

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



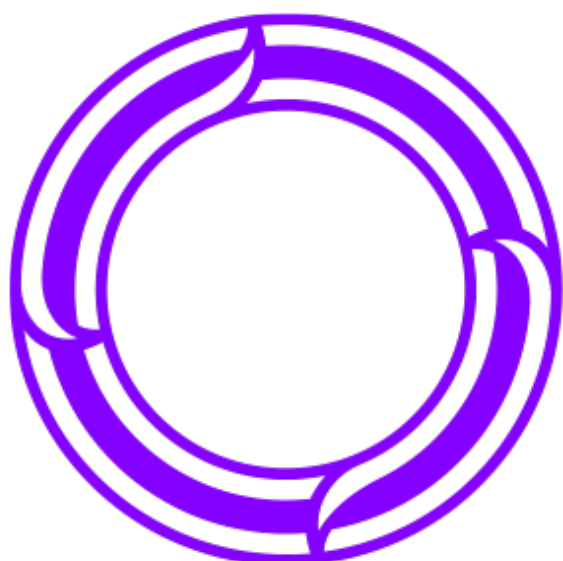
Te Mahi Ako

**Strategic Intent and
Learner Success Sections
of Investment Plan**

For investment in 2024

Contents

Contents	2
1. Strategic Intent	5
Tertiary Education Organisation (TEO) details	5
Mission and role	6
Responding to our investment priorities including the Tertiary Education Strategy (TES)	9
Addressing the needs of our stakeholders	18
Learner voice	23
Continuous improvement	27
Governance and management	30
Additional requirements for organisations delivering Apprenticeships	34
2. Programmes and activities	36
3. Outcomes and measures	41
4. Learner Success Plan (LSP)	44
Section 1 – Where we need to be	44
Section 2 – Current state	52
Section 3 – A roadmap	65
5. Disability Action Plan (DAP)	78
6. Further information	79



**TE
MAHI
AKO**

Vision

Everyone in our sectors is empowered with the skills to thrive.

We are working towards a future where every person and organisation in te ahumahi ā-rēhia has the opportunity to unlock their potential and gain the skills and knowledge they need to realise the ambitions they have for themselves, their whānau, their customers, and communities.

Mission

Weaving together work, learning, and skills to support learner and workforce success.

We aim to provide work-based learning to grow confident, capable, connected people and organisations across our sectors. We will deliver vocational education that upholds the mana of Te Tiriti o Waitangi, fuels a passion for lifelong learning, and supports ākonga and workforce success through flexible and tailored provision - where, when, and how they need it.

Ambition

To be the preferred partner and provider of high-quality work-based learning

We will be the preferred provider of quality, personalised work-based learning to ākonga and organisations across the motu, increasing skills and employability for those working in or aspiring to our sectors. We will deliver access and equity for those who have previously been underserved or hard to reach. With decades of experience and powerful partnerships throughout industry, iwi, and education, we will work kanohi-ki-te-kanohi to ensure ākonga and clients get the skills, knowledge, and support they need to flourish.



**KA KAHA AKE MĀ TE TŪ
NGĀTAHI**

Ngā uara | Our values

Tika - We do what is right.

Pono - We are true to ourselves.

Aroha - We demonstrate care and respect.

Ngā kaupapa here | Our guiding principles

Kaitiakitanga

- Protect the mana of the organisation and our staff, stakeholders, clients, and learners.
- Protect, guard, and take care of the places and resources, those things considered of value, and their people and their wellbeing.
- Guard and take care of our organisational commitments.
- Ensure the revival, retention, and maintenance of tikanga practices within the organisation.
- Promote wellness and wellbeing for the staff, clients, learners, and the organisation.
- Create a clean, safe, and healthy environment by promoting sustainable management and growth of the organisation.

Manaakitanga

- Foster the wellbeing and status of our people within the organisation and our stakeholders, clients, and learners in our cultural practices.
- Ensure that a course of action or a process set down enhances, maintains, or encourages the work, tikanga practices, and our people within Te Mahi Ako.
- Preserve, maintain, enhance, and encourage the wellbeing of staff and our stakeholders, clients, and learners through those things considered of value, be they tangible or intangible.
- Assist in the improvement and development of the values of Te Mahi Ako.

Wairuatanga

- Encourage, maintain, and promote a physical, intellectual, social, and spiritual identity with one another and our work.
- Respect the values of our staff, stakeholders, clients, learners, and of the organisation.
- Recognise and acknowledge the value and beliefs of one other and guests within the work environment and all related gatherings.

Kotahitanga

- Break down secular and non-secular divisions and promote a unified approach to our values and guiding principles.
- Build unity through consultation and collaboration: making decisions together, speaking with one voice, and moving in unison.

Rangatiratanga

- Weave people together, manage our responsibility, and lead by example.
- Demonstrate personal integrity in all aspects of our work and tikanga-related practices.
- Staff determine their own actions in the cultural preservation and guardianship of their tikanga practices that maintain, enhance, and encourage the wellbeing of those things considered of value within the organisation and to our staff, stakeholders, clients, and learners.

1. Strategic Intent

Tertiary Education Organisation (TEO) details

Please complete the following:

TEO Name	Skills Active Te Mahi Ako Limited
New Zealand Business Number (if known)	9429037000066
EDUMIS Number	7018
Lead Contact for Plan Discussions	Maren Frerichs
Work Phone	0274469032
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Business background

Skills Active Aotearoa, formerly Sfrito, was established in 1995 in response to a government review of training practices in 1990. This led to the introduction of Industry Training Organisations (ITOs) through the Industry Training Act 1992. Skills Active Aotearoa grew into a leading tertiary education organisation (TEO) for New Zealand's active sectors, focusing on developing New Zealand qualifications and collaborating with industry and iwi to deliver industry training.

In 2019, the government initiated the Reform of Vocational Education to create a unified vocational education system that prioritises employers, learners, regions, and communities.

As part of this reform, the responsibility for work-based learning shifted to providers, integrating work-based and provider-based education. Recognising the opportunity, Skills Active Aotearoa established Te Mahi Ako as a preferred provider in developing workforce skills within te ahumahi ā-rēhia. The organisation is a wholly owned subsidiary of the Skills Active Aotearoa Group and a charitable limited liability company, trading since October 2022.

Approximately 60 staff across the Group support the operations of Te Mahi Ako across education, engagement, and corporate service. We have a national presence with 20 regional and national advisors spread across the country supporting our ākonga and workplaces and offices in Wellington and Christchurch. We engage over 5,000 learners annually, working with over 1,700 organisations and 400 assessors in this mahi.

Te Mahi Ako comprises various teams working together to deliver quality education experiences.

- The **education team** is responsible for educational excellence by creating and delivering quality programmes that meet the needs of learners and stakeholders.
- The **engagement team** provides quality learner experience, supports programme delivery, and builds relationships with learners, employers, and industry organisations.
- The **corporate services group** manages business services, including IT, finance, marketing, HR, and payroll, to support the organisation effectively.

Te Mahi Ako remains committed to advancing skills and qualifications, enabling individuals to thrive in their chosen professions. Our focus is on providing accessible and relevant education that positively impacts the lives of learners, the industries we serve, and the wider community.

Mission and role

Te Mahi Ako: Navigating the Way to Empowered Learning and Workforce Success

Introduction

Te Mahi Ako aspires to be a transformative force within the tertiary education system, committed to weaving together work, learning, and skills to support learner and workforce success. With a strong emphasis on biculturalism and honouring Te Tiriti o Waitangi, our mission is to unlock the potential of individuals and organisations in te ahumahi ā-rēhia—our active recreation, leisure, and entertainment sectors. Through flexible and tailored provision, we empower learners and organisations to thrive, fostering a sense of belonging and good health and building strong communities.

Empowering Learners and Industries

At Te Mahi Ako, we support a diverse range of learners, recognising the unique challenges they face. We are working hard to engage with and better serve our Māori, Pacific and disabled learners and support those hard-to-reach ākongā in our sector that are typically from niche sectors, regional-and-remote areas, low-income, or time-poor backgrounds. We commit to this because we believe everyone deserves the opportunity to access vocational education and unlock their potential.

Our learners span various New Zealand Qualifications and Credentials Framework (NZQCF) levels, catering to individuals at different stages of their learning journey. From foundational certificates at Level 2 to Level 5 certificates, our programmes offer progressive pathways that enable learners to acquire the skills and knowledge needed to succeed in their chosen fields.

Te Mahi Ako specialises in education and training relevant to our sectors of active recreation, leisure, and entertainment. By providing targeted vocational education, we ensure learners gain expertise in community recreation, event planning, outdoor education, entertainment operations, and more. Our industry-focused approach allows us to align our programmes with the specific needs of the sectors we serve, creating pathways for learners to enter and excel in these industries. Our suite of Mātauranga Māori programmes builds cultural confidence and competence through tikanga, te reo Māori, and understanding kaupapa Māori in business and cultural contexts while also supporting Mātauranga Māori in Aotearoa-New Zealand, from the wharekai to tākaro.

Beyond Te ahumahi ā-rēhia: Transcending Sectors and Lives

While Te Mahi Ako focuses on building a skilled te ahumahi ā-rēhia workforce, our learners engage and add value to a diverse range of sectors outside of these industries.

For example, our learners with a background in active recreation may find themselves drawn to careers in the health sector, utilising their knowledge of physical activity and well-being to promote healthier lifestyles and support patient rehabilitation. Others may venture into the hospitality industry, combining their passion for creating memorable experiences with their expertise in event management. Some may choose to work in social service organisations, leveraging their understanding of community engagement and cultural diversity to positively impact society. And some bring their skills to government agencies, contributing to policy development and strategic planning.

By capturing learners with education linked to their areas of passion, Te Mahi Ako fosters a workforce that is not limited to a single sector but can adapt and thrive in various fields. This extends to the significant number of volunteers across our sectors applying these skills and knowledge to their paid roles, and Māori

and Pacific learners who share a strong connection with te ahumahi ā-rēhia, as participants, volunteers, and within the paid workforce.

Our learners carry their passion for learning, cultural understanding, and work ethic into every sector they enter, adding value and making a difference in their chosen professions.

Modes of Provision: Work-Based Learning for Real-World Learners

One of our distinctive features is our emphasis on work-based learning. Experiential learning in real-work environments is essential for developing practical skills and industry readiness. Te Mahi Ako facilitates this by forging robust partnerships with industry, iwi, education organisations, and employers to develop supportive work-based learning environments as well as with learners and their whānau, community and broader support networks to ensure their learning meets their needs.

Through our partnerships, we provide learners with opportunities to bridge their learning from school to work, support the growth and development of people within the workforce, and provide a bridge from where they are now to where they aspire to be. We support learning in places of mahi, which includes traditional workplaces and volunteer and community organisations. This hands-on approach enables learners to apply their knowledge in real-life situations, gain industry insights, and develop valuable networks. Work-based learning is the key to empowering learners to become confident, capable, and connected professionals within te ahumahi ā-rēhia sectors.

Research

Te Mahi Ako is committed to research and innovation, focusing on work-based education and learning. We continuously strive to enhance our programmes' quality and teaching methodologies' effectiveness. By staying abreast of current research in work-based learning, we ensure that our learners receive the most relevant and up-to-date education.

Our aspirations for our research endeavours are driven by our desire to improve education and learning practices within our sectors. We will continue collaborating with industry partners, academic institutions, and expert practitioners to research the evolving needs and challenges of the active recreation, leisure, and entertainment sectors. Through this, we will advance knowledge and practices in work-based education, benefitting learners and industries.

Unique Contribution of Te Mahi Ako to the Tertiary Education System

Te Mahi Ako is a preferred partner and provider of high-quality work-based learning within the tertiary education system. Our commitment to biculturalism, exemplified by our adherence to Te Tiriti o Waitangi and our core values of Tika, Pono, and Aroha, permeates every aspect of our organisation.

We embrace a holistic approach to education, recognising the interconnectedness of work, learning, and skills and the supports required for learner success. By focusing on work based-learning in te ahumahi ā-rēhia, we can respond to the unique needs and aspirations of learners and industries, utilising our extensive network of subject matter expertise, fostering a sense of belonging and contributing to the growth and development of vibrant communities.

The Value of Te Ahumahi Ā-Rēhia to Aotearoa-New Zealand's Wellbeing

Te ahumahi ā-rēhia plays a crucial role in contributing to the pillars of well-being in Aotearoa-New Zealand. From an economic standpoint, these sectors generate significant employment opportunities and drive

economic growth, aligning with the economic capital dimension of well-being¹. The active recreation, leisure, and entertainment industries provide a diverse range of jobs, including event management, tourism, sports coaching, and performing arts. Through nurturing a skilled and competent workforce, Te Mahi Ako contributes to the economic prosperity of these sectors, fostering innovation and attracting visitors and investment.

Furthermore, the sectors of te ahumahi ā-rēhia are deeply intertwined with social wellbeing, corresponding to the social capital dimension. They offer spaces and experiences that promote social interaction, community engagement, and cultural expression, nurturing social connections and cultural diversity. By offering inclusive and meaningful experiences through our programs, learners develop the necessary skills to create positive impacts on individuals and communities. Emphasising cultural competency and respect for diversity, Te Mahi Ako builds stronger social connections and promotes social cohesion, thus enhancing social capital within the Living Standards Framework.

Te ahumahi ā-rēhia also plays a vital role in promoting active lifestyles, mental wellbeing, and overall physical health, aligning with the human and physical capital dimensions of wellbeing. Our programmes equip learners with the knowledge and skills to support individuals in leading healthy lives, whether through sports coaching, outdoor education, or promoting leisure activities that enhance wellbeing. By fostering a workforce that values health and well-being, Te Mahi Ako contributes to improving the overall health outcomes of individuals and communities, thereby enhancing their human and physical capital within the living standards framework.

Conclusion: Empowering Learners, Strengthening Communities

The principles of equity, inclusivity, and collaboration guide the journey of Te Mahi Ako. As we navigate the ever-changing landscape of tertiary education, we remain committed to empowering learners and organisations within te ahumahi ā-rēhia sectors, focusing on supporting outcomes for under-served communities such as Māori, Pacific, and disabled learners.

We recognise the interconnectedness of work, learning, and skills with the pillars of Aotearoa-New Zealand's well-being. Our holistic approach to education unlocks the potential of individuals, empowers industries, and strengthens communities.

Through our flexible provision, programme specialisations, work-based learning, and research, we strive for bicultural excellence and contribute to the holistic development of individuals, industries, and society. Together, we can forge a future where every person and organisation within te ahumahi ā-rēhia can unlock their potential and thrive.

This investment plan for 2024 helps chart how we will forge forward on the long journey of empowerment, bridging cultures, and fostering excellence in learning and workforce success.



¹ Living Standards Framework: <https://treasury.govt.nz/information-and-services/nz-economy/living-standards-framework>

Responding to our investment priorities, including the Tertiary Education Strategy (TES)

System Level priorities and Te Mahi Ako Responses

Education plays a vital role in shaping our lives and empowering individuals to reach their full potential. The top priority for investment is to reach system-level equity of participation and achievement by supporting providers to take a whole-organisation approach to learner success. In New Zealand, we are committed to providing quality tertiary education that is accessible, equitable, and beneficial for everyone.

The Tertiary Education Strategy sets clear objectives for the sector, such as putting learners and their families at the centre, removing barriers to education, promoting excellent teaching, and making learning relevant throughout people's lives.

The Tertiary Education Commission (TEC) prioritises important areas like equity, honouring Te Tiriti o Waitangi, delivering effective education and training, and adapting to changes in work and education. Through these initiatives and priorities, we aim to create an inclusive, trusted, and sustainable education system that benefits all New Zealanders.

System Level Objectives and Priorities

Tertiary education strategy Objectives				
1. Learners with their whānau are at the centre of education.	2. Barrier-free access – great education opportunities and outcomes are within reach for every learner.	3. Quality teaching and leadership make a difference for learners and their whanau.	4. Learning is relevant to the lives of New Zealanders today and throughout their lives.	5. World-class inclusive public education – New Zealand education is trusted and sustainable.

Tertiary Education Commission Investment Priorities			
1. Achieving equity through learner success.	2. Honouring Te Tiriti o Waitangi through tertiary education.	3. Education and training that delivers for learners.	4. Responding to changes in work and education.

Te Mahi Ako Goals			
1. Improve learner outcomes, particularly for Māori, Pacific people, disabled people, and apprentices.	2. Provide enhanced support for life-long learning pathways.	3. Maintain responsiveness to iwi, employers, and other organisations.	4. Maintain and increase organisational sustainability and resilience.

In alignment with the investment priorities, including the Tertiary Education Strategy, Te Mahi Ako focuses on areas to support learner success and the development of a responsive and inclusive tertiary education system in New Zealand.

The interconnected Learner Success Plan goals and initiatives of Te Mahi Ako align with the priorities set by the Tertiary Education Commission. Each initiative corresponds to one or more TEC investment priorities and the Tertiary Education Strategy objectives. The primary actions under each goal and initiative outline specific steps and objectives to be achieved in 2024, 2025, and beyond. Detailed activities under each initiative are provided in the Learner Success Plan. Outcomes and measures for these initiatives can be found in Section 8. The tables below outline this alignment.

By implementing these initiatives, Te Mahi Ako aims to address the Tertiary Education Commission’s priorities and contribute to improved learner outcomes, increased satisfaction and retention, responsive partnerships, and organisational sustainability.

TEC Priorities and Te Mahi Ako Focus Areas

TEC Investment Priority	Te Mahi Ako Focus Areas
Equity through Learner Success	<ul style="list-style-type: none"> • Implement inclusive and supportive practices to address barriers for marginalised and underrepresented learners. • Provide targeted support services, culturally responsive teaching, and learning approaches. • Implement strategies to address achievement gaps and support equitable access and outcomes.
Honouring Te Tiriti o Waitangi through Tertiary Education	<ul style="list-style-type: none"> • Prioritise partnerships and collaboration with Iwi, Māori communities, and institutions. • Integrate Māori perspectives, knowledge, and language into the curriculum. • Support equitable access and outcomes for Māori learners and promote Māori leadership and representation.
Education and Training that Delivers for Learners	<ul style="list-style-type: none"> • Provide relevant and high-quality programmes aligned with industry needs. • Collaborate with employers, industry, and education stakeholders to promote program responsiveness. • Improve post-study outcomes through strong connections with employers and sector stakeholders. • Implement learner-centred teaching and learning approaches. • Embrace innovative and flexible delivery methods. • Support smooth transitions to work and study for youth. • Facilitate career change and lifelong learning opportunities.
Responding to Changes in Work and Education	<ul style="list-style-type: none"> • Foster adaptability and agility. • Monitor labour market trends and collaborate with industry partners to identify emerging skill needs. • Promote innovative and flexible programmes. • Provide continuity of learning and support during disruptions. • Invest in digital infrastructure and resources. • Integrate sustainability principles and practices. • Engage with industry partners to meet evolving needs.

TEC objectives and priorities in relation to Te Mahi Ako Learner Success Plan goals and initiatives

Goal 1. Improve learner outcomes, particularly for Māori, Pacific people, people with disabilities, low income, and low prior achievement ākongā.

KPI Equity in learning outcomes

	Primary Initiatives	TES Objectives	TEC Investment Priorities
1.1	Grow Te Tiriti based kaupapa	1,2,3	1,2,3
1.2	Develop collaborative partnerships with iwi, hapū, and Pacific communities	2,3,4	1,2,3
1.3	Provide enhanced personalised support and pastoral care	2,3,4	1,2

Goal 2. Provide enhanced support for life-long learning pathways.

KPI Increased satisfaction, retention, learning, and career progression

	Primary Initiatives	TES Objectives	TEC Investment Priorities
2.1	Provide more visibility of learning pathways	2,3,4	2,3,4
2.2	Provide life-long holistic learning and support mechanisms	2,3,4	2,3

Goal 3. Maintain responsiveness to iwi, employers, and other organisations through the reform.

KPI Increased stakeholder satisfaction, improved skills matching, reduced reporting of skills shortages

	Primary Initiatives	TES Objectives	TEC Investment Priorities
3.1	Maintain national reach and joined-up delivery	3,4	1,3,4
3.2	Meet the skills needs of volunteers and self-employed	3,4	1,3,4
3.3	Provide tailored knowledge and skills development	3,4	2,3
3.4	Maintain flexible and agile delivery	3,4	1,3,4

Goal 4. Maintain and increase organisational sustainability and resilience.

KPI Increased revenue, scalability, staff retention, and satisfaction

	Primary Initiatives	TES Objectives	TEC Investment Priorities
4.1	Refine offerings based on evidenced need	4,5	2,3,4
4.2	Foster collaborative high-trust partnerships	4,5	2,4
4.3	Deliver financially sustainable services	4,5	1,3
4.4	Implement an integrated support model for learners and clients	4,5	1,2
4.5	Lead research and innovation	4,5	1,4
4.6	Provide quality education and learning	4,5	3,4
4.7	Grow as a strong organisation	4,5	3,4

The Tertiary Education Commission's targeted priorities for investment

Targeted Investment

TEC's targeted priorities for te ahumahi ā-rēhia support our investment planning. We use them to ensure the provision we fund supports learners, communities, government priorities, regions, industry, and employers.

Workforce Development Councils and Regional Skills Leadership Groups have an important role in informing these priorities for investment that guide TEC's funding decisions, through providing advice to TEC each year.

For the sectors served by Te Mahi Ako, these national priorities cover Diving, Exercise, Aquatics, Entertainment, Outdoor Education, and Conservation.

Te Mahi Ako response to national workforce education priorities in our sectors

Toi Mai Workforce Development Council has identified a range of target priorities, and Te Mahi Ako is actively responding to these needs, as highlighted below. As well as responding to these priorities, Te Mahi Ako will continue collaborating closely with our stakeholders and Toi Mai in areas where we expect to see new and changed qualifications and credentials in 2024. Areas we have engaged in 2023 include: exercise fundamentals, community coach/leader, conservation, business skills, and circus.

Emerging barriers will hinder the achievement of increased graduate numbers in several areas. One significant barrier is the impact of the Government's Immigration Rebalance and, specifically, the implementation of funding exemption rules for non-domestic learners starting in 2023. Current application and interpretation of the policy have meant working holiday visa holders are no longer funded by the Tertiary Education Commission. Moreover, targeted small and medium businesses across our sectors that could receive funding under the exemption face challenges in obtaining Accredited Employer Status, further discouraging their engagement in work-based learning and qualification programmes.

Key affected sectors include Aquatics, Entertainment and Events, Outdoor Recreation, and Snowsports. They typically rely on people on working holiday visas to support seasonal peaks and significant events and do not have the domestic workforce funnel to support demand.

In response to these challenges, Te Mahi Ako has committed to covering the costs for over 500 affected unfunded learners in 2023. This financial support aligns with our promise to facilitate a seamless transition for learners and employers through the Reform of Vocational Education.

However, sustaining this level of support is not feasible for our organisation. Consequently, we anticipate more workplaces shifting away from the New Zealand qualification and credentials framework once non-subsidised fees are introduced in 2024. This situation highlights the need for ongoing collaboration and innovative solutions to address the evolving workforce education and training landscape.

Te Mahi Ako is committed to engagement with the Workforce Development Council around this issue from a workforce development perspective. We will engage with our stakeholders to advocate for changes and a reconsideration of how the Non-Domestic Learner Exemption Scheme is implemented for working holiday visa holders in our sectors where there is no domestic pipeline to meet the workforce and skills gaps.

There are several other sectors where the Workforce Development Council want to see more graduates within the programmes, specifically in Exercise and Aquatics. In these spaces, we commit to:

- Providing uncapped enrolments into these programmes.
- Focussing on improving learner outcomes for those enrolling.
- Promoting careers and pathways in our sectors among youth, those changing careers and moving into sunset careers, and, where relevant, through Gateway, conferences, career expos, and tradeshows.
- Promoting the value of work-based pathways, specifically to complement higher-level provider-based offerings.

Area of Study	Qualification	Goal	Te Mahi Ako Response
Exercise	New Zealand Certificate in Pre-choreographed Group Exercise (Level 3)	WDC want to see more graduates with these qualifications.	Continue to promote enrolments in work-based learning programmes.
	New Zealand Certificate in Freestyle Group Exercise (Level 4)		Continue to promote enrolments in work-based learning programmes.
	New Zealand Certificate in Exercise (Level 4)		Continue to promote enrolments in work-based learning programmes.
Aquatics	New Zealand Certificate in Aquatics (Level 3) – Strand: Pool Lifeguard	WDC want to see more graduates with these qualifications.	Continue to promote enrolments in work-based learning programmes. Advocate for non-domestic learner exemptions to apply to workers.

	New Zealand Certificate in Aquatics (Senior Pool Lifeguard) (Level 4)		Continue to promote enrolments in work-based learning programmes. <i>Advocate for non-domestic learner exemptions to apply to workers.</i>
Screen Industry and Events	New Zealand Certificate in Entertainment and Event Operations (Level 3)	WDC want to see more graduates with these qualifications.	Continue to promote enrolments in work-based learning programmes. <i>Advocate for non-domestic learner exemptions to apply to workers.</i>
	New Zealand Certificate in Entertainment, Event, and Screen Production Technology (Level 4)		Continue to promote enrolments in work-based learning programmes. <i>Advocate for non-domestic learner exemptions to apply to workers.</i>
	New Zealand Certificate in Entertainment and Event Technology (Level 5)		Work with Te Pūkenga and WDC to identify provision gaps. <i>Advocate for non-domestic learner exemptions to apply to workers</i>
	New Zealand Diploma in Entertainment and Event Technology (Level 6)		Work with Te Pūkenga and WDC to identify provision gaps. <i>Advocate for non-domestic learner exemptions to apply to workers</i>
	Make up qualifications for the screen industry	WDC want providers to plan how to move provision to a work-based mode.	Collaborate with and support a provider that may be looking to build capacity to deliver in work-based mode.
Outdoor Education	New Zealand Certificate in Outdoor Leadership (Level 4)	WDC want to see more graduates with these qualifications.	Continue to promote enrolments in work-based learning programmes. <i>Advocate for non-domestic learner exemptions to apply for workers.</i>

	New Zealand Certificate in Outdoor Leadership (Guiding) (Level 5) with strands		Continue to promote enrolments in work-based learning programmes. Advocate for non-domestic learner exemptions to apply to workers.
	New Zealand Certificate in Outdoor Leadership (Instruction) (Level 5)		Continue to promote enrolments in work-based learning programmes. Advocate for non-domestic learner exemptions to apply to workers.
Conservation	New Zealand Certificate in Conservation (Operations) (Level 4)	WDC want to see more graduates with these qualifications.	Explore the needs of a work-based learning mode of delivery and the business case for a work-based programme.
	New Zealand Diploma in Environmental Management (Level 5)		Explore the needs of a work-based learning mode of delivery and the business case for a work-based programme.
All Vocational Sectors	Leadership and management training	Leadership training that can show it is contextualised to specific vocational contexts and delivers opportunities for people who are currently employed to upskill on-the-job.	Explore sector-specific resources for te ahumahi ā-rēhia. Continue to promote enrolments into Māori Business Management (Level 3). Continue to promote higher-level technical qualifications across sectors.

Te Mahi Ako responses to regional workforce education priorities

Regional priorities within the scope of Te Mahi Ako encompass foundation education and soft skills, cultural competency training for employers (te ao Māori), visitor services, outdoor adventure and tourism, Māori business and tourism, outdoor adventure, and cyclone recovery in Te Matau-a-Māui (Hawke's Bay).

Aligned with these priorities, Te Mahi Ako is increasing investment in strengthening and engaging workplaces and learners through its suite of Mātauranga Māori programmes. This includes:

- Redesigning Tikanga Level 2 to strengthen sustainable models of capability development in the workplace.
- Redesigning Māori business management Level 3, which focuses on respecting Māori principles, Te Reo, Tikanga.
- In 2024, Te Mahi Ako will focus on supporting the revitalisation of Ngā Taonga Tākaro with an education thread through the Level 3 qualification.
- Te Mahi Ako will continue to promote kaupapa Māori education approaches through the New Zealand Certificate in Manaaki Marae Level 2.

Te Mahi Ako continues to promote foundational qualifications within the sport, leisure, exercise, and entertainment sectors, fostering essential skills in a work-based setting. Additionally, our professional qualifications will continue to undergo review to support industries in the outdoors, tourism, and visitor services.

Iwi priorities and recovery efforts

The recovery from Cyclone Gabrielle is a concern for many Regional Skills Leadership Groups (RSLGs) and Workforce Development Councils (WDCs). In collaboration with Ngāti Kahungunu, Te Mahi Ako is working with the Pāharakeke Trades United Consortia to develop a bespoke Tikanga learning package, Whakamana HB.

Launching in late 2023, this program will address the need for local employment in Hawke's Bay construction workplaces to aid in recovery and rebuild efforts. The program focuses on reconnection to te ao Māori, revitalisation of te reo Māori, and restoration of te pūkenga Māori. It aims to provide learners/employees with a pathway to explore te ao Māori, incorporating various learnings, personal experiences, and pathways to enhance their biculturalism and connection to te ao Māori. The programme aligns with the education priorities of Ngāti Kahungunu, which include understanding and honouring Te Tiriti o Waitangi, advancing te reo Māori and tikanga, providing pathways for Māori education, supporting whānau well-being and aspirations, and fostering partnerships with education providers, organisations, and businesses.

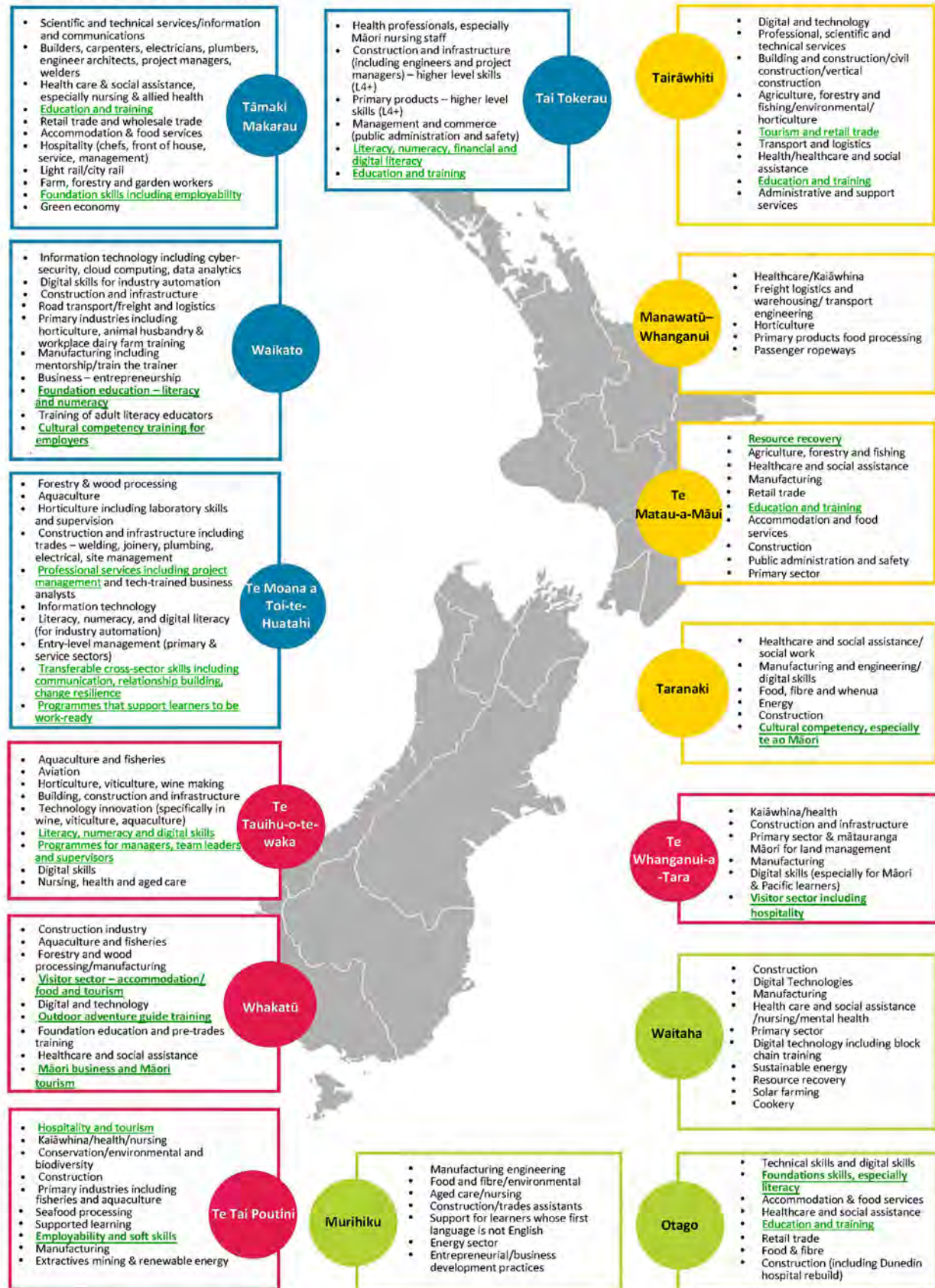
As an organisation established in Te Whanganui-a-Tara, in 2024, we want to deepen our understanding of the educational aspirations of Ngāti Toa Rangatira and Te Ātiawa and contribute to these meaningfully.



Ka kaha ake mā te tū ngātahi
Stronger together

**TE
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Identified training needs by region



Addressing the needs of our stakeholders

Our Stakeholders

Te Mahi Ako works with diverse stakeholders, from government, regulators, and funders to businesses, organisations, employees, volunteers, and participants. More than 1,700 active workplaces transferred from Skills Active Aotearoa to Te Mahi Ako in October 2022.

Te Ahumahi Ā-Rēhia Sectors and Clients

Te Mahi Ako operates within sectors that promote an active lifestyle, with approximately 2.5 million New Zealand adults engaging in some form of physical activity each week. These sectors contribute significantly to the New Zealand economy, generating over \$10 billion in 2020. Beyond the economic impact, they provide social benefits by fostering community, building skills, and promoting overall well-being.

The businesses and operators within these sectors are diverse, with over 33,000 mostly small-scale operators. While some organisations, like councils, have large workforces, most are small and encompass profit-focused businesses, not-for-profit incorporated societies, and charitable trusts. These sectors often pursue a blended objective of profit and social outcomes.

These sectors often provide various services, with organisations such as councils offering exercise, recreation, and sporting opportunities through various facilities. Fitness centres may offer gym access, personal training, and corporate sports leagues, bridging different areas of interest.

Many incorporated societies and charitable trusts within these sectors offer young people personal and professional development opportunities. This includes numerous sports clubs, regional sports trusts, and Christian camps. Such organisations heavily rely on government, gaming, and philanthropic funding and often have a smaller paid staff, relying on volunteers.

Volunteers have historically played a significant role in supporting recreation, sport, and exercise initiatives. The sector acknowledges the importance and challenges of supporting the needs of volunteers, their teams, clubs, and organisations.

Te Mahi Ako values collaboration with various stakeholders. We have purposeful partnerships and collaborations with various entities, including Skills Active shareholders, comprising 25 industry umbrella bodies and Māori organisations across our sectors. We have strategic relationship agreements with peak bodies such as Recreation Aotearoa, SportNZ, Exercise New Zealand, and Swim Coaches and Teachers NZ. Additionally, we form workplace relationship agreements with every workplace that support learners through Te Mahi Ako.

In 2024, the Sector Advisory Committee, a consultative forum to engage with business and industry concerning the quality, currency, and effectiveness of Skills Active training programmes of Te Mahi Ako, will play a vital role in maintaining relationships at the governance/board level. Te Mahi Ako also has a Stakeholder Advisory Working Group, which feeds into the Academic Committee, providing an open, regular, and documented process for information and feedback to flow between programmes (or clusters of programmes) and the relevant local, regional, and/or national, professional, industry, or community sectors.

We want to prioritise further engagement with Māori and Pacific fora and incorporate the learner voice through our learner success plan and other initiatives. Our structured approaches to stakeholder engagement ensure effective communication and feedback between local and regional stakeholders and sector-level voices. We are committed to providing a platform for everyone to express their perspectives, fostering partnerships with industry, iwi, and local communities, and leveraging insights gained from collaborations to develop relevant education and learning opportunities.

Exercise

Sport and Community Recreation

Outdoor Recreation

Snowsports

Entertainment

Government, Regulators, & Funders

Local Govt	MBIE	Sport NZ
NZQA	DOC	Tourism NZ
TEC	MoE	Ministry of Culture and Heritage

Examples of National Organisations

Exercise NZ REPs NZ PT Council	Rec Aotearoa Sport NZ PENZ Sportnet NROs Water Safety NZ NSOs YMCA	Rec Aotearoa NZMBC NZOIA NZ Rivers Association TIANZ NZ Dive Council LandSAR EONZ NZMGA Christian Camping Uniform Groups	NZ Snowsports Council SAANZ NZSIF NZSIA	Creative NZ ETNZ EVANZ DANZ Performing Arts Groups
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Examples of Operators & Employers

RSTs RSOs Schools Sports Clubs Swimming Pools Recreation Centres Local Govt Gyms	Private Event Companies Out of School Care Providers Community Organisations Personal Trainers Local Iwi Groups Māori Sports	Commercial/ Tourism Operators Leisure Clubs Uniform Groups Outdoor Educators (Non-Profit) Schools Safety Auditors	Snowsport Areas Tourism Operators Guides Technicians	Entertainment Venues Performers Instructors Technicians Local Govt
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Employees & Volunteers

Education Providers

Participants

Ngā Ākonga

The workforce is equally diverse, with over 1 million volunteers, 112,000 employees, and 20,000 self-employed people. The sectors have many casual, part-time, and seasonal roles, such as winter snowsports employment and summer peaks in outdoor recreation and aquatics jobs. The needs of these learners range from entry-level to highly technical skill sets.

There is a higher-than-average proportion of young people employed in the sector (among recreation professionals, 24% are younger than 25 years, compared with just 15% of the national workforce). Qualifications in this sector provide a strong foundation for employment in other sectors.

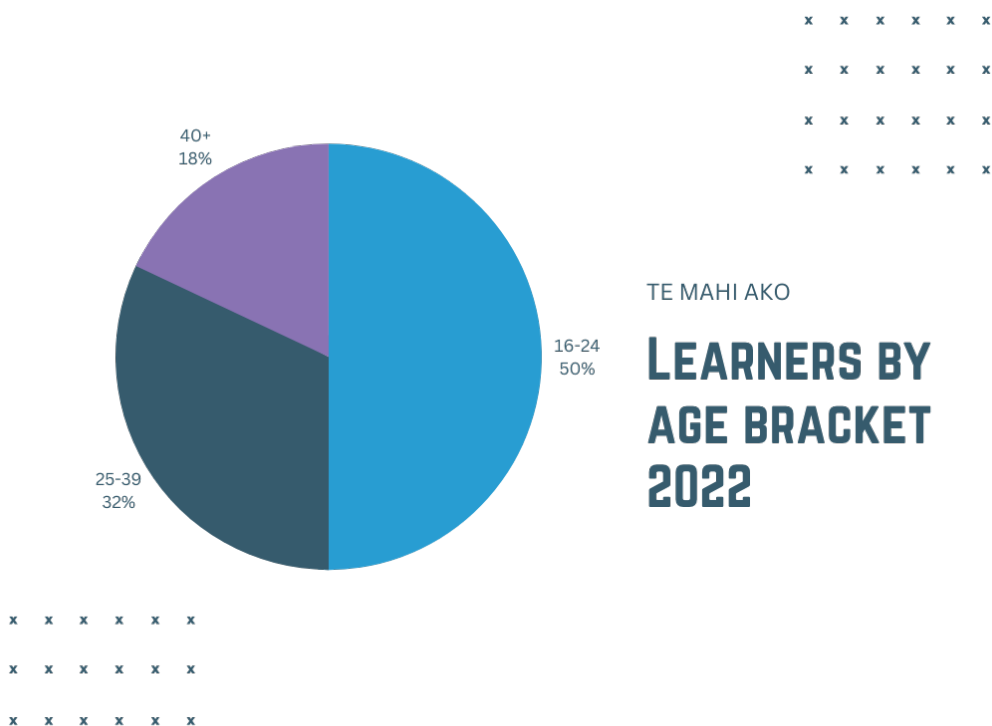
Infometrics² describes the workforce as having reasonable ethnic diversity in New Zealand terms. In 2018, the recreation sector workforce comprised 15% of people who identified as Māori (compared with 14% across the national workforce) and 6% as Pacific people (compared with 7% across the national workforce). These groups have an even higher representation in the volunteer workforce.

Te Mahi Ako identifies with several targeted priority groups to improve outcomes for those who have been underserved or hard to reach, including Māori, Pacific people, disabled people, volunteers, job seekers, self-employed people, small business owners, and rangatahi.

Te Mahi Ako continues to engage with the diverse ākonga groups already working in and moving into or through work within te ahumahi ā-rēhia.

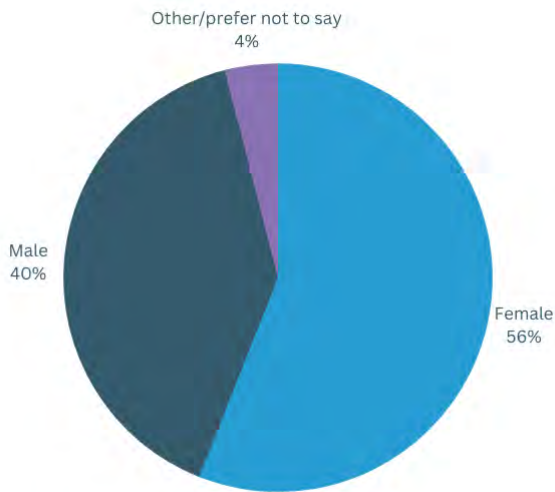
Te Mahi Ako inherited 1700 workplaces and 3000 learners from Skills Active in October 2022. The images below provide an overview of some learner demographics from 2022.

Learner demographics for 2022



² Infometrics Creative, Culture, Recreation and Technology Environmental Scan, 2021 – unpublished.

x x x x x x
x x x x x x
x x x x x x
x x x x x x



TE MAHI AKO

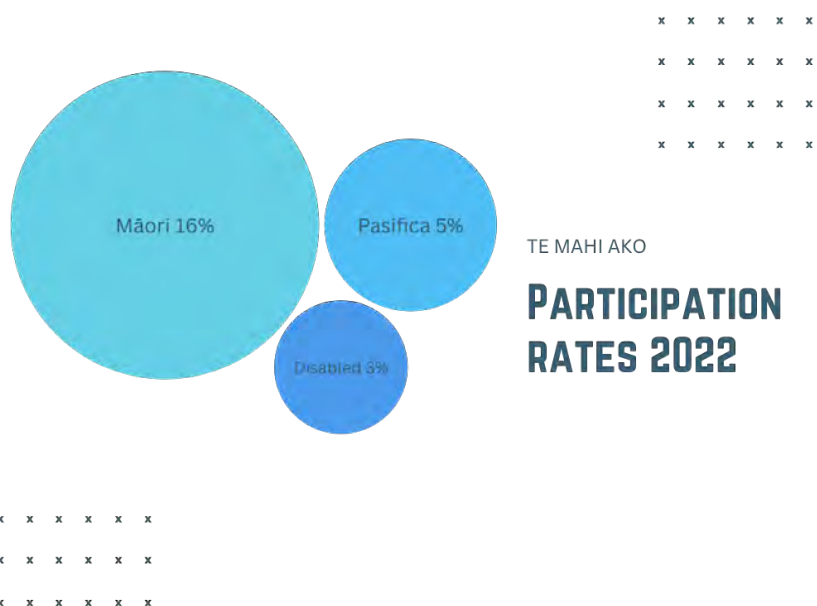
LEARNERS BY GENDER 2022

x x x x x x
x x x x x x
x x x x x x

Geographic spread of Learners 2022



Participation rates



Māori Partnerships

Te Mahi Ako is committed to actively seeking and incorporating external perspectives in developing a framework for engagement and education which is aligned to Te Tiriti o Waitangi with Māori learners, iwi, hapū, and Māori stakeholder groups. Te Mahi Ako continues to build collaborative processes that invite governance, input, and guidance from these key stakeholders. Te Mahi Ako aims to engage in meaningful consultation, facilitate open forums for discussion, and organise workshops or hui where diverse voices can be heard. The organisation encourages Māori learners, iwi, hapū, and Māori stakeholder groups to share their insights, aspirations, and concerns by creating a safe and inclusive space.

Listening to these perspectives and incorporating their wisdom and lived experiences will foster a sense of ownership, cultural relevance, and authenticity. It is essential for Te Mahi Ako to build and maintain strong, respectful relationships with our stakeholders, ensuring open and ongoing dialogue, feedback, and opportunities for their continued involvement in the framework's development and implementation. This collaborative approach helps ensure that Te Tiriti o Waitangi genuinely reflects the aspirations and needs of Māori ākonga and their communities while honouring the principles embedded within Te Tiriti o Waitangi.

Various roles and structures are central to how Te Mahi Ako will honour its Te Tiriti o Waitangi obligations and support how Te Mahi Ako engages with and works with Māori.

Te Mahi Ako aims to grow a network of Te Ao Māori knowledge across the organisation. Our Ngā Pou Rangatira—our pillars of expertise is an example of this. This group is led and guided by the Kaihautū and Kaitohutohu. It includes the National Learning Advisor Mātauranga Māori, Programme Manager Mātauranga Māori, and staff members within the quality, pastoral care, regional learner advisor, and marketing teams where appropriate.

This approach focuses on utilising internal expertise and building a network of staff with a spectrum of wisdom to be shared and built upon. These roles reach across all business units in the organisation, from programme managers to engagement leads and marketing which illustrates the comprehensive integration of te ao Māori principles, practice, and values into our mahi.

The Ngā Māngai Tautoko Roopu serves as a broader bicultural standing group with members from all business units. Ngā Māngai Tautoko collaboratively works together to champion and uphold the values and principles of Mātauranga Māori, kaupapa Māori, and mataaho Māori (through a Māori lens). Their roles are to drive cultural understanding, integration, and implementation throughout our organisation, fostering biculturalism in te ao Māori.

Tertiary Providers

Te Mahi Ako is committed to promoting collaboration and enhancing outcomes for the sector and education system. Te Mahi Ako continues to build relationships with other providers, such as PTEs, Te Pūkenga, and Te Wānanga o Aotearoa, to work collaboratively with the industry to meet current and future needs. This includes opportunities to:

- Create learning and training pathways (within and between providers).
- Co-design programmes.
- Tailor resources to sector needs.
- Strengthen pastoral care, equity, and outcomes for learners.

Schools

Skills Active Aotearoa built strong relationships with schools, providing a wide range of learning resources, advice, information relating to careers and qualifications, and school programmes. The Aquatics Gateway programmes provided senior students (Y11–Y13) opportunities to access structured work environment learning. Assisting schools and Kura and their young people to develop the future sport and recreation workforce will grow as a focus for Te Mahi Ako, including within the areas of youth development.



Learner voice

Te Mahi Ako is committed to hearing, analysing, and responding to the voices of our diverse learner audiences, including the voices of underserved ākonga. We understand that learner voice is critical to meeting expectations set out in the Tertiary Education Strategy and for Te Mahi Ako to have an authentic, equitable and effective learner-centric model. As such, we implement processes to collect the voices of a broad range of ākonga (including underserved learners) and ensure these voices are threaded through our Learner Success Plan.

Our collection and use of learner voice grew in strength in 2023. It will increase again in 2024 to maintain our focus on ākonga at the centre of all we do to ensure we meet learners' needs, maximise success, and identify (and then reduce) barriers to learning. Learner voice also enhances our ability to provide timely and relevant pastoral care while taking action to maximise equity for all ākonga. Developments in our processes, data collection methods, and Kairangi (our ākonga management system) allow us to interrogate the evidence we capture in granular detail, improving our ability to gather, analyse, and use learner voice – including those of underserved ākonga to a greater degree than ever before. Tracking capabilities mean we can monitor changes following adaptations made to address what we learn. With the data captured, we can make educational, strategic, and operational decisions based on learner voice to maximise equity, meet ākonga needs, and inform changes to our Quality Management System.

In 2024, we will gather learner voice through processes which include at least quarterly monitoring of Programme and Learner Outcomes, evaluative feedback on programme resource materials, focus groups, surveys, and interviews based on data from Annual Programme Reviews. Additionally, we will incorporate learner needs in phone interviews, include qualitative items in surveys, and gather post-moderation data through learner voice and assessor commentary. These efforts will improve our programmes and services to increase learner equity and success, as based on direct learner feedback. A more detailed overview is presented as supplementary data 'Initiatives used to gather learner voice' (Appendix 7).

The following examples describe how we received learner voice and analysed insights in 2023:

Consistency Review surveys

Learner voice is gathered in graduate survey data as part of our NZQA Consistency Review process. Once received, survey results are collated, analysed, and summarised to represent learner voice in our Consistency Review reports. Learner comments are also analysed to identify key themes, which are then shared with relevant internal teams for information and to identify actions to be taken, as appropriate. In the last review cycle, 110 pieces of unique feedback were gathered from learners, employers, and assessors across Te Mahi Ako sectors.

Baseline survey

The 2022 baseline survey heard learner voice by asking open-ended questions, collating, and then analysing responses to establish key themes. The responses of 256 learners, workplaces, and assessors were gathered. The response themes were the basis of an Action Plan, which learners and others can view on our website and see the actions result. This survey will be completed again in October 2023 and annually thereafter.

Insights we gather from learner voices are considered a priority across Te Mahi Ako and are used to shape our programmes, processes, policies, and learning environment. Once received, we ensure data is saved and handled securely, and outcomes are addressed promptly. When anonymity during data collection does not prevent us from doing so, we close the loop with ākongā so they are aware we have listened and are acting on the information provided.

Learner Voice - Pastoral Care phone survey

The Learner Voice Survey conducted at Te Mahi Ako gathered responses from 315 participants, approximately 15% of enrolled learners. The survey aimed to gain insights into the needs of the learners enrolled in qualifications and programmes.

The survey revealed that a significant portion of respondents (21%) identified themselves as NZ Māori or part Māori, and an additional 9% identified as Pacific, including Cook Island Māori. This diverse representation reflects the inclusive values of Te Mahi Ako, which aims to cater to a wide range of cultural backgrounds.

Regarding the motivation behind enrolling in the qualification, most respondents cited work-related reasons. They recognized that obtaining the qualification would serve as a stepping stone to advancing their careers or improving their job prospects. It is worth noting, however, that a small percentage (3%) of respondents expressed a desire for self/personal development. They acknowledged the broader benefits that extend beyond professional growth.

One concern highlighted by the survey was the low awareness of the support services provided at Te Mahi Ako. Only 26% of respondents indicated that they knew about these services. However, it is encouraging to note that two respondents specifically mentioned the Regional Learning Advisors as a valuable source of information. This feedback emphasises the importance of effective communication and raising awareness about the available support options.

Among the respondents who were aware of the support services, the majority (86%) believed they would not need to utilise them. However, some specific needs were identified within this group. A few individuals expressed a need for health and well-being (wellness) services, including mental health awareness and stress management. Others highlighted the importance of language, literacy, and numeracy (LLN) support, disability support, and parental services/family budgeting.

To address the findings of the survey, immediate actions have been identified. Te Mahi Ako plans to coordinate its Learner Support services with its marketing and communications team to increase awareness of the support services among both prospective and current learners. This will ensure that learners can access information about the available resources to enhance their educational experience and well-being. Additionally, integrating information about pastoral care support services into the planned induction programmes will also help establish a supportive environment right from the start of the learners' journey. Overall, this Learner Voice Survey has shed light on the needs and awareness levels of the learners at Te Mahi Ako. By implementing the suggested actions, Te Mahi Ako intends to improve the accessibility and utilisation of support services, fostering a positive and enriching learning experience for all learners.

How learner voice shapes programmes, processes, policies, and learning environments

We take a cross-organisation approach to prioritise and act on the voices of our learners. Learner feedback plays a crucial role in enhancing clarity, shaping programme structures, addressing barriers to learning, and informing the development of teaching and learning materials. It also drives policy and process updates, ensures policy documents' suitability, and guides decisions on incorporating face-to-face online learning and workplace mentoring.

Further examples from 2023 include our Consistency Review surveys which involve feedback managed by the Quality Services Manager, which is triaged and directed to the appropriate individuals. For instance, if the feedback pertains to resources, it is directed to the Education Development Manager. If the feedback is specific to the industry, it is directed to the respective Kāhui Umanga (internal roopu of sector expertise), involving the Programme Manager and National Learning Advisor. The information is triaged as urgent for discussion and decision or informational purposes. Staff respond directly to the learner as necessary, depending on the feedback and how it was received. Furthermore, the outcomes of the Baseline Survey are shared with the Te Mahi Ako Board and, with the Chief Executive's approval, made publicly available on the Te Mahi Ako website.

The examples below demonstrate some of the ways that learner voice has also directly influenced changes in programmes, materials, processes, policies, and learning environments.

Domain	Examples
Programmes and Materials	<p>Evaluative feedback from learners contributed to redeveloping text for greater clarity where appropriate.</p> <p>Learner voice gathered during programme reviews impacted programme structure.</p> <p>Regional Learning Advisors have shared information with Programme Managers based on learner voice, leading to changes addressing barriers to learning.</p> <p>Learner feedback at the end of programmes supported editing and the addition of targeted teaching and learning materials.</p>
Processes and Policies	<p>Learner experience feedback prompted updates in policies and processes for submitting assessments in te Reo.</p> <p>Learner voice ensured newly developed policy documents are fit for purpose and inform changes.</p> <p>The Academic Committee used learner voice to consider changes to policy and process.</p>
Learning Environments	<p>Learner evaluative feedback helped identify the need for online learning forums and facilitation.</p> <p>Learner voice on the overall learning experience included feedback on improving workplace learning environments.</p> <p>Feedback from learners and workplaces informed support for mentoring learners in workplaces.</p> <p>Learner and workplace feedback guided decisions on paper-based or online learning and assessment materials.</p>

Continuous improvement

In addition to our primary focus on learner success, we are committed to maintaining focus on our strong quality of programme development, delivery, assessment, and moderation. Before our transition in 2022, we were a Category 1 ITO and have maintained our efforts and determination to improve from this strong foundation, maintaining robust systems and processes that are responsive to learner needs and to meet quality and regulatory requirements of a PTE as set by the Education Act 2020 and NZQA.

While we continue to navigate ongoing change in the vocational education sector, we are also embedding recommendations made as we became a PTE (e.g., establishment and use of Kāhui Umanga, internal roopu of sector expertise) while remaining focused on the goals which provide strong pillars of our mahi:

1. Improve learner outcomes, particularly for Māori, Pacific people, disabled people, and apprentices (noting that in 2024, we will extend this focus to low prior achievement ākonga).
2. Provide enhanced support for life-long learning pathways.
3. Maintain responsiveness to iwi, employers, and other organisations.
4. Maintain and increase organisational sustainability and resilience.

These goals provide a framework for initiatives that we are implementing to meet them, for the sake of learner success. These goals also allow us to reflect on our progress toward them, as outlined further in this section.

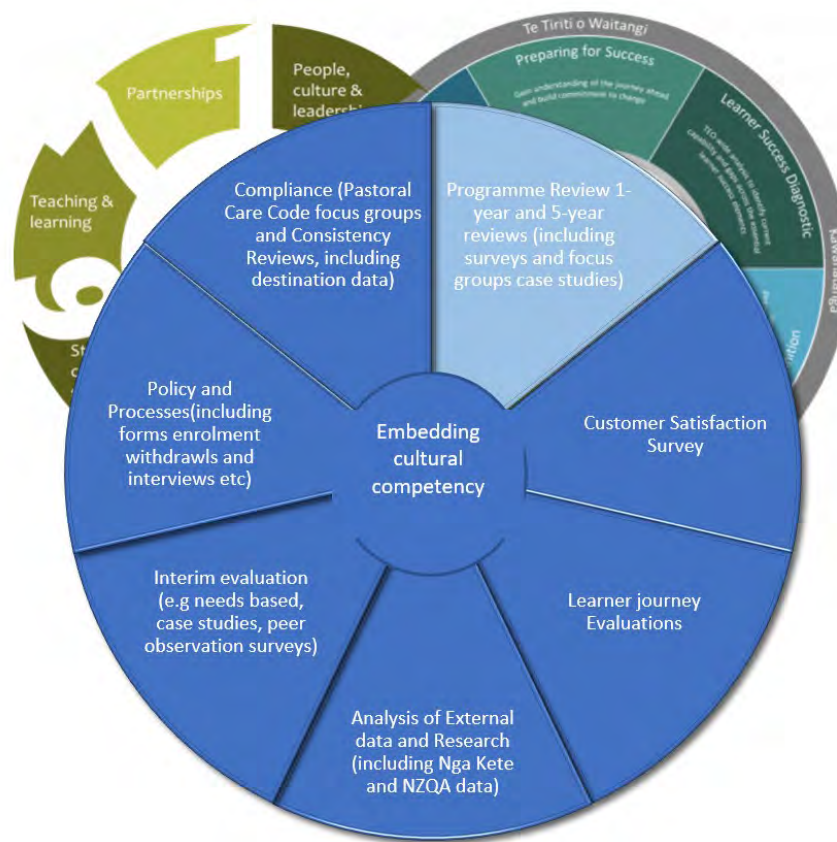
Evaluative practices

This reflection and self-assessment process is embedded within our usual business across the organisation and is a key factor in our ability to continuously improve. These evaluative processes will be refined and emphasised across all business units and throughout our Academic Structure in 2024 while we also embed our Evaluation Framework, enabling evidence-based decision-making across our organisation.

Evaluation framework adopted from the TEC



Sources of assessment, reflection, and evaluation



The outcomes of compliance assessments conducted by key stakeholders are considered alongside our self-reflection processes. These results provide us with confidence that our current practices and provision are consistent with the requirements of NZQA and WDCs, as shown through a satisfactory response to our NZQA Validation Visit and a Toi Mai (WDC) Assessment Visit (completed in April and May 2023, respectively). The outcome letters of each of these visits are appended to this investment plan (Appendix 3 and 4). The next evaluative milestone for Te Mahi Ako is its first EER as a PTE scheduled in May 2024. Preparation for this review that will integrate self-assessment activities that are underway across the organisation is being overseen by the Te Mahi Ako Board.

Based on the outcomes of reflecting on our previous performance in 2023, changes have been made to our provision, processes, and practices to serve our ākonga better. Examples of such changes include, but are not limited to:

Annual Programme Reviews (APR)

APRs are part of the Te Mahi Ako Evaluation Framework. The APRs involve quantitative data interpretation using specified variables through our ākonga database (Kairangi). The APRs will also use an integrated range of learner voice data collected at system and organisation levels (e.g., Learner Engagement Plan interviews, Consistency Reviews, additional surveys etc.). Our APR processes were initiated in 2023 and will gain traction in 2024 as we will have evidence from which we can identify trends in achievement and areas for further investigation while also providing evidence to answer NZQA's key evaluative questions. APR outcomes will also allow us an evidence base to plan and implement continuous improvements.

Te Mahi Ako Website

We have developed a platform on the Te Mahi Ako website to advise ākonga and workplaces of evaluation results and our plans to address relevant items and demonstrate our commitment to act on the feedback we receive. This will be developed further as more actions are identified through our evaluative efforts.

Quality Management System (QMS)

Our QMS includes a range of policies and procedures to support ākonga success while strengthening our internal culture of self-assessment and better monitoring organisational goals concerning learner achievement. Using a robust process of policy review and approval (by the Academic Committee), an annual review cycle of our QMS will begin in 2023 to ensure continual process improvement and responsiveness to a changing learning environment.

Assessor Forums

In 2023, we held Assessor Forums throughout the motu with a focus on addressing post-moderation outcomes, enhancing assessment quality, and providing development opportunities for assessors to learn how to engage with learners most effectively to support their success best. These forums also provided an opportunity for communities of practice to be introduced, which we plan to activate in 2023/2024.

Implementation of WDC Recommendations

In 2023, we were chosen as the first TEO for the pilot of an in-person Assessment Visit by Toi Mai. As a result, we received the highest possible Assurance Status of 'Best Practice' (Appendix 3). The following outlines four areas identified for development before our next Assessment Visit (June/July 2024), which are now embedded in our work plan across the next 12 months:

- Control and use of evidence verifiers.
- Benchmarking regulations, policy, and process systems.
- Capabilities in ensuring equity for ākonga.
- Evaluation and use of data as an outcome of implementing our Evaluation Framework.

Operational improvements

In 2023, we conducted a transition review regarding operating practices, examining operational structures and cross-organisational processes and evaluating the effectiveness of staff and academic committees. We regularly assessed staff sentiment on a weekly basis and conducted staff pulse surveys at least monthly to gather feedback. Insights from the fourth quarter of 2022 influenced the learning and development plan at the organisational, team, and individual levels for 2023. This plan strongly emphasised culturally responsive practices, Māori learner success, Te Tiriti o Waitangi training, cultural capability, and effective communication. These changes aim to improve our overall performance and better cater to the needs of our learners.

Embedding responsive practices

The post-RoVE environment remains dynamic and requires us to be responsive and aware of changing requirements in our new world as a PTE. This remains a work in progress in 2023 as we embed our new internal structures and processes. However, we remain responsive and agile to the needs of our learners and our compliance requirements which we look forward to continuously improving on in 2024.

Governance and management

Governance Structure

Te Mahi Ako is a not-for-profit wholly owned subsidiary of Skills Active Aotearoa, a charitable, limited liability company focused on building people and business capability within te ahumahi ā-rēhia.

Skills Active Aotearoa is the sole shareholder. The shareholding structure of Skills Active Aotearoa is divided 50/50 between Māori and Non-Māori organisations to ensure we have a truly bicultural group, honouring the intent of Te Tiriti o Waitangi (Appendix 5). This positions us very well to ensure our decisions are constantly made in the best interests of both Māori and non-Māori learners and clients. The structure encourages participation from groups with national interests in each of our different sectors and allows these groups to have their say in the governance of Skills Active. These national groups represent employer, employee, and general industry viewpoints. Information on the Skills Active shareholders can be found on the Skills Active [website](#).

The Te Mahi Ako Board of Directors are appointed through an independent appointments committee for three years. During this time, they are responsible for developing the strategic direction of Te Mahi Ako with the Senior Management Team. The Board meets regularly and holds an annual Strategic Planning meeting with the Chief Executive and Senior Management Team. The governance structure allows for establishing subcommittees, such as audit and risk, kaupapa Māori and Māori achievement, and the performance management of the Chief Executive. The audit and risk subcommittee have good oversight of the range of risks and relevant regulations applicable to Te Mahi Ako and actively monitors the organisation's performance.

The directors of Te Mahi Ako bring extensive experience from tertiary education, local government, arts and culture sectors, recreation, sport, education, exercise and health sector, governance, legal and finance, and te ao Māori. These skill sets are complemented by shared committee structures with Skills Active, which complement expertise in audit and risk, people and culture, and kaupapa Māori.

In 2023, the Te Mahi Ako establishment board was dissolved. Two establishment board directors (Steve Ruru and Robyn Cockburn) were appointed to the Te Mahi Ako board, as were Brandi Hudson and Stephanie Hadley.

In 2024, a high-level Sector Advisory Committee will guide the Te Mahi Ako Board and Senior Leadership Team, focusing on sector trends, community needs, and the specific requirements of Māori learners and enterprises within the organisation's scope. The committee will consist of experts from various domains, including sector organisations, individuals who understand Māori learners' needs, trainers/assessors, actively engaged ākonga, vocational education and quality specialists, and individuals with expertise in equity and inclusion within education.



Brandi Hudson



Steve Ruru (Chair)



Stephanie Hadley



Robyn Cockburn

Operational Structure

Te Mahi Ako and Skills Active share one CEO. Within Te Mahi Ako, two General Managers oversee its operations and management.

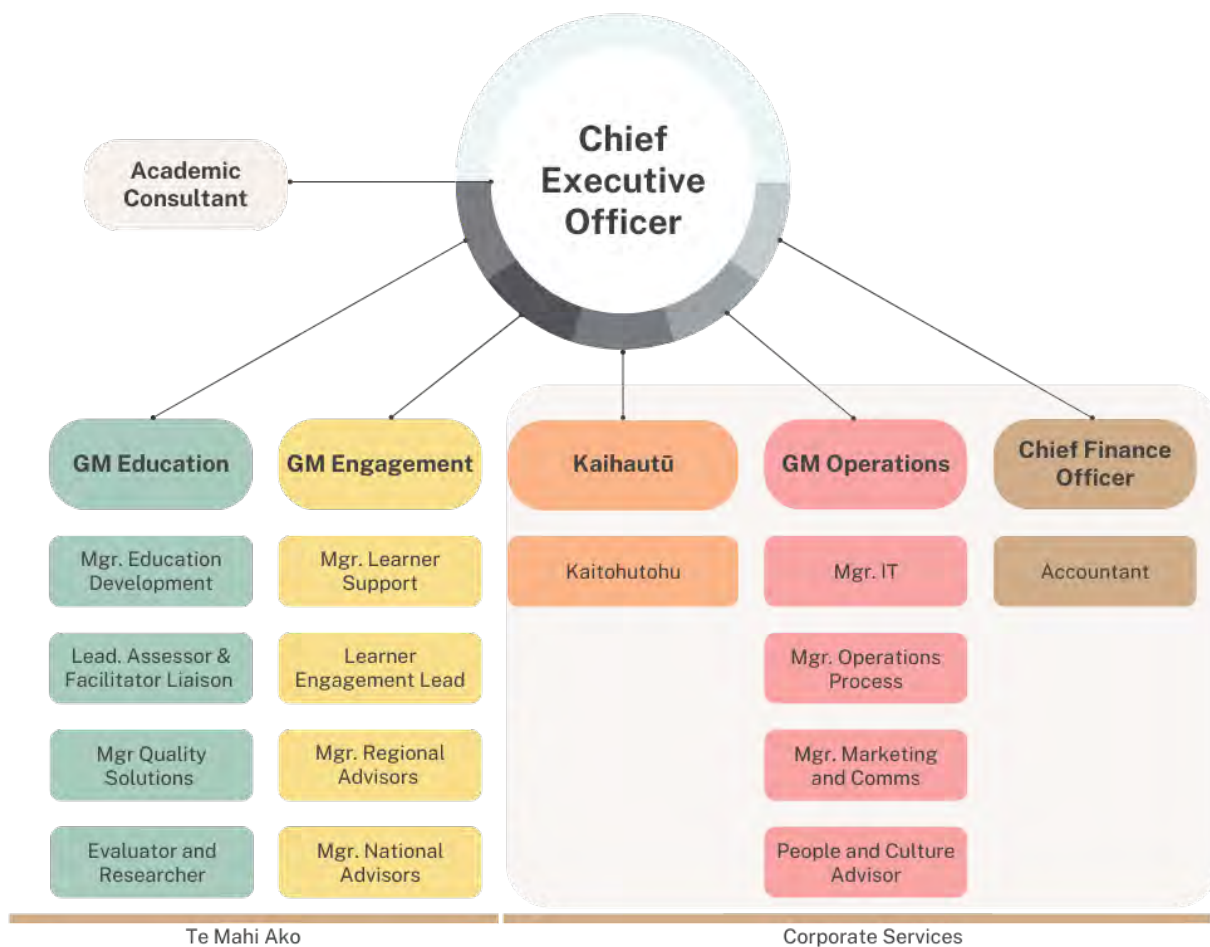
In addition to being the parent company, Skills Active also functions as a corporate services unit, providing shared services across the entire group. Within Skills Active, three Senior Managers oversee various aspects of corporate services.

The Tier 2 Senior Managers of Skills Active have sub-delegations to Te Mahi Ako, as Te Mahi Ako is considered a subsidiary of Skills Active. This means the Senior Managers of Skills Active also have authority and decision-making power within Te Mahi Ako.

While the General Managers of Skills Active have responsibilities within Te Mahi Ako, the ultimate decision-making authority for all significant education and learner decisions lies with the staff directly employed by Te Mahi Ako.

Overall, this management structure ensures coordination and collaboration between Te Mahi Ako and Skills Active, allowing for efficient shared services while maintaining the necessary autonomy for education and learner decisions within Te Mahi Ako.

Te Mahi Ako Management Structure



Management Knowledge and Skills

The management team at Te Mahi Ako possesses a diverse range of skills and knowledge. The team includes education evaluators, researchers, assessors, facilitator liaison leads, academic consultants, and managers with expertise in various fields such as finance, business consulting, adult education, training needs analysis, teaching, learning, assessment, corporate services, vocational education, instruction and facilitation, learner support, engagement, education and programme development, and cultural advisory. They bring extensive experience from sectors including education, corporate and community, health, and Te Mahi Ako sectors, providing a comprehensive skill set to support the establishment and success of the organisation.

In 2023, several adjustments were made to the management structure of Te Mahi Ako. One significant change was creating a joint CEO role for Te Mahi Ako and Skills Active, aimed at providing clarity and consistency for staff and external stakeholders through a combined leadership position. An academic consultant role was established to focus on professional development and advising on best practice work-based pedagogy and andragogy. Additionally, to enhance evaluation and continuous improvement practices, the role of evaluator researcher was brought under the General Manager of Education, ensuring greater visibility across business units.

Identifying additional support and addressing gaps in Pacific learner needs were gaps for the organisation in 2023, with plans to allocate resources accordingly in 2024. A mid-2023 transition review was conducted, and its findings will guide further adjustments and identify areas for consideration moving forward. Despite the need for continued work on clarifying roles and responsibilities and aligning processes with the new structures, the organisation benefits from a wealth of experience, knowledge, and strong relationships across the team, providing a solid foundation for strengthening the organisation.

Ka kaha ake mā te tū ngātahi
Stronger together

**TE
MAHI
AKO**

Financial information

Financial forecasts are appended to this investment plan. This information was provided to the MCO in June 2023 and assessed as low risk, meeting TEC's [Prudential Financial Standards for PTEs](#).

Trading commenced on 1 October 2022, and the quarter four results and our Statement of Service Performance are provided in the Te Mahi Ako annual report, which can be accessed on [our website](#).

The financial forecasts are attached as a separate document to this investment plan.



Additional requirements for organisations delivering Apprenticeships

In 2024, Te Mahi Ako will continue to support and promote apprenticeship training across the te ahumahi ā-rēhia sectors by:

- Engaging with employers, industry partners, and potential learners about apprenticeship pathways within the te ahumahi ā-rēhia sectors.
- Awareness campaigns promoting the value of apprenticeship programmes through the Te Mahi Ako website and online platforms, including providing good information about apprenticeship training.
- Promoting support available to employers through the Code of Good Practice for New Zealand Apprenticeships and funds such as the Apprenticeship Boost to support apprenticeship training.

Promoting apprenticeships

Te Mahi Ako works in collaboration with stakeholders to identify prospective apprentices and employers. This will be achieved by providing good information, guidance and support in decision-making to help employers and prospective apprentices decide if an apprenticeship pathway is right for them in line with the Code of Good Practice for New Zealand Apprenticeships.

Te Mahi Ako is committed to providing lifelong career pathways within te ahumahi ā-rēhia. Te Mahi Ako offers pathways that lead many to apprenticeship opportunities. Learners can upskill through New Zealand Certificate pathways that are incorporated into apprenticeship programmes. This may provide prospective apprentices opportunities for further job roles, training, and assessment within their workplace.

Working with schools through [Gateway funding](#) also creates opportunities for learners to step into vocational pathways. In 2024, Te Mahi Ako will seek to expand the pilots it has developed in some locations and regions where it works with local councils or organisations such as Workbridge, providing pathways to apprenticeships.

Apprenticeship support

Learners and employers are supported from pre-enrolment through to completion. The following is in place to support this:

1. A three-way agreement between the learner, employer, and Te Mahi Ako outlining the responsibilities and commitments of each party. This includes the Code of Good Practice for New Zealand Apprenticeships and the Tertiary and International Learners Code of Practice.
2. Initial learning/training assessment needs analysis with the engagement team to identify programme and support needs as well as ensure the learner meets any required eligibility criteria. This includes developing an individual learning and assessment plan agreed upon with the learner and employer. LLN and additional pastoral care needs are assessed as part of this.
3. Appropriate support to the employer in the form of information, guidance, and the training of evidence verifiers and assessors.
4. A comprehensive induction that supports the learner and employer with the implementation of the individual learning and assessment plan. This ensures the apprentice/learner feels well supported, knows their rights as a learner and is aware of the support services available to them.

5. Regular monitoring and support of individual learners/apprentices through the Learner Engagement Plan.

Pastoral Care

Pastoral care support through Learner Support Services, including access to LLN, ESOL, Literacy Aotearoa, translation services, reader/writer support, and counselling. Learner Support Services also provides apprentices/learners with a database of external support services to assist with any health and wellbeing needs.

We enable learners to have their say through various channels. Learner voice and data are collected and regularly reviewed to support continuous improvement in learner support. We are creating online communities of learning, particularly for Māori, Pasifika, and disabled learners.

Learner Engagement Plan

In Quarter 2, 2023, Te Mahi Ako implemented the Learner Engagement Plan to support and engage all learners, including apprentices, throughout their qualification pathway (Appendix 6). The Learner Engagement Plan provides support to learners proportional to need while working within the Pastoral Care Code and Code of Good Practice for New Zealand Apprenticeship requirements:

The Learner Engagement Plan allocates points to a learner, classifying learners into different groups based on their programme type, progress, and assessment results. It also identifies additional support needs to proactively plan out required engagements every quarter.

The proportional style of the Learner Engagement Plan ensures primary effort of the engagement team is directed toward learners who require additional support or intervention.

Te Mahi Ako recognises that providing additional support for underserved learners is essential to achieving equitable outcomes for these learners. The Learner Engagement Plan supports this by scaling up support for learners that identify as Māori, Pasifika, disabled, or as having low prior achievement.

The Learner Engagement Plan enables the engagement team in direct contact with the learners to create referrals for additional support to learners/apprentices across Te Mahi Ako. Referrals can be made from the Regional Learner Advisors to the Learner Support team, National Learner Advisor team, Programme Managers, IT, and Assessor Support.

Implementing the Kāhui Umanga will enable internal and external expert collaboration to improve the service and experience we can offer all learners, including apprentices.

2. Programmes and activities

Programmes

Mix of Provision Summary

Our provision for 2024 aligns with the objectives outlined in our Strategic Intent and Learner Success Plan. Our focus will be on the following:

1. Enhancing learning outcomes for Māori, Pacific, disabled, and other underserved learners.
2. Sustaining high engagement and satisfaction levels among our learners and clients.
3. Expanding our learner and client base within te ahumahi ā-rēhia to include ākongā groups now eligible for funding.
4. Tailoring our provision to address unmet needs within our sectors, offering smaller learning packages, and developing relevant learning and facilitation materials.

For 2024, we have intentionally maintained our suite of programmes to cater to the needs of our learners and work-based organisations. At the same time, we are prioritising activities that tackle known barriers to learning and foster ākongā success, particularly among underserved learners.

We are conducting a thorough review and analysis of our programmes to refine our overall portfolio of offerings. As a result, we anticipate a reduction in the total number of programmes delivered over the next three years as part of this process.

Fund Type	Qual Level	2024 Learner Numbers	FTEL 2024	2025 Learner Numbers	FTEL 2025	2025 Learner Numbers	FTEL 2026
IT	L01	0	0	0	0	0	0
IT	L02	60	31	90	46	120	61
IT	L03	2620	884	2605	886	2695	923
IT	L04	742	328	874	378	884	381
IT	L05	180	79	205	91	205	91
IT	L06	0	0	0	0	0	0
IT	L07	0	0	0	0	0	0
NZA	NZA	520	270	405	212	335	176
Training packages		650	104	760	118	840	128
Training packages	Unfunded	500	83	500	83	500	83
IT	L03-05 Unfunded	530	88	530	88	530	88
Total		5802	1867	5969	1902	6109	1931
Total Funded Learners and FTEL		4772	1696	4939	1730	5079	1759

Shifts in Provision

In our 2024 provision, we focus on targeted areas such as redesigning Mātauranga Māori programmes, prioritising high-performing programmes, and evaluating programmes with low educational outcomes in 2022 and 2023. Looking ahead to 2026, we anticipate growth in Level 2 and 3 qualifications and smaller learning packages, targeting volunteers and previously ineligible individuals. We aim to engage more employers who can benefit from our Mātauranga qualifications aligned with system-level priorities and regional needs.

However, there are forecasted declines in certain areas. Apprenticeship numbers are stabilising following the end of the Targeted Training and Apprenticeship Fund and the settling of the apprenticeship boost scheme. We do not foresee the introduction of high-volume apprenticeships from 2023 to 2025. Additionally, the government's Immigration Rebalance and funding exemption rules for non-domestic learners starting in 2023 pose challenges. This affects industries like Aquatics, Entertainment and Events, Outdoor Recreation, and Snowsports, which rely on working holiday visa holders. Te Mahi Ako will support over 500 new unfunded learners in 2023 to ensure a smooth transition for learners and workplaces during the Reform of Vocational Education. Qualified staff shortages in these areas will contribute to more business closures, constrained operating hours, and departures from the national qualifications framework.

We anticipate the number of working holiday visa workers increasing over the next three years. For example, in the Snowsport industry, 40-80% of all workers are anticipated to be on working holiday visas. As non-subsidised fees are introduced in 2024, this will likely lead to more currently engaged workplaces moving away from the New Zealand qualification framework in our non-regulated sectors. We continue to urge reconsidering how the Non-Domestic Learner Exemption Scheme is implemented.

Reflecting on 2022 performance

Completion rates for learners who enrolled with Skills Active or Te Mahi Ako (from October) in 2022 were poor. Across all learners, we observed a credit completion rate of 52%. Specifically, the rates were 51% for Māori learners, 40% for Pacific learners, and 46% for disabled learners.

To a certain extent, these results were influenced by various factors, including unintended impacts of the apprenticeship boost funding scheme and Targeted Training and Apprenticeship Fund, the COVID-19 pandemic, and changes to data management processes.

However, through our evaluation initiatives, we have identified several areas for improvement in the design and delivery of our programmes and support for our learners. We anticipate that the initiatives implemented throughout 2023 will lead to better learner outcomes and provide a more accurate reflection of our organisational performance at the end of 2023, marking the organisation's first full year of trading.

Programmes

Some programme activity highlights are presented below:

Domain	Examples	Linked Priority
Mātauranga Māori	We are investing in our internal capability to redesign our suite of Mātauranga Māori programmes to prioritise developments to our provisions in this important area for the remainder of 2023, ready to go in 2024. This includes a focus on Tikanga (L2), Māori Business Management (L3), Manaaki Marae (L3), and Ngā Taonga Taakaro (L3) programmes and smaller learning packages linked to these, including the Hawkes Bay Whakamana HB Tikanga Pilot in response to Cyclone Gabrielle, which will begin mid-August of 2023.	TEC & TES RSLGs
Entertainment and Events	We are currently focusing on strengthening our existing provision at Levels 3 and 4. We will work closely with Te Pūkenga and the WDC in 2024 to identify and respond to gaps in current provision	Toi Mai

	and any new opportunities that are being created through analysis of needs in the rapidly changing industry. We are also interested in collaborating with other providers to support a Toi Mai-suggested mode change from the existing provision to a work-based delivery mode.	
Exercise	While enrolments and learner outcomes in the Exercise sector remain consistent year on year, in 2024, we share the WDC's want for more graduates from qualifications that we offer in this industry, focussing on youth and community-based pathways to qualification.	Toi Mai
Aquatics	In 2023, work is underway to convert our existing transitional programmes of industry training for these qualifications to programmes of study. This work will allow us to strengthen the support we provide to ākonga and workplaces to better respond to learner needs and maximise learner outcomes. This will take advantage of the improved pastoral care support now being provided by Te Mahi Ako and learning materials, experiences, and assessments informed by best practices in work-based learning. These programmes will be launched in 2023, with enrolments promoted and positive learner outcomes established and maintained in 2024.	Toi Mai
Outdoor Recreation	We will focus on participating in WDC qualification reviews in this sector and collecting learner voices regarding their needs to inform our subsequent promotion and material refinement activities. In response to the priority highlighted by Toi Mai, we have developed a strategic funding application for the Data System Refresh project to enable the devemicro-credentialro credential for water-rafting in a work-based context.	Toi Mai RSLGs
Sport and Community Recreation	We will strengthen our focus on the sector-specific needs of volunteers and youth in this sector and develop or refine our offerings to meet them. This opportunity requires us to shift our focus and internal resources in 2023 for a positive impact on increased enrolments and graduates from these sectors in 2024, including the community coaching micro-credential planned by the WDC. This includes strengthening youth pathways from years 11-13 through experience, leadership, and industry partnership awards and programmes.	Toi Mai

Volunteers as Learners

As acknowledged elsewhere in this plan, we have not met our intentions to increase learner enrolments and completions of volunteers in 2023. In 2024, we will reinvigorate our focus on this group of underserved learners by exploring how we can best meet the needs of volunteers and the industries they work in and responding to what we learn through capability and provision development.

Introducing volunteers to their learning journey through appropriate solutions presents Te Mahi Ako with an opportunity to provide pathways to learning for volunteers across sectors at various stages of life and in both urban and rural environments. As volunteers are based in varied contexts and demographic backgrounds throughout Aotearoa, our ability to meet the needs of several underserved learner groups by focusing our efforts on learning solutions for volunteers presents a unique

opportunity. For example, sports coaches and officials in the secondary school system or club sport, officials in community-based kaupapa, and recreation organisations).

Subcontracting arrangements

To meet our goals in 2024, we also undertake provisions through sub-contracting arrangements as outlined in the following table. No organisations are classed as Tertiary Education Organisations.

Sub-contracting organisation	Activities	Monetary value	Governance and accountability arrangements
Swimming NZ (SNZ)	Support delivery and Assessment of AUSTswim package.	\$500 (incl. GST) per learner for swim teacher course. \$390 (incl. GST) per learner for extension courses.	SNZ maintains an approved benchmarked programme with Toi Mai. SNZ assessors (registered by Te Mahi Ako) complete all marking of Te Mahi Ako supplementary tasks within 20 working days of submission by the learner. If required, Te Mahi Ako will source external assessors to complete this marking with associated costs reimbursed by SNZ from future enrolment payments. Te Mahi Ako and SNZ renew the agreement annually.
OPSEC solutions	Aquatics emergency response workshop preparation and delivery. Evaluation of each workshop as required. Conduct quality evaluation of workshop programme every 12 months.	\$4,000 (excl. GST) per workshop.	OPSEC are to deliver a maximum of 8 workshops per contracted period for 12-16 learners per workshop under the direction of a named facilitator. This agreement considers OPSEC an independent contractor, including standard clauses regarding Intellectual Property, Confidentiality, and Termination.
WaiSkills	Senior Pool Lifeguard Water Treatment: <ul style="list-style-type: none"> - Tutorial facilitation - Follow-up learner support - Assessment - Credit reporting 	\$850.00 (excl. GST).	WaiSkills are to perform the services outlined in the agreement's schedule of services as agreed in advance and under the direction of Te Mahi Ako GM Education. WaiSkills are considered an independent contractor in this agreement, which includes standard clauses regarding Intellectual Property,
	NZC in Aquatic Treatment Systems (level 4) <ul style="list-style-type: none"> - Tutorial facilitation - Follow-up learner support 	\$2300.00 (excl. GST).	

	<ul style="list-style-type: none"> - Assessment - Credit reporting 		Confidentiality and Termination.
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Non-funded activities

The programmes and activities which are not funded by TEC are described below.

- Gateway: Pool Lifeguard Practising Certificate
- Raft Guide Grade II
- Assessor Training Course
- Some school programmes, which with a current MOU, includes Swim Teacher L3
- Entertainment & Events L3 (within a school context)
- MSD and Christchurch City Council initiative - Swim Teacher L3
- Snow College [Cardrona]
- Avalanche learning package
- Hawkes Bay Whakamana HB Tikanga pilot
- Workforce planning resources and workshops for industry organisations
- Youth resources for community recreation, exercise, outdoor recreation, Snowsport, and performing arts.

To support our learners and work environments to achieve our qualifications, Te Mahi Ako offers customised programmes and resources for sectors and workplaces. Rather than applying a one-size-fits-all approach, we have over 300 resources available that support our existing suite of programmes.



3. Outcomes and measures

Measuring Performance

Key objectives are set out in the Learner Success Plan. Indicators of success and annual targets are defined in the plan. Performance and outcomes are measured annually against targets set by the board of Te Mahi Ako and the Senior Management Team, relevant external statutory bodies, and external advisors where appropriate.

The Governance and Senior Management Team is responsible for strategy and planning that ensures that:

- Te Mahi Ako undertakes ongoing Strategic Business Planning informing the organisation's overall direction.
- Te Mahi Ako has current structures and procedures to facilitate the Strategic Business Planning process effectively.
- The Strategic Business Plan is consistent with quality assurance objectives as set out in Te Mahi Ako QMS document and implemented by relevant policies.

Te Mahi Ako employees are required to engage in the organisation's annual Strategic Business Planning process that offers opportunities for staff at all levels to have input into the Strategic Business Plan. Feedback is provided to participants.

The organisation's ongoing management is conducted per the objectives outlined in the current Strategic Business Plan. A review of strategic direction in appropriate areas occurs as the occasion arises.

Tertiary Education Commission Educational Performance Indicators

For more information, refer to the detailed 'Performance Commitments' in the submitted Educational Performance Indicator Commitments document.

NZQA Self-Assessment Requirements

Te Mahi Ako will implement a robust model of organisation-wide self-assessment that meets the requirements of external evaluation and review of quality assurance systems.

Strengths and weaknesses are identified, resulting in actual, worthwhile improvements being made. Te Mahi Ako will submit to NZQA, a declaration attesting that self-review against the code is taking place.

The outcomes of ongoing self-assessment will be identified in annual business planning for each curriculum area and business support area. Self-assessment provides the basis for quality assurance and continuous improvement for courses and other activities.

Results/outcomes are measured against the strategic priorities of Te Mahi Ako and NZQA's six key evaluative questions:

- How well do ākonga achieve?
- What is the value of the outcomes for key stakeholders, including ākonga?
- How well do course design and delivery, including learning and assessment activities, match the needs of ākonga and other relevant stakeholders?
- How effectively are ākonga supported and involved in their learning?
- How effective are governance and management in supporting educational achievement?

The internal review at Te Mahi Ako is an ongoing process embedded in its quality assurance and annual planning activities that maintain and strengthen its self-assessment and educational design, delivery, assessment, and evaluative process.

All qualifications are reviewed through an Annual Programme Evaluation and Review process managed by the Programme Managers and the Te Mahi Ako Academic Committee with the support of the evaluator.

Target Learner Group Plans

Additional outcomes and measures are provided in the Disability Action Plan and Strategy for Māori Success appended to this plan.

Learner Success and Business Goals

The three-year learner success plan and business goals presented in the investment plan align with the reform's outcomes. Initiatives and associated activities under these goals are linked to the Tertiary Education Strategy Objectives and the Living Standards Framework. The four business goals and associated KPIs are:

Goal	Key indicator
Improve learner outcomes, particularly for Māori, Pacific people, people with disabilities, and apprentices.	Equity in learning outcomes by 2025.
Provide enhanced support for life-long learning pathways.	Increased satisfaction, retention, learning, and career progression by 2025.
Maintain responsiveness to iwi, employers, and other organisations through the reform.	Increased stakeholder satisfaction, improved skills matching, reduced reporting of skills shortages.
Maintain and increase organisational sustainability and resilience.	Increased revenue, scalability, staff retention, and satisfaction.

Below is a full table of potential success metrics against the learner success plan initiatives. A small selection of immediate and end benefits will be selected to measure performance and success.

Our metrics are captured for funded and non-funded learners and activities and will be presented in our annual reports as part of our Service Performance Reporting requirements.

Te Mahi Ako – Measuring We’re On Track

Key	Performance indicator	Collection	SATMA Target	Goal1	Goal2	Goal3	Goal4
Business							
B1	Customer satisfaction*	Annual CSS survey: Net Promoter score (0 to 10)	6	✓	✓	✓	✓
B2	Customer effort	Annual CSS survey: “on a scale of 6 being most to 0 being least satisfied, how satisfied were you with the quality of [entity name] interaction, responsiveness and communication.” (1 to 6)	4.5	✓	✓	✓	✓
B3	Customer retention	Annual % business contract renewals	70%		✓	✓	✓
B4	Net Profit /Surplus	Monthly and annual reporting	\$1.7m				✓
B5	Equity check	Financial reports: Net tangible assets larger than 31.7% of total revenue	\$3.1m				✓
B6	Staff Satisfaction*	Staff weekly general sentiment score through weekly10 (0 – 5)	3.5				✓
B7	Cultural and professional confidence	Capability survey “on a scale of ‘very confident’ to ‘not at all confident (0 to 5)	3.5				✓
Education							
T1	Domestic and international pastoral care code evaluation requirements met	NZQA annual Self-evaluation and code signatory acceptance	Achieved	✓			
T2	Credit Achievement*, including Pacific and Māori and disabled learner rates	Kairangi Rua and Ngā Kete report	75%	✓	✓		
T3	Programme completion*, including Pacific and Māori and disabled learner rates	Kairangi Rua and Ngā Kete report	75%	✓	✓		
T4	Increasing access to participation *	Learner Participation by ethnicity from Kairangi Rua and Ngā Kete report	15% Māori 05% Pacific 10% Disabled	✓	✓		
T5	Increased progression to higher learning	Benchmark – New metric. Annual enrolment data Ngā Kete	New. Establish baseline	✓	✓		
T6	Quality learner experience	Benchmark – New evaluation survey. % satisfied or very satisfied	New. Establish baseline	✓	✓		
T7	Increased work satisfaction	Benchmark – New evaluation survey. % satisfied or very satisfied	New. Establish baseline	✓	✓	✓	
T8	Increased learner confidence	Benchmark – New evaluation survey. % confident or very confident	New. Establish baseline	✓	✓	✓	

4. Learner Success Plan (LSP)

Section 1 – Where we need to be

What does success look like for Te Mahi Ako ākongā?

In 2024, we continue to work towards a future where every learner in te ahumahi ā-rēhia can unlock their potential and gain the skills and knowledge they need to realise the ambitions they have for themselves, their whānau, their customers, and their communities.

We enrol learners on a rolling basis and support them at their own pace, which means the ākongā referred to in our vision will always be changing. And our goal is to fulfil this vision for all ākongā as they progress through their learning journey with us.

By 2040, two hundred years after the signing of Te Tiriti o Waitangi, the landscape of te ahumahi ā-rēhia will be one where everyone has had the chance to experience a fulfilling learning journey and where equity and prosperity are commonplace. Specifically:

- All learners are confident, capable, and connected.
- All learners have the opportunity to unlock their potential and realise the ambitions they have for themselves, their whānau, their customers, and their communities.
- All learners can access educational services and information with ease and dignity.
- All learners get excellent education that fuels a passion for learning.

This vision will be possible through vocational education training designed with our learners and their specific contexts in mind. Achieving this vision will require a determination to work in partnership at all levels within the sectors, co-creating tailored responses that meet the diverse needs of ākongā and their employers and organisations.

To achieve equitable access and support for ākongā and underserved groups, Te Mahi Ako will:

1. Ensure that its governance, management, and operations give effect to te Tiriti o Waitangi.
2. Recognise that Māori are key actors in regional social, environmental, and economic development.
3. Demonstrate a commitment to inclusivity and equity through all aspects of work, recognise and value the diversity of all of its ākongā and client groups, and provide the unique types of support different ākongā need to succeed.
4. Promote equitable access to work-based learning opportunities for ākongā and clients.
5. Have culturally responsive delivery approaches.

Our vision for, and commitments to, our ākongā are integral to our Learner Success Plan. Our vision directly represents stakeholder aspirations, formally gathered in 2022 as part of establishing Te Mahi Ako.

Māori aspirations are integral to the vision of Te Mahi Ako, and we strive to ensure that our vision aligns with the goals and aspirations of our Māori learners, whānau, communities and iwi. Our organisation's cultural leadership plays a significant role in this regard, and we adopt a collaborative approach to drive this ambition forward. Our vision for Māori learner success strongly reflects the aspirations of our stakeholders identified during the past three years through robust and active engagement with them to understand their needs and ensure ongoing collaboration. Maintaining ongoing dialogue and

collaboration will ensure that our vision for Māori learner success remains relevant, inclusive, and aligned with the aspirations of the sectors we serve. This engagement to date involved consultations, focus groups, surveys, and one-on-one discussions with learners, employers, iwi representatives, and other relevant stakeholders. But we can do more. We are committed to working together on the current challenges and opportunities in the tertiary education system and working on solutions for what will truly make a difference for all learners.

Te Mahi Ako Learner Success Framework

TERTIARY EDUCATION STRATEGY	LIVING STANDARDS FRAMEWORK	MBIE EMPLOYMENT STRATEGY
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TE MAHI AKO VISION FOR TE AHUMAHĪ Ā-RĒHIA LEARNERS - 2030

HEALTH AND WELLBEING All learners are confident, capable, and connected.	GROWTH All learners have the opportunity to unlock their potential and realise the ambitions they have for themselves, their whānau, their customers, and their communities.	ACCESSIBILITY All learners can access educational services and information with ease and dignity.	EDUCATION All learners get excellent education that fuels a passion for learning.
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TE MAHI AKO LONG-TERM OUTCOMES

ENGAGEMENT Improved access to educational opportunities and ongoing support for all learner groups.	EXPERIENCE Improved experience for learners throughout the learning journey.
CULTURAL VITALITY Increased variety of culturally distinctive pathways in learning for tangata whenua and all New Zealanders.	
SYSTEM Improved systems of education delivery that are capable, inclusive, trusted, and reflect Te Tiriti o Waitangi.	

TE MAHI AKO INTERMEDIATE-TERM OUTCOMES

INDIVIDUAL FACTORS Improved: Confidence and competence to participate in learning.	PERSONAL RELATIONSHIPS Improved: Support for learners to participate in learning.	SOCIAL AND CULTURAL NORMS Improved: Organisational knowledge and skills to provide for inclusive education. Organisational inclusive attitudes towards all learners. Provision of quality opportunities to engage in education for all learners.	LEARNING ENVIRONMENT Improved: Learning environments that enable people to participate fully.	POLICY Improved: Coordination across the organisation and with assessors and work environments providing for all learners. Leadership and advocacy to support people to engage in the workforce and education.
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Our commitments to achieving our vision and monitoring progress

We are constantly striving to improve and ensure consistent outcomes for all learners. In 2024, we will self-assess our progress against the following actions and toward our vision:

1. Maintain a focus on learners at the centre of all we do while focusing on creating conditions that maximise success for ākonga, their whānau, communities, and workplaces.
2. Deliver a provision of learning opportunities through a range of approaches, materials and innovations which effectively meet ākonga needs and preferences while supporting pathways and seamless transitions.
3. Offer numerous opportunities to collect and use learner voice in our strategy, planning, and delivery.
4. Action mentoring, information, and learner support that includes a diverse range of ākonga (particularly underserved learners) to reduce identified barriers to learning.
5. Enhance our digital learning platforms to increase ākonga accessibility.
6. Increase cultural and disability confidence and capability among our staff who are accessible and committed to ākonga and their learning success.
7. Use an evidence base for decision-making and planning based on our Evaluation Framework.

We will monitor our progress toward these aspirations in 2024 through comparison to 2023 results, where available, in the following areas:

Learner-Centric Focus

- Increased learner satisfaction and positive feedback regarding their learning experiences.
- Higher completion rates and reduced withdrawal rates among ākonga.
- Improved academic performance and achievement of learning outcomes.

Inclusion of Learner Voice

- Increased use of learner voice to inform strategic planning and decision-making processes.
- Evidence of learner input and influence in shaping curriculum, teaching and assessment, and overall learning environment.
- Increased learner satisfaction.

Inclusive Support

- Decreased barriers, enhanced engagement and completion by underserved learners.
- Increase in targeted support programmes and interventions.
- Improved academic performance and progress among underserved learners.

Enhanced Digital Learning Platforms

- Increased accessibility and usability of digital learning platforms for ākonga, including those with disabilities or diverse learning needs.
- Higher rates of ākonga engagement and active participation in online learning environments.
- Positive feedback from ākonga regarding the effectiveness and ease of use of digital platforms.

Cultural and Disability Confidence

- Ongoing professional development and training for staff to enhance bicultural capability and disability awareness.
- Increased staff confidence in supporting ākongā with diverse abilities and cultural backgrounds.
- Evidence of inclusive practices and culturally responsive pedagogy in teaching, assessment, and support services.

Evidence-Based decision-making

- Implementation of a robust evaluation framework and data-driven decision-making process in strategic planning.
- Regular monitoring and assessment of key performance indicators to measure the impact of initiatives and interventions.
- Improved effectiveness of programmes and services based on evaluation results.

Evidence-based learning provision

- Refined range of learning pathways and programmes that cater to the identified needs of ākongā.
- Increased enrolment in various learning opportunities, indicating a higher level of choice and access for ākongā.
- Improved transition rates as ākongā engage in different learning stages and/or programmes.

Leading indicators:

Key leading indicators include:

1	Parity in learning outcomes for Māori and Pacific learners, compared with total learner group by 2025.
2	Increased access to education demonstrated by participation rates of 15% Māori, 5% Pacific, and 10% disabled learners in 2024 and growing to 18%, 8%, and 15% by 2029.
3	Parity in learning outcomes for apprentices, compared with enrolments in New Zealand Certificates and smaller credentials by 2026.
4	Ākongā satisfaction, retention, learning, and career progression rates achieving parity by 2029, for targeted learner groups.

Groups with ownership of the vision

Governance and management

The Board and CEO have ultimate ownership of our vision and are responsible for the organisation achieving its objectives concerning learner outcomes. The Board of Directors is appointed through an independent appointments committee for three years. During this time, they are responsible for developing the strategic direction of Te Mahi Ako with the Senior Management Team. The Board meets bi-monthly at a minimum and holds an annual Strategic Planning meeting with the Chief Executive and

Senior Management Team. The governance structure allows the performance management of the Chief Executive to set KPIs aligned to the Learner Success Plan and establish subcommittees. For example, the audit and risk subcommittee who have good oversight of the range of risks and relevant regulations applicable to Te Mahi Ako and actively monitors the organisation's performance.

In 2024, a Sector Advisory Committee will be established to advise the Te Mahi Ako Board and Senior Management Team on sector trends and learner, community, and sector needs. Other key senior personnel who have an ownership and driving role regarding our vision and a key focus on learner success include:

- The General Manager of Education – This person has day-to-day responsibility within the leadership team for the achievement of ākonga. This person is the chair of the Academic Committee and leads the organisation's educational strategy.
- The General Manager of Engagement – This person chairs the Ākonga Success Committee (a subcommittee of the Academic Committee), provides leadership for the Learner Support and Learner Advisor teams, and enables the voice of industry and employers to be heard within the organisation.
- The Manager Learner Support – This person leads the team responsible for providing ākonga safety and well-being services. They are responsible for compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice and implementing the Disability Action Plan.
- The Kaihautū – This person provides cultural expertise and guidance whilst building internal bicultural capability in te ao Māori for all staff. This support is underpinned by our Māori Strategy, Business Plan, and Internal Cultural Capability Strategy.
- Academic Consultants – These roles assist Te Mahi Ako with preparation for the 2024 EER and other compliance requirements (e.g., Pastoral Care Code) and the professional development of staff and assessors to strengthen teaching and learning across the Te Mahi Ako portfolio.

Ngā Pou Rangitira Ngā Māngai Tautoko

Our Pillars of Proficiency and Persuaders of Practice

To honour Te Tiriti o Waitangi and fulfil our commitments as Te Tiriti o Waitangi partners, we are committed to building bicultural capability in Te Ao Māori across our organisation. This includes formal and informal leadership positions such as the Kaihautū and Kaitohutohu as well as the National Learning Advisor Mātauranga Māori and the Programme Manager Mātauranga Māori.

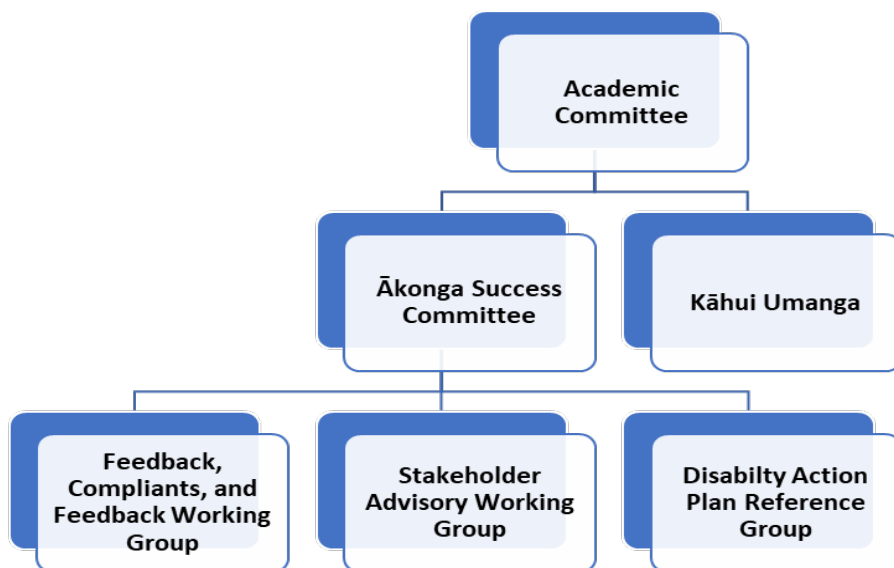
These roles support our commitment to growing Māori capability and capacity within our organisation and the wider workforce. By sharing responsibilities and fostering collaboration, both Māori and non-Māori contribute to the growth and development of our organisation. The knowledge, expertise, and commitments shared are starting points for implementing our commitment into practice.

To ensure that our vision will truly represent the aspirations of our Māori stakeholders, we will continue to work towards integrating Te Ao Māori and Te Tiriti o Waitangi principles in all decision-making processes. This includes our organisation's commitment to applying culturally responsive pedagogical approaches to teaching and learning, programme delivery, curriculum development, and assessment practices.

Skills Active Te Mahi Ako Academic Committees

Since creating our Academic Committee structure and our quality management system (QMS) reconfiguration in 2022, we have embedded ways of working in 2023 that foster a whole organisation, cross-functional approach to evidence-based practices to enhance academic quality in our provision, engagements, and staff development. Recently, we added groups of subject matter experts to our Academic Committee structure through our Kāhui Umanga. In 2024, these expert groups and our commitment to academic excellence will accelerate progress toward our vision and enable us to better use evidence, expertise and skills among our staff to enhance ākonga success.

Te Mahi Ako Academic Committee Structure



Description of Academic Committee structure

Academic Committee (AC)	<p>Chaired by our GM Education, the AC includes our Kaitohutohu and key personnel from Education, Engagement, Quality, Evaluation, and Learner Support Teams. The purpose of the AC is to provide governance and leadership advice on academic matters relevant to Te Mahi Ako (e.g., teaching, learning, research and knowledge transfer strategies and activities, quality systems, processes, and policies, organisational educational performance, approved programmes of study offered according to NZQA requirements).</p> <p>The AC supports decision-making which is aligned with priorities within the Strategic Plan; Learner Success Plan, Māori Strategy, and the Disability Action Plan. It also provides oversight of relevant Key Educational Performance Indicators. The AC also exists to ensure that equality and diversity matters are fully considered, addressed, and embedded within its activities and decisions while identifying risks and opportunities associated with the proposals, decisions, and other activities within its remit. The Terms of Reference (ToR) for the AC, and</p>
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	<p>the effectiveness of its group, are reviewed annually and reported to the Senior Management Team and the Te Mahi Ako Board.</p> <p>The AC has two sub-committees, the Ākonga Success Committee (ASC) and the Kāhui Umanga (KU). The ASC functions with three working groups, the Feedback, Complaints, and Appeals Working Group, the Stakeholder Advisory Working Group, and the Disability Action Plan Reference Group.</p>
Ākonga Success Committee (ASC)	<p>The ASC is committed to responding to the needs of ākonga and ensures that all learners can thrive and benefit from their engagement with Te Mahi Ako. The ASC provides oversight, reviews, and discusses ākonga achievement data across all Te Mahi Ako programmes, provides feedback to the AC on priorities, and analyses ākonga voice on programmes, teaching, and assessments. It reports information to the AC for consideration in the development of priorities and decision-making for matters relating to ākonga support and learning journey, reviews evaluations and self-assesses the effectiveness of Te Mahi Ako processes for ākonga support and compliance with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. It ensures that the activities and decisions are aligned with the priorities of the Learner Success Plan, the Disability Action Plan, and Strategy for Māori Success, and makes recommendations to the AC for consideration regarding ākonga support and success. The ASC plays a key role in ensuring that ākonga are at the centre of what we do, that ākonga at risk are identified and supported, and that systems and processes across the whole organisation are enablers of learner success rather than barriers. The ASC will function as the disability action plan project team and support the establishment of a Disability Action Plan reference group.</p>
Feedback, Complaints, and Appeals Working Group	<p>This working group is part of the ASC. Its role is to oversee all feedback, complaint, and appeal outcomes. It maintains the formal complaints register and advises the ASC. It informs the AC on emerging trends and issues that impact ākonga equity and success and academic integrity issues related to Te Mahi Ako.</p>
Stakeholder Advisory Working Group	<p>This working group is central to how Te Mahi Ako engage with ākonga, employers, industry representatives, the community, and WDCs on matters relating to its delivery of programmes and products. Stakeholder relationships will inform the organisation on issues related to professional/industry requirements and the knowledge and skills shortages in a specific sector or industry, leading to increased employment opportunities for ākonga where appropriate.</p>
Disability Action Plan Reference Group	<p>This working group is a part of the ASC. As an organisation, Te Mahi Ako is committed to planning actions to support inclusive work-based learning environments that unlock the potential of disabled people of all ages. This group will review and provide ongoing feedback to the ASC on key focus areas of Te Mahi Ako's Disability Action Plan. It will develop a revised annual plan for approval by the Te Mahi Ako Board and Senior Management Team. It will also submit an annual report, through the ASC, to the AC and Te Mahi Ako management.</p>

Kāhui Umanga (KU)	<p>Te Mahi Ako Kāhui Umanga are eight internal groups of staff and contractors with direct subject matter expertise and experience in each of the specific sectors we work with. The Kāhui Umanga come together to analyse TE MAHI AKO's current position and future direction by sector to maximise opportunities for ākongā success. The Kāhui Umanga also share sector-specific knowledge and discuss industry trends to ensure our educational offerings are grounded in respected domain knowledge while remaining relevant to industry and learner needs. The Kāhui Umanga are a key mechanism for Te Mahi Ako to build a culture of disciplined leadership across the organisation from which it is recognised and influential in specific industries, vocational pathways, and Workforce Development Councils. The Terms of Reference for each Kāhui Umanga, and their effectiveness, are evaluated annually, with outcomes reported to the SMT.</p>
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Section 2 – current state

Problem definitions and areas of concern

Inequitable outcomes for Māori and Pacific learners, disabled learners, and learners with low prior achievement and apprentices are of concern and are reflected by lower programme completion, retention, and participation than for other student cohorts. These inequities are an element of the fundamental problem that our Learner Success Plan must address.

While Te Mahi Ako was only operating from October 2022, Skills Active and Te Mahi Ako collectively supported over 5,500 ākonga and 400 assessors in 2022 while providing over 90 programme variations. We maintained a cohort-based programme completion rate of 71% against an industry training average of 66%.

However, we reported a combined credit achievement rate of 52% against the industry training average of 67%, with Māori learners reporting 51% credit achievement, disabled learners 46% and Pacific learners 40%

A higher uptake through the apprenticeship boost scheme had an impact on the overall drop in credit achievement; with over 1000 learners enrolled in apprenticeship programmes (compared with a pre-boost figure of 80 enrolments per annum), we delivered apprenticeship completion rate of 29% and the number of apprentices retained after 12 months was 35%.

These results highlight why the first goal for Te Mahi Ako is improving learner outcomes, with these groups specifically highlighted as learner groups that require attention from us.

As a PTE, Te Mahi Ako has more tools to support learners than Skills Active had. The organisation now has a pastoral care team and has established a new learner support system to better listen to and care for our learners and identify needs. But this is just the start, with much more work still to be done that will result in better learner outcomes.

2023 results are tracking much stronger, and we expect to provide a clearer picture of organisational and ākonga outcomes following this first full year of operating.

Service performance reporting for the Skills Active group 2022³

Measure	Group Actual 2022 (12 months)	Target 2022	SAA Actual 2021 (12 months)
Participation (out of total learners enrolled)¹			
– Māori learners	16%	16%	16%
– Pasifica learners	5%	5%	5%
– Disabled learners ²	3%	/	/
Number of STMs			
– Total STMs	1,483	1,502	1,632
Number of completions			
– Total credit completion EPI	52%	75%	68%
– Māori learner completion EPI	51%	75%	65%
– Pasifica learner completion EPI	40%	75%	62%
– Disabled learner completion EPI ²	46%	/	/
Number of credits reported			
– Total credits reported	92,335	135,180	132,720
– Māori credits reported	13,349	21,629	19,623
– Pasifica credits reported	3,709	6,759	6,219

Notes:

1. Participation is the number of learners who identify under each category, divided by the number of learners with a minimum of one funded month.
2. For definition of this category, refer to the Office for Disability Issues. Targets were not set for this category for the 2022 year and data was not accurately recorded during the 2021 year.

³ More details can be found in the Skills Active and Te Mahi Ako annual reports.

The underlying causes of these inequities are complex and made further so by external influences such as covid impacts on employment environments and the financial incentives for employers linked to the apprenticeship boost scheme.

Throughout 2023, our leadership has shifted from the tactical and operational challenges related to our transition to a PTE to now applying a more strategic and evidence-based approach to identifying challenges for our ākoga and responding to them. In 2024, our strategic and evidence-based approach will be further embedded and underpin all aspects of our mahi.

The following information articulates ‘Problem Definitions’ and outlines the main issues or areas of concern aligned with TEC’s seven learner success capabilities.

Highlights of issues and causes

Learner Success Capability	Issue	Cause	Evidence
1: People, culture and leadership	On-going focus on embedding efficient and effective dynamics across both Skills Active and Te Mahi Ako.	We have recently transitioned to being a PTE and our new structure, and we need time for this to embed.	Self-assessment outcomes* Baseline and then annual Customer Satisfaction Survey results.
	Our unique work-based learning, asynchronous and non-cohort-based paradigm.	We need to focus on doing what we specialise in while maintaining a culture of growth, embedding new staff, and influencing our future state.	Insights from Learner Voice collection and analysis.
2: Data and technology	There is a lack of understanding across the organisation to access, analyse, and interpret available evidence as a basis for decision-making at leadership and operational levels.	Having highly skilled and specialist I.T. staff and a lack of expertise in other areas of the organisation who require upskilling to access and use evidence autonomously.	
	Not being able to develop and report programmes on Graduate Profile Outcome to better tailor to needs.	TEC IT systems and delays in the implementation of Skills Standards mean reporting on the ITR remains unit standard focussed and limits flexibility of provision.	
3: Guided pathways	Learners who are required to withdraw from a partially completed qualification need	Learners are required to withdraw from a partially completed qualification	

	a pathway to continue with their studies and career.	because of the loss of employment.	
	We need to provide more opportunities for youth school to work pathways.	Our already broad provision means adding additional pathways for small cohorts of school-work pathways is a resourcing challenge.	
4: Holistic learner supports	The need to implement our new Learner Engagement Plan alongside other Learner Support initiatives.	Our Learner Engagement Plan is in its infancy, and we have work to progress in other areas related to learner support which is a key focus of ours in 2024.	
	Resources to service hard to reach ākonga (small sectors, rural and remote locations).	Funding not directed to these niche areas.	
5: Learner-centric systems	Strategies to benefit Pacific learners need development and implementation.	Within available resources, we prioritised strategies for Māori and Disabled learner success in 2023, and in 2024 need to turn our attention to other underserved learners.	
6: Teaching and learning	We remain challenged to resource the significant changes required to our provision as part of our transition to a PTE and the requirements of RoVE.	The staff responsible for teaching and learning material development remain in a stage of embedding teaching and learning materials, new functions, and learning new skills across their diverse role and our broad provision.	
7: Partnerships	We need to pay close attention to establishing and/or maintaining partnerships within the current structures of partner organisations due to recent significant changes.	A change in operating models and staffing due to implications of the reform of vocational education.	

Detail of the areas of concern and opportunity against the TEC learner success capabilities

Learner Success Capability 1: People, culture, and leadership

Te Mahi Ako has a unique organisational structure which provides many strengths. However, we remain focused on embedding efficient and effective dynamics across both the Skills Active Group and Te Mahi Ako, which is essential to our ability to enhance ākongā success and equity of learning outcomes. Fortunately, we know that the sources of these challenges lie in our differing drivers and business functions. In knowing the source of this challenge, we are also aware of our need to implement actions that ensure that key strategic and operational decisions that impact Te Mahi Ako are made by the leadership and Board of Te Mahi Ako who remain focused on ākongā and their learning outcomes.

Te Mahi Ako are also unique as our speciality is in work-based learning, which is not cohort-based or synchronised. Therefore, our challenge remains to do what we do well while maintaining a culture of growth as we explore our recent transformation to a PTE (and new personnel who joined the organisation as a result) and our future state in this paradigm. Acknowledging this challenge, we are confident in our learner-centric approach, which is strengthened with the establishment of committees and subject matter expert groups that develop leadership that is focused on equitable learner outcomes and ākongā success as we identify and address challenges through our data-driven approach to continually improve this Learner Success Capability.

Learner Success Capability 2: Data and technology

A strength of Te Mahi Ako is the IT capability that sits within our shared services as well as the robust technology we have in place (e.g., Sharepoint, Teams, Moodle, Microsoft 365) and that whose development is ongoing (e.g., Kairangi via Salesforce). Despite our recent transition to a PTE, Te Mahi Ako emerged from Skills Active Aotearoa, which provides a valuable foundation of longitudinal learner achievement data and allows for identifying trends. However, one of the challenges we face is a lack of consistent use and interpretation of data, which we are continuously improving to enhance our ability to make evidence-based decisions at leadership and operational levels. Additionally, our online learning provisions would be greatly enhanced by ensuring programmes can offer online forums and access to online collaboration. We believe these functions would increase accessibility and equity for ākongā while increasing their individual and collective success. While this is not available currently within our systems, this is an investment into quality learning opportunities that will be explored in 2024.

A concern for us as a tertiary education organisation is not being able to create programmes that assess against Graduate Profile Outcomes, as we can only report on the Industry Training Register with Unit Standards. This limits our ability to progress innovative programme development that better meets the diverse needs of our learners and reduces inequities in developing programmes.

From an evaluative perspective, we have predominantly relied on surveys to collect data. We therefore may be limited in our ability to understand the views of underserved learners whose preferences may require face-to-face data collection methods. Face-to-face interviews (for example) may create greater equity for learners to contribute and increase our gathering of naturally occurring evidence throughout the learning journey. To date, however, direct data collection from ākongā has been challenging. Therefore, we will be working on a multi-disciplinary approach to data collection in 2024.

Learner Success Capability 3: Guided pathways

Despite our qualifications providing pathways in most of the sectors we cover, enabling progression to higher levels of learning, we want to focus on better bridging pathways from schools to work and

developing stronger pathways to degree opportunities by linking in with our partners and working on higher level *(level 5/6 programme) opportunities.

A further challenge we face is in our ability to provide information to prospective learners regarding pathways to employment. We acknowledge that this may create inequity for learners and therefore have plans to diversify how this information is documented and shared with interested ākongā through our current induction and orientation project.

We have also identified a need to create pathways for learners who are required to withdraw from a partially completed qualification because of the loss of employment but who would like to be able to continue with their studies and career, albeit in a different context. This is a challenge we currently face and a demonstration of our uniqueness as a PTE in a work-based learning context.

Given the significant volume of programmes and qualifications that we make available, we also accept a challenge to assess the viability of our provision across all portfolios to make evidence-based decisions on resourcing based on the learning and equity needs of ākongā – particularly underserved learners.

The capacity to address each of these challenges within existing resources where we are already servicing a breadth of sectors and programmes is problematic without substantial additional investments. However, given the impact of these components and our commitment to equitable and learner-centred outcomes, we remain focused on identifying sustainable solutions from 2024.

Learner Success Capability 4: Holistic learner support

Funding does not differentiate between metropolitan and rural/regional learners. As an organisation with significant national spread, ensuring equitable access and support is being provided is a challenge. As a tertiary education organisation, Te Mahi Ako supports approximately 5000 learners each year and endeavours to comply with both TEC funding requirements and the Pastoral Care Code. It has developed the Learner Engagement Plan (LEP) 2023 to provide equitable access and support proportionate to need. However, funding that incentivises servicing regional and remote learners and smaller sectors would be a valuable addition to the learner success component funding so that we can resource levels of support that respond to identified needs (Appendix 6).

We have made tangible and meaningful progress in this area, as demonstrated by our newly launched Learner Engagement Plan (LEP). The LEP provides a systems approach to delivering proportional support for better learner outcomes. The LEP system classifies learners into groups based on their programme type, progress, and additional support needs. This allows Te Mahi Ako to allocate support proportionally and provide the necessary assistance for each learner's success. Special attention is given to supporting Māori, Pacific, learners with low prior achievement, and disabled learners. This data-driven kaupapa provides one example of an evidence-based approach for decision-making about resource allocation that is proportional to learner needs. Despite initial success in the first quarter of implementation, we appreciate this plan is in its infancy, and we have work to progress in other areas related to learner support which is a key focus in 2024.

Learner Success Capability 5: Learner-centric systems

A current challenge we face is the infancy of initiatives we have recently implemented as part of our shift to becoming a more learner-centric organisation relative to how Skills Active operated as an industry training organisation. As such, it is too soon to know if these have resulted in any sustainable

improvement to learner success, equity, or accessibility. Examples of these initiatives include the creation of the Learner Support Team (and Learner Engagement Plan), the Programme Manager position, and the Evaluation Framework. Improvements are also being made to systems that ensure the learner's voice is heard within the organisation (see Learner Voice). We have also developed strategies to benefit Māori and disabled learners, which are in the process of being implemented across the organisation. This is not the case for another important priority learner group - Pacific learners. We acknowledge that this presents a challenge for us to address issues related to learner equity and success among this underserved group. Therefore, the development of a comprehensive Pasifika Action plan is a key focus for us in 2024.

Learner Success Capability 6: Teaching and learning

A current challenge for us is the learning design capacity within Te Mahi Ako to resource our continued shift from an assessment (ITO) framework to an expanded interpretation of work-based learning. We are therefore also challenged to resource the ongoing professional learning and development to assist this work while driven by the reform and the unified funding system. We are required to revise each of our 50 programmes with additional teaching and learning materials and opportunities embedded. We have 50 programmes spanning over 40 separate qualifications delivered across 1500 worksites and assessed by more than 400 assessors. The resource allocated to this is complex and requires an expanded skill set. We know that upgrading to learner-centric and culturally responsive resources and learning environments will materially impact learner success and provide more equitable outcomes. We welcome the challenge to do so sustainably with professional development support available to our personnel on this journey.

Learner Success Capability 7: Partnerships

Our partnerships with external stakeholders have long been a strength of our organisation. However, we acknowledge the significant change within our industry throughout the reform. Now, we are focused on establishing and/or maintaining partnerships within the current structures of partner organisations to allow us to leverage collaboration and combined strengths to enhance equity and greater success for all ākonga.

We have purposeful partnerships and collaborations with various entities, including Skills Active shareholders, comprising 25 industry umbrella bodies and Māori organisations across our sectors. We have strategic relationship agreements with peak bodies such as Recreation Aotearoa, SportNZ, Exercise New Zealand, and Swim Coaches and Teachers NZ. Additionally, we form workplace relationship agreements with every workplace that support learners through Te Mahi Ako.

In 2024, the Sector Advisory Committee, a consultative forum to engage with business and industry in relation to the quality, currency, and effectiveness of Skills Active training programmes of Te Mahi Ako, will play a vital role in maintaining relationships at the governance/board level. Te Mahi Ako also has a Stakeholder Advisory Working Group, which feeds into the Academic Committee, providing an open, regular, and documented process for information and feedback to flow between programmes (or clusters of programmes) and the relevant local, regional, and/or national, professional, industry, or community sectors.

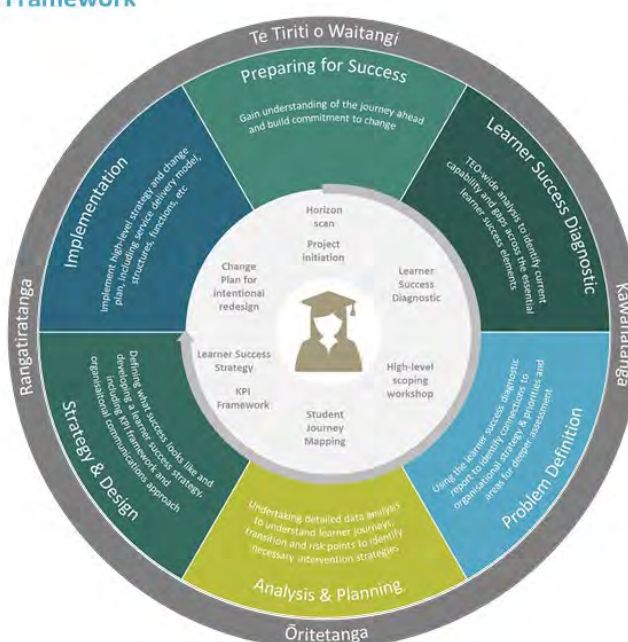
We want to prioritise further engagement with Māori and Pacific fora and incorporate the learner voice through our learner success plan and other initiatives. Our structured approaches to stakeholder engagement ensure effective communication and feedback between local and regional stakeholders and sector-level voices. We are committed to providing a platform for everyone to express their

perspectives, fostering partnerships with industry, iwi, and local communities, and leveraging insights gained from collaborations to develop relevant education and learning opportunities. We are also extending our partnership focus in our evaluative business unit through membership to the ANZEA (Australia New Zealand Evaluation Association).

Our current stage within the Learner Success Framework

We are currently in the Learner Success Diagnostic quadrant and focusing on our Problem Definition as we gain access to more robust data and interpretation capabilities and as our organisation’s Evaluation Framework reaches maturity. As a result, we also have current activities within the ‘Analysis and Planning’ stage as we develop and implement significant upgrades to our data systems and procedures based on the outcomes of our evidence-based approach and commitment to respond to ākongā voice.

Learner Success Framework



The following items detail key initiatives implemented within our current position of the Learner Success Framework, including the budget, resourcing, and outcomes of each. Taking an inclusive approach, our Learner Success Plan weaves together key elements from the following key areas:

Underpinning documents and frameworks for learner success

Charter

In our transformative journey since October 2022, Te Mahi Ako has been guided by strategic commitments and priorities outlined in our charter (Appendix 2). We have focused on weaving together work, learning, and skills to empower learners and support the success of the workforce in te ahumahi ā-rēhia sectors. By offering specialised, tailored work-based learning and education programmes, nurturing grassroots qualifications, fostering collaborations, reducing duplication, promoting equity, and maintaining high-quality infrastructure, we are dedicated to creating accessible pathways, anticipating skill needs, and providing holistic educational experiences. Through inclusivity, partnerships, and continuous improvement, we are shaping the future of te ahumahi ā-rēhia sectors, driving positive change for learners, industries, and communities in Aotearoa.

Māori Learner Success

Te Mahi Ako adopted the Skills Active Strategy for Māori Success. The strategy was developed in 2013 through a strong collaboration between directors and Māori shareholders. To support this strategy, a two-year internal bi-cultural capability strategy, developed in conjunction with the Kaihautū and Kaitohutohu, was launched in 2023. These strategies are updated regularly as part of our strategic and business planning processes, reflecting our commitment to ongoing improvement.

Key outcomes and strategies outlined in the Māori and Internal Cultural Capability strategies include surpassing the industry representation of Māori learners, ensuring Māori achieve at equal or higher rates in credit attainment and programme completion, and promoting culturally responsive career pathways. We are committed to prioritising implementing teaching and assessment practices that incorporate Māori cultural values, perspectives, and knowledge systems into vocational education, fostering ongoing participation by Māori learners.

Our partnerships with key Māori organisations and iwi groups are built upon the principles of tika, pono, and aroha, enabling us to strengthen our collective efforts. These strategies aim to enhance awareness, knowledge, and understanding of Te Ao Māori concepts, beliefs, perspectives, and philosophies among our staff, teams, and the organisation. Dedicated staff members are actively acquiring the necessary skills and knowledge in te ao Māori to engage effectively and respectfully with Māori learners.

With a commitment to accessibility and inclusivity, all our programmes and resources are designed to cater to the needs of Māori learners. By weaving Te Ao Māori into our everyday work, we aspire to create an environment where Māori learners can thrive and succeed. For a detailed overview of the 2023 Strategy for Māori Success and Internal Cultural Capability Strategy for 2023-2024 (Appendix 1).

Disability Action Plan

Our organisation is dedicated to inclusivity and ensuring equitable outcomes for disabled individuals as staff, learners, and contributors to the paid and unpaid workforce. We recognise that disability is a natural part of the human experience, and almost everyone will encounter some form of disability at some point in life. More than one million adults in New Zealand identify as disabled, representing 24% of the population.⁴

Disabled people are less likely to participate in play, active recreation, and sport in any given week.⁵ From the age of 25, the number of disabled people participating weekly, and the average number of sports and activities they participate in, begins to decline. This is in contrast to a relatively stable picture for non-disabled up until age 75-plus.

Our commitment lies in creating inclusive work-based learning environments that empower disabled individuals of all ages to reach their full potential, including pathways to employment. Workplace culture greatly impacts learner success, and working with organisations in inclusive learning environments is a key component to increasing equitable access and support. While progress has been made in increasing access for disabled people, physical, financial, and attitudinal barriers still hinder their participation.

Te Mahi Ako recognises the importance of contributing to a society where disabled people have equal opportunities to participate and succeed in vocational education. Our Disability Action Plan (DAP) aligns with the Tertiary Education Commission's goal of improving outcomes for disabled individuals. It is informed by the Kia Ōreti Toolkit and Tertiary Education Commission's DAP Guidance.

⁴ The prevalence of disabilities captured in the Sport NZ Active NZ report of 2018 was 10 per cent among young people and 26 per cent among adults.

⁵ <https://sportnz.org.nz/media/1530/active-nz-disability-spotlight.pdf>

Within our Disability Action Plan, we have outlined key commitments to guide our efforts:

1. Ensuring inclusivity in our strategy, policy, marketing, communications, and resource development.
2. Supporting policies and programmes that actively engage disabled individuals in the workforce and work-based learning.
3. Identifying gaps, fostering partnerships, and creating clear pathways for disabled learners.
4. Leveraging existing relationships with local and national government bodies to promote participation and learning opportunities.
5. Understanding and articulating the roles and responsibilities of various agencies working with disabled people, including workplaces and educational organisations.
6. Collecting and sharing insights, data, and case studies to inform decision-making processes.
7. Appointing an organisational champion to spearhead the implementation of our Disability Action Plan.
8. Investing in partnerships, funding, and programmes that support disabled learners.
9. Providing training to develop a skilled and confident workforce capable of facilitating inclusive, active recreation, leisure and entertainment opportunities.
10. Collaborating with partners in te ahumahi ā-rēhia to reach and engage less active disabled individuals, ensuring they have access to quality learning experiences.

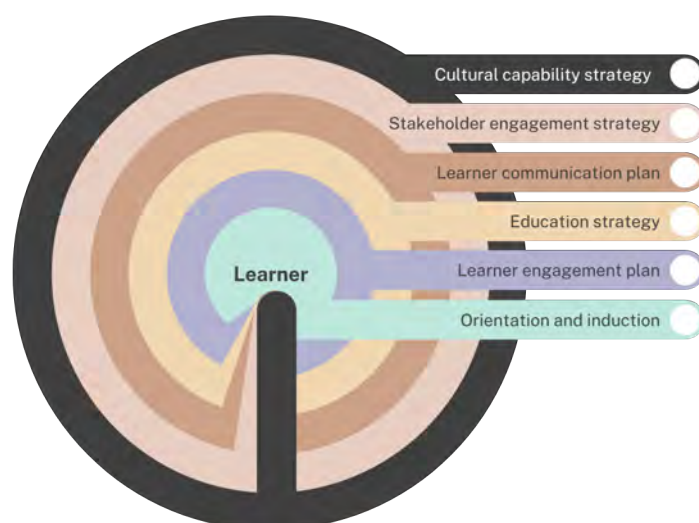
Through these commitments, we strive to create a society where disabled people have equal opportunities to participate, succeed, and thrive in vocational education. A gap analysis and subsequent revision of the plan is underway in Quarters 2 and 3 of 2023.

Learner Experience Framework – Holistic Pastoral Care

Te Mahi Ako is a national tertiary education organisation that operates a virtual campus and learner support services while delivering a suite of work-based programmes and courses. This somewhat unique approach requires a tailored solution to meet the organisation's obligations. An all-organisation response is necessary. A framework has been developed to achieve this. The framework revolves around placing learners at the centre of their educational journey and surrounding them with multiple layers of support. A Pastoral Care Code gap analysis and action tracker was developed in Quarter two of 2023 to track organisational progress against commitments.

Direct pastoral care is provided at the beginning of the learner's journey, including orientation about Te Mahi Ako's role, support services, and available resources. Wellbeing and learner support services are then made accessible, with proactive offerings based on the information provided during enrolment.

Strategic framework for Pastoral Care



A more detailed description of the layers is provided below.

Framework element	Description
Orientation and Induction (in development)	Detailed orientations to learning with Te Mahi Ako, as well as programme inductions, conducted by programme experts, will set clear expectations for ākongā regarding their learning journey, milestones and progress. These inductions are followed by planning and expectation sessions involving assessors, workplaces, and managers, if necessary.
Learner Engagement Plan	Once learners are settled into their enrolment, they enter the Learner Engagement Plan process, which includes, as a minimum; quarterly check-ins based on progress and support needs, the management of programme progress, and addressing industry, region, programme, or learner-specific concerns.
Education Strategy (in development)	This strategy will guide the development of pedagogical and andragogical, continual improvement and compliance-related practices and align educational solutions with industry and learner needs.
Learner Communication Plan (in development)	This plan fosters a supportive and collaborative learning environment, promoting the well-being of learners, staff, families, and sector community members.
Stakeholder Engagement Strategy	This plan will ensure effective pastoral care provision that is responsive to learner and sector stakeholder needs. Strong relationships, collaboration, and support will enhance the learning environment.
Cultural Capability and Wellbeing Strategy (in development)	This strategy will enhance pastoral care through a holistic and culturally responsive approach. Cultural understanding, strong relationships, mental health support, and involvement of whānau and community will create an inclusive environment. While this support framework aligns with the expectations of the Code, several components are new or still under development.

Interventions and initiatives

Several learner success interventions and initiatives noted in this investment plan have been, or will be, implemented and evaluated in 2023. The following table outlines these kaupapa, evaluation methods and outcomes. As Te Mahi Ako is tracking through its first full year of operations, many initiatives are still in their early stages.

Te Mahi Ako is on a journey to create accessible pathways and holistic educational experiences for underserved learners. Our commitment extends to targeted plans for Māori, Pasifika, and disabled individuals and establishing a comprehensive pastoral care framework, fostering inclusivity and equitable outcomes. As we progress, we recognise the importance of addressing the needs of other identified learner groups currently underserved.

Learner Success Capabilities	Initiative	Description	Outcomes
2: Data and technology 4: Holistic learner supports 5: Learner-centric systems 6: Teaching and learning	Monitoring and Evaluation Framework	The Evaluation Framework is complete, and some of the priority regular evaluation processes have been implemented. As part of this framework, we initiated Annual Programme Reviews to identify strengths and weaknesses associated with our pedigree as a learner-centred provider seeking to maximise outcomes for ākonga and industry through work-based learning in the post-RoVE environment.	The results will be combined to compare programmes and form an Annual Report to provide an overview of Annual review results for 2023.
1: People, culture, and leadership 2: Data and technology 5: Learner-centric systems 7: Partnerships	Customer Satisfaction Survey	We have designed the Customer Satisfaction Survey, which will be released to an agreed sample of Learners, Workplaces, Assessors, and other Stakeholders at the beginning of October 2023.	This will provide the first measurement from the baseline survey of 2022 to measure progress.
	Learner Surveys	The results of other ad-hoc reporting (e.g. Barriers to Learning Surveys) together with qualitative data from other areas (e.g. Consistency Review Surveys and Regional Learner Advisor Interviews etc.) are triangulated to provide greater insights.	We will build a solid evidence base on which to make decisions and any subsequent changes.
1: People, culture, and leadership 4: Holistic learner supports 5: Learner-centric systems 6: Teaching and learning	Professional development and cultural development	Regular professional development opportunities have been delivered for Te Mahi Ako staff to better support Māori ākonga through the development of our cultural capabilities, te reo Māori and Tikanga.	We are building cultural confidence and capability to meet the needs of Māori learners better, and therefore all ākonga, through progressing our Internal Cultural Capability Strategy.
1: People, culture, and leadership	Assessor professional development	We provided enhanced support to our Assessors through the	We have implemented nationwide

<p>4: Holistic learner supports</p> <p>5: Learner-centric systems</p>		<p>development of our Assessor and Facilitator Liaison Team.</p>	<p>professional development opportunities for Assessors to increase their use of best practice assessment methods to provide enhanced support to all learners.</p>
<p>1: People, culture, and leadership</p> <p>5: Learner-centric systems</p> <p>6: Teaching and learning</p>	<p>Teaching and Learning Facilitation – Professional development</p>	<p>Professional development opportunities for Programme Managers are provided on a group and individual needs basis. Learner-facing staff have completed Tapatoru through Ako Aotearoa.</p>	<p>Programme managers pedagogical understanding is enhancing the development of teaching and learning materials.</p>
<p>1: People, culture, and leadership</p> <p>4: Holistic learner supports</p> <p>5: Learner-centric systems</p>	<p>Learner Pastoral Support</p>	<p>The establishment of the Learning Support Team, which is central to improving the participation, achievement, and completion of ākonga.</p>	<p>This team has been pivotal in the development of our Learner Engagement, and Disability Action, Plans and provides support direct to ākonga using additional technology tools at their disposal to collect and respond to learner needs, particularly of underserved ākonga.</p>
<p>All</p>	<p>Self-assessment processes</p>	<p>We have established and initiated self-assessment processes.</p>	<p>We have a consistent approach from which we will regularly draw robust references on our progress toward our objectives and evidence to assist decision-making in the best interests of ākonga success</p>
<p>1: People, culture, and leadership</p>	<p>Strengthening Subject</p>	<p>We have established the Kāhui Umanga.</p>	<p>We will maximise our inherent strengths of subject matter</p>

<p>4: Holistic learner supports</p> <p>5: Learner-centric systems</p> <p>7: Partnerships</p>	<p>matter expertise</p>		<p>expertise across our organisation, with assessors and various working groups formed during programme and resource development as well as qualification review. These groups also allow us to contribute to WDC qualification reviews (for example) to take our evidence-based approach to decision-making which directly impacts ākongā.</p>
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Progress reporting

Leadership and accountability for learner success have been established at all levels of Te Mahi Ako and is driven by the Te Mahi Ako board.

The organisation’s charter outlines an explicit responsibility to reduce inequities, including:

- Respond to the needs of and improve outcomes for Māori ākongā, whanau, hapū and iwi, and employers.
- Meet the needs of all of its ākongā, in particular those who are under-served by the education system, including, but not limited to, Māori, Pacific, disabled ākongā, second chance ākongā, and people not in employment, education, or training, and
- Empower ākongā, clients, and staff to be heard on educational, non-educational, and well-being matters and matters relating to the organisation’s practices and educational services

Improving learner outcomes is an explicit responsibility of the Chief Executive, to whom the senior leadership team reports to. Our Learner Success Plan is aligned closely with our Disability Action Plan, Māori Strategy, and the Organisation’s Equity Policies and Guidelines.

Our ongoing progress is reported and monitored through relevant groups that make up our Academic Committee Structure, as introduced in Section 1 of the Learner Success Plan. Each group meets six times a year and feeds information to the chief executive and senior management team through their fortnightly meetings.

Live learner information is monitored and made widely available through dashboards on the ākongā management system, monthly leadership team presentations, and through monitoring key performance indicators. Progress is reviewed at quarterly reviews by the senior management teams, annual planning sessions with the leadership team, and strategic planning with the board at their bi-monthly governance meetings. Annual Reports, learner plans, and survey results are published online.

Section 3 – a roadmap

Our roadmap for success is informed by our cross-organisation priorities on achieving ākongā equity, maximising learner outcomes, particularly for underserved ākongā, and listening to learner voice (see section 1 of the investment plan – strategic intent) in all we do. Our intentions and priorities for meeting the needs of our learners and enhancing their success are highlighted in our Learner Success framework, presented below.

In addition to our ongoing efforts for Māori, Pasifika, and disabled learners, we are dedicated to supporting contractor and self-employed individuals, volunteers, those residing in rural and remote communities, and those working in niche sectors with limited or no access to vocational education. Recognising these groups' unique challenges within te ahumahi ā-rēhia, we aim to prioritise their inclusion and address their needs in the coming years.

Road map of initiatives 2024 -2029

Te Mahi Ako is grounded by the following goals over the next three to five years:

1. Improve learner outcomes, particularly for Māori, Pacific people, disabled people, low-income and low prior achievement ākongā.
2. Provide enhanced support for life-long learning pathways.
3. Maintain responsiveness to iwi, employers, and other organisations.
4. Maintain and increase organisational sustainability and resilience.

The first two goals are key to our learner success plan. They were designed alongside stakeholders to inform transitions for vocational education reform. They and the specific initiatives outlined in our plan below were informed by our learners, clients, stakeholders, and staff.

1. Improve learner outcomes, particularly for Māori, Pacific people, people with disabilities, low income, and low prior achievement ākongā

Key Leading/Lagging indicator: Parity in Learner outcomes

	Primary Actions	2024	2025	2026+
1.1	Grow Te Tiriti based kaupapa			
A	Grow respectful relationships and collaboratively create a Te Tiriti-based framework with learners, iwi, hapū, and Māori stakeholder groups which identify what success looks like for te ahumahi ā-rēhia sectors.	x	x	x
B	Provide ongoing opportunities for staff to build and enhance their bicultural capability, knowledge, and application when working with ākongā Māori and within te ao Māori.	x	x	x
C	Integrate culturally responsive pedagogy and andragogy, teaching styles, and methods of engagement that are respectful and foster a learning environment that creates opportunities for Māori learners to thrive and achieve.	x	x	x

D	Strengthen partnerships and relationships with Māori communities and stakeholders so that together the success and well-being of the ākonga Māori are realised.	x	x	x
1.2	Develop collaborative partnerships with iwi, hapū, and Pacific communities.			
A	Develop and implement an all-of-organisation engagement plan and mechanisms to effectively engage with iwi, hapū, and whānau to understand learning requirements and what success means for Māori learners.	x	x	x
B	Develop and implement an all-of-organisation engagement plan and mechanisms to effectively engage with Pacific communities to understand learning requirements and what success means for Pacific learners.	x	x	x
1.3	Provide enhanced personalised support and pastoral care.			
A	Strengthen learner engagement, pastoral care practices, and capabilities to understand and deliver on various learner needs as appropriate.	x		
B	Develop a mentoring programme for Māori and Pacific learners to support them in completing their qualifications.	x	x	
C	Maintain a strong individualised approach to supporting learners, as appropriate within the context of each work environment, sector, and learner group.	x	x	x
D	Establish strong networks and mechanisms to empower ākonga, communities, clients, and staff to be heard on well-being matters, Te Mahi Ako learning programmes, materials, and matters relating to the organisation's practices and services.	x		
E	Improve organisational framework for pastoral care for learners.	x		
F	Strengthen approach to facilitating equity, inclusion, and enablement for learners by growing learner support packages – particularly for disabled ākonga.		x	x

2. Provide enhanced support for life-long learning pathways

Key Leading/Lagging indicator: Increased satisfaction, retention, learning, and career progression

	Primary Actions	2024	2025	2026+
2.1	Provide more visibility of learning pathways			
A	Promote career and learning opportunities for those entering or within te ahumahi ā-rēhia linked to education opportunities.		x	x
2.2	Provide life-long holistic learning and support mechanisms			

A	Collaborate with providers, industry, and iwi to develop and promote learning pathways that provide ākonga with a range of opportunities to progress to higher levels of education and enhanced learning support, including recognition of prior learning.		x	x
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3. Maintain responsiveness to iwi, employers, and other organisations

Key Leading/Lagging indicator: Increased stakeholder satisfaction, improved skills matching, reduced reporting of skills shortages

	Primary Actions	2024	2025	2026+
3.1	Maintain national reach and joined-up delivery			
A	Provide and maintain relevant and quality Programmes of Study that are endorsed by the sector and extensively cover all aspects of off-job, online, and work-based learning. As needs are identified, programmes will be developed or redesigned to meet gaps in the market.	x	x	x
B	Maintain a high-quality coherent network of service infrastructure that meets sector skills needs and engages educators and providers within the secondary and tertiary sectors.	x	x	x
C	Maintain a strong, tailored approach to supporting clients and sectors, as appropriate within the context of each work environment and sector.	x	x	x
3.2	Meet skills needs of volunteers and self-employed			
A	Increase access to work-based learning opportunities and support organisations and groups who have not been well-served in the vocational education system with tailored work-based learning solutions, including volunteers, contractors, and self-employed.	x	x	x
B	Explore new host organisations and peer-to-peer work-based-learning models.	x		
3.3	Provide tailored knowledge and skills development			
A	Develop and provide tailored, sector-endorsed programmes, learning and assessment resources, and off-job learning opportunities that meet short and long-term skills needs.	x	x	x
3.4	Maintain flexible and agile delivery			
A	Maintain flexible programme delivery, including facilitation, assessment, and resources that minimise barriers to learning	x	x	x

4. Maintain and increase organisational sustainability and resilience

Key Leading/Lagging indicator: Increased revenue, scalability, staff retention, and satisfaction.

	Primary Actions	2024	2025	2026+
4.1	Refine offerings based on evidenced need			
A	Offer a mix of learning opportunities, including on-the-job, face-to-face, and distance delivery, that is accessible and meets the needs of ākongā, industries, and communities.	x	x	x
B	Maintain and/or grow business to new learner groups within current industries.	x	x	x
C	Explore courses identified by employers wishing to upskill tasks/skill areas.			x
D	Deliver support packages for work environments, including improving work-based learning outcomes.		x	x
E	Explore opportunities to expand scope into other industries that synergise with Te Mahi Ako and other groups previously underserved by the vocational education and training sectors.		x	x
4.2	Foster collaborative high-trust partnerships			
A	Promote collaboration across tertiary education organisations for te ahumahi ā-rēhia.	x	x	x
B	Partner with the industry to avoid duplication and increase simplicity.	x	x	x
C	Renew, initiate, and maintain partnership agreements (including sponsorship arrangements) with all major industry stakeholders on terms that reflect mutual recognition and benefit.	x	x	x
D	Maintain effective relationships with key government departments and meet agency requirements.	x	x	x
4.3	Deliver financially sustainable services			
A	Adapt costing models to manage the impacts of unified funding system changes to continue delivering value-for-money educational products and services, minimising educational barriers.	x		
B	Review scalability of cost structures, staff retention mechanisms, and protection of intellectual property rights.	x		
C	Develop new revenue sources and market opportunities that see revenue growth from new funding sources by a minimum of 5%.	x		

4.4	Implement an integrated support model for learners and clients			
A	Establish a comprehensive support model that caters to the needs of both learners and clients, encompassing a range of services such as training, assessment, mentoring, educational administration, professional registration, career advice, work-placement brokering, provider brokering work-place support, workforce planning, and external support advice.	x	x	x
4.5	Lead research and innovation			
A	Undertake research and development into innovative new methods of delivery, as well as advancing technologies and potential new markets.	x	x	x
4.6	Provide quality education and learning			
A	Embed and maintain quality systems and mechanisms to ensure teaching, learning, and assessment are evidence-based and supported by contemporary best practices.	x	x	x
B	Grow the capability and capacity of staff to provide effective educational opportunities and information within a PTE operating environment.	x	x	x
C	Grow the capability and capacity of assessors and facilitators to provide effective educational opportunities and information within a PTE operating environment.	x	x	x
D	Review and develop programmes and resources that meet the needs of Māori, Pacific, and disabled people.	x	x	x
E	Embed and maintain IT solutions and associated workflow processes to provide effective management and engagement of places of work, learners, and stakeholders.	x	x	x
4.7	Grow as a strong organisation			
A	Promote positive organisational culture and engagement with the vision, mission, ambition, and values of the organisation.	x	x	x
B	Grow governance, management, and operational practices that give effect to Te Tiriti o Waitangi.	x	x	x
C	Strengthen inclusive and sustainable practices within the organisation.	x	x	x
D	Operate by financial best practice, Board policy, and TEC requirements.	x	x	x
E	Meet TEC contract/funding requirements and priorities.	x	x	x

Changes driven in 2023

As presented in the Learner Voice section, the following table presents a snapshot of how the organisation has responded to the needs, views, and experiences of our ākonga:

Domain	Examples
Programmes and Materials	Evaluative feedback from learners contributed to redeveloping text for greater clarity where appropriate.
	Learner voice gathered during programme reviews impacted programme structure.
	Regional Learning Advisors have shared information with Programme Managers based on learner voice, leading to edits addressing barriers to learning.
	Learner feedback at the end of programmes supported editing and the addition of targeted teaching and learning materials.
Processes and Policies	Learner experience feedback prompted updates in policies and processes for submitting assessments in te Reo.
	Learner voice ensured newly developed policy documents are fit for purpose and inform changes.
	The Academic Committee used learner voice to consider changes to policy and process.
Learning Environments	Learner evaluative feedback helped identify the need for online learning forums and facilitation.
	Learner voice on the overall learning experience included feedback on improving workplace learning environments.
	Feedback from learners and workplaces informed support for mentoring learners in workplaces.
	Learner and workplace feedback guided decisions on paper-based or online learning and assessment materials.

Short-Term Activities in 2024

Evaluation Framework

A comprehensive Evaluation Framework for Te Mahi Ako that aligns with TEC’s seven learner success capabilities was developed and is in the first stages of implementation. This includes gathering and analysing baseline data, providing an evidence-based approach to the work of Te Mahi Ako.

Building on significant changes to our operating model since 1 October 2022 and key organisational activities implemented in 2023, we will remain focused on successfully embedding these changes alongside robust self-assessment of our progress as a PTE. This includes:

- Embedding new roles, structures, and functions into operations.
- Collecting a second year of data for comparison to baseline, linked to our new operating model.
- Developing learning success initiatives alongside our ākonga and other stakeholder groups.
- Progressing with 2024 initiatives as outlined in our learner success plan.

Draft Pacific Action Plan

As alluded to previously in this document, within available resources, we prioritised strategies for Māori and Disabled learner success in 2023 and in 2024 need to turn our attention to other underserved learners. Baseline Pasifika achievement rates for Te Mahi Ako learners at the end of 2022 were lower than all other learner groups reviewed, at a 40% credit completion rate.

A Pasifika Action Plan will outline strategies and initiatives to foster an inclusive and empowering learning environment within Te Mahi Ako. The focus will be on incorporating and celebrating Pasifika active recreation, leisure, and entertainment and creating meaningful partnerships that can guide the development of the plan by Pasifika for Pasifika to support the educational and professional development of Pasifika learners. Developing the plan in a culturally safe and respectful manner will require partnerships with Pacific communities and organisations.

Our current objectives are to:

- Improve the servicing of Pasifika learners, assessors, and workplaces to encourage increased participation, value-added education, and success.
- Support Pasifika value-based organisations, workplaces, and businesses to create partnerships and build capacity within vocational education contexts.
- Ensure Te Mahi Ako staff, board, and contractors have the capacity to support Pasifika learners and workplaces by growing cultural awareness and safety while also developing required quality systems.
- Investigate and identify areas of unmet need among Pasifika learners and develop programmes, resources and learning techniques which ensure cultural relevance and authenticity to enhance learning outcomes.

To support the development of this plan, we require the awahi of the TEC. A strategic funding proposal has been developed to support Te Mahi Ako to engage with Pasifika to ascertain Pasifika learner aspirations, expectations, skill and training needs, servicing preferences, and areas for development. By embracing Pasifika culture, fostering industry connections, and providing tailored support, Te Mahi Ako aim to empower Pasifika learners to excel in te ahumahi ā-rēhia while fostering cultural pride and inclusivity.

Other areas of focus aligned to learner success capability areas

In addition, the table that follows introduces some of the outputs that will be delivered in 2024, categorised against the learner success capability areas:

Focus area and output	Resources required
<p>People Culture and Leadership</p> <ul style="list-style-type: none">• Engage with Kaihautū, Kaitohutohu, and other cultural experts to build internal capability and confidence.• Establish and implement external governance and operational advisory groups (which are learner-centred and have sector-level input).• Embed Kāhui Umanga into daily business and use insights from this subject matter expertise to inform sector-specific decision-making.• Provide ongoing learning and development opportunities from within Skills Active and Te Mahi Ako for programme managers.	Operating budget.

<ul style="list-style-type: none"> • Embed the role of Programme Manager with specific expertise in Mātauranga Māori who will support other Programme Managers to embed Mātauranga Māori as a key focus across our provision across portfolios in 2024. • Embed new role of learning facilitators to deliver teaching and learning elements. • Establish an online community of practice for Assessors and Senior Assessor Mentors. 	
<p>Data and Technology</p> <ul style="list-style-type: none"> • Continued development of ākonga and client management systems to: <ul style="list-style-type: none"> - Enable delivery to other modes under the unified funding system. - Provide regular, transparent and proactive reporting of programme-specific educational performance data to support programme management, programme evaluation, and decision-making across the organisation. - Strengthen learner engagement and outcomes tracking and analytics. - Strengthen risk-tracking and learner-support functions. - Continued Moodle™ platform development – including mobile responsive design to improve accessibility. - Provide online learner group forums. - Enhance moderation case management. • Utilise activities linked to the evaluation framework to identify where and how learning materials and facilitation can reduce barriers to learning and enhance learner success, for example, through annual programme reviews. • Embed Moodle™ 4.1 upgrade across the organisation • Continued website development. • Undertake Pasifika research that provides a robust data set and evidence based Pasifika learner action plan. 	<p>Operating budget.</p> <p>2024 TEC Learner Component Funding allocated for Pasifika research.</p>
<p>Guided pathways</p> <ul style="list-style-type: none"> • Programmes of Study to be developed for all Te Mahi Ako programmes before the end of 2024 to meet identified needs (from transitional programmes of industry training). 	<p>\$200,000 for contracted support aligned to Programme of Study conversion timeframes (to be confirmed with NZQA).</p>
<p>Holistic student support</p> <ul style="list-style-type: none"> • Implementation and evaluation of new learner support and pastoral care framework. • Embedding a new pastoral care team into the operating system. • Growing a pilot to provide culturally responsive mentoring support. 	<p>\$80,000 for mentoring costs to cover smaller cohorts of hard-to-reach learners.</p>

<ul style="list-style-type: none"> • Establishing online learning communities for ākongā to offer greater support for their learning but also to connect with other ākongā who are also on a journey and can socialise this experience at a peer level. • Invest in increased facilitation of face-to-face delivery where possible to use the strengths of peer learning and Tuakana-Teina initiatives to increase links between learning and its contextual application in the workplace based on the diverse experiences of ākongā. • Re-establish marae-based wānanga and small group learning. 	
<p>Learner centric systems</p> <ul style="list-style-type: none"> • Optimise our data systems to provide actionable learner-centric information. • Complete initial review of ākongā-centric QMS and policy manual and update as necessary. • Monitor practices within QMS and policy manual. • Work alongside ākongā to understand their needs and using this knowledge as part of our evidence-based decision-making. • Build on the support framework, including initial orientation for learners, workplace, and host organisations, followed by ongoing pastoral care and access to well-being and learner support services, which will include the development of a learner communication strategy and a cultural capability and well-being strategy and implementing the orientation and induction plan. 	<p>Operating budget.</p>
<p>Teaching and learning</p> <ul style="list-style-type: none"> • Work-based pedagogy and andragogy research undertaken to support teaching and learning development. • Develop and evaluate teaching and learning materials, and learning facilitation, for programmes; with an initial focus on programmes where we have identified that learners are not progressing within expected timeframes or where we have evidence of barriers. See supplementary material 'Learning Material and Facilitation Components' (Appendix 8). • Undertake research into the workplace learning experiences of each of the following underserved learners: <ul style="list-style-type: none"> - Māori learners - Pacific learners - Disabled learners • Implement an evidence-based approach and a learning needs analysis process to ensure our provision meets current (adult) learning design standards. • Pilot evidence-based teaching and learning initiatives focused on better meeting the needs of priority learners. 	<p>\$30,000 for research, as part of strategic component funding application.</p>
<p>Partnerships</p>	<p>Operating budget.</p>

<ul style="list-style-type: none"> ● Progress collaborative relationships with key tertiary education organisations across te ahumahi ā-rēhia. ● Maintain and strengthen relationships with sector stakeholders to enable ongoing participation in vocational education. ● Strengthen relationships with iwi, hapū, urban Māori authorities and Māori-owned businesses. ● Facilitate focus groups with Pasifika stakeholders to align delivery to Pasifika learner needs and aspirations. ● Establish relationships with Pasifika communities, agencies and businesses. ● Continue to engage in advisory/review groups for Workforce Development Councils (WDC). ● Engage with regional skills leadership group forums. ● Utilise Kāhui Umanga to ensure we are aware of the strengths and weaknesses of our offerings and the threats and opportunities for our provision based on respective sector needs. ● Progress collaboration with Toi Mai WDC and relevant regional skills leadership groups to address workforce development and skill needs, as well as increased graduate outcomes for: <ul style="list-style-type: none"> ○ Māori Learners ○ Outdoor recreation workforce and sector recovery ○ Tourism recovery ○ Community coach/leader ○ Fitness (particularly exercise fundamentals) ○ Aquatics ○ Entertainment and Event Technology 	<p>\$80,000 Capital investment strategic funding was submitted to respond to WDC need regarding micro-credential in raft.</p> <p>Learner component funding for Pacific learner focus groups.</p>
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The Medium and Long-Term Plan

Te Tiriti based framework and learner-centered services – Linked to Goal 1

In our medium and long-term learner success initiatives, we will prioritise the creation of a Te Tiriti-based framework in collaboration with learners, iwi, hapū, and Māori stakeholders. We aim to build respectful relationships and grow staff cultural capability, empowering them to work with ākonga Māori effectively and within te ao Māori. Culturally responsive education and training will be integrated, fostering a learning environment that respects and nurtures Māori learners, allowing them to thrive and achieve their goals.

We are committed to strengthening partnerships with Māori communities and stakeholders to ensure the success and well-being of ākonga Māori. By establishing and implementing an all-of-organisation engagement plan, we will effectively engage with iwi, hapū, and whānau, gaining valuable insights into learning requirements and defining what success means for Māori learners. Similarly, we will develop collaborative partnerships with Pacific communities, actively seeking their perspectives and understanding their unique learning needs.

Our focus extends to providing enhanced personalised support and pastoral care. We will strengthen learner engagement, implement robust pastoral care practices, and build capabilities to meet various learner needs. Additionally, a dedicated mentoring program will be established to support Māori and

Pacific learners in successfully completing their qualifications. We will maintain an individualised approach to learner support tailored to the specific needs of different work environments, sectors, and learner groups.

To ensure a holistic and inclusive approach, we will establish strong networks and mechanisms that empower ākongā, communities, clients, and staff to voice their opinions on well-being matters, learning programmes, materials, and organisational practices. Furthermore, we will improve our organisational framework for pastoral care, placing greater emphasis on supporting the well-being of our learners.

Equity, inclusion, and enablement are fundamental principles guiding our initiatives. We are committed to facilitating a learning environment that embraces diversity, ensuring that all learners, including disabled ākongā, access comprehensive learner support packages. By continuously growing these packages, we aim to foster an environment where every learner can thrive and succeed.

We will create a dynamic and inclusive learning ecosystem through these future-oriented initiatives, actively engaging with Māori, Pacific communities, and other stakeholders. Our primary focus will be on learner success and well-being while cultivating an environment that respects cultural values, nurtures potential, and supports learners in achieving their aspirations.

Empowering individuals at every stage of their educational journey – Linked to Goal 2

In our commitment to providing comprehensive support for lifelong learning pathways, we are dedicated to empowering individuals at every stage of their educational journey.

To achieve this, we have identified key actions that will guide our initiatives. One of our primary actions is to provide more visibility of learning pathways. We understand the importance of promoting career and learning opportunities tailored to those entering or already engaged in the te ahumahi ā-rēhia sectors. By highlighting educational pathways linked to career prospects, we aim to inspire learners and facilitate informed decision-making about their educational and professional pathways.

Another crucial aspect of our approach is to provide holistic learning and support mechanisms throughout individuals' lives. We recognise that lifelong learning involves continuous growth and development. Therefore, we will actively collaborate with providers, industry partners, and iwi to develop and promote various learning pathways. These pathways will offer learners opportunities to progress to higher levels of education and provide comprehensive learning support, including recognising prior learning. By acknowledging the knowledge and skills individuals have acquired through their experiences, we aim to create an inclusive and accessible learning environment that caters to diverse learner needs.

Curriculum and delivery responsiveness – Linked to Goal 3

By maintaining national reach and joined-up delivery, we aim to provide learners with relevant and high-quality Programmes of Study. Over the medium and long term, our industry training programmes will be reimagined to meet the needs of the future. Programmes of study and other credentials will cover off-job, online, and work-based learning, equipping learners with the knowledge and skills required to excel in their chosen fields. Identifying and addressing skill gaps ensures learners receive the most up-to-date and industry-relevant education and training.

To meet the specific skills needs of volunteers, contractors, and the self-employed, we will prioritise increasing access to work-based learning opportunities. By tailoring our programmes and support mechanisms to these groups, we will empower learners to thrive in their unique work environments, supporting learners from all backgrounds and employment contexts to have the resources and support they need to succeed.

Our commitment to providing tailored knowledge and skills development further enhances learner success. Sector-endorsed programmes, learning resources, and off-job learning opportunities are designed to

address both short and long-term skills needs. This tailored approach equips learners with the relevant competencies and abilities required to excel in their chosen fields, enabling them to achieve their educational and career aspirations.

By maintaining flexible and agile delivery, we remove barriers to learning and ensure that our programmes cater to the individual needs of each learner. Whether it is facilitation, assessment, or resource availability, we strive to create a learning environment that promotes inclusivity and maximises learner success.

Sustainable operating model – Linked to Goal 4

In our ongoing commitment to maintaining and increasing organisational sustainability and resilience, learner success will be our primary focus.

To refine our offerings, we will provide tailored, accessible learning opportunities that cater to the specific needs of learners, industries, and communities. Whether through on-the-job training, face-to-face instruction, or distance learning, learners will have options that suit their circumstances and learning styles. Additionally, we will actively engage with new learner groups to expand our impact and support a broader range of learners.

Fostering collaborative, high-trust partnerships with education organisations and industry stakeholders will be pivotal. By avoiding duplication of efforts, we will ensure learners receive efficient and effective support. Connecting with government departments will align our efforts with agency requirements and better serve learners' evolving needs.

Delivering financially sustainable services is essential to support learner success. We will adapt our costing models to manage changes in the funding system, ensuring value-for-money educational products and services. Reviewing cost structures and staff retention mechanisms will enable us to scale operations while maintaining high-quality support.

An integrated support model is central to our long-term plans. We will establish a comprehensive system providing training, assessment, mentoring, career advice, and work-placement brokering. This holistic approach will address diverse learner needs and empower them to excel.

We aim to prioritise research, innovation, and staying ahead in work-based delivery methods, technology, and emerging needs. We will invest in staff capability and foster a positive organisational culture that promotes inclusivity, sustainability, and cultural sensitivity. Adhering to financial best practices and policies ensures stability and resilience, aligning with our vision, mission, and values. A healthy organisation will create a positive learning experience for our ākongā.

Metrics

2023 as the first full operating year for Te Mahi Ako will provide an opportunity to capture baseline data for ongoing monitoring and evaluation against the outcomes of the Learner Success Plan. Key metrics are summarized below:

Annual metrics:

- Refer to Outcomes and Measures Section on page 43.
- Refer to TEC Education Performance Indicator commitments.

2-5 year leading indicators:

- Parity in learning outcomes for Māori and Pacific learners, compared with total learner group by 2025.

- Increased access to education demonstrated by participation rates of 15% Māori, 5% Pacific, and 10% disabled learners in 2024 and growing to 18%, 8%, and 15% by 2029.
- Parity in learning outcomes for apprentices, compared with enrolments in New Zealand Certificates and smaller credentials by 2026.
- Ākonga satisfaction, retention, learning, and career progression rates achieving parity by 2029, for targeted learner groups.

Long term indicators:

- Parity in Learner outcomes
- Increased satisfaction, retention, learning, and career progression
- Increased stakeholder satisfaction, improved skills matching, reduced reporting of skills shortages
- Increased revenue, scalability, staff retention, and satisfaction.

Key	Performance indicator	Collection	SATMA Target	Goal1	Goal2	Goal3	Goal4
Business							
B1	Customer satisfaction*	Annual CSS survey: Net Promoter score (0 to 10)	6	✓	✓	✓	✓
B2	Customer effort	Annual CSS survey: "on a scale of 6 being most to 0 being least satisfied, how satisfied were you with the quality of [entity name] interaction, responsiveness and communication." (1 to 6)	4.5	✓	✓	✓	✓
B3	Customer retention	Annual % business contract renewals	70%		✓	✓	✓
B4	Net Profit /Surplus	Monthly and annual reporting	\$1.7m				✓
B5	Equity check	Financial reports: Net tangible assets larger than 31.7% of total revenue	\$3.1m				✓
B6	Staff Satisfaction*	Staff weekly general sentiment score through weekly10 (0 – 5)	3.5				✓
B7	Cultural and professional confidence	Capability survey "on a scale of 'very confident' to 'not at all confident' (0 to 5)	3.5				✓
Education							
T1	Domestic and international pastoral care code evaluation requirements met	NZQA annual Self-evaluation and code signatory acceptance	Achieved	✓			
T2	Credit Achievement*, including Pacific and Māori and disabled learner rates	Kairangi Rua and Ngā Kete report	75%	✓	✓		
T3	Programme completion*, including Pacific and Māori and disabled learner rates	Kairangi Rua and Ngā Kete report	75%	✓	✓		
T4	Increasing access to participation *	Learner Participation by ethnicity from Kairangi Rua and Ngā Kete report	15% Māori 05% Pacific 10% Disabled	✓	✓		
T5	Increased progression to higher			✓	✓		
T6	Quality learner experience						
T7	Increased work satisfaction						
T8	Increased learner confidence						

Type	Description	Age	Ethnicity	Level	2024 Commitment	2025 Commitment
Credit Achievement	Credit Achievement rate for all trainees and apprentices	All	All	All	75.00%	75.00%
Credit Achievement	Credit Achievement rate for Māori trainees and apprentices at level 4 and above	All	Māori	L04 Plus Register Levels	75.00%	75.00%
Credit Achievement	Credit Achievement rate for Pacifica trainees and apprentices at level 4 and above	All	Pacific	L04 Plus Register Levels	75.00%	75.00%
Credit Achievement	Credit Achievement rate for trainees and apprentices aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	75.00%	75.00%
Participation	Māori trainees and apprentices aged 25 and above as a proportion of all trainees and apprentices at level 4 and above	All	Māori	L04 Plus Register Levels	15.00%	16.00%
Participation	Pacific trainees and apprentices aged 25 and above as a proportion of all trainees and apprentices at level 4 and above	All	Pacific	L04 Plus Register Levels	5.00%	6.00%
Participation	Programme completion rate for trainees at level 4 and above	Under 25	All	L04 Plus Register Levels	20.00%	20.00%
Programme completion	Programme completion rate for trainees at level 4 and above	All	All	L04 Plus Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for Māori trainees at levels 1 to 3	All	Māori	L01-L03 Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for Pacifica trainees at levels 1 to 3	All	Pacific	L01-L03 Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for trainees aged under 25 years at level 1 to 3	Under 25	All	L01-L03 Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for trainees at level 4 and above	All	All	L04 Plus Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for Māori trainees at level 4 and above	All	Māori	L04 Plus Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for Pacifica trainees at level 4 and above	All	Pacific	L04 Plus Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for trainees aged under 25 years at level 4 and above	Under 25	All	L04 Plus Register Levels	75.00%	75.00%
Programme completion	Programme completion rate for Māori apprentices	All	All	All	65.00%	65.00%
Programme completion	Programme completion rate for Pacifica apprentices	All	Pacific	All	65.00%	65.00%
Programme completion	Programme completion rate for trainees at level 1 to 3	Under 25	All	All	65.00%	65.00%
Apprentice retention	Apprentice retention rate for all apprentices	All	All	All	60.00%	65.00%
Apprentice retention	Apprentice retention rate for Māori apprentices	All	Māori	All	60.00%	65.00%
Apprentice retention	Apprentice retention rate for Pacifica apprentices	All	Pacific	All	60.00%	65.00%
Apprentice retention	Apprentice retention rate for apprentices aged under 25 years	Under 25	All	All	60.00%	65.00%

5. Disability Action Plan (DAP)

In our pursuit of a future where everyone in the te ahumahi ā-rēhia, the active recreation, sport, and exercise industries, can unlock their potential and thrive, Te Mahi Ako recognises the importance of inclusivity and equitable outcomes for disabled individuals. We firmly believe that every person, regardless of their abilities, should have the appropriate opportunity to participate, succeed, and contribute to the workforce and work-based learning.

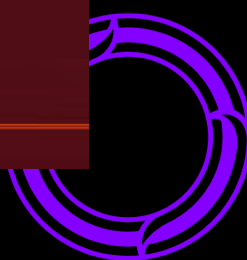
Disability is a natural part of the human experience, and we acknowledge that disabled people make up a significant proportion of our community. We understand that disability arises not from impairments but from the barriers society imposes on individuals with impairments. Our vision aligns with the New Zealand Disability Strategy's definition, which emphasises that disability occurs when people face societal barriers due to their impairments.

To fulfil our commitment to inclusivity and equal opportunities, we have developed the Te Mahi Ako [Disability Action Plan, 2023](#). This plan responds to the Tertiary Education Commission's call for improved outcomes for disabled people. It is grounded in relevant legislation, guidelines, and frameworks, such as the Human Rights Act 1993, Te Tiriti o Waitangi, the New Zealand Government Disability Action Plan 2019-2023, and the UN Convention on the Rights of Persons with Disabilities 2008.

The plan is under review, and the 2024 plan will be published toward the end of 2023. It describes how we have used the Kia Ōrite toolkit to review and adjust the existing version. This represents an evolution to ensure that we meet the best practice standards concerning goals and targets, evaluation strategies, allocation of responsibilities, and the communication of policies and programmes.



Disability
Action Plan



6. Further information

Please use this section if there is anything more you want to share with us in support of your Plan.

The following supporting information is appended:

- [Appendix 1. 2023 Strategy for Māori Success](#)
- [Appendix 2. Te Mahi Ako Charter](#)
- [Appendix 3. Toi Mai Assessment Letter](#)
- [Appendix 4. NZQA Validation Visit Letter](#)
- [Appendix 5. Skill Active Aotearoa Shareholding List](#)
- [Appendix 6. Learner Engagement Plan](#)
- [Appendix 7. Initiatives Used to Gather Learner Voice](#)
- [Appendix 8. Learning Material and Facilitation Components](#)
- [Disability Action Plan](#)
- [Te Mahi Ako Financial Forecasts](#)

Separate documents are provided for

- Mix of Provision and EPICs

Appendix 1



Skills Active and Te Mahi Ako

Māori Strategy

HE KŌRERO WHAKATAU

Tuatahi, ka tuku atu te reo whakamoemiti ki te Runga Rawa. Ko te tikanga o ā tātou mātua tupuna e pēnei ana: ko te Amorangi ki mua; ko te hapai o ki muri. E mihi tonu ana ki a rātou kua wheturangitia. Rātou ki a rātou; tātou ngā kanohi ora ki a tātou. Tēnā anō tātou katoa.

On behalf of the board, I am pleased to offer some prefacing remarks for this strategy document. For as long as I have been involved with this organisation, successive boards and staff have expressed a commitment to Māori success within our industries. However, measuring that success has been difficult to gauge at times, the depth of our organisational commitment notwithstanding.

In this document, we set out the answers to some simple but important questions. What does success for Māori look like? How will we pursue that? How will we know we are making a difference? In 2010, the board was asked to work with Māori shareholders to develop a strategy for Māori success. This document was the result and has served the organisation well for 13 years. The strategy was revised in 2023 to better reflect the new environment of Skills Active and our Private Training Establishment, Te Mahi Ako. I wish to acknowledge the work and effort of our Māori shareholders, our staff and board members who contributed to the development of this strategy, which still guides us strongly today.

Tēnā koutou katoa, thank you everyone.

E meatia nei i roto i ngā karaipiture: ki te kore he tirohanga ki mua, ka mate rawa te iwi. Nā reira ka hari hoki mātou te poari ki te whakaatu tēnei, hei tirohanga ki mua, kia tae atu tatou ki te tihi o te maunga i moemoetia ai e tatou.

Mauri ora

Sam Napia Chair

[Foreword and mihi - Steve Ruru Te Mahi Ako Chair]

1) STRATEGIC VISION

Aotearoa is a place where we create equitable, vibrant, productive, and safe futures for the generations to come, through the sphere of rēhia – active recreation, leisure and entertainment – and the individuals and organisations within.

2) TREATY COMMITMENT

Te Tiriti o Waitangi is the founding document of Aotearoa New Zealand that gives effect to the partnership between the Government and Iwi Māori. Skills Active and Te Mahi Ako are committed to upholding this partnership through a bicultural approach under the mana of kaitiakitanga.

3) VALUE PROPOSITION FOR MĀORI IN ENGAGEMENT WITH SKILLS ACTIVE AND TE MAHI AKO

- Skills Active and Te Mahi Ako offers Māori learners the opportunity to engage in vocational education in our sectors using a kaupapa Māori approach where appropriate.
- Skills Active and Te Mahi Ako acknowledge and value traditional Māori practices and will use these to implement a bicultural approach that meets the vocational needs and empowers Māori ākonga.
- Skills Active and Te Mahi Ako recognise the significance of traditional Māori activities within our sectors and will develop programmes and learning material where that vocational need has been identified.
- Skills Active and Te Mahi Ako commitment is to all ākonga and non-Māori will be able to pursue and access the kaupapa Māori qualifications, fostering a deeper understanding of and appreciation for biculturalism in te ao Māori.

4) THE SKILLS ACTIVE AOTEAROA/TE MAHI AKO BICULTURAL APPROACH

Skills Active has a constitutional scope of operation within New Zealand's industries. The scope includes recreation and sport, outdoor recreation, fitness and Ngā mahi a te rēhia. Te Mahi Ako provides work-based learning in te ahumahi ā-rēhia: the active recreation, leisure, and entertainment sectors. We provide programmes of learning across these sectors, we also have a suite of Mātauranga Māori qualifications in, Tikanga, Māori Business and Management, Ngā Taonga Tākaro and Manaaki Marae.

Within each sector, there are two categories of involvement for Māori as workers:

- 1) Those Māori who are in work environments involving “mainstream” activities. This includes Māori working in mainstream organisations (such as local and regional councils, fitness centres, etc.) and specific kaupapa Māori organisations focussing on mainstream activities (such as Māori Hockey, Māori Touch, Waka-Ama, etc.); and,
- 2) Those Māori who are involved in work environments involving traditional Māori activities (such as those working on local marae, those working for Iwi/hapū using hikoi for youth development, etc.)

Skills Active and Te Mahi Ako have an unwavering commitment to support Māori ākonga achieving across all categories within each sector, providing opportunities for meaningful and respectful

engagements. Te Mahi Ako is striving to provide excellent learning and assessment methodologies, and robust support mechanisms that promote success of our ākonga Māori.

Within the traditional Māori component of each sector, Skills Active and Skills Active Te Mahi Ako will continue to work to ensure that there are suitable pathways available to develop and strengthen their capability.

The traditional Māori components of each sector are defined in a broad concept as:

1. **Rehia**, Wānanga, Marae based training - Traditional Māori sports (Taonga Tākaro) delivered using existing coaching and officiating qualifications through kaupapa Māori delivery mechanisms. Developing capability within Marae to foster recreation and hauora activities (e.g., Marae Catering). Also, Toi Māori, Te Take Pū Rehia, etc.
2. **Hauora** - Traditional Māori approach to health and wellbeing using Māori pedagogy such as, Te Whare Tapa Whā (Sir Mason Durie), Te Wheke (Late Dr Rose Pere) and others.
3. **Te Ao Turoa** - Traditional Māori approach to recreating in the outdoors with the application of the appropriate tikanga to various environmental contexts.

5) WHAT ARE WE TRYING TO ACHIEVE – GOALS

Skills Active and Te Mahi Ako are aiming to improve success for Māori ākonga in vocational training. Success will be demonstrated by:

1. The percentage of Māori participating with Te Mahi Ako will increase to reflect Aotearoa-New Zealand's estimated Māori population.
2. Māori will achieve at the same rate as, or higher than, non-Māori for credit and programme completion.
3. The qualification achievement rate of Māori, in Level 4 programmes and above, will increase until it remains higher than the average completion rate of Te Mahi Ako Learners in Level 4 programmes and above.
4. Where a kaupapa Māori need has been identified, supported by an appropriate business case, Skills Active will develop resources and programmes to meet that need, with an equal priority to other identified needs within its scope.
5. A strong bicultural approach to teaching and learning that acknowledges and incorporates te reo me ngā tikanga, Māori perspectives and values that build bicultural capability in te ao Māori.

6) STRATEGIES TO ACHIEVE THE GOALS

Goal 1. The percentage of Māori participating with Skills Active Te Mahi Ako will increase to reflect Aotearoa-New Zealand's estimated Māori population.

Strategies:

- i) Grow meaningful, respectful relationships with iwi, hapū, stakeholders and Māori organisations and target workplaces with high Māori staffing levels to create awareness of the opportunities available through Skills Active and Te Mahi Ako.
- ii) Continue to develop and build bicultural capability with staff to enhance their understanding of Māori perspectives and ways of being for Māori so that they can engage appropriately with Māori ākonga, workplaces, marae, iwi, hapu and other Māori organisations.
- iii) Promote Māori leadership and representation within Skills Active and Te Mahi Ako by encouraging recruitment and retention of Māori staff members so they can contribute to the mahi and share their expertise and perspectives.
- iv) Implement culturally responsive teaching practices and acknowledge and incorporate Māori values, perspectives, and knowledge systems into vocational training programmes.
- v) Develop and implement support services that are tailored to the specific needs of Māori ākonga.
- vi) Review current and, develop new qualifications and resources to ensure they meet the needs of Māori ākonga.
- vii) Ensure that all communications reflect a culturally respectful and inclusive engagement that is welcoming to Māori.

Goal 2. Māori achieve at the same rate as, or higher than, non-Māori ākonga for credit and programme completion.

Strategies:

- i) Support Māori learners through the provision of culturally appropriate pastoral care to assist with achievement of credits and qualifications. This will be done by identifying individuals and workplaces who offer to assist, identifying mentoring opportunities through other agencies, identifying role models who we can use to champion these opportunities and helping coordinate workgroups of likeminded ākonga. All these avenues for assistance will be promoted through our website, our staff and other communication channels.
- ii) Ensure the availability of appropriate kaupapa Māori assessment methodologies are available to facilitate a fair and inclusive evaluation.
- iii) Proactively look for and identify role models who can connect and advocate for ākonga Māori.
- iv) Build capacity within workplaces to deliver and assess in a work-based learning context.

Goal 3. The qualification achievement rate of Māori, in Level 4 programmes and above, will increase until it remains higher than the average completion rate of Te Mahi Ako Learners in Level 4 programmes and above.

Strategies:

- i) As for Goal (b)

- ii) Ensure Māori learners and workplaces have a clear understanding of the pathways to higher level qualifications and the steps to access these.
- iii) Provide strong comprehensive guidance and support to enable ākongā to navigate their vocational pathway in education effectively.
- iv) Support Māori learners into higher level qualifications (L4+) in qualifications that are appropriate to our ākongā.

Goal 4. Where a kaupapa Māori need has been identified, supported by an appropriate business case, Skills Active will develop resources and programmes to meet that need, with an equal priority to other identified needs within its scope.

Strategies:

- i) Identify Māori needs for programmes and formalised and ongoing process that ensures emerging needs are identified and supported.
- ii) Give internal assistance to help build robust business cases around any identified need as a high priority item that outline the pathway available to address these kaupapa Māori needs whilst integrating Māori focused initiatives within our organisational strategic planning.
- iii) Emphasise and prioritise appropriate resourcing for the development as per the stated goal that is supported by Māori stakeholders and expertise.

Goal 5. A strong bicultural approach to teaching and learning that acknowledges and incorporates te reo me ona tikanga, Māori perspectives and values that build bicultural capability in te ao Māori.

Strategies:

- i) Foster partnerships with local iwi and Māori community organisations to incorporate authentic Māori language and cultural practices into teaching and learning experiences.
- ii) Collaborate with Māori educators and cultural advisors to co-design culturally relevant resources, assessments, and teaching methodologies.
- iii) Include and embed te reo Māori me ona tikanga throughout the curriculum across all learning areas.
- iv) Provide educators with professional development and training opportunities to enhance their understanding and proficiency in te reo me ona tikanga Māori.
- v) Explore creative ways that we can continue to build biculturalism into our daily operations and practice.

Appendix 2

Skills Active Te Mahi Ako Charter

Preamble | Te ahumahi ā-rēhia - Ahakoa he iti he taonga

Our sectors - te ahumahi ā-rēhia - support the pursuit of active recreation, leisure and entertainment. They bring communities together, build skills, foster good health, and create a sense of belonging.

Strengthened career pathways within te ahumahi ā-rēhia will increase the capabilities of ākonga so they can live the lives they aspire to and contribute to greater national wellbeing in Aotearoa New Zealand.

These sectors depend on a skilled workforce, made possible through vocational training designed with them in mind. Achieving this requires a determination to work in partnership at all levels within the sectors, co-creating tailored responses that meet the diverse needs of ākonga and their employers and organisations.

Te ahumahi ā-rēhia are diverse, with more than 33,000 mostly small operators, 112,000 employees, 20,000 self-employed, and over 1 million volunteers.

There are a small group of organisations in te ahumahi ā-rēhia that are large employers, and have workforces in the hundreds, such as councils. The organisations range from profit-focused businesses through to not-for-profit incorporated societies and charitable trusts. The sectors tend to have a blended objective of profit and social outcomes, including the snowsport sector, which is primarily made up of commercial enterprises.

In addition to the mixed-delivery model blending profit and purpose, organisations often cross boundaries in terms of the services they deliver. For instance, it is common for councils to offer exercise, recreation and sporting opportunities from the various facilities that they either manage or own. Other examples include fitness centres that provide access to a gym and trainers, but also offer members opportunities to participate in corporate sport leagues.

A significant number of the incorporated societies and charitable trusts within our industries deliver personal and professional development opportunities to young people. Examples include over 15,000 sports clubs, 14 regional sport trusts and 70 Christian camps. Most of these organisations are reliant on government, gaming and philanthropic funding. As a result, they tend to employ fewer paid staff and are often heavily reliant on volunteers.

Many workers are contractors, part-time or seasonal. The needs range from entry-level to highly technical skill sets. Māori and Pacific ākonga make up over 20% of the paid workforce, and a higher proportion of the volunteers. However, the workforce of te ahumahi ā-rēhia still has a long way to go to fully reflect the multicultural communities it serves.

Making vocational education accessible to everyone in these sectors will take flexibility and tailoring. High-trust relationships will be earned through a willingness to do the work and demonstrate value for money – even when the cohorts are small, niche, regional, time-poor, low-income, unsure about change, or otherwise hard to reach.

Through the opportunities afforded us by the reform, we can transform how we deliver vocational education these sectors and their ākonga, and then we will see them truly thrive.

As a tertiary education organisation empowered by industry and iwi, our goal is to weave together work, learning and skills to contribute to an integrated and balanced system where everybody gets the right kind of education in the right format at the right time.

In this future, Māori and Pacific people and other underserved groups within te ahumahi ā-rēhia will have the holistic support they need to reach their aspirations. The unsung heroes who play a key role in carrying these sectors will get more vocational opportunities, growing their skills, knowledge and a passion for learning, realising their potential and empowering them to contribute more to their whānau, communities, sectors and the economy as a whole.

All employers, organisations, iwi and their ākonga will be uplifted by a stronger, broader and more integrated foundation for their work-based learning, while still having access to an empathic, responsive provider that is willing to get stuck in, side-by-side with industry.

To get there, we will be stretching ourselves and the vocational education and training system, figuring out how we do better for these sectors, and putting it into action. We will continue to prioritise and nurture the workforce of te ahumahi ā-rēhia. And from this, real positive change will flow through to all communities and individuals who access the sectors and benefit from their mahi.

Our organisation is built from a strong foundation for work-based learning in te ahumahi ā-rēhia over the past 30 years, but it's just the beginning. We will continue to build on these successes, and come together with our industry, iwi and education sector partners, to remove barriers and enhance and expand high-quality vocational education opportunities for everyone in our sectors.

Vision

Māuri oho, Mauri tū, Mauri ora | Strengthen, Step-up, Flourish

Everyone in our sectors is empowered with the skills to thrive.

We are working towards a future where every person and organisation in te ahumahi ā-rēhia has the opportunity to unlock their potential and gain the skills and knowledge they need to realise the ambitions they have for themselves, their whānau, their customers and communities.

Mission

Kohia te ahi i roto | Fuel the fire within

Weaving together work, learning and skills to support learner and workforce success.

Our goal is to provide work-based learning to grow confident, capable, connected people and organisations across our sectors. We will deliver vocational education that upholds the mana of te Tiriti o Waitangi, fuels a passion for lifelong learning, and supports ākonga and workforce success through flexible and tailored provision - where, when and how they need it.

Ambition

He kaha ake ta maatau | We are stronger together

Be the preferred partner and provider of high-quality work-based learning

We will be the preferred provider of quality, personalised work-based learning to ākonga and organisations across the motu, increasing skills and employability for those working in or aspiring to our sectors. We will deliver access and equity for those who have previously been underserved or hard to reach. With decades of experience and powerful partnerships throughout industry, iwi and education, we will work kano ki-te-kano to ensure ākonga and clients get the skills, knowledge and support they need to flourish.

Ngā uara | Our values

Tika - We do what is right

Pono - We are true to ourselves

Aroha - We demonstrate care and respect

Ngā kaupapa here | Our guiding principles

Kaitiakitanga

- Protect the mana of the organisation, our staff, our stakeholders, clients and learners;
- Protect, to guard and take care of the places, resources, those things considered of value and its people, and their wellbeing;
- Guard and take care of our organisational commitments;
- Ensure the revival, retention and maintenance of tikanga practices within the organisation;
- Promote the achievement of wellness and well-being for the staff, clients, learners and the organisation
- Create a clean, safe and healthy environment by promoting a sustainable management and growth of the organisation

Manaakitanga

- Foster the wellbeing and status of our people within the organisation, our stakeholders, clients and learners and in our cultural practices
- Ensure that a course of action or a process set down enhances, maintains or encourages the work, tikanga practices and our people within Skills Active Te Mahi Ako
- Preserve, maintain, enhance and encourage the wellbeing of staff our stakeholders, clients and learners, of those things considered of value, intangible or intangible
- Assist in the improvement and development of the values of Skills Active Mahi Ako

Wairuatanga

- Encourage, maintain and promote a physical, intellectual, social and spiritual identity with each other and our work
- Respect the values of our staff, our stakeholders, clients and learners and of the organisation
- Recognise and acknowledge the value and beliefs of each other and guests within the workplace and all related gathering

Kotahitanga

- Break down secular and non-secular divisions and promote a unified approach to the values and our guiding principles
- Build unity through consultation and collaboration: making decisions together, speaking with one voice, and moving in unison.

Rangatiratanga

- Weave people together, manage our responsibility, and lead by example
- Demonstrate personal integrity in all aspects of our work and tikanga related practices
- Staff determine own actions in the cultural preservation and guardianship of their Tikanga practices that maintain, enhance and encourage wellbeing of those things considered of value within the organisation and to our staff, stakeholders, clients and learners.

The value we bring – our operating principles

- We are owned and empowered by organisations from our sectors. We work with industry and iwi, drawing on a bicultural approach – honouring the lens of tangata whenua, alongside the lens of tangata tiriti.
- We focus on serving our niche sectors and clients with value-for-money, accessible programmes and resources that can be easily integrated into workplace operations. This means tailoring the learning solution to the sector, organisation or ākonga group – whether for highly technical roles or foundation-level programmes.
- We serve as a hub of tailored support for ākonga and clients, connecting them with services and support to complement our qualifications – including educational support, further learning opportunities and other pastoral care services.
- We listen to our clients, and incorporate their specific and often mandated or regulated training requirements, alongside a range of other desired competencies and skills – thereby equipping our clients with the skills for their work and pathways for career development.
- We have longstanding, trust-based relationships in our sectors, and this allows to co-create tight, specific work-based learning packages. These programmes provide clear building blocks and encourage continual improvement and ongoing learning and development. In many cases, the credentials our ākonga gain with the support of their employers and mentors are internationally portable.
- We add value to our clients' existing training systems, by complementing their programmes with our learning and assessment design, delivery, assessment, moderation as well as providing support through mentoring and coaching.
- With our knowledge and understanding of our ākonga and sectors, we see the many areas where they would benefit from further bespoke training options such as micro-credentials, short courses and just-in-time learning – and we're poised to be able to deliver these.
- We provide flexible and tailored work-based learning in real settings across all areas of Aotearoa. This enables us to reach smaller communities and groups and embed whānau- and community-centric learning approaches.
- We are small, agile organisation that can pack a big punch. This means we can meet the needs of our ākonga, clients, sectors, and the vocational education sector faster than larger providers.

Strategic commitments and priorities

1. Skills Active Te Mahi Ako exists to **Weave together work, learning and skills to support learner and workforce success** within te ahumahi ā-rēhia and in line with the expectations of private training establishments set out in the Education Act 2020 and by NZQA.
2. Skills Active Te Mahi Ako will be responsive to the needs of ākonga, organisations, industry, iwi, and communities across te ahumahi ā-rēhia sectors in Aotearoa.
3. To meet the needs of ākonga and organisations throughout Aotearoa, Skills Active Te Mahi Ako will —
 - a. Specialise in the tailored delivery of work-based learning and education programmes for the sectors it serves.
 - b. Specialise in the delivery of ‘grass-roots’ and entry level qualifications which can be embedded in and by organisations within the community and ākonga entering and moving through the workforce.
 - c. Specialise in the development of training packages that provide clear building blocks and encourage ongoing learning and development that meet the needs of learners including seasonal, part-time, volunteer, and other time-sensitive ākonga groups.
 - d. Specialise in the development of programmes for the highly specialised and technically skilled roles within te ahumahi ā-rēhia sectors.
 - e. Reduce duplication in provision by promoting collaboration across its network of work-based provision and the network of private and public vocational education and training provision for te ahumahi ā-rēhia sectors, including -
 - i. Pathways from work-based to higher learning opportunities.
 - ii. Co-design of integrated programmes requiring high-touch work-based learning as well as high-level theory components.
 - iii. Tailoring of generic programme resources to meet specific sector or group needs.
 - f. Grow to offer a mix of education and training, including on-the-job, face-to-face, and distance delivery that is accessible and meets the needs of ākonga, industries, and communities.
 - g. Operate in a manner that ensures its delivery and operations are informed by local, regional and national relationships; and decisions meet the needs of their communities.
 - h. Ensure that international ākonga are supported with Manaakitanga.
 - i. Maintain a high-quality coherent network of service infrastructure that meets sector skills needs.
4. Skills Active Te Mahi Ako will operate in a way that allows it to—
 - a. Empower ākonga, clients and staff to be heard on educational, non-educational, and well-being matters and matters relating to the organisation’s practices and services; and
 - b. Develop strong partnerships with—
 - i. Industry and iwi, including Māori and Pacific employers, smaller employers, and those operating in niche sectors within te ahumahi ā-rēhia.
 - ii. Communities at a local level, including hapū and iwi, and Pacific communities.
 - iii. Educators and providers within the secondary and tertiary sectors.
 - c. Use the insights gained through partnerships to—
 - i. Develop and provide vocational education and training products that meets short-term and long-term skills needs.

- ii. Ensure its work-based learning provision supports smaller employers, volunteer organisations, niche or remote te ahumahi ā-rēhia sectors.
 - iii. Align education and training delivery to support the unique social and economic goals of communities engaged in te ahumahi ā-rēhia.
 - d. Work towards equity for ākonga and staff of different genders, ethnicities, cultures, and abilities to—
 - i. Respond to the needs of and improve outcomes for Māori ākonga, whanau, hapū and iwi, and employers.
 - ii. Meet the needs of all of its ākonga, in particular those who are under-served by the education system, including, but not limited to, Māori, Pacific, disabled ākonga, second chance ākonga, people not in employment, education or training.
 - e. In order to achieve equity for ākonga and underserved groups Skills Active Te Mahi Ako will —
 - i. Ensure that its governance, management, and operations give effect to te Tiriti o Waitangi.
 - ii. Recognise that Māori are key actors in regional social, environmental, and economic development.
 - iii. Demonstrate a commitment to inclusivity and equity through all of aspects of work, recognising and valuing the diversity of all of its ākonga and client groups, and providing the unique types of support different ākonga need to succeed.
 - iv. Promote equitable access to work-based learning opportunities for ākonga and clients.
 - v. Have culturally responsive delivery approaches.
 - f. Work collaboratively with schools, wānanga, and other tertiary education organisations (including workforce development councils) to improve the outcomes of the education system as a whole, including the transition of ākonga into employment.
5. To meet its commitments Skills Active Te Mahi Ako will ensure that —
- a. Educational products are portable and consistent, yet flexible enough to meet sector and local needs.
 - b. The quality of educational products delivered is excellent.
 - c. The range of work-based learning options available to ākonga and clients are appropriately broad to meet needs.
 - d. Future te ahumahi ā-rēhia skill needs are anticipated and quickly responded to.
 - e. Teaching, learning and assessment is supported by best practice.
 - f. Learning pathways provide ākonga with a range of opportunities to progress to higher levels of education and training, into employment and portability within the wider labour market.

Appendix 3



Date: 29/05/2023

Te Mahi Ako

Rachael Broad
Quality Solutions Manager
rachael.broad@temahiako.org.nz

Tēnā koe Rachael

RE: QUALITY ASSURANCE SITE VISIT REPORT

Thank you for facilitating our visit on 12/05/2023 for quality assurance purposes. We valued the information presented; this report provides an overview of our findings.

Te mahi ako attendees:

Attendees (Provider)	Role
Rachael Broad	Quality solutions manager
Sian Clancy	Education general manager
Maren Frerichs	Chief executive officer
Ben Corcoran	Engagement general manager
Emma Lindsay	Quality advisor
Harataki Manihera	Kaihautū

Toi Mai attendees:

Attendees (Toi Mai)	Role
Wayne Schlemmer	Quality assurance manager
Sharleen Hewson	Quality assurance specialist

RESULT:

Considering evidence from the following:

- Moderation results record - 2022
- Survey completed and sent through on the 24 April 2023
- Assurance visit on the 12 May 2023
- Hard copies supplied during the assurance visit
- Additional information emailed through on the 25 May 2023

And having had our decisions peer reviewed we are pleased to inform you that your rating is:

Te mahi ako rating:	2023	Best Practice
---------------------	------	---------------



ASSURANCE STATUS	Rating
BEST PRACTICE	
<ul style="list-style-type: none"> • Excellent overall assurance practice demonstrated across all the agenda items • Organisation has robust imbedded systems and process • Showed solid evidence in the form of documentation • Engaged with Toi Mai in a positive manner 	
<p>OVERALL COMMENTS:</p> <p>It was apparent that Te Mahi Ako quality solutions team enjoy support from the Chief Executive Officer and the senior leadership team, it was also good to hear of the interest and support that the QS function enjoys from the Board. Several times during our conversations, the need to protect your reputation and a desire to do things right was mentioned.</p> <p>We were also assured that where tensions arise between sales and quality, that the needs of the learners, industry and quality assurance would be put first. We thank you for being open to our requests and guidance. Considering that Te Mahi Ako has only been a provider, since the 30/10/2022 (having transitioned from a transitional industry training organisation or TITO) it was remarkable to see the solid processes already in place, which includes a substantial quality management system. The annual moderation plan, where a high volume of assessment samples are moderated, covering most qualifications is excellent. The dedicated staff member who coaches and mentors assessors and addresses poor performance, further enhances quality assurance.</p> <p>Te Mahi Ako's programmes are accessible to Māori, Pacifica and Disabled learners, with almost 23% of learners falling into these categories. Te Mahi Ako have self-evaluated improvements needed in this area e.g. refreshing of the Pacific strategy and more training for staff. The Learning Support Manager provides pastoral care to learners and is further supported by a network of Regional learning advisors.</p>	
DEVELOPING BEST PRACTICE	
<ul style="list-style-type: none"> • Good overall assurance practice demonstrated across most of the agenda items • Organisation has some robust imbedded systems and processes • Showed some solid evidence • There are some gaps, that have been identified by themselves • There is commitment to improve and plan to put things in place • They are already working on some improvements • Engaged with Toi Mai in a positive manner 	
FOCUS	
<ul style="list-style-type: none"> • Poor overall assurance practices demonstrated across most of the agenda • Organisation has very little imbedded systems and processes • Major gaps in evidence shown and were resistant • There is little or no self-awareness of the gaps • There is no clear plan for improvement • Historic poor moderation record (action plans or/and non-compliances) 	

Congratulations! This is a very good result. We have listed below four points to work on over the next year and we look forward to seeing your progress when we meet again in June/July 2024. We also wanted to thank you for the positive manner in which you have worked with us and for being patient while we refine our own processes. This rating is until the next Quality Assurance Site Visit.

* = These ratings may change in the future as we refine our processes.

CRITERIA OBSERVED:

CRITERIA	Rating 1,2,3, N/A
Rating of Evidence Supplied: 1 (Sufficient) 2 (Mostly Sufficient) 3 (Not Sufficient)	
Internal Quality Assurance Processes - Evidence considered applicable: Moderation plan; documented processes for post moderation, pre moderation, observational moderation; QMS management systems, internal and external moderation reports.	1
Comments: Excellent moderation plan, systems, process and policy. Substantial QMS.	
Staff Capabilities - Evidence considered applicable: staff induction processes, staff qualification, professional development, Māori and Pacific language capabilities, learning support educational training.	2
Comments: Assessors are meeting the requirements of our CMR, they receive refresher courses, professional development and their performance is monitored through internal post moderation. However, the use and control of Verifiers is a concern as outlined in the next section.	
Effective Document Control Systems - Evidence considered applicable: Storage of assessments, ākongā progress monitoring and recording systems.	1
Comments: Assessments records are stored on the LMS and CMR. Hard copies could be stored at head office and will be kept for at least 2 years.	
Regulations, Policy and Process Systems - Evidence considered applicable: established guidelines and policies for any relevant benchmarking, RPL RCC or QbyE processes.	2
Comments: There is a benchmarking review plan in place and Te mahi ako wishes to scale back benchmarking where feasible and to tighten up assurance around existing arrangements. Given that there is an outstanding action plan still in place and the high risk of these arrangements we have made this a point to work as outlined in the next section.	
Offsite and/or Workplace Delivery - Evidence considered applicable: training agreements, site induction plan, ākongā handbook, trainer handbook, delivery plan, training and pastoral support, ākongā progress monitoring.	1
Comments: Te mahi ako regional learning advisors offer support to learners in the workplace across the country. There is a dedicated person to provide pastoral care and to monitor learner progress. There is a disability plan in place.	
Capabilities in ensuring equity for ākongā - Evidence considered applicable: Policies and procedures to assist at risk learner groups Māori, Pacifica and Disabilities; pastoral support measures, embedded cultural inclusion with normalisation of te reo Māori and Pacific languages, learning and disability support measures.	2
Comments: Underserved learners have great access to programmes as demonstrated by equity numbers, and there is self-identified areas for development. See section below.	
Effective Programme Evaluation - Evidence considered applicable: programme review documentation, surveys of stakeholders, highly confident EER Category status.	2
Comments: There is a good evaluation process in place, however it's not yet apparent (too soon to tell) how this is informing improvements in the assurance and equity spaces. See section below.	



****Comments for Ratings 2 and 3 are described in the next section**

DEVELOPING BEST PRACTICE - POINTS TO WORK ON

This section covers areas of consideration to strengthen quality assurance processes within your organisation.

Areas requiring development:
<p>1. Staff Capabilities - Control and use of verifiers:</p> <p>We believe that the uncontrolled use of verifiers is a risk factor. Please could you work on the following over the next year:</p> <ul style="list-style-type: none"> Professional development of verifiers should be compulsory A register of all verifiers should be kept Some checks should be conducted to determine the suitability of verifiers (we understand that checking every verifier may not be practical, but would suggest checking work places where the verifier/assessor ratio is high). The flyer (explaining requirements to become a verifier) is good, however as its posted online (with the online course), it would not be seen (or known) to verifiers who do not complete the online course. The requirements should be made known to verifiers, assessors, workplaces etc. We recommend the development of a Verifier handbook (if you don't have one) that outlines the qualifications, experience and other requirements.
<p>2. Regulations, Policy and Process Systems - Benchmarking:</p> <p>As discussed, we believe that BM is another area of risk. Thank you for supplying a copy of the benchmarking review schedule (for May 2023 to June 2024). When we visit next year we would like to see a real focus on how BM has been reviewed:</p> <ul style="list-style-type: none"> Quality assurance measures put in place for BM. Monitoring efforts outside of BM reviews (quicker reaction e.g. visits, moderation when there are key assessing staff changes). Checking of verifiers and assessing staff (do assessing staff have in-depth knowledge of the BM mapping and do they all meet CMR requirements?). Ensuring that what was mapped is happening in practice (if not then evidence of re-mapping). Development of assessment schedules for each BM. Evidence that workplaces have been reminded of their obligations regarding the BM agreements. Successful resolution of outstanding action plan from 2022 (we understand that you are waiting for City Fitness to complete assessments using new documentation put in place).
<p>3. Capabilities in ensuring equity for ākonga - Equity:</p> <p>As mentioned previously, almost a quarter of all your learners are Māori, Pacifica and Disabled peoples. Whilst this is very pleasing to see that these groups have good access to your programmes, it is also a big responsibility. It would be interesting to see developments in this space over the years ahead and to see how these learners are supported. We do understand that this will be a work in progress over several years. You have self-evaluated the following growth areas:</p> <ul style="list-style-type: none"> Work to understand data and then staff training (Māori, Pacifica & Disabled people). Pacifica strategy is old and will be worked on. Big gap in understanding and catering for disabled learners.
<p>1. Effective Programme Evaluation - Evaluation and the use of Data:</p> <p>Your CRM and LMS are providing you with good data. You also have an evaluation process in place for your programmes which is good. Understandably with you being a new provider, you have not yet had the opportunity for this data and the evaluations to inform improvements to your programmes and quality assurance systems. It would be great to see in a years' time how the use of data/evaluation has informed changes and improvements.</p>

FUTURE STEPS

This section outlines the future steps:

Steps:	
Quality assurance visit and post moderation will be deferred for one year. Pre-moderation still needs to be submitted where new assessments are designed.	<input type="checkbox"/>
Organisation can provide further evidence as outlined within 6 months and be considered for a deferment of post moderation and quality assurance visit for following year. Pre-moderation must still be submitted where new assessments are designed.	<input type="checkbox"/>
Post moderation submission will continue as normal next year. Pre-moderation must still be submitted where new assessments are designed.	<input type="checkbox"/>
A quality assurance visit will be conducted next year (2024). Actions as outlined above should be demonstrating improvement. Pre moderation must still be submitted where new assessments are designed.	<input checked="" type="checkbox"/>

We have valued the opportunity to meet with your team.

We would value any feedback on how you found this process.

If there are any aspects of this report that you would like to discuss further please do not hesitate to contact us.

Ngā mihi



Wayne Schlemmer
Te Ringa Kounga | Quality Assurance Manager
Toi Mai Workforce Development Council
Telephone: 022 021 1552
Email: wayne.schlemmer@toimai.nz

Appendix 4

8 May 2023

MoE Number: 7018

Dr Sian Clancy
General Manager Education
Skills Active Te Mahi Ako Limited Trading as: Te Mahi Ako
14 Sages Lane
Te Aro
Wellington 6011

Tēnā koe Sian

Validation Visit – Complete

NZQA Reference: C56252

In April 2023 NZQA conducted a virtual validation visit of Skills Active Te Mahi Ako Limited Trading as: Te Mahi Ako (hereafter Te Mahi Ako).

Te Mahi Ako has provided sufficient evidence to NZQA to indicate that it is meeting requirements to maintain registration and the validation of the registration decision is confirmed.

NZQA does not require anything further from Te Mahi Ako in respect of the validation visit.

You will be advised separately in due course of the scheduled date for your first external evaluation and review (EER).

Should you have any questions about this letter, please contact Said Zohairy phone (04) 463 4275 or email Said.Zohairy@nzqa.govt.nz

Nāku noa, nā



Jon Smith
Manager
Approvals and Accreditation
Quality Assurance Division

cc eer@nzqa.govt.nz
cc Paul.stone@nzqa.govt.nz

Appendix 5

Skills Active Shareholder Share Allocation

As at 29 June 2023

Sector	Formal Name of Organisation	Number of Shares
Community Recreation	New Zealand Recreation Association Incorporated	33
	Water Safety New Zealand Incorporated	33
	National Council of YMCAs of New Zealand Incorporated	34
Fitness	Exercise Association of New Zealand	100
Ngā Mahi a te Rēhia	Aotearoa Māori Providers of Training Education and Employment (AMPTEE)	67
	Aotearoa Māori Tennis Association Incorporated	67
	Handball New Zealand	67
	Hauraki Māori Trust Board	67
	Te Tohu Taakaro o Aotearoa Charitable Trust - National Māori Sports Awards	67
	New Zealand Māori Rugby Board	67
	Te Arawa Lakes Trust	66
	Te Roopu o te Pātaka	66
	Whakaruruhau Ngā Mahi ā Te Rēhia	66
Outdoor Recreation	Christian Camping New Zealand Incorporated	20
	Education Outdoors New Zealand Incorporated	20
	New Zealand Mountain Safety Council Incorporated	20
	New Zealand Outdoor Instructors Association Incorporated	20
	Sir Edmund Hillary Outdoors Education Trust	20
Snow Sports	New Zealand Snowsport Instructors Alliance Incorporated	33
	NZ Snow Industries Federation Incorporated	34
	Ski Areas Association (New Zealand) Incorporated	33
Sport	Sport and Exercise Science New Zealand Incorporated	100
Performing Arts	Entertainment Venues Association of New Zealand (EVANZ)	33
	Dance Aotearoa New Zealand Limited	34
	Entertainment Technology New Zealand	33

Total Shares

1200

* Shareholder in default (a shareholder that has not attended or been represented at a Skills Active AGM for two consecutive years)

Appendix 6

Overview Paper

Approved by SMT, 21.02.23

1. Executive Summary

- a. TMA, as a TEO, supports approximately 5000 learners through qualification pathways each year. In order to receive government funding, TEOs must comply with both the new Unified Funding Scheme and the Pastoral Care Code. TMA has developed a new approach called the Learner Engagement Plan (LEP) 2023, which classifies learners based on their program type, and program progress, and identified additional support needs, into different groups. The plan aims to ensure that all learners receive support and engagement proportional to their needs to ensure they are all set up for success. TMA has also allocated additional capacity for supporting Māori, Pacific, "learners with low prior achievement," and disabled learners.
- b. The plan includes generating quarterly reports to proactively plan out the required engagements and, if required, re-allocate capacity to ensure each staff member has a manageable workload and the learners receive the engagement they deserve. The proportional style of learner engagement will ensure that the primary effort of the engagement team will be directed toward learners who require additional support and intervention.
- c. This will build on the intensive support and pastoral care engagement received at the beginning of their enrolment with TMA and throughout their first quarter.
- d. Once a learner enters their second quarterly period of enrolment, they will be classified into one of five different groups based on their program type, program progress, and identified additional support needs. These groups will receive pastoral care and engagement proportional to their needs and the organization's capacity to provide support.
- e. A points allocation system will be used to determine which group a learner is placed in. The points allocation will be based on various factors such as program progress, assessment results, learner component funding eligibility, and TMA cases and support plans. The detailed table for the points allocation system is provided at the end of this document.
- f. At the start of every quarter, a report will be generated for each Regional Learning Advisor (RLA) that will show how many learners are classified in each engagement criteria. This will allow RLAs to proactively plan out the required engagements for the quarter, troubleshoot for areas of overload or extra capacity, and cater for seasonal surges such as the ski season.
- g. Workload will be measured based on the work required, rather than learner numbers or STM/EFTL count. Some regions with a larger number of both also have larger well supporting workplaces with learners that require less support.
- h. Management will also review the engagements and case management performance from the previous quarter and provide additional support and oversight where required.
- i. The proportional style of learner engagement will ensure that the primary effort of the engagement team will be directed toward learners who require the most support. The plan will help TMA to comply with the Unified Funding Scheme and the Pastoral Care Code for Work-Based Programs, and support successful outcomes for all learners.

2. CONTEXT

- a. TEOs must comply with both the Unified Funding System and the Pastoral Care Code for Work-Based Programs in order to receive government funding for their programmes.
- b. Under the Unified Funding Scheme, TEOs are required to have systems and processes in place for learner engagement, which include:
 - i. Encouraging learners to participate in their own learning, by providing regular feedback and opportunities for reflection on their progress and goals.
 - ii. Promoting student support services, such as academic advising, tutoring, and support for learners with additional needs.
 - iii. Ensuring that learners are aware of and understand their rights and responsibilities as students, and have access to relevant information and resources.
- c. The Pastoral Care Code sets out the minimum standards for pastoral care that TEOs must provide to learners in work-based programs. This includes:
 - i. Providing clear and accurate information about the program and its requirements to potential learners.
 - ii. Ensuring that learners are aware of the support services available to them and how to access these services.
 - iii. Providing a safe and supportive learning environment, including appropriate health and safety measures.
 - iv. Promoting the welfare and well-being of learners, including providing support for learners who are at risk of harm, or who have additional needs.
 - v. Ensuring that learners have access to appropriate support for their learning and are able to participate fully in their program.
- d. TMA supports approximately 5000 learners through qualification pathways each year. Each of these learners require varying engagement and pastoral care to support successful outcomes.
- e. As of 8 February 2023, TMA has 3275 active and on-hold learners. These learners are spread across the country between 11 Regional Learning Advisors (RLA). Each RLA has between 104 and 322 (an approx. average of 250) learners within their portfolio ([Enrolment by industry dashboard](#)). The spread of active enrolments at any one time is somewhat seasonal with some industries, such as ski, heavily impacting learner numbers in a specific region at a specific season. On average TMA will have between 3 and 4 thousand learners on its books within a given 12-week period.
- f. The previous approach of engagement was somewhat transactional and meant RLA are spending a lot of time supporting and engaging with learners who do not require (or even want) the level of support provided, while others do not receive the additional support they could be receiving for better outcomes.
- g. Under the UFS, and our approved learner success plan, our organisational performance is now measured on a learner outcomes approach rather than a standardised engagement approach.
- h. With the end of the Targeted Training and Apprenticeships Fund and Fees Fee being reintroduced, there is a need to seek new learner and client engagement opportunities. New enrolment numbers are inconsistent and there is currently little designated capacity available to target new workplaces or provide

client engagement appropriately. Additionally, RLA job role have, over time, become more administration heavy.

- i. The UFS [Learner Component](#) funds additional support for Māori, Pasific, “learners with low prior achievement”, and disabled learners (including neurodiverse). The Additional funding also comes with performance requirements around additional support - applicable to all TEO from 2024 onwards.
- j. The PCC requires TMA to support greater learner participation and engagement (outcome 3), and have processes and channels to seek learner voice (outcome 2):
 - i. https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA_Pastoral-Care-Code-of-Practice_English.pdf
- k. Significant “at risk” learners exist who are [over duration](#), including due to covid restrictions and (anecdotally) new staffing pressures, and require enhanced support and mentoring to complete.

3. Concept - LEP 2023 in detail

- a. Learners will receive intensive support and pastoral care engagement at the beginning of their enrolment with TMA. This will include pre-enrolment advice, enrolment information and support, Wellbeing and Support team screening of enrolment information, organisation orientation, programme induction, and assessment briefing by the assessor. As such, the learners are deemed to be proactively engaged and supported through this initial phase of enrolment.
- b. Once a learner enters their second quarterly period of enrolment, the LEP intends to classify each learner based on their programme type, programme progress, and identified additional support needs, into 5 different groups that will receive pastoral care and engagement proportional to their needs and the organisations capacity. The intended outcome is that all learners receive the support and engagement they require to set them up to succeed.
- c. Classification will be based on a points allocation generated through an increasing scale from well progressing/achieving through to requiring enhanced support and intervention. Additionally, a point/s will be added based on identifying as a specific learner group ([learner component funding](#)) and/or TMA cases and support plans. See appendix A for the detailed table.
- d. At the start of every quarter, a report will be generated for each RLA that will show how many of their learners are classified in each engagement criteria. This will allow them to pro-actively plan out the required engagements for the quarter. They will also be able to troubleshoot for areas of overload or extra capacity that can be reallocated to ensure each staff member has a manageable workload. This will also cater for seasonal surges such as ski.
- e. Workload will be measured on work required rather than learner numbers or STM/EFTL count. Some regions with a larger number of both have larger well supporting workplaces with learners that require less support.
- f. Management will also be able to review the engagements and case management performance from the previous quarter and provide additional support and oversight where required.
- g. The proportional style of learner engagement will ensure that the primary effort of the engagement team will be directed to those who need it the most.
- h. The classification of learners based on programme progress status will also allow for a proactive approach to managing “active”, “on-hold”, and withdrawal status to ensure accurate funding and performance metrics are generated without the need for reactive adjustments during wash-ups (“burns”).

- i. Classification will also be allocated by programme type. Verified and Aligned (benchmarked) will be reactive pastoral care only given the nature of the programme delivery and the expectations around pastoral care being proportional to the learner component of funding (in this case nil). Additionally, short-duration programmes or employments (Lifeguards, Snowsports, etc) will be captured within the system but will not be reflected in the workload planning. This is because their pastoral care engagement will be covered in the orientation and inductions phases of their enrolment and they will be mostly completed by the time the engagement planning process captures them in their second quarter of enrolment. If completion is not achieved within the duration, engagement will need to increase. See appendix B for a more detailed breakdown. Future Provider, Extramural, and Pathway to employment programmes will need bespoke evaluation based on additional facilitation, workshops, and in person learning also proving engagement touchpoints, but are expected to require less RLA engagement rather than more.

4. Considerations

- a. The LEP is specifically focussed on the mahi requirements and expectations of the SATMA Regional Learner Advisors, however, knowledge of this process and the associated data reports created will be of value to other roles and processes within the organisation.
- b. Any change of this nature to how we engage and support our learners will need to be presented to TEC for endorsement.
- c. As we progress with the implementation of Individual Learning and Assessment Plans required by the UFS and PCC, we will be able more accurately track programme progress without credit reporting. This will also future proof the system to changes to all or specific programmes away from measuring achievement based on standards to GOP if and when needed.
- d. By tracking learner enrolment progress and status in these criteria, as well as being able to provide RLAs with a breakdown of their learner stats, we will be able to provide an accurate breakdown of enrolments and progress by industry and programme for NLA and PM, as well as a breakdown of enrolments and achievement by learner and support group for the LS team. All of this data will feed into the various evaluation requirements on a quarterly basis too.
- e. Automation of some engagement and data recording (auto logging of emails into Kairangi) will also create a greater capacity for case management, client visits, or enrolment initiatives:
 - i. Auto logging of emails into Kairangi. Skills Active had a similar function several years ago. This tool automatically saved emails to the correct contact, enrolment, company, etc. within Kairangi. As we require evidence, we are in contact with our learners for the EER, etc. the reinstatement of a tool like this would also save a considerable amount of time for the RLAs and other teams connecting with learners and clients across the organisation.
 - ii. Text function. The learners that fall in the “good to go” category of engagement will be serviced on a reactive basis where they self-identify as requiring support. Implementation of a text function will reduce the volume of administration as this could be done centrally. It has been identified that text messages have a 98 percent open rate and a response rate double that of email, phone or other media - <https://www.jmir.org/2019/12/e16630/#ref10>
- f. Style of work and staff retention. The type of person who makes a great RLA is a relationship builder and a people person. Someone who connects well with others and is generally passionate about their achievements. To ensure we attract and retain these people we need to emphasis the aspect of the job they prefer and minimise the aspects that they will find a chore. Minimising any transactional and

administrative aspects of the role while emphasising the people engagement and development aspects will maximise staff satisfaction and performance.

- g. Future development can incorporate workplaces and key client groups to ensure that relationship and enrolment initiatives are trackable and measurable.
- h. The work of the NLA and the management of the stakeholder engagement plan could also be incorporated into this model too.

5. CONCLUSION

- a. In conclusion, the purpose of this paper is to outline the challenges and requirements for effective pastoral care engagement for TMA learners. The current systems and processes are not meeting the needs of all learners or comply completely with the Unified Funding System and Pastoral Care Code. It needs to evolve to provide appropriate support and engagement to all our learners. To ensure TMA continues to receive the full allocation of government funding it is entitled to, which requires providing regular feedback, promoting student support services, ensuring learner awareness of their rights, providing a safe and supportive environment, and promoting learner welfare, the proposed LEP should be adopted.

Appendices

Appendix A

Support Required + Progress Status = Pastoral Care Engagement type						
Support Required		Progress Status			Pastoral Care	
criteria	points allocated	Criteria	points allocated	Engagement type	Points required	
Identifies as Maori/ Pacifica on enrolment	1	Enrolled within quarter. Given 0 points as this learner will be covered by induction	0	Text/ email -reactive response	1	
Identifies as having additional learning needs on enrolment	1	Credit reporting in quarter	1	text + email - requires response	2	
Low prior achievement on enrolment. Low prior achievement is defined as not holding a NZQF Level 3 qualification (TEC learner component)	1	No credit reporting but progress within quarter. Progress is measured by task submission in moodle	2	Phone call	3	
Wellbeing Case. Identified by an open wellbeing case	1	No progress in quarter from either CR or task submission	3	Teams hui	4	
Contract assessor	1	No progress in 2 quarters or > from either CR or task submission = OH?	4	F2F	5	
volunteer/contractor	1	Learner has been on hold for 2 quarters or > = WD?	5	Enhanced/mentored	6+	
first learner at a workplace (new client).	1					
overduration	1					

Appendix B

		Programme Type			
		Benchmarked	Work-based	Future... Provider	
Programme Duration	< 3 months				
	> 3 months				
	6 months				*
	9 months				*
	12 months				

Key:

- Reactive
- Proactive
- Enhanced

NZA's 12 month check in review of Training Plan in line with investment plan

* Change when learner over duration

Appendix 7

Appendix 7: Initiatives used to capture learner voice

The following list identifies some of the key initiatives used by Te Mahi Ako to capture learner voice. It should be noted that this list is not exhaustive and additional methods of data capture can be expected as informed by continuous improvements in our evaluation programme.

- Qualitative items in Consistency Review and Graduate Destination surveys
- Learner needs and support service awareness items in ākonga phone interviews (as part of Learner Engagement Plan)
- Learner voice items in Customer Service, Customer Satisfaction and Baseline surveys
- Focus groups, surveys and interviews based on emerging data from Annual Programme Reviews
- Regular monitoring of programme and learner outcomes via Kairangi
- Post moderation data capture through learner and Assessor commentary
- Evaluative feedback provided by learners and assessors for programme resource materials
- Ongoing integration of evaluation measures into naturally occurring touch points of the Learner Journey including through (but not limited to) Regional Learning Advisors, Pastoral Care interactions
- Development of Learner Voice focus groups (from Q3 2024) to monitor progress toward achieving milestones within Māori, Pasifika, and Disability Action Plans.

Appendix 8

Appendix 8: Learning Material and Facilitation Components

Learning materials and structured teaching sessions will be developed to address the variability that exists in the workplace with respect to the breadth and depth of experiences a learner needs to meet the outcomes of the programme. These will take a variety of forms to suit the needs of the learner and the requirements of the programme. Since our learners are distributed nationwide and are studying asynchronously, it is anticipated that distance learning methodologies rather than face to face tuition will be the primary method of instruction. This does not, however, exclude the possibility of 'off job' workshops, talanoa sessions or noho marae being included in our provision.

Examples of learning material and facilitation components to be developed include:

- Live and recorded webinars for a) learners and b) workplace mentors
- Live, online question and answer sessions with subject matter experts
- Literacy activities embedded within introductory components of learning
- Videos that link learning with practice and better meet the needs of visual learners
- Learning material developed in Articulate and H5P which is then hosted in Moodle™, our online learning platform
- Activities that prompt real time feedback and constructive conversation with workplace mentors
- Guided observations of learning in practice by subject matter experts
- Activities that provide a structured approach to the scaffolding of sequential learning
- Self-reflection and self-assessment activities
- Embedded links to repositories of learning support materials
- Online group discussion via learning communities for example
- Guidance and support for workplace coaches/mentors to enhance learner success
- Other actions, support materials, and interventions as evidence suggests will be of benefit for ākongā.

Financial Forecasts

Skills Active Te Mahi Ako Ltd

Profit and Loss Projections

	2023 Forecast Full Year	2024 Forecast Full Year	2025 Forecast Full Year	2026 Forecast Full Year
<u>Revenue</u>				
TEC Core Funding	8,177,215	8,496,953	8,573,954	8,758,447
Provision for clawback	- 335,203			
Apprenticeship Funding (TTAF)	379,268	-	-	-
<u>Equity Funding</u>				
Apprentice enrolment fees				
Enrolment Fees	352,701	400,000	450,000	500,000
Grant received	600,000	-	-	-
Other Revenue	56,141	60,000	60,000	60,000
Total Revenue	9,230,122	8,956,953	9,083,954	9,318,447
<u>Less Cost of Sales</u>				
TTAF Fees	79,235	-	-	-
Apprenticeship costs	-	-	-	-
Other Trainee costs	345,050	388,000	436,500	485,000
Other COS	119,893	119,893	119,893	119,893
Total Cost of Sales	544,178	507,893	556,393	604,893
Gross Margin	8,685,944	8,449,060	8,527,561	8,713,554
<u>Operating Expenses</u>				
Personnel costs	3,765,517	4,196,534	4,196,534	4,196,534
Advertising	7,200	7,200	7,200	7,200
Audit fee	15,000	15,000	15,000	15,000
Contracted Support	280,000	350,000	350,000	350,000
Directors fees	81,250	81,250	81,250	81,250
Hospitality & Client Servicing	31,224	31,224	31,224	31,224
IT Costs	77,014	77,014	77,014	77,014
Professional & Legal fees	50,000	50,000	50,000	50,000
Motor vehicle running costs	40,000	40,000	40,000	40,000
Premises	14,323	50,000	50,000	50,000
Travel	83,723	115,000	115,000	115,000
Admin	26,802	26,802	26,802	26,802
Shared Services costs	2,599,764	2,599,764	2,599,764	2,599,764
Depreciation expense	10,833	8,359	6,687	5,350
Total Operating Expenses	7,082,650	7,648,147	7,646,475	7,645,138
Net Operating Profit/Loss	1,603,294	800,913	881,086	1,068,417
<u>Add</u>				
Interest Income	55,276	130,117	174,218	222,320
Total Interest	55,276	130,117	174,218	222,320
Net Profit/Loss	1,658,570	931,030	1,055,304	1,290,737

Disability Action Plan 2023



TE MAHI AKO

Disability Action Plan

Mauri oho, Mauri tū, Mauri ora | Strengthen, Step-up, Flourish

Introduction

We're working towards a future where every person and organisation in te ahumahi ā-rēhia has the opportunity to unlock their potential and gain the skills and knowledge they need to realise the ambitions they have for themselves, their whānau, their customers and communities.

Our vision is that: Everyone in our sectors is empowered with the skills to thrive.

Our organisation has a commitment to being inclusive of disabled people and creating equitable outcomes for people to achieve their goals and aspirations as staff, learners and workforce contributors.

Disabled people make up a significant proportion of our community. Disability is a part of the human experience. According to the World Report on Disability almost everyone will experience a temporary or permanent disability at some point in life. In New Zealand 24 percent or more than one million adults identify as disabled.

People with impairments are disabled if society does not provide an environment that takes their impairments adequately into account. Consequently, they experience barriers that prevent their participation in society.¹

As an organisation we are committed to planning for actions to support work-based learning environments that are inclusive and unlock the potential of disabled people of all ages.

We refer to the New Zealand Disability Strategy definition of disability:

"Disability is something that happens when people with impairments face barriers in society; it is society that disables us, not our impairments, this is the thing all disabled people have in common. It is something that happens when the world we live in has been designed by people who assume that everyone is the same."²

Our definition is inclusive of, but not limited to the following domains of functioning:

1. seeing, even when wearing glasses or contact lenses
2. hearing, even when using a hearing aid
3. walking, climbing, bending, lifting, grasping
4. learning, concentrating or remembering
5. self-care (such as washing or dressing)
6. communicating, mixing with others or socialising.³

The Washington Group Short Set of Questions on Disability, which these domains align to, has been designed to identify individuals who are at greater risk than the general population of experiencing restricted social participation because of difficulties undertaking basic activities.

¹ See www.odi.govt.nz/guidance-and-resources-for-policymakers/ for further information

² <https://www.odi.govt.nz/nz-disability-strategy/about-the-strategy/new-zealand-disability-strategy-2016-2026/the-new-disability-strategy-down-load-in-a-range-of-accessible-formats/>

³ <https://www.odi.govt.nz/guidance-and-resources/an-explanation-of-the-washington-group-short-set-of-questions-on-disability/>

Our commitments

While progress is being made by many education organisations to increase access for disabled people many physical, financial, and attitudinal barriers to accessibility and inclusivity for them and their carers persist.

It is important that Te Mahi Ako contributes to making Aotearoa New Zealand a place where disabled people have the same chance as anyone else to participate and succeed within vocational education.

Our Disability Action Plan reflects our response to the Tertiary Education Commission's (TEC) commitment to improve outcomes for disabled people. It takes into consideration the requirements of the following legislation and guidelines: Human Rights Act 1993; Te Tiriti o Waitangi; New Zealand Government Disability Action Plan 2019–2023; the Education and Training Act 2020; the United Nations (UN) Convention on the Rights of Persons with Disabilities 2008; the Crown Entities Act 2004; Employment Relations Act 2000 and Government Accessibility Standards (1.1).

Te Mahi Ako's Disability Action Plan is purposely aligned with and informed by the Kia Ōreti Toolkit and the Tertiary Education Commission's DAP Guidance.

Our commitments are to:

1. Ensure an inclusive approach to strategy, policy, marketing and communications, and resource development within Te Mahi Ako.
2. Positively contribute to policies and programmes that support disabled people in te ahumahi ā-rēhia to be actively engaged in the workforce and work-based learning.
3. Highlight gaps, identify potential partners and create clear learner journeys for disabled learners.
4. Leverage existing cross-government (local and national) relationships to promote the value of participation and learning pathways within te ahumahi ā-rēhia.
5. Understand and articulate the roles and responsibilities of different agencies working across disability, and with disabled people including workplaces and education organisations.
6. Gather and share insights, data and case studies to inform better decision making.
7. Appoint an organisational champion to lead the delivery of the Disability Action Plan.
8. Invest in partnerships, funds and programmes supporting disabled learners.
9. Provide training to support the development of a skilled and confident workforce that enables play, active recreation and sport for disabled people.
10. Collaborate with te ahumahi ā-rēhia partners to reach and engage less active disabled people in quality experiences as learners.

Our outcomes

We have adapted the SportNZ outcomes framework and commitments for disabled people to set out the long-term outcomes that will guide our organisational behaviour change.

ALIGNMENT TO NZ DISABILITY STRATEGY OUTCOMES			
EMPLOYMENT AND ECONOMIC SECURITY Disabled people have security in their economic situation and can achieve their potential	LEADERSHIP Disabled people have great opportunities, and are supported, to demonstrate their leadership	ACCESSIBILITY Disabled people access places, services, and information with ease and dignity	EDUCATION Disabled people get an excellent education and achieve their potential

TE MAHI AKO LONG-TERM OUTCOMES	
INCLUSION AND ENGAGEMENT Improved access to, and engagement with, educational services and representation of learners that identify as disabled people	EXPERIENCE AND SUPPORT Improved experience and support for disabled people throughout the learning journey
CULTURAL VITALITY Increased variety of culturally distinctive pathways in learning for tangata whenua and all Kiwis	
SYSTEM Improved system that is capable, inclusive, trusted and reflects Te Tiriti o Waitangi	

TE MAHI AKO INTERMEDIATE-TERM OUTCOMES				
INDIVIDUAL FACTORS Improved: confidence and competence to participate in learning	PERSONAL RELATIONSHIPS Improved: support for disabled people to participate in learning by those around them	SOCIAL AND CULTURAL NORMS Improved: organisational knowledge and skills to provide for inclusive education organisational inclusive attitudes towards disabled people provision of quality opportunities to engage in education for disabled people	LEARNING ENVIRONMENT Improved: learning environments that enable disabled people to fully participate	POLICY Improved: coordination across the organisation and with assessors and workplaces providing for disabled learners leadership and advocacy to support disabled people to engage in the workforce and education

⁴<https://sportnz.org.nz/media/1526/sport-nz-disability-plan-2019.pdf>

Our plan

Part 1 of this Disability Action Plan covers actions during late 2022 and early 2023 during the transition of Skills Active Aotearoa as a Transitional ITO to Te Mahi Ako in October, when the new entity will take on the responsibility for the provision of qualifications and the support of ākonga in the workplace.

Part 2 of the plan shows how the Te Mahi Ako Disability Plan will continue to evolve across the following Focus Areas:

- Leadership and management
- Access, participation and success
- Culture and capability
- Collaboration.

Actions identified in each of these focus areas are indicative since it will be for the Disability Action Plan project team in consultation with the Disability Reference group to develop a revised DAP for approval by the Te Mahi Ako Board and Senior Leadership Team.

Part 1. Immediate And Short-Term Actions (2022 and 2023)

Actions	Performance measure	Due date	Responsibility
1.1 Establish a Disability Action Plan project team led by a member of the Senior Management Team	Membership confirmed, TOR established	October 2022	CEO
1.2 Establish a disability reference group that includes staff, ākonga and employer representation	Membership confirmed, TOR established	December 2022	GM Engagement
1.3 Current state and problem identification (ākonga achievement) – analyse existing enrolment and achievement data for Te Mahi Ako ākonga and qualifications; engage with current disabled ākonga to identify barriers and enablers	Identification of: <ul style="list-style-type: none"> a) the distribution of current ākonga who have identified as having a disability across the SATMA portfolio b) the range of disabilities declared c) an assessment of their achievement relative to other ākonga groups and d) evaluation information from ākonga discussions. 	April 2023	Chair of project team
1.4. Current state and problem identification (staff capability and staff with disability)	Knowledge of the needs of staff with disability and the effectiveness of the support available to them. Understanding of the level of knowledge and confidence of existing ākonga-facing staff with respect to working with learners who identify as disabled.	June 2023	CEO GM Operations

1.5 Build a resource toolkit and strengthen relationships with external agencies.	A digital library of resources for staff and ākonga is developed plus a directory of key stakeholders in national and regional government and non-government agencies that specialise in disability.	July 2023	Manager Learner Support
1.6 Priority actions 2023 onwards	Workshop with Board and Senior management to confirm priority actions for 2023–2025	June 2023	CEO and Chair of SATMA Board

Part 2 Focus Areas (2023 – 2027)

A. Leadership and management

Actions	Performance measure	Due date	Responsibility
A.1 An organisation-wide commitment to accessibility and inclusion. Policies, strategies, and practices to support diversity and inclusion of ākonga and staff with disability	Annual review of the Disability Action Plan by senior management team and Board Endorsement of priorities for the year ahead	Ongoing	CEO
A.2. Evidence (data) based practice and decisions. Quantitative and qualitative data informs decisions and resource allocation to support staff and ākonga with disability ⁵	Data collection tools and dashboards available to staff and other stakeholders Ākonga and stakeholder engagement and evaluation surveys incorporate questions relating to inclusion and accessibility	Ongoing	GM Engagement
A.3. Active participation in tertiary education and industry forums on disability	Sector recognition of commitment to supporting ākonga and staff with disability	Ongoing	Manager Learner Support Manager People and Capability
A.4. Organisational commitment to disability clearly communicated	A communication strategy and plan will be developed to ensure that internal and external stakeholders are informed of our commitment to inclusion, and to recognise and celebrate ākonga and staff with disability	Ongoing	Manager Marketing and Comms

⁵As per the Washington Group Short Set of Questions on Disability

B. Access, participation and success

Actions	Performance measure	Due date	Responsibility
B.1 Provide information, advice and scholarships to support the recruitment of prospective learners with disabilities to Te Mahi Ako and their engagement with Te Mahi Ako learner support services	Increase in the number and proportion of learners who register as having a disability as per the Washington Group Short Set tool	Ongoing	Manager Learner Support
B.2 Ensure that Te Mahi Ako academic and staff policies and procedures are reviewed to ensure currency and to remove barriers to access and participation	Te Mahi Ako is recognised as an inclusive employer and commitment to supporting staff and learners with disability is embedded in day-to-day operations	Ongoing	Manager Learner Support People and Culture Advisor
B.3 Work through our employer networks to attract and retain disabled learners and assessors	Te Mahi Ako's commitment to supporting ākonga and staff is visibly promoted and understood	Ongoing	GM Engagement
B.4 Learners receive individualised, quality, timely internal and external support and services (including adaptive technology, paid support, voluntary support, and assessment support)	Percentage of learners who are satisfied with the overall performance of Te Mahi Ako learner support services	Ongoing	Manager Learner Support
B.5 Conduct an organisation-wide accessibility audit of our built environment to identify and prioritise access and participation developments	Where practical and possible all furniture, work and learning spaces are accessible for staff, visitors and ākonga with disability	Ongoing	GM Operations
B.6 Conduct an organisation-wide accessibility audit of our digital environment to identify and prioritise access and participation developments	All online systems and ICT are accessible and useable for ākonga and staff with a disability	Ongoing	Manager IT Manager Education Development
B.7 Conduct an organisation-wide accessibility audit of all learning and assessment resources to identify and prioritise access and participation developments	Solutions for ākonga with disability are sought on an individual basis	Ongoing	GM Education

C. Culture and capability

Primary actions	Performance measure	Due date	Responsibility
C.1 Source and deliver targeted training for ākongā and staff to support an environment that is inclusive of people with disabilities	The capacity, capability and confidence of SATMA staff to meet the needs of ākongā and colleagues with a disability in increased	Ongoing	Manager Learner Support People and Culture Advisor
C.2 Foster and recognise the achievements of staff and ākongā with disabilities	Role models are identified; a culture of respect is created	Ongoing	Manager Marketing and Communications
C3 Increase awareness and visibility of inclusive practice and services across the organisation, with our employer/community networks	Te Mahi Ako is recognised as a positive contributor to equity and diversity	Ongoing	CEO
C4. Promote a safe and respectful community for ākongā and staff with disability	Increased utilisation of services by ākongā and staff. Increased positive feedback through ākongā surveys and staff engagement surveys	Ongoing	CEO Manager Learner Support

D. Collaboration

Primary actions	Performance measure	Due date	Responsibility
D.1 Work with our employer network to create a culture of respect that encourages ākongā to disclose their disability status	Increase rates of disclosure and utilisation of services. Improved outcomes for ākongā	Ongoing	GM Engagement
D.2 Work with industry peak bodies and advocacy groups to continue to build awareness and acceptability of disability in the industries we work with	Te Mahi Ako is recognised as a positive contributor to equity and diversity	Ongoing	GM Engagement
D.3 Strengthen relationships with government and non-government agencies specialising in disability in New Zealand	Te Mahi Ako's practices are informed by research and sector best practice	Ongoing	GM Engagement
D.4 Proactively seek opportunities to collaborate with other tertiary providers in NZ and elsewhere to improve outcomes for ākongā with disability within Te Mahi Ako	Te Mahi Ako's resources, practices and training are informed by research and sector best practice	Ongoing	GM Education