



Te Pūkenga

# Tā Te Pūkenga Arotake Whaiaro 2024

TE PŪKENGĀ CODE SELF-REVIEW REPORT 2024





# Ko Te Pūkenga mātou

## We are Te Pūkenga

---

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

Ko Te Pūkenga tēnei.

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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

### *Nāku iti noa nei, nā*

It is my pleasure to present Te Pūkenga Pastoral Care Code Self-review Report for 2024.

I would like to start with a whakatauki / proverb.

### *Ko koe ki tena, ko ahau ki tēnei kīwai o te kete.*

You at that handle, and I at this handle of the basket.

This whakatauki encapsulates our collaborative approach. It speaks to our sustained efforts to work alongside ākonga in their learning journey and to prioritise their wellbeing and safety.

This is the third annual self-review of our effectiveness in upholding the Code in multiple work-based, online, face-to-face and residential environments. The year-on-year data demonstrates the progress made in the pastoral care of ākonga and the dedication of kaimahi to foster ākonga success.

While 2024 saw a shift away from a centralised model in favour of regional autonomy for delivering vocational education and training, our commitment to supporting ākonga success has remained unwavering. The impressive 'spotlight pages' highlight the real impact of our policies, processes and initiatives, and what a difference they can make.

We are very pleased with the ongoing improvements shown during this self-review cycle. I want to sincerely commend our kaimahi for their dedicated effort to reviewing their practice and daily hard work in supporting ākonga to reach their goals.



**Gus Gilmore**

Tumuaki | Chief Executive Te Pūkenga





# He Whakarāpopotonga

## Executive Summary

Whilst the business divisions that make up the legal entity of Te Pūkenga have been working more independently since the government disestablishment directive in early 2024, we are required to produce one Code annual self-review report for all of Te Pūkenga. It combines the self-review information provided by all business divisions, based on their practice in 2024. Self-reviews included supporting evidence, such as national and local initiatives, policies, and procedures. The required reporting of critical incidents and complaints is included in the relevant Code Outcome commentary.

This report shows that practices are in place across Te Pūkenga to uphold all of the Code Outcomes, with no areas of non-compliance identified for 2024. The business divisions spotlight pages provide examples of these practices in action and demonstrate the difference that quality pastoral care can make for ākonga and their whānau.

There have been positive shifts in compliance levels across most Code Outcomes compared with 2023 data, highlighting our commitment to continuous improvement when upholding the Code and fostering ākonga success, wellbeing and safety.

### Whole-of-provider approach to learner wellbeing and safety

#### Outcome 01:

A learner wellbeing and safety system

**Compliance**

#### Outcome 02:

Learner Voice

**Compliance**

### Wellbeing and safety practices

#### Outcome 03:

Safe, inclusive, supportive, accessible learning environments

**Compliance**

#### Outcome 04:

Learners are safe and well

**Compliance**

### Wellbeing and safety practices in tertiary student accommodation

#### Outcome 05:

A positive, supportive and inclusive environment in student accommodation

**Compliance**

#### Outcome 06:

Accommodation administrative practices and contracts

**Compliance**

#### Outcome 07:

Student accommodation facilities and services

**Compliance**

### Wellbeing and safety practices for international learners

#### Outcome 08:

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

**Compliance**

#### Outcome 09:

Prospective international tertiary learners are well informed

**Compliance**

#### Outcome 10:

Offer, enrolment, contracts, insurance and visa

**Compliance**

#### Outcome 11:

International learners receive appropriate orientations, information and advice

**Compliance**

#### Outcome 12:

Safety and appropriate supervision of international tertiary learners

**Compliance**

Figure 1  
Code Compliance by Outcome  
across Te Pūkenga



# Te Waehere

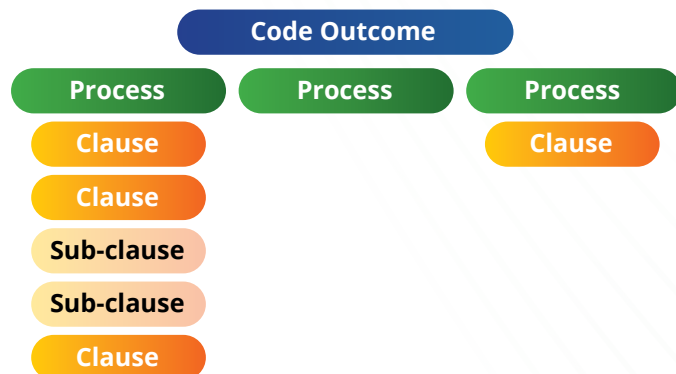
## The Code

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

As a signatory, the Code applies to the activities provided or organised by, or on behalf of a tertiary provider, for enrolled domestic and international tertiary ākonga, whether they are in Aotearoa New Zealand or offshore, as well as residents in student accommodation. As a tertiary provider, signatory of the Code, and a legal entity, Te Pūkenga is required to complete an annual attestation to NZQA declaring that self-reviews of learner wellbeing and safety practices to uphold the Code, have taken place.

There are 12 Code Outcomes that apply to Te Pūkenga.

Within each Code Outcome there are Processes that describe the main objectives of that Outcome. Within each Process there are Clauses, which describe the specific requirements needed to uphold the Code. Some Clauses also have Subclauses to explain more detailed requirements.



These are identified using titles and numbers in the Code document. For example Outcome 1, Process 1, Clause 1, Subclause b is expressed as:

**7 (1)<sup>b</sup>**



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

### Wellbeing and safety

The wellbeing and safety of all ākonga, in all learning and student accommodation environments, is the key focus of the Code, building on more general obligations to keep all kaimahi, ākonga and visitors safe under the Health and Safety at Work Act 2015 (HSWA).

In 2024 Te Pūkenga Wellbeing and Safety goals have remained as:

- Stay connected: Use Te Pūkenga Wellbeing and Safety network and external parties to shape decision-making on risks and opportunities.
- Report on performance: Deliver narrative-based reports that provide insights and enable good decision-making.
- Learn and share: Complete internal reviews using agreed, established methodologies.

The mahi of our frontline people, supported by strong processes and leadership, demonstrates a commitment to good practice when upholding this cornerstone and have resulted in relatively few critical incidents for an organisation as large and diverse as Te Pūkenga.

### Te Tiriti o Waitangi

In 2024 Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework remained in place for business divisions to identify and evaluate how services work 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. As business divisions anticipate a new future some may choose to continue to use Te Pae Tawhiti as a guide, while others will choose alternative pathways to meet this cornerstone of the Code. In 2024 \$3.5 million was allocated to 15 innovative projects across the network to advance Te Tiriti partnership initiatives. These projects aimed to strengthen and grow partnerships with local iwi and hapū, supporting the network's commitment to honouring Te Tiriti o Waitangi and delivering equitable outcomes for ākonga Māori and communities.

### Learner voice

A Te Pūkenga Learner Voice and Partnering Policy was developed to meet the requirements around learner voice and partnering within the Code and supports the adoption of Whiria Ngā Rau. The policy outlines expectations and standards to ensure appropriate ākonga inclusion and active participation. Embedding this policy was not prioritised during the disestablishment process, but it has been used as a guide within business divisions.

The aim is to ensure that ākonga continue to be included in developing and reviewing Code related strategic goals and plans, concerns and complaints processes, critical incident reviews, and other initiatives and services that impact them.

In addition to the numerous local learner voice initiatives across the country, there were National projects in place. This includes learner representation in wānanga, hui, reviews and in working groups, learner advisory committees and a national learner survey sent to all ākonga twice in 2024.

### Whole of provider approach

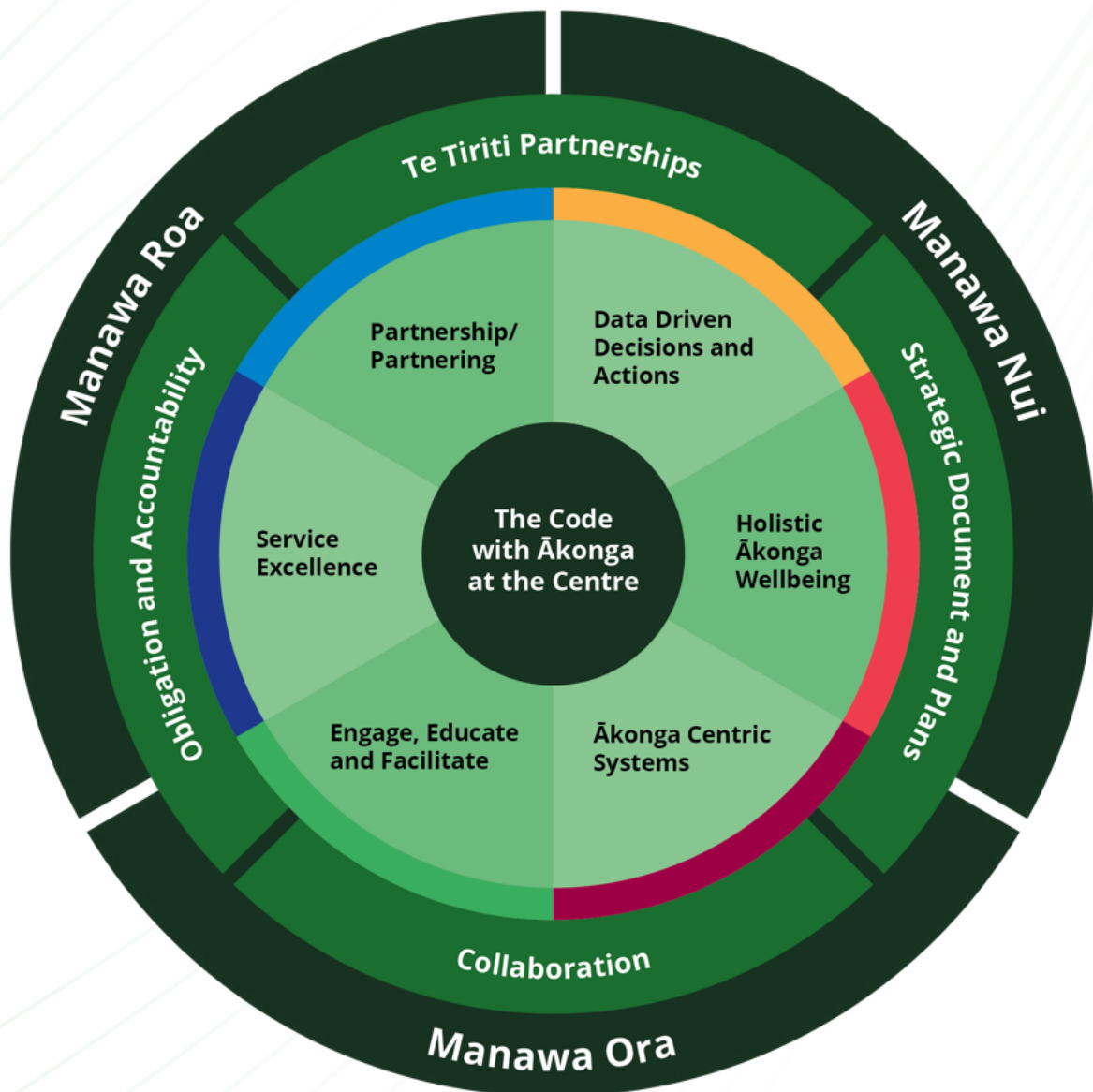
The previously developed Ākonga Pastoral Code Framework (the Code Framework) has helped us to meet our accountabilities toward the Code in a cohesive way across Te Pūkenga. It provides a structured approach to promoting the wellbeing and safety of ākonga at Te Pūkenga, a pathway to unified Code compliance and remains the foundation of our whole-of-provider approach. In 2024 our whole-of-provider approach was embedded with regular collaboration with Code leads from all business divisions, specialised focus groups with work-based learning providers, student accommodation and ākonga, to promote consistency, efficiencies, and the sharing of good practice.







# Ākonga Pastoral Code Framework



**Partnership/Partnering**

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

**Deliver Data Driven Decisions and Actions**

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

**Engage, Educate and Facilitate Code Compliance**

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

**Build on Service Excellence and Continuous Improvement**

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

**Enable and Promote Holistic Ākonga Wellbeing**

- Academic support services
- Accommodation and residential services
- Advocacy support services
- Pre-start Whakawhanaungatanga and tuakana-teina initiatives
- Recreation and social engagement services
- Refugee background services
- Spiritual support services
- Toiora

**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





# Tikanga Mahi

## Methodology

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## Business Division Self-reviews

Every business division has completed a Code self-review for 2024. For each relevant Code clause there is detail of their practice, with supporting evidence, assessing themselves using the compliance scale rubric, the ākonga engagement rubric and the stakeholder engagement rubric (see Appendix 2). These rubrics, which have been evaluated and refined after each self-review cycle, have enabled business divisions to review their practice comprehensively and consistently, using a unified set of measures.

The continuation of the Code Leads Advisory Group in 2024, with leaders in pastoral care across the network, has enabled collaboration, guidance, practice sharing and problem-solving. The Code leads have been instrumental in promoting pastoral care innovation, operationalising learner success plans, leading self-reviews and navigating the implementation of the Code in practice.

There are ongoing challenges to applying some parts of the Code in work-based settings, where some business divisions have little to no influence on day-to-day

operations. Whilst it has been clarified that the Code works alongside other legislative requirements, there is ambiguity around the roles and responsibilities of employers and learning providers.

Legislation, such as the Health and Safety at Work Act 2015, is the domain of employers, who hold the primary relationship with ākonga, while the Code is the domain of the training providers.

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

**“Having the ability to review and update previous Code clause narratives helps to reduce workload and demonstrate levels of improvement”**

Member of Code Advisory group

**“A coordinated review process ensures not only compliance but the integrity and accuracy of our self-assessment”**

Ākonga success kaimahi

## Compliance Scale Rubric

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

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

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

## Whole-of-provider Self-review Report

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

In line with NZQA guidelines, this report also includes

commentary and data about complaints and critical incidents for 2024.

There is complete traceability from this consolidated Code self-review report back to the individual business division self-review responses. These provide a valuable depth of evaluation that will support the development of future practices.

## Reporting Tool – Protecht

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

After evaluating the 2023 self-review process, Protecht was again chosen as the tool for this cycle of reporting,

with minor adaptations made based on user feedback.

Using a consistent digital platform across reporting periods has enabled great efficiencies. As the 2022 and 2023 data was already stored in Protecht, business divisions were able to review and build on their previous work, rather than starting afresh. Using Protecht has also allowed for large-scale data analysis, and the digital sharing of information.



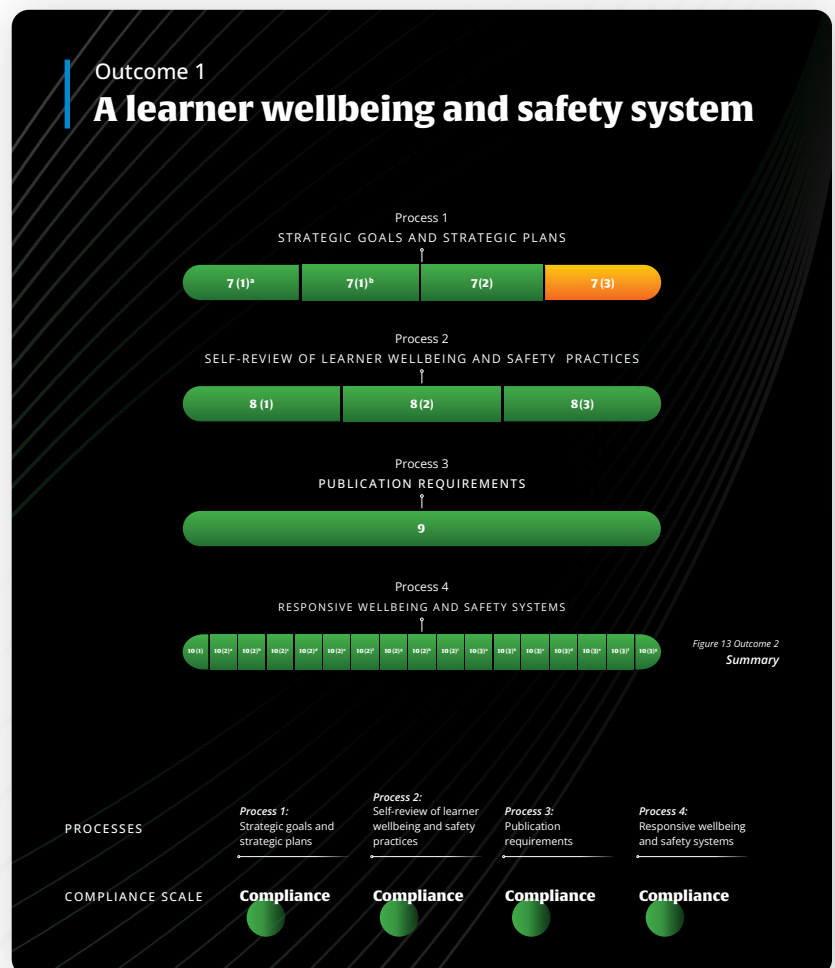
- business division 1 (BD1) scores Code clause 1a as exemplary compliance.
- BD2 scores 1a as partial compliance.
- BD3 scores 1a as non-compliance.

- $(5+3+1)/3 = 3$ : a score of Partial Compliance.

Self-review data can also be overlaid with other data sets and measurements to evaluate efficacy of practice and to advance institutional effectiveness and ākonga success.

## Report Visuals

A visual summary is provided for each Code Outcome to show the combined and averaged compliance scores for each Code clause and subclause, as well as at Code process level. The white numbers in the bars are the Code clause numbers.



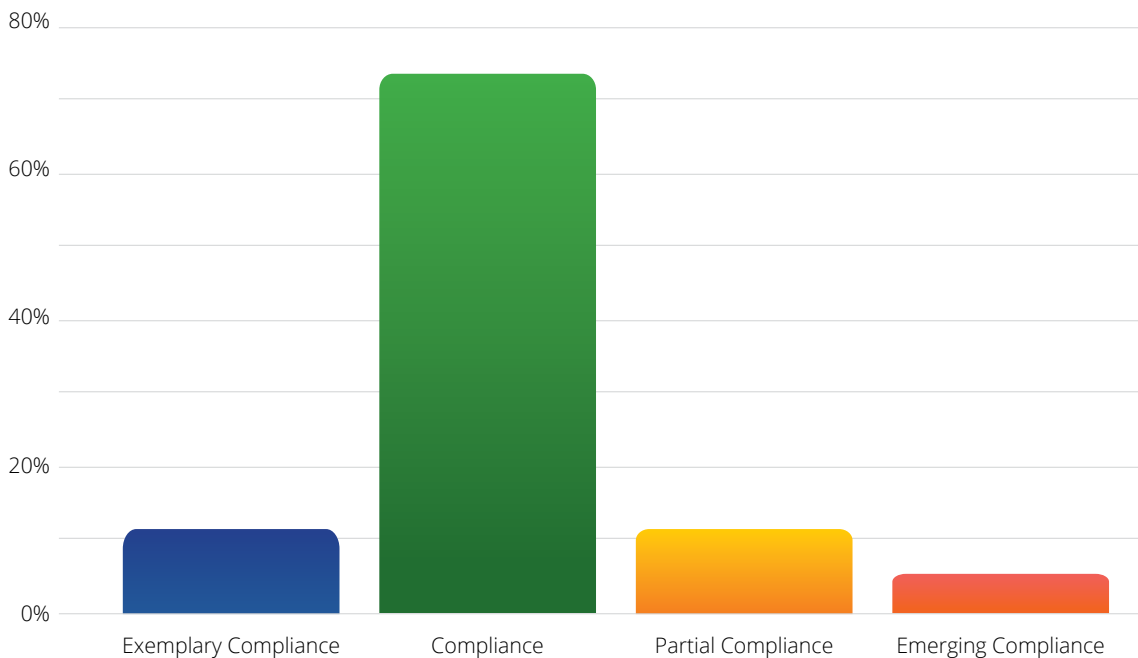
The white numbers in the bars relate to Code clause numbers.

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

The percentages shown in the bar graph display to one decimal point and do not always total 100% when combined, due to rounding.

A brief commentary accompanies each graph to provide further context.

**Code Clause Compliance by Outcome**



## Review of the Self-review Process

Continuous improvement is intrinsic to upholding the Code. An evaluation of the 2023 self-review process took place in July 2024, with Code Leads and Learner Leads from across the network, the Protecht team, and the Code project team. Areas that were reviewed included the review timeline, improvements in Protecht and ongoing monitoring and reporting.

A review of the 2024 self-review cycle will occur following the publication of this report.

# Spotlight on Careerforce



**94%**  
OF LEARNERS



are satisfied with  
their experience  
at **Careerforce**



**94.7%**  
**CAREERFORCE**

learners agree that their overall  
wellbeing is supported while  
training

**RECORD EMPLOYER  
SATISFACTION RESULT OF**

**8/10**



**SUPPORTED**

**17,029**

learners across

**2351**

workplaces over **2024**



\*17.2% Māori learners / 12.2% Pacific learners



**\$194,400**

**DISTRIBUTED**

to Careerforce learners via  
the Manaaki Fund over 2024

## Study Sessions: A Game-Changer for Two Wāhine Apprentices

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

For two Māori women from Northland, study sessions and noho marae have transformed their learning journey. Celia Duffy-Henry and Magdalene Makiha are both completing Health and Wellbeing apprenticeships through Careerforce.

Both women work as Kaimanaaki Tangata (Support Workers) at Hauora Hokianga, which offers a variety of health services, including mental health and community development.

In remote areas such as theirs, limited resources can challenge learning, but in-person study sessions in culturally supportive environments are proving key to successful learning. “We’ve attended four noho and ten wānanga classes in Whangarei and have never missed a class. It’s really awesome to have that support and time,” Magdalene shares, despite the 3.5-hour drive from her home.

Celia appreciates the camaraderie at the noho marae. “Having peers who boost our confidence has been invaluable.” The interactions with peers from other organisations provide essential support and shared experiences, which are often lacking when studying alone.

Both women highlight the unpredictable nature of their work, which complicates their studies. “We don’t have a 9–5 role. Emergencies can happen at any hour, making it challenging to balance our busy lives on marae committees, family responsibilities, and studying without distractions like power cuts or Wi-Fi outages,” Celia explains.

Magdalene commented, “We’ve both become very confident in our roles.” Celia adds, “Our managers have noticed our confidence in monthly ‘Kaimanaaki Tangata’ meetings. We’re becoming more assertive about what we want for our clients and in our roles, something we never did before.”

“The more we learn and upskill, the more we can share with our community.” Both women have found that the apprenticeship has opened doors to new opportunities, reinforcing their roles in community health.

Careerforce kaimahi enjoy the successes they see from contributing to the lives of ākonga, whānau, and communities.



Careerforce apprentices Magdalene Makiha (left) and Celia Duffy-Henry (right)



# Spotlight on Whitireia and WelTec



## Whitireia and WelTec: Transforming Lives Together

Whitireia and WelTec have a shared vision: Te ako ngātahi. Te whakaahua kētanga o te tangata - Learning together, transforming lives. We are proud to be deeply connected with our communities, including WelTec's relationship with Te Āti Awa and Whitireia's bond with Ngāti Toa Rangatira. Together, we are more than the sum of our parts.

Mā tātou, mō tātou Ko WelTec ki Te Āti Awa, ko Whitireia ki Ngāti Toa. E haere kōtui nei me kura-takahi-puni tātou.

Every year, Whitireia and WelTec train over 8,000 students across our four campuses in the Wellington region. We are known for our high student success rates and culturally diverse student body. Our programmes range from certificates to master's degrees, developed in collaboration with industry to provide future-focused vocational qualifications that equip ākonga with practical skills for their careers.

We provide support that enables our ākonga to succeed throughout their learning journey and into work.

# 77.8%

## ĀKONGA MĀORI

Successful Course  
Completion 2024



# 80.6%

## ĀKONGA PACIFIC

Successful Course  
Completion 2024

# 83.2%

## ĀKONGA IDENTIFYING WITH A DISABILITY

Successful Course Completion 2024



# 5236

## HOURS

spent supporting  
ākonga Māori, Pacific and ākonga who  
have identified with a Disability in 2024.



# 1698

## MĀORI, PACIFIC AND ĀKONGA

identifying with a disability were supported in 2024.



## Supporting Ākonga Māori, Pacific, and Students with Disabilities

Our commitment to supporting ākonga Māori, Pacific, and students with disabilities is unwavering. We have four dedicated support teams: Tamaiti Whāngai@WelTec, Te Awarua@Whitireia, and the Pacific and Disabilities teams at both institutions. These teams provide academic, pastoral, and cultural support, ensuring the best possible success for our ākonga throughout their educational journey.

The successful course completion rates for 2024 reflect the hard work of our specialist support teams. This has led to a partnership with Te Āti Awa and the Ministry of Social Development (MSD) to co-design and deliver seven-week Try-A-Trade and Try-A-Tech programmes. These initiatives offer pathways for Māori, Pacific, and people with disabilities to experience vocational education.

Both programmes were a hit with participants and staff alike. Try-A-Tech explored coding, website development,



storyboarding, wireframing, computer, and mobile app development. Try-A-Trade covered mechanical engineering, plastering, plumbing, carpentry, tiling, painting, and electrical work. These hands-on experiences inspired many participants enrol in full-time courses in their chosen fields.

Te Rūnanga nui o Te Āti Awa Kaimahi worked alongside Tamaiti Whāngai@WelTec to remove barriers, ensuring participants could focus on their programmes. Support included financial aid, housing accommodation, food, and assistance in obtaining a driver's license.

We have plenty of positive feedback from participants, whānau, and staff:

“Congratulations to all the ākonga who graduated from the Try-A-Tech Programme! They have spent the last seven weeks learning various aspects of IT and are now ready to take their next steps towards a career in the field. A big mihi to WelTec and the Tamaiti Whāngai team for their ongoing support. Whāia e koe te iti kahurangi ki te tuohu koe, me he maunga teitei.”

“This week is Youth Week, and we are celebrating our rangatahi! Ka pū te ruha, ka hao te rangatahi!”

“Several ākonga have now enrolled in full-time trades programmes. Te manu e kai ana i te miro, nōna te ngahere. Te manu e kai ana i te mātauranga, nōna te ao.”

The success of these initiatives has led to additional funding from MSD for more programmes. We look forward to transforming more lives together.



← Health Services

International Centre  
Holidays, Support, Activities and Student Exchange

# Tā Te Pūkenga Arotake Whaiaro 2024

## 2024 Te Pūkenga Aggregated Pastoral Code Self-Review

Analysis of Aggregated Pastoral Code Self-Reviews







## Outcome 1

# A Learner Wellbeing and Safety System

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level



## Outcome 1: Learner Wellbeing and Safety System

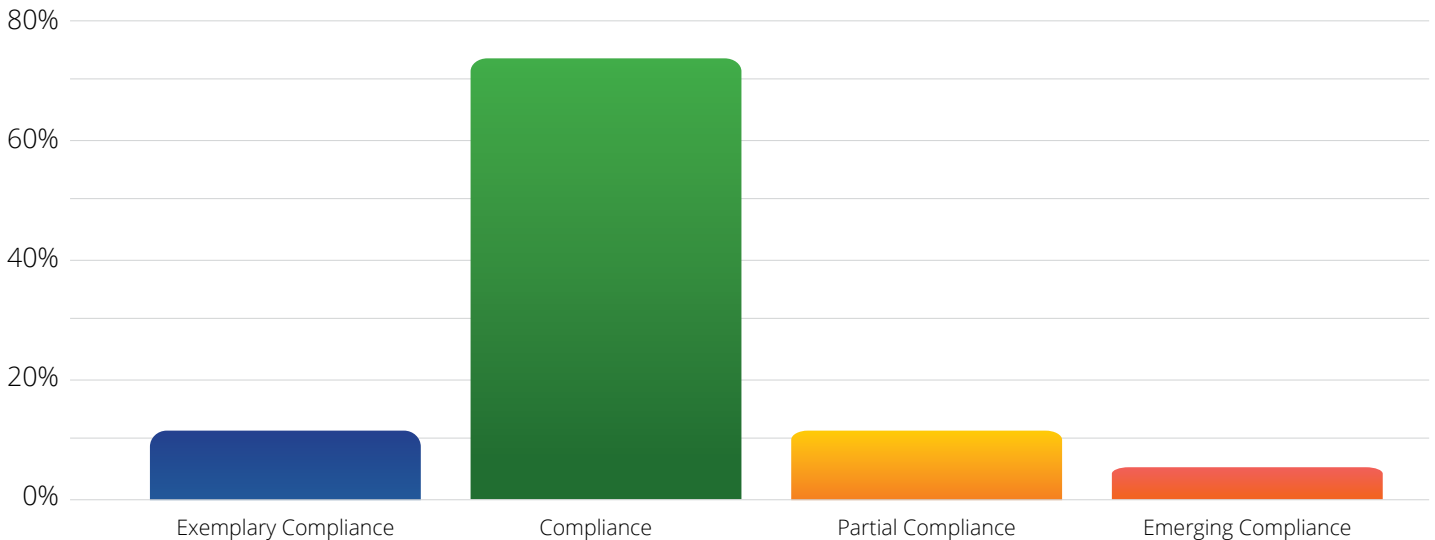
**Process 1:**  
Strategic goals and strategic plans

**Process 2:**  
Self-review of learner wellbeing and safety practices

**Process 3:**  
Publication requirements

**Process 4:**  
Responsive wellbeing and safety systems

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to a learner wellbeing and safety system, self-reviewed by business divisions, had practice in place, with 84% having triangulated evidence for this practice.

To uphold Outcome One, Te Pūkenga business divisions continued to locally implement a series of comprehensive national policies, procedures, strategies and plans to fully address the requirements of a learner wellbeing and safety system in 2024. These include:

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

- All of these documents and the learning gained from implementing them have been made available as online resources for business divisions to use in their development as independent entities.

Whilst all business divisions have identified that practice is in place, some have identified the challenge of evidencing this in their current environment. This will continue to be explored as individual entities develop independent strategies and plans.

Examples of exemplary practice include:

- The continued development, review and monitoring of documentation and practices addressing ākonga wellbeing and safety, in collaboration with ākonga and stakeholders, such as strategies for upholding Te Tiriti o Waitangi, ākonga physical and mental wellbeing and safety, privacy and disclosure, accessibility, and Pacific ākonga strategies.
- Iwi and hapu partnerships being fostered and prioritised in strategic planning.
- Various examples of external and industry consultation processes at both planning and project levels.

- Evidence of kaimahi capability development opportunities being included in strategic planning and embedded into practice, including:
  - Code e-learning module being included in induction programmes.
  - A wider range of learning experiences have been explored to best meet the needs of kaimahi and ākonga.
  - Increased number of kaimahi participating in internal and external capability development opportunities.

- Recording, monitoring, and reporting on the relevant kaimahi capability development outlined in the Code.

**There has been a positive shift in compliance scores in Outcome One compared to 2023 data, with the number of Code clauses identified as Compliant increasing by 12%.**

**This upward trend reflects the cumulative effects of systemic changes and targeted efforts to embed the Code, which require time to produce measurable results.**





# Critical Incident Reporting

Outcome One requires the reporting of critical incidents.

Te Pūkenga defines a critical incident as follows:

- An actual or impending event that needs a coordinated, medium to long-term response. It may impact on any area of Te Pūkenga activity.
- A **critical incident** has, or could have, a profound impact on people and operations. It will likely fit the definition of a **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.

Critical incidents are reported to relevant internal and external parties and authorities in accordance with Te Pūkenga Wellbeing and Safety Policy and Incident Management Procedure, including Te Pūkenga Executive Leadership Team and Te Pūkenga Council.

Te Pūkenga Wellbeing and Safety Policy and Incident Management Procedure were developed with appropriate consultation with kaimahi and ākonga and approved for implementation in 2023.

Critical incidents are often managed at a local or business division level, with support provided by regional and national Wellbeing and Safety roles.

All critical incidents undergo a comprehensive review and any lessons that can be drawn are communicated to relevant Te Pūkenga business divisions. Improvements are made to processes and practices, which are reviewed again to determine whether the improvements have been reliable, efficient and effective.

It is important to note that many Te Pūkenga ākonga are not ‘on-campus’ learners, and their wellbeing and safety may be influenced by other organisations. For instance, the employers of work-based ākonga are ultimately responsible for the wellbeing and safety of their employees. There are also many Te Pūkenga ākonga engaged in work placements, study abroad experiences, and distance learners studying in their chosen learning environment. Te Pūkenga business divisions are working

proactively to ensure ākonga and other parties are aware of the Code and are cognisant of the additional requirements it outlines for the safety and wellbeing of ākonga.

## 2024 Critical Incidents Data

In 2024 there were 24 critical incidents involving ākonga. In each case, the Te Pūkenga Incident Management Procedure was implemented and relevant authorities were informed.

The incidents can be grouped into the following broad categories, although each was unique in place and circumstance.

Self-harm, suicidal ideation and alleged suicide	7
Physical injury	7
Violence / assault	7
Illness (involving public health)	3

It is challenging to ascertain patterns or themes with isolated incidents. However, one valid assumption is that many physical injuries occur because ākonga are participating in an activity in a new or unfamiliar environment and/or using equipment with no or little previous experience. Investigation into possible interventions or education around inductions to minimise risk will be conducted in 2025 by wellbeing and safety kaimahi.

Another assumption is that in an organisation of around 230,000 ākonga, the mental wellbeing of some individuals will be significantly affected by intrinsic and extrinsic stressors and self-harm can result.

Te Pūkenga is a large and diverse national organisation, with proportionately few critical incidents reported in 2024. The response to these reflects the competence of our kaimahi and the effectiveness of our systems.

# Spotlight on ServiceIQ

ServiceIQ

ServiceIQ is a workplace training specialist for the aviation, hospitality, retail, travel, tourism and museums sectors. We help our customers succeed by growing their talent: Poipoia te kākano kia puāwai.

We're all about empowering and motivating people to provide great service. This helps businesses remain competitive and Aotearoa New Zealand to be internationally recognised as a great place to live or visit.

It also gives people working in our industries valuable skills and knowledge along with nationally recognised qualifications.

Our focus is on-job training. We work with our customers to develop the right resources, trainers, systems and procedures, and the right amount of in-depth training and follow-up to help them get ahead and stay on top.



## Creating Freedom for the Future

If you're looking for a perfect example of the benefits that training can offer everyone, look no further than the work of Cargill Academy Inhouse Education. The Academy is the job training division of Cargill Enterprises, a social enterprise created by the Disabled Citizens Society (Otago) Inc. This organisation employs more than 80 people, all with some level of intellectual disability, ranging in age from school leavers to retirees. The Cargill Academy is a registered Tertiary Education Organisation (TEO) that aims to give all staff skills that lead to more options and freedom in their lives.

Cargill Enterprises specialises in manufacturing wood products like pallets, raised gardens, crates, dunnage packaging, and presentation boxes. They also offer services such as polystyrene cutting, e-waste decommissioning for recycling, and packing items for dispatch, among other things.

Crucially, Cargill Academy tutor Di McQuilton emphasises that the organisation embraces the principles of Enabling Good Lives. They offer training that enables social and professional growth and prepares people for the challenges of workplaces. When Service IQ Service Sector Advisor Clare Van Elst visited to see if there were Service IQ programs that might suit Cargill employees, it was perfect timing. "We were actively looking into various unit standards available for our students and thought Service IQ was a perfect fit," Di says.

### Set Up for Success

To date, eight Cargill employees have completed or are in the process of completing the Service Distribution Savvy Award (Level 3). This program aims to get entry-level employees up to speed with essential distribution skills such as accurate quality customer service, goods and distribution technical skills, standard operating procedures, code of conduct, and health, safety, and security practices. Di says the program has worked well for their food packing employees, with two also going on to the Team Lead Savvy Award Level 3 to enhance their leadership and supervisory skills.

"The Service IQ training has created more awareness in our people of the need for professionalism and the importance of strictly following processes and procedures. It also enhances awareness of health and safety measures," she says, adding that both the students and the organisation have been well supported by Service IQ throughout the training.

"Clare regularly communicates with us and visits monthly for a catch-up with me. Any questions or queries I have had have been swiftly answered and resolved."

For most of those participating in the Service Distribution Savvy Award, it is the first time they have studied as an adult and achieved a qualification. Seeing their success is extremely rewarding, Di says. "There's a sense of pride and accomplishment among the students, and a huge boost in confidence. One student needed 25 more unit standards to complete his level three NCEA. By the time he has completed the program, he will have achieved it. He is elated!"





# Spotlight on Otago Polytechnic



The Otago Polytechnic mission is simple, to build the capabilities of individuals, organisations and communities and help them to realise their potential. Our people are our learners, our staff, and the organisations and communities which we serve. We build the capability of our people so that they have the skills, knowledge, aspiration and confidence to make a better world through positive impacts on families, organisations and communities, nationally and globally.

We are proud to be a leader in high-quality, career-focused tertiary education. With local campuses in Dunedin and Central Otago, and an international campus in Auckland. We understand that not all learners can come to a campus, so provide flexible ways to study including by distance, online and on-the-job. We offer over 150 qualifications and courses.

We consistently rank high in student achievement and satisfaction results in Australasia and employers love our graduates because they are work-ready, capable and confident.

Our learners are at the heart of everything we do. We trust each other to do what's right for people and the environment.

## Embedding the Code

At Otago Polytechnic, we are committed to embedding the Pastoral Care Code into our everyday practices. This involves the full participation of all kaimahi, both individually and as teams. Understanding and adhering to the Code ensures that everyone is on the same playing field, fostering a collective responsibility for supporting the wellbeing and safety of our ākonga.

In 2024, Otago Polytechnic appointed a Code sponsor from Te Kāhui Manukura (TKM), followed by the development and approval of the Code implementation strategy. Key steps included:

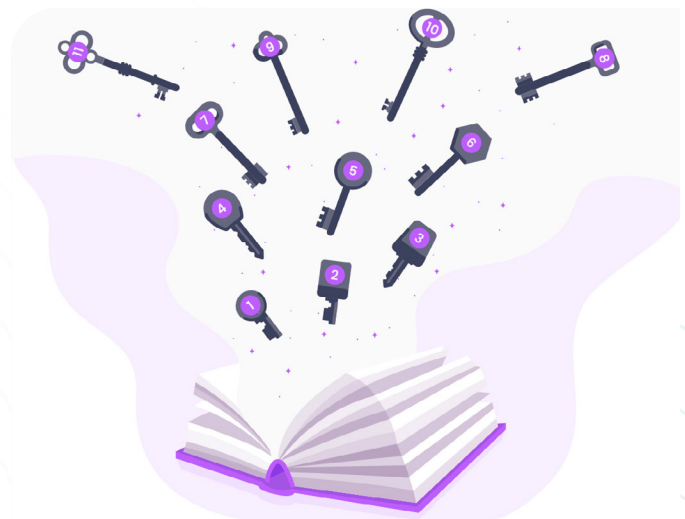
- Appointing a Pastoral Care Code Lead to manage and monitor the execution of the Code implementation strategy and report to TKM.
- Gaining support from TKM and Kaunihera Whakahaere (KW) to implement the 2024-2025 Code strategy.
- Establishing the Pastoral Care Code Committee (PCC Committee) with leaders from all colleges and service areas, who act as key conduits for disseminating information to kaimahi in their teams.



- Leadership from the Executive Director, who uses her weekly Haumi ē blog to emphasize building kaimahi competency around the Code as a strategic priority.
- Integrating the Te Pūkenga Cracking the Code (CTC) module into our Learning Management System (Moodle) for kaimahi.
- Developing a “Cracking the Code Badge” awarded upon completion of the CTC Moodle module.
- Requiring all 840+ current kaimahi to complete the CTC module by Easter 2025, with new kaimahi completing it as part of their orientation and induction program.
- Transparent monthly monitoring of CTC completions for all colleges and service areas, reported to TKM and KW.
- Consulting with unions and approving the inclusion of key Code-related responsibilities within job descriptions for current and new kaimahi.
- Developing a gamified Code Team Awareness Training with team sessions led by Student Success to encourage conversations about how kaimahi will collectively support ākonga wellness and safety.

- Presenting the Code at our all Kaimahi Development Day, highlighting its strategic importance and focus on building kaimahi competency.

With the infrastructure in place, our future focus is on embedding the Code into everyday practice and integrating reporting into business as usual. Our aim is to have the Code as a standard part of all Otago Polytechnic operations.



## Outcome 2

**Learner Voice***Summary of Code Compliance at Clause Level**Summary of Code Compliance at Process Level*

PROCESSES

*Process 1:*  
Learner Voice

*Process 2:*  
Learner complaints

*Process 3:*  
Compliance with the Dispute  
Resolution Scheme

COMPLIANCE SCALE

**Compliance****Compliance****Compliance**



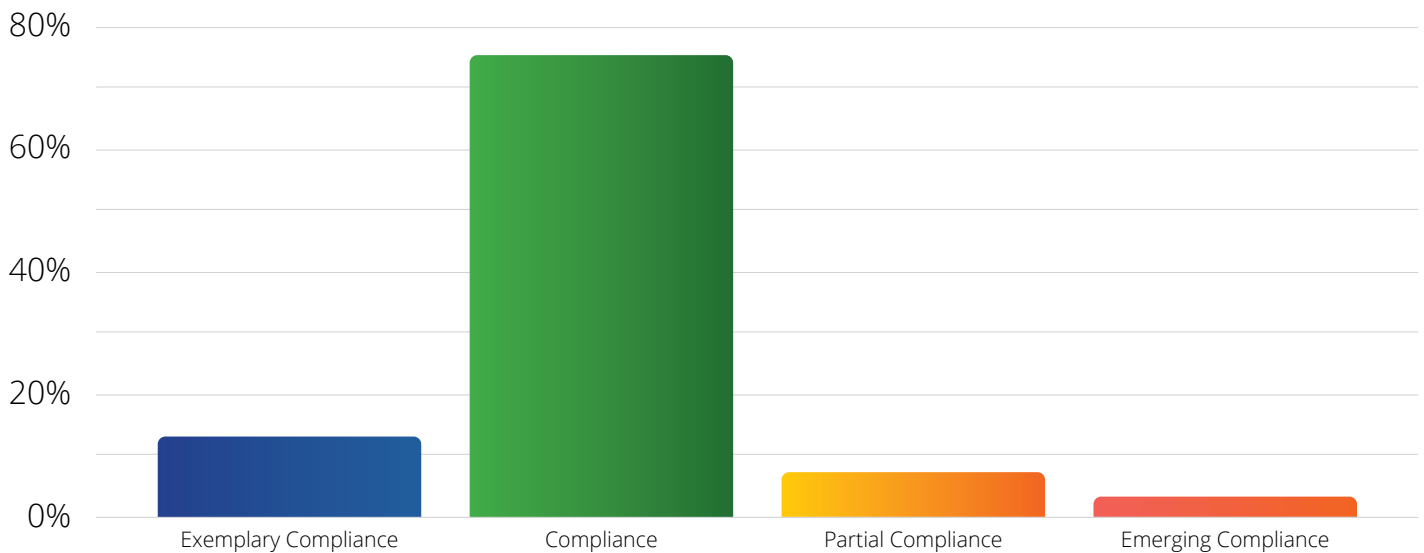
## Outcome 2: Learner Voice

*Process 1:*  
Learner voice

*Process 2:*  
Learner complaints

*Process 3:*  
Compliance with disputes  
resolution scheme

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to learner voice, self-reviewed by business divisions, had practice in place, with 97% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Partnerships and collaboration with ākonga Māori, Pacific and disabled ākonga.
- Targeted focus groups to promote feedback and discussion, such as disabled ākonga, residents and first year ākonga.
- Surveys, 'pulses' and evaluations conducted nationally and regionally to provide more formal feedback opportunities.
- A range of events provide opportunities for ākonga to informally share their opinions, feedback and experiences, such as wellbeing workshops, drop-in sessions, shared kai and peer support workshops.

- Feedback and complaints processes are made accessible to ākonga, including information on Study Complaints | Ngā Amuamu Taurā.
- Four Learner Network proposals were co-designed as project templates with Te Pūkenga ākonga and kaimahi. These networks focused on Māori, Pacific, Disabled, and construction industry ākonga.
- The Interim Learner Advisory Committee continued to meet in 2024, to provide learner voice at a strategic level.

**There has been a positive shift in compliance scores in Outcome Two compared to 2023 data, with the number of Code clauses identified as Compliant increasing by 8%.**

**This upward trend reflects the cumulative effects of systemic changes and targeted efforts to embed the Code, which require time to produce measurable results.**

## Concerns and Complaints Reporting

Te Kawa Maiooro, Te Pūkenga Educational Regulatory Framework and Te Pūkenga Ākonga Concerns and Complaints Policy remained in place for 2024 to provide guidance and clarity for ākonga and kaimahi. They uphold the Outcome Two requirements, with the purpose of ākonga having access to a concerns and complaints resolution process that is timely, fair, effective, culturally appropriate, and upholds the principles of natural justice.

Te Pūkenga uses the following definitions of concerns and complaints:

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

**Complaint** – An expression of dissatisfaction where ākonga seek some form of redress or change in a situation; where ākonga consider that they have been directly or adversely impacted, which requires a formal process of resolution.

There are a number of methods used across business divisions for ākonga to submit a formal complaint. These include online forms or portals, through a dedicated email, or directly with relevant kaimahi either in person, via email, or by phone. Information on complaints processes is readily available to ākonga on business division websites.

As evidence of the accessibility of business division complaints processes, it is reassuring that 91% of respondents to the 2024 Te Pūkenga learner surveys, replied to the statement

‘I know how to raise an issue, concern, or complaint’ with a positive response (‘strongly agree’, ‘agree’ or ‘slightly agree’).

## 2024 Complaints Data

As per Te Pūkenga Ākonga Concerns and Complaints Policy, all complaints and resolutions were documented in business division complaints registers. These were then reported to Te Ohu Whakahaere-Quality, who reviewed the data and created a summary of complaints, thematic analysis and lessons to be shared across the network.

A total of 375 complaints were received across Te Pūkenga in 2024. 76% of these are now concluded and only 8% of all complaints progressed to the appeals process.

Themes identified in complaints include facilities, kaimahi conduct, fees, programme/course issues (such as timeliness of marking, changes to programmes and instruction consistency), services and administrations and other ākonga (such as interpersonal conflicts, bullying and disruptive behaviour).

Key challenges and considerations arising from business division reviews of complaints processes included managing ākonga expectations and ensuring the definition of a complaint is well understood, balancing privacy considerations whilst aiming to be transparent with the complaint process and kaimahi capability development to uphold local procedures.

Positive outcomes of reviewing complaints processes include triage systems being put in place to minimise unnecessary escalation, enhanced reporting methods when documenting complaints and additional resolutions being sought when ākonga do not provide enough evidence to uphold a complaint.







# Spotlight on EarnLearn

## Earn Learn

At EarnLearn Services, we are dedicated to empowering professionals through on-job training and industry-recognised credentials in key sectors such as Adult and Tertiary Education, Business Management, Financial Services, Project Management, Regulatory Practice, and Security. We also enable work-based learning and qualifications across selected trades and services. Our aim is to help people 'earn and learn' in a way that suits their life—whether it's on the job, on campus, or online.

We collaborate closely with employers, industry partners, and sector leaders to ensure our training meets current industry needs, driving workforce

capability and professional growth. Our focus is on practical, relevant training that enhances careers and supports sector success. At EarnLearn, we believe in developing skills, advancing professions, and shaping the future of New Zealand's workforce through high-quality, accessible training solutions.

In addition to learning, we enable tailored support for learner success. This includes learning and literacy support, as well as mental health and wellbeing support. Our comprehensive approach ensures that learners have the resources they need to succeed in their professional journeys.

 **219 NEW EMPLOYERS**  
in 2024

 **8,000 TRAINEES**  
supported across 2024

**480 TRAINEES SUPPORTED**

**363,584 TRAINEES CREDIT ACHIEVED**

**24,642 FACE TO FACE**  
visits with trainees  


**69 SCHOOLS ENGAGED IN GATEWAY**  


## Industry Training Changing Lives in the Far North

A trade training initiative in the Far North / Te Hiku o te Ika (Far North / Te Hiku) is giving local youth job opportunities while supporting their local community by installing brand new water tanks.

Tupu Plumbing was set up as a training and employment programme based in Kaitia by Te Aupōuri Iwi Development Trust, Te Hiku Iwi Development Trust (THIDT), and Crown partners, to improve the quality and quantity of water supply for Far North / Te Hiku

residents by installing new water tanks, in line with the Puna Wai Ora – Te Hiku Drought Relief programme.

Industry training providers EarnLearn – Specialist Trades and BCITO have supported the initiative with a Limited Credit Programme of unit standards in plumbing, drainage and construction skills so those working on the tank installations have their new skills officially recognised.

Tauira or trainees who are members of the tank installation team can then choose to transfer their unit standards to a plumbing apprenticeship.

Tupu Plumbing site supervisor Rob Purchase, himself an experienced tradie of more than 40 years, says

the programme is changing the lives of both the homeowners receiving the water tanks, and the young trainees.

"Tupu Plumbing was set up as a programme to take six young guys off the benefit and get them into employment and head them towards an apprenticeship in the trades," Rob says.

"It's about building their work ethic and getting them out to do the job but also providing water to whānau that don't have water supply at home or that have a bad water supply."

Tupu Plumbing has installed 89 new tanks on Far North / Te Hiku residential properties as part of the programme, with about another 260 to install in the coming year.

Purchase says as well as giving the local young people jobs skills, the tank installation programme gives them a sense of purpose and the value of being part of a team.

Tupu Plumbing taurua Gabriel Wharekawa says some of the skills he's picked up while on the programme include how to use power tools properly, health and safety practices and getting used to working at heights and in confined spaces.

"Before this I was working in a fish factory and just chilling. It feels really good to be working on this project because a lot of the houses up here are rural and hard to get to. It's great to be giving them clean water."

Another Tupu Plumbing taurua Travis Purchase says he'd been on the benefit for a year after leaving school and wasn't sure what he wanted to do for a job.

"This programme is a really good opportunity. It's been amazing to work on a project that is helping the whānau in the Far North. It's made me feel more connected with this community and made me feel more loved and accepted. There's an actual sense of belonging."

One recipient of a new 30,000 litre water tank, installed by the Tupu Plumbing team, is Carol Brott. Carol, who lives with three generations of her family in a home at Awanui near Kaitaia, says her family's lives have been transformed by the project.

"We've had tank problems since 2016. It's that old; it's got cracks in it. And it's pretty hard with the prices of things these days, feeding the family and everything.

"When we do get rain, and we do have water, we restrict our water in our tank to try and stretch."

Prior to the new tank being installed the family often had to buy bottled water for drinking and had to make regular trips to the local laundromat to wash clothes.

With a larger, more reliable source of fresh water she is looking forward to being able to revive the large vegetable garden her father once maintained on the property, which she hopes can help supplement the family's food bill. "We'll be able to water our garden and more veges. That's food for our family," Carol says.

"There's 12 of us living here and we pool our money for things like bottled water, but it doesn't last long. The biggest problem has been the clothes washing. We spend a lot at the wash house.

"Not having to do that will save us a lot of money, and the headaches of making sure the kids have clean clothes to wear."

But, Carol adds the biggest upside for the whole family will be having uninterrupted showers. "That's the first thing all the kids will want. There's no more 'can we have a shower mum?' And no more me going 'hurry up!'."

EarnLearn Executive Director Kaarin Gaukrodger says the Northland training and tank installation is a clear example of the benefits of including industry training opportunities for local young people into community-based projects.

"The foresight of the partnership to develop an opportunity to train locals toward a trades career as part of this community-based project significantly increases the overall community outcomes. As well as delivering a much-needed stable water supply to locals, this programme gives the trainees practical skills and experience that's the first step toward one of several skilled trades, so it benefits each individual as well as their whānau and community. These young people get to feel a sense of accomplishment and pride in completing important work that is improving the day-to-day lives of the people in their community.

"Seeing the impact their training and skills can have on people is a powerful way to stay motivated in training, and, importantly, connect them to their local whānau and hapū."

# Spotlight on Disabled Ākonga Reference Group (DARG)

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Gathering regular and reliable feedback from ākonga has always been challenging, especially in smaller business divisions and when specifically seeking input from disabled ākonga. To address this, Te Pūkenga established the Disabled Ākonga Reference Group (DARG) in 2023. Each business division nominated disabled ākonga who could clearly articulate their experiences and were willing to attend regular online meetings to share their insights. Over time, some members completed their studies and were replaced

to maintain the group's quality and integrity. The DARG met approximately every six weeks and held two wānanga to focus on outputs and help the group bond, fostering a comfortable environment for sharing ideas, stories, and concerns.

The DARG wānanga were held over three days in April and September 2024. Twenty-six disabled ākonga attended these wānanga, representing the entire country, including ITOs (Career Force, Primary ITO,







MITO, BCITO & Service IQ) and ITPs from Southern Institute of Technology (SIT) to NorthTec and Eastern Institute of Technology (EIT) to Western Institute of Technology, Taranaki (WITT). The emphasis was always on listening to what the ākonga had to say.

During the April wānanga, amidst various whakawhanunatanga activities, ākonga reviewed the Te Pūkenga National Disability Action Plan. Originally drafted from Te Rito research, the plan was reviewed to ensure its objectives, actions, and intended outcomes were still relevant and to identify any missing elements. The consensus was that the plan's relevancy remained high, and no revisions or additions were needed.

Ākonga then workshopped the changes TEC was making for the disability-related questions on enrolment forms for 2025. They discussed the likely impact of these changes on disclosure and explored alternatives, sharing their own experiences with enrolment forms and procedures. The outcomes of this work were analysed alongside the Business Divisions' enrolment forms, and the findings were discussed by the Te Pūkenga Disability Kaimahi Community of Practice before being reported to TEC for consideration.

A considerable amount of work was identified by ākonga as necessary to improve the efficacy and consistency of onboarding processes for disabled ākonga, ensuring they successfully enroll in the right course of study.

These improvements include:

- The application forms, including the collection of relevant data
- Supporting the enrolment process
- The assessment of needs
- The agreement to reasonable accommodations required
- The reasonable accommodations offered
- The sharing of agreements with kaiako
- The monitoring of the implementation of reasonable accommodations

Further work highlighted the need for sharing knowledge and best practices across the Network to develop greater consistency in ākonga experiences. Additionally, to uphold the principle of “nothing about us without us,” it was asserted that a disabled ākonga network would be needed to support co-designing the future of disabled ākonga support. There was also discussion about the use of AI and the adoption of Universal Design for Learning principles.

The September wānanga agenda was decided by the group through online discussions. It included feedback from TEC and the Business Divisions based on the information shared in April, along with some input designed to enrich the group's experience, such as basic te reo Māori and CV and Cover Letter writing. Information was provided on how ākonga might reframe the way disability is talked about and influence the writing of their Business Divisions' Disability Action Plan. There were discussions on what “safe environments” should be like and how transition to employment could be improved for disabled ākonga.

The group unanimously supported continuing DARG, recognising its crucial role in helping Te Pūkenga understand and address the needs of disabled ākonga. Participants expressed how they had benefited personally through their involvement and felt better equipped to engage with their Business Divisions as a result.

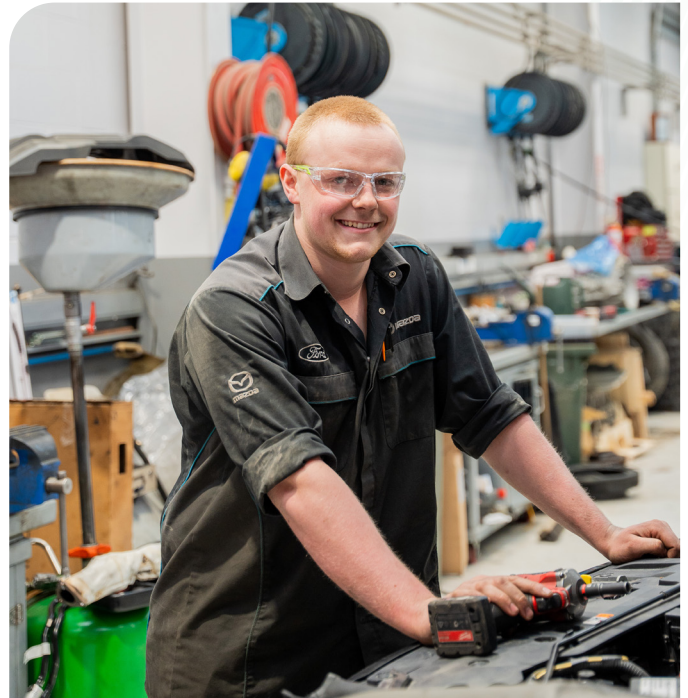
# Spotlight on MITO



MITO enriches lives and inspires futures. We support on-job learning for people working in the automotive, commercial road transport, extractives, drilling, gas and logistics industries.

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

MITO is committed to providing tailored pastoral care services to our community of learners, employers and industries. Our national network of Training Advisors is strategically positioned across the country to provide employers and learners with easy access, delivering services on-site for maximum convenience.



**8,433**  
ACTIVE LEARNERS  
AND STUDENTS



**3,288**  
ACTIVE EMPLOYERS

**364**



ĀKONGA with a disability

**96%**  
SATISFACTION  
RATE WITH MITO



**7,224**  
HOURS

of support from  
iwi, Pasifika, industry,  
and disability mentors



## Empowering Ākonga through Disability Support

### Equitable Access for All Ākonga

We believe in providing equitable access for all ākonga to succeed in their chosen programmes and careers. Through well-designed learning and tailored support services, we ensure that everyone can fully participate in training and industry work environments.

### Support for Ākonga with Disabilities

We offer comprehensive support for ākonga with disabilities. Each learner is assigned a Training Advisor who provides pastoral care and organises disability support. Additionally, we have disability mentors and offer one-to-one literacy and numeracy tuition. Our ākonga have access to 24/7 confidential and free counselling services through Vitae. Further, off-job training is provided by experienced tutors who understand the educational challenges disabled learners face, ensuring nationally consistent inclusive teaching and learning support. Online resources and assessment submission with real-time updates are also available through MITO's online Portal.

We make sure that assistive technology is available to all ākonga who need it to promote independent learning and reading. This includes accessibility widgets on our online platforms, assistive devices, Chromebooks, Datacards, and C-Pen readers, which are compact tools that scan text and read it aloud.

Most of our programmes include eLearning, giving ākonga 24/7 access to videos, simulations, and assessments on any internet-enabled device.

In 2024, we launched the MITO Te Pūkenga Manaaki Fund to provide temporary financial assistance to learners facing unexpected hardship that is impacting their studies.

### Commitment to Accessibility

Our commitment to accessibility reflects MITO's broader mission to create a diverse and skilled workforce that benefits ākonga, employers, and the wider industry.

### Testimonial from Ākonga

Our ākonga are keen to let us know that the support makes a difference:

**“I’m not the best at reading and writing, so I did struggle with the theory side of things initially. MITO Training Advisor, Keri, was always quick to respond if I sent her a text or an email. I could talk to her about any issues I was having and get a solution. She also helped me organise attending one-on-one literacy assistance night classes.”**

– MITO light automotive engineering graduate, Carter McLeod

**“Once MITO found out I had dyslexia, they gave me a mentor, Emma—she was absolutely amazing, very skilled at what she does. I also had my MITO Training Advisor, Anton, who’s just as good.”**

– MITO automotive refinishing graduate, Natalie Hodder



## Outcome 3

# Safe, Inclusive, Supportive, Accessible Learning Environments

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level

PROCESSES

*Process 1:*  
Safe and inclusive communities

*Process 2:*  
Supporting learner participation and engagement

*Process 3:*  
Physical and digital spaces and facilities

COMPLIANCE SCALE

**Compliance**

**Compliance**

**Compliance**

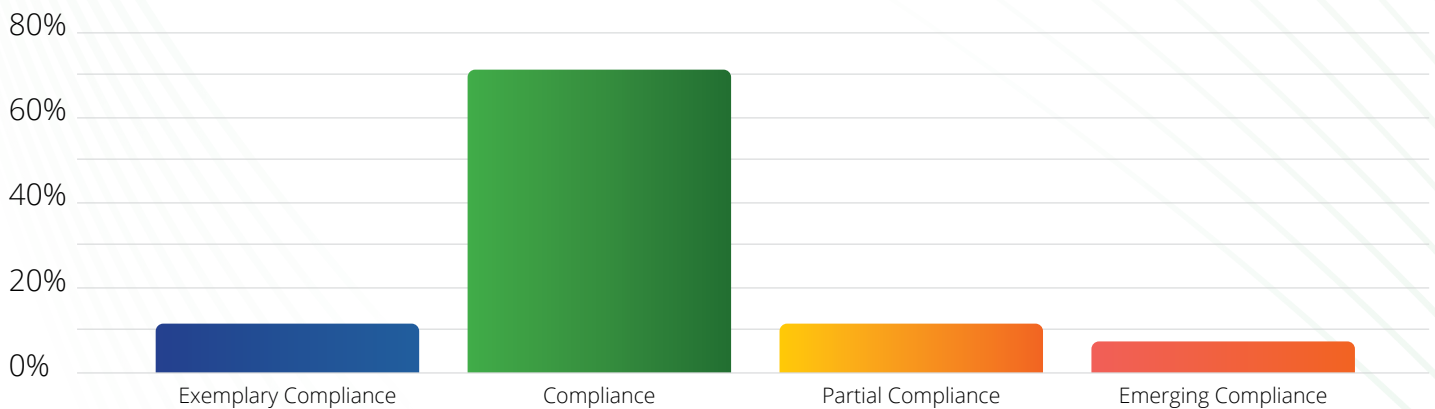
## Outcome 3: Safe, Inclusive, Supportive, and Accessible Learning Environments

**Process 1:**  
Safe and inclusive communities

**Process 2:**  
Supporting learner participation and engagement

**Process 3:**  
Physical and digital spaces and facilities

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to physical and digital learning environments, self-reviewed by business divisions, had practice in place, with 82% having triangulated evidence for this practice.

This demonstrates business divisions' commitment to providing safe, inclusive and supportive learning environments. Some partial and emerging compliance scores remain due to the applicability of this Outcome to some work-based learning environments.

Examples of exemplary practice include:

- Dedicated kaimahi being available for targeted stages of ākonga learning journeys, including prior to commencement of study.
- Ongoing kaimahi development to best support the varied needs of ākonga, including mental health awareness, bullying and harassment and accommodating additional learning needs.
- Workshops, projects, events and services that promote inclusion and participation, including chaplain services, pōwhiri, pride events, shared kai, various cultural celebrations and dedicated social spaces.

- Academic success teams continuing to evaluate and make improvements to services such as general learning services, disability support, literacy and numeracy services and academic advisors.
- Transparent and accessible processes that enable ākonga to feel safe and get the support they need.
- Examples of improvements being made based on ākonga feedback, such as digital platform redesign (for example changing font size and colours) and ākonga facing forms (for example, enrolment forms).

**There has been a positive shift in compliance scores in Outcome Three compared to 2023 data, with the number of Code clauses identified as Compliant increasing by 7%.**

**This upward trend reflects the cumulative effects of systemic changes and targeted efforts to embed the Code, which require time to produce measurable results.**

## Te Pūkenga Learner Survey

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

The 2024 data is the combination of two surveys throughout the year. It provides valuable learner

feedback and is evidence to support the very high levels of compliance for this Code Outcome.

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

**I CAN EASILY ACCESS SERVICES THAT SUPPORT ME WITH MY PHYSICAL AND MENTAL WELLBEING.**

**93%**

**I FEEL A SENSE OF CONNECTION OR BELONGING HERE.**

**88%**

**I CAN SAFELY EXPRESS MYSELF AND MY IDENTITY HERE.**

**94%**

**I FEEL MY CULTURE IS RESPECTED AND VALUED HERE.**

**95%**

**MY LEARNING EXPERIENCE IS FREE FROM DISCRIMINATION, RACISM, BULLYING, HARASSMENT, AND ABUSE.**

**95%**

**I KNOW HOW TO RAISE AN ISSUE, CONCERN, OR COMPLAINT.**

**91%**

**[BUSINESS DIVISION NAME] PROVIDES INFORMATION ON HOW I CAN MAINTAIN A HEALTHY LIFESTYLE.**

**88%**

**IT'S EASY FOR ME TO GAIN THE SKILLS AND KNOWLEDGE I NEED TO ACHIEVE MY STUDY GOALS.**

**93%**

Each of these survey questions have had a 1-2% positive shift in responses compared to 2023 data. The overall response rate was 15.9%, over 37,572 ākonga.







# Spotlight on BCITO

**BCITO**  
*He Hunga Hanga Mātou*  
**building people**

## *Building People*

BCITO are building people, with fifty-five thousand BCITO trade qualified professionals and more in progress. Through on-the-job training and regular guidance, we're growing a skilled workforce in which talented people can excel. We're passionate about what we do, which is changing people's lives and helping them create successful careers and lifestyles in the building and construction industry.

The industry needs confident, capable and motivated professionals. Alongside our industry employers, we create futures for dedicated tradies. We help them develop successful careers and become valuable contributors.



Rex Podmore, owner of Brownmore Concrete and Todd Maitland, BCITO apprentice

## Autism Acceptance Month: BCITO working to build an inclusive workforce

For World Autism Acceptance Month, the Building and Construction Industry Training Organisation (BCITO) and Altogether Autism joined forces to encourage Autistic people to consider a career in the construction industry.

“Autistic experiences are different for everyone. For some people, Autism results in few workplace difficulties, while others experience greater employment challenges. It is important to be aware that autism covers a broad range of characteristics and to focus on the person, not Autism. While not always the case, those with Autism may behave and communicate differently. The key point being, different does not mean less or difficult,” says BCITO Director Greg Durkin.

According to the World Health Organisation, around 1% of the world's population is estimated to be Autistic.

“Too many Autistic people in Aotearoa New Zealand feel isolated, misunderstood and face discrimination in life and at work. Many Autistic people bring valuable skills to the workplace and can thrive as valued team members. Their strengths often include deep focus, reliability, loyalty and the ability to understand complex systems. Our mission is to raise awareness of the benefits to employers in hiring Autistic talent,” said Catherine Trezona, National Manager of Altogether Autism, a free, nationwide Autism information and advisory service.

In partnership with Altogether Autism, BCITO is working to offer more support to employers so they can take on Autistic apprentices and understand the challenges they face.

“We want to encourage as many New Zealanders as possible to enter the trades, to help us build a strong construction industry that can meet our housing and infrastructure needs now and, in the future,” said Greg.

“This involves us reaching out to as many people in our communities as possible and supporting employers to create welcoming workplaces. We've seen many workers with neurological differences, physical disabilities and learning difficulties enjoy rewarding careers in the trades. Through this partnership with Altogether

Autism, we're working to support even more to take on apprenticeships through us.”

BCITO apprentice, Todd Maitland, works full time for Brownmore Concrete in Waihi. Despite having Autism, an intellectual disability and being blind in one eye, he is excelling in his career.

As well as working as a concreter, he is vice-captain of the Whaikaha men's basketball team, New Zealand's first men's team for high-functioning athletes with intellectual disabilities, which recently competed in Australia.

Nominating boss Rex Podmore for a BCITO Building Leaders award in November, he wrote: “I'm a 19-year-old boy with Autism, developmental delay syndrome, verbal dyspraxia and I am blind in one eye. Now, that's a lot for any boss to take on but not Rex, aka Buddy. He has encouraged me and pushed me to be the best version of myself since day one. He has helped me to become someone and not be looked at like ‘another special needs person’, but a worthy and useful part of my community.”

Rex, owner of Brownmore Concrete, said he loves working with Todd and encouraged those who have any kind of disability to consider a career in the trades.

“There are a lot of challenges that come with being an Autistic person but because we have things in place and people we can go to, they are only challenges, not barriers.”

BCITO is working with construction employers and industry to further develop an inclusive workplace culture where everyone feels valued and supported.

“The more people we include, the better it will be for workers, our industry, our economy and ultimately all of New Zealand,” said Greg.

To find out more about opportunities for Autistic people within the trades, visit [buildingabilities.nz/](https://buildingabilities.nz/)



## Spotlight on

# Te Whatu Ora Health New Zealand Mental Health Funding

## Te Whatu Ora Health New Zealand Primary Mental Health & Addiction Services

In 2024, Te Whatu Ora Health New Zealand (TWOHNZ) and Te Pūkenga joined forces, investing over \$4.3 million to expand and enhance mental health and addiction services for ākonga. This partnership reflects a strong commitment to improving mental health outcomes and ensuring culturally responsive, accessible support for all ākonga.

The project focuses on ensuring that every initiative funded by TWOHNZ contributes meaningfully to help business divisions meet their obligations under the Code. It requires providers to take a proactive, system-wide approach to pastoral care, ensuring that all ākonga feel safe, supported, and connected throughout their learning journey.

Thanks to TWOHNZ funding, 30 full-time equivalent (FTE) kaimahi (clinical and non-clinical staff) have been employed, and services have expanded across the motu. This has built a well-resourced system committed to supporting learner wellbeing. Over 25,869 sessions have been delivered to more than 11,500 new learners, providing safe access points for care, promoting emotional wellbeing, and strengthening inclusivity through culturally appropriate support.

The services are reflective of, and responsive to, the voices and lived experiences of our diverse ākonga. A high service uptake by Māori (24%) and Pacific (15%) learners demonstrates responsiveness to the needs of priority groups. The expanded workforce and increased service capacity mean learners can access timely, effective support.

The 2024 investment exemplifies best practice under the Code by building a culturally responsive, accessible, and equitable system of care for ākonga.



In 2024, over

**\$4.3 M** INVESTED IN MENTAL HEALTH  
AND ADDICTION SERVICES

### WORKFORCE EXPANSION:

**17** full-time equivalents (FTE) clinical kaimahi  
and **13** FTE non-clinical kaimahi



More than **11,500** new  
ākonga accessed enhanced  
mental health services

**OVER**  
**25,869**  
sessions delivered.



**24%**  
of service users  
identify as **MĀORI**



**15%**  
of service users  
identify as **PACIFIC**

# Spotlight on WITT



Western Institute of Technology

## Learner Success

Our mission .... "As the local hub of learning in Taranaki, Te Kura Matatini o Taranaki, Western Institute of Technology (WITT) is here to serve our community. Our role is to cater to the needs of our learners, both local and international, to play our part in addressing national skills shortages, to keep talented people in the region, and to provide our key industries and local businesses the skilled workforce that they need".

From degrees and diplomas to apprenticeships and short courses, WITT delivers industry-relevant training to people at all stages of the learning journey. WITT learners are based at our campuses in New Plymouth

and Hāwera or undertaking blended or online study either full time or alongside their career.

We provide a wide range of wrap around student support including academic and study support, a health and wellness centre with doctors, nurses, counsellor and social worker, chaplaincy, international support, youth support, Māori support, Pacific support, disability support and financial support.

Well designed and delivered programmes in conjunction and collaboration with effective support services have resulted in positive experiences and outcomes for learners.



## Outcome 4

**Learners are Safe and Well***Summary of Code Compliance at Clause Level*

## Process 1

INFORMATION FOR LEARNERS ABOUT ASSISTANCE TO MEET THEIR BASIC NEEDS

**20 (1)****20 (2)**

## Process 2

PROMOTING PHYSICAL AND MENTAL HEALTH AWARENESS

**21 (a)****21 (b)****21 (c)****21 (d)**

## Process 3

PROACTIVE MONITORING AND RESPONSIVE WELLBEING AND SAFETY PRACTICES

**22 (1)<sup>a</sup>****22 (1)<sup>b</sup>****22 (1)<sup>c</sup>****22 (1)<sup>d</sup>****22 (1)<sup>e</sup>****22 (1)<sup>f</sup>****22 (1)<sup>g</sup>****22 (1)<sup>h</sup>****22 (1)<sup>i</sup>****22 (1)<sup>j</sup>****22 (2)****22 (3)****22 (4)***Summary of Code Compliance at Process Level*

PROCESSES

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

**Process 2:**  
Promoting physical and mental  
health awareness

**Process 3:**  
Proactive monitoring and  
responsive wellbeing and  
safety practices

COMPLIANCE SCALE

**Compliance****Compliance****Compliance**



## Outcome 4: Learners are Safe and Well

### Process 1:

Information for learners about assistance to meet their basic needs.

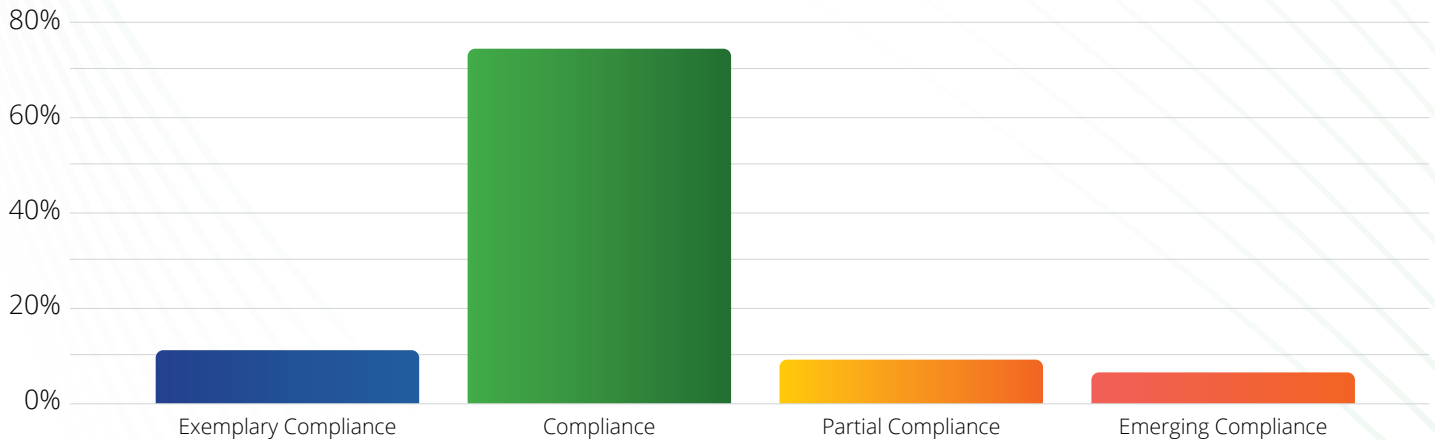
### Process 2:

Promoting physical and mental health awareness.

### Process 3:

Proactive monitoring and responsive wellbeing and safety practices.

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to learners being safe and well, self-reviewed by business divisions, had practice in place, with 85 % having triangulated evidence for this practice.

Business divisions uphold this Code Outcome by supporting ākonga to manage their physical and mental health, by providing guidance and resources, and identifying and responding to learners with additional needs.

Examples of exemplary practice include:

- Facilities to promote holistic wellbeing, such as health centres, gyms, early learning centres, tailored social spaces, breastfeeding friendly areas, recreation centres, self-service kitchens, and cafes.
- A broad range of information and advice services, available both physically and online, covering such things as prioritising self-care and wellbeing during study, budgeting, flatting, healthy kai options, addiction services, building resilience and goal setting.
- Foodbanks, clothing banks, food parcels, hardship funds and loaning of digital devices for study.
- Partnerships with targeted support services and

community services / groups, with clear referral plans in place.

- Wellbeing support services available to ākonga, such as nurse practitioners and other health professionals, kaimahi trained in mental health first aid, peer support, counselling and disability services.
- Various formal and informal ākonga groups to support connections to culture, language and identity such as ākonga Māori, neurodiverse study groups, international ākonga, first year ākonga, Pacific Island communities and those from refugee backgrounds.

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

**There has been a positive shift in compliance scores in Outcome Four compared to 2023 data, with the number of Code clauses identified as Compliant increasing by 8%.**

**This upward trend reflects the cumulative effects of systemic changes and targeted efforts to embed the Code, which require time to produce measurable results.**

# Spotlight on Connexis



## Increasing Diversity in Infrastructure - Girls with Hi-vis 2024

Connexis arranges, delivers, supports, and assesses work-based learning for the infrastructure industries of Civil, Energy, Telecommunications, and Water. That means we help up skill the infrastructure workforce. We set programmes, evaluate assessments, and support employers and learners to obtain nationally recognised micro-credentials and qualifications through apprenticeships and traineeships.

We are passionate about creating a sustainable infrastructure workforce for Aotearoa, which responds to the needs of industry, both now and in the future. This includes improving access to training and encouraging diversity to reach underrepresented groups such as women, Māori, and Pasifika.

Over the months of May and June 2024 hundreds of female secondary school students around the country got experience in some of New Zealand's top infrastructure companies through Connexis Girls with Hi-Vis® (GWHV).

Civil contracting, energy, and water companies from Northland to Southland hosted GWHV events to encourage more young women to take up careers

in infrastructure trades by giving them hands-on experience of some of the skills required.

The students donned hi-vis vests and engaged in various activities, from driving diggers and trucks to climbing power poles and jointing cables. They also explored the inner workings of some of New Zealand's largest infrastructure assets, including wind farms, hydro power stations, water treatment plants, and major roading projects.

Kyra Baylon, a year 12 student from Auckland's Tangaroa College, shared her thoughts on the benefits of Girls with Hi-Vis for students considering their career options: "Seeing this opportunity for someone like me to explore this kind of path was really cool. I've been really confused about what I wanted to do in the future and this has honestly really set me on what I want to do now."

Feilding High School careers advisor Greg Pryce emphasised the value of GWHV events, stating that they offer an exceptional chance for students to gain practical understanding of infrastructure trades and hear directly from women already working in these fields about their experiences and opportunities.



# 6141

trainees in training agreements in 2024

# 95%



trainee satisfaction rate with **Connexis**

# 46%

## INCREASE



in number of female trainee enrolment numbers compared to 2023

A visit to a Girls With Hi-Vis event in 2023 opened up a whole new world for then 16-year-old Sofie McCormick. Sofie attended a Canterbury GWHV event hosted by infrastructure services company Ventia while still a student at local Ellesmere College. Her interest in an infrastructure trade career was sparked, leading to an introduction to a possible apprenticeship with Ventia.

Under Ventia's supervision, Sofie is now working as a trade assistant in a trial that may lead to an apprenticeship. Ventia is giving Sofie a taste of the job, and once both Sofie and Ventia are happy for her to embark on a career as an electrician, Ventia will offer her an apprenticeship.

"I've been doing my Level 2 qualification, so I'm doing course book work Monday to Thursday and then work experience on Friday," Sofie says. "I've run cables, soldered copper bars, and bolted droppers onto circuit breakers. All the people are really kind and easy to work with, and just learning all about electricity and how it all works has been really interesting. I had no idea about what goes on behind the scenes to keep our power running."

Sofie found GWHV to be a great introduction to working in an infrastructure trade role like an electricity supply industry electrician. "I liked how interactive it was. We did a range of different things and I think it painted a really good picture of what kind of work you could be getting into."

Being part of GWHV also introduced Sofie to Ventia, its work, and the types of jobs it offers, which she hadn't known about previously. She recommends attending GWHV events and learning more about jobs in different infrastructure sectors to other young women considering their career options.

"I think this is a really good industry to get into. There are so many different paths you can take. You keep learning and learning about different things as you go along."

Sofie is a fine example of the success of GWHV events, thanks to her fantastic attitude and approach to training. She has all the hallmarks of a great apprentice and tradie, including drive, grit, determination, and passion for the industry. Ventia has no doubt she will be hugely successful.

Ventia apprentice assessor Andrew Massie highlights the importance of GWHV events for Connexis, as they provide a great opportunity to connect with local schools and make students aware of the company's "invisible" industry. "We say 'invisible' because nobody takes notice of electricity supply until it stops.

As a result of the relationships that have been built Massie says Connexis is getting into a position to be able to recruit from schools and encourage students to enrol in pre-trade courses for future employment.





# Spotlight on Open Polytechnic


**Open Polytechnic**  
KURATINI TUWHĒRA

## Strengthening ākonga wellbeing at Open Polytechnic


2024 proved to be a year of growth, impact, and positive change for ākonga wellbeing at Open Polytechnic.

The Open Polytechnic's unique approach to online, distance, flexible learning offers a distinctive learning environment that enables ākonga to study in their own space and at their own pace. In 2024 the Mental Health and Wellbeing Coordinator (MHWC) role was established to further promote and embed a cohesive

system of wellbeing resources and services for ākonga across the motu. This mahi was taken on by kaimahi Sam Cotton who has been instrumental in fostering positive wellbeing within the learning environment. The MHWC has raised awareness and improved accessibility to wellbeing resources and services, organised and facilitated targeted wānanga and events, provided one-to-one support for ākonga, and identified gaps in support systems and processes.

**94%**   
**OVERALL  
ĀKONGA  
SATISFACTION RATE**

 **94%**  
**SAY THEIR STUDY  
IS VALUABLE**  
to guide their future career  
choices and decisions

 **96%**  
**OF ĀKONGA**  
say their study is **valuable**  
to help them succeed/  
achieve their personal goals

**74%**   
**OF ĀKONGA IN EMPLOYMENT**



Key focus areas in 2024 included wellbeing initiatives and service promotion, ākonga wellbeing wānanga, collaboration and partnerships, ongoing ākonga wellbeing support and coordination and mental health first aid.

**Wellbeing Initiatives and Service Promotion:** The new Student Dashboard updates facility in our online learning portal was used to spotlight self-care strategies, the Open Polytechnic Wellbeing Hub, and the various supports available to ākonga including free counselling services. Social media posts and online course page announcements were also rolled out. These efforts saw significant new traffic to the online Wellbeing Hub and an increase in service uptake. In 2024, 91% of ākonga agreed with the statement “I know how to access services”.

**Ākonga Wellbeing Wānanga:** Workshops aimed at deepening engagement with priority ākonga were offered to help navigate online tertiary study and manage high pressure events such as exams. Interest was significant with over 200 registrations. Ākonga feedback was very positive and indicated that these wānanga fostered a real sense of community and connection among their study peers and opened the floor safely for conversations around wellbeing, personal goals and lived experience. There has also been several kaimahi workshops focusing on mental health literacy, resilience, and practical wellbeing strategies.

**Collaboration and Partnerships:** Valuable collaborative partnerships have been established with wider Open Polytechnic teams to share insight and resources, provide wellbeing guidance and expertise, consider a wellbeing lens in strategy and decision-making, maximise potential and reach of communications, and ensure continual improvement of service delivery and visibility. Further networking and relationship-building has been ongoing with external subsidiaries and services.

**Ongoing Ākonga Wellbeing Support and Coordination:** The MHWC provided critical ongoing wellbeing support to ākonga experiencing high levels of distress. Interventions included regular one-on-one check-ins for ākonga, connection to appropriate resources and services to ensure wrap-around support, and guidance and referrals for kaimahi supporting distressed ākonga. This includes clear processes for escalation and intervention.

**Mental Health First Aid:** Selection as a Mental Health First Aid Trainer has positioned two of our kaimahi to further expand the organisation’s capacity for mental health literacy and responsiveness.

Building on the mahi and momentum achieved in 2024, the Open Polytechnic looks forward to expanding and enhancing ākonga wellbeing resources and services in 2025, reinforcing Open Polytechnic as a learning environment where ākonga feel informed, empowered, and motivated to succeed.



# Outcomes 5–7

## Overview

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

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

Nine Te Pūkenga business divisions provided student accommodation in 2024 and responded to these Code Outcomes in their self-reviews. The following table provides a summary of student accommodation provided in each Rohe. It shows that there is little provision compared to ākonga numbers and that the majority of beds and Te Pūkenga operated facilities are situated in the South Island.

	Business Division	Number of Beds*	Rohe ākonga numbers*	3rd Party Provider
<b>Rohe 1</b>	Unitec	155 *not exclusive to Unitec	59,888	Yes
<b>Rohe 2</b>	EIT	98	57,473	No
	Toi Ohomai	33		Yes
	Wintec	154		Yes
<b>Rohe 3</b>	NMIT	87	53,161	Yes
<b>Rohe 4</b>	Ara	181	54,614	No
	Otago Polytechnic	266		No
	SIT	437		No
	TPP	58		No

\*as of 06 October 2024

Summary of Te Pūkenga Student accommodation provision by Rohe

The Student Accommodation Kaimahi Community of Practice was established in 2022 and continued to meet in 2024, to facilitate collaboration, problem solving and the sharing of good practice in this unique work environment. To offer further support for student accommodation kaimahi, Te Pūkenga

provided paid memberships to the Asia- Pacific Student Accommodation Association (APSAA), for 2024, with access to resources, conferences and learning opportunities specific to student accommodation.





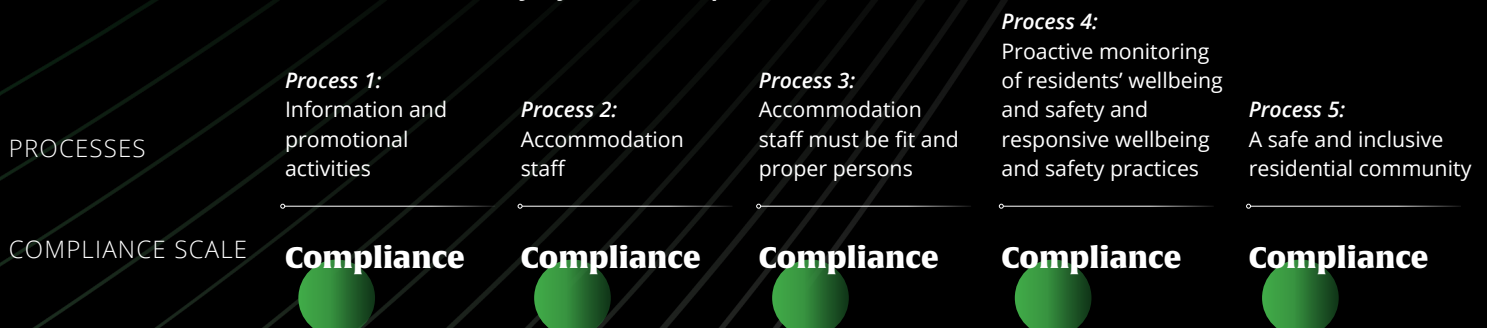
## Outcome 5

# A Positive, Supportive and Inclusive Environment in Student Accommodation

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level



## Outcome 5: A Positive, Supportive and Inclusive Environment in Student Accommodation

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



In 2024 100% of Code clauses related to positive, supportive, and inclusive student accommodation environments, self-reviewed by business divisions, had practice in place, with 98% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Student handbooks, provider websites and in-person visits to provide residents and prospective residents (and whānau) with relevant information about living in student accommodation, facilities, expectations and guidelines, and services available to them.
- A wide range of events provide opportunities for residents to build relationships within student accommodation, gain skills and knowledge that enhance their wellbeing and build a sense of belonging, such as cooking classes, arranged trips to the local shopping centre, movie nights, outdoor activities and trips, shared kai and art workshops.
- Well-planned inductions help to prepare residents for student accommodation and provide opportunities for expectations to be explained.
- Resident voice systems, such as flat representatives, residential assistant hui, feedback emails and formal and informal surveys.
- Processes for hiring student accommodation kaimahi show consideration for Code requirements, pastoral care of residents and capability development.
- Student accommodation kaimahi have a range of monitoring activities to best learn of and respond to resident wellbeing and safety needs, including digital monitoring of activity (e.g. swipe card entry), in-person check-ins, referral procedures, and communication channels with other provider services to promote wrap-around support.

**There has been a positive shift in compliance scores compared to 2023 data. The number of Code clauses identified as Exemplary Compliance has increased by 11% for this Outcome.**



# Spotlight on Ōtautahi House

Ara Institute of Canterbury

Ōtautahi House (O-House) is a vibrant student accommodation facility located right next to the central city campus in the heart of Christchurch. With supermarkets, chemists, and public transport nearby, and Hagley Park just a ten-minute walk away, residents enjoy convenient access to essential amenities and recreational spaces.

O-House boasts 36 attractive apartments, each with five or six bedrooms, accommodating up to 192 students. These modern apartments feature single bedrooms, a lounge, kitchen, two showers, and two toilets. Two apartments are designed for disability access, ensuring inclusivity for all residents.

Residents share their living space with students from across New Zealand and around the world, fostering a diverse and enriching community. Each room is furnished with a king single bed, desk, chair, wardrobe, mirror, and drawers, providing a comfortable and functional living environment.

The dedicated team at Ōtautahi House is committed to supporting the resident community and ensuring the smooth operation of the facility. The team includes a live-in Manager, Community Development Coordinator, Administrator, Kaitiaki Ākonga (evening residential support staff), and emergency on-call staff.



## Starting Well

Moving into student accommodation is a significant transition, and Ōtautahi House has made it even smoother with the "Welcoming Conversations" initiative. This year, every resident—both new and returning—was contacted to ensure they felt supported before their arrival.

The Community Development Coordinator personally connected with each domestic resident by phone, providing an opportunity for them to ask questions, share concerns, and feel reassured about their upcoming move. These conversations built initial trust and strengthened relationships with returning residents, fostering a sense of belonging even before arrival day.

For the first time, international residents were included in this initiative. Despite time zone differences, each international resident received a personalised Zoom call. This effort significantly reduced their anxieties about relocating, as nearly all international residents expressed that seeing a familiar face and having a trusted contact upon arrival made a positive difference in their transition to life in New Zealand.

Due to the overwhelmingly positive impact, "Welcoming Conversations" will remain a fundamental part of the pre-arrival and arrival experience in the future. By fostering connection before move-in day, Ōtautahi House ensures that every resident begins their journey feeling heard, supported, and ready to thrive in their new home.

After residents arrive, the Ōtautahi House team organises various events and activities to help residents build relationships, feel comfortable and have fun. These include a series of Friday night BBQs, providing new and returning residents with opportunities to socialise and connect with their peers and flatmates.

Ōtautahi House is more than just a place to live; it's a community where students can feel at home, supported, and ready to succeed in their academic and personal lives.



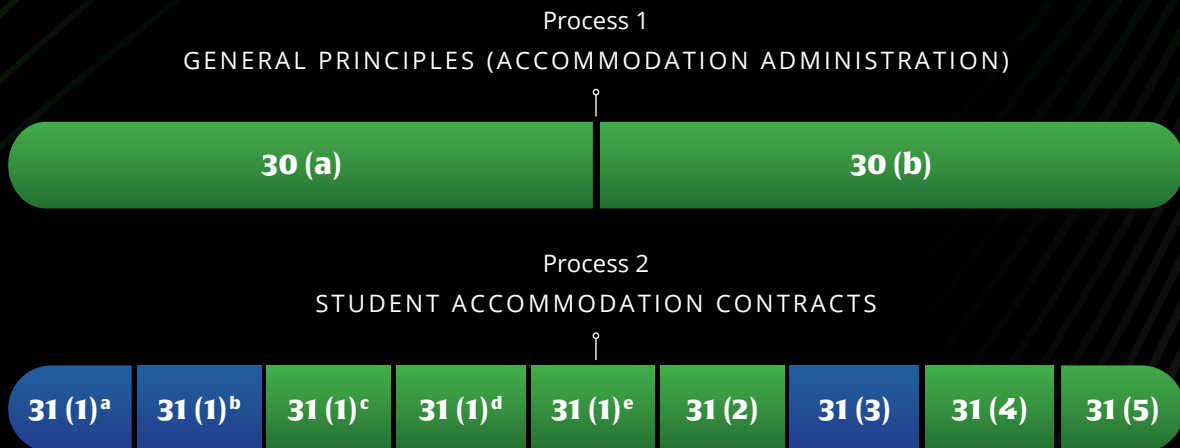


## Outcome 6

# Accommodation Administrative Practices and Contracts

## Summary of Code Compliance at Clause Level

Figure 13 Outcome 2  
Summary



## Summary of Code Compliance at Process Level

PROCESSES

*Process 1:*  
General principles (Accommodation administration)

*Process 2:*  
Student accommodation contracts

COMPLIANCE SCALE

**Compliance**

**Compliance**

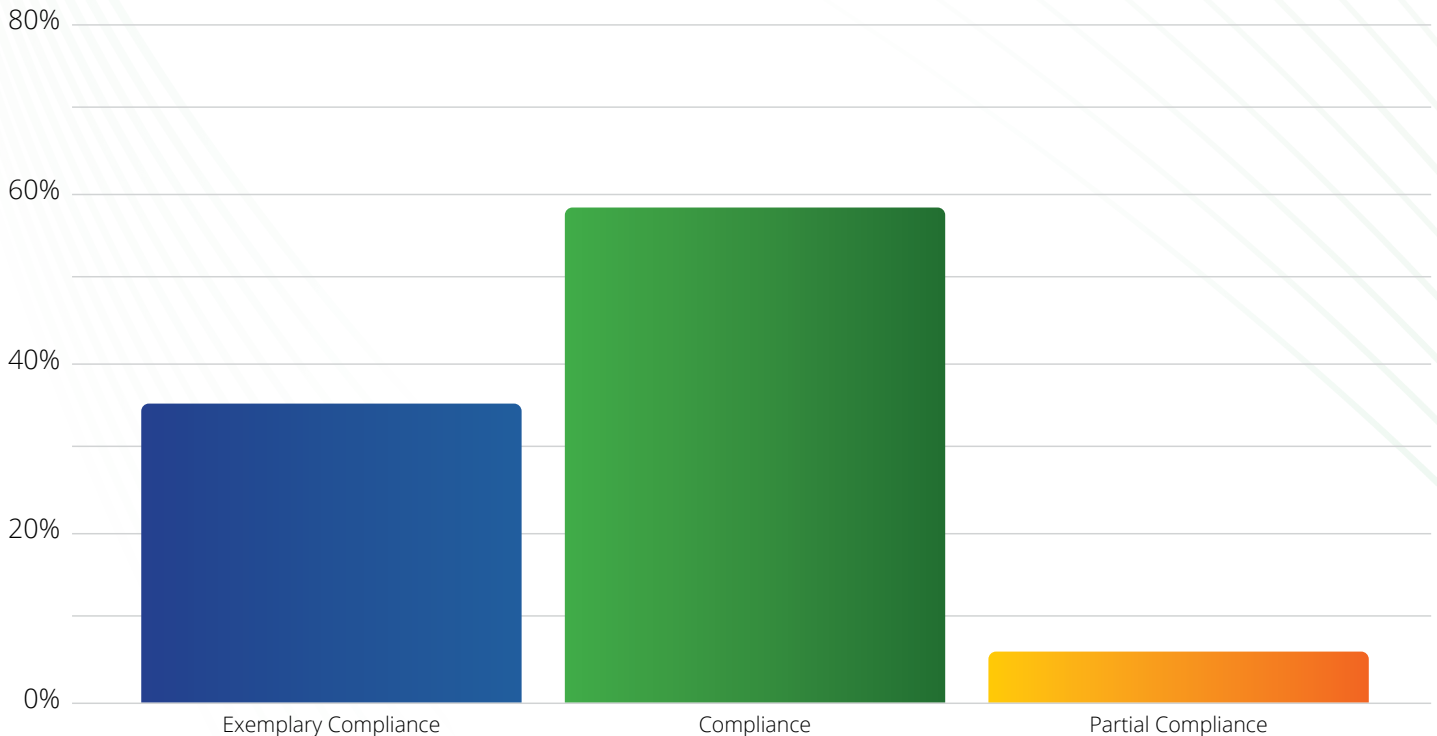


## Outcome 6: Accommodation Administrative Practices and Contracts

**Process 1:**  
General principles

**Process 2:**  
Student accommodation contracts

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to student accommodation principles and contracts, self-reviewed by business divisions, had practice in place, with 94% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Detailed and transparent guidelines provided for residents (and whānau), detailing expectations and key information such as processes for complaints, accessing services and information disclosure.
- Residential agreements are reviewed to ensure Code compliance.
- Opportunities to discuss residential agreements and expectations are provided and checks are in place to ensure documents are received.

- Detailed position descriptions clearly outline the roles and responsibilities of the unique working environment within student accommodation.
- Student accommodation kaimahi have access to services and capability development to promote their own wellbeing and safety, such as mental health first aid programmes, EAP, APPSA, professional supervision opportunities and peer mentoring.

**There has been a positive shift in compliance scores compared to 2023 data. The number of Code clauses identified as Exemplary Compliance has increased by 14% for this Outcome.**

# Spotlight on Wintec



Waikato Institute of Technology (Wintec) Te Kuratini o Waikato

We offer over 130 courses and qualifications at a variety of levels. From entry-level foundation studies that help you prepare for study; to hands-on technical training in vocational subjects (such as trades, horticulture, cooking); diplomas and degrees in a broad range of subjects (such as nursing, physiotherapy, social practice, science, business, information technology, media arts, and sport science); and postgraduate and master's qualifications in many specialist fields.

Located in Hamilton City and at the Rotokauri campus, there is a vast array of support for ākonga including academic, study, health and wellbeing, international, disability, Māori, Pacific, accommodation, scholarships and financial support. Kaiāwhina are available to help access services and they also organise events and activities to promote community and connection. Our academic and support teams collaborate to enhance ākonga experience and success.

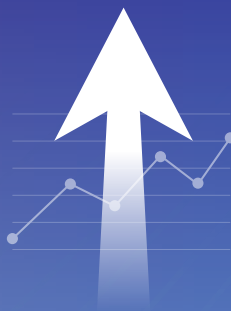
## COMPARED TO 2023 DATA COVERING THE SAME PERIOD, 2024 DATA DEMONSTRATED THAT:

Participation of priority ākonga

**INCREASED FROM**

**33.8% TO**

**38.0%**



Successful course completion rates

**IMPROVED FROM**

**82.2% TO**

**83.78%**

**FIRST YEAR RETENTION RATES  
INCREASED FROM 69.5% TO**

**72.7%**

## He Kura Whakaumu – Lifting the Achievement of Priority Ākonga

In 2018, Wintec launched the New Student Enrolment and Retention Project (NSEAR) to provide targeted support for priority learners, including Māori, Pacific, and disabled ākonga. This initiative, now known as He Kura Whakaumu (HKW), is a collaborative effort involving faculty, Te Kete Manaaki (ākonga support), Oire Pacific, and the Analytics, Insights and Performance team. These teams regularly meet to review Educational Performance Indicators (EPIs), ākonga feedback, mean module marks, and attrition rates, deploying specific support initiatives as needed.

Recent data from 2024 highlights the success of the He Kura Whakaumu project. Priority learners enrolled in HKW-aligned programmes show higher participation rates, qualification completions, and internal progression (at levels 1-4) compared to their non-HKW counterparts. This success is contributing to the overall improvement in priority learner outcomes.

Comparing 2024 data to the same period in 2023, we see significant improvements:

- Participation of priority ākonga increased from 33.8% to 38.0%
- Successful course completion rates improved from 82.2% to 83.78%
- First-year retention rates rose from 69.5% to 72.7%

The project has also brought additional benefits, such as enhancing staff capability in understanding and analysing EPIs, ākonga feedback, and other internal data points. It has also fostered strong cross-team relationships, ensuring that our priority ākonga receive comprehensive, holistic support throughout their educational journey.

Looking ahead to 2025, the focus will be on addressing significant disparities in educational performance between priority and non-priority ākonga. We will also delve deeper into understanding when, where, and why ākonga disengage, to better support their success.



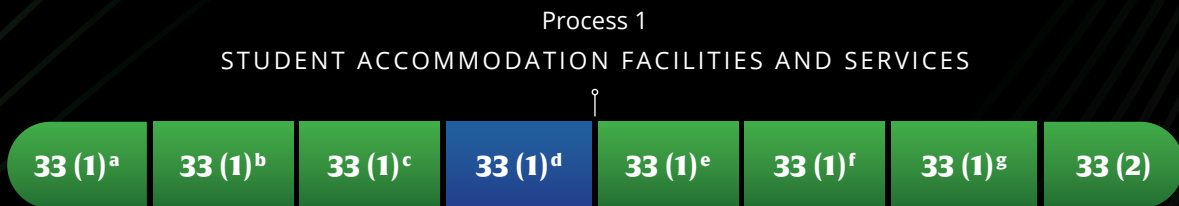


## Outcome 7

# Student Accommodation Facilities and Services

### Summary of Code Compliance at Clause Level

Figure 13 Outcome 2  
Summary



### Summary of Code Compliance at Process Level

PROCESSES

**Process 1:**  
Student accommodation facilities and services

COMPLIANCE SCALE

**Compliance**

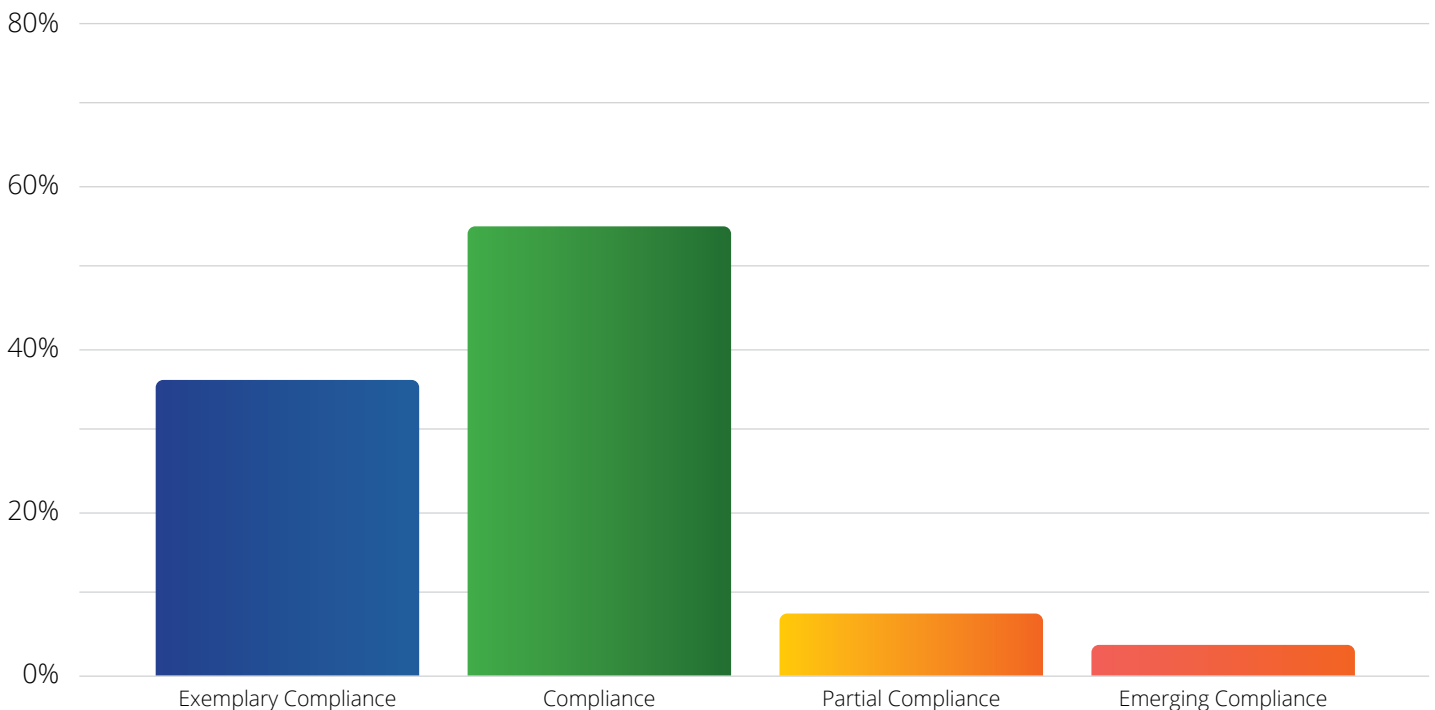


## Outcome 7: Student Accommodation Facilities and Services

### Process 1:

Accommodation facilities and services

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses related to the facilities and services provided in student accommodation, self-reviewed by business divisions, had practice in place, with 90% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Residents given opportunities to disclose their needs and preferences, such as accessibility provisions or gendered room preferences, prior to move in, and during their stay, with providers making necessary adjustments or accommodations wherever possible.
- Seeking and addressing resident feedback on accommodation provision and facilities.

- External and internal services and contracts in place to ensure the upkeep, cleanliness and safety of accommodation facilities.
- Maintenance plans, procedures for responding to maintenance issues, and a schedule for the replacement of high-use items, promotes resident wellbeing and safety.

**There has been a positive shift in compliance scores compared to 2023 data. The number of Code clauses identified as Exemplary Compliance has increased by 14% for this Outcome.**

# Spotlight on SIT

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Southern Institute of Technology (SIT) offers a wide range of quality tertiary education and training programmes, from certificates to postgraduate studies. Our NZQA-accredited programmes cater to students at various levels and pathways, ensuring that everyone finds a suitable course.

We are proud to be the only tertiary provider in Aotearoa New Zealand offering a no-tuition cost education to domestic students at all levels through our Zero Fees Scheme. Our campuses are located in Invercargill, Christchurch, Queenstown, Gore, and we also offer online learning through SIT2LRN Distance Learning.

SIT is home to specialised faculties such as MAINZ – Music and Audio Institute of New Zealand (Christchurch) and Telford in Balclutha, focusing on music and rural education respectively.

Our mission is to provide quality applied vocational education that equips people with the knowledge and skills to be effective industry participants. E whakarato ana Te Whare Wānanga O Murihiku i ngā ratonga huarahi kia whakarawe i te tangata ki te mohiotanga me ngā pūkenga kia mahi tika ai a ia kei roto nei tōna ahumahi. This mission statement defines our commitment to students, ensuring they receive the training needed to support industries and professions that offer ongoing and future employment.

Access to support services is essential for every student. SIT offers a range of student support services available to all learners.

## Student Wellness Expo

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SIT has enhanced its student support offerings by accessing funding through Te Whatu Ora Health New Zealand - as a Te Pūkenga Business Division. This funding has enabled us to provide extra mental health-related activities for students, including the appointment of a Wellness Coordinator, Matt O'Neill, who has designed and delivered various wellbeing activities, including the Wellness Expo.

The first Wellness Expo, held in September 2024, featured 16 Southland organisations dedicated to community wellbeing. The event was well-attended by both students and staff, who engaged with representatives from WellSouth, Healthy Families, Women's Refuge, Red Cross, Youthline, Loss and Grief, Citizens Advice Bureau, Pacific Island Advisory & Cultural Trust, Multicultural Trust, Mind and Body, CHROMA, Disability Advocacy, Active Southland, Invercargill City Libraries and Archives, Health New Zealand | Te Whatu Ora, and Community Law. These organisations provided a wide variety of helpful materials on methods for supporting personal wellness.

Activities and games were popular, as was the food provided by the Student Support BBQ and vegetarian options from XO Church. Students enjoyed lunch together at new picnic tables donated by SIT's Joinery Department.



Student Support Team Leader, Jodi Conway, highlighted the expo's success in raising awareness among students about the diverse range of wellbeing supports and information available to them, both at SIT and

throughout Southland. Exhibitor Sarah Tuapati of Active Southland praised the event for creating valuable conversations and leads and expressed eagerness to participate in future expos.



SIT turned on the sunshine for its inaugural Wellness Expo; ākonga and kaimahi enjoyed free food, music, games, and engaging with the variety of stallholders who attended to offer their support services



The crowds came out for SIT's inaugural Wellness Expo; ākonga and kaimahi alike enjoyed the sunshine, free food, music, games, and the opportunity to speak with local organisations within Southland offering a variety of support services



Many hands make light work - Student Support Team Leader, Jodi Conway and the Student Support Services Team at SIT's first Wellness Expo, serving BBQ food to ākonga.







# Outcomes 8–12

## Overview

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

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

Whilst overall the compliance levels are high, in part due to pastoral care practices for international ākonga being in place before this Code was introduced, there is a slight downward movement in exemplary compliance scores compared with 2023 data. This may be attributed to additional business divisions enrolling international ākonga in 2024, a loss of kaimahi expertise in international departments and a rapidly growing international intake post-Covid. Individual business divisions are taking actions to enhance practice where necessary.

In 2024 Te Pūkenga enrolled 10,933 international ākonga, across 15 business divisions, from 92 countries, predominantly from India (39.1%) and People's Republic of China (19.7%).

International enrolments were well ahead of targeted levels, reflecting significant international engagement activities across the network and dedication to providing high-quality education and training, in a welcoming, safe, culturally unique, and friendly environment.





## Outcome 8

# Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners

### Summary of Code Compliance at Clause Level

#### Process 1

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



35

### Summary of Code Compliance at Process Level

PROCESSES

#### Process 1:

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

COMPLIANCE SCALE

Compliance

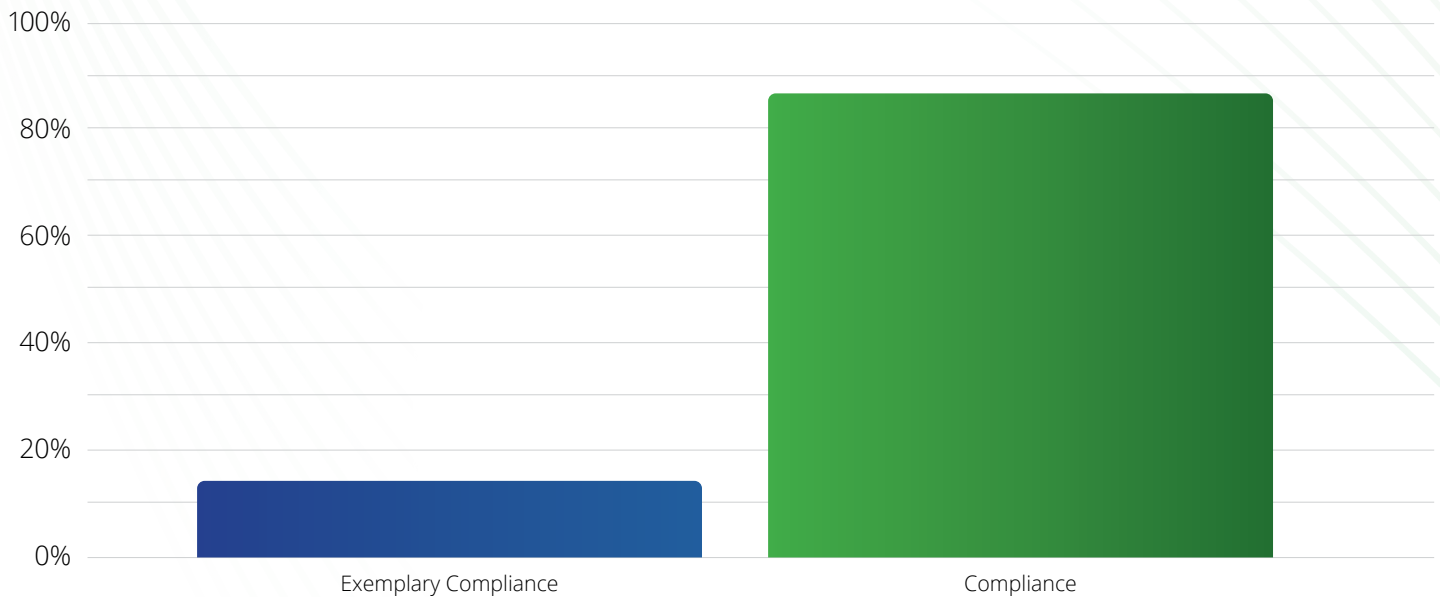


## Outcome 8: Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners

### Process 1:

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

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses regarding the wellbeing and safety of international ākonga, self-reviewed by business divisions, had practice in place, with triangulated evidence.

Examples of exemplary practice include:

- In addition to the provisions made in Outcomes 1-4 of the Code to promote the wellbeing and safety of all ākonga, practices to ascertain and accommodate the needs of international ākonga are in place, such as pre-arrival documentation and hui, home stay placement questionnaires and disclosure forms for academic support.
- Kaimahi dedicated to working with international ākonga, such as international advisors and homestay co-ordinators, that have connections to ākonga success and support services, prioritise the specific needs of international ākonga cohorts.
- A variety of organised events provide opportunities for international ākonga to discuss wellbeing and safety needs in an informal setting.
- Initiatives tailored for international ākonga, such as having orientation sessions run by senior international ākonga, where they aim to answer questions, share their experiences and offer tips or suggestions.
- Data obtained through course evaluations, surveys and international ākonga focus groups is reviewed and improvements to provision, services and facilities are made where practicable.

# Spotlight on EIT



## Eastern Institute of Technology

He Tauākī Whakamaunga Atu o Te Aho a Māui | EIT is dedicated to providing high-quality, relevant, and accessible tertiary education and training to support the success of learners, industries, and the well-being of whānau and communities.

EIT offers over 150 qualifications ranging from certificates and diplomas to degrees and postgraduate levels. These programs are available at campuses in Hawke's Bay, Tairāwhiti (Gisborne), and Auckland, with Regional Learning Centres located in Hastings, Maraenui, Ruatorea, Tokomaru Bay, Waipukurau, and Wairoa.

The Hawke's Bay campus is one of New Zealand's most attractive, featuring superb architecture and shaded

outdoor areas perfect for studying on warm days. In Tairāwhiti, EIT has two campuses situated in the heart of Gisborne, near the Taruheru River, and in central Auckland.

EIT provides excellent learning opportunities using state-of-the-art facilities and technology, along with practical experience to prepare you for the working world.

Our lecturers are respected academics and industry professionals. Degree and postgraduate programs at EIT are supported by lecturer research activities, directly linking to their teaching.



**\$435K**

**GIVEN** to ākonga in hardship

**907**

**ĀKONGA  
SUPPORTED**



by Wellbeing  
project and  
**46** Wellbeing  
events



**42%**

of students  
receiving disability support  
were Ākonga Māori

**DISABILITY  
CONFIDENCE  
COURSES**

delivered to **120**  
kaimahi

**KETEKETE  
KŌRERO  
TE REO PD**

with kaimahi each  
week in the new Hub



**257** **ĀKONGA  
SUPPORTED**

since opening the hub at the end  
of February 2025



## Te Pae Hono - New Student Support Hub

In February 2023, Cyclone Gabrielle caused significant damage, forcing EIT to close the Taradale campus. This disruption affected the delivery of programmes and support to over 3000 ākonga. After more than two years without a dedicated space for our ākonga, we were thrilled to open our new Student Support Hub - Te Pae Hono.

Formerly the Executive office building, our new premises are centrally located on campus, providing easy access for all ākonga and kaimahi. All support

services are now conveniently housed under one roof. Te Pae Hono embodies the purakau of the Takitimu and Pacifica journeys to EIT. The hub features specially designed artwork that reflects our diverse cultures, creating a welcoming environment.

This new home includes study spaces, a student kitchen, a chill-out area, and offices for cultural and disability support. We foster an open-door policy, and Te Pae Hono is quickly becoming the go-to place for our ākonga when they need a supportive space.



### TE PAE HONO

#### Student Support Hub



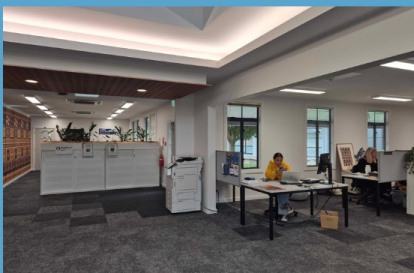
Main foyer- entrance



Student kitchen and study space



Student study rooms



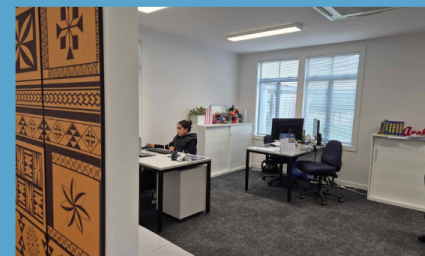
Disability student support



Student Chill Out Space



Meeting room



Pacifica & Māori student support

## Supporting International Ākonga

With around 1000 international students from over 30 countries annually across its campuses, EIT takes a collaborative approach to ensure ākonga are welcomed and provided with support to assist them to thrive in their learning and success. Every term, the Tautua Pacifica Cultural Support Lead and the International Support Lead organise a fun and engaging sports event for our ākonga. This semester, we hosted a lively volleyball tournament at the nearby sports center. The event concluded with delicious kai and a social gathering.

The participants had an energetic and fabulous time. They enjoyed the opportunity to connect and get to know one another. Now, when they see each other on campus or in the community, they exchange warm greetings. This builds a sense of belonging and can foster real friendships, enhancing the wellbeing of our ākonga and contributing to their success.



# 334

**INTERNATIONAL STUDENTS**

accessed liaison services across 6 campuses

# 438

**INTERNATIONAL STUDENTS**



accessed learning advisors in 2024

**PASIFIKA**



and International ākonga sports days held every term



# 452

**INTERNATIONAL ĀKONGA**

accessed the hardship fund

**CULTURAL COMPETENCY COURSE**



delivered to

# 68

kaimahi in 2024



# International Sports Day

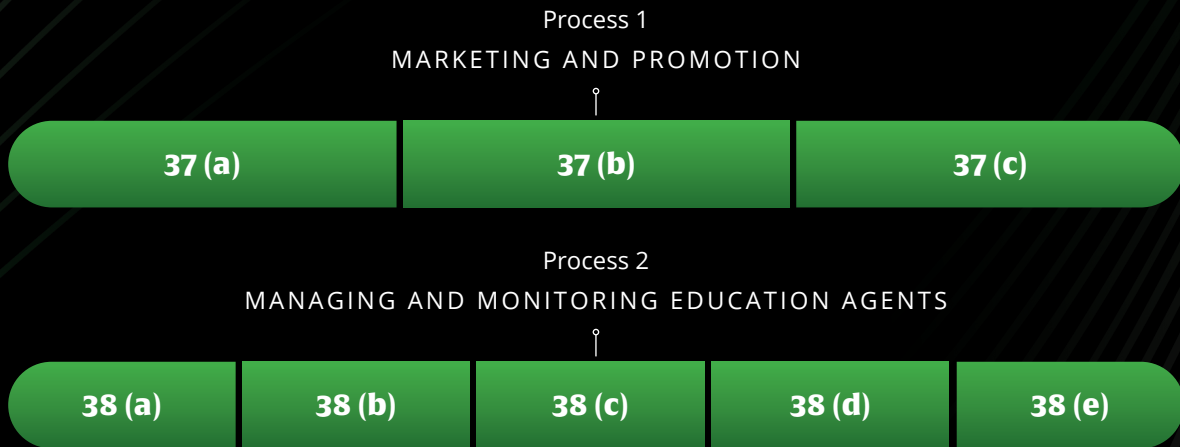




## Outcome 9

# Prospective International Tertiary Learners are Well Informed

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level

PROCESSES

*Process 1:*  
Marketing and promotion

*Process 2:*  
Managing and monitoring education agents

COMPLIANCE SCALE

Compliance

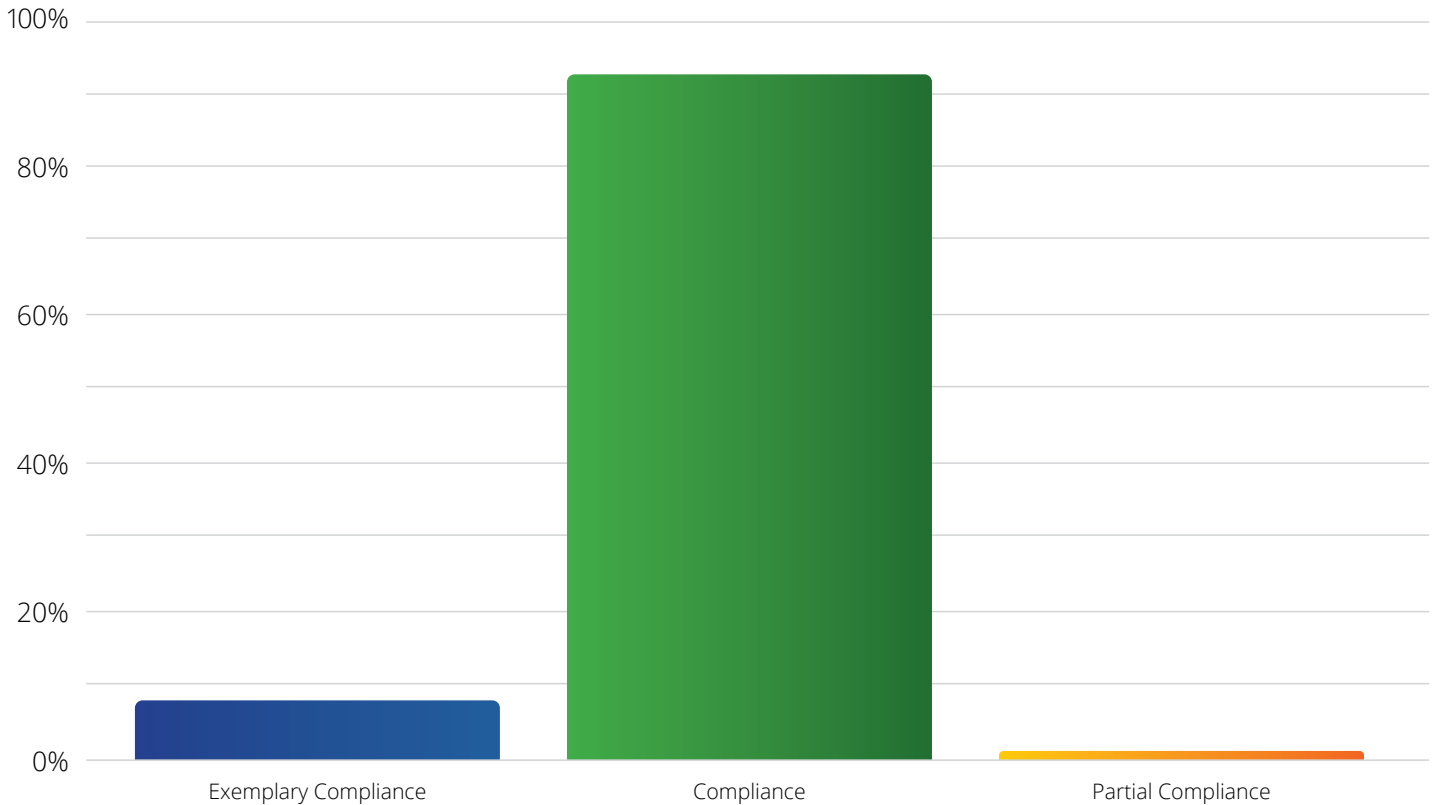
Compliance

## Outcome 9: Prospective International Tertiary Learners are Well Informed

**Process 1:**  
Marketing and promotion

**Process 2:**  
Managing and monitoring education agents

### Code Clause Compliance by Outcome



In 2024, 100% of Code clauses regarding marketing, promotion and managing international agents, self-reviewed by business divisions, had practice in place, with 99% having triangulated evidence for this.

Examples of exemplary practice include:

- International ākonga and prospective ākonga having access to relevant and up to date information, including pre-arrival guides, programme offerings and entry requirements, in a range of formats, so they can make informed decisions about studying and living in Aotearoa New Zealand.
- Marketing materials are offered in local languages wherever possible.
- Kaimahi dedicated to international ākonga engage early in the enrolment process to ensure ākonga and their family's access and understand the information provided, can share specific needs or preferences and have realistic insights into their learning journey.
- Te Pūkenga International Education Strategy can inform plans and actions for individual entities in the future.
- Marketing and promotion initiatives are responsive, transparent, and informative.
- Transparent processes are in place to monitor and get feedback on the performance of education agents.

# Spotlight on Unitec



Unitec offers a friendly and diverse learning environment with flexible study programmes, ample support, and hands-on experience to build the skills our ākonga need for their careers and future. Our wide range of work-oriented programmes and short courses are employment-focused and taught at our two campuses in Mt. Albert and Waitākere.

Our ākonga get exposure to real-world learning environments that combine industry-leading theory and hands-on practical experience with all the skills needed to hit the ground running. Learning from industry-experienced lecturers, our graduates have the knowledge, skills, and connections for successful futures.

We offer a place for everyone and support a diverse whānau of people, where we get to know every one of our students by name. Because we care about success, we support learner progress from entry to advanced-level programmes – from certificate-level all the way to an undergraduate degree. Our learners are at the heart of everything we do.



## Student Wellbeing Promoter Role

At Unitec, the Student Wellbeing Promoter's role was established in 2023. It is multifaceted, including facilitating psychoeducational workshops, providing assessment and brief intervention for students in distress, collaborating with other teams to run student-facing projects and events, service promotion, as well as liaison across schools and both internal and community-based services.

Mirabel, the current Student Wellbeing Promoter utilises a diverse skill set, and an unwavering dedication to enhancing the hauora of Unitec students, drawing on her training as both a counsellor and a secondary school teacher of health education and psychology. Fortunately, tertiary level students are better behaved than their high school counterparts, most of the time!

Although there are some challenges that come with wearing so many proverbial hats, the diverse scope of the Student Wellbeing Promoter role comes with one particularly useful advantage. The frequency of contact with staff and students across Unitec has enabled Mirabel to build meaningful connections with kaimahi and ākonga alike. The volume and variety of kanohi ki te kanohi exchanges provide ample opportunity for impromptu student referrals and disclosures. Vulnerable students and concerned staff are guided through the next steps, ensuring that they feel safe and supported while navigating unfamiliar processes.

Over 2024 there have been many group sessions facilitated, covering a range of mental health topics, including ten Introduction to Mental Wellbeing workshops. The School of Computing, Electrical and



Applied Technology has been particularly enthusiastic about offering Intro to Mental Wellbeing to their taura and have reported remarkable benefits. One lecturer noted that “for the first time in the programme’s history, all students completed the course” partially attributing this unprecedented retention rate to the Introduction to Mental Wellbeing workshop.

To date, more than 1000 Unitec students have participated in group sessions run by the Student Wellbeing Promoter. In addition, another 623 Unitec students have attended externally facilitated wellbeing

wānanga thanks to the funding provision through TWOHNZ Primary Mental Health and Addiction funding.

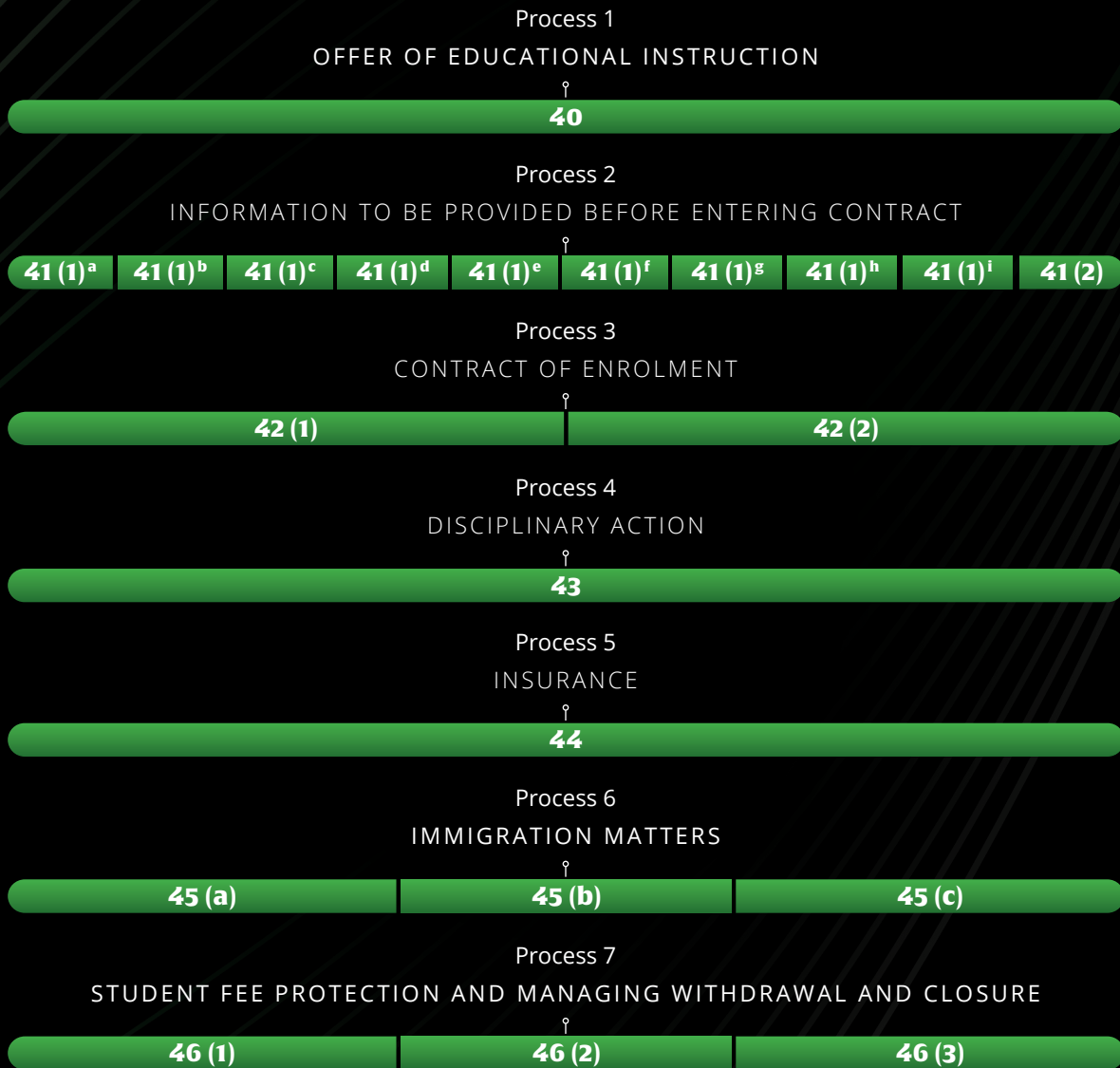
Relaxation Stations were launched in Semester One of this year with the use of the Neurodiverse Learner Reinvestment Initiative fund. Unitec now has three dedicated spaces which support students to learn about and benefit from sensory modulation. These Relaxation Stations are available to all Unitec students and aim to raise awareness of, and normalise the need for, self-regulation strategies.



## Outcome 10

# Offer, Enrolment, Contracts, Insurance and Visa

## Summary of Code Compliance at Clause Level



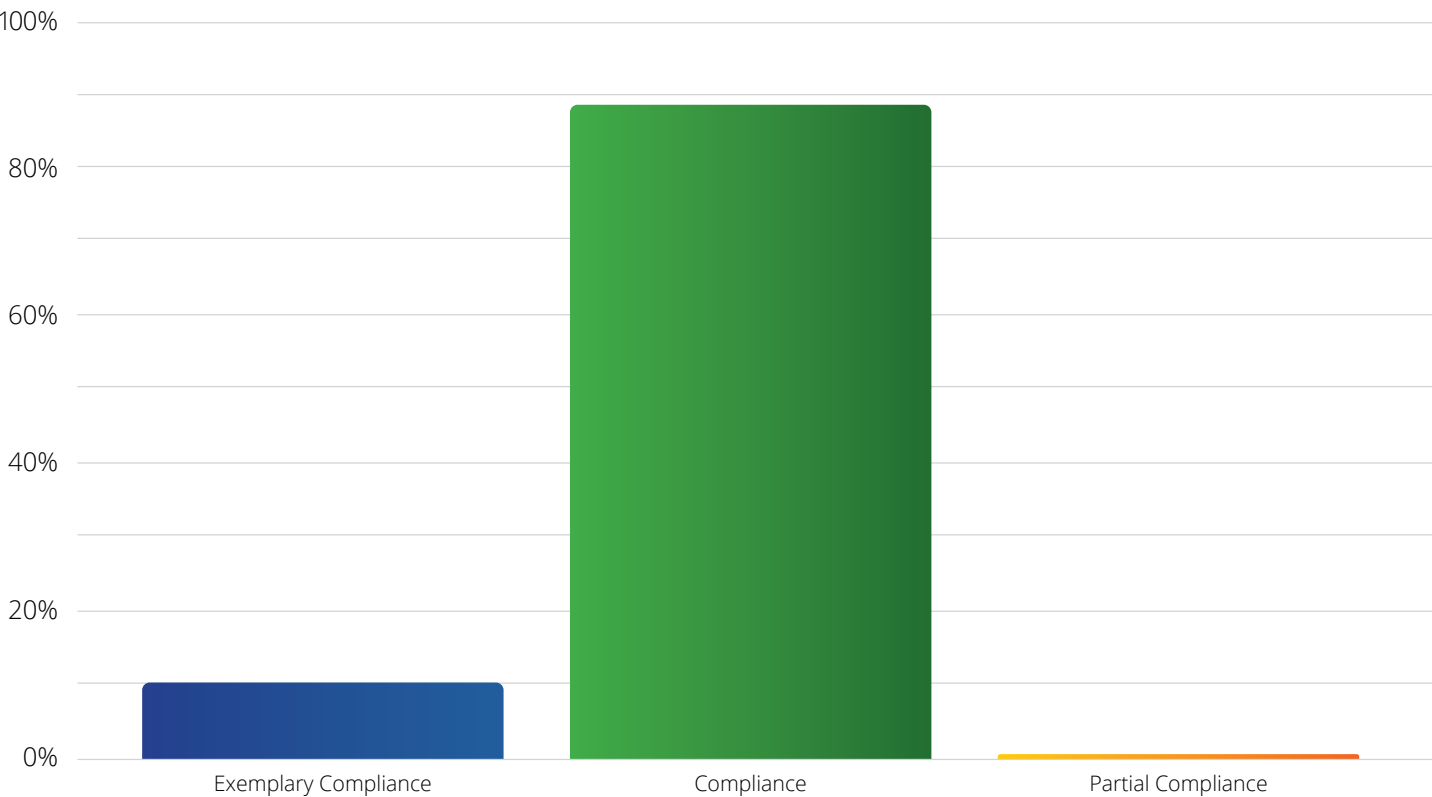
## Summary of Code Compliance at Process Level

PROCESSES	Process 1: Offer of educational instruction	Process 2: Information to be provided before entering contract	Process 3: Contract of enrolment	Process 4: Disciplinary action	Process 5: Insurance	Process 6: Immigration matters	Process 7: Student fee protection and managing withdrawal and closure
COMPLIANCE SCALE	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance

## Outcome 10: Offer, Enrolment, Contracts, Insurance and Visa

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



In 2024 100% of Code clauses regarding administrative systems and processes for international ākonga, self-reviewed by business divisions, had practice in place, with 99% having triangulated evidence for this practice.

Examples of exemplary practice include:

- All efforts are made to ensure information, contracts, insurance policies and offers are written in simple sentences and there are opportunities to ask questions and receive clarification throughout the application process.
- Feedback provided by new and leaving international ākonga indicates that educational instruction is appropriate for the expectations, English language

proficiency, academic ability and the educational outcomes being sought.

- Checks and reports on insurance and visa status of international ākonga are completed to ensure all legal obligations are met and ākonga are provided with support to rectify any issues.
- Refund and withdrawal information is provided to international ākonga and related policies and procedures are transparent.
- English language, visa, insurance and enrolment requirements are clear, and ākonga expectations are explained.



# Spotlight on Ara

Ara Institute of Canterbury



## You Belong Here

Ara is a vibrant and progressive institution offering world-class certificates, diplomas, degrees, and graduate qualifications. With three campuses in Christchurch and one each in Ashburton, Timaru, and Oamaru, Ara is committed to meeting the demand for flexible study through part-time programmes, blended delivery and online options.

Our mission is to empower students to build better worlds. We aim to equip every Ara student for the challenges and opportunities that lie ahead by providing relevant courses taught by inspirational mentors in real-life learning environments. Our ever-expanding array of workplace training opportunities, internships, apprenticeships, and industry partnerships ensures that our students thrive in an inclusive, nurturing, flexible, and technology-enhanced study environment.

**2.7%**  
**RISE**

in successful course completions by Māori ākonga since 2022



**57%**  
**OF ĀKONGA**

with a Disability accessed Support Services

**43%**

of Ākonga Māori accessed Ākonga Support Services



**60%**

of ākonga Pacific &



**49%**

of ākonga Māori accessed Support Services

**4.9%**

**RISE**



in successful course completions by Pacific ākonga since 2022

**83%**

**SUCCESSFUL**  
course completion for ākonga with a Disability



## **“You Belong Here”**

At Ara, ākonga are welcomed into a diverse and inclusive community. They are celebrated for their unique identities and receive support and inspiration to achieve great things not just for themselves but for their whānau. Ara tutors are experts in their subjects and have years of real-world experience. They are committed to inspiring learners to succeed and have a culturally enriched experience.

Ara also offers dedicated support for Māori, Pacific, International, and disabled ākonga. Our kaimahi work together to support success and create a sense of belonging for ākonga and their whānau.

Jessica Westley and Shaun Raddock signed up for matching qualifications during the Covid lockdowns while raising four “wonderful, energetic, neurodiverse children” aged 3 to 13. Four years later, Jessica took center stage at Ara Institute of Canterbury’s autumn graduation to share her study experience, with Shaun, just two papers behind her, cheering her on.

Jessica paid tribute to the student support services and the “incredibly understanding tutors and department heads” who helped her achieve her Bachelor of International Tourism and Hospitality Management degree. She shared that those with experience in neurodiversity know that every day can be a challenge, but with support, they managed to navigate the tricky times and appreciate the easier moments better.

Jessica’s ultimate dream is to own and manage a tiny home tourist venture. She expressed that the confidence boost from achieving study awards and this qualification has been huge, proving to herself and her children that no matter your age or past experiences, if you set your mind to something, you can achieve anything.



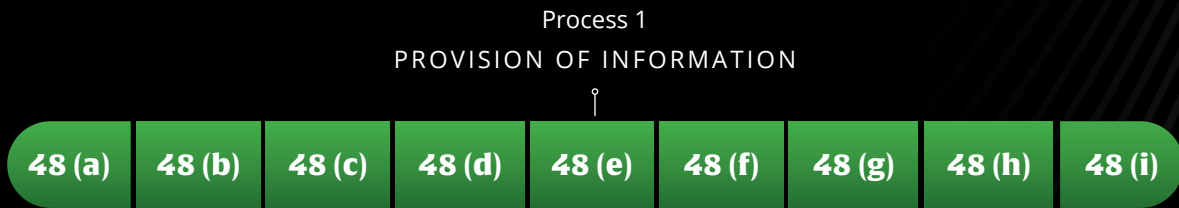
Jessica Westley leads the Ara graduates to the Wolfbrook Arena for the afternoon ceremony



## Outcome 11

# International Learners Receive Appropriate Orientations, Information and Advice

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level

PROCESSES

*Process 1:*  
Provision of information

COMPLIANCE SCALE

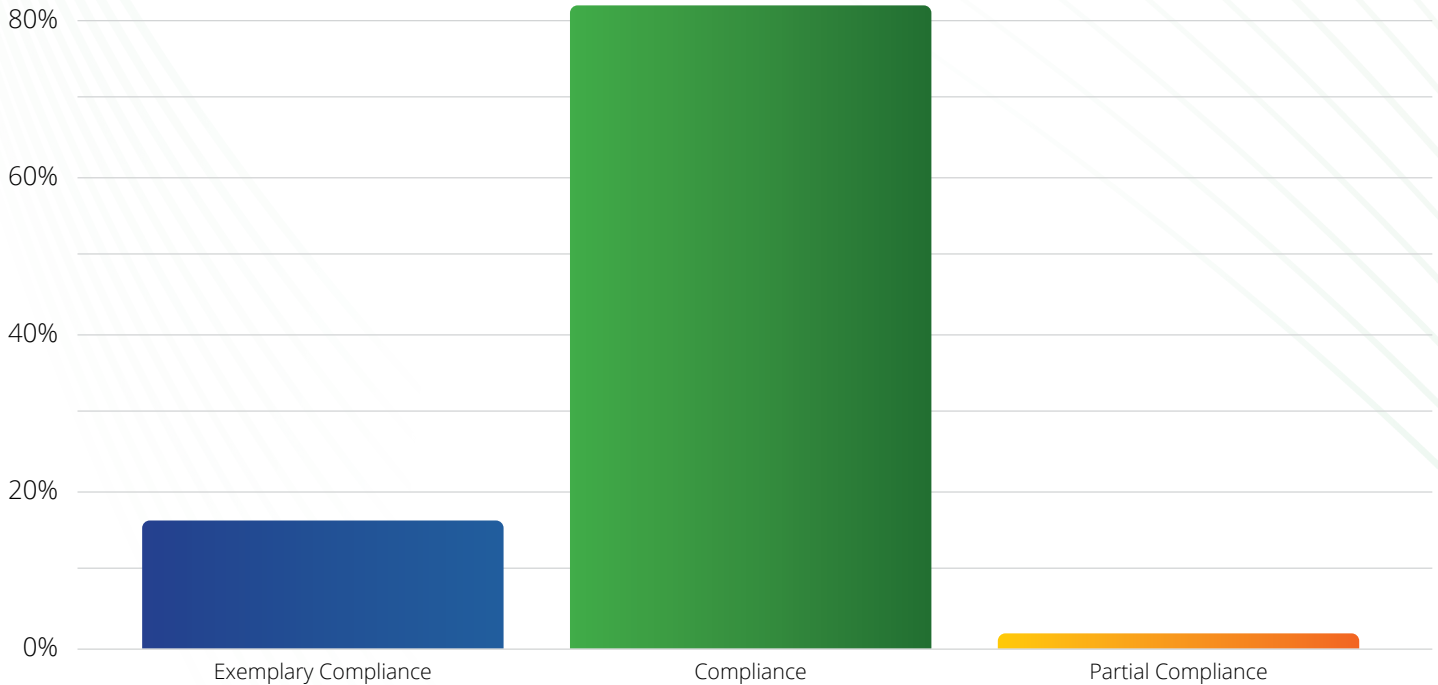
**Compliance**



## Outcome 11: International Learners Receive Appropriate Orientations, Information and Advice

**Process 1:**  
Provision of information

### Code Clause Compliance by Outcome



In 2024 100% of Code clauses on the provision of information for international ākonga, self-reviewed by business divisions, had practice in place, with 98% having triangulated evidence.

Examples of exemplary practice include:

- A range of orientation activities delivered across the country, with examples of innovative and engaging events held to share information and build a sense of belonging with international ākonga, including shared kai, peer workshops, walking tours, guest speakers, games and Q and A sessions.
- Welcome packs and early communication from dedicated international kaimahi can help to ease anxiety and provide information on where to go for additional support or clarification and what to do in case of an emergency.
- Regular contact with international ākonga support kaimahi or general ākonga success services is encouraged and mentioned in a range of information sharing opportunities, including social media platforms, on-site advertising and student handbooks.
- Tailored workshops and events to support international ākonga as they navigate living and studying in Aotearoa New Zealand, including home sickness, customs, available services and community connections.
- Advocates are available to support international ākonga with processes such as course withdrawal, visas or refunds.

# Spotlight on Primary ITO



## Primary ITO: Growing Skills for New Zealand's Primary Sector

At Primary ITO, our mission is to help New Zealand's primary sector flourish by enhancing people's skills. We lead work-based education and training across over 30 industries within the primary sector. Our commitment is to support these industries by providing valuable on-the-job training, complemented by online and in-person learning where appropriate. This approach ensures


that people can earn while they learn, and businesses benefit from their staff's contributions from day one. Better skills lead to increased productivity and more fulfilling, rewarding work lives.

In 2024, we proudly supported around 14,000 learners across approximately 4,500 workplaces nationwide. Whether it's up driveways, at the end of dirt roads, on the factory floor, online, or in the classroom, we are dedicated to being wherever our learners need us. At Primary ITO, we believe in doing whatever it takes to support our learners and help them succeed.



**12,928**  
ACTIVE LEARNERS

**22,787**  
ĀKONGA  
VISITS  
CONDUCTED



**118**   
INDIVIDUAL SUPPORT  
PLANS with ākonga

**5,362**   
QUALIFICATIONS  
COMPLETED

 **95%**  
LEARNER  
SATISFACTION  
RATE  
(September 2024 learner experience survey)

 **679**  
MANAAKI  
FUND  
payments made

## Second-Chance Learners Upskill with Primary ITO

Primary ITO's vision is to lead work-based vocational education for the primary sector. As the whakataauaki goes, "He aha te mea nui o te ao? He tangata, he tangata, he tangata." This means, "What is the most important thing in the world? It is people, it is people, it is people." Looking after people is at the heart of what we do.

Te Whangai Trust encourages second-chance learners to "leave their past at the gate," supporting them to grow their skills and turn their lives around. This initiative provides an opportunity to gain formal qualifications through Primary ITO.

Founded in 2007 by Adrienne and Gary Dalton, Te Whangai Trust started with a nursery on their Coromandel property to give long-term unemployed, youth, and people at-risk the chance to gain life and work skills, mana, and self-esteem. The Trust operates with a Kaupapa Māori approach, and around 90 percent of the people they support are Māori or Pasifika. 'Whangai' means to adopt and nurture as one's own, and this is the foundation of the Trust's work.

In 2022, Te Whangai Trust contacted Primary ITO to discuss the process of enrolling some staff into formal on-job training. "Many of our people struggled at school," Adrienne says. "Here, it's about learning by doing. Everyone does the same work and builds their skillsets. We have to look at what support is needed and wrap a massive support system around them. When they start working in the nursery, that's where Primary ITO comes in."

The learners complete an initial literacy and numeracy check to identify any learning challenges. Extra help is available through Primary ITO to support learners who may have dyslexia or other learning challenges. An initial group of 13 learners were signed up to the Level 3 New Zealand Certificate in Horticulture Production.

Adrienne says training through Primary ITO has given the learners confidence and a feeling of pride. "When they started ticking off their assessments, it gave them a real boost and helped to build their self-esteem and

confidence. At the end, the sense of pride and feeling among the group was incredible."

She emphasises the invaluable support from Primary ITO Training Adviser, Barb. "Barb has real empathy and built a connection with the learners. She was always available, supportive, and willing to give advice." Barb worked alongside an in-house trainer and mentor to support the learners through the training. This included monitoring progress, ensuring assessments met requirements, and helping to hand out certificates at the end.

Barb notes that the involvement of the in-house trainer made a real difference in helping the learners to progress.

Nine members of the initial group completed their Level 3 qualification, with two others leaving for other employment opportunities. Another learner has since signed onto the New Zealand Apprenticeship in Nursery Production through Primary ITO.

Primary ITO are proud to be part of the team supporting these people to change their lives for the better.

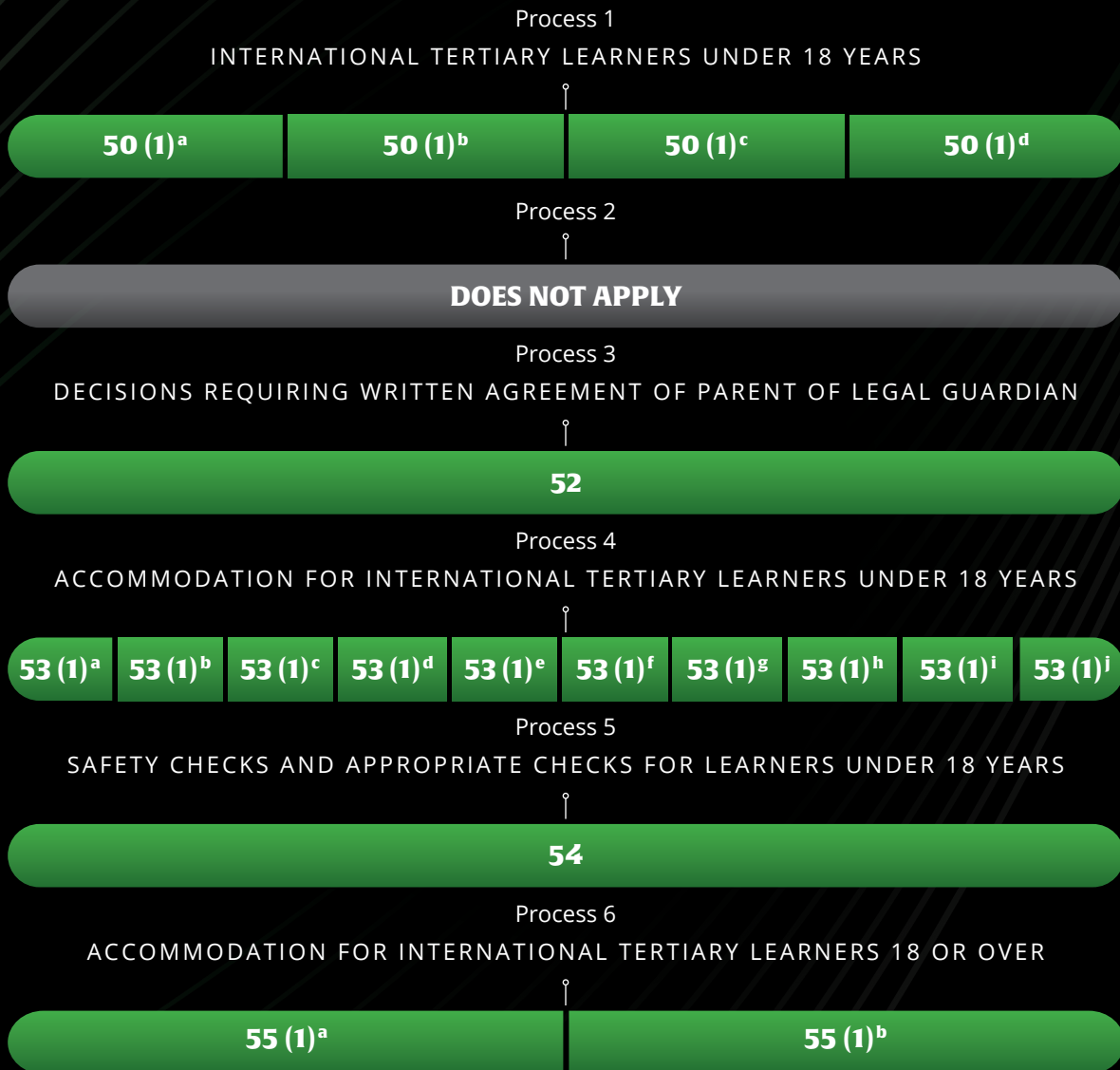




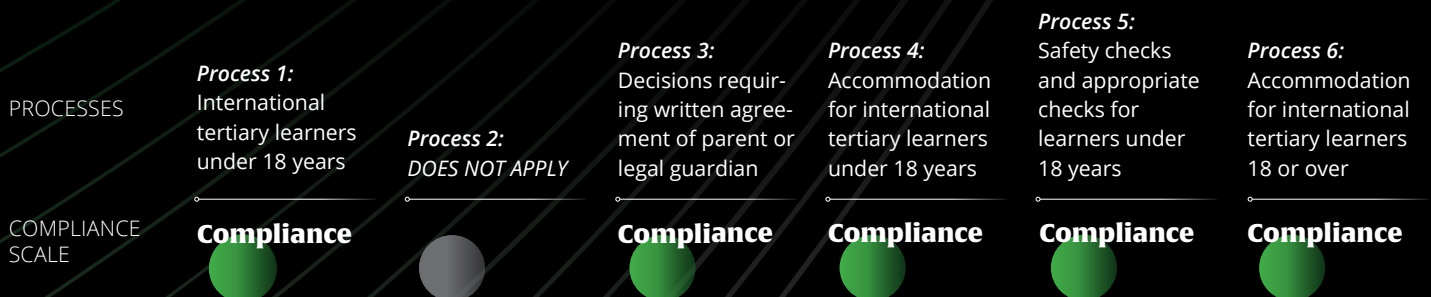
## Outcome 12

# Safety and Appropriate Supervision of International Tertiary Learners

## Summary of Code Compliance at Clause Level



## Summary of Code Compliance at Process Level

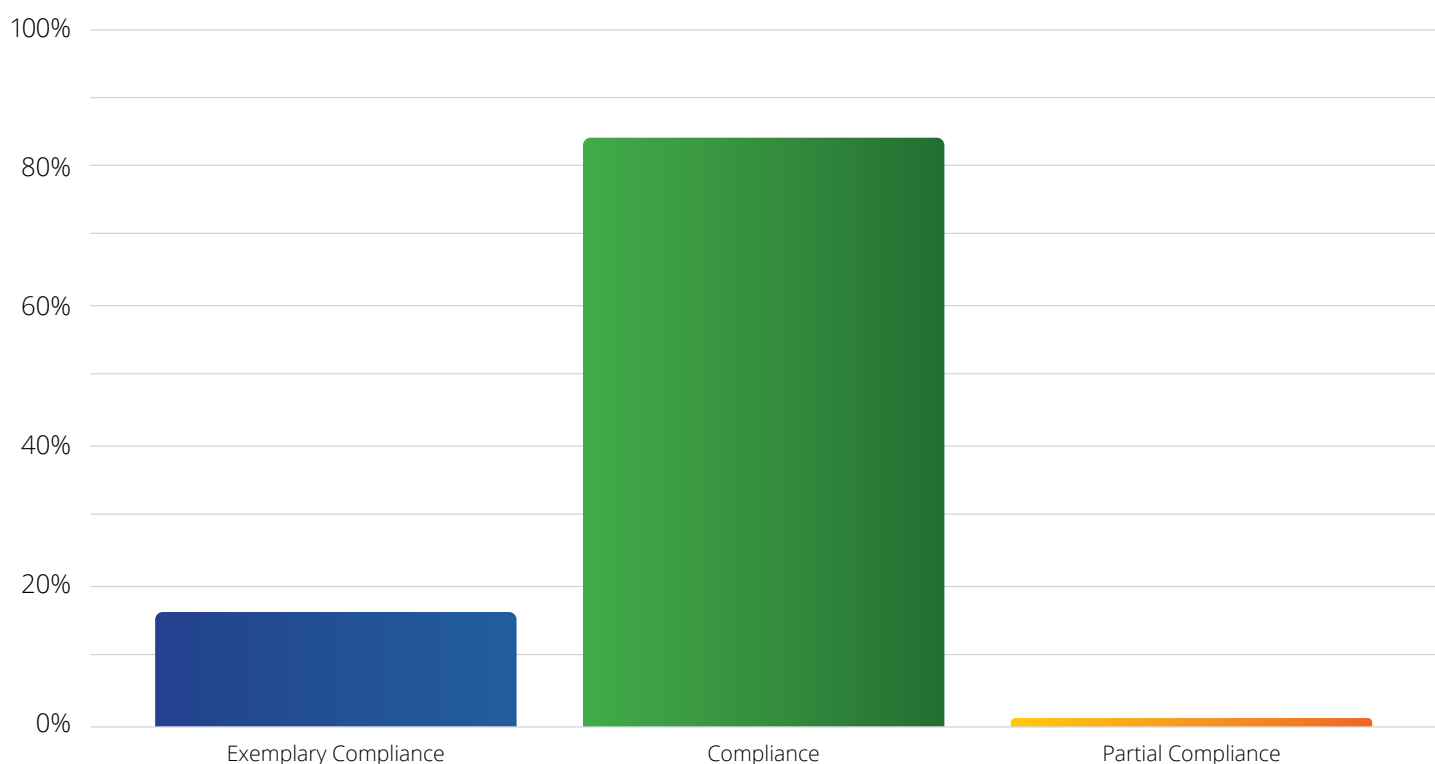


## Outcome 12: Safety and Appropriate Supervision of International Tertiary Learners

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

### Code Clause Compliance by Outcome



In 2024, 100% of Code clauses on the provision of safe and appropriate supervision of tertiary ākonga under 18 years, self-reviewed by business divisions, had practice in place, with 99% having triangulated evidence.

Examples of exemplary practice include:

- International ākonga under 18 being identified in student management systems and having designated kaimahi assigned to support them.
- Regular check-ins between kaimahi / advisors and international ākonga to foster positive relationships, information disclosure, promotion of support

services and to foster personal and academic success.

- Additional policies and practices in place for international ākonga under 18, including approval of accommodation and homestays, disclosure of information, emergency contacts, caregiver checks and alcohol use.
- Regular progress reports are developed to support ongoing communication with caregivers, parents and international ākonga under 18.

# Spotlight on UCOL



At UCOL, our mission is to transform the role of vocational education in driving our country's growth. We envision a future where high-value skills and wages, increased productivity, and a thriving economy are the norm. Our journey is all about pushing boundaries and ensuring that employers and entrepreneurs shape the skills our learners need. We are dedicated to providing the learning and support that will produce smart workers and sought-after graduates.

UCOL proudly serves over 5,000 students across four main campuses in Palmerston North, Whanganui, Masterton, and Levin. We have built a strong reputation for supporting our community's learning needs.

Our programmes are designed to help students develop in-demand skills. Many of our lecturers are practitioners themselves, and our partnerships with industry ensure that most students gain hands-on work experience.

UCOL specialises in Applied Engineering and Trades, Health and Sciences, Humanities, Early Childhood Education, and Business. Our teaching environments are crafted to enhance student learning and are supported by a relationship-based teaching approach.

With a focus on ākonga at the center, the experience and success of our learners are at the heart of everything we do.





## Community Connect

Community Connect is a cornerstone event of UCOL's O-Week at the beginning of each Semester. Seven years ago, when we set out to redesign O-Week, our goal was to shift the focus entirely toward support, connection, and wellbeing for ākonga to enhance success. We wanted to remove financial barriers to participation, so everything was free. At the same time, we aimed to create meaningful connections between ākonga and the wider community in which they study, while also providing an opportunity for our community stakeholders to engage with ākonga in their learning environment.

This vision led to the creation of Community Connect, replacing the traditional market day. By removing commercial stalls, we ensured that the event remained centered on wellbeing and support services. Each year, we invite a diverse range of organisations to set up stalls offering resources, information, and ways to connect. These include support groups, sexual and women's health services, mental health providers, public libraries, public health organisations, and many more. The event has grown significantly over the years, reaching full capacity, with groups now proactively reaching out to secure their participation well in advance. Many sign up for the next semester immediately after attending, highlighting the value they see in the event.

Beyond its immediate benefits, Community Connect has had a lasting impact on both ākonga and the wider community. By introducing ākonga to local support services early in their academic journey, we help normalise help-seeking behaviors, reducing the stigma around accessing support. Some of our ākonga form lasting connections with these services, ensuring they have networks of support in place before they reach a crisis point. We know that early intervention and taking a proactive approach strengthens wellbeing, resilience, and retention, contributing to a more engaged and successful student body.

For community organisations, the event has become an essential networking opportunity. A few years ago, attendees noted that beyond engaging with ākonga, Community Connect provided an invaluable chance

to build relationships with one another and with UCOL's support teams. In response, we introduced an earlier start time featuring a morning tea, where UCOL's Student Success Team shares key student data, trends, and emerging issues. Participating groups also contribute their own insights, fostering a collective discussion on the challenges and needs within our communities. This dedicated time for networking has been overwhelmingly well received, strengthening collaboration between UCOL and its community partners.

Over time, Community Connect has grown into something far greater than an event—it has positioned UCOL as a key point of connection between ākonga and the wider community. In many ways, UCOL has become a de facto hub for services, bringing together the organisations that help shape the wellbeing of our learners and, in turn, strengthening the community as a whole. By facilitating these vital connections, we not only enhance student success but also contribute to the social fabric of our region, fostering a culture of care, collaboration, and shared responsibility for the wellbeing of all.

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# Mahere Mahi ā-Motu

## National Action Plan







## Actions Completed from National Pastoral Code Action Plan 2024

Framework Focus Area	Related Code Framework Action Areas	Related Pastoral Code Outcome	Completed Actions
<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>2023 Self-review evaluation wānanga.</li> <li>Updates made to Protecht entry templates and user guides.</li> <li>2024 Self-review report, with attestation.</li> </ul>
<b>Build &amp; Maintain Partnerships/ Partnering</b>  <b>Build on Service Excellence and Continuous Improvement</b>	<ul style="list-style-type: none"> <li>Clear, enabling &amp; accountable policy and guidance.</li> <li>Clear, enabling &amp; accountable policy and guidance.</li> </ul>	All	<ul style="list-style-type: none"> <li>Continued implementing the Pastoral Code Framework and the following associated policies:</li> <li>Pastoral Care Policy</li> <li>Ākonga Concerns and Complaints Policy</li> <li>Ākonga Appeals Policy</li> <li>Learner Voice and Partnering Policy</li> <li>Te Kawa Maiororo</li> <li>Wellbeing and Safety Policy</li> </ul>
<b>Engage Educate &amp; Facilitate Code Compliance.</b>	<ul style="list-style-type: none"> <li>Capable / fully trained Kaimahi.</li> </ul>	All	<ul style="list-style-type: none"> <li>Modules developed for 4 priority areas of capability development -               <ul style="list-style-type: none"> <li>Code Knowledge (Cracking the Code)</li> <li>Mental Health</li> <li>Student Accommodation (More than Just a Room)</li> <li>Dyslexia</li> </ul> </li> <li>4 modules trialled and delivered to the network. Feedback informs continuous improvement and is largely positive.</li> <li>EduLink.nz website went live as a curated repository for Code related capability development.</li> </ul>
<b>Engage Educate &amp; Facilitate Code Compliance</b>	<ul style="list-style-type: none"> <li>Clear, enabling, and accountable policy and guidance.</li> </ul>	Outcomes 5-7: Student Accommodation	<ul style="list-style-type: none"> <li>Best practice guidelines and templates for administrative practices and contracts utilised throughout the network.</li> <li>Continued engagement with communities of practice across the network.</li> <li>Wānanga for student accommodation kaimahi and Code leads held in 2024.</li> <li>Membership to APSAA provided to all student accommodation kaimahi, with access to resources and capability development.</li> </ul>

## Pastoral Code Actions for 2025

With confirmation that it is no longer the Government's priority to have a centralised organisation delivering vocational education and training, the process of disestablishing Te Pūkenga is well under way.

In supporting as much regional decision-making as possible, a National Te Pūkenga Action Plan is unable to be provided in this report.

A transition plan to move national Code initiatives

and self-review data into business divisions, is in development, in collaboration with business divisions.

Although 2025 remains a period of significant change, kaimahi continue to provide quality pastoral care and promote the wellbeing, safety and success of ākonga. As Code signatory and a legal entity, Te Pūkenga is committed to upholding the Code and all associated reporting obligations.





# Ngā Tāpirihanga

## Appendices

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# Appendix 1

## 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>	<p><b>A</b> in relation to a signatory that is a State school, has the same meaning as contract of enrolment in section 10(1) of the Act; or</p> <p><b>B</b> in relation to other signatories, means a written contract that is entered into between an international learner (or the learner's parent or legal guardian, if the learner is under 18 years) and the signatory that entitles the learner to receive educational instruction provided by that signatory</p>
<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.

	Definition
<b>Educational instruction includes any</b>	<p><b>A</b> class, course or programme approved under section 524.</p> <p><b>B</b> approved programme that a provider is accredited to provide under section 441;</p> <p><b>C</b> training scheme approved under section 445;</p> <p><b>D</b> 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><b>A</b> adequately protect themselves against serious harm; or</p> <p><b>B</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>Definition</b>
<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 – <b>A</b> a homestay carer; or <b>B</b> a licensed school hostel manager or other person responsible for the care of international learners in a licensed school hostel; or <b>C</b> a designated caregiver; or <b>D</b> a manager of tertiary student accommodation that is exempt from the Residential Tenancies Act 1986 and covered by Part 5 of this code; or <b>E</b> in the case of temporary accommodation, a supervisor who is responsible for the care of international learners 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>	means a plan put in place by the provider that sets out the steps to be taken to ensure the wellbeing and safety of a resident who is assessed to be at risk. (2) In this code, a reference to the age of a person is a reference to the age of the person on their last birthday.







# Appendix 2

## Compliance Scale Rubric

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







# Appendix 3

## Partnership/Partnering Scale Rubrics

### Ākonga Collaboration Rubric

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

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



## Stakeholder Collaboration Rubric

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

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



# Te Pūkenga

## **Tā Te Pūkenga Arotake Whaiaro 2024**

TE PŪKENG CODE SELF-REVIEW REPORT 2024