



TE MAHI AKO

Te Mahi Ako and the Education
(Pastoral Care of Tertiary and
International Learners) Code of
Practice 2024

Self-review assessment

Summary

Te Mahi Ako's commitment to fostering ākonga | learner wellbeing and safety is evident across multiple outcomes, showcasing a blend of effective implementation and areas primed for growth. This report provides a detailed performance summary of key outcomes related to ākonga wellbeing, engagement, and safety, focusing on their progress and highlighting the strategic initiatives undertaken.

Outcome 1: Learner wellbeing and safety system

This outcome emphasises the establishment of a robust learner wellbeing and safety system, with notable achievements in engaging stakeholders through surveys and focus groups. However, opportunities exist to enhance feedback collection and communication processes.

Outcome 2: Learner voice

The emphasis on integrating ākonga voices reveals early stages of implementation, signifying a foundational approach while calling for further strategies to amplify diverse perspectives within Te Mahi Ako.

Outcomes 3 and 4: Safe, inclusive, supportive, and accessible physical and digital learning environments and learners are safe and well

This explores the creation of safe, inclusive, and supportive learning environments, both physically and digitally. While progress has been made in workplace-based safety, further development is necessary to align digital learning spaces with best practices is still required.

Outcomes 5–7

Not required for Te Mahi Ako.

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

Te Mahi Ako has implemented systems to address the unique wellbeing and safety needs of international ākonga, known as non-domestic ākonga as Te Mahi Ako only enrolls ākonga that are on working holiday visas or ākonga who are able to work on student visas.

Outcome 9

Not applicable to Te mahi Ako.

Outcome 10: Enrolment, contracts, insurance, and visa

Te Mahi Ako has well-implemented practices for offering enrolment, managing contracts, and ensuring international ākonga are informed about their educational outcomes and visa requirements.

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

Te Mahi Ako has developed systems for providing orientation and advice to international ākonga.

Outcome 12: Safety and appropriate supervision of international tertiary learners

This is not applicable to the support of non-domestic ākonga already in New Zealand.

Analysis

The following comprehensive overview underscores the commitment of Te Mahi Ako to ensuring all ākonga feel safe, valued, and engaged in their learning journey, while also identifying pathways for ongoing improvement.

Outcome 1: Learner wellbeing and safety system

Performance summary:

The Te Mahi Ako approach to ākonga wellbeing and safety demonstrates significant progress. Implementation is largely effective, but some areas require further development.

Key areas of implementation:

- **Strategic goals and plans:** Implemented. Learner and stakeholder engagement is in place through surveys, focus groups, and conversations
- **Self-review practices:** Implemented. Quarterly reviews of wellbeing and safety practices are conducted, with the introduction of tools such as individual learning and assessment plans (ILAPs) to improve ākonga reviews and induction processes
- **Publication requirements:** Implemented. Quarterly self-review reports are published, ensuring transparency with stakeholders
- **Responsive systems:** Implemented. Systems for identifying concerns and providing support are effective, with regular staff training
- **Emergency response and critical incidents:** Implemented. Emergency procedures are effectively managed through a safety management system (SMS) governing responses to incidents, with regular reviews integrated into an annual activity plan overseen by the organisation. Governance receives reports on incidents, ongoing activities, and any updates to the SMS as managed by the organisation's health, safety and hauora team. Since 2022, there has been only one critical incident noted: the response to Cyclone Gabrielle, during which SMS processes were followed. The response was evaluated, and a template was developed to guide similar future incidents.

Overall status:

Stage: Implemented, with quarterly reviews and strong commitment to ākongā voice and transparency.

Areas for improvement:

- Create a central hub for collecting and evaluating feedback from surveys, focus groups, and other sources
- Develop a reporting mechanism to communicate changes based on stakeholder and ākongā feedback
- Conduct quarterly evaluation of language, literacy and numeracy and pastoral care enrolment referrals to ensure all needs are met
- Streamline the induction process to improve ākongā onboarding
- Publish quarterly self-review reports on ākongā wellbeing and safety outcomes
- Rebuild the internal referral system to allow easier case transfers across teams
- Provide staff training quarterly based on updated wellbeing and safety processes
- Issue an annual report detailing emergency responses.

Outcome 2: Learner voice

Performance summary:

Te Mahi Ako collects the voice of ākongā through many different channels and processes. It has made progress in incorporating ākongā voices into operational reviews, but many processes are still developing or in early implementation stages.

Key areas of implementation:

- **Learner voice engagement:** Early implementation stage. More development is needed to facilitate broader engagement and integrate ākongā contributions into decision-making
- **Learner complaints:** Implemented. The complaint process is accessible via the website and ākongā handbook. A very small number of complaints were submitted in 2024, and no statistical analysis is possible from this volume
- **Compliance with dispute resolution scheme (DRS):** Fully implemented, with policies available on Te Mahi Ako website
- **Understanding and responding to learner voices:** Developing implementation stage. Data is collected, but centralising through the management system and publishing annual reviews will enhance transparency
- **Upholding Te Tiriti o Waitangi:** Implemented. Policies are aligned with the principles of Te Tiriti o Waitangi
- **Alignment with strategic goals:** Developing implementation. A more comprehensive annual report on how ākongā voices inform strategic goals is required.

Overall status:

Stage: Developing implementation, with foundations in place.

Areas for improvement:

- Develop strategies to amplify diverse ākonga voices across Te Mahi Ako
- Build a complaints and appeals register within the ākonga management system for easier tracking and future analysis
- Publish an annual summary of complaints processed and their outcomes for transparency
- Centralise ākonga voice data collection for better reporting and analysis.

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

Performance summary:

Te Mahi Ako has made progress in establishing safe learning environments, but digital and other learning spaces still require development.

Key areas of implementation:

- **Safe and inclusive communities:** Early implementation. The development of a facilitation model is needed to engage ākonga in communities of practice
- **Supporting learner participation and engagement:** Progressing with developing implementation. An evaluation of pilot initiatives, like sport coaching, will guide further improvements
- **Physical and digital spaces:** Developing implementation. Work-based learning environments are supported, but policies for digital learning need further development
- **Workplace-based safety:** Well-implemented in work-based contexts, but digital environments require similar support mechanisms
- **Upholding Te Tiriti o Waitangi:** Well-implemented in work-based settings. Expanding alignment with digital learning environments is an area for further improvement
- **Alignment with strategic goals:** Developing Implementation. Well-aligned in work-based delivery mode, with expansion needed for digital environments
- **Learner voice:** Developing implementation. More effort is needed to act on annual programme reviews.

Overall status:

Stage: Developing implementation, with established foundations.

Areas for improvement:

- Develop and implement a facilitation model for building communities of practice among ākongā, that is safe, accessible, and enhances ākongā success
- Evaluate and publish findings from 2024 initiatives to improve engagement models with stakeholders.

Outcome 4: Learners are safe and well

Performance summary:

Te Mahi Ako supports ākongā health and safety effectively, though communication, system integration, and stakeholder involvement could be improved.

Key areas of implementation:

- **Information for learners:** Implemented, with accessible resources via the website and handbooks
- **Promoting physical and mental health:** Implemented through quarterly analysis of wellbeing referrals
- **Proactive monitoring:** Implemented through quarterly reports allow for proactive monitoring
- **Supporting learners' health management:** Implemented. Learners receive ILAPs to manage health needs
- **Identifying learners needing support:** Implemented through various ākongā voice data collection processes
- **Learner voice:** Implemented through quarterly reviews inform support practices
- **Upholding Te Tiriti o Waitangi:** Implemented and practices align with the principles of Te Tiriti o Waitangi
- **Alignment with strategic goals:** Implemented. Practices align well with Te Mahi Ako strategic goals and are consistently evaluated.

Overall status:

Stage: Implemented, but improvements are needed in reporting systems and communication.

Areas for improvement:

- Create orientation videos that outline the pastoral care services available for ākongā.
- Enhance reporting functions in the ākongā management system to improve tracking and analysis of pastoral care
- Publish quarterly reports to keep stakeholders informed about the support needs of individual ākongā
- Advertise the organisation's holistic support systems that help ākongā manage their physical and mental health.

Outcomes 5–7:

These are not applicable to Te Mahi Ako as we do not provide student accommodation.

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

Performance summary:

Te Mahi Ako has implemented systems to address the unique wellbeing and safety needs of international ākonga – known as non-domestic ākonga – as Te Mahi Ako only enrolls ākonga that are on working holiday visas or ākonga who are able to work on student visas. While international ākonga are treated as priority ākonga and receive enhanced support, there is room for improvement, especially in integrating ākonga voice into decision-making.

Key areas of implementation:

- **Responding to wellbeing and safety needs:** Implemented, non-domestic ākonga are given enhanced support through the ākonga engagement plan
- **Integration of learner voice:** Early implementation. Te Mahi Ako has yet to seek ākonga voice from specifically non-domestic ākonga as they can only study with us for 3–6 months in one calendar year
- **Upholding Te Tiriti o Waitangi:** Implemented and practices align with the principles of Te Tiriti o Waitangi.

Overall status:

Stage: Implemented

Areas for improvement:

- Promote the support available for non-domestic ākonga through Te Mahi Ako communication platforms
- Create a dedicated FAQ section for non-domestic ākonga on the TMA website to facilitate communication and feedback.

Outcome 9: Prospective international tertiary learners are well informed

Performance summary:

Te Mahi Ako ensures that prospective international ākonga receive accessible and accurate information, though further processes for marketing and education agent management are not applicable due to the nature of ākonga employment and location requirements.

Overall status:

Stage: Not applicable

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

Performance summary:

Te Mahi Ako has well-implemented practices for offering enrolment, managing contracts, and ensuring international ākonga are informed about their educational outcomes and visa requirements. However, there is room to enhance the accuracy and timeliness of the information provided.

Key areas of implementation:

- **Offer of educational instruction:** Implemented through the ākonga support team processes and learner agreement
- **Information before entering contract:** N/A – Te Mahi Ako does not have separate contracts for international ākonga.
- **Contract of enrolment:** Implemented through Te Mahi Ako workplace relationship agreement and learner agreement
- **Disciplinary action:** Implemented through the learner agreement, workplace relationship agreement and ākonga
- **Insurance:** Implemented through the learner agreement
- **Immigration matters:** Implemented through the non-domestic ākonga pre-enrolment checklist.

Overall status:

Stage: Implemented

Areas for improvement:

- Create a dedicated webpage for non-domestic ākonga with detailed information about the enrolment process and FAQ

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

Performance summary:

Te Mahi Ako is developing systems for providing orientation and advice to international ākonga. While induction visits are conducted within the first month of enrolment, further development is needed to better capture and monitor ākonga wellbeing and safety needs.

Key areas of implementation:

- **Orientation programmes and ongoing advice:** Developing implementation. Ākonga can access Te Mahi Ako website for information about the program and are inducted by their regional advisor once they are enrolled
- **Integration of learner voice:** Early implementation. More development is needed to facilitate broader engagement and integrate ākonga contributions into decision-making
- **Upholding Te Tiriti o Waitangi:** Implemented and practices align with the principles of Te Tiriti o Waitangi.

Overall status:

Stage: Developing implementation

Areas for Improvement:

- Create and disseminate orientation videos and continue enhancing ākonga engagement through feedback mechanisms.

Outcome 12: Safety and appropriate supervision of international tertiary learners

Performance summary:

Te Mahi Ako ensures that international ākonga are safe and appropriately supervised in their accommodation, with communication systems in place for ākonga under 18 years. This section is not applicable due to the nature of non-domestic enrolments.

- Stage: Not applicable to the support of non-domestic ākonga already in New Zealand with work and accommodation organised prior to commencing enrolment with Te Mahi Ako.

Conclusion

In conclusion, Te Mahi Ako has made sound strides in promoting ākonga well-being, safety, and engagement through a range of initiatives and systems. The comprehensive assessment of various outcomes reveals a commitment to transparency, stakeholder involvement, and adherence to the principles of Te Tiriti o Waitangi. While many areas have been effectively implemented, opportunities for growth and refinement remain.

The establishment of a central hub for feedback, enhanced reporting mechanisms, and improved communication strategies will further solidify the foundation of the learner wellbeing and safety system. Likewise, developing a more integrated approach to capturing and amplifying ākonga voices will ensure that diverse perspectives are considered in decision-making processes.

The continued evolution of safe, inclusive, and supportive learning environments, both physical and digital, is essential to accommodate the needs of all ākonga, particularly international students. By addressing the outlined areas for improvement, Te Mahi Ako can further enhance the experiences of its ākonga, ensuring they are not only safe and well-supported but also empowered to contribute meaningfully to their educational communities.

As Te Mahi Ako moves forward, the insights gained from this report will serve as a roadmap for ongoing development and excellence in ākonga wellbeing and safety, fostering an environment where all ākonga can thrive.

2024 Code Self-Review Attestation (Tertiary)

For further information about Code self-review and attestation requirements, click [here](#).



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Organisation details

Tertiary Education Organisation (TEO)	Skills Active Te Mahi Ako
MoE number	7018

Contact details

Please provide the contact details of the person completing this form. This attestation should be completed and signed by the CE, Chair of the Governing Board or their delegate.

Name	Maren Frerichs
Job title	CEO
Email	maren@skillsactive.org.nz
Phone number	0274469032

Enrolment details (domestic learners)

Did you enrol domestic learners in 2024?

Yes or no?	Yes
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Enrolment details (international learners)

Are you an approved Code Signatory to Part 6 of the Code?

Yes or no?	Yes
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Did you enrol international learners in 2024?

Yes or no?	Yes
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If you answered yes above, what is the expected number of international learners enrolled between 1 January 2024 and 31 December 2024?

Total number of international learners	400
Number of international learners (under 18 years)	0

Student Accommodation details

The Code defines student accommodation as “student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986 (RTA), including where there is a written agreement between the tertiary provider and the accommodation provider under section 5B(1)(b)(ii) of the RTA.”

Based on this definition, do you provide student accommodation?

Yes or no?	No
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Self-review of implementation of the Code

Using the chart in Appendix 1, rate your organisation's stage of implementation for each relevant Code outcome in the corresponding space below:

- Outcomes 1 – 4 (applies to all tertiary providers)
- Outcomes 5 – 7 (applies to all providers with student accommodation)
- Outcomes 8 – 12 (applies to all providers enrolling international learners).

Outcomes for all tertiary providers

	Stage of implementation
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Developing implementation
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Developing implementation
Outcome 4: Learners are safe and well	Implemented

Outcomes for providers offering student accommodation

	Stage of implementation
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Not applicable
Outcome 6: Accommodation, administrative practices, and contracts	Not applicable
Outcome 7: Student accommodation facilities and services	Not applicable

Outcomes for providers enrolling international learners

	Stage of implementation
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Implemented
Outcome 9: Prospective international tertiary learners are well informed	Not applicable
Outcome 10: Offer, enrolment, contracts, insurance, and visa	Implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Developing implementation

Outcome 12: Safety and appropriate supervision of international tertiary learners

Not applicable

Rate your organisation's overall stage of implementation for the Code.

Based on your ratings listed above, please rate your organisations overall stage of implementation of the Code in the space below.

Overall implementation

Developing implementation

Confirmation

In accordance with Outcome 1 and [clause 89](#) of the Code, I confirm that:

Action

Response

A self-review of the organisation's performance against the Code has been undertaken.

Yes

The resulting self-review report, including complaints and critical incidents data, is available in an accessible format to learners, staff, and the general public, on the organisation's website. Please provide the link to your published self-review report in the space provided.

Yes

URL link:
<https://www.temahiako.org.nz/assets/ALL-DOCS/2024-PCC-Self-Review-Report-1.pdf>

Any policy and/or operational changes identified through the self-review have been made and/or are included in an action plan.

Yes

Declaration

By submitting this form, you are attesting that the information provided is correct and that you are authorised to provide this attestation to NZQA for the organisation.

TEO name (legal)	Skills Active Te Mahi Ako
MoE number	7018
Name	Ben Corcoran
Title	GM Engagement
Email	ben.corcoran@temahiako.org.nz
Phone	0276738459
Date of completion	1/11/2024

If you have any questions, please contact code.enquiries@nzqa.govt.nz or 0800 697 296.

Appendix 1: Continuum of implementation for the Code

			Well-implemented The Code is well-implemented
<p>Early stages of implementation Implementation of the Code has not yet started or requires significant work</p>	<p>Developing implementation Implementation of the Code is underway, yet requires further work</p>	<p>Implemented The Code is implemented</p>	<ul style="list-style-type: none"> • Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Well-established practices in place to monitor against all Code outcomes and requirements • Highly effective reporting processes from self-review
<ul style="list-style-type: none"> • No or limited understanding of Code outcomes and requirements across the organisation • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • No or limited practices in place to monitor against all Code outcomes and requirements • No or limited reporting processes from self-review 	<ul style="list-style-type: none"> • Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Some practices in place to monitor against all Code outcomes and requirements • Adequate reporting processes from self-review 	<ul style="list-style-type: none"> • Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Relevant practices in place to monitor against all Code outcomes and requirements • Effective reporting processes from self-review 	

