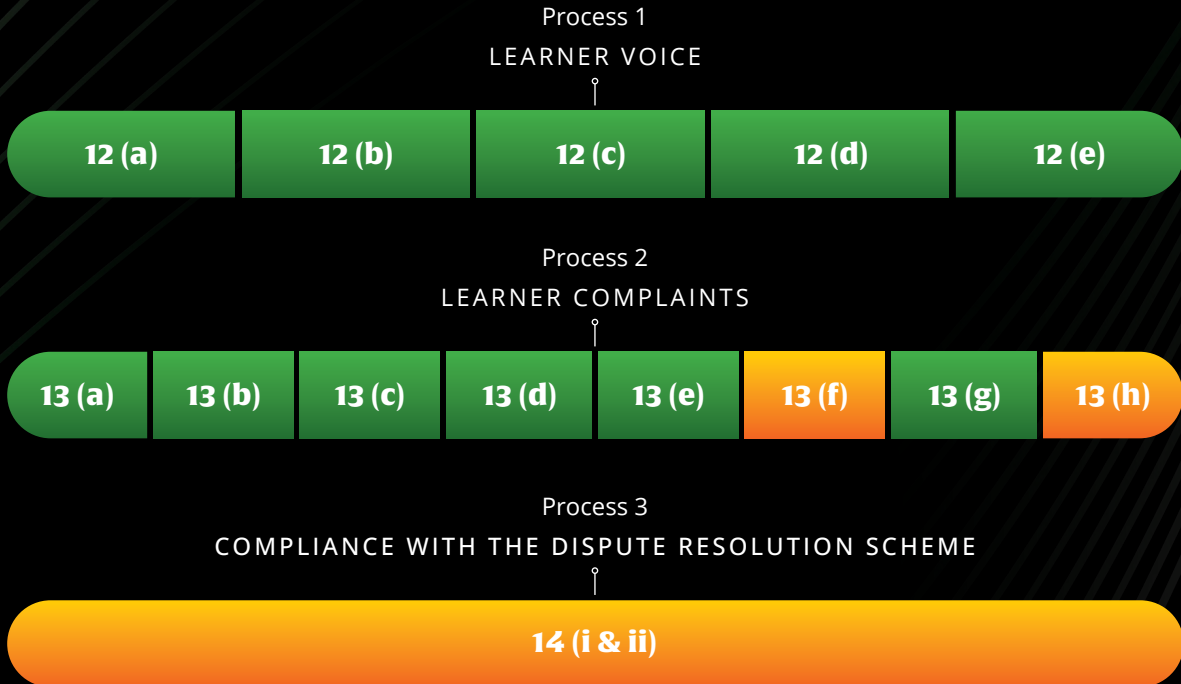




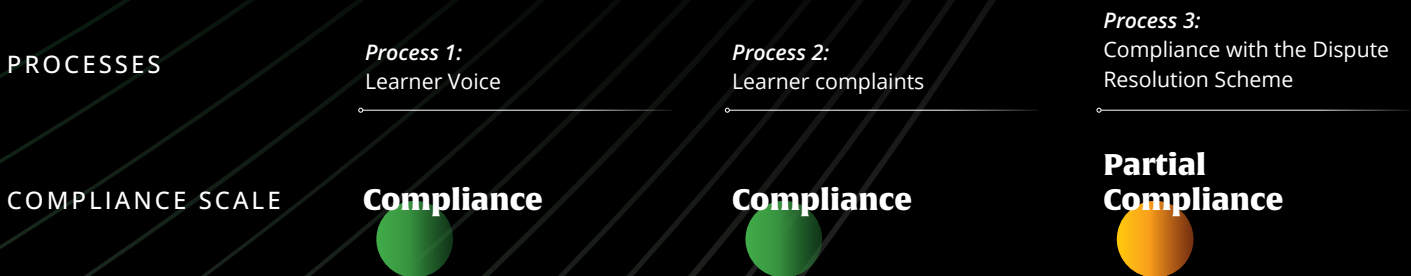
Outcome 2

Learner Voice

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level



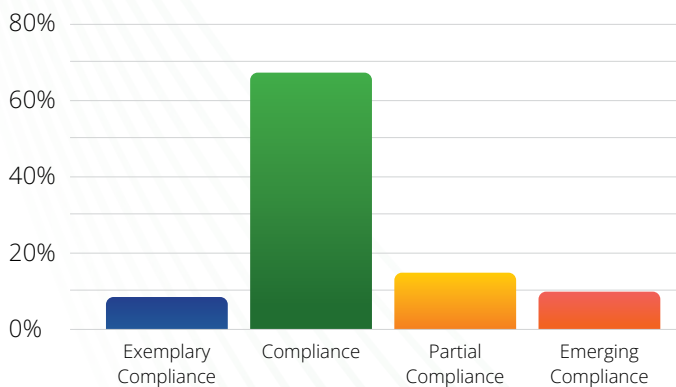
Learner voice

Process 1:
Learner voice

Process 2:
Learner complaints

Process 3:
Compliance with disputes
resolution scheme

Code Clause Compliance by Outcome



In 2023 100% of Code clauses related to learner voice, self-reviewed by business divisions, had practice in place, with 75.7% having triangulated evidence for this practice.

This indicates that practices are in place across Te Pūkenga to develop an understanding of, and to respond to, diverse learner voices and their wellbeing and safety needs.

Examples of exemplary compliance includes:

- collaboration with Māori, Pacific and disabled ākonga to enable continuous improvements that can enhance their experiences.
- practice that demonstrates the value of clear, timely and transparent two-way communication channels, such as onboarding emails, class chat functions and face-to-face and online check-ins.
- events held provided opportunities to share opinions, feedback and experiences, such as orientation, faculty meet and greets, shared kai, workshops, fono and whānau hui.
- partnering with stakeholders such as schools, employers, and community groups to understand their aspirations and the needs of prospective ākonga.

- formal feedback opportunities, such as surveys, targeted focus groups and course evaluations.
- building learner networks, facilitating, and promoting learner representation and supporting ākonga to participate in national learner groups. Ākonga voice is being gathered about specific and localised initiatives and used regularly to make improvements.
- National learner voice initiatives, including:
 - systems and resourcing to support the development and sustainability of ākonga voice and related capability development within business divisions, such as presenting on WBL specific opportunities for learner networks and leadership, resources to build learner networks and partnership agreements with national student associations.
 - four Learner Network proposals were co-designed with Te Pūkenga ākonga and kaimahi. These networks focused on Māori, Pacific, Disabled, and construction industry ākonga.
 - the Interim Learner Advisory Committee continued to meet throughout 2023, to ensure learner voice at a strategic level.
 - Capability development for ākonga leadership, to ensure learner leaders have access to the skills, mentoring and training needed to support successful leadership outcomes.
 - two disabled ākonga wānanga held in 2023 to establish a sustainable network to collaborate on the National Disability Action Plan (DAP) and other relevant mahi. The initial wānanga focused on whanaungatanga and capability building and the second focussed on reviewing the DAP to clarify ākonga priorities, methods of encouraging early disclosure of disability needs and supporting ākonga in the initial stages of their learner journey. This network has met again and are continuing their work in 2024.

- having ākongā support in place to assist during complaint and appeals processes, through learner services and/or student advocacy groups.

As the Disputes Resolution Scheme has recently changed, it is a next step for some Business Divisions to ensure the new Study Complaints | Ngā Amuamu Taurā service is incorporated into their procedures and information for ākongā.

There has been a positive shift in compliance compared to 2022 data, with a 7% reduction in non-compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 8% for this Outcome.

Concerns and Complaints

Te Kawa Maiororo, Te Pūkenga Educational Regulatory Framework, Te Pūkenga Ākongā Concerns and Complaints Policy and Te Pūkenga Ākongā Appeals Policy, are in place to provide guidance and clarity for ākongā and kaimahi. They uphold the Outcome two requirements, with the purpose of ākongā having access to a concerns and complaints resolution process that is timely, fair, effective, culturally appropriate, and upholds the principles of natural justice.

A national concerns and complaints process, in line with the Ākongā Concerns and Complaints Policy, was co-designed with ākongā to reflect their needs, requirements, and expectations. Targeted kaimahi engagement was also carried out, to gather views on the proposed process from staff who currently administer concerns and complaints within their Business Divisions. A targeted conversation was then held with independent advocates, to better understand the current state of independent advocacy provision across Te Pūkenga network. The process document is currently in review for approval.

Te Pūkenga uses the following definitions of concerns and complaints:

Concern – A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where the ākongā considers appropriate standards have not been met but the impact on them has not been great.

Complaint – An expression of dissatisfaction where the ākongā seeks some form of redress or change in a situation; where the ākongā considers that they have been directly or adversely impacted, which requires a formal process of resolution.

As evidence of the accessibility of business division complaints processes, it is reassuring that 90% of respondents to the 2023 Te Pūkenga learner surveys, replied to the statement 'I know how to raise an issue, concern, or complaint' with a positive response ('strongly agree', 'agree' or 'slightly agree').

As per Te Pūkenga Ākongā Concerns and Complaints Policy, all complaints and resolutions are documented in business division complaints registers. These will be reported annually to Te Pūkenga through Te Ohu Whakahaere. Te Ohu Whakahaere will review the data and complaints to understand any themes and generic lessons that can be shared with all business divisions. Appeals received by Te Ohu Whakahaere in 2023 are outlined below:

Outcome of Appeals	Occurrence
Progressed to Appeal Inquiry	2
Withdrawn or closed	3
Declined	4
Progressed into 2024	1
Referred back to business divisions and resolved	3
Reported back to business divisions with recommendations	3
Overall number appeals received in 2023	16

The nature of the 2023 appeals received by Te Ohu Whakahaere were:

- Academic (failed assessment, resit denied).
- Financial.
- Flawed complaint/appeal process at business division.
- Overseas scholarship application declined.
- Disciplinary action at business division was unjust.



Spotlight on Te Pūkenga Learner Leadership Group

“I feel like we have many of the answers, we just need the right table to speak at and the right ears to hear”

Learner Leader

Ākonga leadership representation groups from across Te Pūkenga

ILAC
INTERIM LEARNER
ADVISORY COMMITTEE

LLG
LEARNER LEADERSHIP
GROUP

ALG
BCITO APPRENTICE
LEADERSHIP GROUP

NDSA
NATIONAL DISABLED
STUDENTS ASSOCIATION

- Development of the Learner Voice and Partnering ecosystem
- High level design of Learner Leadership capability Framework
- Design of Learner Networks
- Review of the Pastoral Care Code Framework
- Review of Manaaki Hardship Funds process
- Review of Network Quick Wins project
- Development of Online navigation and enrolment
- Review of 2023 & Design of 2024 Learner Surveys
- Development of the Hauora Hub
- Development of the National Concerns and Complaints process

Throughout 2023, the Learner Leadership Group continued to collaborate across multiple Te Pūkenga projects, dedicating their time to actively support the Learner Success Plan and craft learner-centric solutions.

Throughout the year the group contributed to three key areas; enhancing learner voice and partnering, supporting learner wellbeing and representation at a national level.

They actively advocated for learners, providing insights and experience to shape projects, frameworks, and processes within Te Pūkenga. This included contributing to processes, such as the Concerns and Complaints mechanism, the development of learner networks and the learner capability

framework. The group also engaged with executive and senior leaders, government agencies and national unions, to ensure learner perspectives were considered in key discussions and decision-making processes.

The Learner Leadership group informed the design and implementation of key mental health initiatives, including a wellbeing hub (Te Pae Ora) and a capability training program aimed at promoting ākonga wellbeing across the country.

The Learner Leadership Group's time and commitment have helped shape responsive solutions that have benefited ākonga across the country.

Spotlight on Learner Networks Project (Learner Communities)

“We don’t really get to connect with other apprentices in our industry unless we work with them. It can be pretty lonely. But It would be awesome to have these types of communities to join”

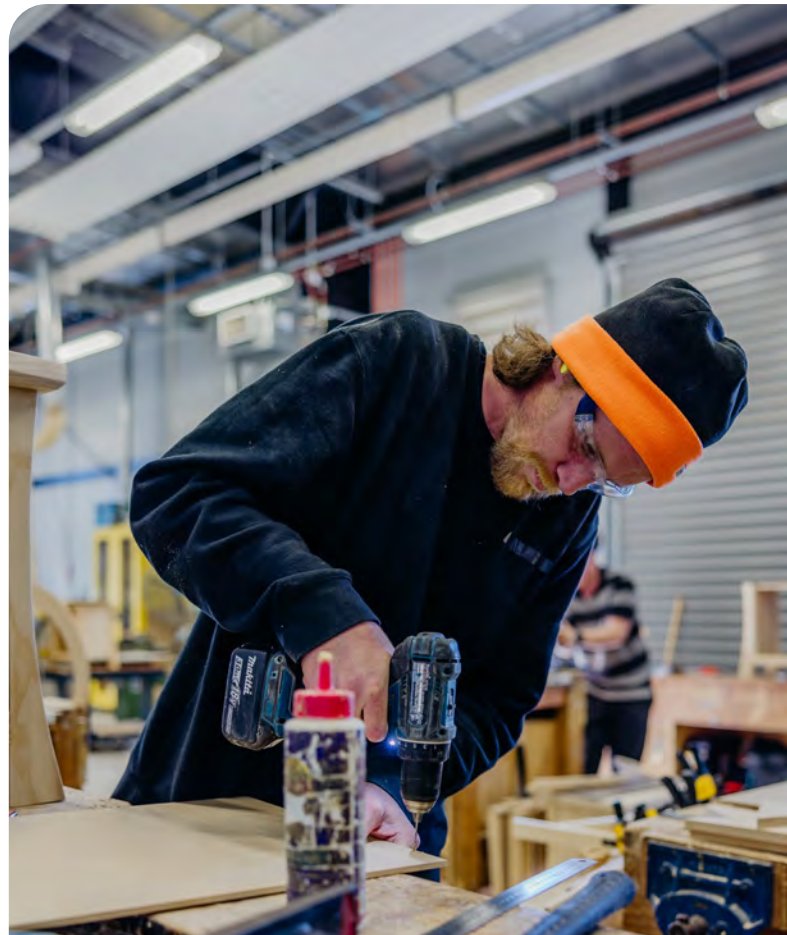
Apprentice learner

The Learner Networks project evolved from a co-design project in 2022, where ākonga described an ideal system for Learner Voice. It gave insight to key areas that providers can work on to improve their learner voice capabilities, one of which was learner communities.

Learner Communities are groups of ākonga that form around a shared identity or interest. Some examples across our network include geographic, cultural groups, clubs, societies, industry, or programme groups. Participating in these communities can give ākonga greater peer to peer connection, access to support, and increased engagement in their learning environment.

In 2023, a national design group collaborated to develop the Learner Network Framework, which provides a blueprint for providers to use when building learner communities. Four pilot groups were then established to develop initiatives for ākonga Māori, Pacific, Disabled and Construction & Infrastructure ākonga.

A guide has been developed with helpful tools, advice, and templates for kaimahi and ākonga to utilise when developing or enhancing learner communities. The initiatives developed by the pilot groups are also included as exemplars.



Spotlight on Learner Leadership Capability and Confidence Building

Five Pou / pillars of capability development based on ākonga feedback:

GOVERNANCE AND LEADERSHIP | CULTURAL CAPABILITY COMMUNICATION AND ENGAGEMENT | WELLBEING SYSTEMS AND PROCESSES

As part of the Learner Leadership Capability and Confidence Building project, a wānanga was held, aiming to empower learner leaders.

The objectives sought by ākonga at the wānanga were to learn about achieving strong student voice, gain leadership skills, network, and understand how to deliver better outcomes for their peers. They also wanted to understand their own leadership styles and how to leverage their strengths as student leaders and advocates. They sought the experience of being among other like-minded student representatives and fostering relationships that would support them in their roles.

Fostering new communication and engagement skills in a safe and open environment was a focus, which included testing and trialling learner leaders' capability and confidence. Positive outcomes for attendees were evident, with one stating "I have gained a deeper understanding of relevant topics, improving my abilities within my roles. Being part of such gatherings made me inspired and motivated. Exposure to innovative ideas, success stories, and passionate individuals

can reignite enthusiasm for my role and the organisation's goals." In post-wānanga evaluations, 100% of ākonga indicated that the workshops provided them with new and useful communication skills.

Workshops and resources aimed to share insights on the enablers of effective learner governance, learner voice systems and learner representation. The group then collaborated on the development of a structure that represents the diverse voices of ākonga and contributed to the learner voice framework. One ākonga commented on "the need for the learners to stand in order to have a representative and voice. And, how important the learner voice is to an organisation that is putting the learners at the centre of what they do."

Ultimately, the learning of the group went beyond building capability and confidence and helped to create a community of empowered and engaged student leaders, ready to make a difference to the learning journey and experience of ākonga in tertiary studies.

“ It was a clarifying moment for us to be able to see the overall structure broken down into its sections and seeing how all of the moving parts come together to move as one. It assured me that we are on the right path toward making a tangible difference for future learners ”

Learner Leader and Apprentice



Front left: Miraka Davies – Facilitator; Henry Geary, ILAC,

Second row: L-R Ashley Bush, BCITO ALG; Finn Gallagher-Forbes, BCITO ALG; Jan Carl Pilapil, BCITO ALG; Nina Lee Griffiths ILAC; Sione 'Ulufonua, LLG; Leo He, NDSA; Taiatini Lepaio, LLG.

Third row: L-R Kaitai (Daiiz) Rongo, LLG; Sky/a Flowers, ILAC; Cecily Zhou, ILAC; Matangaro Raea, LLG; Natasha Sellar, LLG.

Back Row: L-R Simone Andersen Kaikōkiri Learner Whānau Engagement, Ihongaro, ILAC; David Souness, LLG; Sarah McArthur, LLG, Colleen Trolove – Facilitator; Annie Waterworth, Project Lead; Max Devon, LLG.

Outcome 3

Safe, inclusive, supportive, accessible learning environments

Summary of Code Compliance at Clause Level



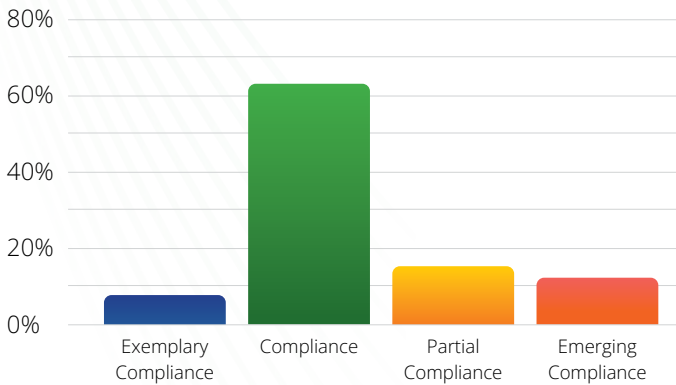
Summary of Code Compliance at Process Level



Safe, inclusive, supportive, and accessible physical and digital learning environments

Process 1: Safe and inclusive communities	Process 2: Supporting learner participation and engagement	Process 3: Physical and digital spaces and facilities
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Code Clause Compliance by Outcome



In 2023 100% of Code clauses related to physical and digital learning environments, self-reviewed by business divisions, had practice in place, with 71.7% having triangulated evidence for this practice.

This highlights the proactive ways that business divisions foster learning environments that are safe and promote positive learning experiences. Whilst there is room for improvement in some areas, such as exploring additional ways to involve ākonga in the design of physical and digital environments, there are many examples of exemplary compliance, including:

- having mentors, navigators, engagement co-ordinators and kaiāwhina dedicated to targeted ākonga throughout their learning journey, with evidence showing ākonga who engage with these supports having higher success rates.
- having relevant and accessible kaimahi capability development for recognising and responding to racism, harassment, bullying, discrimination, and abuse, so they are best equipped to support ākonga and other kaimahi.

- ākonga aspirations reflected in strategic goals and plans.
- authentic incorporation of te reo and tikanga Māori into daily practice, including whakatau, karakia, and waitata practice.
- practices for promoting inclusion and supportive environments, such as events, positive communication, diverse representation in visual and digital imagery, and recognition of significant cultural celebrations, such as Chinese New Year, language weeks, Matariki and pride month.
- programmes for supporting previously underserved ākonga in a way that upholds their identity and culture, for example Whai ake. These aim to meet ākonga aspirations, offer tailored support to address any barriers and promotes student retention.
- academic success services, such as general learning services, disability support, literacy and numeracy services, academic advisors, student union and Manaaki Pūkenga.
- individualised advice and support on pathways, transitions, course selection and careers.
- interconnectivity between student representative groups and facilities kaimahi, including participation in hui and consultation.
- practices that have involved ākonga in the design of physical and digital environments, including, focus groups, receiving feedback from surveys and evaluations, ballot voting, student representative engagement and hui.

There has been a positive shift in compliance compared to 2022 data, with a 3% reduction in non-compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 5% for this Outcome.

Te Pūkenga Learner Survey

In addition to the self-review data, and examples of practice in Outcome 3, we can gain further insights into our learning environments from national Te Pūkenga Learner surveys. This is available to all business divisions and national office and can be disaggregated to inform future actions and promote continuous improvement.

The 2023 data is the combination of two surveys throughout the year. It provides valuable learner feedback and is evidence to support the very high levels of compliance for this Code outcome.

Six specific Code related statements were included in the surveys, which ākonga scored using a 6-point Likert scale. The results below show the combined percentage of ākonga that selected a positive response ('slightly agree', 'agree,' or 'strongly agree').

- I can easily access services that support me with my physical and mental wellbeing.
 - 91%
- I feel a sense of connection or belonging here.
 - 87%

- I can safely express myself and my identity here.
 - 92%
- I feel my culture is respected and valued here.
 - 93%
- My learning experience is free from discrimination, racism, bullying, harassment, and abuse.
 - 94%
- I know how to raise an issue, concern, or complaint.
 - 90%
- [Business division Name] provides information on how I can maintain a healthy lifestyle.
 - 87%
- It's easy for me to gain the skills and knowledge I need to achieve my study goals.
 - 91%

The overall response rate was 14.9%, over 36,500 ākonga. More than half of the participating business divisions had a response rate of over 17%, and one had a 94% response rate.





Spotlight on Ara



Ara Institute of Canterbury

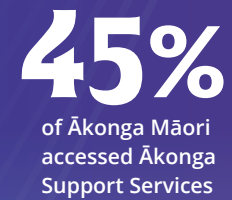
You Belong Here

At Ara, ākonga (learners) are welcomed into a diverse and inclusive community. They are celebrated for their unique identities, receiving support and inspiration to achieve great things not just for themselves but also for their whānau.

Ara tutors are experts in the subjects they teach and have years of real-world experience. The tutor is the first line of support for ākonga, and they are committed to inspiring learners to succeed, and have a culturally enriched experience.

Ara kaimahi work together to support success and create a sense of belonging for ākonga and their whānau.

Ara have dedicated support people, including specialist advisors for Māori, Pacific, international and disabled ākonga, health and wellbeing advisors, social workers, counsellors, nurses, expert learning support teams, student advocates, career and employment advisors and many more.



“You Belong Here”

A clip of Kiisha Rose-Woodhouse (Ngāi Te Rangī, Tūhoe, Te Whānau-ā-Apanui) carrying her baby Hawaiiki across the stage at Ara graduation went viral on TikTok.

“He deserves the diploma as much as I do because he attended all the classes with me in my puku,” she says. Not only did Hawaiiki cross the graduation stage, hearing the powerful haka tautoko from his dad, which silenced the stadium and brought his mum to tears, the eight-month-old was handed the graduation parchment from Ara operations lead Darren Mitchell.

Their success was supported by the ‘you belong here’ approach taken at Ara, where ākongā are treated as unique individuals and cared for throughout their learning journey. This helped Kiisha return to study towards a Diploma of Information Technology within two weeks of giving birth to her son.

“There was one time when my teacher actually took him and walked him around the class while I took a test. They’ve helped in every way,” she says.

In 2023, Ms Rose-Woodhouse was paired up with a mentor as part of the Tuakana Teina pilot programme. The programme is one strand of the tailored support delivered at Ara for Māori and Pacific learners, where learners from priority groups, traditionally underserved in our education system, are engaged early.



Kiisha Story: “He deserves the diploma as much as I do because he attended all the classes with me in my puku,”



This helps grow their sense of belonging and allow them to understand they are entering a culturally safe environment as well as covering the basics like where to go and who to talk to in the first few days on campus.

Now Kiisha is giving back to those on the same path, training to become a tuakana (mentor) herself, while also enrolling to study for a Bachelor of Information and Communication Technology.

Spotlight on Competenz



Competenz

Whānau and community engagement

Competenz acknowledges the importance of families and communities in supporting ākonga success. Inspirational stories from Māori and Pasific training advisors are shared to facilitate understanding and realistic expectations. Sessions available for families to acquaint themselves with programmes, and the support and resources available.

VIBRANT ATMOSPHERE

to foster connections with like-minded peers who share similar learning goals, and empowers learners to approach their studies with increased certainty.

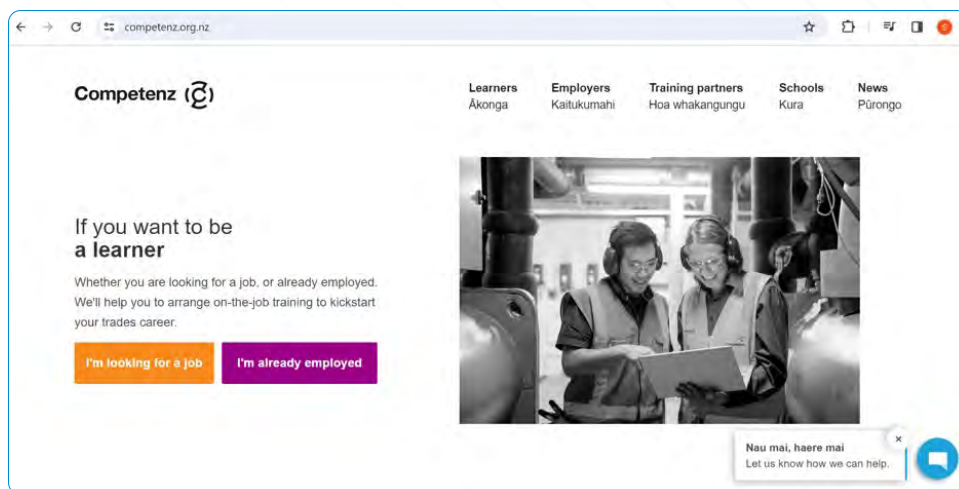
EMPOWERING
staff with the essential knowledge
and skills to support
**PACIFIC LEARNERS
AND THEIR FAMILIES**

300 CHROMEBOOKS

distributed across
New Zealand

Dyslexia support initiatives and mechanical engineering induction workbook

Our dyslexia-friendly materials have been pivotal in enhancing accessibility and clarity for ākonga with diverse needs. This includes the design of the Competenz website and induction workbooks for engineering learners and employers. Accommodations like C-Pen readers and tailored resources have been instrumental in empowering our learners to thrive and succeed.



Peni Panapa's learner support journey

Peni Panapa is completing a New Zealand Apprenticeship in Mechanical Engineering (General Engineering) (Level 4) while working at bedding and foam manufacturer, The Comfort Group. He knew it was important to gain a qualification to have his skills formally recognised, but admits that adjusting to study was a challenge.

In 2021, Peni joined a Learner Support online study group, thanks to Competenz training advisor Alan Smith, allowing him to interact with apprentices on the same pathway.

"If it wasn't for Alan, I wouldn't be here telling my story. Encouraging me to attend the study groups and being supported at these has meant I have so much more confidence," he says.

Mr Smith says he saw a huge jump in Peni's progress the next year, when study groups designed specifically to meet the needs Māori and Pasifika ākonga were launched.

"When I joined the Pasifika Study Group, I had only completed a handful of assignments in my first year as an apprentice – I thought I couldn't do it. Our tutor, Tau, understands our backgrounds and encourages us," Mr Panapa says.

His success emphasises the effectiveness of culturally responsive support systems in empowering ākonga to achieve their goals.



Spotlight on MIT



**MANUKAU
INSTITUTE OF
TECHNOLOGY**
Te Whare Takiura o Manukau

Manukau Institute of Technology (MIT)

MIT mission

To deliver vocational, technical and professional tertiary education, research and technology — giving graduates, employers and communities the knowledge and skills to achieve their potential, and further grow the Auckland economy.

MIT values

WE ARE REAL

We admire people who are genuine and honest; down-to-earth people who reflect the way we like to teach, with practical, hands-on learning that leads to real skills for real jobs in the real world. We are genuine, honest and down-to-earth.

WE ARE CONNECTED

We build valuable partnerships with industries, businesses and individuals, where knowledge is shared and created without silos, fences or egos. When others talk, we really listen. We're open and approachable. Because we want our networks to be strong and our relationships to be genuine and long-lasting. We are well connected, open and approachable.

MANAAKITANGA

We genuinely care for others, so we make people feel welcome through kindness, understanding and respect. We make them feel appreciated by acknowledging their contributions – all of which creates an environment where achievement can be nurtured. We care for others to nurture achievement.

WE ARE EXCELLENT

To help people become the best they can be, we aim higher in everything we do. So we push boundaries and exceed expectations. It's the way we achieve great results and the reason we get to celebrate success. We get great results and celebrate success.

Disability Confidence 101 eLearning Modules

Manukau Institute of Technology ākonga and kaimahi now have access to a series of eLearning Modules designed to reduce barriers to education for disabled people.

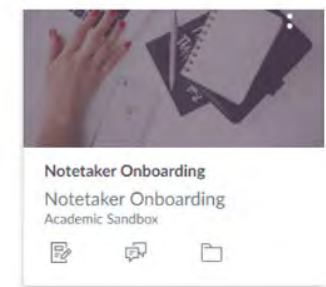
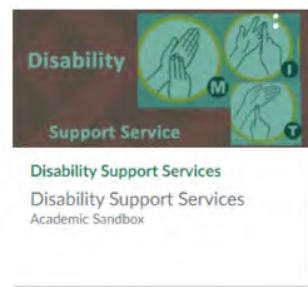
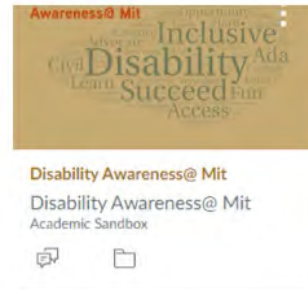
The free, self-directed online resources challenge assumptions about disability while also providing users with a general overview of the legal framework supporting inclusion in Aotearoa.

Disability Confidence 101 was put together by Tertiary Education Commission with the support of ACHIEVE and MIT. It is accessible through student learning portal, CANVAS.

The four modules include: what is disability?; let's talk about disability; legislation & policy and disability in the community.

The resources were launched on 3 December 2023 to coincide with International Day of Persons with Disabilities.

In 2023, 5603 ākonga were assisted by Disability Support at MIT. Examples of this support includes advisors, notetakers, reader/writers, New Zealand Sign Language interpreters, exam adjustments, screening for Dyslexia/Dyscalculia, screening for Irlens Syndrome, adaptive technology and software.



Spotlight on Primary ITO



Primary ITO — Knowledge to grow

Our Vision

*leading primary sector
vocational education*

He aha te mea nui o te ao
He tangata he tangata he
tangata

—
*Looking after people
is what we do*



16 EQUITY
INITIATIVES
FUNDED

140
SUPPORT PLANS
CREATED

1374
ĀKONGA
SUPPORTED
at Primary ITO study sessions

Wine Growing Apprenticeship paves the way for future career

Primary ITO offers a variety of initiatives to support ākongā success, including tools to help identify where extra learning support is needed, hosting ākongā study sessions and providing mentors.

“I have a lot of questions and I always want to learn more. They always make themselves available to help me,” says Giuli Davila who started a vineyard job on a working holiday, and is now developing a thriving viticulture career, while completing a New Zealand Apprenticeship in Wine Growing.

After enjoying her first taste of working in a winery in 2019, Giuli wanted to continue, but her working holiday visa status and Covid-19 meant she had to leave it behind.

Later, having met her partner in New Zealand, Giuli - originally from Argentina - began the process of gaining residency and was able to eventually take contract work and a permanent role at large wine company Delegat Ltd, near Blenheim.

She began New Zealand Certificate in Primary Industry Skills (Level 2) Horticulture and says “there was a lot of information and so much that I didn’t understand. I wanted to know why we were doing things a certain way.”

Now a vineyard operator, she is thankful for the support of Delegat Ltd and Primary ITO as she works towards her apprenticeship qualification.

Giuli relishes learning from her Primary ITO Training Adviser Tom van der Burgh and work colleagues and says “I just love this work and I know I want to climb up the ladder and I need knowledge to do that.”



Outcome 4

Learners are safe and well

Summary of Code Compliance at Clause Level

Process 1

INFORMATION FOR LEARNERS ABOUT ASSISTANCE TO MEET THEIR BASIC NEEDS



Process 2

PROMOTING PHYSICAL AND MENTAL HEALTH AWARENESS



Process 3

PROACTIVE MONITORING AND RESPONSIVE WELLBEING AND SAFETY PRACTICES



Summary of Code Compliance at Process Level

PROCESSES

Process 1:
Information for learners about assistance to meet their basic needs

Process 2:
Promoting physical and mental health awareness

Process 3:
Proactive monitoring and responsive wellbeing and safety practices

COMPLIANCE SCALE

Compliance

Compliance

Compliance

Learners are safe and well

Process 1:

Information for learners about assistance to meet their basic needs.

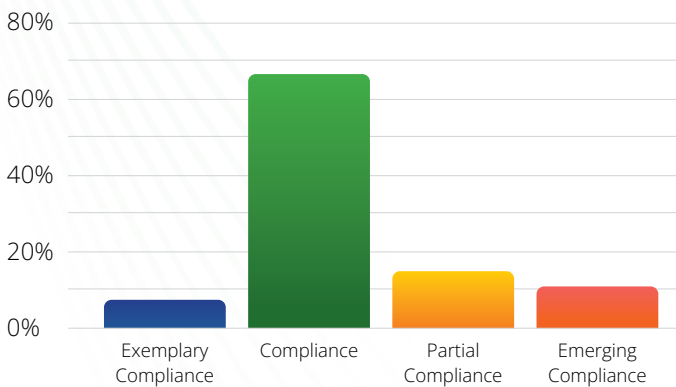
Process 2:

Promoting physical and mental health awareness.

Process 3:

Proactive monitoring and responsive wellbeing and safety practices.

Code Clause Compliance by Outcome



In 2023 100% of Code clauses related to learners being safe and well, self-reviewed by business divisions, had practice in place, with 73.7 % having triangulated evidence for this practice.

Business divisions have demonstrated commitment to supporting ākongā in managing their physical and mental health, by providing information and advice, and identifying and responding to learners who need additional support.

Examples of exemplary compliance include:

- an extensive range of targeted support services, referral agreements, partnerships with community services, events, and resources to support ākongā through all stages of their learning journey, including:
 - foodbanks, clothing banks, food packages, winter warmer packs, provision of digital devices, and transport support.
 - Te Pūkenga Manaaki Fund - financial assistance to alleviate hardship for ākongā who are facing barriers to successfully continuing their learning.
 - advisors available, including those specific to ākongā groups such as, Māori, Pacific, disabled, international,

rainbow youth, secondary/tertiary/youth learners, and those from refugee backgrounds.

- having a broad range of information and advice services, available both physically and online, covering such things as, accommodation, mindfulness, cooking and healthy food choices and physical activity.
- 1:1 support is available, including student success mentors, counsellors, health professionals, student unions and services that support the cultural needs of ākongā, such as Te Punaka Owheo.
- opportunities for peer support are available, such as tuakana/teina and mentor/mentee programmes.
- strong links to community events, groups, services, and facilities.
- facilities to promote holistic wellbeing, such as health centres, gyms, early learning centres, social spaces, breastfeeding spaces, recreation centres, self-service kitchens, and cafes.
- dedicated study and social spaces to support ākongā success and their connection to language, identity, and culture, such as whānau rooms, rainbow group spaces, low-stimulation room for neurodiverse ākongā, international ākongā spaces and prayer rooms.
- initiatives to promote mental and physical health and wellbeing, including, workshops, events, competitions, information sharing, 1:1 support and referrals.
- consideration for the accessibility of support, advice, and resources, and ways of mitigating barriers to ākongā success, including the ease of application and opportunities to co-design processes with ākongā.
- kaimahi capability development is recognised as a requirement for ākongā receiving timely, accessible, and relevant support.

- methods of promoting ākonga wellbeing that are relevant, targeted and aim to reach ākonga where they are, including physical and digital advertising, handbooks, student magazines, apps, and chat services.
- robust administrative processes for collecting, storing, and using learner's emergency information, including nominated contact persons.
- opportunities are actively created for ākonga to safely share information, and get guidance on, their physical and mental health needs, concerns, and services available to them, including:
 - fostering whanaungatanga and manaakitanga is prioritised by all kaimahi, including through events, such as, orientation programmes, shared lunches, informal catch ups, targeted tutorials, and drop-in sessions.
 - access to services that provide safe spaces to disclose information and seek support, such as, student support, counselling, peer support and disability services.
 - systems that support information sharing between kaimahi, including academic staff, field staff, support staff, accommodation staff and employers.
 - clear and transparent referral pathways are in place, including to external providers.

To note: process 1(2) is not applicable for business divisions that do not provide food / are not campus based.

There has been a positive shift in compliance compared to 2022 data, with a 2% reduction in non-compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 4% for this Outcome.





Outcomes 5–7

Overview

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

Outcomes 5 – 7 of the Code apply to business divisions providing student accommodation. Student accommodation providers are required to deliver pastoral care to residents and are exempt under section 5B of the Residential Tenancies Act 1986 (RTA) and includes where there is a formal agreement between the business division and a third-party accommodation provider.

Nine Te Pūkenga business divisions provided student accommodation in 2023 and responded to these Code outcomes in their self-reviews. The following table provides a summary of student accommodation provided in each Rohe. It shows that the majority of beds and Te Pūkenga operated facilities are situated in the South Island.

	Business Division	Number of Beds*	Rohe ākonga numbers*	3rd Party Provider
Rohe 1	Unitec	155 *not exclusive to Unitec	58,297	Yes
Rohe 2	EIT	98	55,535	No
	Toi Ohomai	33		Yes
	Wintec	154		Yes
Rohe 3	NMIT	87	53,173	Yes
Rohe 4	Ara	192	53,499	No
	Otago Polytechnic	266		No
	SIT	392		No
	TPP	58		No

*as of 06 October 2023

Summary of Te Pūkenga Student accommodation provision by Rohe

As well as completing a self-review, these business divisions have also participated in accommodation monitoring visits, a collaborative process between NZQA and Te Pūkenga. This involved a thorough analysis of evidence, site visits and resident participation. Whilst there were no recommendations for immediate action, suggestions for continuous improvement against the Code and enhancing the resident experience were offered.

The Student Accommodation Kaimahi Community of Practice Commenced in 2022 and continued through 2023, to facilitate collaboration, problem solving and the sharing of best practice. This is significant, as relatively small numbers of specialist kaimahi work in student accommodation, and

previously they have had limited networking opportunities. Collegiality was enhanced by an inaugural in-person wānanga, where the group discussed current practice in the sector, participated in an informative Code legal and accommodation contracts workshop, a capability design session and a site visit to University of Auckland student accommodation to learn about their practices and facilities.

To offer further support for student accommodation kaimahi, Te Pūkenga has provided paid memberships to the Asia-Pacific Student Accommodation Association (APSAA), for 2024, with access to resources, conferences and learning opportunities specific to student accommodation.

Spotlight on UNITEC



Unitec Institute of Technology

Lead by the principles of Te Noho Kotahitanga, we enable better futures for students, communities and public and private enterprise.

- **Rangatiratanga** – Authority and Responsibility
- **Wakaritenga** – Legitimacy
- **Kaitiakitanga** – Guardianship
- **Mahi Kotahitanga** – Co-operation
- **Ngākau Māhaki** – Respect

By Ākonga for Ākonga

Unitec's 'By Ākonga for Ākonga' project was presented at October's Australia and New Zealand Student Services Association (ANZSSA) conference in Sydney.

The project, funded as part of Te Pūkenga Network Quick Wins for equity-based co-design initiatives stream, aims to help priority-group ākonga feel better connected as they begin a learning journey.

Using an authentic co-design approach, twelve ākonga used their own experiences, in partnership with Unitec kaimahi, to develop resources for new Māori, Pacific, disabled and neurodiverse learners.

Starting with the question 'what do I know now that I wish I'd known then?' and utilising whānaungatanga and tuakana-teina models, ākonga were encouraged to share their experiences and gather information. This was then included in welcome packs, with a new student planner. Ākonga will also be creating welcome videos, and hosting movie nights as a stress-reliever during study week.

Unitec's presentation in Sydney was well attended, with many in the audience interested in hearing more about the 'students as partners' approach the project took. The ANZSSA conference was also an opportunity for kaimahi to hear from others in the sector about the latest initiatives being trialled to support ākonga on both sides of the Tasman.

RETURNING STUDENT NPS
(Net Promotor Score)

UP TO **37**



PRIORITY GROUPS SCORES AT AN
**ALL TIME
HIGH**

NPS FOR NEW STUDENTS

UP TO **57**



Spotlight on Toi Ohomai

TOI-OHOMAI

Toi Ohomai

Our Vision

Our vision is to empower people and communities.

We do this through our four values:

- Toitūtanga
- Manaakitanga
- Whanaungatanga
- Kotahitanga



5 **CAMPUSES**
Rotorua, Taupō, Tauranga, Tokoroa
and Whakatāne, online study options
and over 20 delivery sites

**STRONG
INDUSTRY
CONNECTIONS**
which link training with the real world

150+
**STUDY
OPTIONS**

Women-in-Trade Network Empowers Ākonga

Rotorua 16-year-old, Alize Mackie, recently finished the New Zealand Certificate in Construction Trade Skills at Toi Ohomai | Te Pūkenga.

She is now looking forward to getting stuck in on building sites and giving back to her iwi on the marae and says a pilot female support network has helped set her up for success.

The Toi Ohomai | Te Pūkenga Wāhine Māia initiative was set up to engage and empower female ākonga in the trades. The pilot programme was launched at the beginning of 2023 and saw a series of wānanga giving female trade ākonga a chance to network and learn from others in the industry.

Alize says it was daunting entering her course as a young woman, knowing that carpentry is a male-dominated industry, but attending Wāhine Māia has given her tools and knowledge and helped to build her confidence.

“I went along to Wāhine Māia and found it really helpful. I liked listening to other people’s experiences. Knowing there are other wāhine out there doing what I’m doing gave me the motivation to keep going.”

Throughout 2023 Wāhine Māia wānanga were held quarterly in Tauranga and Rotorua, with ākonga from across the rohe attending.

Wāhine Māia also provides ākonga with wraparound support from other Student Support teams at Toi Ohomai, including help with CV writing and preparing for interviews.

Wāhine Māia is co-led by Māori Success Manager, Mel Katu, and Associate Dean, Sue Brotherton, who say they are pleased with the response to this the programme and that they look forward to building on its success in 2024.



Spotlight on UCOL



UCOL

Kaupapa — Our Mission

Our mission is to transform the contribution vocational education makes to our country's growth. We will work for a future that radiates high value skills and wages, increased productivity and a growing economy. Our journey will stretch boundaries. Employers and entrepreneurs will drive the skills that learners need. We will enable the learning and learner support that will deliver smart workers and sought after graduates.



HOSTING
2700

ākonga, with an additional
1100 enrolled across our other
campuses and programs

UCOL OFFERS
100+ PROGRAMMES

of study at certificate, diploma, and degree levels in a wide variety of
subject areas including nursing, medical imaging, trades, IT, creative.

UCOL Pre-Start Events

UCOL have held pre-start whakawhānaungatanga events at the start of each semester, as part of the Network Quick Wins project. While orientations, early workshops and in-class introductions are considered helpful, it was noted that some ākonga needed engagement before starting study, to transition towards on-campus life.

Around 400 ākonga attended this opportunity in Palmerston North with friends, whānau and caregivers, traveling from as far away as Whanganui, Dannevirke, Horowhenua and Wairarapa.

As well as offering a warm welcome to UCOL, ākonga could make connections and get practical assistance. It was a chance for ākonga to explore campus, meet Academic Portfolio Managers, connect with support services, learn about things like parking, Studylink and ID cards, as well as enjoying food, music, and games.

“My daughter suffers from terrible anxiety,” says one mother who attended. “Being able to come before the first day and see where to go and sort her parking has made her feel so much more confident.”

“As a mum with a son with autism, having him leaving the safety of school is terrifying for me,” says another. “All along

the staff have been incredible but this event really has given me confidence that there is a place for him and he will be safe and cared for. What incredible support staff you all are.”

Ākonga commented on feeling ‘seen and valued’, with some disclosing support needs for the first time. Appointments with support services such as councillors, disability support and learning advisors were also able to be made prior to study commencing.



Spotlight on Te Whatu Ora Primary Mental Health project

In partnership with Te Whatu Ora (TWO), over \$4.6million was invested in 2023 to deliver new and enhanced mental health and addiction services and initiatives for ākonga:

More than 6,500 ākonga accessed enhanced mental health services offered through a partnership with Te Whatu Ora, over 14,959 sessions.

Consistently positive uptake of services by ākonga Māori (27%) and Pacific learners (13%) for funded primary mental health services.

Development and implementation of a 2-hour Introduction to Mental Wellbeing Course for Ākonga, with 20 kaimahi trained and 11 courses delivered in 2023.

Training of 30 kaimahi to become facilitators in Mental Health First Aid Course (2 days), with facilitators subsequently delivering 19 courses in 2023.

The establishment of Te Pae Ora, a digital wellbeing hub for all ākonga, that hosts a range of wellbeing self-help resources (co-designed with ākonga, for ākonga), and a service directory, incorporating Te Pae Mahutonga, the wellbeing framework adopted by Te Pūkenga.

A co-designed wellbeing campaign that features real learner experiences with ākonga sharing self-help strategies presented in te reo Māori, English, Tongan and New Zealand Sign Language.

Regional Clinical Coordinators

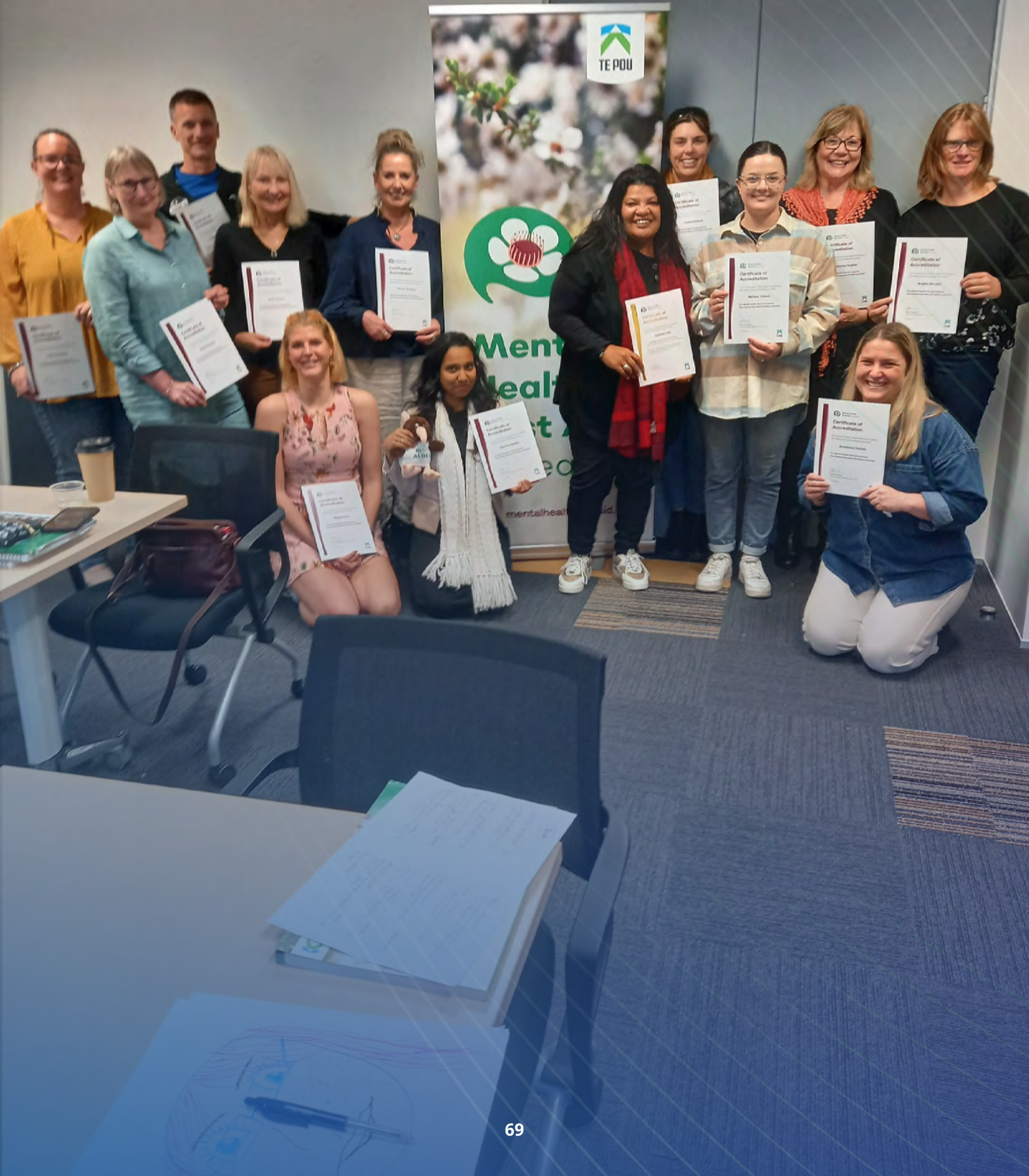
In 2023, five Regional Clinical Coordinator roles were established to support business divisions.

This team has provided dedicated clinical support across the country to improve service provision and promote ākonga wellbeing.

The Regional Clinical Coordinators have fostered relationships with services and facilitated collaboration between business

divisions both regionally and nationally.

Insights gathered from the team on factors impacting ākonga mental health and wellbeing locally, regionally and nationally, continue to be collected and reported on. This can then inform other initiatives and mahi happening within business divisions, such as kaimahi capability development, facilities planning and reviews of policies and procedures.



Outcome 5

A positive, supportive and inclusive environment in student accommodation

Summary of Code Compliance at Clause Level



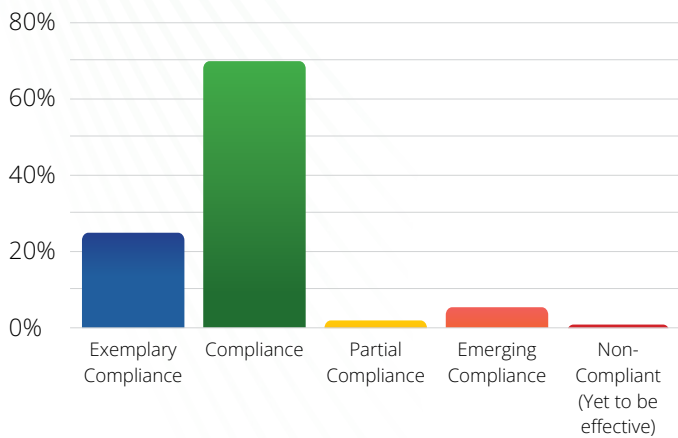
Summary of Code Compliance at Process Level

PROCESSES	Process 1: Information and promotional activities	Process 2: Accommodation staff	Process 3: Accommodation staff must be fit and proper persons	Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	Process 5: A safe and inclusive residential community
COMPLIANCE SCALE	Compliance	Compliance	Compliance	Compliance	Compliance

A positive, supportive and inclusive environment in student accommodation

Process 1: Information and promotional activities	Process 2: Accommodation staff	Process 3: Accommodation staff must be fit and proper persons	Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	Process 5: A safe and inclusive residential community
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Code Clause Compliance by Outcome



In 2023 99.4% of Code clauses related to positive, supportive, and inclusive student accommodation environments, self-reviewed by business divisions, had practice in place, with 93.8% having triangulated evidence for this practice.

This highlights the efforts made by business divisions providing student accommodation to create environments where residents can thrive.

Examples of exemplary compliance include:

- relevant, clear and detailed information being provided to residents and prospective residents and their whānau. This aims to support them in making accommodation decisions and to give a better sense of what to expect. A method of confirming that information has been received and understood, such as submitting a digital signature, helps to encourage engagement.
- The Accommodation Kaimahi Community of Practice is also exploring the feasibility of including online virtual tours of their accommodation provision,

allowing ākonga to thoroughly explore living spaces before arriving on campus. This aids in a smooth transition to a new environment, and is particularly useful for those unable to visit in person.

- having processes for making informed compatible room/flat placements, transition plans to support new residents, and organising a range of activities and events to build a sense of community, such as painting evenings, shared meals, quiz, movie and games nights, hikes and themed events.
- resident voice systems in place, such as flat representatives, apartment/building hui, voting via ballot box, resident check-ins, and formal and informal surveys.
- processes for ensuring suitable staffing and offering them the support required for this unique working environment.
- resident monitoring processes that are robust, yet not invasive for residents. One example being:
 - swipe-card entry to buildings, with data integrated into a reporting system.
 - automated data used in conjunction with check-ins, welfare checks and line-of-sight monitoring.
 - kaimahi have access to regular summary reports and information in the business divisions student management system.
 - thorough escalation plan in place.
- The Student Accommodation Kaimahi Community of Practice plan to collaborate on the development of best practice guidelines for resident wellbeing-checks, including frequency and considerations for third-party contracts.

There is one instance of non-compliance, where the memorandum of understanding with a third-party provider includes the requirement of police vetting kaimahi. However, the third party have not presented confirmation of police vetting, as they consider this an employment issue. Legal proceedings are underway concerning this matter.

There has been a positive shift in all levels of the compliance scale compared to 2022 data. The number of Code clauses identified as Exemplary Compliance has increased by 6% for this outcome.



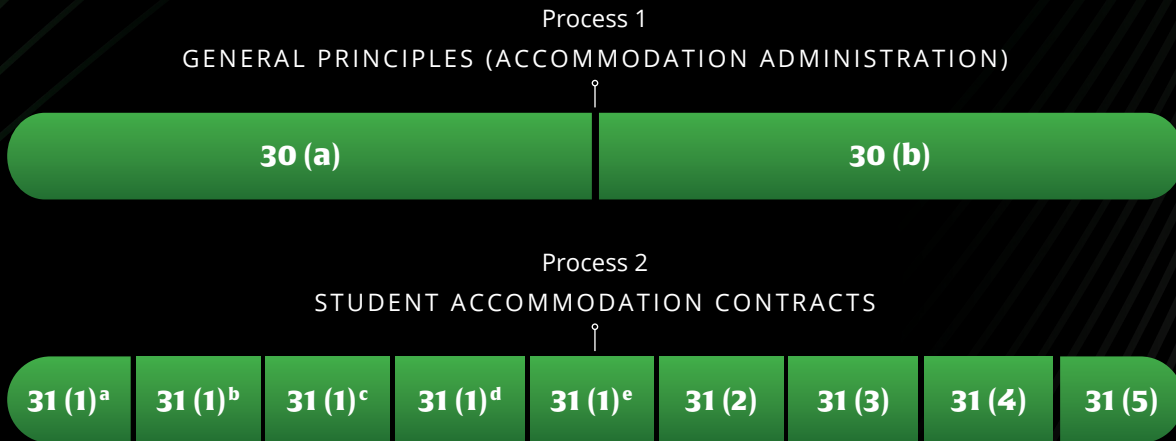


Outcome 6

Accommodation administrative practices and contracts

Summary of Code Compliance at Clause Level

Figure 13 Outcome 2
Summary



Summary of Code Compliance at Process Level

PROCESSES

Process 1:
General principles (Accommodation administration)

Process 2:
Student accommodation contracts

COMPLIANCE SCALE

Compliance

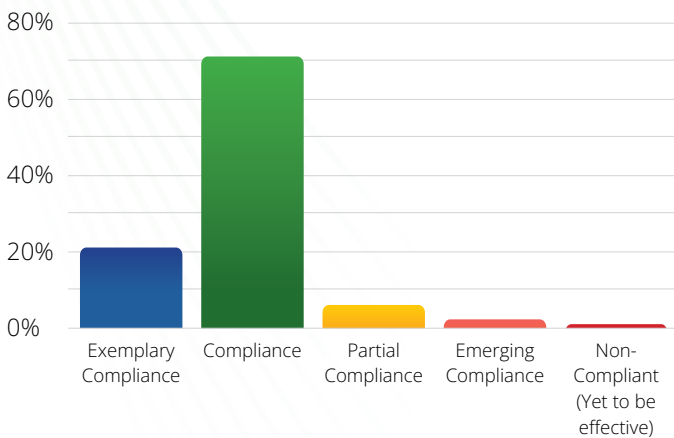
Compliance

Accommodation administrative practices and contracts

Process 1:
General principles

Process 2:
Student accommodation contracts

Code Clause Compliance by Outcome



In 2023 99% of Code clauses related to student accommodation principles and contracts, self-reviewed by business divisions, had practice in place, with 92% having triangulated evidence for this practice.

This demonstrates that business divisions providing student accommodation have evidenced sufficient administrative practices in place and suitably detailed student accommodation contracts.

Examples of exemplary compliance in this area include:

- detailed position descriptions with clear associated personal attributes, roles and responsibilities.
- capability development opportunities for student accommodation kaimahi, through both internal and external facilitation.
- services and resources to support student accommodation kaimahi, such as EAP, 5-ways to wellbeing and local face-to-face and telephone counselling services.



- thorough residential agreements, meeting all Code requirements, that were adapted with guidance from Te Pūkenga Legal team and are regularly reviewed.

There is one instance of non-compliance, where there is confidence that the third-party provider's process for recording resident complaints does meet Code requirements. However, there is a challenge in the sharing of this information with the business division, as the accommodation is not exclusively for their ākongā.

Overall, there has been a positive shift in all levels of the compliance scale compared to 2022 data. Of particular note is the 3% increase in both Compliance and Exemplary Compliance.

Spotlight on Otago Polytechnic



Otago Polytechnic

Our Vision

Our vision stems from what we see our people do - both our learners and our staff. They make a better world. Our people make a better world - Kia tū ki te tahi.

Our Mission

Our mission is simple; Build the capabilities of individuals, organisations and communities and help them to realise their potential.



231
BEDS
In the student
accommodation village

88%
18 OR YOUNGER

5 FULL
TIME
STAFF

8 RA'S AND
SUPPORT
TEAMS

Proactive Pastoral Care in Student Accommodation

In the heart of the city, Te Pā Taurira, at Otago Polytechnic, hosts 231 residents throughout the academic year.

The team at Te Pā aim to develop a vibrant, contributing, and participating community with ākonga wellbeing as the highest priority.

A whole of team, whole of organisation approach is taken to provide proactive pastoral care for resident wellbeing.

Building a sense of belonging for residents is a big part of this, and includes: fortnightly check-ins, events built around Te Whare Tapa Wha (holistic health framework), resident-led events, monthly student voice meetings and promotion of

cultural diversity through events and kaimahi diversity.

To further support residents, Te Pā also offers academic support, prompt incident response, 24-hour staff presence and monitoring resident attendance at the village and in their courses.

Relationships with teams such as Student Success and Māori support, are fostered through regular meetings, incident reviews, and events, to support resident referrals, wellbeing and academic success. A project to reduce withdrawal rates for resident ākonga through early intervention and coordination between village team and academic kaimahi is also underway.

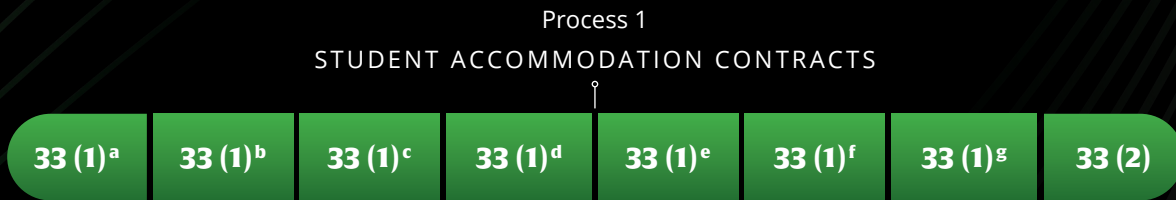


Outcome 7

Student accommodation facilities and services

Summary of Code Compliance at Clause Level

Figure 13 Outcome 2
Summary



Summary of Code Compliance at Process Level

PROCESSES

Process 1:
Student accommodation facilities and services

COMPLIANCE SCALE

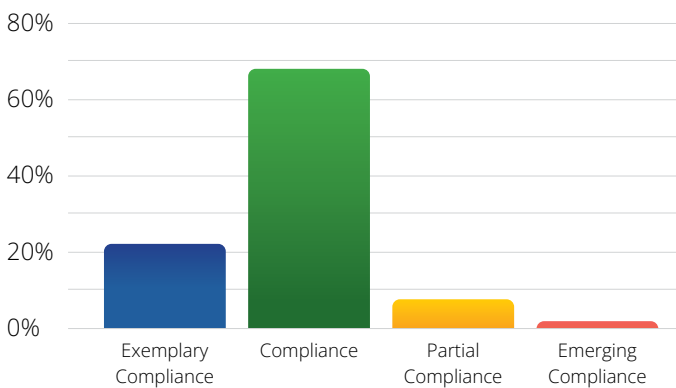
Compliance



Student accommodation facilities and services

Process 1:
Accommodation facilities and services

Code Clause Compliance by Outcome



In 2023 100% of Code clauses related to the facilities and services provided in student accommodation, self-reviewed by business divisions, had practice in place, with 90.3% having triangulated evidence for this practice.

This indicates that the range of services and facilities provided in student accommodation are accessible, meet the needs of residents, and have maintenance reviews.

Examples of exemplary compliance include:

- pre-entry contact, to ascertain resident’s needs, preferences, and any specific requirements they may have, such as having an accessible room, individual support plans, specialised emergency alarms for the hearing impaired and dietary requirements.
- external cleaning providers conducting regular cleaning of communal areas.



- maintenance plans that are budgeted for, regularly reviewed, and account for any potential impact on residents, ensure that facilities are clean, comfortable, and fit for purpose. This includes the replacement of high-use items, such as mattresses. In addition, there are proactive processes for timely responses to resident maintenance requests.

There has been a positive shift in compliance levels for this Code outcome, compared to 2022, particularly in relation to provision of practice evidence.



Outcomes 8–12

Overview

Additional wellbeing and safety practices for Tertiary Providers (signatories) enrolling international learners.

The requirements in Outcomes 8-12 are in addition to the requirements of Outcomes 1-4 (mandatory for all ākonga, including international ākonga), and Outcomes 5-7 (mandatory for all tertiary providers with student accommodation, including those with international ākonga).

The very high compliance levels across these outcomes reflect the rich history of supporting international ākonga in Aotearoa

New Zealand and providing high-quality education and training, in a welcoming, safe, culturally unique, and friendly environment.

In 2023 Te Pūkenga enrolled 9,185 international ākonga, across 14 Business Divisions, from 92 countries, predominantly from India (37.6%) and People's Republic of China (23.5%).

International ākonga at Te Pūkenga

2023 had an increase of international enrolments, compared to the previous years where Covid-19 impacted on ākonga enrolments and staffing resource. Due to maximised efforts to rebuild enrolments, with a collaborative approach across the country, international numbers were significantly ahead of the 2023 target. This also reflects the returning desirability of New Zealand as a study destination and Te Pūkenga as a quality provider, offering opportunities to learn in smaller cities with a more personalised experience and access to the great outdoors.

Te Pūkenga values the contributions of international ākonga and the opportunities to experience the diverse cultures and insights shared by them. We are in turn, proud to share our unique bicultural nation and excellent educational opportunities with them.

A significant gain to the international education sector in 2023, was the establishment of the New Zealand-China Vocational Cooperation and Development Alliance, a framework for discussing and enhancing further cooperation between

vocational training sectors in both countries. This marks a commitment from China to work with Te Pūkenga to enhance vocational training and spans key dimensions such as talent cultivation, cross credits, student exchanges and academic visits. Leaders of each field (subject area) have been identified by both NZ and China to develop mutual opportunities including research, staff exchange, delivery of programmes and teacher training. Te Pūkenga business divisions hold 66 active partnerships with education providers in China, including:

- Shenyang Jianzhu University and Ara
- Jinhua Polytechnic and Wintec
- Hunan University of Technology and NMIT
- Qi Lu University of Technology and EIT
- Yiwu Industrial and Commercial College and NorthTec
- Shandong University of Finance and Economics and Unitec

Spotlight on SIT



Southern Institute of Technology (SIT)

Southern Institute of Technology provides quality applied vocational education which equips people with the knowledge and skills to be effective industry participants.

E whakarato ana Te Whare Wananga O Murihiku i nga ratonga huarangi kia whakarawe i te tangata ki te mohiotanga me nga pukenga kia mahi tika ai a ia kei roto i tona ahumahi



6 
**CAMPUS
LOCATIONS**

 **94%**
**STUDENT
SATISFACTION**

98%

of 2022 graduates
**EMPLOYED OR
STUDYING**



\$48,500

DISTRIBUTED
in Manaaki Fund (2023)

SIT partners with Awarua Runaka to provide pathway for Māori and Pasific Ākonga

A new construction trades training scholarship, introduced in March 2023 for Māori and Pasifi ākonga at SIT, has provided a pathway for the learners to gain a trades qualification while building an Education Centre for local rūnaka.

The Ngā Puna Wai Programme was developed in conjunction with Awarua Rūnaka to help provide a pathway for Māori and Pasific ākonga to learn contemporary trade and construction skills, meeting all the industry criteria of a level three pre-trade construction course, while connecting with Māori cultural values, architecture, and traditional art.

They helped to build a transportable whare (house), which will become an Education Centre at the Awarua Rūnaka Waituna Lagoon property, for local schools to engage in environmental and cultural learning.

The programme is designed to engage ākonga with Murihiku

(Southland) history, tikaka (correct procedure and custom) and mātauraka Māori concepts (Māori knowledge and wisdom), imparted with help from local rūnaka representatives.

Local Kaiwhakairo, Te Mauri Tini, also introduced ākonga to traditional Māori carving.

Fourteen ākonga received funding through scholarships and the SIT Zero Fees Scheme. The scholarship provided each ākonga with a set of high-quality hand and power tools for use on the course and during industry work experience, which they were able to keep for their apprenticeship.

SIT Operations Lead, Daryl Haggerty, said all stakeholders were very pleased with the programme's success in achieving the desired outcomes. "The Ngā Puna Wai programme shows how integration with iwi and community can help ākonga in achieving learning outcomes."



Outcome 8

Responding to the distinct wellbeing and safety needs of international tertiary learners

Summary of Code Compliance at Clause Level

Process 1

RESPONDING TO THE DISTINCT WELLBEING AND SAFETY NEEDS
OF INTERNATIONAL TERTIARY LEARNERS

35

Summary of Code Compliance at Process Level

PROCESSES

Process 1:

Responding to the distinct wellbeing and safety needs of international tertiary learners

COMPLIANCE SCALE

Compliance

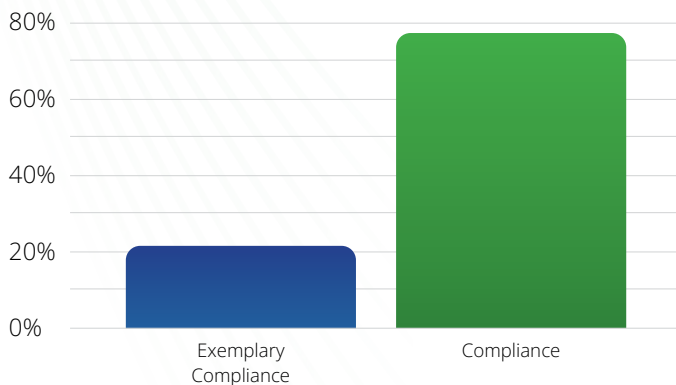


Responding to the distinct wellbeing and safety needs of international learners

Process 1:

Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under outcomes of 1- 7 of this code.

Code Clause Compliance by Outcome



In 2023 100% of Code clauses regarding the wellbeing and safety of international ākonga, self-reviewed by business divisions, had practice in place, with triangulated evidence.

This demonstrates that business divisions have met the requirement of Outcome 8, to comprehensively consider international ākonga in their self-review process for Outcomes 1-7. Examples of exemplary practice to further support international ākonga includes:

- assigning each ākonga to an advisor for the duration of their study. The advisor proactively monitors and coordinates appropriate wrap around support with wider networks such as academic, health and learning advisory colleagues.

- whanaungatanga and manaakitanga practices woven into the ākonga experience.
- kaimahi are well informed and capable of responding to day-to-day matters and any other ākonga issues, such as homesickness, health issues, psychosocial challenges, legal and insurance matters, and disasters in home countries.
- kaimahi who collaborate with colleagues to run a range of informative, connection and responsive events and outings to enhance the international ākonga experience.
- participation in kaimahi networks and events to share and create international education and pastoral care best practice across Te Pūkenga and the sector.
- gathering international learner voice in generic surveys, targeted surveys and focus groups. This is analysed with other data such as success, service usage and a range of satisfaction data to ensure a cycle of continuous improvement and adaptation to current ākonga needs.
- integrated systems, policy and processes that are inclusive and responsive to the distinct needs of international ākonga.

There has been a positive shift in compliance compared to 2022 data, with an 8% reduction in Partial Compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 6% for this Outcome.

Spotlight on NMIT



Nelson Marlborough Institute of Technology (NMIT)
Te Whare Wānanga o Te Taihū o Te Waka a Māui

Our Vision

Whakairohia he toki, tāraia te anamata
Learning with purpose, creating our futures.

Our Purpose

NMIT supports learners, employers and the communities of Te Taihū to gain the skills, knowledge, and capabilities Aotearoa needs now and for the future.

**LEARNER-CENTRED
DELIVERY**

**EQUITY AND
ACCESS**

**LIFETIME LEARNING
RELATIONSHIP**

**MEETING
OUR REGION'S
NEEDS**

**OPERATIONAL
EFFECTIVENESS**

24-hour support for ākongā

NMIT has extended its 24-hour urgent assistance 0800 helpline to provide support for all ākongā.

Previously, the service was only available to international learners.

Widely promoted during orientations as well as on stickers, brochures, webpages, email signatures and ID cards; the helpline is also accessible to whānau calling from overseas and ākongā in transit, by dialling +64.

Enquiries are triaged by a call centre. Kaimahi can then offer help to ākongā, navigating which options will best suit them. Those with urgent health and wellbeing needs are put in contact with Emergency Services or After-Hours medical assistance.

Alongside this service, NMIT teams actively build and maintain relationships with community providers to ensure clear communication and collaboration.



International ākongā engagement at NMIT

Since 2020, NMIT has prioritised regular engagement with international ākongā. One example of this is the monthly tradition of Pizza Wednesdays. These are held across all NMIT campuses and allow ākongā, kaimahi, and invited guests to build positive connections, give feedback, share updates and revisit orientation information.

Community agencies such as Police, Citizens Advice Bureau, Community Law and immigration advisors participate in Q & A sessions, with groups like Multicultural Nelson Tasman and Operation Friendship, promoting inclusive social events.

Feedback on the lunches from international ākongā has been overwhelmingly positive and they always have high attendance rates.

NMIT has also been running fortnightly check-in sessions, tailored to international ākongā that are enrolled in short courses. These sessions are held in multiple languages, with language-specific kaimahi or interpreters present.

By consistently listening to and addressing ākongā needs, NMIT aims to build strong relationships and facilitate access to support services.

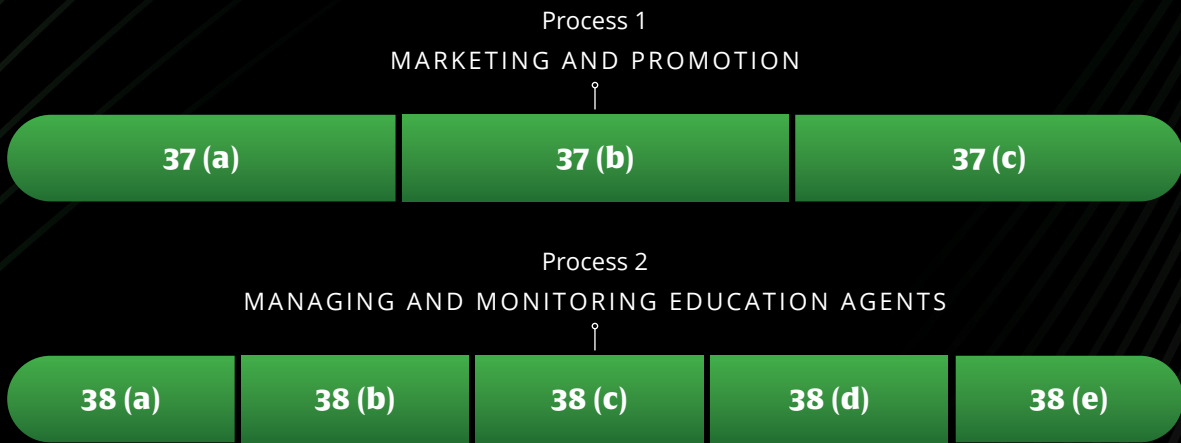
This commitment extends beyond international ākongā, with similar gatherings available for disabled, former refugee, Māori and Pasific Island groups.



Outcome 9

Prospective international tertiary learners are well informed

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level

PROCESSES

Process 1:
Marketing and promotion

Process 2:
Managing and monitoring education agents

COMPLIANCE SCALE

Compliance

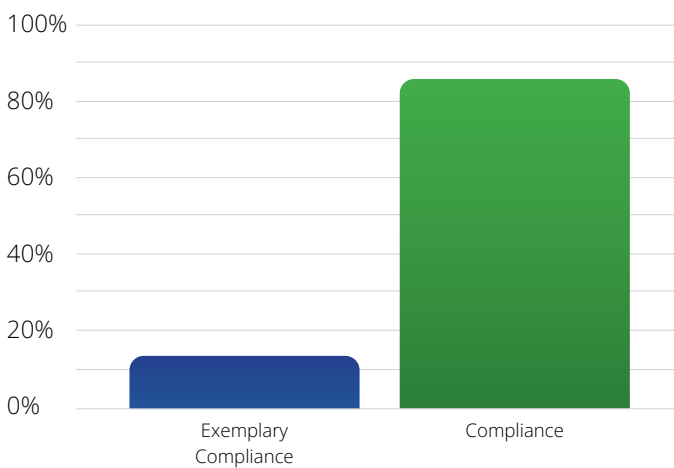
Compliance

Prospective international tertiary learners are well informed

Process 1:
Marketing and promotion

Process 2:
Managing and monitoring education agents

Code Clause Compliance by Outcome



In 2023, 100% of Code clauses regarding the marketing, promotion and managing international agents, self-reviewed by business divisions, had practice in place, with triangulated evidence.

A very high level of compliance demonstrates that prospective Te Pūkenga international ākonga receive a full and realistic picture of what it will be like to live and study in Aotearoa New Zealand. This involves having and maintaining a good understanding of the needs of prospective international ākonga and providing them with relevant and up to date information to assist them to succeed and deal with matters that arise.

Exemplary practice includes:

- ākonga provided with a comprehensive range of relevant, engaging, and timely information in a range of formats, that is tailored to their needs. This is scaffolded with early engagement with international business division kaimahi,

who can individually assist potential ākonga and their families to access and understand the information, often in their native language. They are also shown where to get further information if necessary.

- effective processes for managing and monitoring the performance and conduct of education agents, with clearly documented processes in place.
- national marketing and promotion initiatives are responsive, transparent, and informative. These are underpinned by processes and resources such as:
 - Te Pūkenga International Education Strategy.
 - standardised international tuition fees, supported by a Study Grant process. This has enabled ākonga to make selections based on their preferred destination and desired study and living experiences, without price competition being a determining factor.
 - a standard Te Pūkenga Education Agent contract.
 - access to the database of 700+ education agents, backed-up by a co-ordinated communication function.
 - the centrally coordinated International Recruitment Events Working Group, with allocated budget.
 - Te Pūkenga International Study Guide (also in simplified Chinese).

There has been a positive shift in compliance compared to 2022 data, with a 6% reduction in Partial Compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 6% for this Outcome.

Outcome 10

Offer, enrolment, contracts, insurance and visa

Summary of Code Compliance at Clause Level



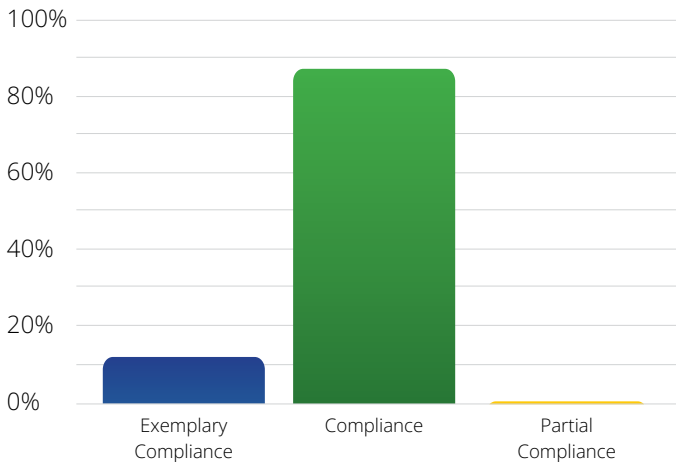
Summary of Code Compliance at Process Level

PROCESSES	Process 1: Offer of educational instruction	Process 2: Information to be provided before entering contract	Process 3: Contract of enrolment	Process 4: Disciplinary action	Process 5: Insurance	Process 6: Immigration matters	Process 5: Insurance
COMPLIANCE SCALE	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance

Offer, enrolment, contracts, insurance, and visa

Process 1: Offer of educational instruction	Process 2: Information to be provided before entering contract	Process 3: Contract of enrolment	Process 4: Disciplinary action	Process 5: Insurance	Process 6: Immigration matter	Process 7: Student fee protection and managing withdrawal and closure
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Code Clause Compliance by Outcome



In 2023 100% of Code clauses regarding administrative systems and processes for international ākonga, self-reviewed by business divisions, had practice in place, with 99.3% having triangulated evidence for this practice.

Very high compliance demonstrates that there is educational instruction offered to Te Pūkenga international ākonga, which is appropriate for their expectations, English language proficiency, academic ability and the educational outcomes being sought.

Exemplary practice includes:

- all information, contracts and processes provided in clear and plain English, are easy to locate and backed-up with opportunities to ask questions and gain clarification from dedicated international kaimahi throughout the process.

- insurance policies are clear and provided in plain English, easy to locate, with the opportunity to ask questions and gain clarification from dedicated international kaimahi throughout the process.
- some business divisions have a ‘preferred provider’ for ākonga insurance. This enables kaimahi to become well informed of their practices and effectively support ākonga.
- regular monitoring and reporting on ākonga insurance status so that the provider can follow up to guarantee that every international ākonga has the appropriate required insurance.
- regular visa reports that enable proactive management and the identification of anomalies in visa status or details such as the correct programme name or the number of credits.
- effective management of visa breaches includes cross team collaboration, effective attendance, and progress monitoring with regular reports.
- Fair and transparent refund policies.

One business division has identified non-compliance in relation to providing information to ākonga, about when the signatory may ‘cease to be a signatory’ and are seeking wording clarification on this.

There has been a positive shift in compliance compared to 2022 data, with a 2% reduction in Partial Compliance and no Emerging Compliance or Non-Compliance. The number of Code clauses identified as Exemplary Compliance has increased by 5% for this Outcome.

Spotlight on EIT



EASTERN INSTITUTE OF TECHNOLOGY
TE AHO A MĀUI

Our Vision

- Engage Learners
- Inspire Communities
- Transform Worlds

Our Values

- Inspire Success
- Nurture Whanaungatanga
- Act with Integrity
- Be Committed

Our Priorities

- Success for Māori
- Learners Success
- Connectedness
- Enquiring Minds
- Smart Thinking
- Ngā Kaitiaki

6 **CAMPUS
LOCATIONS**

Taradale Napier, Central Hawkes Bay, Hastings,
Maraenui, Tairāwhiti & Auckland.

4 **STUDENT
ACCOMMODATION
OPTIONS**

Villas, homestays, flats and farmstays.

160+
PROGRAMMES

7+
STUDENT SERVICES

Academic Learning Services, Learning Advisors, Careers Advice, Disability Support, Health Services, International Student Support, Pacific Student Support and much more.

Taste of Cultures Day

EIT's Taste of Cultures' Day again successfully helped build connections between International ākonga and their peers in Hawke's Bay.

Samosas, empanadas, falafels, pavlova and more were on the menu, with dishes selling for under \$5.

Student Support plays an important role in the day, partnering with Younited EIT Student Union to help facilitate engagement between learner groups.

As well as food, there were performances representing various cultures including Te Ūranga Waka (Māori Studies School).

The event is in its fourth year and began as a celebration of diversity and tolerance in the wake of the Christchurch terror attacks.

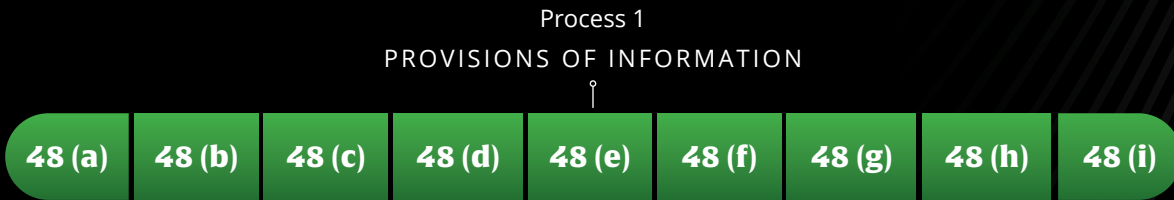
This year, the festival allowed ākonga and kaimahi to gather again at Taradale campus which was forced to close following Cyclone Gabrielle.



Outcome 11

International learners receive appropriate orientations, information and advice

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level

PROCESSES

Process 1:
Provisions of information

COMPLIANCE SCALE

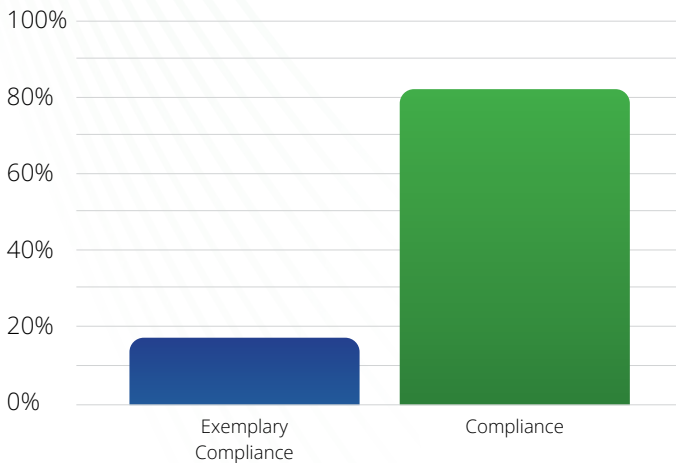
Compliance



International learners receive appropriate orientations, information, and advice

Process 1:
Provision of information

Code Clause Compliance by Outcome



- the provision of free online ‘preparation for study’ modules for ākonga to work through.
- reinforcing early engagement with regular follow-up lunches, ensuring ākonga are integrating well into their community and can easily ask any questions or raise concerns.
- seeking feedback from international ākonga and using that in continuous improvement cycles.
- excellent networks, with community and government agencies who get involved in orientations and events, so that ākonga are familiar with them and can confidently ask questions and seek advice.

There has been a positive shift in compliance compared to 2022 data, with a 3% reduction in Partial Compliance, to zero.

In 2023 100% of Code clauses on the provision of information for international ākonga, self-reviewed by business divisions, had practice in place, with triangulated evidence.

Very high compliance shows that business divisions ensure ākonga receive appropriate orientation, information, and advice that meets their needs and Code requirements.

Exemplary practice includes:

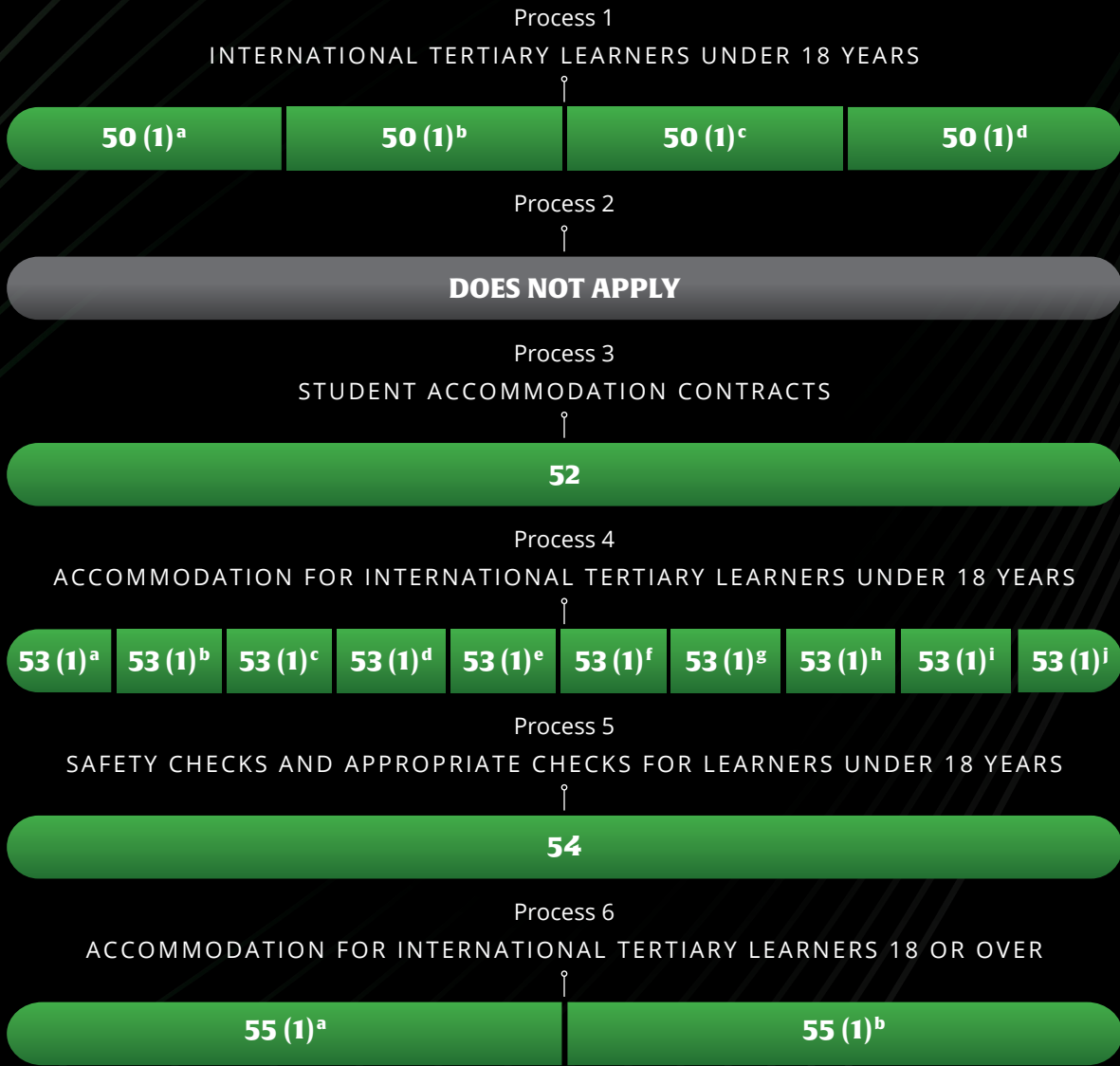
- Whanaungatanga; kaimahi building relationships with ākonga before they arrive in Aotearoa New Zealand, including introductions with photos and individualised messages.
- Manaakitanga; innovative and enjoyable orientations, where relationships are built between ākonga, and extended with kaimahi. Relevant information is provided, using mixed-media, activities, and online resources. Effective tracking of which ākonga have engaged with orientation opportunities are described.



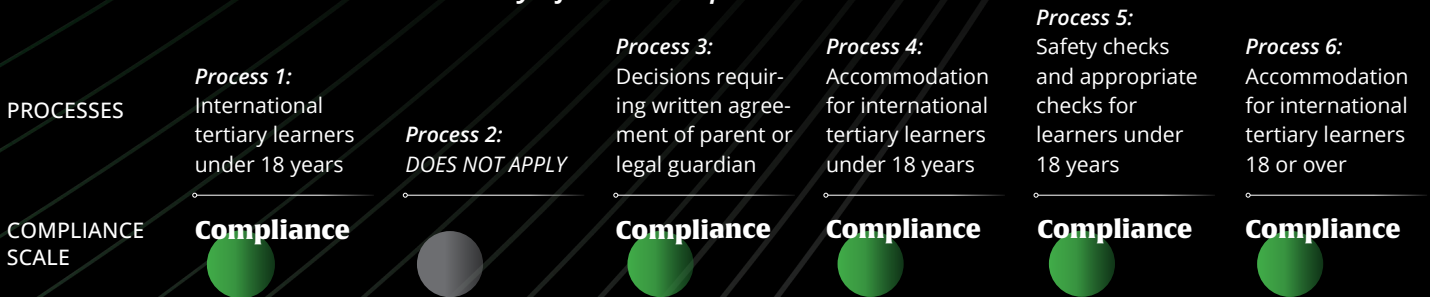
Outcome 12

Safety and appropriate supervision of international tertiary learners

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level

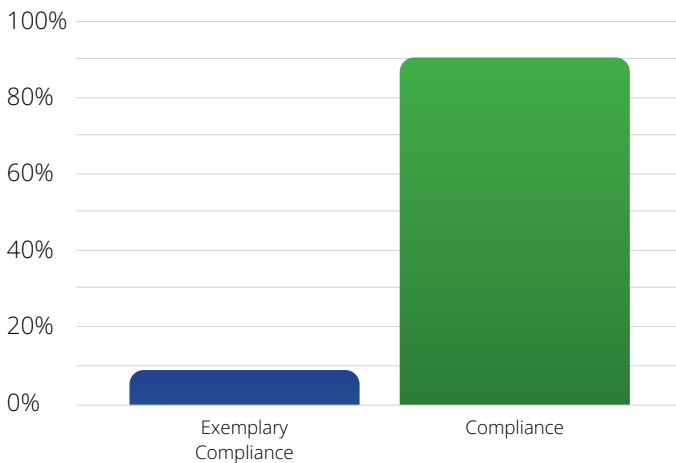


Safety and appropriate supervision of international tertiary learners

Process 1: International tertiary learners under 18 years	Process 2: * International tertiary learners under 10 years - Not Applicable	Process 3: Decisions requiring written agreement of parent or legal guardian	Process 4: Accommodation for international tertiary learners under 18 years	Process 5: Safety checks and appropriate checks for learners under 18 years	Process 6: Accommodation for international tertiary learners 18 or over
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* Process 2 in this outcome applies to international ākonga under 10 years. This process is not applicable due to there being no learners under the age of 10 year enrolled at any business division of Te Pūkenga. This segment is greyed-out in the Outcome 12 diagram.

Code Clause Compliance by Outcome



In 2023, 100% of Code clauses on the provision of safe and appropriate supervision of tertiary ākonga under 18 years, self-reviewed by business divisions, had practice in place, with triangulated evidence.

Exemplary practice includes:

- Dedicated staff to manage international ākonga under 18 years old and appropriate engagement with their parents or guardians.
- Individual plans to ensure that all ākonga under 18 have support and supervision to assist their wellbeing, safety and success.
- Robust processes for building and maintaining relationships with under 18-year-old ākonga.



- Seeking feedback from international ākonga and their whānau and using that in the cycle of continuous improvement
- Clearly articulated systems and processes to ensure accommodation for under 18-year-old ākonga is appropriate and safe.
- Regular monitoring, recording, and reporting about engagement, attendance, progression, and concerns in relation to under 18-year-old international ākonga.

There has been a positive shift in compliance compared to 2022 data, with a 1% reduction in Emerging Compliance, to zero. The number of Code clauses identified as Exemplary Compliance has increased by 3% for this Outcome.



Mahere Mahi ā-Motu

National Action Plan



Actions completed from National Pastoral Code Action Plan 2023

Framework Focus Area	Related Code Framework Action Areas	Related Pastoral Code Outcome	Completed Actions
Data Driven Decisions & Actions	<ul style="list-style-type: none"> Robust & Inclusive Self-review & reporting. Effective & user-friendly reporting tools. Effective & up to date monitoring & reporting 	All	<ul style="list-style-type: none"> 2022 self-review evaluation wānanga. Updates made to Protecht entry templates and user guides. 2023 Self-review report, with attestation.
Build & Maintain Partnerships/ Partnering Build on Service Excellence and Continuous Improvement	<ul style="list-style-type: none"> Clear, enabling & accountable policy and guidance. Clear, enabling & accountable policy and guidance. 	All	<ul style="list-style-type: none"> Developed, published, and began implementing the Pastoral Code Framework and the following associated policies: <ul style="list-style-type: none"> Pastoral Care Policy Ākongā Concerns and Complaints Policy Ākongā Appeals Policy Learner Voice and Partnering Policy Te Kawa Maiorooro Wellbeing and Safety Policy
Engage Educate & Facilitate Code Compliance.	<ul style="list-style-type: none"> Capable / Fully trained Kaimahi. 	All	<ul style="list-style-type: none"> Completed Pastoral Code Capability Gap Analysis. Priority areas for capability development identified - <ul style="list-style-type: none"> Code Knowledge Mental Health Student Accommodation Dyslexia Business Partner onboarded to complete online modules. Subject matter expert hui for module content conducted. Drafts of modules completed.
Engage Educate & Facilitate Code Compliance	<ul style="list-style-type: none"> Clear, enabling, and accountable policy and guidance. 	Outcomes 5-7: Student Accommodation	<ul style="list-style-type: none"> Shared best practice guidelines and developed templates for administrative practices and contracts for student accommodation. Te Pūkenga Accommodation Report completed after the conclusion of Accommodation Monitoring. Continued to grow community of practice across the network. Inaugural wānanga for student accommodation kaimahi held. Membership to APSAA provided to all student accommodation kaimahi, with access to resources and capability development.

Pastoral Code Actions for 2024

Te Pūkenga Council received a new Letter of Expectation from Minister for Tertiary Education and Skills, Hon. Penny Simmonds, at the end of 2023. The Minister confirmed it is no longer the Government's priority to have a centralised organisation for delivering vocational education and training. As a result, Te Pūkenga began disestablishment and the return to regionally based, individual institutions.

In light of this transition, and a new operating model not being in place at time of writing, a National Action Plan is unable to

be provided in this report. A transition plan to move national Code initiatives into business divisions, will be developed, in collaboration with business division Code leads and regional leadership.

Whilst this change is extensive, kaimahi are focussed on delivering continuity of pastoral and educational excellence and minimising the impact on ākonga. During this transition, Te Pūkenga will remain committed to upholding the Code and related reporting requirements.



Ngā Tāpirihanga

Appendices

Appendix 1

The Code Definitions

	Definition
Accommodation Staff	means any worker as defined by section 19 of the Health and Safety at Work Act 2015 who carries out work for an accommodation provider in student accommodation.
Act	means the Education and Training Act 2020
Code administrator process	relates to Part 8 of this code and has the same meaning as 238H of the Education Act 1989 which is saved by Schedule 1, clause 7(3) of the Education and Training Act 2020
contract of enrolment between international learners and	<p>A in relation to a signatory that is a State school, has the same meaning as contract of enrolment in section 10(1) of the Act; or</p> <p>B in relation to other signatories, means a written contract that is entered into between an international learner (or the learner's parent or legal guardian, if the learner is under 18 years) and the signatory that entitles the learner to receive educational instruction provided by that signatory</p>
Designated caregiver	means a relative or close family friend designated in writing by a parent or legal guardian of an international learner under 18 years as the caregiver and accommodation provider for that learner.
Disabled or disability	includes those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (UN Convention on the Rights of Persons with Disabilities)
Disputes Resolution Scheme	means the student contract Dispute Resolution Scheme established under section 536 of the Act.
Diverse	means various backgrounds, experiences, and beliefs and a variety of needs across a range of learning contexts. Diversity in the learner population includes, but is not limited to, learners of varying ages, cultures, religions, sexual orientation, gender identities, international learners, refugee background learners, disabled learners, distance learners, and learners with care-experience.
Education agent	means a person, body, or organisation acting on behalf of a signatory in relation to any aspect of their international learners' enrolment and study, including accommodation, and includes a subcontracted agent.

	Definition
Educational instruction includes any	<p>A class, course or programme approved under section 524.</p> <p>B approved programme that a provider is accredited to provide under section 441;</p> <p>C training scheme approved under section 445;</p> <p>D consent to assess against standards granted under section 449.</p>
Education quality assurance	agency means an agency or agencies authorised by the Act to exercise quality assurance functions in respect of providers.
Expatriation	in relation to international learners means the process of moving a person from one country or locality to another.
Fee protection mechanism	means a mechanism approved in rules made under section 452(1)(e) of the Act.
Homestay	means accommodation provided to an international learner in the residence of a family or household in which no more than 4 international learners are accommodated.
House rules	mean the house rules put in place by an accommodation provider of exempt student accommodation under section 5B of the Residential Tenancies Act 1986.
Learner	means a domestic tertiary student, an international student (either a tertiary or school student), or an industry trainee or apprentice enrolled with a tertiary provider.
Learner ‘at risk’	<p>means that a tertiary provider or school has reasonable grounds to believe that there is a serious issue relating to the learner’s health, safety, or wellbeing, including for example, the learner is unable to –</p> <p>A adequately protect themselves against serious harm; or</p> <p>B adequately safeguard their personal welfare</p>
Learner environment	refers to the diverse physical and digital locations (e.g., teaching and learning, communal, and student accommodation), contexts, and cultures in which students learn.
Legal guardian	means a person who, by court or testamentary appointment, is responsible for the learner’s wellbeing and safety and financial support and provides for the care of the learner or international learner in their home country.
Licensed hostel	means a school hostel that is licensed under the Education (Hostels) Regulations 2005.
Mana	means a person’s intrinsic value and inherent dignity, whether derived from a person’s whakapapa (genealogy) and their belonging to a whānau, hapū, iwi, or family group, in accordance with tikanga Māori or its equivalent in the person’s culture.

	Definition
Practices	mean the policies and processes implemented by the institution to realise the outcomes set out in this code.
Resident	means a learner who resides in student accommodation.
Residential caregiver	of an international learner aged under 18, means – A a homestay carer; or B a licensed school hostel manager or other person responsible for the care of international learners in a licensed school hostel; or C a designated caregiver; or D a manager of tertiary student accommodation that is exempt from the Residential Tenancies Act 1986 and covered by Part 5 of this code; or E in the case of temporary accommodation, a supervisor who is responsible for the care of international learners
Routine check	means a room visit and entry by a staff member of the provider where the provider has no cause for concern about the wellbeing or safety of the resident or another individual.
Signatory	means a provider that has been approved by this code administrator to enrol international learners as a signatory to this code.
Stakeholder	mean learners, staff, whānau, local communities, employers, iwi, and others who share a meaningful interest in the wellbeing and safety of learners enrolled with the provider.
Student accommodation	means student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986.
Tikanga	means Māori customary systems of values and practices.
Wellbeing and safety	means having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.
Welfare check	means a room visit and entry by a staff member of the provider where the provider, having attempted to obtain the consent of the resident for the entry, has serious concerns about the wellbeing or safety of the resident or another individual.
Welfare management plan	means a plan put in place by the provider that sets out the steps to be taken to ensure the wellbeing and safety of a resident who is assessed to be at risk. (2) In this code, a reference to the age of a person is a reference to the age of the person on their last birthday.



Appendix 2

Compliance Scale Rubric

Title	Description	Practice	Evidence Strength	Weighting	Action Focus
Exemplary Compliance	Both practice and evidence to demonstrate exemplary compliance is in place for this clause.	Practice is in place to exceed Code Clause requirements.	Evidence demonstrates exemplary Code compliance. Quantitative and qualitative evidence is triangulated. Evidence shows shifts in relevant equity data.	5	No action required for compliance. Exemplary examples may be shared across the network. There may be actions in your plan to improve processes or to meet further Code aspirations.
Compliance	Both practice and evidence to demonstrate compliance is in place for this clause.	Practice is in place to meet Code Clause requirements.	Evidence demonstrates Code compliance. Quantitative and qualitative evidence is triangulated.	4	No action required for compliance. There may be actions in your plan to improve processes or to meet further Code aspirations.
Partial Compliance	Practice is in place and there is some evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Some evidence is provided to demonstrate practice and Code compliance.	3	Enhance evidence gathering and/or reporting and monitoring processes. Further quantitative and/or qualitative evidence is needed.
Emerging Compliance	Practice is in place, but there is no evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Evidence of practice and Code compliance is yet to be produced.	2	Establish evidence gathering and/or reporting and monitoring processes. Both quantitative and qualitative evidence is needed.
Non-Compliant / Yet to Be Effective	No practice and no evidence to demonstrate compliance for this clause.	Practice is yet to be delivered.	Evidence of practice and Code compliance is yet to be produced.	1	Immediate action needed to work towards Code compliance for this clause.
Not Applicable	This clause does not apply to the business division.			0	No action



Appendix 3

Partnership/partnering Scale Rubrics

Ākonga collaboration Rubric

	Question	Scoring Scale
	Use the questions below to inform your scoring.	Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Ākonga-All	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	<ol style="list-style-type: none"> 1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Ākonga Māori	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	<ol style="list-style-type: none"> 1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Pacific Ākonga	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	<ol style="list-style-type: none"> 1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

	<p>Question</p> <p>Use the questions below to inform your scoring.</p>	<p>Scoring Scale</p> <p>Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.</p>
<p>Disabled Ākonga</p>	<p>What does our practice and our evidence tell us about how effectively we impacted on the wellbeing and safety of disabled ākonga?</p>	<ol style="list-style-type: none"> 1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
<p>Ākonga - 'other' e.g. gender groups, international ākonga, U18, residents etc.</p>	<p>What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?</p>	<ol style="list-style-type: none"> 1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

Stakeholder Collaboration Rubric

	Question	Scoring Scale
	Use the questions below to inform your scoring.	Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Employers	What does our practice and the evidence tell us about how effectively we collaborate with Employers to impact on the wellbeing and safety of ākongā?	<ol style="list-style-type: none"> 1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Iwi, Hapu and Whānau	What does our practice and the evidence tell us about how effectively we partner with Iwi and Hapu to impact on the wellbeing and safety of ākongā?	<ol style="list-style-type: none"> 1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Pacific Communities and whānau	What does our practice and the evidence tell us about how effectively we collaborate with Pacific Communities to impact on the wellbeing and safety of ākongā?	<ol style="list-style-type: none"> 1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

	<p>Question</p> <p>Use the questions below to inform your scoring.</p>	<p>Scoring Scale</p> <p>Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.</p>
<p>Disabled Communities and whānau.</p>	<p>What does our practice and the evidence tell us about how effectively we collaborate with Disabled Communities to impact on the wellbeing and safety of ākongā?</p>	<ol style="list-style-type: none"> 1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
<p>Other relevant Stakeholders e.g. professional bodies, advisory and community groups, public health etc.</p>	<p>What does our practice and the evidence tell us about how effectively we collaborate with other relevant Stakeholders to impact on the wellbeing and safety of ākongā?</p>	<ol style="list-style-type: none"> 1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.



Te Pūkenga

Tā Te Pūkenga Arotake Whaiaro 2023

TE PŪKENGĀ CODE SELF-REVIEW REPORT 2023