

# **Tā Te Pūkenga Arotake Whaiaro 2022**

**Te Pūkenga  
Self-Review 2022**



**Te Pūkenga**



# Ko Te Pūkenga mātou | We are Te Pūkenga

Ko te pū o te harakeke te hiringa o tō mātou 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. Kī 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 – ā, ka whakamahia ki te tautoko ki te hāpai ake tētahi i tētahi. 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.



**Te Pūkenga**

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## Matakōrero | Foreword

I am pleased to present the first Te Pūkenga Pastoral Care Code self-review report. A requirement of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, this report also provides a valuable opportunity to measure our effectiveness in supporting the safety and wellbeing of Te Pūkenga ākonga.

It underpins confidence in the quality of pastoral care we provide in multiple work-based, online, face-to-face and residential environments, and enables us to identify any areas where practice needs improvement. It will be an ongoing resource in sharing valuable experience. Along with the data we collect on areas such as success and equity, financial performance and programme delivery, this report will inform analysis of the ākonga journey. It will be important in assessing how we are helping learners achieve the qualifications they and their employers need as effectively as possible.

This report is based on detailed self-reviews from within each Te Pūkenga business division. We developed a digital Code register so data could be entered using a common process. I want to acknowledge the care and mahi that went into each division's contribution. This reflected the power of applying and adapting good practice at scale.

At its heart Te Pūkenga has a firm focus on giving ākonga the support they need to thrive. In advancing this purpose in our pastoral care we have established a Code Framework, with supporting policies and projects co-designed by ākonga and kaimahi. This work includes a national initiative that now provides free mental health support to ākonga. Spanning the next 10 years, our Equity and Ākonga Success Strategy (EASS) shows how we will ensure ākonga have what they need to succeed. We welcome the Code as an important part of this. We will keep working closely with NZQA, ākonga and all stakeholders to deliver on the important shared aspirations it sets for us to meet.

Nāku iti noa nei, nā

Peter Winder

**Tumuaki | Chief Executive Te Pūkenga**



# He Whakarāpopotonga | Executive summary



Figure 1 Code Compliance by Outcome across Te Pūkenga

From 1 January 2023 Te Pūkenga became Aotearoa New Zealand’s largest tertiary organisation, bringing together 25 organisations (now Te Pūkenga business divisions), over 270,000 ākonga and 9,000 kaimahi in work-based, face to face and distance learning. As a tertiary provider, we are required to complete an attestation, and accompanying self-review, regarding compliance to The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

This, our first Te Pūkenga Code self-review report, is based on the aggregated self-reviews of 2022 practice, pastoral care systems, and delivery to ākonga, which were completed by individual business divisions. All have completed their self-evaluation to contribute to this inaugural Te Pūkenga Code self-review, that provides a unified baseline which future work can build on.

Te Pūkenga has used the Protecht platform, with scale rubrics and SharePoint folders, for collating and storing evidence, to deliver stackable and comparable responses. Protecht includes an action planning tool for monitoring progress and the ability to deliver a range of reports, data sets and to link with PowerBI for comparable analysis. It is valuable for Te Pūkenga to have this depth and breadth of information about the impact of pastoral support in improving outcomes for ākonga and, specifically, equitable outcomes for ākonga- Māori, Pacific and disabled.

Every aspect of pastoral care is examined through the self-evaluation process. The Code is divided into 12 outcomes, 38 processes and 246 clauses. Outcomes 5-7 are applicable only to those parts of the organisation that provide student accommodation and outcomes 8-12 are only applicable to the parts of the organisation with international ākonga. This self-review presents the aggregated visual data and commentary for each outcome, associated processes and a national action plan for prioritised improvements. This report shows that overall, Te Pūkenga provides effective and Code compliant pastoral care to ākonga across the motu.

For further information or Pastoral Code enquiries please email [pastoralcodesupport@tepukenka.ac.nz](mailto:pastoralcodesupport@tepukenka.ac.nz)

## Tā mātou whakahaerenga | Our organisation

Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga) was established on 1 April 2020, as one of the seven key changes from the Reform of Vocational Education (RoVE). We provide on-campus, on-the-job and online learning in a way that is culturally responsive. We give ākonga real-world experiences that provide choices to learn anywhere, anytime, and in any way.

Te Pūkenga brings together 16 former Institutes of Technology and Polytechnics (ITPs) and nine former Industry Training Organisations (ITOs) to become Aotearoa New Zealand’s largest tertiary education organisation. This is a complex merger, bringing together around 9,000 kaimahi who work across multiple delivery sites, as well as over 35,000 employers (who support work-based learners).

As New Zealand’s largest tertiary education provider, we are acutely aware that each and every one of the over 270,000 ākonga who are in our care deserve the absolute best experience and learning opportunities that we can provide. Placing ākonga and their whānau at the centre of all that we do is critical, as is upholding the Code.

We have inherited at least 24 versions of major business systems, including learning management systems, student management systems, customer relationship management systems and human resource information systems, which has added to the complexities of completing self-reviews for 2022. We are bringing together three fundamentally different business and delivery models across in-work, online and on-campus face-to-face delivery.



Figure 2 Te Pūkenga Organisation

# Tirohanga whānui | Overview

## Tō mātou tirohanga roa | Our vision

### Whakairohia he toki, tāraia te anamata

Learning with purpose, creating our futures

## Tō mātou pūtake | Our purpose

**E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kounga hoki hei tautoko i ngā ākonga, ngā kaitukumahi me ngā hapori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahiatia e Aotearoa i āiane, mō āpōpō hoki. Noho ai ngā ākonga me ō rātou whānau hei pūtake mō ā mātou mahi katoa.**

Te Pūkenga provides excellent and quality educational opportunities that support learners, employers and communities to gain the skills, knowledge and capabilities that Aotearoa New Zealand needs now and for the future. Learners and their whānau are at the centre of all that we do

## Ngā whakaawenga | Enablers for change

Reform of Vocational Education (RoVE) includes seven key changes that will enable a unified vocational education system:

1. Create Workforce Development Councils
2. Establish Regional Skills Leadership Groups
3. Establish Te Taumata Aronui
4. **Create Te Pūkenga**
5. Shift the role of supporting workplace learning from Transitional Industry Training Organisations to providers
6. Establish Centres of Vocational Excellence
7. Unify the vocational education funding system

## Ā mātou whāinga tōmua | Our priorities

1. A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all that we do.
2. Delivering customised learning approaches that meet the needs of learners and trainees wherever they are.
3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand. Excellence in educational provision for all.
4. Services that meet the specific regional needs of employers and communities.
5. Transition educational services in a smooth and efficient manner.

## Ngā whāinga matua | Our outcomes

1. Give effect to Te Tiriti o Waitangi in all that we do.
2. Provide exceptional learning experiences and equitable outcomes for Māori.
3. Be learner centred. Recognise the diverse and unique needs of all learners, with a focus on the unmet needs of Māori, Pacific and disabled learners, and staff, to empower diversity, belonging, and wellbeing.
4. Partner with employers to deliver relevant workintegrated education that meets skills needs.
5. Be responsive and empowering to staff and learners.
6. Become a connected and future focused education provider driven by innovation, collaboration, research, data driven decision-making and teaching excellence.
7. Delivering regional flexibility and nationally consistent outcomes. Create-barrier free access, mobility across, and clear pathways within the network for learners.
8. Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.
9. Focus on efficient and cost-effective delivery across the network.

## Ā mātou uara | Our Values

### Manawa nui

We reach out and welcome in

### Manawa roa

We learn and achieve together

### Manawa ora

We strengthen and grow the whole person

## Ngā tohu whakatipu | Our guiding documents

Education and Training Act 2020 and Crown Entities Act 2004

Te Pūkenga - New Zealand Institute of Skills and Technology charter

Ministers Letter of Expectation

Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework





# Ka māwhitu ki Te Pūkenga | Te Pūkenga at a Glance

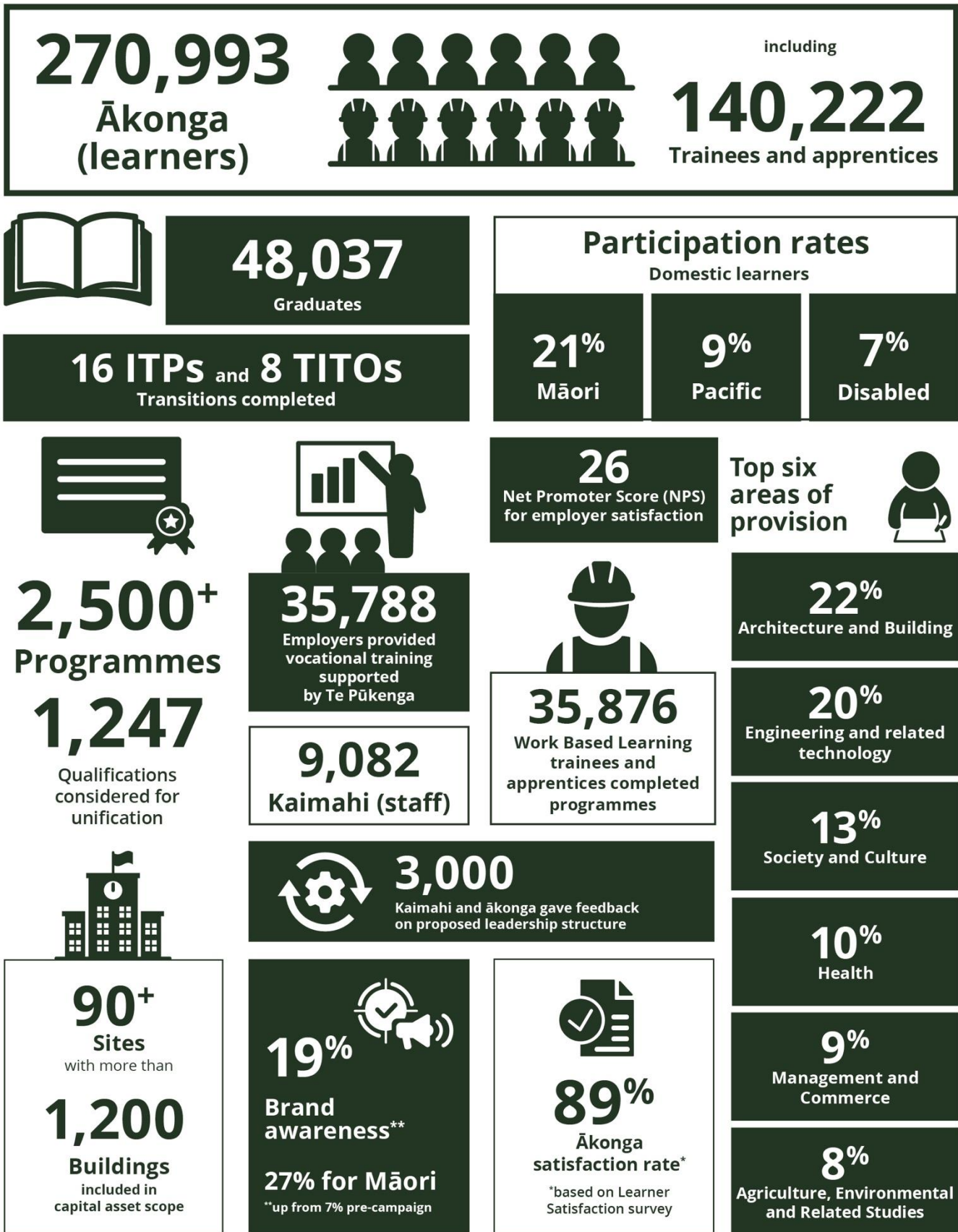


Figure 3 Te Pūkenga at a Glance

## Te Waehere | The Code

On 1 January 2022 the new Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ([the Code](#)<sup>1</sup>) 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 Te Pūkenga, for enrolled domestic and international tertiary ākonga, whether they are in Aotearoa New Zealand or offshore, and residents in student accommodation. Te Pūkenga is required to complete an annual attestation, to NZQA, declaring that self-reviews of learner wellbeing and safety practices, under the Code, are taking place.

### NZQA has identified four cornerstones of the Code:

#### 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 \(HSWA\)](#)<sup>2</sup>. 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 Te Pūkenga community; kaimahi, ākonga, visitors and people affected by our activities. Te Pūkenga intranet contains procedures, directives, safety alerts, guidelines and diagrams and other material that provides information on how the principles are given effect in our work, learning, social and living places.

#### Te Tiriti o Waitangi

At Te Pūkenga, [Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework](#),<sup>3</sup> recognises our commitment and obligations to ensuring our 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 outcome is a clear obligation set in our Charter, which articulates 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. With all business divisions having now transitioned into Te Pūkenga, closer alignment between Te Pae Tawhiti and our Code actions, outcomes, and reporting will be planned for in 2023.

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<sup>1</sup> [https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA\\_Pastoral-Care-Code-of-Practice\\_English.pdf](https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA_Pastoral-Care-Code-of-Practice_English.pdf)

<sup>2</sup> <https://www.worksafe.govt.nz/dmsdocument/809-health-and-safety-at-work-quick-reference-guide>

<sup>3</sup> [https://www.tepukenga.ac.nz/assets/Publications/Te-Pae-Tawhiti\\_Te-Tiriti-o-Waitangi-Excellence-Framework-20222023.pdf?vid=3](https://www.tepukenga.ac.nz/assets/Publications/Te-Pae-Tawhiti_Te-Tiriti-o-Waitangi-Excellence-Framework-20222023.pdf?vid=3)

## Learner voice

Requirements and expectations around learner voice and partnering exist within the Code, and also within [Te Pūkenga Charter](#)<sup>4</sup>, the [Minister's Letter of Expectations](#)<sup>5</sup> and [Whiria Ngā Rau](#)<sup>6</sup> (adopted by Te Pūkenga Council in 2021). A national Learner Voice and Partnering Policy has been developed to combine these requirements and sets expectations and standards to ensure appropriate ākonga inclusion and active participation across Te Pūkenga network. As there will likely be differences in practice, in order to respond to local contexts, the policy provides for a degree of regional autonomy in how it is operationalised. This policy will ensure that ākonga continue to be included in the development and reviews of Code strategic goals and plans, Te Pūkenga concerns and complaints processes, critical incident reviews, and other initiatives and services that impact on them.

## Whole of provider approach

Te Pūkenga has created and published its [Ākonga Pastoral Code Framework \(the Code Framework\)](#) as our whole-of-provider approach to implementing and embedding the Code. The Code Framework outlines six strategic shifts that Te Pūkenga will undertake to meet the aspirations of the Code, aligned with organizational key strategic documents, with focus areas for 2023 which are:

- Engagement with ākonga (build and maintain partnerships and partnering).
- Measurement of the impact of pastoral care initiatives (deliver data driven decisions and actions).
- Code capability development (engage educate and facilitate code compliance).

The Code Framework provides:

- A structured approach to promoting the wellbeing and safety of ākonga in Te Pūkenga.
- A pathway to unified Code compliance, appreciating the current variances in practice.
- The foundation for our whole-of-provider approach.

The Code Framework helps to meet our accountabilities toward the Code in a cohesive way across Te Pūkenga and our legislative obligations. Underpinned by a range of key documents, it aligns to the Charter, [10-year Equity and Learner Success Strategy](#)<sup>7</sup>, Learner Success Plan, [National Strategic Disability Action Plan](#)<sup>8</sup>, Ākonga Wellbeing Action Plan and Te Pūkenga Wellbeing and Safety policy. The Code Framework also has a strong alignment with ākonga safety and wellbeing projects, and will continue to interweave [Te Pae Māhutonga](#)<sup>9</sup>, the wellbeing model adopted by Te Pūkenga, as resources are developed.

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<sup>4</sup> <https://www.legislation.govt.nz/act/public/2020/0038/latest/LMS253892.html>

<sup>5</sup> <https://www.tepukenga.ac.nz/assets/Publications/NZIST-Letter-of-Expectations.pdf>

<sup>6</sup> <https://www.students.org.nz/whiria-nga-rau>

<sup>7</sup> [https://www.tepukenga.ac.nz/assets/Publications/LJE-Equity-and-Akonga-Success-Strategy-v15-DIGITAL\\_v3.pdf](https://www.tepukenga.ac.nz/assets/Publications/LJE-Equity-and-Akonga-Success-Strategy-v15-DIGITAL_v3.pdf)

<sup>8</sup> <https://www.tepukenga.ac.nz/assets/Our-Pathway/Learner-Journey/Te-Pukenga-Strategic-Disability-Action-Plan-Brief-for-ELT-April-2022-with-tables.pdf>

<sup>9</sup> <https://www.tepukenga.ac.nz/news/he-ara-hei-whai-i-te-ora-a-pathway-towards-wellbeing/>

# Ākonga Pastoral Code Framework

**Build and Maintain Partnership/Partnering**

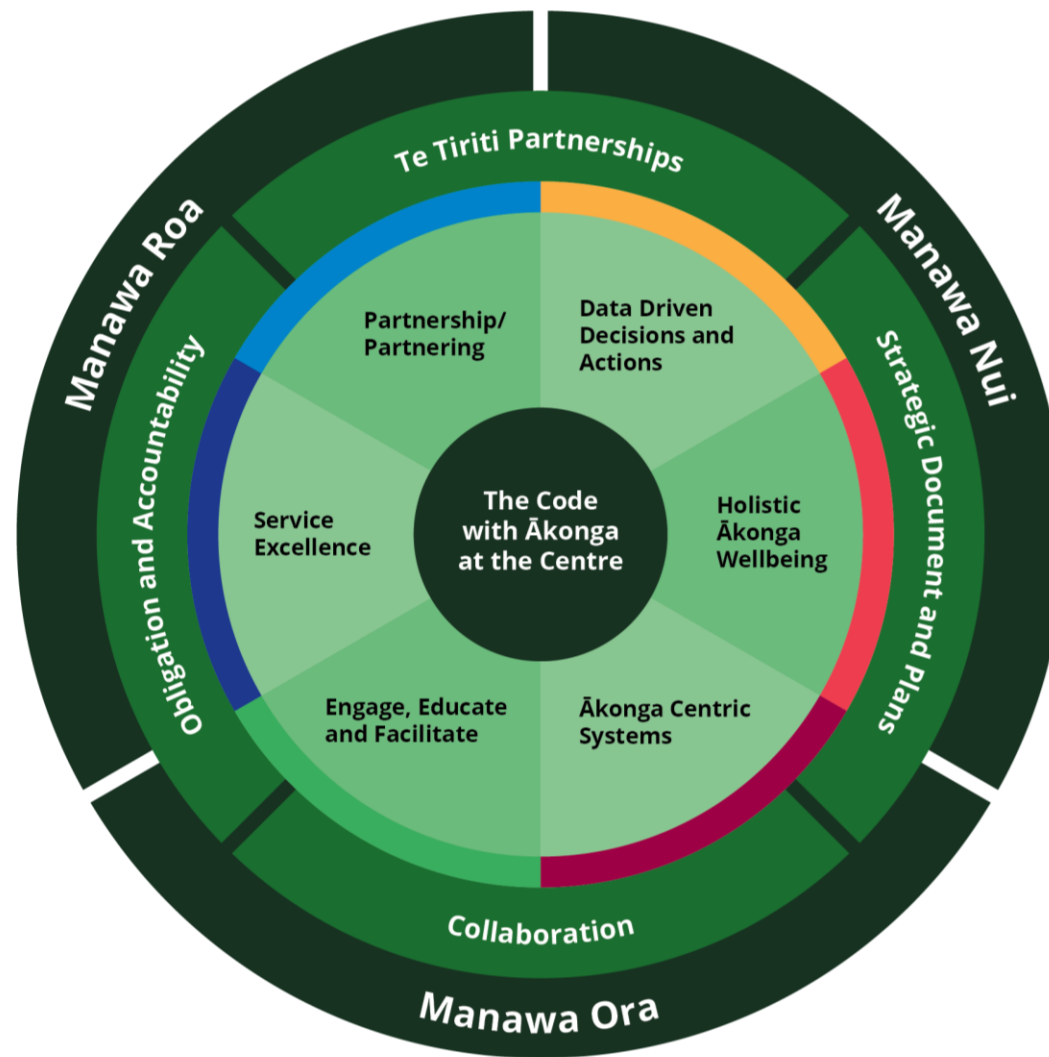
- Ākonga with whānau
- Iwi
- Hapū
- Māori communities
- Ākonga Māori
- Pacific Ākonga
- Disabled Ākonga
- LGBTQI+
- Work-based Ākonga
- Residents
- International Ākonga
- Ākonga with refugee background
- Employers and workplace educators
- Community agencies

**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

**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



**Deliver Data Driven Decisions and Actions**

- Accurate data collection
- Cyber security
- Data Sovereignty
- Effective and responsive data gathering and dissemination
- Effective user-friendly reporting tools
- Evidence-informed decisions
- Open and transparent monitoring systems
- Privacy and confidentiality maintained
- Transparent decision-making processes

**Enable and Promote Holistic Ākonga Wellbeing**

<ul style="list-style-type: none"> <li>• Academic support services</li> <li>• Accommodation and residential services</li> <li>• Advocacy support</li> <li>• Career and pathway services</li> <li>• Disability services</li> <li>• Financial services</li> <li>• Health services</li> <li>• International learner services</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health and wellbeing services</li> <li>• Pre-start Whakawhanaungatanga and tuakana-teina initiatives</li> <li>• Recreation and social engagement services</li> <li>• Refugee background services</li> <li>• Spiritual support services</li> <li>• Toiora</li> </ul>
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**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

Figure 4 Ākonga Pastoral Code Framework

# Tikanga Mahi | Methodology

## Business divisions self-reviews

Te Pūkenga business divisions have each conducted a self-review of pastoral care practice for each Code clause, to ascertain overall Code compliance for 2022. Business divisions self-identified when Code clauses were 'not applicable', using the Code guidance document produced by NZQA. They have also created action plans for continuous improvement.

For each relevant Code clause, business divisions provided detail of their practice and evidence, assessing themselves using the compliance rubric, the ākonga engagement rubric and the stakeholder engagement rubric (see Appendix 2). These rubrics extract key Code qualifiers, and have enabled the business divisions to review their practice comprehensively and consistently with the same measures being used across the network. Rubrics have provided the means to both quantify qualitative assessments and aggregate the data to provide a whole of organisation view, the first of its scale seen across the tertiary sector.

To support the completion of this process, we established a Code Leads Advisory Group, bringing together leaders in pastoral care across the network. This group was involved in the development of the Code Framework and the Protecht self-review reporting tool. Regular hui enabled collaboration, guidance, practice sharing and problem-solving to occur. These hui also created champions across the network who lead the self-reviews in each of their localities.

## Reporting tool – Protecht

The development of a digital tool was critical for Te Pūkenga to be able to deliver an effective organisational view that was more than a qualitative summary of 25 different individual business division self-reviews. To achieve consistency between the business division self-reviews some common approaches were needed across the network.

When working individually with business divisions, the Code project team serendipitously came across Code review work being completed in Protecht at NorthTec and recognised that this may have the potential for wider application. The project team quickly established that Protecht was user-friendly, most business divisions had kaimahi experienced in using it, and it was one of the only common platforms across the network. It was decided that Protecht would be used for Code self-reviews.

The project team worked with the most knowledgeable Protecht kaimahi in the network to ascertain how the tool could be adapted for Code purposes. In eight weeks, prototypes were developed and refined, discussions were held with the Code Advisory Group, and outcomes from an evidence matrix workshop held in December were incorporated as rubrics. Where possible, previously submitted Code gap-analysis data was entered into Protecht.

The Protecht platform, with a supporting Te Pūkenga SharePoint site to enable the upload of evidence, was launched with the network in February 2023. Over 120 kaimahi were inducted, with training sessions recorded so kaimahi could revisit them. Weekly drop-in support sessions, as well as one-on-one and individual business division sessions were also held. A detailed guidance document, with step-by-step instructions, images and exemplars was produced by the Code project team and business divisions were supported to enter judgements on the Code compliance rubrics, practice and evidence commentary and copies of evidence by the 31st of March 2023.

To complete this work, individual business divisions have put in many hours of evidence gathering, collaboration in decision making and data entry. The result is over 4000 entries and a wealth of evidence, with subsequent action plans. In future, business divisions can adopt a continuous improvement approach and update their self-reviews and action plans throughout the year.

## Whole-of-provider self-review report

There have been significant challenges to the creation of a unified Te Pūkenga ‘whole-of-provider’ Code self-review report. This is particularly relevant when reflecting upon 2022, a year in which Te Pūkenga transitioned 16 ITP’s and 9 ITO’s into a unified and coherent legal entity. Across those organisations (now business divisions) there were various levels of understanding of the Code and its applicability to their learning environments. Historically, ITO’s did not meet the definition of ‘a provider’ under the Code, however, as they transitioned to TITO’s (Transitioning Industry Training Organisations) and then Te Pūkenga, the Code applied. Business divisions were using many different systems and processes for recording data, gathering evidence, completing self-reviews, and reporting. These complexities are reflected, yet mitigated as much as possible through our methodology, in our Te Pūkenga Code self-review report for 2022.

This self-review report utilises the compliance rubric scores that business divisions used for each applicable Code clause in their individual self-reviews. This unified scale of compliance enables a more consistent review of practice and evidence of practice – two qualifiers that have been emphasised because they are relevant to every Code clause and are easily identifiable in relation to Code compliance. As this is the first time Te Pūkenga has completed a whole-of-provider self-review report, and given the complexities of 2022, it was important that this self-review process was achievable. There is also full traceability from the attestation and aggregated self-review report, back to the individual self-review responses and remedial action, where relevant. Business division data from the completed stakeholder and ākongā rubrics are not required to be included in this self-review report, however they provide a valuable depth of evaluation that will support the development of action plans for aspirational practices.

The self-review does not yet include a rubric to evaluate Te Tiriti partnership in Code compliance. However, Te Pūkenga has extensive self-evaluation practice using Te Pae Tawhiti, Tiriti excellence framework. Work in 2023 will overtly incorporate and round out self-evaluation of pastoral practice in relation to Te Tiriti obligations and commitments.

In line with NZQA guidelines, Te Pūkenga has also presented commentary and data about complaints and critical incidents, taking into account the circumstances in 2022, where 25 separate organisations managed the recording of this data separately.

## Data methodology – self-review report

The reporting dashboard and imagery used in this self-review report has been presented with the assistance of Scarlatti Ltd. Data extracted from Protecht was analysed to produce two types of results in PowerBI:

- Non-aggregated results: present raw data collected from all business divisions.
- Aggregated results: aggregate data across all business divisions to form an overall compliance scale for Te Pūkenga as a whole.

Three different weighting methods have been applied:

- Simple average across all business divisions.
- Learner count weighted average (based on 2022 learner counts).
- EFTS weighted average (based on 2022 EFTS).



For this self-review report, the simple average weighting method is used.

To calculate the aggregated compliance scale, a numerical value from 0 to 5 is assigned to each scale. These numbers are then combined with three different weighting methods to calculate the aggregated results.

The weighted average = (compliance scale number for BD1 x weight for BD1 + compliance scale number for BD2 x weight for BD2 + ... + compliance scale number for BD24 x weight for BD24) / (weight for BD1 + weight for BD2 ... + weight for BD24).

For example, suppose that the compliance scale for a particular clause is “exemplary compliance” for BD1, “partial compliance” for BD2, and “non-compliance” for BD3. To determine the simple average compliance scale for this clause across all three BDs, the calculation will be (5+3+1)/3 = 3, indicating “partial compliance”.

Compliance scale	Compliance scale number
Exemplary Compliance	5
Compliance	4
Partial Compliance	3
Emerging Compliance	2
Non-Compliant (Yet to be effective)	1
Not Applicable	0



Figure 5 Outcome 1 - Processes and Clauses

For each of the 12 Code Outcomes, an outcome visualisation diagram provides a quick, accessible view of Te Pūkenga aggregated compliance for every Code clause, grouped by relevant Code processes. Each side of the diagram represents a process for the Code Outcome and each segment represents a Code clause.



Figure 6 Averaged and Aggregated Compliance

The percentages above the diagram show the aggregated, averaged compliance by Code clause. Green indicates practice with evidence in place, yellow indicates that there is practice, with further evidence required and red indicates practice and evidence are required.

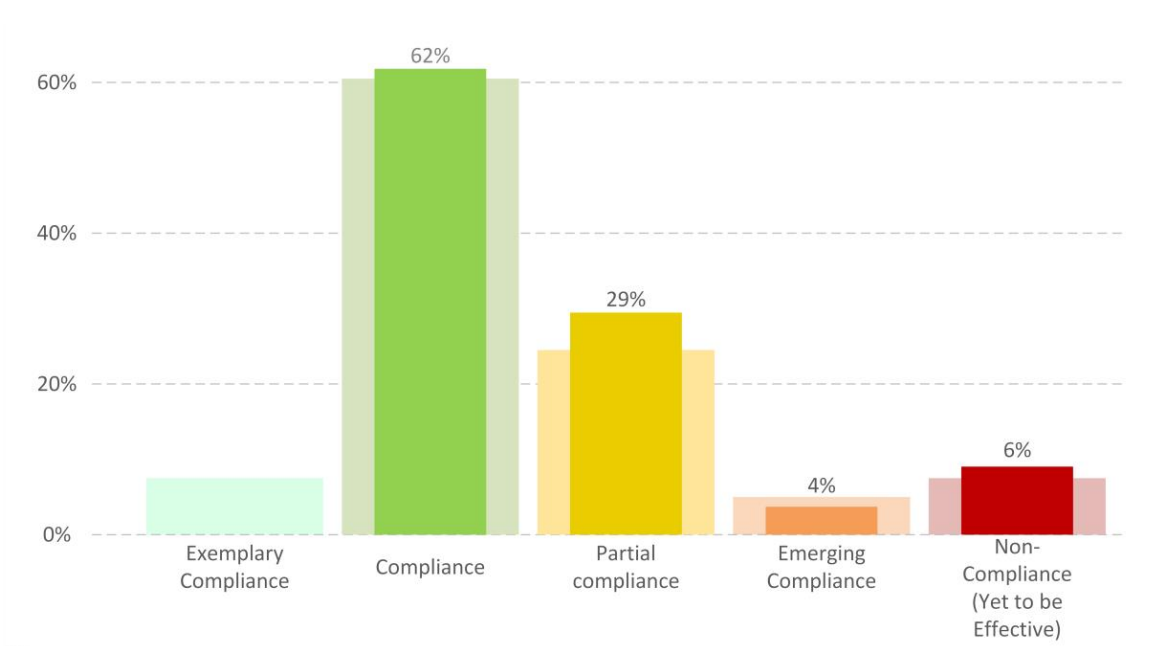


Figure 7 Averaged and Aggregated Outcome Clauses

For each Code process, a bar graph illustrates averaged and aggregated compliance for the Code clauses within it. The solid-coloured bar shows the averaged and aggregated compliance at process level, with the background shading indicating overall Outcome compliance. The percentages shown in the bar graph have a margin of error of 1% due to rounding.

A brief commentary accompanies each graphic to provide further context.

Effective dashboards have been developed and the data is able to be presented in multiple ways, relevant to the audience. Each business division can view an ‘all of Te Pūkenga’ dashboard, as well as a dashboard for their own business divisions data. The dashboards can be filtered for all Code outcomes, individual or groups of outcomes, process/s and clauses/sub clauses. The dashboard can also provide WBL and Regional views, when these are needed.

In 2023, the Code self-review data will be used in conjunction with other measurements and frameworks to ascertain institutional effectiveness. It is one of the data sets that will be used to inform developments that increasingly improve and modify pastoral practice, so that advances are made toward achieving articulated equity goals. As such, this provides a valuable part of a wider picture, overlaid with other data, Te Pūkenga can more effectively evaluate efficacy of practice at a detailed level and advance institutional effectiveness and ākongā success.

## Limitations

Given that the transition to Te Pūkenga was completed in January 2023, time constraints have impacted on the self-review and reporting process. Business divisions completed their self-reviews by 31 March 2023, with this self-review report being due on 31 May 2023. This gave the Code project team approximately one month to complete the Te Pūkenga self-review and one further month for internal approvals and refinement.

Limited time meant that the focus of kaimahi training was on inputting data and evidence. NZQA guidance documents and kaimahi prior experience and skill in the process of robust self-review was relied upon, including knowledge of what constitutes effective evidence and data triangulation. Most business divisions have relevant practice for each Code clause, however collecting, collating, and analysing evidence about the impact of pastoral practice is more complex and therefore less common. Over time, Te Pūkenga is striving for reporting of practice with triangulated evidence, which will require some capability development. This is reflected in the Code Compliance rubric, which uses triangulated data as the compliance level for evidence. Triangulated data means that the evidence provided is usually from at least three sources. Generally, this will include:

- Quantitative (i.e., service usage, satisfaction surveys).
- Qualitative (i.e., hui minutes, focus group feedback, observations, commentary).
- Other artifacts (i.e., policy, procedure, online resources).

Enhanced self-review maturity and confidence will be achieved over time, when analysis is triangulated in multiple ways, for example including the use of multiple data sources, multiple collection methodologies, multiple perspectives and/or multiple scales.

The self-review process has not been formally moderated to date; however, regular hui did include discussions amongst contributors from all business divisions, to clarify aspects of decision making. A review of the self-review process will be carried out in wānanga with the Code Advisory Group in July 2023, exploring opportunities for quality improvements during the self-review processes. In future self-reviews, there will be further discussion and guidance about triangulated evidence, data analysis with ākongā and stakeholder collaboration and more focus on moderating the practice of self-review.

Due to the aforementioned limitations, some business divisions self-identified Code clauses that were non-applicable. This indicated that the Code clause either:

- Does not apply to the business division; for example, they do not provide ākongā accommodation and/or they do not enrol international ākongā: or
- Did not apply for some ITOs in 2022 given they had not yet transitioned into Te Pūkenga, however, for 2023 it will be a requirement for all parts of Te Pūkenga to meet the relevant Code clauses.

Further oversight and guidance on Code obligations and action plans will occur in 2023.

## Review of the self-review process

Continuous improvement is intrinsic to Te Pūkenga operations, and to upholding the Code. A two-day review of the self-review process is planned for early in July 2023. This will include Code Leads and Learner Leads from across the network, the Protecht team, the Code project team and data leads.

Areas for review will include:

- General review of the Self-review process.
- The National and business division action plans.
- The Rubrics and which clauses they apply to.
- Improvements to the Protecht platform and Sharepoint evidence repository.
- Ongoing monitoring and reporting.
- Reviewing practice and Code compliance.
- Good evidence, gathering data and evidence triangulation.
- Business division structures, processes, and roles for effective whole-of-provider self-review.
- Data analysis and presentation.
- Inclusion of additional ākonga groups in outcomes 1- 4 (e.g. MPTT, TA, international, ākonga with refugee background).
- Next steps for student accommodation - outcomes 5-7.
- Next steps for international ākonga - outcomes 8-12.

Outputs from the review will be incorporated into action plans for monitoring and to measure the effectiveness of initiatives.



**Tā Te Pūkenga Arotake Whaiaro  
2022 |**

**Te Pūkenga Self Review 2022**

# Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Practice and evidence in place

65%

Practice in place, further evidence required

35%

Practice and evidence required

0%

## OUTCOME 1: A LEARNER WELLBEING AND SAFETY SYSTEM

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

10 (1)	7 (1) (a)	7 (1) (b)	7 (2) (a)	7 (2) (b)	7 (3) (a)	7 (3) (b)	8 (1)
10 (2) (a)	(7) Process 1: Strategic Goals and Strategic Plans					8 (2) (a)	
10 (2) (b)						8 (2) (b)	
10 (2) (c)						8 (3)	
10 (2) (d)							
10 (2) (e)							
10 (2) (f)							
10 (2) (g)							
10 (2) (h)							
10 (2) (i) (i)							
10 (2) (i) (ii)							
10 (2) (i) (iii)							
10 (2) (i) (iv)							
10 (3) (a)	(9) Process 3: Publication Requirements						
10 (3) (b)							
10 (3) (c)							
10 (3) (d)							
10 (3) (e)							
10 (3) (f) (i)	9 (a)	9 (b)	9 (c)				
10 (3) (f) (ii)							
10 (3) (g)							

### Breakdown of clauses (No business unit average)



Processes	Compliance Scale
<b>Outcome 01: A learner wellbeing and safety system</b>	
Process 1: Strategic goals and strategic plans	Partial Compliance
Process 2: Self-review of learner wellbeing and safety practices	Partial Compliance
Process 3: Publication requirements	Partial Compliance
Process 4: Responsive wellbeing and safety systems	Compliance

Figure 8 Outcome 1 Summary

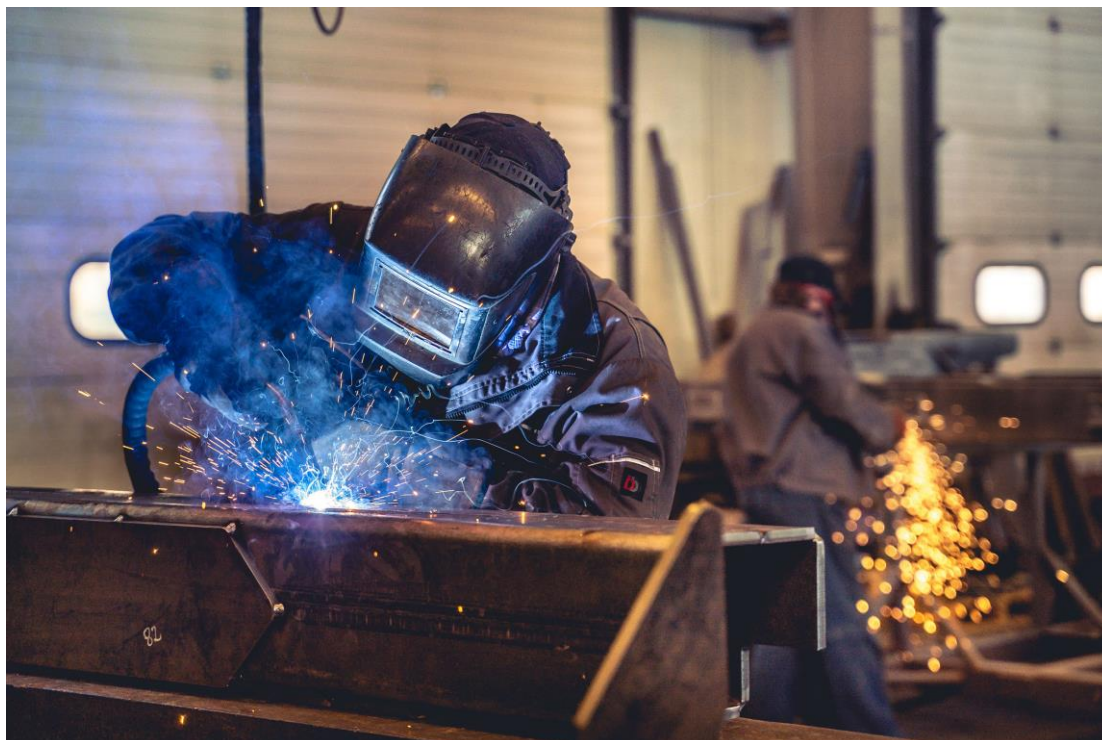
The detailed outcome visualisation diagram above shows the averaged, aggregated compliance score for Outcome One. Each side of the diagram represents a process for Outcome One and each segment represents a Code clause. The percentages above the diagram show the aggregated, averaged compliance score by Code clause. Green indicates there is practice and evidence in place, and yellow indicates that there is practice, with further evidence required.

The data shows that average compliance with this outcome is high at 74% with practice and evidence in place to meet Code requirements. Overall compliance for this outcome is impacted by the circumstances of 2022, with business divisions transitioning to Te Pūkenga at various times. For this outcome, a pragmatic response is to focus on unified organisational 2023 practice for a 'whole-of-provider approach', including key developments that are already underway for the transition to organisation-wide systems and structures.

[The Code Framework](#), with supporting guidelines and Pastoral Care Policy are strategic documents that guide a structured 'whole-of-provider' approach to ākongā wellbeing and safety, ensuring there are systems that respond to the diverse needs of ākongā.

A 'grandparenting' [policy](#) ensures that where national leadership, policy or guidance is not yet in place, former organisations must continue with their previous practice. As national policy and documents are published, previous individual practices cease to apply. At the time of writing, Te Pūkenga is in the approval process for the Learner Voice and Partnering Policy and a Rights and Responsibilities document to provide ākongā guidance. Combined, these policies and documents provide the network with clarity related to pastoral care and the Code. Collaboration with ākongā and the network has been instrumental to their creation. Further policy development work has been identified and included in workplans.

A Code Capability Development Plan is being written to address kaimahi training and resources that are tailored to kaimahi roles. Given the considerable amount of training outlined in the Code, the plan will be iterative to fully meet and verify capability requirements. The plan will prioritise professional development for kaimahi to develop wider and more comprehensive understandings of the Code and its applicability.



## Outcome 1 - Process 1: Strategic goals and strategic plans

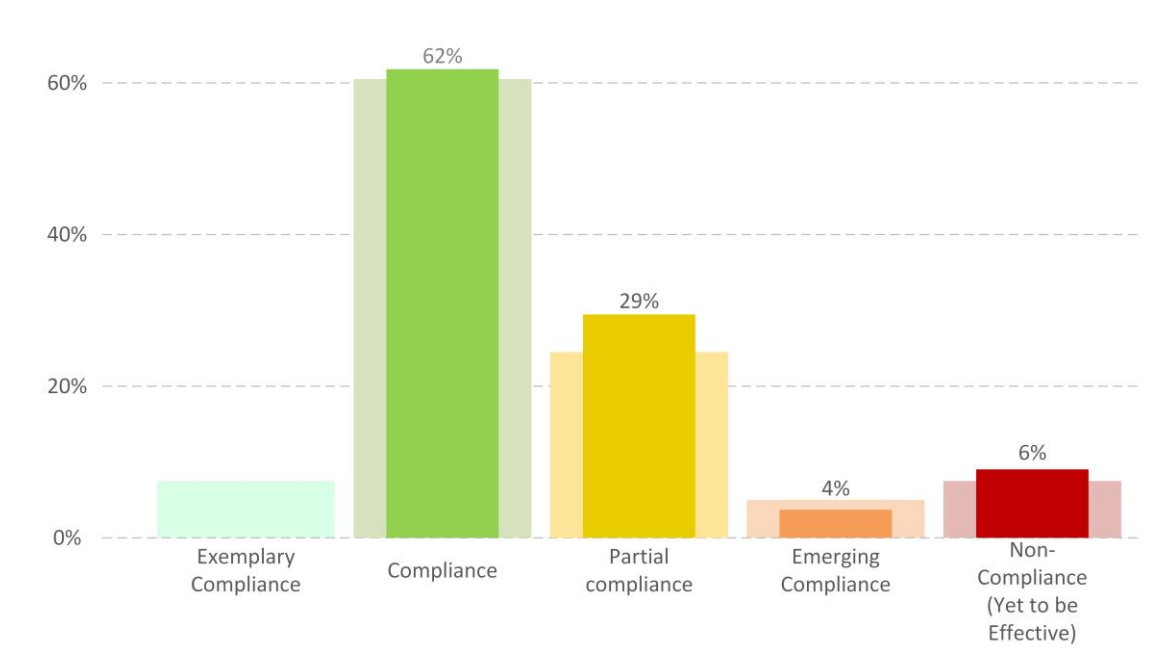


Figure 9 Outcome 1 - Process 1

The self-review completed by Te Pūkenga business divisions indicated that 95% of Code clauses have practices in place, with 62% having triangulated evidence for that practice.

It demonstrates that in 2022 there were strategic goals and strategic plans for supporting the wellbeing and safety of ākonga across many providers, including those offering student accommodation. Those practices:

- Give effect to the outcomes sought and processes required by the Code.
- Contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.
- Where appropriate, those strategic goals and plans have been reviewed and amendments made, in collaboration with ākonga and stakeholders.

At the beginning of 2022, none of these business divisions had transitioned into Te Pūkenga. Each business division was independently responsible for implementing the Code, relevant to their contracts and plans with relevant government bodies – Tertiary Education Commission and the Ministry of Education. As of 1 January 2023 all business divisions have transitioned into Te Pūkenga and there is now a Code Framework, with associated focus areas and goals. There is unified leadership across the organisation and processes are in place to communicate, monitor and collaborate in this work with stakeholders and ākonga.



## Outcome 1 - Process 2: Self-review of learner wellbeing and safety practices

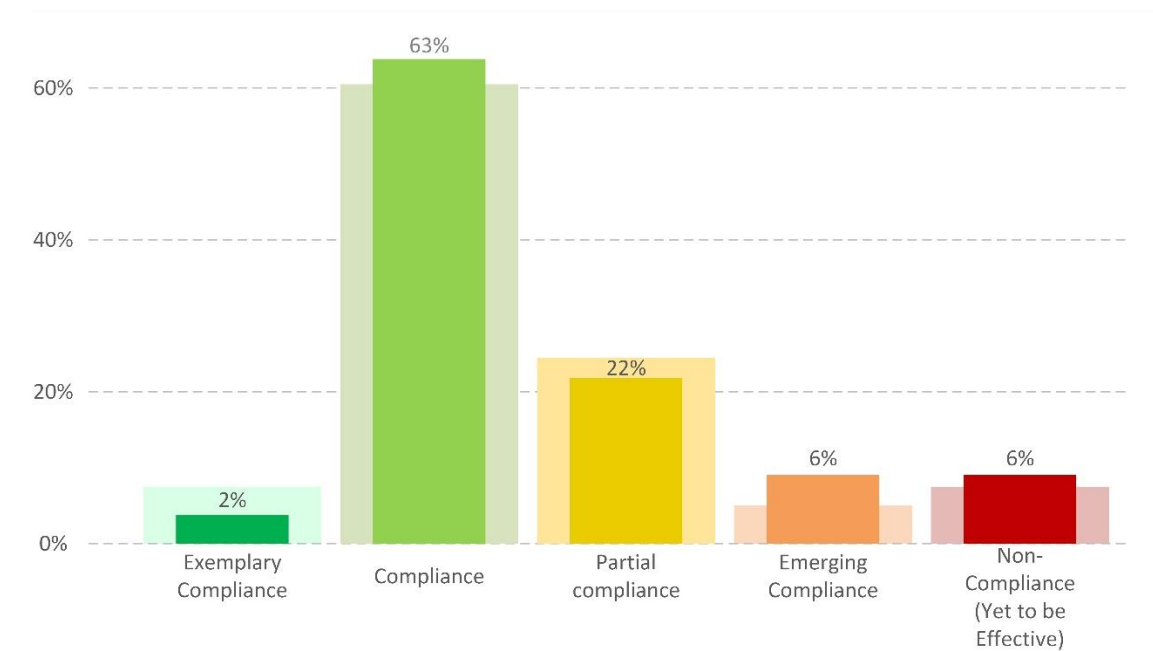


Figure 10 Outcome 1 - Process 2

Under the Code, providers must use strategic goals and strategic plans to regularly review, with key stakeholders, the quality of their ākonga wellbeing and safety practices. In 2022 93% of Code Clauses self-reviewed by business divisions had practices in place, with 65% having triangulated evidence for that practice. This process has 6% non-compliance, which relates primarily to emerging collaboration with ākonga and/or key stakeholders, such as employers or iwi. Some business divisions selected 'not applicable' for this section, as they had not completed a review cycle, due to implementation timing, and/or they did not have a strategic plan in place for 2022. The Code Framework addresses the 'whole-of-organisation' approach for supporting the wellbeing and safety of ākonga, as required in Outcome 1. This will ensure that all of Te Pūkenga has a unified approach and will be compliant in this clause from now on.

Compliant business divisions have reviewed their ākonga wellbeing and safety practices using:

- Input from diverse ākonga and other stakeholders.
- Relevant quantitative and qualitative data consistent with the provider's obligations under current privacy legislation, disaggregated by diverse ākonga groups to inform decision making.

Where these practices are compliant, business divisions have also taken appropriate action to address any deficiencies in their practices.

Numerous instances of exemplary compliance were reported, which was significant given the relatively short time the Code has been in existence, the impacts of COVID-19, and the significant changes that all parts of this organisation have been experiencing. Exemplary practices will be shared across the network and relevant aspects will be adapted and prioritised for implementation.

In 2023 the aggregated self-review of ākonga wellbeing and safety practices will include collaboration with the national ākonga representation kapa (group). Strategic Learner Voice and partnering structures are being established to ensure consistency in collaboration and reviews such as this. The Interim Learner Advisory Committee (ILAC) and the Learner Leadership Group (LLG) have received this first Te Pūkenga Self-Review during the production phase.

## Outcome 1 - Process 3: Publication requirements

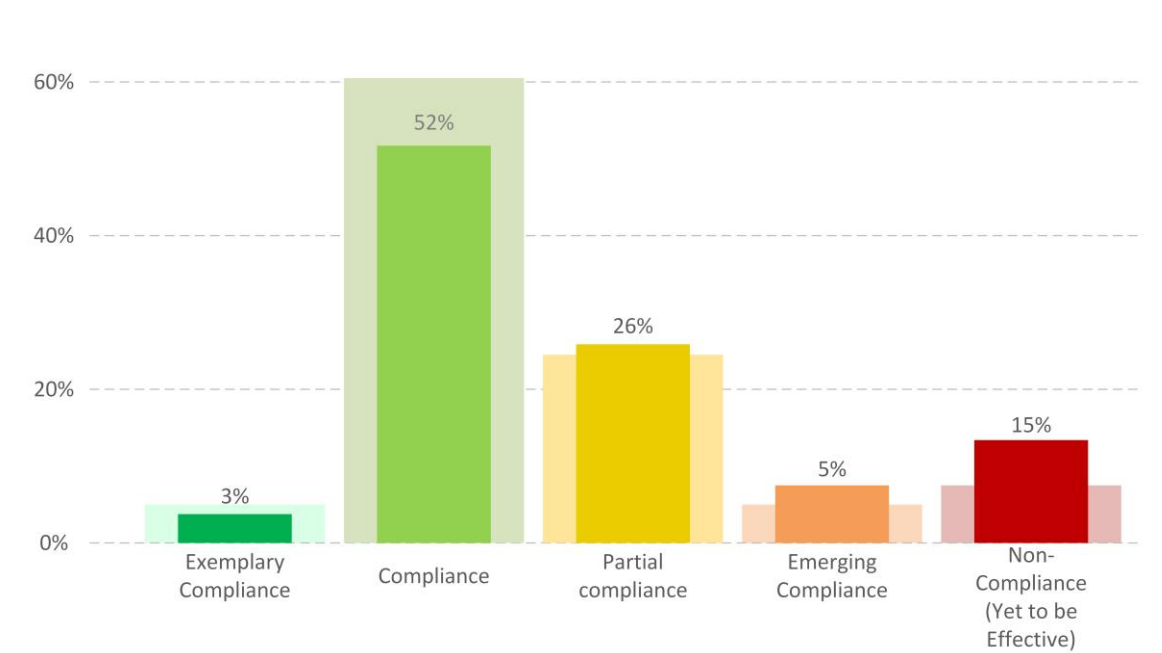


Figure 11 Outcome 1 - Process 3

In 2022, 86% of Code clauses regarding publication requirements, self-reviewed by business divisions, had practice in place, with 55% having triangulated evidence for this practice. This process has 15% non-compliance that relates primarily to a lack of publication of the relevant documentation prior to transitioning to Te Pūkenga.

In 2022, compliant business divisions made the following information readily available, in accessible formats, to ākonga, staff and the general public:

- Strategic goals and strategic plans for supporting the wellbeing and safety of ākonga.
- Revisions to strategic goals and strategic plans for supporting the wellbeing and safety of ākonga.
- Self-review reports on the quality of ākonga wellbeing and safety practices.

In 2023, processes for publication requirements will be led by Te Pūkenga and have begun with the publication of the Code Framework and includes this self-review document. There are currently some challenges in meeting publication requirements in all accessible formats on the Te Pūkenga website. This is highlighted in the National Pastoral Code Action Plan for 2023, which contains actions to resolve this issue. The new Te Pūkenga website was launched in 2022 and due to continual improvements has already increased levels of accessibility, including:

- The search module located in the navigation, which now has keyboard accessibility.
- Improved contrast, specifically in hover states, which gives users the ability to opt out of animations.

The current focus is on keyboard accessibility within the navigation menu that is due to go live in June 2023. There is an investigation and programme of work underway to make further enhancements to improve accessibility for users.

## Outcome 1 - Process 4: Responsive wellbeing and safety system

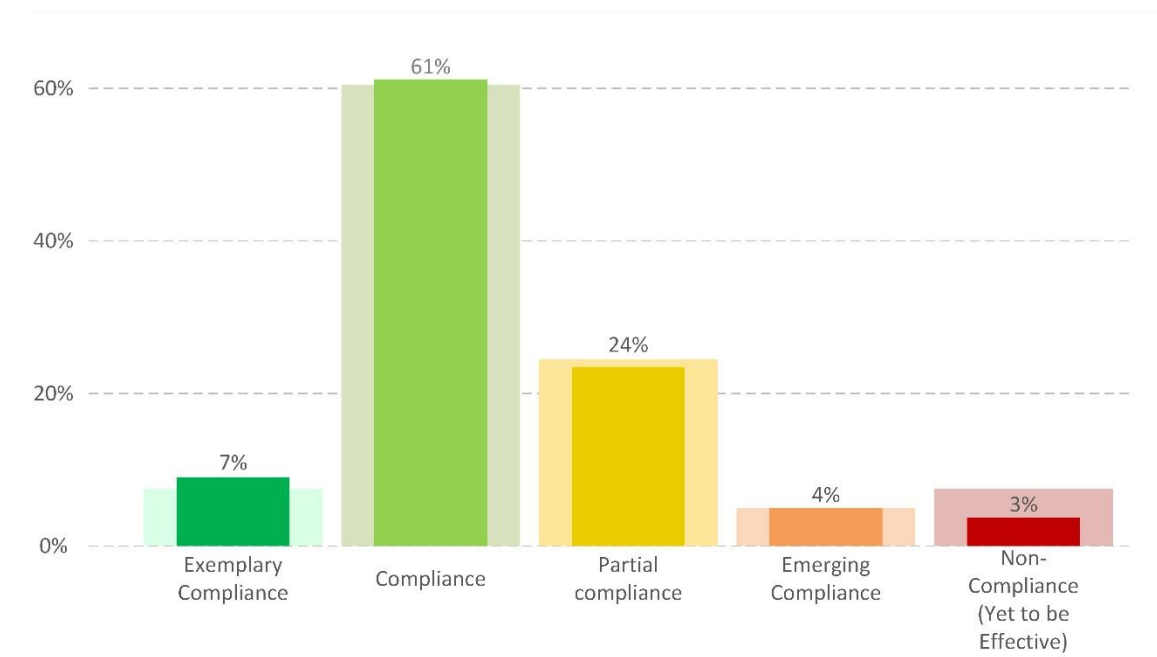


Figure 12 Outcome 1 - Process 4

This process relates to critical system-level requirements for providing responsive ākongā wellbeing and safety. Two core areas warrant more detailed exploration in this report: kaimahi capability development and responding to and recording of emergencies as required by the Code.

In 2022, 96% of Code clauses regarding responsive wellbeing and safety systems, self-reviewed by business divisions, had practice in place, with 68% having triangulated evidence for this practice.

Compliant business divisions:

- Communicate relevant information to identify and take timely action for emerging concerns about ākongā wellbeing and/or safety.
- Provide staff with ongoing training and resources.
- Have systems for responding effectively to emergency situations.

The 3% non-compliant scores, and areas where further evidence is required, primarily relate to capability development and kaimahi resources. There is only one area of non-compliance for work-based delivery, where there is yet to be a system for the identification of, and timely action in relation to, emerging concerns about ākongā wellbeing and safety.

## Capability development

The required practice for Code compliance with capability development is to provide kaimahi with ongoing training and resources, tailored to their roles in the organisation, in relation to:

- Te Tiriti o Waitangi.
- Obligations under this Code for Te Pūkenga.
- Understanding the welfare issues of diverse ākongā groups and appropriate cultural competencies.

- Identifying and timely reporting of incidents of racism, discrimination, and bullying.
- Physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting.
- Privacy and safe handling of personal information.
- Referral pathways (including to local service providers) and escalation procedures.
- Identifying and timely reporting of incidents and concerning behaviours.
- Wellbeing and safety awareness and promotion topics, including:
  - Safe health and mental health literacy and support.
  - Suicide and self-harm awareness.
  - Promoting drug and alcohol awareness.
  - Promoting healthy lifestyles for ākongā.

This is an area of improvement for a number of business divisions. As such, capability development has been identified and resourced as a Te Pūkenga focus area in 2023, within the Code Framework document, and resourced accordingly. Initial steps will include a deeper analysis of business divisions self-reviews, a needs assessment, and the development and implementation of a Code capability plan. This work has already commenced.

## Recording and responding to emergencies

Recording and responding to emergencies are crucial areas of the Code relating to ākongā safety. No business divisions have identified areas of non-compliance for this clause and its nine parts.

Two business divisions identified a need to improve or revise their formal documentation to provide evidence for current practices.

The self-review data indicates that there are effective systems in place across Te Pūkenga for recording, managing and responding to emergency situations in both learning and residential communities. There is evidence of appropriate, comprehensive and accessible critical incident and emergency procedures to guide kaimahi in handling emergency situations.

Emergency plans include the names of kaimahi, who are able to assist ākongā, including disabled ākongā, in the event of an emergency. This information is made available to ākongā at the beginning of their studies and, in many cases, reinforced during the course of their studies.

Te Pūkenga has plans for assisting ākongā, and responding effectively, in emergency situations (whether localised or more widespread), in the learning or residential community, including:

- Making emergency preparation and response plans available to ākongā when they begin their study.
- Having sufficient, suitably prepared kaimahi available to be contacted by ākongā in the event of an emergency.
- Co-ordinating emergency management decision-making across the organisation.
- Disseminating timely, accurate, consistent and accessible information to ākongā and kaimahi during emergencies.
- Providing training to relevant kaimahi on the indicators of imminent danger to a learner or others and on what actions they can reasonably take to keep people safe.

- Maintaining a regularly updated incident management procedure to guide kaimahi and others.

[The Incident Management Procedure](#) provides definitions for several terms that can have multiple, differing interpretations. The definition of a critical incident is 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.

## 2022 Critical incidents data

There were 14 critical incidents reported in 2022. Of these, three involved ākonga:

1. A carpentry ākonga studying at an ITP was killed on a work placement. The building firm acting as the placement provider informed the ITP and notified WorkSafe. The ITP also notified WorkSafe.
2. An outdoor and adventure education ākonga studying at an ITP was injured while skiing during a placement. The placement provider informed the ITP.
3. A work-based learning ākonga was injured while attending a block course at an ITP. The ITP reported the incident.

The dataset is too small to ascertain themes. Each incident was reviewed to identify any potential improvements. Relevant lessons were shared around the network and changes to processes and practices were made where warranted.

Continual improvement is an important aspect of managing critical incidents and emergencies. The National Pastoral Code Action Plan outlines the next phases.



## Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Practice and evidence in place

50%

Practice in place, further evidence required

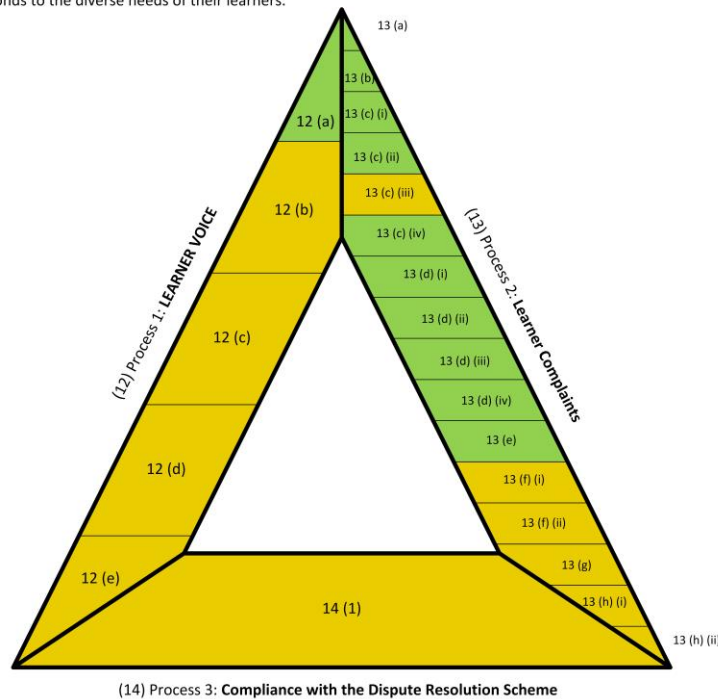
50%

Practice and evidence required

0%

### OUTCOME 2: LEARNER VOICE

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.



### Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
<b>Outcome 02: Learner Voice</b>	
Process 1: Learner Voice	Partial Compliance
Process 2: Learner Complaints	Compliance
Process 3: compliance with the Dispute Resolution Scheme	Partial Compliance

Figure 13 Outcome 2 - Summary

The detailed outcome visualisation diagram above shows the averaged, aggregated compliance for Outcome two. Each side of the diagram represents a process for Outcome two and each segment represents a Code clause. The percentages above the diagram show the aggregated, averaged compliance by Code clause. Green indicates practice with evidence and yellow and orange indicate that there is practice, with further evidence required.

Overall, Te Pūkenga self-assessment data demonstrates practices related to Learner Voice and Complaints are in place, with all parts of the organisation working towards unified compliance. A common and consistent method of eliciting Learner Voice is learner surveys (such as first impression and course completion surveys) which are routinely carried out with individual business divisions.

Learner voice structures across the network in 2022 were varied, however Te Pūkenga has established a national Learner Voice and Partnering Framework and Ecosystem, that continues to be developed. This framework ensures a national platform for Learner Voice to be heard, and for Te Pūkenga to partner with ākonga on matters that impact them. This framework includes the Interim (statutory) Learner Advisory Committee (ILAC) and representatives from each business division on a national Learner Leadership Group (LLG). The framework also enables Te Pūkenga to establish reference and focus groups for short-term project work. Learner Voice continues to be strengthened through this framework, for example, including work-based learner representation. Strong links are also in place with independent National Student Associations, where matters of importance to all tertiary ākonga are discussed in regular hui.

To create a national, unified framework, Te Kawa Maiororo Education Regulatory Framework was developed and approved in late 2022. This now applies across the network and includes the Ākonga Concerns and Complaints Policy. There is also co-design activity underway, with ākonga, to provide the principles and processes for ākonga concerns and complaints.

“

“I thought, look at this! We should really take on board all the work and the fantastic support we provide for our learners. This is the stuff that we all do on a daily basis.”

”

## Outcome 2 - Process 1: Learner voice



Figure 14 Outcome 2 - Process 1

In 2022 92% of Code clauses self-reviewed by business divisions had practice in place with 63% having triangulated evidence for this practice.

This level of compliance indicates an understanding of the importance of learner voice in wellbeing and safety systems. Practices are in place across the network for building relationships with diverse ākonga groups and sharing information. However, 8% non-compliance highlights the need to continue to develop unified learner voice systems across the network, particularly in the WBL areas. Specifically, clear processes for ākonga engagement and more accessible resources will address the non-compliant areas.

Business divisions have compliant practices for:

- Proactively building and maintaining effective relationships with diverse ākonga groups within their organisation.
- Working with diverse ākonga and their communities to develop, review, and improve ākonga wellbeing and safety strategic goals, strategic plans, and practices.
- Providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of ākonga voices and those of their communities.
- Providing resources to ākonga to support them and their ākonga communities to develop the necessary skills to enable them to participate fully in decision making processes.
- Providing timely and accessible information to ākonga to increase transparency of providers' decision-making processes.



## Outcome 2 - Process 2: Learner complaints

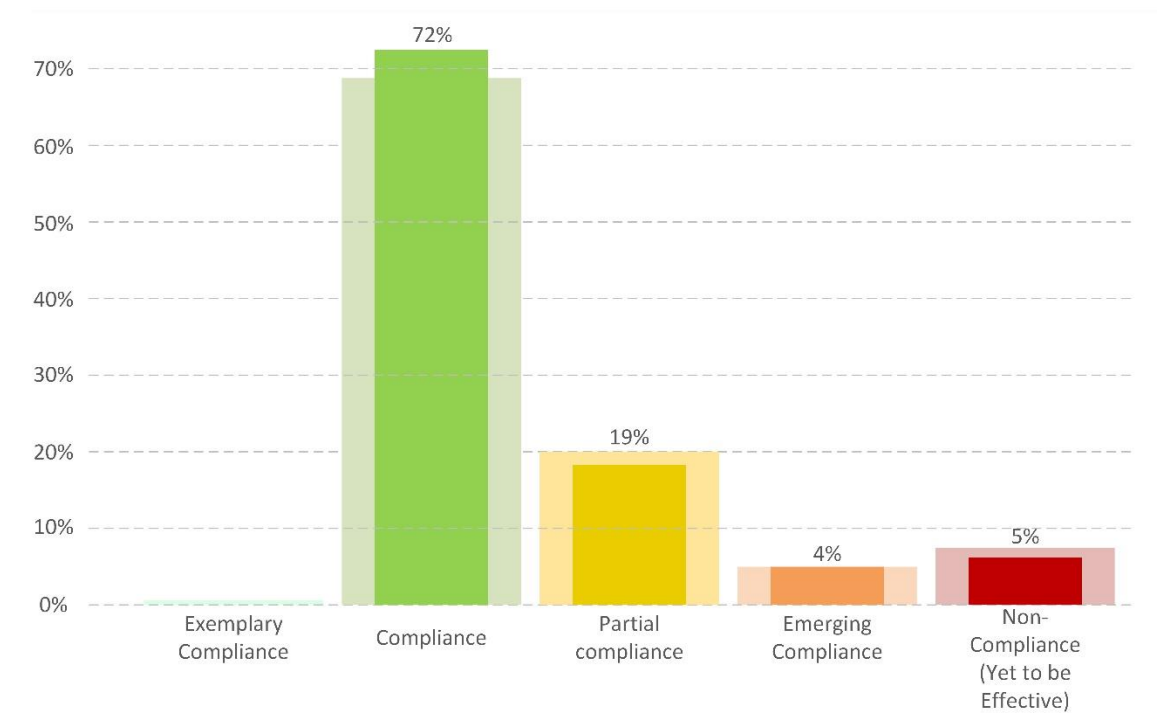


Figure 15 Outcome 2 - Process 2

In 2022 95% of Code clauses self-reviewed by business divisions had practice in place, with 72% having triangulated evidence for this practice.

Further confirmation comes from the 2022 Te Pūkenga Learner Survey, where 87.6% of respondents agreed that 'I know how to raise an issue, concern, or complaint'. This level of Code compliance for this process provides confidence that most Te Pūkenga business divisions:

- Work with ākonga to effectively respond to, and process complaints (including appropriate engagement with support people).
- Inform ākonga on how the complaint will be handled and how it is progressing.
- Handle complaints in a timely and efficient way, including having practices that:
  - Are appropriate to the level of complexity or sensitivity of the complaint.
  - Consider the issues from a cultural perspective.
  - Include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice).
  - Comply with the principles of natural justice.
- Ensure that the complaints process is easily accessible to ākonga (and those supporting them), including having practices for:
  - Providing ākonga with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes.

- Addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint.
- Providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support ākongā through the complaints process.
- Providing the opportunity for groups of learners to make joint complaints.
- Record all complaints.
- Report annually to provider management, ākongā, other stakeholders, and the code administrator (including on provider websites where available) on:
  - The number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups).
  - Ākongā experience with the complaints process and the outcome of their complaint.
  - Promote and publicise complaint and dispute resolution processes available to ākongā including, but not limited to, the provider’s internal complaints process, the education quality assurance agency complaints process, the Code administrator’s complaints process, and the Dispute Resolution Schemes.
- Advise ākongā on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider’s internal complaints process or outcome, including:
  - How to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the Code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission, or the Ombudsman.
  - How to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code.

In 2023, providers are required to report on data about complaints occurring in 2022, including:

- A definition of a ‘complaint’ in the self-review report.
- A review of complaint practices and systems (not individual complaints).
- Identification of improvements.
- The development of an action plan to implement improvements.
- The inclusion of the analysis in the published self-review report (in accessible formats).

[Te Pūkenga Educational Regulatory Framework<sup>10</sup>](#), includes the Ākonga Concerns and Complaints Policy. This provides 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 ākonga considers appropriate standards have not been met but the impact on them has not been great.

**Complaint** - An expression of dissatisfaction where the ākonga seeks some form of redress or change in a situation; where the ākonga considers that there has been a direct and significant adverse impact on him/her, which requires a formal process of resolution.

Given the circumstances of 24 separate organisations in 2022, the diversity of definitions of complaints and the different recording systems, the 2022 complaints data cannot meaningfully be aggregated for reporting. In 2023 significant work is being carried out to implement complaints structures and systems in line with [Te Pūkenga Educational Regulatory Framework](#). This will ensure all ākonga have access to appropriate complaints processes.

As part of [Te Pūkenga Educational Regulatory Framework](#), Te Pūkenga is undertaking co-design activity with ākonga to further develop an accessible concerns and complaints process. Once complete, it will be widely publicised and promoted to ākonga. A nationally led approach to complaints under the Code will enable more effective reporting of complaints data and ensure ākonga involvement in self-review processes going forward.

Te Pūkenga is developing a complaints register in Protecht, where all complaints will be recorded, and progress and outcomes will be monitored. This will provide the basis for effective and full analysis and reporting of complaints. It will include all 2023 complaints and enable periodic reporting to relevant audiences, including the required public reporting.



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<sup>10</sup> <https://www.tepukenga.ac.nz/assets/Te-Kawa-Maiorooro-Nov-2022-v2.pdf>

## Outcome 2 - Process 3: Compliance with disputes resolution scheme



Figure 16 Outcome 2 - Process 3

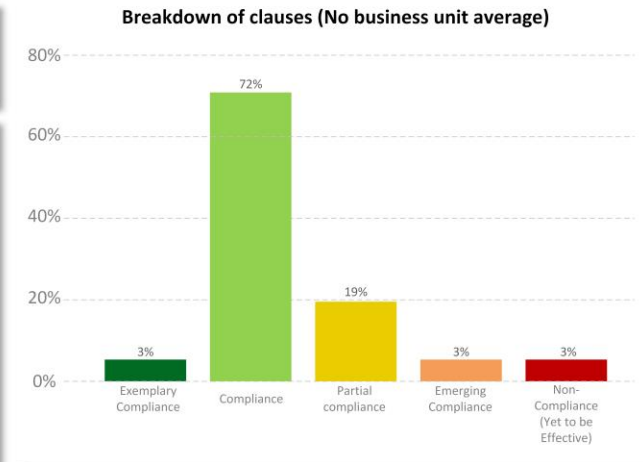
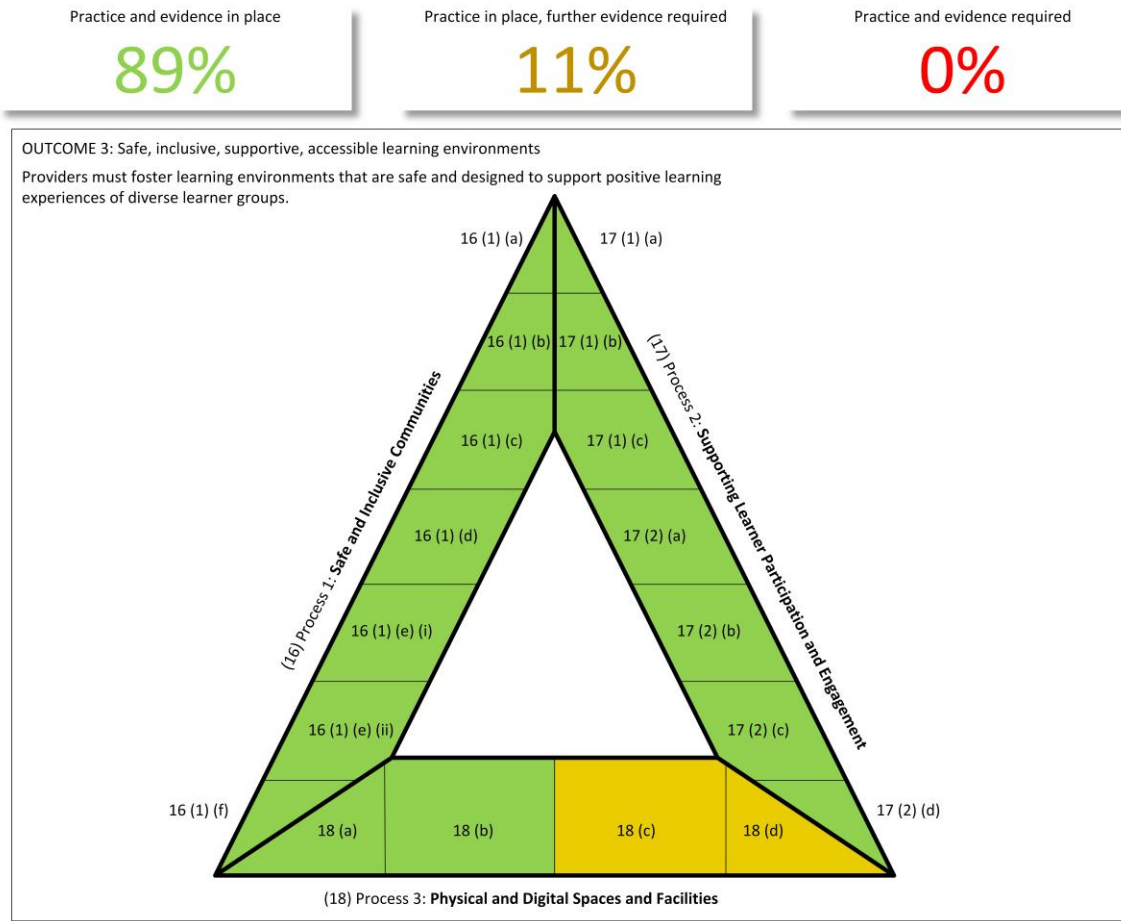
In 2022 64% of Code clauses regarding compliance with the Disputes Resolution Scheme self-reviewed by business divisions had practice in place, with 50% having triangulated evidence for this practice. The Disputes Resolution Scheme is the final step that can be used when internal processes have been exhausted.

This process has 36% non-compliance that relates primarily to the fact that most of the WBL organisations were not yet familiar with the Disputes Resolution Scheme, as it was not required or applicable to WBLs in 2022. This will be rectified prior to the end of quarter three 2023, with the delivery of information and resources on the Disputes Resolution Scheme for kaimahi and ākongā.

Other parts of Te Pūkenga are familiar with the relevant Dispute Resolution Scheme rules for domestic and international ākongā and ensure compliance with those rules.

## Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.



Processes	Compliance Scale
<b>Outcome 03: Safe, inclusive, supportive, accessible learning environments</b>	
Process 1: Safe and inclusive communities	Compliance
Process 2: Supporting learner participation and engagement	Compliance
Process 3: Physical and digital spaces and facilities	Partial Compliance

Figure 17 Outcome 3 Summary

The detailed outcome visualisation diagram above shows the averaged aggregated compliance for Outcome three. Each side of the diagram represents a process for Outcome three and each segment represents a Code clause. The percentages above the diagram show the aggregated, averaged compliance by Code clause. Green indicates practice with evidence, and yellow indicates that there is practice, with further evidence required.

High levels of compliance for this Code outcome give confidence that Te Pūkenga business divisions have practices in place to foster learning environments that are safe and designed to support positive learning experiences for ākonga.

There is a low rate of non-compliance for this Code Outcome, and much of this can be mitigated through the sharing of information and resources about support and services for ākonga across Te Pūkenga. Building connections and relationships is known to contribute to a sense of belonging, decreasing attrition and promoting successful outcomes. Te Pūkenga has several network-wide initiatives for ākonga, including several with a specific focus on Māori, Pacific and disabled ākonga, enhancing early and effective relationship building to provide better two-way information and early identification of barriers and mitigations in order to improve equity.

Parts of Te Pūkenga that are new to the Code have identified some of this outcome as 'not applicable' to their environment. This may have previously been the case, however, work is underway to clarify detailed understanding and applicability of this part of the Code.

“

“I was going to quit. Whānau needed my attention. My mahi was full-on and I was working over-time. My wellbeing was taking a hit. We'd had a long break from class, partly timetabled and partly due to covid. My kaiako had sent good resources. I had done some of the work but I wanted to have done more. Everyone would be way ahead of me. Should I quit – it would be less stress, but I have big dreams for my reo journey? I decided to front up to class.

Our kaiako was totally on the mark. The first activity was to review and share our language goals. Well, several of the others were in the same place – such a relief AND a helpful reminder of our 'why' for doing this, plus a few good strategies.

I am going to keep going.....”

”

## Te Pūkenga learner survey

The first Learner Survey across the whole of Te Pūkenga was conducted at the end of 2022, and included six wellbeing statements that provide a valuable insight into ākonga perspectives on their wellbeing and Outcome three Code clauses:

- I can easily access services that support me with my physical and mental wellbeing.
- I feel a sense of connection or belonging here.
- I can safely express myself and my identity here.
- I feel my culture is respected and valued here.
- My learning experience is free from discrimination, racism, bullying, harassment, and abuse.
- I know how to raise an issue, concern, or complaint.
- [Business division Name] provides information on how I can maintain a healthy lifestyle.
- It’s easy for me to gain the skills and knowledge I need to achieve my study goals.

The overall response rate was 14%, with more than half of the participating business divisions having a response rate over 18%, and one at a 60% response rate. Four former ITOs were not surveyed in 2022. This data provides a valuable network baseline and supports the self-reviews, as it demonstrates learner feedback that leads to the very high levels of compliance for Outcome three.

Table 1 Learner Survey Outcomes

Overall Wellbeing	Access Services	Connection	Culture	Identity	Free from Discrimination	Raise an Issue	Healthy Lifestyle	Skills & Knowledge
88.6%	88.9%	84.1%	91%	92.5%	92.6%	87.6%	81.7%	90.1%

“

“Of the 1,871 students who completed the survey, new students gave a variety of reasons for their positive NPS scores, including saying they felt welcomed, supported and enjoyed class.

Satisfaction with the range of student support services on offer was high – including the Pacific Centre, Te Noho Kotahitanga marae and Te Puna Waiora health centre – while satisfaction with student culture and course structure also increased”

”

### Outcome 3 - Process 1: Safe and inclusive communities



Figure 18 Outcome 3 - Process 1

In 2022 98% of Code clauses self-reviewed by business divisions had practice in place to promote safe and inclusive communities, with 70% having triangulated evidence for this practice.

Some business divisions have identified this Code process as 'not applicable', as previously mentioned, clarity is being worked through in this area.

The very high level of compliance for this Code process affirms that the vast majority of learning environments across the network support positive learning experiences for diverse ākongā groups. This demonstrates that Te Pūkenga business divisions have practices in place for:

- Reducing harm to ākongā resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse.
- Working with ākongā and kaimahi to recognise and respond effectively to discrimination, racism (including systemic racism), bullying, harassment and abuse.
- Promoting an inclusive culture across learning environments.
- Upholding the cultural needs and aspirations of all groups throughout learning environments.
- Providing all ākongā with information:
  - That supports understanding, acceptance, and connection with all ākongā, and collective responsibility for an inclusive learning environment.
  - About the cultural, spiritual, and community supports available to them.
- Providing ākongā with accessible learning environments, where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.



Exemplary compliance instances include wellbeing and mental health services (now available to all ākonga in Te Pūkenga), promotion and events, dedicated spaces for wānanga and diverse ākonga groups, considerations for inclusive and accessible physical and digital learning environments and evidence describing tikanga in practice across business divisions.

“

“Ākonga come into my class to achieve their goals and aspirations, to grow, to connect, to create opportunities – I have seen faces of joy, excitement, motivation, pride AND desperation, isolation, low self-esteem, struggle and stress. I’ve counselled students after class being a shoulder to cry on, I have advocated for their rights and voiced their concerns, I have learnt about them and met their family, they return years later to introduce me to their children. I am personally invested in the success of the ākonga in my class, they are the future, and we can be a part of the future they are building.

I am not just a ‘teacher’, or a ‘kaiako’, I am so much more than that and so are the ākonga who sacrifice their time and energy week after week. I see, hear and empathise with their struggles – the demands of life impact us all, and sometimes that is overwhelming. We are parents, friends, whānau members, leaders, hard-workers, people with aspirations and dreams, ākonga with goals and future-focused thinking and we are on the journey together.

We will support each other, we will be understanding of each other, we walk this journey side by side. We will remind each other of the bigger picture, of our goals, of our dreams and we will achieve them together - a collective aspiration, a shared struggle, a united effort to succeed. We pull each other out of the depths of the darkness that obstruct our focus when we are drowning in overwhelm, stress and hopelessness.

I am a pouako – a pillar of knowledge, a pillar of support, a pillar of understanding and strength. We empower ākonga to become pillars to support our collective aspiration, we stand strong together.”

”

## Outcome 3 - Process 2: Supporting learner participation and engagement

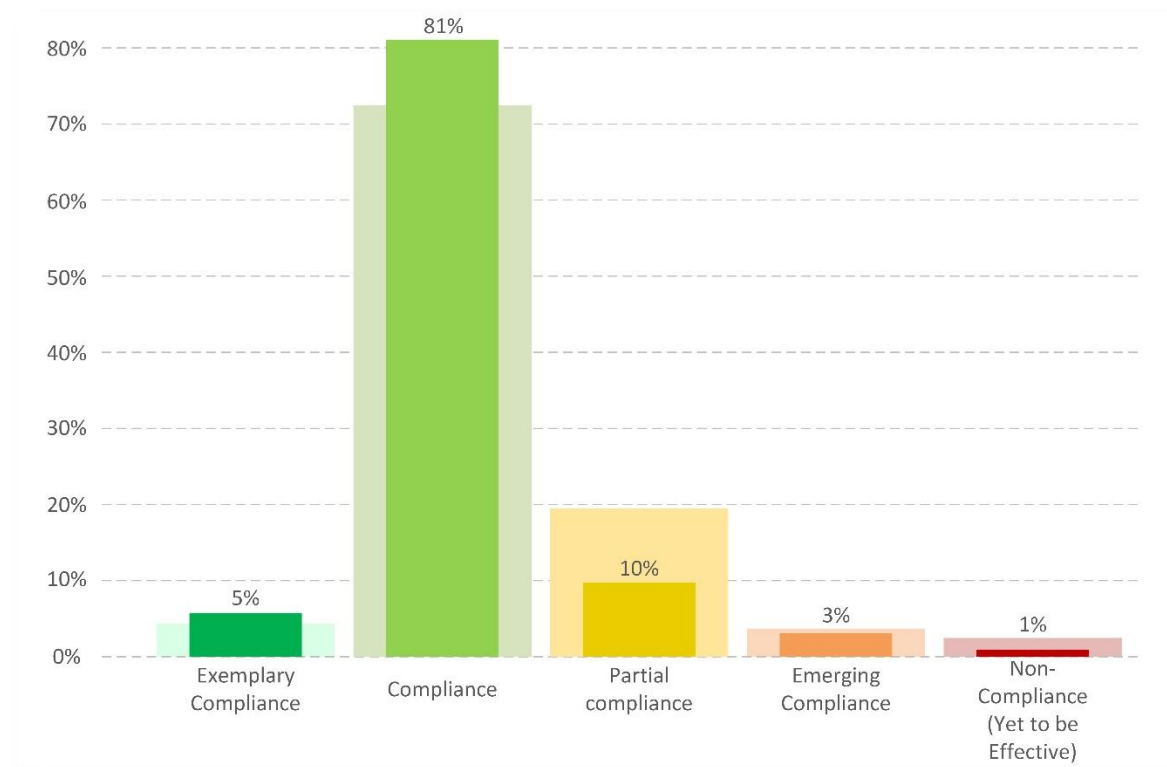


Figure 19 Outcome 3 - Process 2

In 2022 99% of Code clauses relating to learner participation and engagement self-reviewed by business divisions had practice in place, with 86% having triangulated evidence for this practice.

Some business divisions have identified this Code process as 'not applicable', as previously mentioned, clarity is being worked through in this area.

This Code process has very high levels of compliance, showing Te Pūkenga business divisions have practices that provide ākonga with opportunities to:

- Actively participate and share their views safely in their learning environment.
- Connect, build relationships, and develop social, spiritual and cultural networks.
- Use te reo and tikanga Māori to support ākonga Māori connection to identity and culture.

And practices for supporting ākonga through their studies, including:

- Enabling ākonga to prepare and adjust for tertiary study.
- Maintaining appropriate oversight of ākonga achievement and engagement.
- Providing the opportunity for ākonga to discuss, in confidence, any issues that are affecting their ability to study and providing them with a response to their issues.
- Providing ākonga with advice on pathways for further study and career development, where appropriate.

Examples of exemplary practice across Te Pūkenga include opportunities for active participation, connecting and building relationships and using te reo and tikanga Māori to support ākonga Māori. Examples include orientation sessions for diverse ākonga groups, peer mentoring programmes, a variety of targeted induction, events, and services that are tailored to support ākonga throughout their learning journey.

### Outcome 3 - Process 3: Physical and digital spaces and facilities



Figure 20 Outcome 3 - Process 3

In 2022 92% of Code clauses related to physical and digital spaces self-reviewed by business divisions had practice in place with 63% having triangulated evidence for this practice.

Some business divisions have identified this Code process as 'not applicable', as previously mentioned, clarity is being worked through in this area.

This process provides some positive examples of collaboration, participation, and engagement with ākonga across Aotearoa. Non-compliance is identified in the aspirational and newer aspects of the Code, which requires involvement of ākonga and ākonga Māori in the design and improvements of physical and digital environments. This is an area that will be developed over time, with a whole-of-provider approach.

Code self-reviews show that most Te Pūkenga business divisions have practices for:

- Providing healthy and safe learning environments.
- Identifying, and where possible removing, access barriers to provider facilities and service.
- Involving ākonga in the design of physical and digital environments when making improvements.

## Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Practice and evidence in place

88%

Practice in place, further evidence required

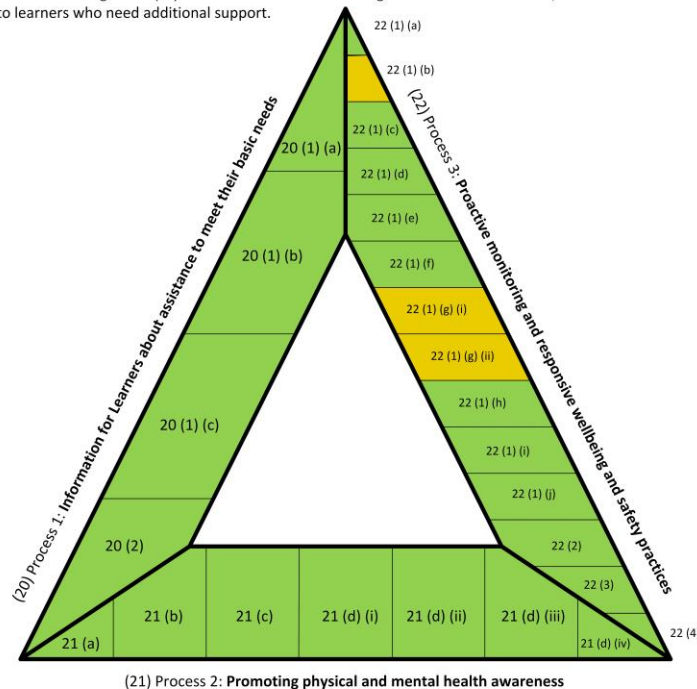
12%

Practice and evidence required

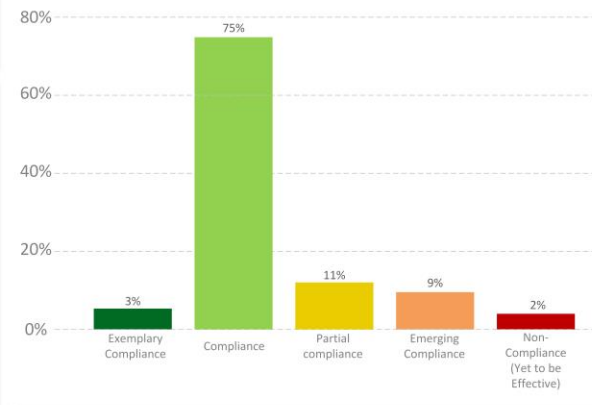
0%

### OUTCOME 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.



### Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
<b>Outcome 04: Learners are safe and well</b>	
Process 1: Information for learners about assistance to meet their basic needs	Compliance
Process 2: Promoting physical and mental health awareness	Compliance
Process 3: Proactive monitoring and responsive wellbeing and safety practices	Compliance

Figure 21 Outcome 4 Summary

The detailed outcome visualisation diagram above shows the averaged aggregated compliance for Outcome four. Each side of the diagram represents a process for Outcome four and each segment represents a Code clause. The percentages above the diagram show the aggregated, averaged compliance by Code clause. Green indicates practice with evidence and yellow indicates that there is practice, with further evidence required.

Overall, Te Pūkenga demonstrates a high level of compliance with Outcome four (ākonga are safe and well). In most circumstances, ākonga are provided with information and assistance to meet their basic needs, the promotion of physical and mental health awareness is undertaken and there are proactive monitoring and responsive wellbeing and safety practices in place.

Areas for further development include the unification of processes, policies, and methods of data collection. There are also Te Pūkenga projects already underway to enhance, and in some cases extend, the provision of health and wellbeing services for ākonga across the country.

Work-based ākonga are primarily supported by their employers, however, Te Pūkenga is working to ensure support, information and advice is available for all ākonga. Parts of Te Pūkenga that are new to the Code identified some of this outcome as 'not applicable' to their environment, which may have previously been the case. Work is underway to clarify understanding and applicability of this part of the Code.

“

“What we have found is that a ‘for Māori by Māori’ or ‘for Pacific by Pacific’ educational approach is what resonates with ākonga and best supports their learning and progress”

Programmes “which are appropriately culturally tailored, are extremely well received by ākonga and lead to great achievements for them”

”

## Outcome 4 - Process 1: Information for learners about assistance to meet their basic needs

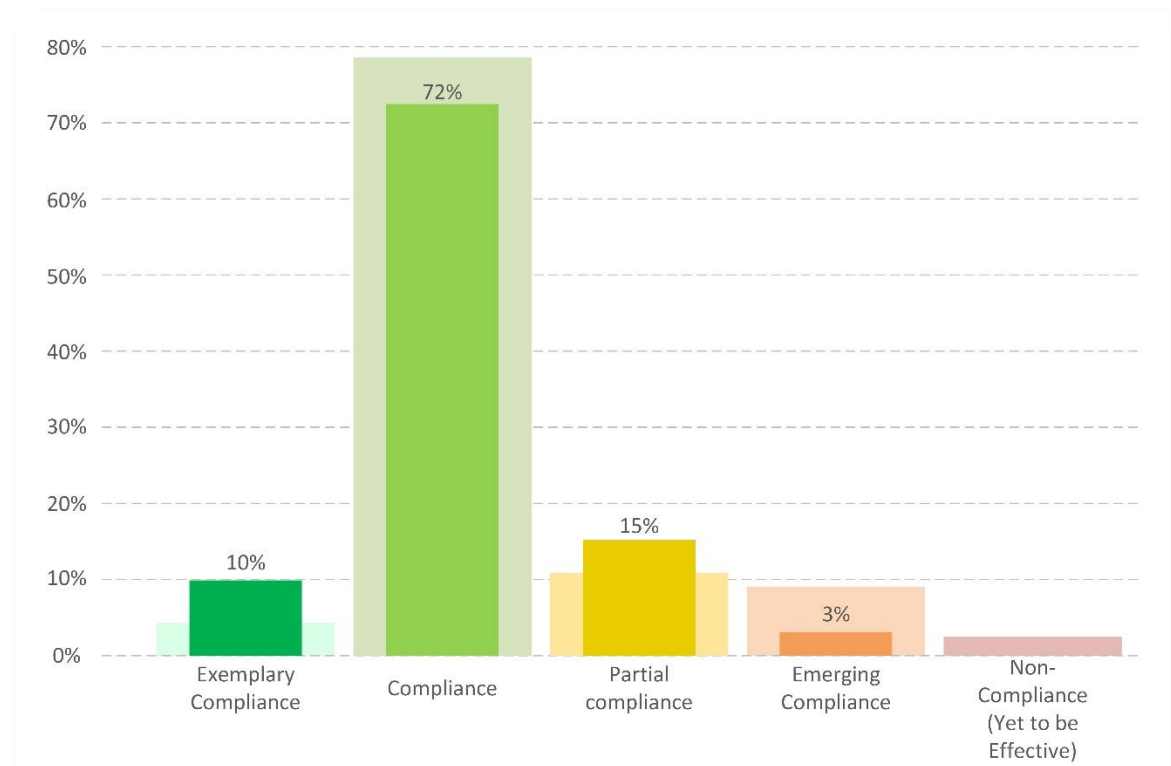


Figure 22 Outcome 4 - Process 1

In 2022 100% of Code clauses on information provided to learners about their basic needs self-reviewed by business divisions had practice in place, with 82% having triangulated evidence for this practice.

Business divisions have practices in place to support all ākonga and prospective ākonga to identify and manage their basic needs (the essential material requirements to support wellbeing and safety, such as housing, food, and clothing), including providing accurate, timely and tailored information on how they can:

- Access services through the business division or through community and/or public services that will help them maintain reasonable standards of material wellbeing and safety.
- Access suitable accommodation and understand their rights and obligations as a tenant in New Zealand.
- Maintain a healthy lifestyle.

Where food is made available on campus or in student accommodation, business divisions attest that the food available includes a range of healthy food options that is obtainable, at a reasonable cost. Other exemplary practice is the provision of online self-help resources, work with emergency accommodation providers and full wrap-around ākonga support.

## Outcome 4 - Process 2: Promoting physical and mental health awareness



Figure 23 Outcome 4 - Process 2

In 2022 100% of Code clauses for promoting physical and mental health awareness self-reviewed by business divisions had practice in place with 84% having triangulated evidence for this practice.

More than half of Te Pūkenga ākonga are in workplace environments, where this is primarily the responsibility of employers. However, Te Pūkenga supports, supplements, and contributes to that through the provision of information and access to services for all ākonga, no matter where they are and what mode of learning is occurring.

High levels of compliance demonstrate practices are in place to:

- Provide opportunities and experiences for ākonga that improve their physical and mental health and wellbeing and safety.
- Promote awareness of practices that support good physical and mental health that are credible and relevant to ākonga.
- Support ākonga connection to their language, identity, and culture.
- Provide accurate, timely information and advice to ākonga about how they can:
  - Access medical and mental health services through the provider or through community and public services, including culturally responsive services.
  - Report health and safety concerns they have for their peers.
  - Respond to an emergency and engage with relevant government agencies.
  - Make positive choices that enhance their wellbeing.

## Outcome 4 - Process 3: Proactive monitoring and responsive wellbeing and safety practices



Figure 24 Outcome 4 - Process 3

In 2022 96% of Code clauses for proactive monitoring and responsive wellbeing and safety practices self-reviewed by business divisions had practice in place, with 73% having triangulated evidence for this practice.

The majority of business divisions have practices for:

- Requesting that domestic ākonga, 18 years and over, provide a name and up-to-date contact details of a nominated person.
- Describing the circumstances in which the nominated person referred to should be contacted in relation to their wellbeing and safety.
- Contacting the person nominated by domestic ākonga, 18 years and over, in the circumstances described, or where Te Pūkenga has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the learner's life or health.
- Enabling ākonga to communicate health and mental health needs with kaimahi in confidence, including accommodation kaimahi, so that the provider can proactively offer them support.
- Providing opportunities for ākonga to raise concerns about themselves or others in confidence.
- Identifying ākonga at risk and having clear and appropriate pathways for assisting them to access services when they need it.
- Identifying ākonga who are at risk of harming others, including:
  - Having clear and appropriate pathways for assisting them to access services when they need it.



- Protecting ākonga and kaimahi who experience harm from other ākonga and/ or Kaimahi, including sexual assault.
- Making arrangements with disabled ākonga or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus.
- Responding to disruptive and threatening behaviour, in a way that is sensitive to the circumstances of the ākonga.
- Supporting ākonga whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.

The few areas of non-compliance relate to enrolment processes and pastoral care for at-risk distance and work-based learners. There is some work to be done to clarify applicability and implementation options of some clauses in this Code process, for distance and work-based learning environments.

For over half of Te Pūkenga, identifying at-risk ākonga would be carried out by employers, however, where ākonga are participating in block courses or group learning it will be the responsibility of the provider. Clarification of this will be implemented and monitored through the business divisions 2023 action plan.

For parts of the organisation, the collection of detailed data for ākonga (including under 18 years) and next of kin is new, and so systems have had to be enhanced to enable this. This includes outlining how information may be used if the provider has concerns regarding the wellbeing and safety of ākonga.

Most Te Pūkenga business divisions have up-to-date contact details and next of kin information for domestic tertiary ākonga under 18 and international tertiary ākonga. They have processes for contacting the next of kin for domestic tertiary ākonga under 18 years and international tertiary ākonga if there is concern regarding their wellbeing or safety.



## Outcomes 5 – 7: Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

Practice and evidence in place

100%

Practice in place, further evidence required

0%

Practice and evidence required

0%

Processes	Compliance Scale
<b>Accommodation</b>	
Process 1: Information and promotional activities	Compliance
Process 2: Accommodation staff	Compliance
Process 3: Accommodation staff must be fit and proper persons	Compliance
Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	Compliance
Process 5: A safe and inclusive residential community	Compliance
<b>Outcome 6: Accommodation administrative practices and contracts</b>	
Process 1: General principles (Accommodation Administration)	Compliance
Process 2: Student Accommodation Contracts	Compliance
<b>Outcome 7: Student accommodation facilities and services</b>	
Process 1: Student accommodation facilities and services	Compliance

Breakdown of clauses (No business unit average)

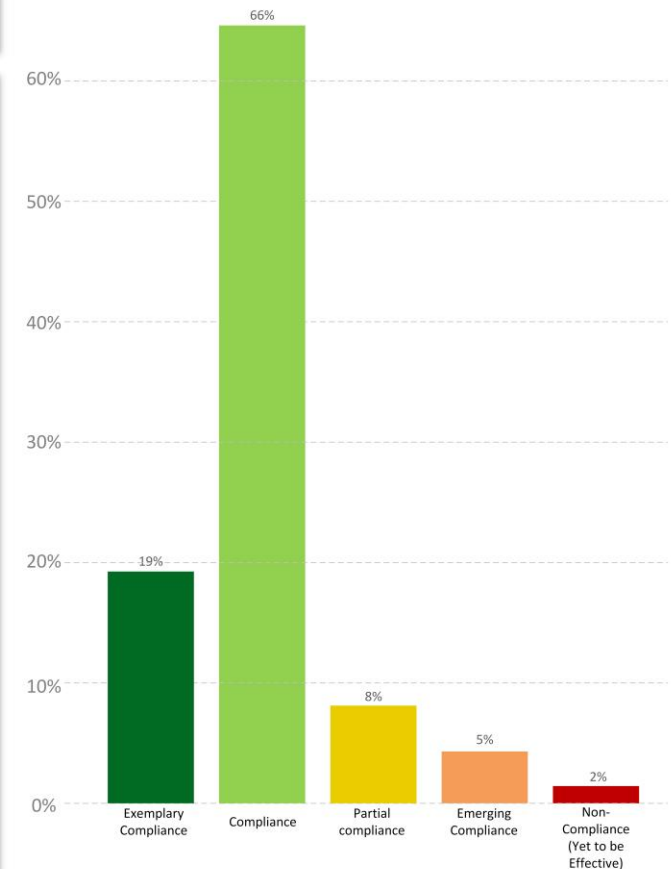


Figure 25 Outcomes 5-7 - Aggregate Processes

There are responses to these Code Outcomes from nine Te Pūkenga business divisions that provided student accommodation in 2022. Student accommodation is 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 for the provision of student accommodation.

This data does not include EIT (as previously mentioned). One business division provided accommodation in 2022, however has ceased to do so in 2023.

Very high compliance scores in Outcomes 5 - 7 reflect that these business divisions:

- Have established robust policies and processes to support the wellbeing and safety of residents and kaimahi in student accommodation.
- Provide adequate information for residents, prospective residents and their whānau, to support their student accommodation decisions.
- Provide safe and supportive student accommodation environments.

All providers offering student accommodation also partake in accommodation monitoring visits, a collaborative process between NZQA and Te Pūkenga. This supports continuous improvement in student accommodation and will involve thorough analysis of self-review evidence, along with resident participation.

Te Pūkenga has also established a Student Accommodation Community of Practice, where kaimahi working in student accommodation collaborate, problem solve and share examples of best practice to build unified processes. This is significant, as working in student accommodation is unique, with relatively small numbers of specialist kaimahi, who previously had limited networking opportunities.



## Outcome 5: A positive, supportive and inclusive environment in student accommodation.

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Practice and evidence in place

94%

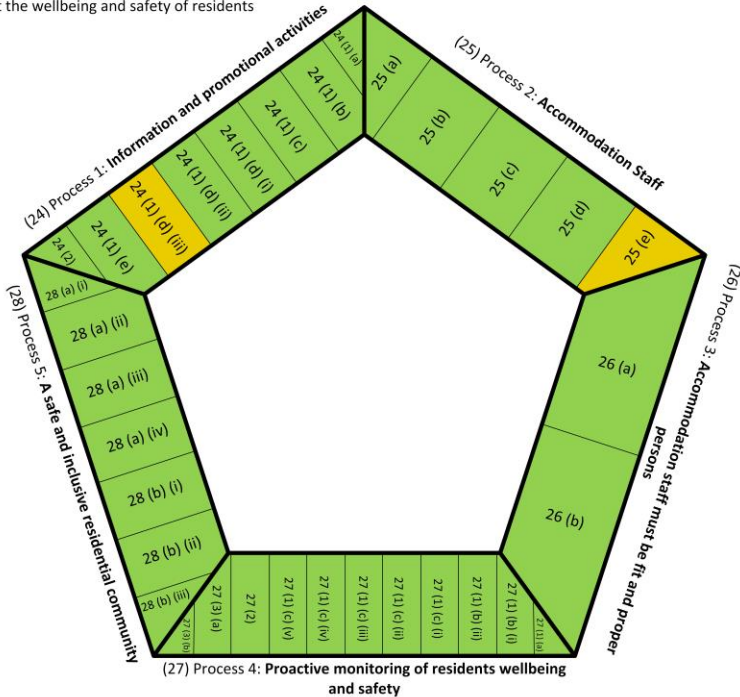
Practice in place, further evidence required

6%

Practice and evidence required

0%

OUTCOME 5: A positive, supportive and inclusive environment in student accommodation  
Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents



Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
<b>Outcome 05: a positive, supportive and inclusive environment in student accommodation</b>	
Process 1: Information and promotional activities	Compliance
Process 2: Accommodation staff	Compliance
Process 3: Accommodation staff must be fit and proper persons	Compliance
Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety	Compliance

Figure 26 Outcome 5 Summary

## Outcome 5 - Process 1: Information and promotional activities

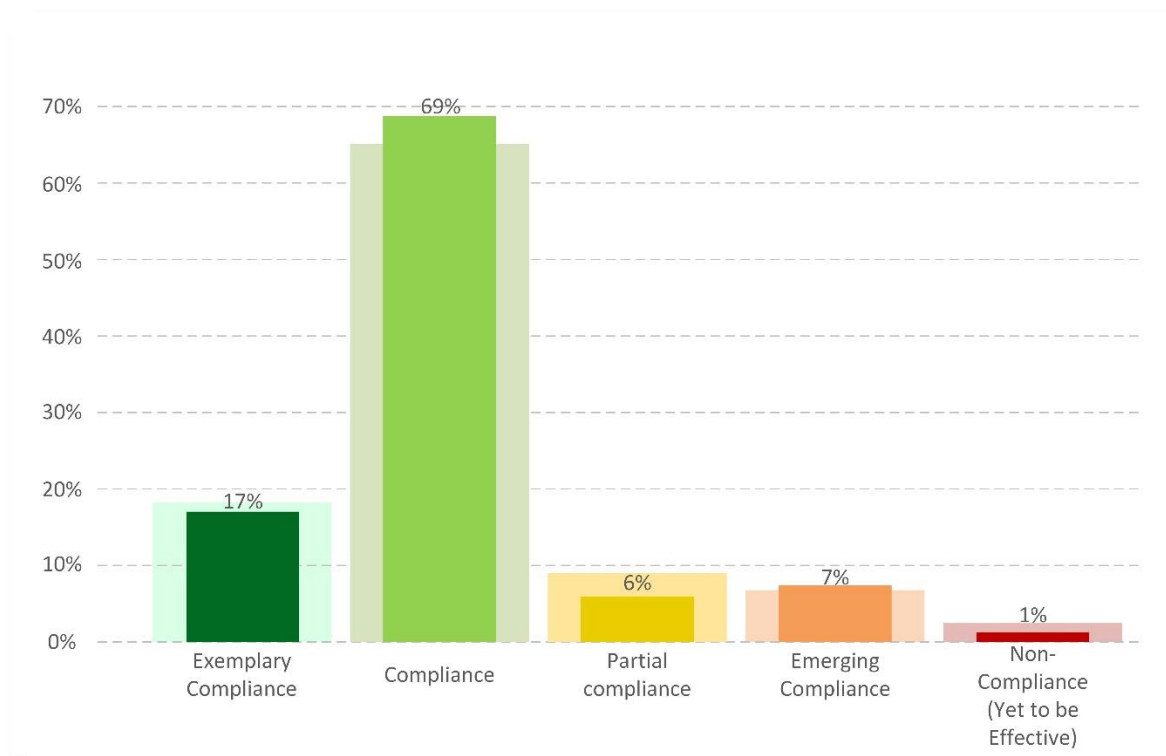


Figure 27 Outcome 5 - Process 1

In 2022 99% of Code clauses, pertaining to information and promotional activities for residents, self-reviewed by Business Divisions had practice in place with 86% having triangulated evidence for this practice.

The area of non-compliance relates to peer support offerings in the business division that no longer provides student accommodation, therefore, no action plan will be required.

High levels of compliance for this Code process demonstrates practices are in place for:

- Ensuring residents receive clear, sufficient, accurate and transparent information and advice about the type and nature of student accommodation and services provided.
- Using information provided by prospective residents at the time of application, to help plan their transition into student accommodation.
- Working with residents to develop and provide information and tools that help residents understand their responsibilities within a communal living environment, including those relating to diversity.
- Providing residents with learning and peer support, and information on self-care and positive wellbeing and safety, how to access wellbeing services on campus and in the community and how to provide peer support to other residents.
- Providing residents with information and advice on what action to take in an emergency and the mechanisms for reporting incidents and raising health and safety concerns.

Examples of exemplary compliance include robust processes for sharing information with residents, transparent resident responsibilities, peer mentoring programmes and effective communication platforms.

## Outcome 5 - Process 2: Accommodation staff

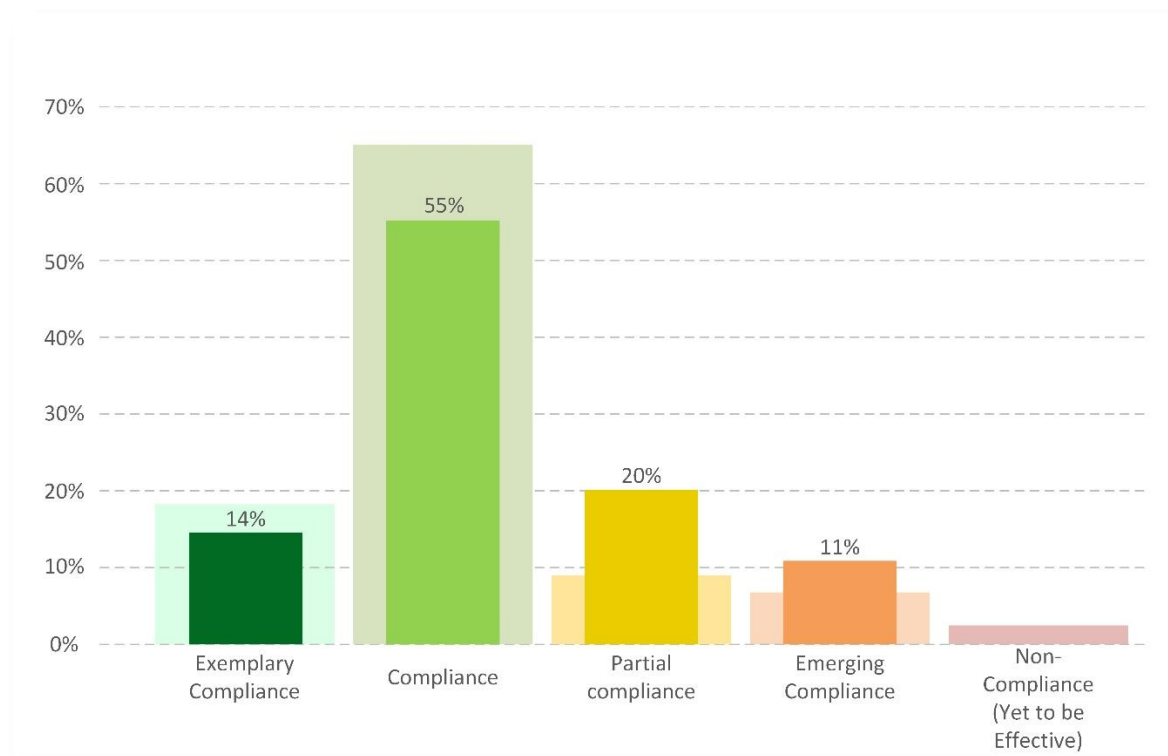


Figure 28 Outcome 5 - Process 2

In 2022 100% of Code clauses relating to appropriate provisions for accommodation staff, self-reviewed by business divisions, had practice in place with 69% having triangulated evidence for this practice.

Business divisions offering student accommodation are therefore ensuring that:

- Accommodation staff are provided with appropriate ongoing training and resources.
- The experience and training of accommodation staff is appropriate.
- There is always managerial oversight of accommodation staff.
- The level of live-in accommodation staffing provides appropriate oversight and support for residents.
- There is ongoing wellbeing support for accommodation staff.

Instances of exemplary practice include having robust training and professional development programmes for student accommodation kaimahi, the provision of detailed oversight and on-call guidelines, and needs analysis conducted to ensure staffing structures are fit for purpose.

## Outcome 5 - Process 3: Accommodation staff must be fit and proper persons

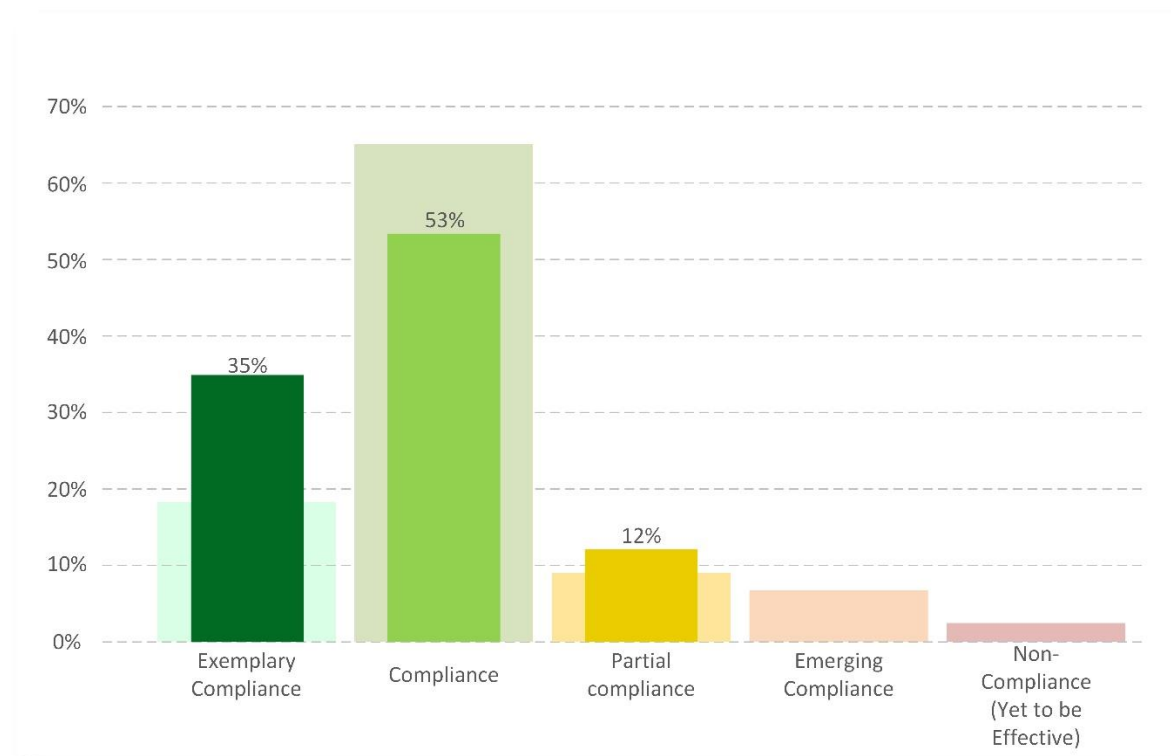


Figure 29 Outcome 5 - Process 3

In 2022 100% of Code clauses self-reviewed by business divisions had practice in place to ensure accommodation staff are fit and proper persons, with 88% having triangulated evidence for this practice.

This gives confidence that business divisions providing student accommodation take all reasonable steps to ensure that:

- Accommodation staff are suitable for employment in student accommodation.
- Accommodation staff are police vetted (where required under the children's act 2014; if the accommodation includes learners who are under 18).

The self-identified areas of partial compliance for this Code process relate to business divisions clarifying Code compliance responsibilities with third-party providers. There is work already underway across the Accommodation Community of Practice, supported by Legal Services, to remedy this.

## Outcome 5 - Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices



Figure 30 Outcome 5 - Process 4

In 2022 97% of Code clauses relating to resident monitoring and wellbeing and safety practices, self-reviewed by business divisions, had practice in place, with 86% having triangulated evidence for this practice.

This illustrates that proactive practices to support resident wellbeing, safety and monitoring are in place, including:

- Clearly defined processes for residents, staff, or visitors to report a cause for concern about a resident's behaviour and referring and responding to instances of resident behaviours that are a risk to self or others.
- Appropriate welfare safeguards, including a welfare management plan for residents assessed as being at risk, welfare checks and referral processes to external services.
- Appropriate arrangements for residents under 18, including for effective communication with a parent or legal guardian regarding wellbeing and safety.
- Systems to regularly check that residents are active within their accommodation, including welfare checks when needed and routine checks.
- Link to organisation's wider information gathering and communication system to report any emerging concerns about a resident's wellbeing or their behaviour, so residents can be connected quickly to appropriate services.
- Critical incident and emergency procedures manual for student accommodation, including plans for residents when it becomes unsuitable or unsafe for them to remain in student accommodation in an emergency.



Various welfare processes exist across the network, supported by a range of student management systems and platforms. Business division self-reviews attest to welfare checks being carried out, with areas of non-compliance relating to clarification of processes for sharing information with third party providers, whilst maintaining resident confidentiality and privacy. Legal Services are assisting business divisions and third parties to clarify responsibilities and practice. Legal advice has suggested an over-cautious approach to this Code process was applied.



## Outcome 5 - Process 5: A safe and inclusive residential community

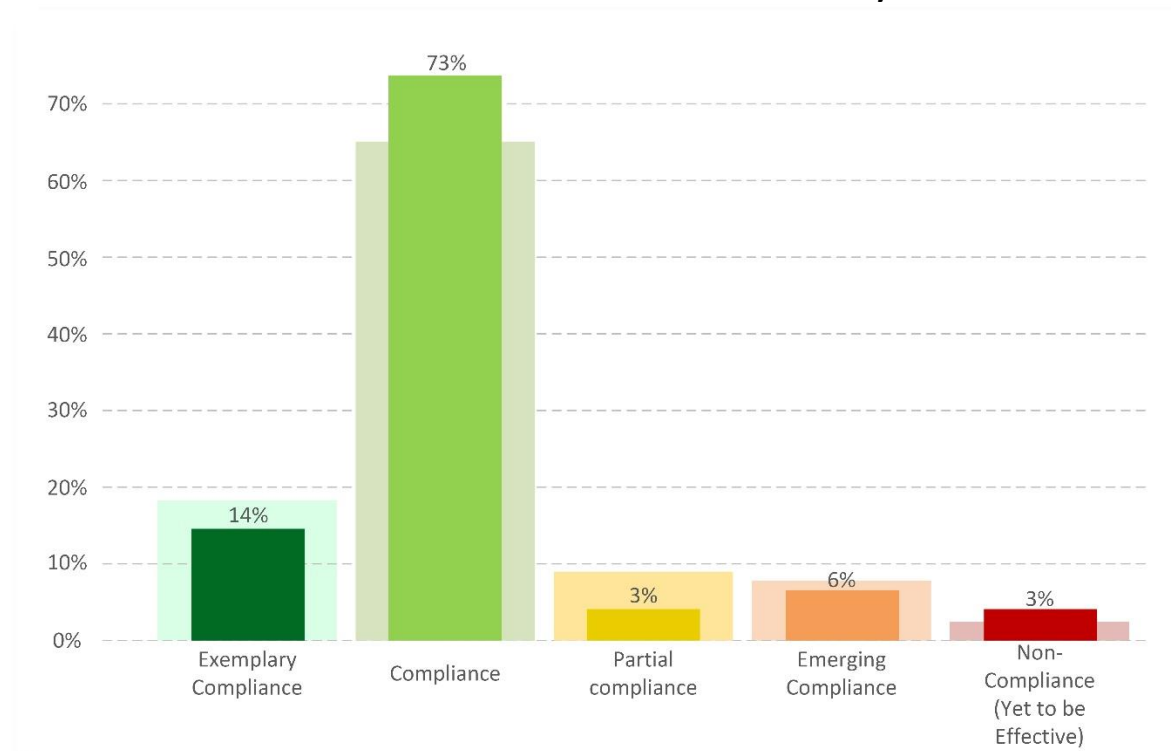


Figure 31 Outcome 5 - Process 5

In 2022 96% of Code clauses pertaining to safe and inclusive residential communities, self-reviewed by business divisions, had practice in place with 87% having triangulated evidence for this practice.

Promoting a safe and inclusive residential community involves:

- Ensuring that house rules are clear, reasonable, and accessible to residents.
- Promoting and encouraging resident safety, a sense of community, association with fellow residents and learning and personal growth.
- Residents and staff working together to ensure a positive and respectful community, developing and improving house rules, developing and maintaining appropriate initiatives to build a sense of community and promoting responsible social behaviour and academic success.

Self-identified areas of non-compliance relate to the business division no longer providing accommodation to students. Due to quickly responding to ākongā needs at the time, they were unable to formally plan for, or deliver initiatives to build a sense of community or to promote responsible social behaviour during the short time they offered accommodation.

## Outcome 6: Accommodation administrative practices and contracts

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

Practice and evidence in place

100%

Practice in place, further evidence required

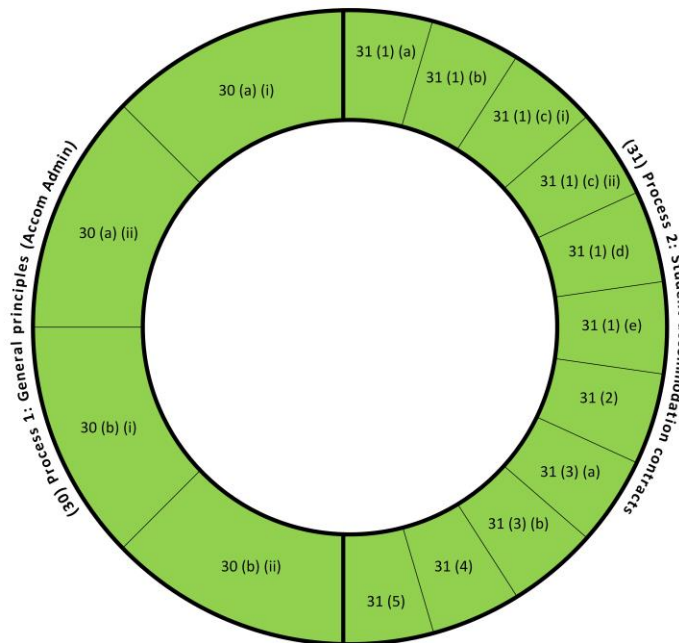
0%

Practice and evidence required

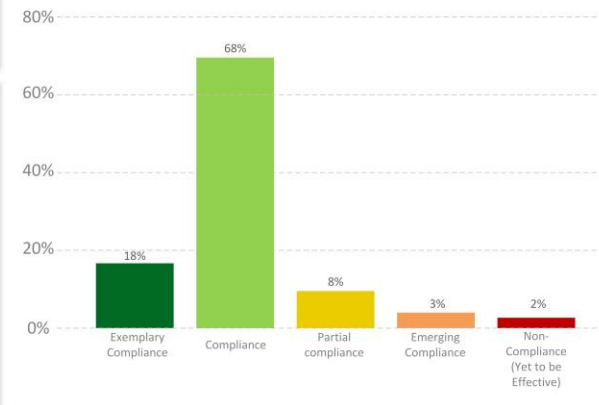
0%

### OUTCOME 6: Accommodation administrative practices and contracts

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents



### Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
<b>Outcome 06: Accommodation administrative practices and contracts</b>	
Process 1: General principles (Accommodation Administration)	Compliance
Process 2: Student accommodation contracts	Compliance

Figure 32 Outcome 6 Summary

## Outcome 6 - Process 1: General principles



Figure 33 Outcome 6 - Process 1

In 2022 100% of Code clauses for general student accommodation practices self-reviewed by business divisions had practice in place, with 80% having triangulated evidence for this practice.

This demonstrates that all business divisions providing student accommodation have sufficient administrative practices in place and have disclosed relevant information on their website, including:

- Ownership structure and operator details of student accommodation arrangements.
- Wellbeing and safety practices offered at each student accommodation facility.

Evidence also included human resource strategies with clear job descriptions for all accommodation staff that describes:

- Support services that are available to ensure the wellbeing and safety of accommodation staff.
- Duties and responsibilities in relation to ākonga wellbeing and safety.
- Relevant competencies and attributes that a person must demonstrate to be able to fulfil that role, and the ongoing training that will be available to develop these competencies.

## Outcome 6 - Process 2: Student accommodation contracts



Figure 34 Outcome 6 - Process 2

In 2022 97% of Code clauses pertaining to student accommodation contracts self-reviewed by business divisions had practice in place, with 89% having triangulated evidence for this practice.

This illustrates that business divisions providing student accommodation are providing a clear, accessible, and concise resident contract that sets out:

- The responsibilities of the provider and the resident.
- Information sharing requirements.
- Regular processes for checking on residents.
- Information regarding deposits, bond components, fees, refund policy and penalties.
- Complaints, conflict resolution, and disciplinary processes in relation to residents.

Resident contracts are then reviewed and updated regularly, considering the views of ākongā and their representative bodies.

Residents are also provided with the following information:

- Refund policies, which are reasonable, and provide residents (or a parent or legal guardian of residents under 18 years) with sufficient information to understand their rights and obligations.
- A copy of the house rules, and information about the complaints process and the Dispute Resolution Scheme before they sign the accommodation contract.

Business divisions are also required to keep a log of complaints received from residents concerning a breach or breaches of the code in relation to student accommodation. Areas of partial, emerging

and non-compliance have been identified pertaining to this log being made available to residents. Clarification, with Legal Services, to confirm responsibilities and practice, whilst maintaining confidentiality and privacy, will be sought in 2023. One business Division has identified exemplary compliance, which will be explored for scaling potential.



## Outcome 7: Student accommodation facilities and services

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

Practice and evidence in place

100%

Practice in place, further evidence required

0%

Practice and evidence required

0%

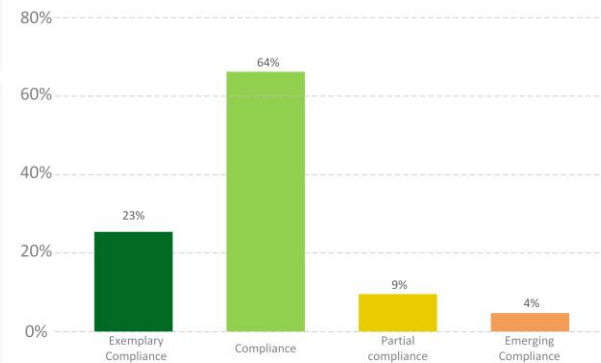
### OUTCOME 7: Student accommodation facilities and services

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

33 (1) (a)	33 (1) (b)	33 (1) (c)	33 (1) (d)	33 (1) (e)	33 (1) (f)	33 (1) (g) (i)	33 (1) (g) (ii)	33 (2)
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(33) Process 1: Student accommodation, facilities and services

### Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Outcome 07: Student Accommodation facilities and services	
Process 1: Student accommodation facilities and services	Compliance

Figure 35 Outcome 7 Summary

## Outcome 7 - Process 1: Student accommodation facilities and services



Figure 36 Outcome 7 - Process 1

In 2022 100% of Code clauses for student accommodation facilities and services self-reviewed by Business Divisions had practice in place, with 87% having triangulated evidence for this practice.

This demonstrates that practices are in place to ensure student accommodation facilities and services are adequate and respond effectively to the diverse needs of residents by:

- Providing accessible spaces for a range of interests, activities and needs.
- Being secure, clean, dry, warm, comfortable, accessible, and conducive to study and a variety of learning styles.
- Providing utilities, services and other facilities that are adequate and appropriate.
- Having appropriate insurance cover.
- Being funded adequately to carry out strategic goals and strategic plans for student accommodation, including repairs, replacements, and improvements.
- Having adequate and appropriate controls in place to ensure accountability for financial processes including providing receipts for all financial transactions with the resident and providing residents with up-to-date information on what they owe to the accommodation provider.
- Ensuring any alterations, maintenance and repairs to student accommodation are undertaken in a timely manner that minimises resident disruption.

Areas of partial and emerging compliance reflect the need to formally clarify and/or document roles, responsibilities and practice with third party providers pertaining to facilities management.

Exemplary compliance is identified by some Business Divisions, including the processes that student accommodation kaimahi use to place ākongā in accommodation, with consideration for their specific and diverse needs, as well as group compatibility.



## Outcomes 8 – 12: Additional wellbeing and safety practices for Tertiary Providers (signatories) enrolling international learners

Practice and evidence in place

95%

Practice in place, further evidence required

3%

Practice and evidence required

0%

### Processes

### Compliance Scale

<b>Outcome 08:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Compliance
<b>Outcome 09:</b> Prospective international tertiary learners are well informed	Compliance
<b>Outcome 10:</b> offer, enrolment, contracts, insurance and visa	Compliance
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Compliance
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Compliance

### Breakdown of clauses (No business unit average)

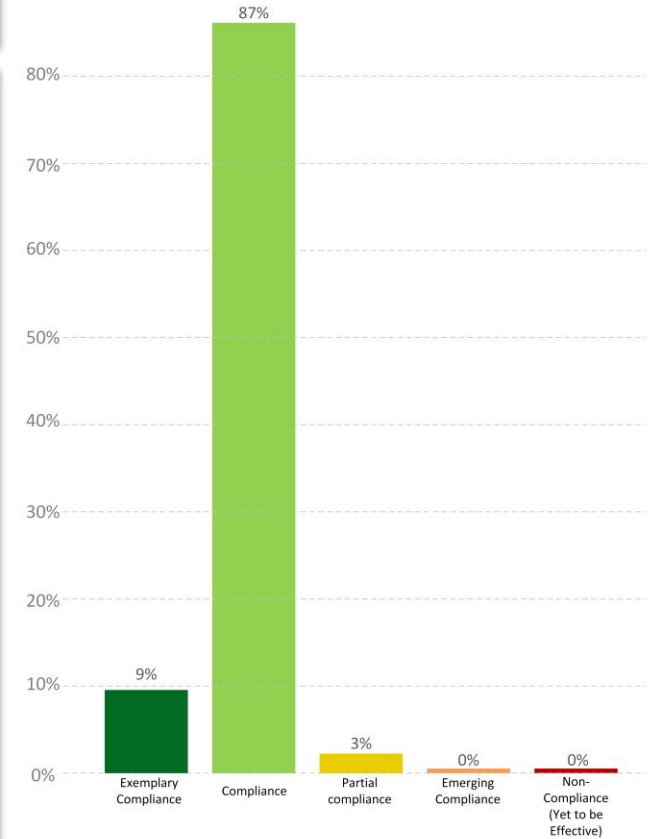


Figure 37 Outcomes 8-12 - Process Summary

There are responses from 13 business divisions of Te Pūkenga providing tertiary education to international ākonga (note this data does not include EIT).

All 13 business divisions have provided education for international ākonga for many years and have worked with the previous International Code of Pastoral Care for International Students. High compliance scores in Outcomes 8 –12 reflect that these business divisions:

- Ensure that prospective international ākonga are well informed prior to arrival and are therefore empowered to make the right decisions for themselves and their whānau.
- Manage the offer, enrolment, contract, and insurance process for each international learner and ensure they have the appropriate visa.
- Are experienced in ensuring relevant kaimahi access cultural competence training and that they have appropriate skills, experience, and expertise to manage the many diverse situations that they may encounter, including emergencies.
- Have established and effective systems and processes for proactively identifying international ākonga at risk and for assisting them to access services and support when needed.
- Effectively provide the required oversight for all international ākonga, as well as advice and support to empower them to make their own decisions.
- Ensure that international ākonga are safe and appropriately supervised in their student accommodation and effectively communicate with the parents or legal guardians of ākonga under 18 years.

## Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners.

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners

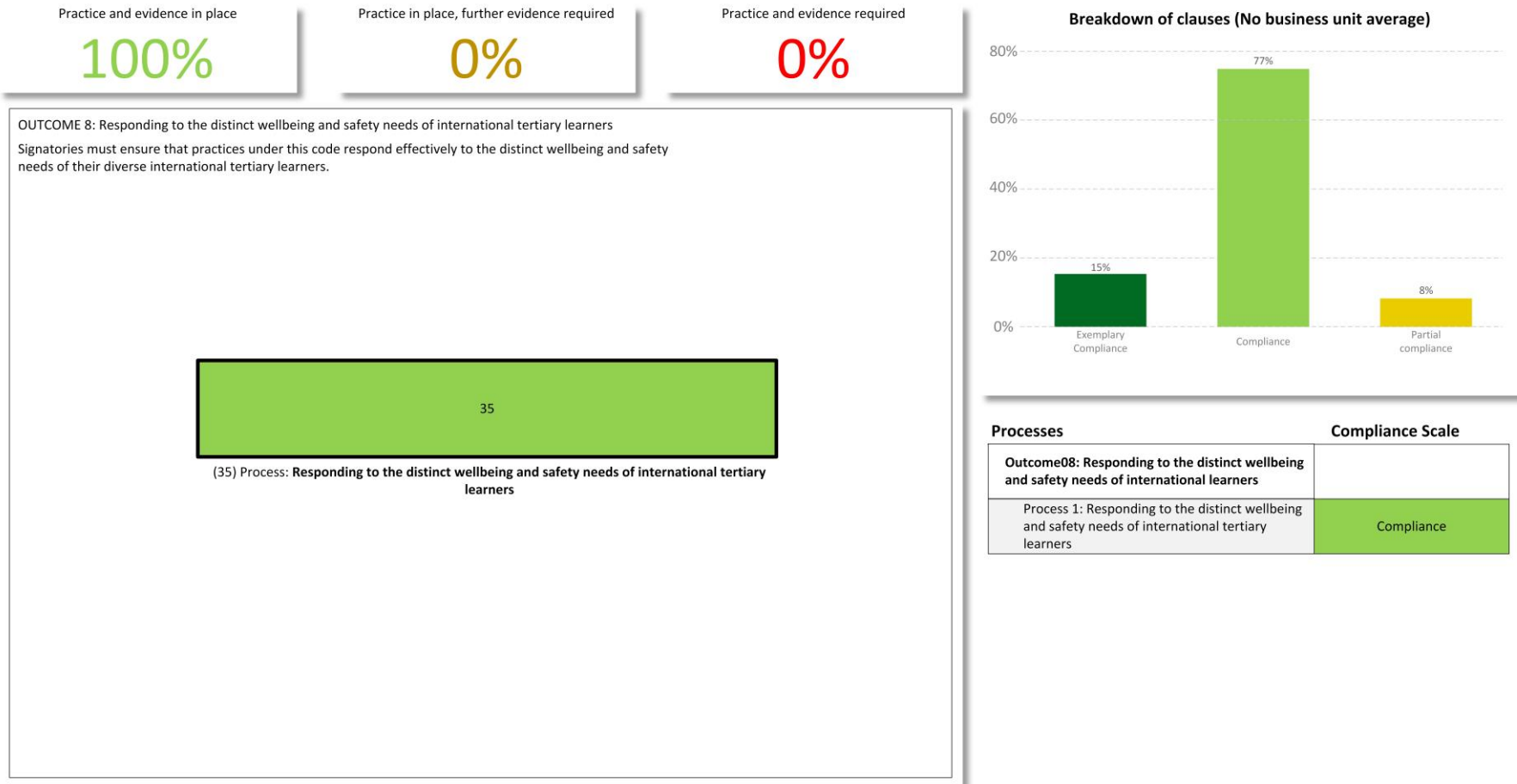


Figure 38 Outcome 8 Summary

## Outcome 8 - Process: Responding to the distinct wellbeing and safety needs of international tertiary learners



Figure 39 Outcome 8 - Process 1

In 2022 100% of Code clauses regarding wellbeing and safety of international ākongā self-reviewed by business divisions had practice in place, with 92% having triangulated evidence for this practice.

Business divisions appropriately consider and respond to the distinct needs of international tertiary ākongā, when giving effect to the previous Outcomes, One – Seven. There is one area where a business division is developing further evidence for their practice, specific to ensuring that the support provided to international ākongā, who are also Pacific ākongā, is fully documented.



## Outcome 9: Prospective international tertiary learners are well informed.

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

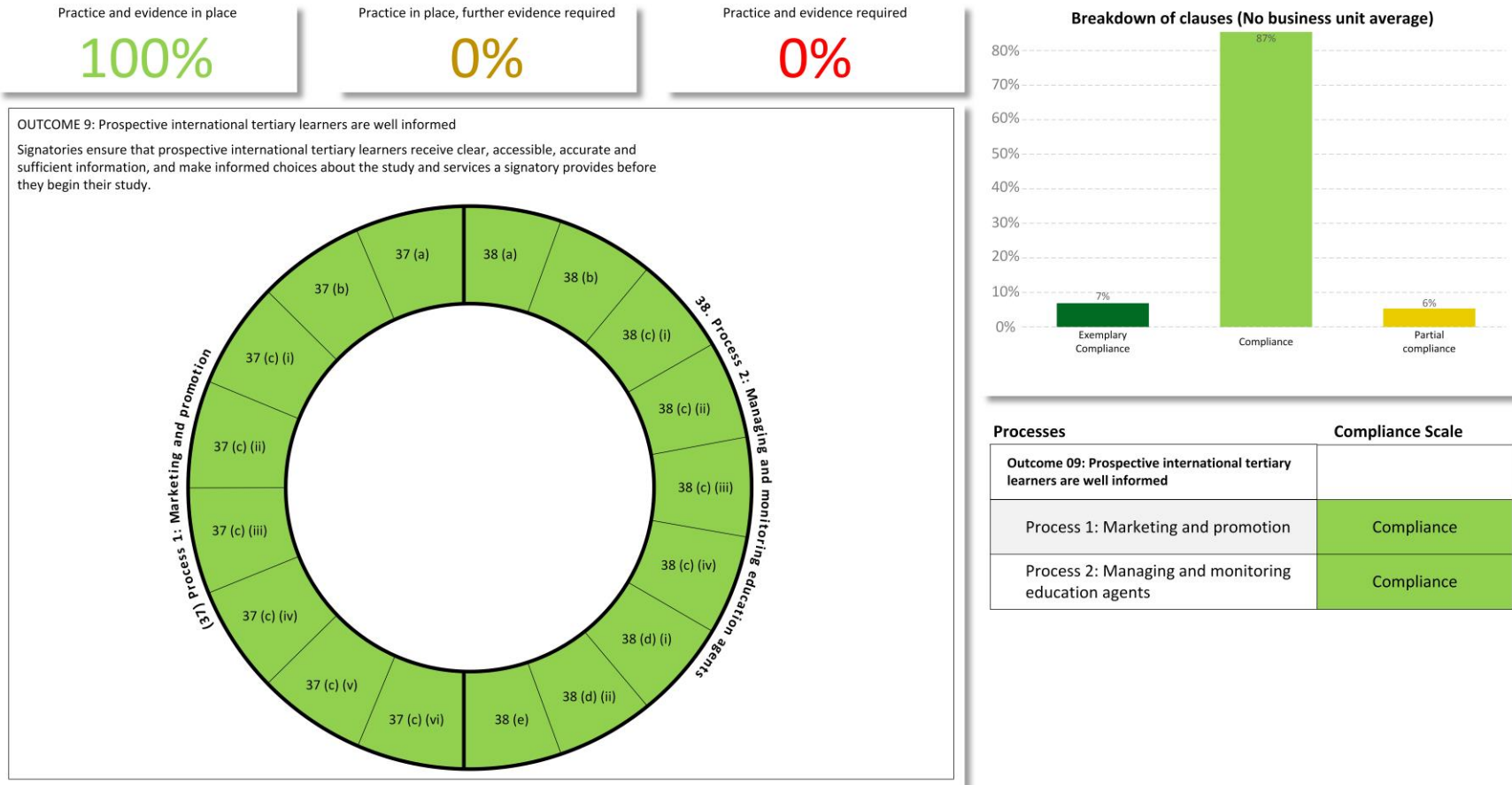


Figure 40 Outcome 9 Summary

## Outcome 9 - Process 1: Marketing and promotion

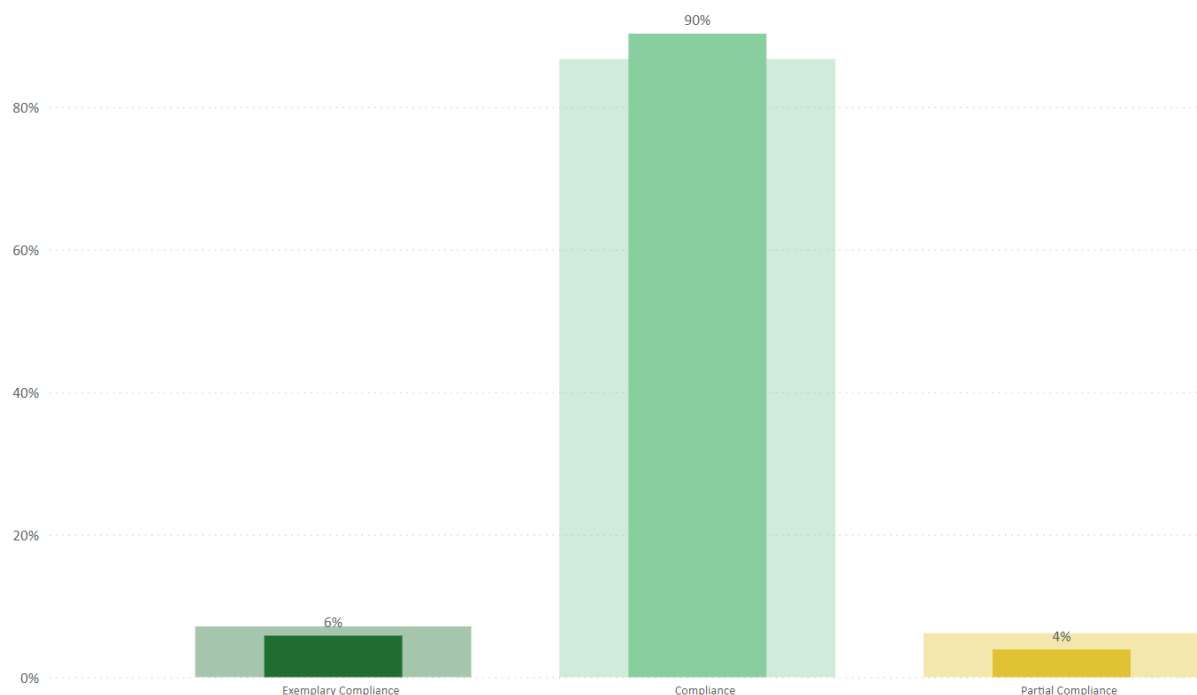


Figure 41 Outcome 9 - Process 1

In 2022 100% of Code clauses related to marketing and promotion for international ākonga self-reviewed by business divisions had practice in place, with 96% having triangulated evidence for this practice.

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. This includes having and maintaining a good understanding of the needs of prospective international ākonga and providing them with relevant and up to date information about:

- Staffing.
- Facilities and equipment they will experience.
- Potential learning outcomes including pathways for further study and employment and residency where applicable.
- Estimated study and living costs including additional fees or levies on top of basic tuition fees.
- Accommodation and transport, or ways to obtain that.
- Rights and responsibilities of international ākonga.
- Recent quality assurance evaluations.
- The dispute resolution scheme.

Exemplary practice includes ākonga being provided with a comprehensive range of relevant, engaging and timely information in a range of formats, that is tailored to their needs and where they have the ability to get more information. This is scaffolded with early engagement with international business division staff, who can assist potential ākonga and their families to access and understand the information, often in their native language.

## Outcome 9 - Process 2: Managing and monitoring education agents

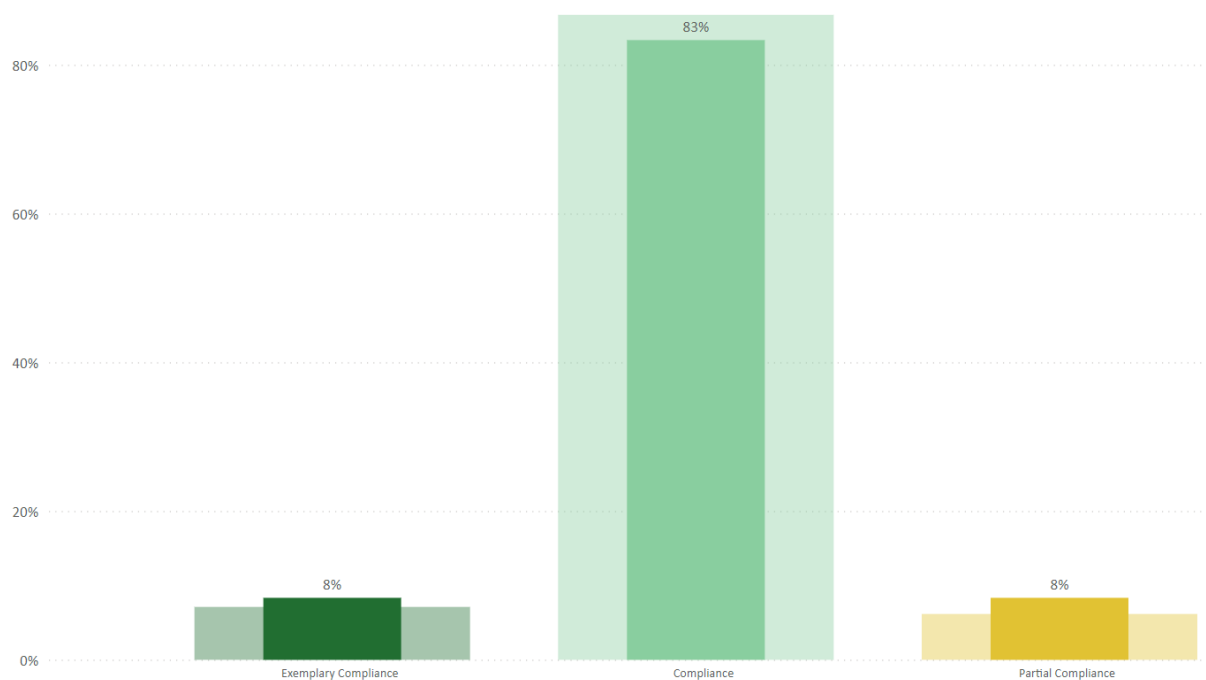


Figure 42 Outcome 9 - Process 2

In 2022 100% of Code clauses related to managing and monitoring education agents self-reviewed by business divisions had practice in place, with 91% having triangulated evidence for this practice.

This shows that there are effective processes for managing and monitoring the performance and conduct of education agents, in relation to ākonga safety and wellbeing. This includes:

- Carrying out and recording reference checks on potential education agents to ensure as far as possible that they are not involved in any conduct that is false, misleading, deceptive, or in breach of the law.
- Entering into written contracts with each education agent.
- During the term of a contract, monitoring the activities and performance of its education agents in relation to:
  - Their obligations as specified in the contract.
  - Whether they provide prospective and enrolled international tertiary ākonga with reliable information and advice about studying, working, and living in New Zealand.
  - Whether they act with integrity and professionalism in their dealings with prospective and enrolled international tertiary ākonga.
  - Whether they have engaged in any activity or conduct that, in the opinion of the signatory, is or may be in breach of the law or that jeopardises the signatory's compliance with the Code.
- Managing the education agents by:
  - Terminating contracts with an agent if there is evidence which, on balance of probabilities, shows that the education agent has been involved in any serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the law, or has jeopardised the signatory's compliance with the code.

- Taking appropriate action to address misconduct by act or an omission by an education agent in relation to the other matters ensuring that its education agents have access to, and maintain, up-to-date information relevant to their duties as specified in the contracts with the signatory.

Exemplary practice includes clearly documented processes and forms for processing applications and managing education agents.





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

Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Practice and evidence in place

100%

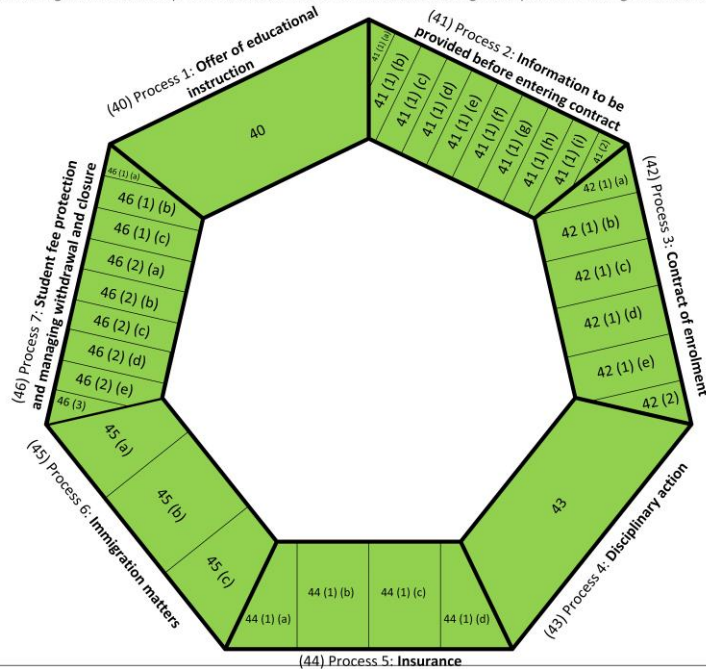
Practice in place, further evidence required

0%

Practice and evidence required

0%

OUTCOME 10: Offer, enrolment, contracts, insurance and visa  
Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.



Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
<b>Outcome 10: Offer, enrolment, contracts, insurance and visa</b>	
Process 1: Offer of educational institution	Compliance
Process 2: Information to be provided before entering contract	Compliance
Process 3: Contract of enrolment	Compliance
Process 4: Disciplinary action	Compliance
Process 5: Insurance	Compliance
Process 6: Immigration matters	Compliance
Process 7: Student fee protection and managing withdrawal and closure	Compliance

Figure 43 Outcome 10 Summary

## Outcome 10 - Process 1: Offer of educational instruction



Figure 44 Outcome 10 - Process 1

In 2022 100% of Code clauses related to offering educational instruction to international ākonga self-reviewed by business divisions had practice in place and triangulated evidence for this practice.

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



## Outcome 10 - Process 2: Information to be provided before entering contract

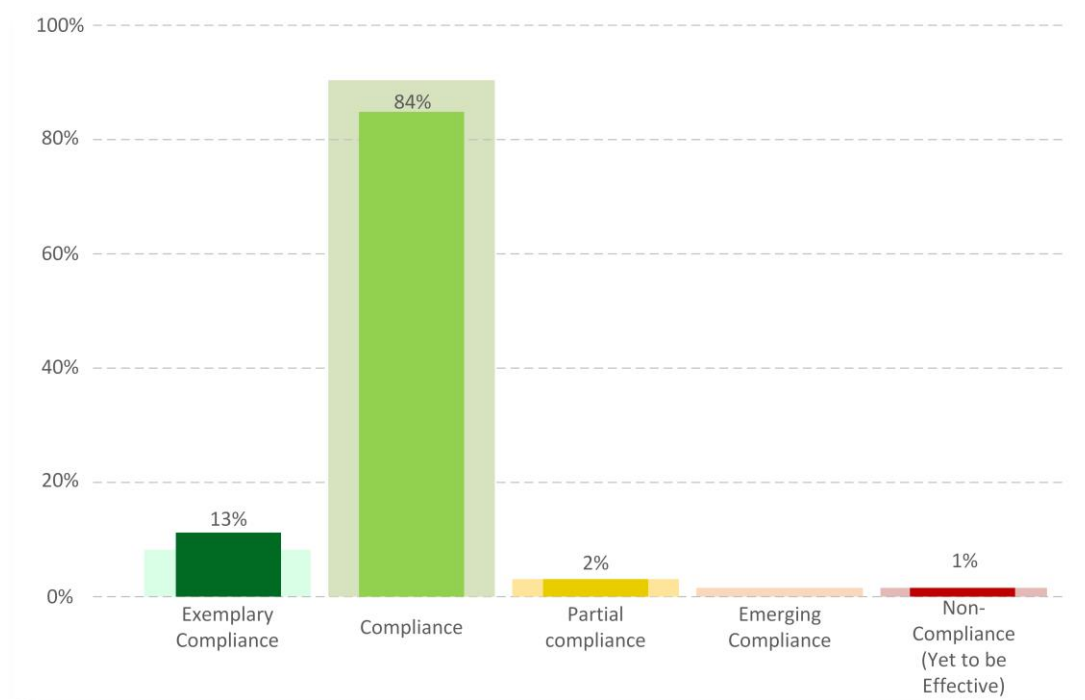


Figure 45 Outcome 10 - Process 2

In 2022 99% of Code clauses pertaining to information provided to international ākonga before entering a contract self-reviewed by business divisions had practice in place, with 97% having triangulated evidence for this practice.

Very high compliance demonstrates that Te Pūkenga has triangulated evidence that learners (and their parents or legal guardians for under 18-year-old ākonga) receive accurate, timely and tailored information prior to entering into a contract about:

- Recent Quality Assurance evaluations.
- Quality improvement or compliance notices and conditions imposed under the Act.
- The education provided and its outcome.
- Refund conditions.
- Staffing, facilities and equipment.
- Services and supports.
- Insurance and visa requirements.
- The Dispute Resolution Scheme.
- Full costs related to the offer.
- Learner rights and obligations, including rights under the Code.

Exemplary practice includes all of the above information in clear and plain English within relevant documents, backed-up with the opportunity to ask questions and gain clarification from dedicated international kaimahi through the process.

## Outcome 10 - Process 3: Contract of enrolment

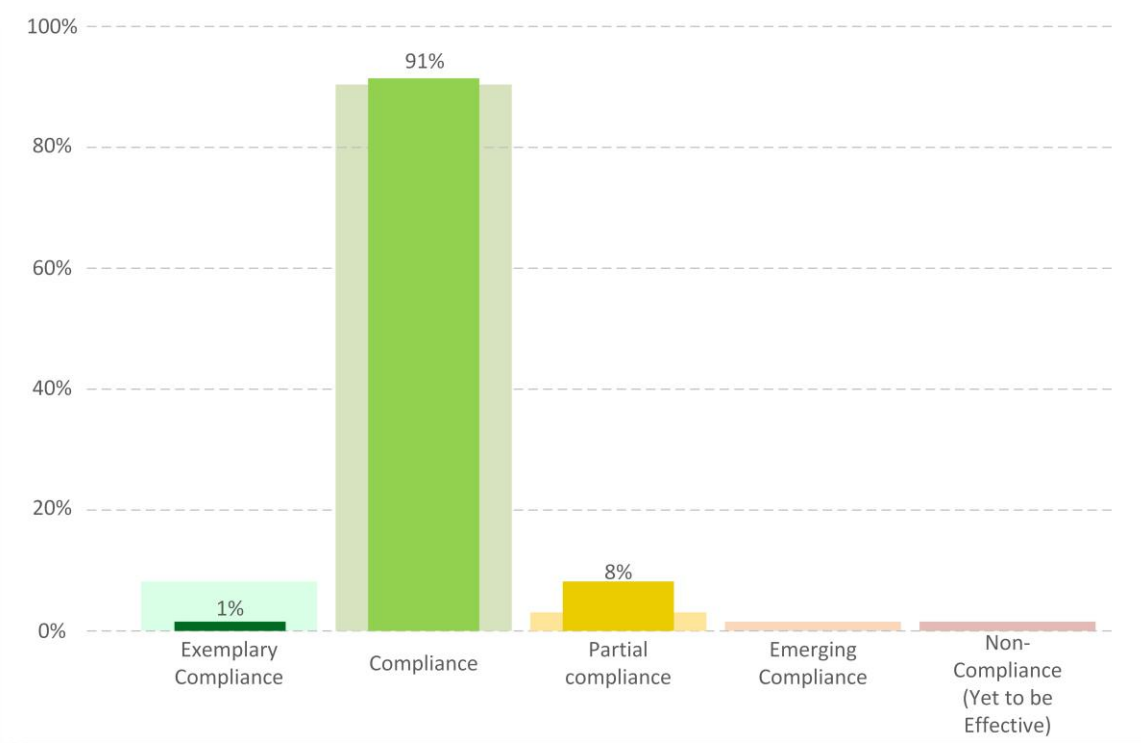


Figure 46 Outcome 10 - Process 3

In 2022 100% of Code clauses on contracts of enrolment for international ākonga self-reviewed by Business Divisions had practice in place, with 92% having triangulated evidence for this practice.

Very high compliance demonstrates that international ākonga contracts are fair and reasonable and include:

- Clear information about the beginning and end dates of enrolment.
- Grounds for terminating the contract of enrolment.
- The circumstances under which the learner's conduct may be in breach of the contract.
- The type of disciplinary action, short of contract termination, that may be taken against an ākonga.
- The process that Te Pūkenga must follow when seeking to terminate the contract or take disciplinary action.

Exemplary practice includes all of the above information in clear and plain English within the enrolment contract, backed-up with the opportunity to ask questions and gain timely clarification from dedicated international kaimahi through the process.

## Outcome 10 - Process 4: Disciplinary action



Figure 47 Outcome 10 - Process 4

In 2022 100% of Code clauses relating to disciplinary action, self-reviewed by business divisions, had practice in place and triangulated evidence for this practice.

Total compliance demonstrates that any process undertaken for terminating the contract of enrolment or for taking disciplinary action is in accordance with the principles of natural justice, including prompt, considered, and fair resolution of the matter that is the subject of the action.



## Outcome 10 - Process 5: Insurance



Figure 48 Outcome 10 - Process 5

In 2022 100% of Code clauses relating to insurance self-reviewed by business divisions had practice in place and triangulated evidence for this practice.

Total compliance demonstrates that Te Pūkenga has confidence that each enrolled international ākonga has appropriate insurance covering:

- Ākonga travel to and from New Zealand, within New Zealand and any travel that is part of their educational instruction, outside New Zealand.
- Medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation.
- Repatriation or expatriation as a result of serious illness or injury including travel costs incurred by whānau assisting repatriation or expatriation.
- Death, including travel costs of whānau to and from New Zealand, costs of repatriation or expatriation of the body and funeral expenses.

Exemplary practice includes all of the above covered in insurance policies in clear and plain English with the opportunity to ask questions and gain clarification from dedicated international kaimahi through the process. Some business divisions have a 'preferred provider' for ākonga insurance. Exemplary practice also includes 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.

## Outcome 10 - Process 6: Immigration matters

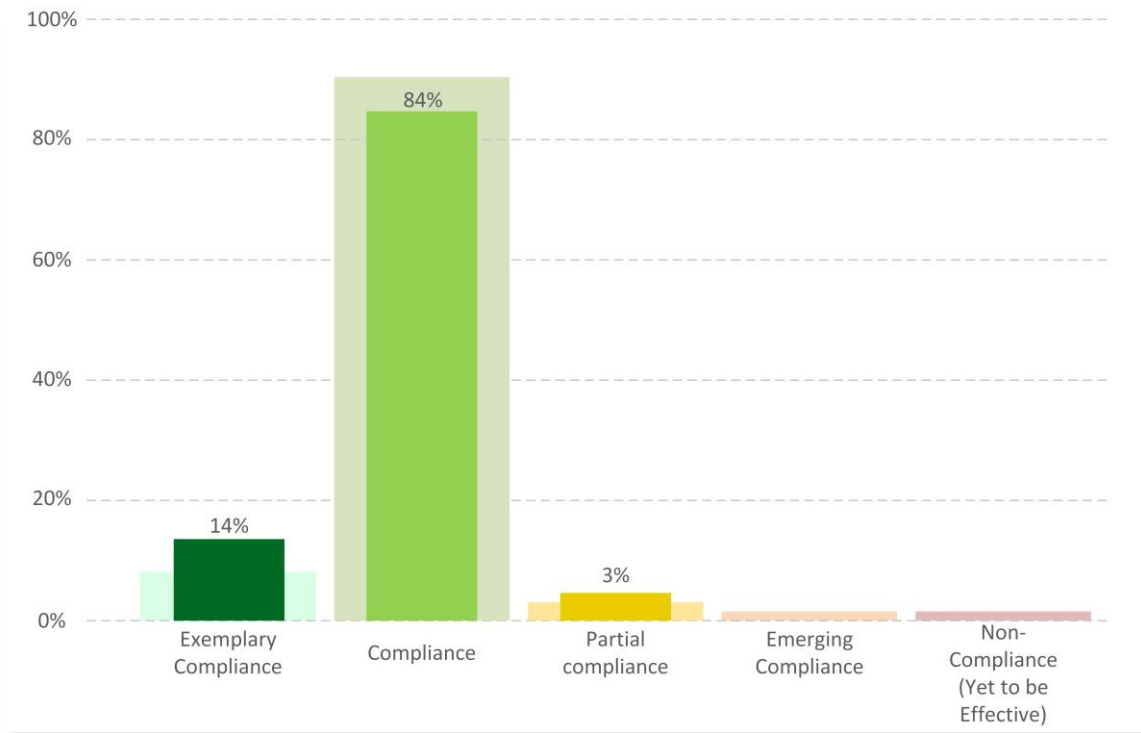


Figure 49 Outcome 10 - Process 6

In 2022 100% of Code clauses pertaining to immigration matters self-reviewed by business divisions had practice in place, with 98% having triangulated evidence for this practice.

Very high compliance demonstrates that business divisions ensure that international ākonga are entitled to study in Aotearoa New Zealand and meet the Immigration Act 2009 including:

- Ensuring each international ākonga who enrolls with Te Pūkenga has the necessary immigration status for study in Aotearoa.
- Reporting to Immigration New Zealand known or suspected breaches of visa conditions.
- Notifying Immigration New Zealand of terminations of enrolment.

Exemplary practice includes 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.

## Outcome 10 - Process 7: Student fee protection and managing withdrawal and closure



Figure 50 Outcome 10 - Process 7

In 2022 98% of Code clauses pertaining to student fee protection and managing withdrawal and closure self-reviewed by business divisions had practice in place, with 95% having triangulated evidence for this practice.

Very high compliance demonstrates that business divisions ensure that:

- Fees paid by international ākonga are secure and protected in the event of withdrawal or ending of educational instruction or the closure of the signatory.
- Its refund policies are fair and reasonable and include conditions for:
  - Failure by an international ākonga to obtain a study visa.
  - Voluntary withdrawal of an international learner.
  - The signatory ceasing to provide a course of educational instruction.
  - The signatory ceasing to be a signatory.
  - The signatory ceasing to be a provider.
  - Refunds for services not delivered.
  - Refunds for unused portions of fees.
- It provides ākonga (or whānau where appropriate) with sufficient information to understand the rights and obligations under those refund policies.

One business division has identified non-compliance in relation to providing information to ākonga, about where the signatory may 'cease to be a signatory'. They are seeking wording clarification given the transition to Te Pūkenga.



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

Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

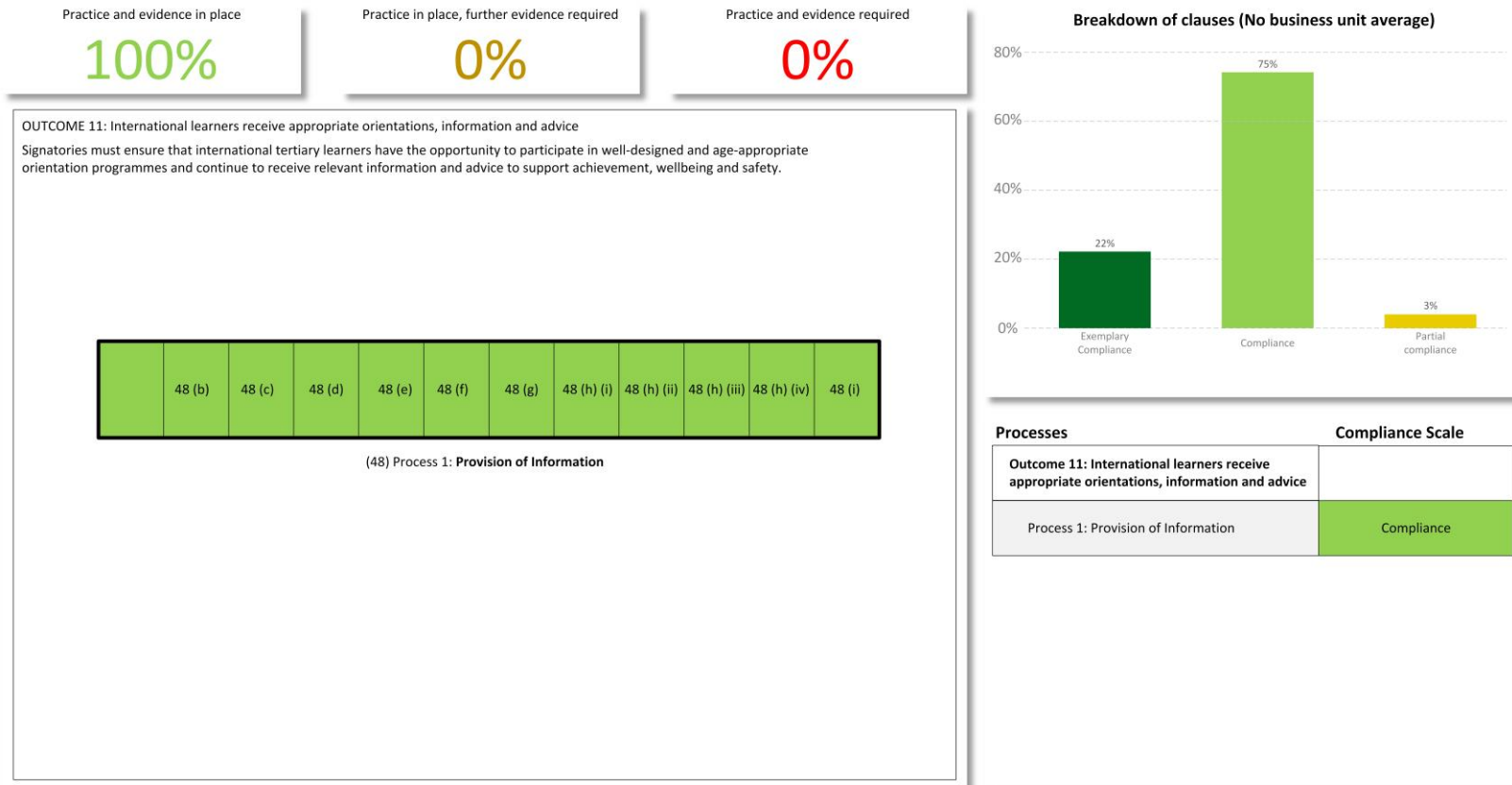


Figure 51 Outcome 11 Summary

## Outcome 11 - Process One : Provision of information

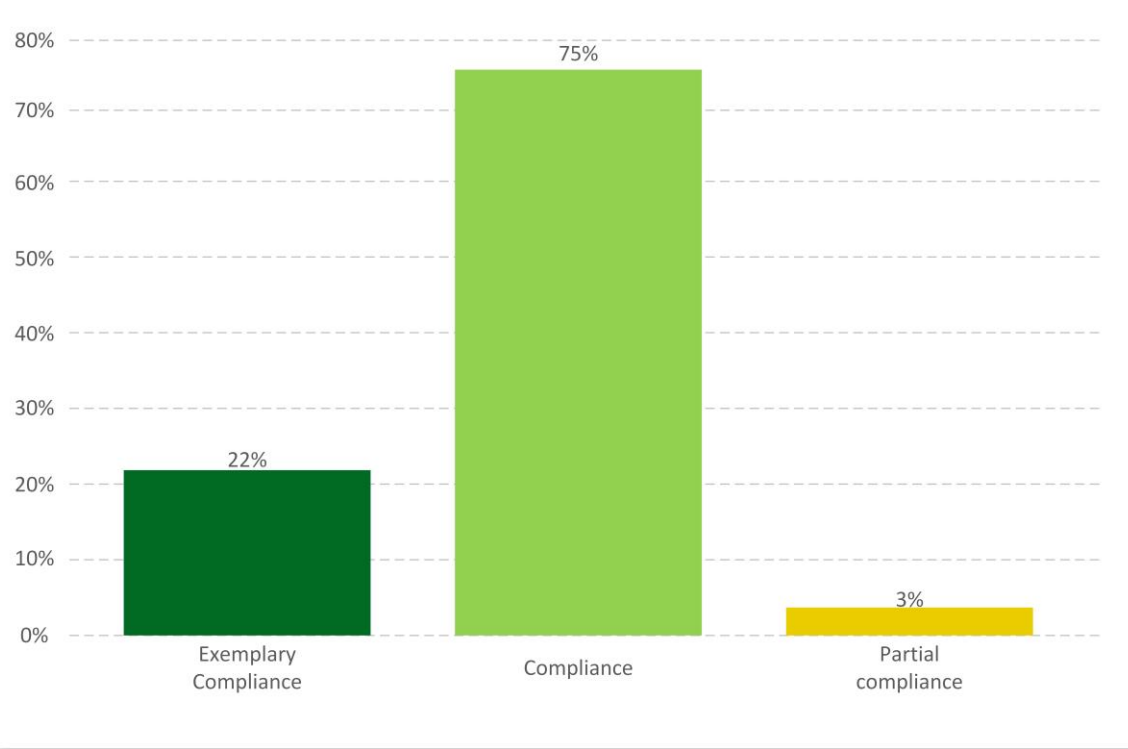


Figure 52 Outcome 11 - Process 1

In 2022 100% of Code clauses on the provision of information for international ākongā self-reviewed by business divisions had practice in place, with 97% having triangulated evidence for this practice.

Very high compliance shows that business divisions ensure ākongā receive appropriate orientations, information, and advice that:

- Is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse ākongā.
- Is appropriate to the needs of the learner (or the parents or legal guardian of international learners under 18 years) within the particular learning, communal and residential context.
- Includes the names and contact details of designated staff members.
- Includes health and safety information (including in relation to any disabilities or impairments ākongā may have).
- Includes information about the termination of enrolment.
- Includes information about their legal rights and obligations and, where possible, the risks when ākongā receive or accept advice or services.
- Includes information about ākongā rights and entitlements, including any entitlement to a fee refund, if ākongā voluntarily withdraw from the educational instruction.
- Includes full information and advice on:
  - All relevant policies of the signatory.
  - The services, support, and facilities that the signatory offers.

- And where applicable:
  - How to adjust to a different cultural environment.
  - Minimum wages and labour conditions in New Zealand.
  - Maximum hours of work permitted under visa conditions.
  - How to access information and support regarding employment.
  - How to report misconduct by employers.
- For an international tertiary ākonga under 18 years, ensures where applicable, that any parent, legal guardian, or residential caregiver has access to the information, advice or programme provided to ākonga.

There is a wide range of exemplary practice in relation to orientation and providing information and advice. This starts from kaimahi building relationships with ākonga before they arrive in Aotearoa New Zealand, including introductions with photos and individualised messages. Innovative and enjoyable orientations are outlined in self-reviews, where relationships are built between ākonga, and with kaimahi. Relevant information is provided, using mixed-media, backed up with activities and online resources and effective tracking of which ākonga have engaged with orientation opportunities are described. There is also the provision of free online ‘preparation for study’ modules for ākonga to work through. Some providers reinforce early engagement with regular follow-up lunches, ensuring ākonga are integrating well into their community and can easily ask any questions.



## Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

Practice and evidence in place

96%

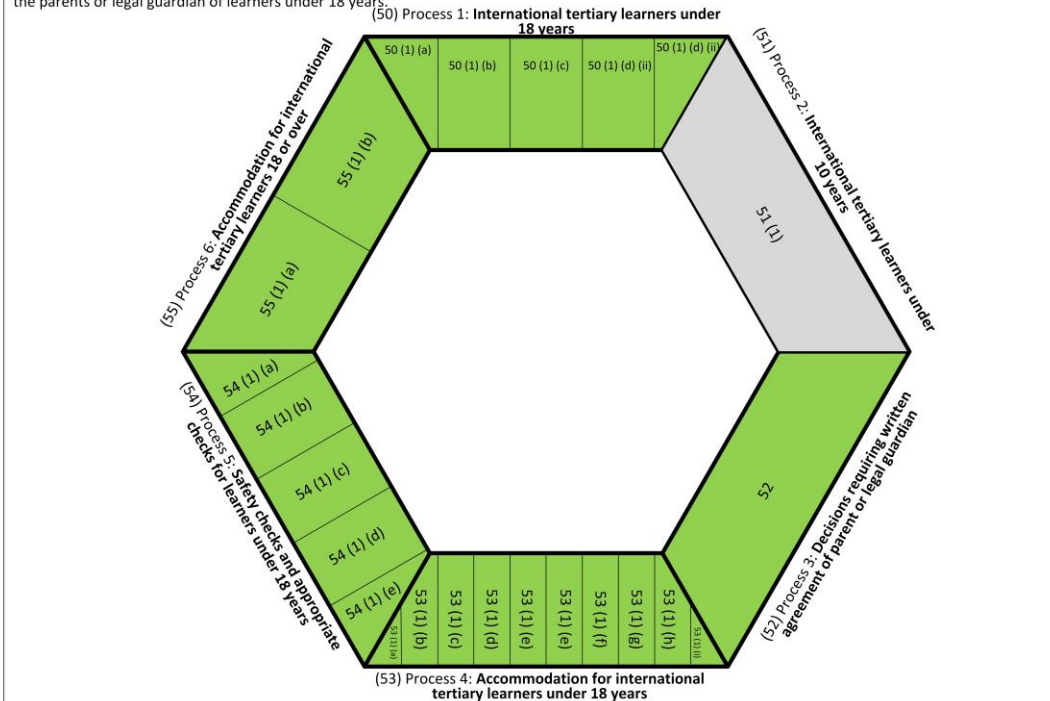
Practice in place, further evidence required

0%

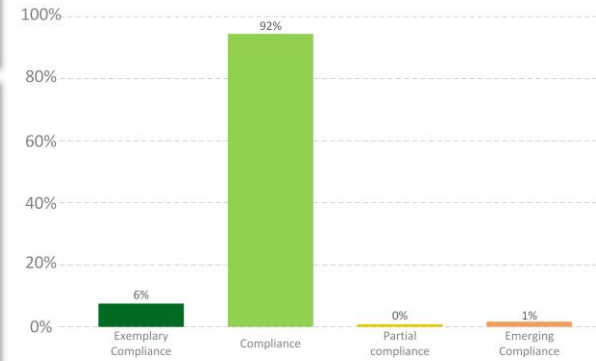
Practice and evidence required

0%

OUTCOME 12: Safety and appropriate supervision of international tertiary learners  
Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.



Breakdown of clauses (No business unit average)



### Processes

### Compliance Scale

Processes	Compliance Scale
Outcome 12: Safety and appropriate supervision of international tertiary learners	
Process 1: International tertiary learners under 18 years	Compliance
Process 2: International tertiary learners under 10 years	Not Applicable
Process 3: Decisions requiring written agreement of parent or legal guardian	Compliance
Process 4: Accommodation for international tertiary learners under 18 years	Compliance
Process 5: Safety checks and appropriate checks of learners under 18 years	Compliance
Process 6: Accommodation for international tertiary learners 18 or over	Compliance

Figure 53 Outcome 12 Summary

## Outcome 12 - Process 1: International tertiary learners under 18 years



Figure 54 Outcome 12 - Process 1

In 2022 100% of Code clauses related to international tertiary ākonga under 18 years self-reviewed by business divisions had practice in place, with 95% having triangulated evidence for this practice.

Very high compliance demonstrates that additional practices for international ākonga under 18 years are in place, including:

- Not enrolling an international tertiary learner over the age of 10 but under the age of 18 years who does not live with a parent or legal guardian.
- Maintaining effective communications with a parents, legal guardian, or residential caregiver concerning ākonga wellbeing and progress in study.
- Ensuring that at least one staff member is designated to proactively monitor and address any concerns about ākonga.
- If international tertiary ākonga are in the care of a residential caregiver, ensuring that a plan is in place for the transfer of care of the learner from the residential caregiver to their parent or legal guardian, or another person approved by the parent or legal guardian, for:
  - Each transfer that occurs during the period of enrolment.
  - The transfer that occurs at the end of enrolment.
  - Ensuring that the parent or legal guardian is notified of each transfer plan.

Exemplary practice includes having dedicated staff to manage under 18-year-old international ākonga and appropriate engagement with their parents or guardians. There are robust processes for building and maintaining relationships with under 18-year-old ākonga and regular monitoring, recording and reporting about engagement, attendance, progression and concerns that ensures the level of care, supports as far as is possible, that the ākonga can be safe, successful and well.

### Outcome 12 - Process 2: International tertiary learners under 10 years - Not Applicable

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 diagram above.

### Outcome 12 - Process 3: Decisions requiring written agreement of parent or legal guardian

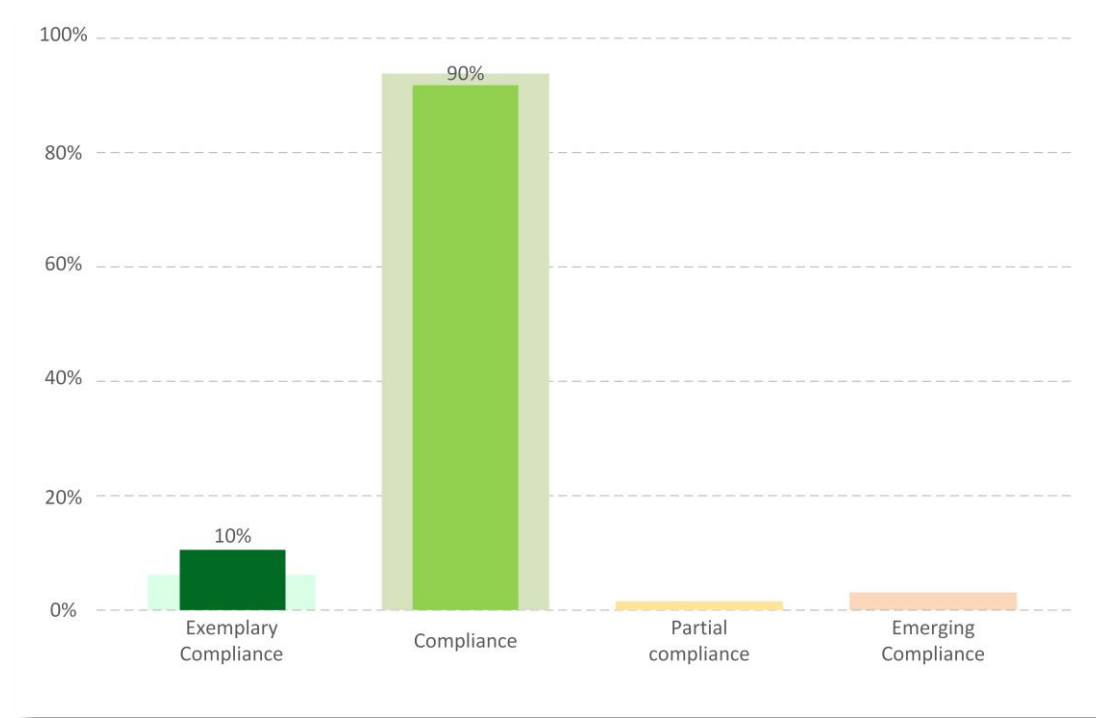


Figure 55 Outcome 12 - Process 3

In 2022 100% of Code clauses on decisions requiring written agreement of a parent or legal guardian self-reviewed by business divisions had practice in place, with triangulated evidence for this practice.

Total compliance demonstrates that business divisions obtain the written agreement of the parent or legal guardian of an international tertiary learner under 18 years, with respect to decisions affecting them.

## Outcome 12 - Process 4: Accommodation for international tertiary learners under 18 years

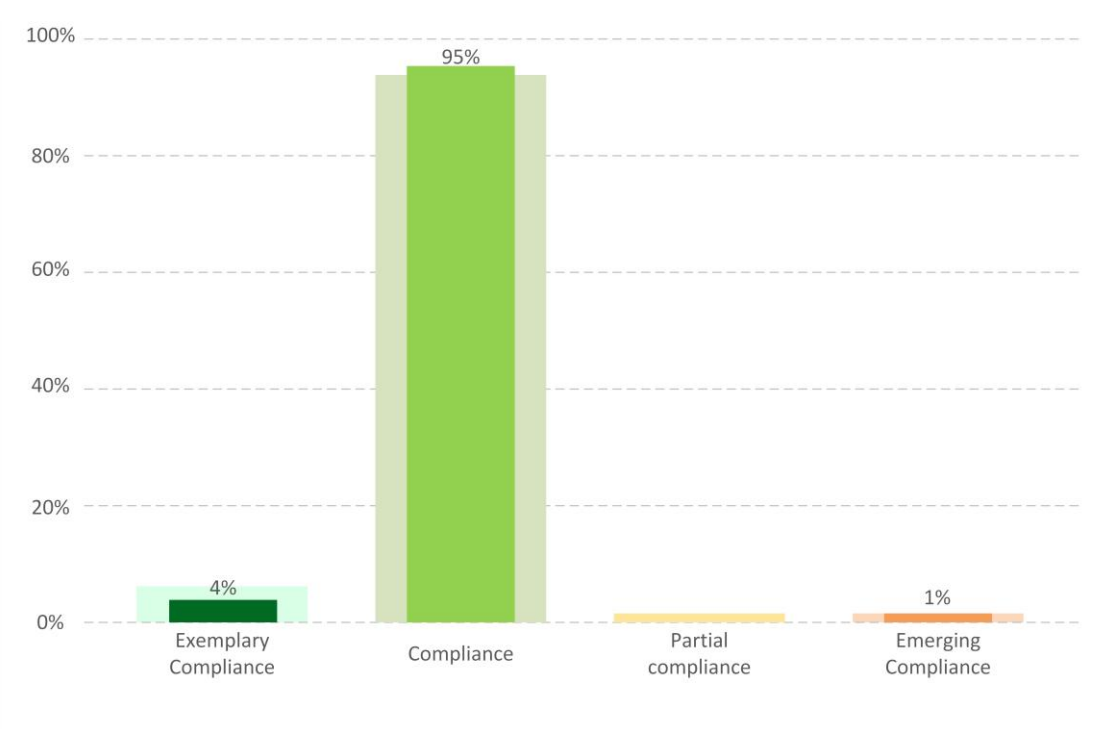


Figure 56 Outcome 12 - Process 4

In 2022 100% of Code clauses relating to accommodation for international tertiary learners under 18 years self-reviewed by business divisions had practice in place, with 99% having triangulated evidence for this practice.

Very high compliance demonstrates practices are in place for each ākongā who is in the care of a residential caregiver while living in accommodation that:

- Ensures that the learner's accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements.
- Ensures that the safety checks are completed and up to date.
- Ensures that an appropriate check is completed and is up to date for each person who is 18 years or over and who resides at the residential caregiver's accommodation, for the purpose of ensuring the safety of the learner.
- A written agreement with the residential caregiver specifies the role and responsibilities of each party in relation to the care of the learner.
- Maintains effective communication with the learner and the learner's parent or legal guardian when accommodation issues arise, and take responsibility for addressing those issues, including reporting them to relevant authorities and moving learners to appropriate accommodation.
- Conducts sufficient learner interviews and home visits to monitor and review the quality of residential care, taking into consideration the age of the learner, the length of the stay, and other relevant factors.
- If the learner's residential caregiver is a designated caregiver ensures that the parent or legal guardian of the learner has provided written agreement that the designated caregiver will be subject to Te Pūkenga's approval and that Te Pūkenga is not responsible for the learner's day-to-day care when the learner is in the custody of the designated caregiver.

- If the learner’s residential caregiver is a supervisor, Te Pūkenga ensure that the parent or legal guardian of the ākonga has provided written agreement that the signatory is not responsible for the learner’s day-to-day care when the learner is in the custody of that supervisor.
- Ensures that there is appropriate separation of international tertiary residents from others of different ages in the accommodation.
- Ensures that the resident is appropriately supervised in the accommodation.





## Outcome 12 - Process 5: Safety checks and appropriate checks for learners under 18 years



Figure 57 Outcome 12 - Process 5

In 2022 100% of Code clauses relating to checks for ākonga under 18 years self-reviewed by business divisions had practice in place, with 98% having triangulated evidence for this practice.

Very high compliance demonstrates that safety checks for residential caregivers include:

- Confirmation of identity.
- A reference check that includes contacting at least one of the following persons or bodies for the purpose of obtaining information that the signatory considers relevant to a risk assessment:
  - The residential caregiver's current or previous employer, professional body, or registration authority.
  - The licensing authority that is relevant to the residential caregiver's business or professional activities.
  - A person who is not related to the residential caregiver.
- A police vet, to obtain information that is relevant to a risk assessment.
- An interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment.
- A risk assessment that takes into account all of the information that was obtained to determine whether the residential caregiver poses a risk to the safety of ākonga.

## Outcome 12 - Process 6: Accommodation for international tertiary learners 18 or over

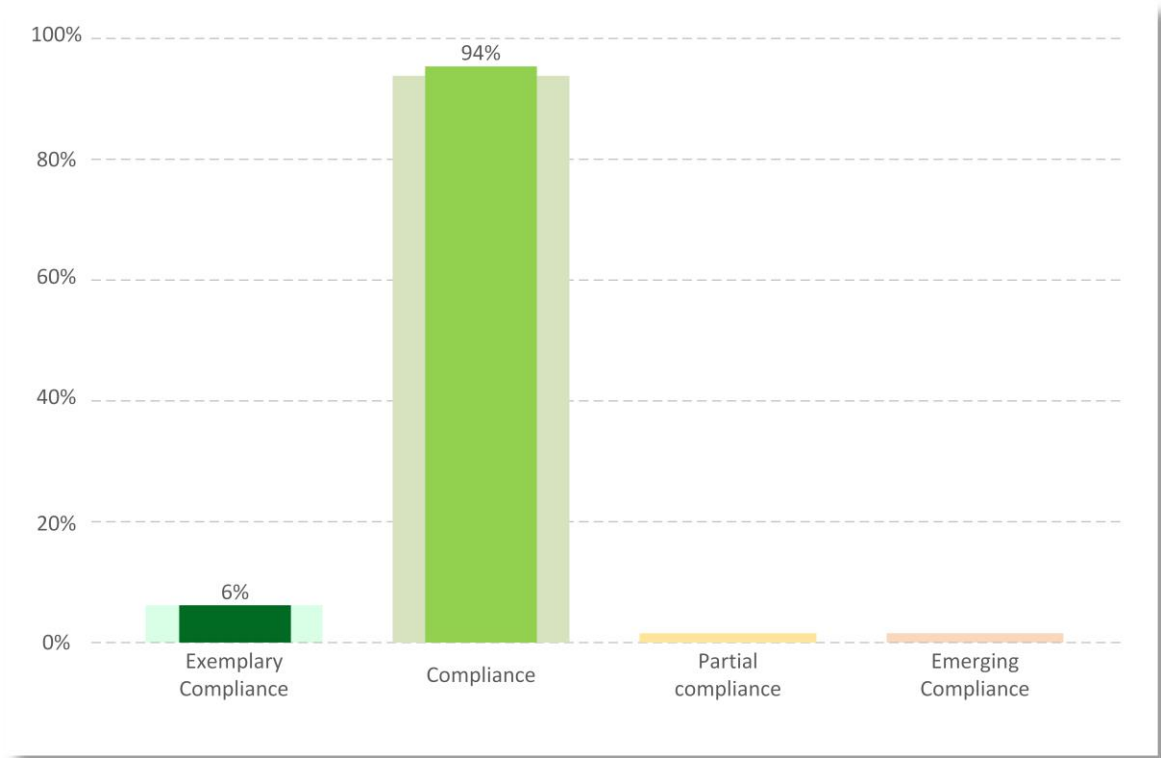


Figure 58 Outcome 12 - Process 6

In 2022 100% of Code clauses on accommodation for international tertiary ākonga 18 or over self-reviewed by business divisions had practice in place, with triangulated evidence for this practice.

Total compliance demonstrates that business divisions ensure ākonga accommodation is safe, is in appropriate condition, and meets all regulatory and legislative requirements. It also demonstrates that effective communication is maintained with ākonga when accommodation issues arise, and responsibility is taken for addressing those issues, including reporting them to relevant authorities.



# **Mahere Mahi ā-Motu** **| National Action Plan**

## National Pastoral Code Action Plan 2023

Detailed actions raised in the self-review process have been recorded and will be monitored. This action plan outlines the summarised, prioritised national actions. Business divisions have developed individual actions plans in Protecht, which will be tracked throughout the year.

Table 2 Pastoral Code Acton Plan 2023

Framework Focus Area	Related Code Framework Action Areas	Related Pastoral Code Outcome	Action/s	Measure	Timeframe	Role Responsible
<b>Data Driven Decisions &amp; Actions</b>	<ul style="list-style-type: none"> <li>Robust &amp; Inclusive Self-review &amp; reporting</li> <li>Effective &amp; user-friendly reporting tools</li> <li>Effective &amp; up to date monitoring &amp; reporting</li> </ul>	All	<ul style="list-style-type: none"> <li>Complete the 2023 Self-review with Attestation</li> <li>Investigate options for publishing documents in accessible formats on Te Pūkenga website</li> </ul>	<ul style="list-style-type: none"> <li>Self-review with Action Plan is completed and published</li> <li>Attestation provided to NZQA</li> <li>Options for accessible formats evaluated and actioned where possible</li> </ul>	31 May 2023	Andrew McSweeney, Deputy Chief Executive Learner Employer Experience & Attraction
					31 May 2023	
					20 Dec 2023	
<b>Build &amp; Maintain Partnerships/ Partnering</b>  <b>Build on service Excellence and continuous improvement</b>	<ul style="list-style-type: none"> <li>All ākonga, with whānau</li> <li>Clear, enabling &amp; accountable policy and guidance</li> <li>Clear, enabling &amp; accountable policy and guidance</li> </ul>	Outcome 2: Learner Voice	<ul style="list-style-type: none"> <li>Develop, publish and implement the Pastoral Code Framework &amp; suite of associated policies</li> <li>Develop and implement a sustainable national Learner Voice and Partnering framework</li> <li>Continue to develop unified learner voice systems across the network, particularly in the WBL areas</li> <li>Increase collaboration with residents in accommodation</li> </ul>	Implementation plan delivered for: <ul style="list-style-type: none"> <li>Code Framework</li> <li>Pastoral Care Policy</li> <li>Ākonga Conduct Guidance</li> <li>Learner Voice &amp; Partnering Policy</li> <li>Learner Networks and Lead Bodies established</li> </ul>	20 December 2024  20 December 2024	Andrew McSweeney, Deputy Chief Executive Learner Employer Experience & Attraction
<b>Engage Educate &amp; Facilitate Code Compliance.</b>	<ul style="list-style-type: none"> <li>Capable / Fully trained Kaimahi</li> <li>Appropriate resourcing and expectation</li> </ul>	All	<ul style="list-style-type: none"> <li>Complete a Pastoral Code Capability Gap Analysis</li> <li>Develop a Pastoral Code Capability Plan</li> <li>Appropriate resourcing and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Code Capability Gap Analysis completed.</li> <li>Pastoral Code Capability and implementation Plan completed</li> <li>Facilitate access to NZQA Complaints workshops, including the Disputes Resolution Scheme</li> </ul>	30 May 2023	Andrew McSweeney, Deputy Chief Executive Learner Employer Experience & Attraction
					30 June 2023	
					30 June 2023	

<p><b>Engage Educate &amp; Facilitate Code Compliance</b></p>	<ul style="list-style-type: none"> <li>• Clear, enabling, and accountable policy and guidance</li> </ul>	<p>Outcomes 5-7: Student Accommodation</p>	<ul style="list-style-type: none"> <li>• Develop &amp; implement unified administrative practices and accommodation contracts including third party provider requirements and MOUs in student accommodation</li> <li>• Continue to grow communities of practice across network</li> </ul>	<ul style="list-style-type: none"> <li>• Unified administrative practices and accommodation contracts including third party provider requirements and MOUs in student accommodation</li> </ul>	<p>30 September 2023</p>	<p>Deputy Chief Executive Learner Employer Experience &amp; Attraction</p> <p>Deputy Chief Executive, Learner People and Culture, Te Pūkenga</p>
<p><b>Engage Educate &amp; Facilitate Code Compliance</b></p> <p><b>Build on service Excellence and continuous improvement</b></p> <p><b>Review and Develop ākongā-Centric systems</b></p>	<ul style="list-style-type: none"> <li>• Effective and up to date monitoring and reporting</li> </ul>	<p>Outcome 1: Learner Wellbeing and Safety System</p>	<ul style="list-style-type: none"> <li>• Develop a unified critical incidents process and register.</li> </ul>	<ul style="list-style-type: none"> <li>• Unified critical incidents process and register in place.</li> </ul>	<p>30 September 2023</p>	<p>Deputy Chief Executive, Learner Employer Experience Attraction</p> <p>Deputy Chief Executive, Quality</p> <p>Deputy Chief Executive, Chief People Officer</p>

# Ngā Tāpirihanga | Appendices

## Appendix 1 – The Code Definitions

Table 3 The Code Definitions

	Definition
<b>Accommodation Staff</b>	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.
<b>Act</b>	means the Education and Training Act 2020
<b>Code administrator process</b>	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
<b>contract of enrolment between international learners and</b>	(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 (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
<b>Designated caregiver</b>	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.
<b>Disabled or disability</b>	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)
<b>Disputes Resolution Scheme</b>	means the student contract Dispute Resolution Scheme established under section 536 of the Act.
<b>Diverse</b>	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.

<b>Education agent</b>	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.
<b>Educational instruction includes any</b>	<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>
<b>Education quality assurance</b>	agency means an agency or agencies authorised by the Act to exercise quality assurance functions in respect of providers.
<b>Expatriation</b>	in relation to international learners means the process of moving a person from one country or locality to another.
<b>Fee protection mechanism</b>	means a mechanism approved in rules made under section 452(1)(e) of the Act.
<b>Homestay</b>	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.
<b>House rules</b>	mean the house rules put in place by an accommodation provider of exempt student accommodation under section 5B of the Residential Tenancies Act 1986.
<b>Learner</b>	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.
<b>Learner 'at risk'</b>	<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>
<b>Learner environment</b>	refers to the diverse physical and digital locations (e.g., teaching and learning, communal, and student accommodation), contexts, and cultures in which students learn.
<b>Legal guardian</b>	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.



<b>Licensed hostel</b>	means a school hostel that is licensed under the Education (Hostels) Regulations 2005.
<b>Mana</b>	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.
<b>Practices</b>	mean the policies and processes implemented by the institution to realise the outcomes set out in this code.
<b>Resident</b>	means a learner who resides in student accommodation.
<b>Residential caregiver</b>	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
<b>Routine check</b>	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.
<b>Signatory</b>	means a provider that has been approved by this code administrator to enrol international learners as a signatory to this code.
<b>Stakeholder</b>	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.
<b>Student accommodation</b>	means student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986.
<b>Tikanga</b>	means Māori customary systems of values and practices.
<b>Wellbeing and safety</b>	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.

<b>Welfare check</b>	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.
<b>Welfare management plan</b>	<p>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.</p> <p>(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.</p>

## Appendix 2 – Compliance Scale Rubric

Table 4 Compliance Scale Rubric

Title	Description	Practice	Evidence Strength	Weighting	Action Focus
Exemplary Compliance	Having both practice(s) and evidence to demonstrate exemplary compliance for this clause.	Practice outlines activity to exceed Code requirement	Evidence demonstrates exemplary Code compliance. Quantitative and qualitative evidence is triangulated	5	No action required for compliance. Exemplary outcomes may be shared across the network
Compliance	Having both practice(s) and evidence to demonstrate compliance for this clause.	Practice outlines activity to meet Code requirement	Evidence demonstrates Code compliance. Quantitative and qualitative evidence is triangulated	4	No action required for compliance. (e.g., there may be aspirational actions in your plan.)
Partial Compliance	Practice(s) are in place and some evidence to demonstrate compliance for this clause.	Practice outlines activity to meet Code requirement	Some evidence is provided to demonstrate Code conformance. Further qualitative or quantitative evidence is needed.	3	Enhance evidence gathering and/or reporting and monitoring.
Emerging Compliance	Practice/s are in place with no evidence to demonstrate compliance for this clause.	Practice outlines activity to meet Code requirement	Evidence of the impact/effect of practice is yet to be delivered. Both quantitative and qualitative evidence is needed.	2	Establish evidence gathering and/or reporting and monitoring.
Non-Compliant Yet to Be Effective	No practice and no evidence to demonstrate compliance for this clause.	Practice is yet to be delivered	Evidence is yet to be delivered	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

### Partnership/partnering Scale

Table 5 Partnership / Partnering Scale

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1	Yet to identify this ākonga/stakeholder group
2	Ākonga/stakeholder group identified, yet to build a sustainable relationship and gather relevant data
3	Developing relationship with ākonga/stakeholder 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

Table 6 Ākonga Rubric

Qualifier and Quantifier Title	Quantitative	Qualitative	Question	Weighting Description
Clause has been reviewed by staff without ākonga for 2022	<ul style="list-style-type: none"> <li>- All ākonga:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<p>Anecdotal evidence</p> <p><i>Consider sample size, representativeness and quality of evidence.</i></p>	What does the evidence tell us about how effectively we impacted ākonga wellbeing and safety? How did this impact on outcomes?	<b>Staff have scored this clause 1-5</b> using the compliance table above.
Ākonga -All	<ul style="list-style-type: none"> <li>- All ākonga:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<p>All ākonga:</p> <p>Focus groups</p> <p>Hui with minutes</p> <p><i>Consider sample size &amp; representativeness</i></p>	What does our practice and the evidence tell us about how effectively we impacted ākonga wellbeing and safety? How did this impact on outcomes?	Collaboratively score yourselves 1-5 based on how well you meet this clause using the compliance table above.
Ākonga Māori	<ul style="list-style-type: none"> <li>- Ākonga Māori:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<p>Ākonga Māori:</p> <p>Focus groups</p> <p>Hui with minutes</p> <p><i>Consider sample size &amp; representativeness</i></p>	What does our practice and the evidence tell us about how effectively we impacted ākonga Māori wellbeing and safety? How did this impact on outcomes?	Collaboratively score yourselves 1-5 based on how well you meet this clause using the compliance table above.

<p>Ākonga Pacific</p>	<ul style="list-style-type: none"> <li>- Ākonga Pacific:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<p>Ākonga Pacific: Focus groups Hui with minutes</p> <p><i>Consider sample size &amp; representativeness</i></p>	<p>What does the evidence tell us about how effectively we impacted ākonga Pacific wellbeing and safety? How did this impact on outcomes?</p>	<p>Collaboratively score yourselves 1-5 based on how well you meet this clause using the compliance table above.</p>
<p>Ākonga Disabled</p>	<ul style="list-style-type: none"> <li>- Ākonga Disabled:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<p>Ākonga Disabled: Focus groups Hui with minutes</p> <p><i>Consider sample size &amp; representativeness</i></p>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga disabled wellbeing and safety? How did this impact on outcomes?</p>	<p>Collaboratively score yourselves 1-5 based on how well you meet this clause using the compliance table above.</p>
<p>Ākonga other relevant ie gender, international</p>	<ul style="list-style-type: none"> <li>- Ākonga other:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> <li>-</li> </ul>	<p>Ākonga other: Focus groups Hui with minutes</p> <p><i>Consider sample size &amp; representativeness</i></p>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga (special population) wellbeing and safety? How did this impact on outcomes?</p>	<p>Collaboratively score yourselves 1-5 based on how well you meet this clause using the compliance table above.</p>

## Stakeholders

Table 7 Stakeholder Rubric

Qualifier and Quantifier Title	Quantitative	Qualitative	Question	Weighting Description
Clause has been reviewed by staff without stakeholders for 2022	<ul style="list-style-type: none"> <li>- All ākonga:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- Anecdotal evidence</li> <li>- <i>Consider sample size, representativeness and quality of evidence.</i></li> </ul>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	Staff have scored the business division using the compliance table above.
Employers	<ul style="list-style-type: none"> <li>- Ākonga/industry specific:</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- All ākonga:</li> <li>- Focus groups</li> <li>- Hui with minutes</li> <li>- <i>Consider sample size &amp; representativeness</i></li> </ul>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	Collaboratively score yourselves 1-5 based on how well you meet this clause, using the partnership/partnering scale table above.
Iwi/ Hapu	<ul style="list-style-type: none"> <li>- Ākonga Māori:</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga Māori:</li> <li>- Focus groups</li> <li>- Hui with minutes</li> <li>- <i>Consider sample size &amp; representativeness.</i></li> </ul>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga Māori wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	Collaboratively score yourselves 1-5 based on how well you meet this clause, using the partnership/partnering scale table above.
Pacific	<ul style="list-style-type: none"> <li>- Ākonga Pacific:</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga Pacific:</li> </ul>	<p>What does our practice and the evidence tell us about how effectively</p>	Collaboratively score yourselves 1-5 based on

	<ul style="list-style-type: none"> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- Focus groups.</li> <li>- Hui with minutes</li> <li>- <i>Consider sample size &amp; representativeness.</i></li> </ul>	<p>we impacted ākonga Pacific wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	<p>how well you meet this clause, using the partnership/partnering scale table above.</p>
Disabled	<ul style="list-style-type: none"> <li>- Ākonga Disabled:</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga Disabled:</li> <li>- Focus groups</li> <li>- Hui with minutes</li> <li>- <i>Consider sample size &amp; representativeness</i></li> </ul>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga disabled wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	<p>Collaboratively score yourselves 1-5 based on how well you meet this clause, using the partnership/partnering scale table above.</p>
Other relevant Stakeholders – professional bodies, advisory and community groups	<ul style="list-style-type: none"> <li>- Ākonga other (specific):</li> <li>- Survey Data</li> <li>- Success Data</li> <li>- Participation Data</li> <li>- Satisfaction Data</li> <li>- Parity Data</li> </ul>	<ul style="list-style-type: none"> <li>- Ākonga other:</li> <li>- Focus groups</li> <li>- Hui with minutes</li> <li>- <i>Consider sample size &amp; representativeness</i></li> </ul>	<p>What does our practice and the evidence tell us about how effectively we impacted ākonga (special population) wellbeing and safety?</p> <p>How did this impact on outcomes?</p>	<p>Collaboratively score yourselves 1-5 based on how well you meet this clause, using the partnership/partnering scale table above.</p>