

TE
MAHI
AKO

POLICY MANUAL 2026

Ka kaha ake mā te tū ngātahi
We are stronger together

These policies and procedures are embedded in the Te Mahi Ako Quality Management System (QMS) to meet the statutory and legislative requirements of the Education and Training Act 2020 and amendments, NZQA and The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

The Te Mahi Ako QMS document together with this companion compilation of policies and procedures represent the organisation's ākonga | learner centred academic policy. Key processes, policies and procedures are aligned to comprehensively support the well-being, achievement, and rights of all ākonga studying with Te Mahi Ako.

Te Mahi Ako QMS will incorporate a Te Ao Māori perspective to recognise and honour cultural context, values and knowledge systems of ākonga Māori ensuring an inclusive educational environment that aligns with Te Mahi Ako kaupapa Māori principles.

For the purposes of this document and subsequent policies, procedures, rules and regulations, the words 'learning'; 'training'; 'programme'; 'course'; 'provision'; 'delivery' are deemed to include all Te Mahi Ako educational offerings.

The Te Mahi Ako QMS document and this Policy Manual, are stored on the main premises in hard copy and electronically and are readily accessible to Te Mahi Ako kaimahi|staff and ākonga.

Te Mahi Ako policies and procedures ensure that facilities and resources are of the standard appropriate to the industries they relate to and include:

- access to necessary support
- provision of a programme in which unit standards or qualification graduate profile outcomes
- all assessments are planned, fair, valid, reliable, and consistent for all ākonga
- any specific resources specialising in subjects being assessed.

Te Mahi Ako policies and procedures ensure all applicable standards are met for the delivery of work- place learning and assessment sub-contracted employer. Learning and training shall be carried out in workplaces which have or are covered by a Te Mahi Ako Workplace Relationship Agreement.

Haepapa whakahaere | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual review – Approved by Acting Chief Executive	29 March 2024
3.0	Annual review – Approved by Acting Chief Executive	4 June 2026

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1 Kaupapahere Ara Ako Ōrite | Equal Education Opportunities [EEdO] Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

This policy reflects Te Mahi Ako strategic objectives, values and stated philosophy of ākonga | learner support and ākonga centric learning and assessment. Te Mahi Ako aims to address inequities and improve learning experiences for all learners and particularly for disadvantaged ākonga.

Equal Education Opportunities (EEdO) will be achieved when factors irrelevant to programme requirements do not pose barriers to learning and assessment at Te Mahi Ako. Such factors could include (but are not limited to):

- cultural identity
 - gender
 - belief
 - age
 - family responsibility
- geographical location
 - prior achievement
 - health status
 - marital status
 - ethnicity
- religion
 - political affiliation
 - disability
 - sexual orientation
 - socio-economic circumstance.

Tauākī kaupapahere | Policy statement

Te Mahi Ako is committed to EEdO across its provision. This commitment means that Te Mahi Ako will continually work towards:

- removing or minimising barriers to equal access to Te Mahi Ako learning and support services, as well as fair and consistent facilitation and assessment
- encouraging all ākonga to engage with Te Mahi Ako and sharing their voice in evaluative kaupapa
- providing an equitable learning environment which recognises individual differences and responds to unique needs.

Haepapa whakahaere | Operational responsibility

The head of education, or delegate, has responsibility for day-to-day compliance with this policy and annual review that evaluates Te Mahi Ako performance in matters of application, entry, and enrolment of all ākonga to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual policy review – Approved by acting chief executive	4 June 2026

2 Kaupapahere Tono, Whakauru, Whai Wāhi | Application, Enrolment and Entry Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of regional growth

Koronga | Purpose

To ensure that prospective ākonga | learner receive timely, accurate and up-to-date information, advice and support that will assist them in choosing education and programmes best suited to their needs.

To make provision for formal enrolment as a means of providing an effective and timely admission process for applicants seeking entry into enrolment options offered by Te Mahi Ako, ensuring all successful applicants meet the specified entry and selection criteria, and are fully appraised of all entry criteria and programme information.

Tono | Application

This policy applies to all prospective ākonga enrolment options offered by Te Mahi Ako. All ākonga must apply for admission using the appropriate Te Mahi Ako enrolment forms and processes.

Entry criteria will be objective, i.e, applicants will be accepted or declined based on whether they meet pre-published entry criteria.

Applicants will be notified of decisions within 15 working days of receipt of their completed application. The Learner Agreement and Welcome email are deemed to be a contract for learning between Te Mahi Ako and the ākonga.

The contract of learning requires the ākonga to declare they are aware of the conditions contained within the withdrawal and refund policies and any entitlement to a fee refund that applies if they voluntarily withdraw from their Te Mahi Ako enrolment, as per the Terms of Trade.

Any “non-domestic learners” enrolling into a Level 3 or above qualification, who do not originate from either Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom, or the United States, will need to provide evidence of meeting English language proficiency requirements.

What is deemed acceptable by NZQA will be listed on the website and provider information for tests. All non-domestic enrolments will be reviewed and if evidence is required, the enrolment application will be passed on to the learner support team to liaise with the applicant.

Te Mahi Ako will review and discuss any enrolments that do not have the required immigration status or an appropriate visa. In the case of work-based programmes, this will include the employer. Where Te Mahi Ako is concerned that there is or may be a deliberate attempt to enrol without the appropriate immigration status or visa, Te Mahi Ako is required to inform Immigration New Zealand.

The Welcome email will also communicate the conditions of entitlement to a fee refund if the ākonga voluntarily withdraws from their Te Mahi Ako enrolment.

Kaupapahere | Policy

- Te Mahi Ako will provide timely, accurate and up-to-date information that will assist ākonga in making informed decisions when choosing their programme option.
- Te Mahi Ako will have systems in place to ensure that all enrolment requirements, including documentation and provisions for payment of fees, are met prior to ākonga commencing their learning with Te Mahi Ako.
- Entry criteria and relevant information will be published by Te Mahi Ako and provided to ākonga via the website and the ākonga handbook.
- Te Mahi Ako ākonga management system administration kaimahi|staff are responsible for entering all enquiries into the ākonga management system as they are received.
- Te Mahi Ako administration kaimahi are responsible for formally receiving all applications and entering these into Kairangi (Salesforce) as required by approved process.
- Te Mahi Ako administration kaimahi will send a Welcome email and relevant programme material to applicants who meet the specified (and any additional) course entry criteria within 15 working days of the enrolment process being completed.
- All matters discussed with applicants for the purpose of enrolment and learning at Te Mahi Ako will be recorded in Kairangi (Salesforce).
- The head of regional growth is responsible for ensuring that entry and selection criteria are correctly applied.

Tukanga | Procedure

- Submitting Learner Agreement for admissions – Regional advisor, with liaison through head of regional growth or delegate as required.
- Processing enrolments – Completed in Kairangi (Salesforce)
- Welcome email and additional information to ākonga – provided from Kairangi (Salesforce).

Whakahaere mauhanga | Record management

Kairangi (Salesforce), Te Mahi Ako Student Management System/kaimahi.

Record	Responsibility	Retention time
Enquiry Log	Kairangi (Salesforce)	2 years
Learner Agreement	Kairangi (Salesforce)	2 years
Welcome email	Kairangi (Salesforce)	2 years

Haepapa whakahaere | Operational responsibility

The head of regional growth has responsibility for day-to-day compliance and annual review that evaluates Te Mahi Ako performance in matters of application, entry, and enrolment of all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for the approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

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3 Kaupapahere Aromatawai | Assessment Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

This policy shall ensure that assessment at Te Mahi Ako is planned, fair, valid, reliable, and consistent. Incorporating a Te Ao Māori perspective to recognise and honour cultural context, values and knowledge structures of Māori ākonga | learner ensuring an inclusive educational environment that aligns with Te Mahi Ako kaupapa Māori principles.

Kaupapahere | Policy

Assessment (including moderation and the resultant feedback to ākonga and kaimahi|staff) at Te Mahi Ako shall be an integral part of learning that will be used as a tool to guide ākonga in the acquisition of knowledge and skills.

The assessment process shall be transparent to everyone concerned and will ensure that all assessments are planned, fair, valid, reliable, and consistent. Opportunity for resubmission and remarking of assessment will be provided in accordance with the Te Mahi Ako academic policy and detailed in all programme documentation.

Moderation of assessment is a quality assurance process to ensure fair, valid, reliable, and consistent assessment decisions are made. Internal moderation of assessments will be undertaken in all Te Mahi Ako programmes to ensure that assessments meet the qualification standards and are fair, valid, reliable, and consistent.

To ensure the validity of assessments, external moderation of assessments, assessment methods, standards and techniques will be undertaken internally by a quality advisor and sent for external approval from NZQA or relevant standard setting body. The moderator’s feedback shall be considered to improve all assessments.

Assessment and moderation of unit standards will be in accordance with the relevant CMR.

Tono | Application

This policy has application in respect of all assessments (both theory and practical) and relates to:

- assessment design and administration
- pre and post moderation
- feedback given to ākonga
- administration of re-sits, re-submission and reconsideration or re-marking of assessments.

Ngā haepapa | Responsibilities

The head of education, or delegate is responsible for ensuring that:

- moderation of assessments occurs in accordance with the moderation policy and results are reported to the relevant committee and/or senior management team
- internal moderation and external moderation occur in accordance with the moderation policy, NZQA and standard setting bodies requirements and that any issues arising from such moderation are addressed
- Te Mahi Ako strives for excellence and provides timely advice and guidance to academic kaimahi including workplace assessors, on assessment and moderation issues
- consent to assess and programme approval and accreditation has been obtained prior to assessment commencing.

Ngā tukanga | Procedures

Learning facilitators and assessors assigned to the programme (in consultation with the assessor and facilitator manager) and the head of education, or delegate, have responsibility for the provision of the assessment, for its administration and marking, for arranging and documenting internal moderation, for making any recommendations for changes. The senior learning designer assigned to the programme ensures the assessment tool, its administration and the marking of the resultant evidence are consistent. This includes ensuring that appropriate pre-moderation occurs (see Kaupapahere Mātairua ā-Aromatawai | Moderation of Assessment Policy).

The head of education, or delegate is responsible for assessment information going to ākonga and that:

- assessments shall be prepared well in advance of delivery to allow time for them to be pre- moderated
- moderation confirms the assessment tool is appropriate for the assessment task is carried out
- ākonga are provided with an individual Learning and Assessment plan that ensures they receive accurate and timely information relating to the assessment in accordance with academic policy
- ākonga are given feedback on assessments in accordance with this procedure
- ākonga are given information about opportunities for re-sits, re-submissions, and reconsideration of assessment.
- ākonga are given information on how to raise a concern or make an appeal or complaint regarding an academic decision and associated appeals provisions.

Competency-based assessments

Ākonga shall be provided with the following information:

- Unit standard title, number and version, or the course title.
- The evidence required to be gathered.
- A statement indicating whether successful completion of this assessment will/will not meet all the requirements to achieve the unit standard or for a pass in an assessment event.
- Individual Learning and Assessment Plan.

Ākonga shall be given a copy of their assessment plan as close as possible to the start of their course. The nature of the assessment (practical demonstration, written activities, test, assignment, e-portfolio, presentation, examination) and weighting shall be specified in the assessment plan.

The probable date and timelines of the assessments should be outlined in the assessment plan and dates for these determined within the workplace in conjunction with the workplace, the assessor and the regional advisor.

Assessment in workplace learning will occur in the workplace, with completion of any self-paced written assessments on a time frame that should not disadvantage any learner. Qualification programme duration as per, the Programme (Transitional) or Programme of Study will provide guidance on timeframes.

Achievement-based assessments

Ākonga shall be provided with the following information:

- Course title.
- Weighting of the assessment.
- A clear indication of total marks available and the mark allocation for each question (task) and each component of the question where this is appropriate.

Administration of assessments

The administration of assessments shall be consistent across all programmes and sites where the same assessment is used. If the assessment is in the form of an examination, the stated academic policy shall be adhered to.

Group assessments

Submission of an assignment demonstrating ability to work in a co-operative manner and to assess content.

If all the ākonga in the group are to receive the same result (final) for that assessment, Te Mahi Ako and the assessors responsible will ensure that:

- detailed guidelines, including the required evidence of ākonga competency, competency for assessments each other’s contributions are provided both in the assessment task given to ākonga prior to the assessment and in the assessment schedules
- records of all assessment are retained until there is no possibility of an appeal.

Submission of assessments

Processes will be in place to maintain the security of submitted assessments to ensure that no candidate can view assessments submitted by others. Te Mahi Ako registered assessors must securely retain a copy of learner work for moderation purposes.

A software application may be used to determine whether ākonga are in breach of the honesty in assessment requirements of Te Mahi Ako. Ākonga will be informed of the use of such and will have the opportunity to check their submission with the software prior to submission.

Return of assessments

The timeframe for assessors to mark and return work will be no more than 10 working days from the final date for submission of the assessment, unless otherwise specified by Te Mahi Ako assessors.

Assessed work is the property of the ākonga: The ākonga will be able to keep marked assessments when they are returned. Ākonga will be informed that a copy of their assessment will be kept securely for moderation purposes.

Privacy

The privacy of all ākonga shall be maintained. There will be a secure method for returning assessments to ensure that no candidate can view an assessment or mark/grade without the permission of the candidate who submitted the assessment. If a set of results are published in any way candidates’ privacy will be ensured by publishing the results without identification.

Feedback

Te Mahi Ako is committed to continuous improvement and encourages comments and feedback from ākonga, which may be initiated by ākonga or provided in response to formal surveys.

Feedback to ākonga shall be constructive, specific, and timely. It should focus on the key strengths and on how the work could be improved. This feedback will be designed to assist ākonga to focus on continuous improvement.

Re-mark and resubmission provisions, reconsideration of assessments and appeals

Procedures on re-marking and resubmission of assessments and academic appeals will be consistent with Te Mahi Ako relevant policies and procedures and detailed in the programme details, and this policy.

Ākonga are expected to make a reasonable attempt at assessments at the first available opportunity. Note: Ākonga who are prevented by exceptional circumstances from attempting an assessment on a set date may, on production of a medical certificate or other appropriate verifiable documentation, make a request to take the assessment at a later date.

For workplace assessments, communication with the assessor will be undertaken and the assessor will work with the ākonga to find suitable assessment opportunities.

The final decision on all exceptional circumstances requests will be made by the Te Mahi Ako chief executive, or delegate. If successful, this will not be considered a resubmission.

Te Mahi Ako may provide ākonga with opportunities for a resubmission when they have attempted an assessment but have not met the requirements for competency as described in the standard for all competency-based assessments.

Contributions may be required to any cost of a re-sit / re-submission and a fee may be payable. Arrangements for re-sits/re-submission, including fees, will be detailed in programme information and when the assessment plan is issued.

Learning facilitators/assessors will remind ākonga of possible constraints on re-sit/re-submission opportunities in a timely manner prior to the assessment. Examples of possible constraints will be outlined in the programme documentation.

Re-sits shall be confined to the current academic year and within programme duration unless approved by the head of education, or delegate.

Competency-based assessments

In general, ākonga will have the opportunity to re-sit or re-submit evidence for competency-based assessments no more than three summative assessment attempts, unless otherwise stated in the programme information. There may be situations where a re-sit is not possible, (for example at an event), in these circumstances, the re-sit will be open to negotiation on an individual basis.

Achievement-based assessments

Programmes that are achievement-based may provide reassessments/re-sit opportunities. These conditions shall be clearly stated in information given to ākonga and in the course curriculum.

Reconsideration of assessments and appeals

Ākonga have the right to a reconsideration of assessment or appeal if they believe an assessment has been incorrectly graded. The request for reconsideration must be made in writing to the assessor and facilitator manager or assessor. Ākonga must be informed that because of the reconsideration of assessment their grade may be unchanged, raised or lowered.

Late submissions

The conditions under which late submission may be accepted shall be clearly stated in all information going to ākonga, for example the ākonga handbook or programme documents.

In the case of a cohort group of ākonga, no late submission of assessment tasks may be accepted for assessment after marked assessments have been returned to ākonga, unless it can be demonstrated that there will be no advantage to the ākonga who has submitted the late assessment or disadvantage to ākonga who have submitted the work on time.

Recording and reporting of results

Kairangi (Salesforce), Te Mahi Ako Student Management System, is built on a Salesforce platform and provides ITR reporting to NZQA and TEC as well as acting as a CRM for both learner and industry engagement.

Results in the form of credits for achievement of unit standards and qualifications will be reported by the assessor through the assessor portal and reported to NZQA. The award of credits will be recorded on the official NZQA Record of Learning for the ākonga.

For online assessment, results for each ākonga will be loaded onto the Learning Management System (LMS) – Skills Activator which is built on a Moodle platform.

Final assessment results

In accordance with the Education Act, Section 452, the accurate academic records that must be kept, and kept up to date, by Te Mahi Ako for ākonga enrolled in education or training at Te Mahi Ako are¹:

- records of individual ākonga assessment and examination results (for example, papers, or assessment standards) that include the name of the ākonga, the date of achievement and the relevant grade, which are to be kept as a permanent record
- any cross credits, credit transfer, and recognition of knowledge and skills arrangements for individual ākonga, and the evidential basis for them, which are to be kept as a permanent record in our database Kairangi (Salesforce)
- records of ākonga attendance, which are to be kept for at least the duration of the ākonga enrolment
- records of the achievement of awards or qualifications by the ākonga, which are to be kept as a permanent record.

Te Mahi Ako must securely keep all ākonga assessment materials generated from education or training in which ākonga are enrolled, or full copies of them, for at least 12 months from the date of completion of that education or training (for the avoidance of doubt, this includes assessment materials of education or training provided by sub-contractors of Te Mahi Ako).

Ākonga shall be notified of final results in a timely fashion. Interim (unapproved) results may be made available prior to the formal approval of results with the approval of the head of education.

Action following dishonesty during assessments

Any dishonesty during assessment will be dealt with as outlined in relevant Te Mahi Ako policy regarding assessment information to ākonga and in consultation with the head of education and the chief executive.

See also:

- Kaupapahere Mātairua ā-Aromatawai | Moderation of Assessment Policy.
- Kaupapahere Tohu Mātauranga, Pūkenga | Recognition of Knowledge and Skills Policy.
- Kaupapa Whakahaere I Academic Regulations.
- Kaupapahere Tinihanga | Cheating Policy.
- Kaupapahere Taitu | Impaired Performance/Aegrotat Policy.
- Kaupapahere Hātepe Pira ā-kura | Academic Appeals Process Policy.
- Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances Policy.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters of assessment and moderation for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

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1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

1 <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/pte-related-rules/pte-enrolment-and-academic-records/>

Appendix A

Academic integrity guidelines

The International Centre for Academic Integrity defines academic integrity as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility and courage.

They suggest these values support credibility of teachers, (and assessors) and learners and that these values inform and improve ethical decision making capacities and behaviours. (International Centre for Academic Integrity, 2021, p.4)

The following good practice guidelines from NZQA meet the expectations on tertiary education organisations for academic integrity, including academic misconduct or cheating.

NZQA adapted their guidelines from guidelines developed by the Ireland National Academic Integrity Network.

The Academic Integrity Guidelines focus on aiming to:

1. **uphold** academic integrity.
2. **prevent** academic misconduct.
3. **detect** academic misconduct.
4. **respond** to academic misconduct.

1. Uphold academic integrity

- 1.1 Promote understanding of academic integrity throughout the institution.
- 1.2 Facilitate a culture of mutual trust and openness between staff and learners.
- 1.3 Provide staff with training and support in relation to academic integrity and the institutional approach to it.
- 1.4 Train and support learners on academic integrity and misconduct relevant to their education context a needs.
- 1.5 Incorporate academic integrity into teaching, learning and assessment including:
 - education product development and learning outcomes
 - assessment design and implementation
 - different cultural approaches to teaching, learning and assessment
 - the use of generative artificial intelligence
 - staff relationships with learners
 - supports for learners and staff
 - administrative systems for record-keeping.
- 1.6 Nominate organisation and learner representatives who oversee the upholding of academic integrity withi the institution.
- 1.7 Review policies and procedures regularly to ensure they are up-to-date and continue to be fit for purpose.

2. Prevent academic misconduct

- 2.1 Implement policy and procedures relating to academic misconduct that are accessible, in plain language, consistent, fair, equitable and transparent.
- 2.2 Provide staff with continuing professional development in prevention of misconduct.
- 2.3 Provide information and resources to learners about academic integrity and how academic misconduct can be avoided including:
 - training in understanding what constitutes academic integrity
 - plagiarism
 - referencing

- avoiding online ‘assignment help/writing services’
 - when collaboration transitions into collusion
 - the appropriate use of generative artificial intelligence.
- 2.4 Advise learners of the personal and professional consequences of academic misconduct.
 - 2.5 Reduce learner stress by appropriately managing the assessment schedule and by adequately preparing and equipping learners to engage with assessment methods.
 - 2.6 Block access to commercial websites and file-sharing sites which offer cheating services to learners.
 - 2.7 Collaborate to prevent cheating with other education providers and external stakeholders, including NZQA and Universities New Zealand.

3. Detect academic misconduct

- 3.1 Implement clear policy and procedures on what detection methods and tools are available to staff across the institution, the purposes of each of these methods and support in the use of the relevant tools.
- 3.2 Provide staff training on recognising the signs that work submitted is not that of the learner.
- 3.3 Support staff to investigate academic misconduct.
- 3.4 Empower staff and learners to report their suspicions.
- 3.5 Collect evidence based on raised suspicions. Evidence may include:
 - textual and electronic evidence from the suspected assessment
 - staff knowledge of the learner’s abilities
 - the learner’s previous assessment work.

4. Respond to academic misconduct

- 4.1 Implement robust and transparent procedures for responding to allegations of academic misconduct.
- 4.2 Take action promptly.
- 4.3 Protect those who report their suspicions.
- 4.4 Engage the learner in a courageous conversation when academic misconduct is suspected by encouraging them to be open and honest about the circumstances.
- 4.5 Support learners subject to an investigation of misconduct through and after the process.
- 4.6 Ensure disciplinary procedures are followed and any sanctions for misconduct are proportionate to the scale and seriousness of the offence and available to staff and learners.
- 4.7 Maintain records of academic misconduct cases. Use case data to provide insights to support future prevention of academic misconduct.

4 Kaupapahere Tinihanga | Cheating Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

To provide guidance and procedures for the prevention, identification, and management of cheating in ākonga | learner learning and assessment.

Ngā whakamahukitanga | Definition

Academic integrity relates to meeting moral and ethical principles in education settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables ākonga to contribute to their broader community, work, and society.

Te Mahi Ako is committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our endeavours. We hold our ākonga to the same high standards and require ākonga to be honest and act with integrity in their learning and assessments. We are committed to providing the resources necessary to support their success as both ākonga and citizens.

Any instance of academic misconduct, including plagiarism in any form, cheating, misrepresenting identity for the purposes of assessment (whether intentional or unintentional) and other dishonest academic practices are unacceptable.

Kaupapahere | Policy

Te Mahi Ako is committed to principles of academic integrity and expects that its ākonga and assessors will engage with and undertake all assessment tasks with honesty, fairness, respect, and trust. This integrity is essential to the principles of high-quality education and to the reputation of Te Mahi Ako.

Cheating is a serious matter and, where proven, will result in disciplinary action. Cheating can take many forms and may occur when an ākonga breaks the rules of academic integrity to complete any academic learning and assessment requirements of Te Mahi Ako. This may include, but is not restricted to plagiarising, completing an assessment for someone else, engaging in inappropriate use of artificial intelligence (AI), using notes during closed-book assessment activities, purchasing a completed assessment, receiving notes by cell phone (or other device), inventing case studies.

Plagiarism, or the misrepresentation of authorship, is a form of cheating which challenges ākonga, assessors and learning facilitators, because it may easily be confused with poor attribution or referencing style: not in itself, evidence of an intention to misrepresent.

Tono | Application

Ākonga are expected to follow the principles of academic integrity in all learning and assessment activities and are expected to:

- submit assessments for marking on the basis that they are their own work, or a group’s work, and that the assessment was prepared with integrity

- acknowledge the sources of information used in the preparation of their assignments where required by using the style of referencing they are instructed to employ
- engage in academic counselling when cheating is unintended such as an unacknowledged referencing
- inform their assessor if they intend to use a reader/writer for any aspect of their assessment, prior to that assessment taking place.

Learning facilitators and assessors will:

- support ākonga to reference sources appropriately, providing formative learning opportunities and materials to assist understanding of all aspects of appropriate referencing
- follow the procedure detailed in this policy when they have doubts about the authorship of ākonga work, based on observed copying or illicit exchange of information, absent referencing, differences in level of language, recognition of previously published text, or any other indicator
- ensure serious cheating or repeated plagiarism is managed according to Te Mahi Ako Kaupapahere Whanonga ā-Tauria | Ākonga conduct and Discipline Policy.
- ensure ākonga are aware of the Te Mahi Ako Kaupapahere Hātepe Pira ā-Kura | Academic Appeals Policy prior to assessment taking place.

The head of education, in conjunction with the senior learning designer, is responsible for ensuring that programme/course information includes information on ākonga responsibilities in terms of academic integrity and how Te Mahi Ako responds to academic misconduct. This will include conditions and guidelines regarding authenticity, referencing, plagiarism, copying, cheating, copyright, and requires that kaimahi|staff remain up to date with variants of cheating that emerge with technology and changing ākonga contexts.

Tukanga | Procedure

- The learning advisor/assessor will assess the extent of suspected cheating, prepare evidence and discuss with the head of education.
- Where the intention of the ākonga is considered clearly innocent, the work will be assessed as submitted. If appropriate, advice on academic integrity may be given by the learning advisor/assessor to the ākonga. Where doubt persists, the evidence and its context should be given to the head of education for review and, depending on the degree of cheating, the matter may be raised for the attention of the chief executive.
- A meeting is to be arranged with the ākonga, learner support coordinator, the head of education and the learning advisor/assessor to present the allegation, evidence and to provide the ākonga with an opportunity to discuss this. If the ākonga is in workplace-based learning, the workplace may be involved in the meeting.
- Where cheating is established, the ākonga may be instructed to resubmit the assessment if allowed by the programme regulations. Other actions can include awarding a Not Yet Achieved mark/grade or a reduced grade in the case of a graded unit standard Achieved/Merit/Excellence (A/M/E).
- Where the cheating is serious, the head of education and/or the regional advisor/assessor must inform the CE as soon as practical and outline the process that has been/ will be taken (as relevant).
- The head of education must remind the ākonga of the Te Mahi Ako Kaupapahere Hātepe Pira ā-Kura | Academic Appeal Process Policy.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters of cheating relating to assessment for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

5 Kaupapahere Taitu | Impaired Performance / Aegrotat Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

To provide policy and procedures for situations where an ākonga | learner is absent from a planned assessment event with a specific date or is unable to perform to the best of their ability through critical circumstances beyond their control.

Ngā whakamahukitanga | Definitions

Impaired performance

This term applies where an ākonga considers that their performance in completing an assessment has been impaired through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events. In such cases (of impaired performance) ākonga may apply for re-consideration of the result for the assessment.

In the case of workplace learning and competency-based assessment, the assessor will ensure the ākonga agrees they are ready to be assessed before commencing any assessment task.

Aegrotat

Aegrotat is a term that applies when an ākonga is unable to undertake a planned assessment activity through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events. An aegrotat pass is the granting of achieved for an assessment in which the required assessment was not taken and in the case of competency-based assessment, an alternative assessment date was unavailable.

Note: An aegrotat pass cannot be applied to a ‘pass completed’ result for a unit standard, but only to an assessment task within a programme.

Kaupapahere | Policy

Where an ākonga is unable to undertake an assessment through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events, an impaired performance/ aegrotat application can be submitted by the ākonga.

Where an ākonga considers that their performance in an assessment has been seriously impaired through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events, an impaired performance application may be made for reconsideration of result.

The head of education or delegate is responsible for ensuring that all applications are processed according to the approved procedures.

Any reconsideration of result following an impaired performance application must not disadvantage the ākonga. Ākonga will be eligible for consideration for an aegrotat pass if:

- due to illness, injury, bereavement, or other exceptional circumstances beyond their control, they are:
 - a. unable to present evidence for an assessment at the time that it is due and where an alternative assessment time is not available such as in the case of competency based assessment at an event

- b. unable to attend a test required to be completed at a specific time
- c. prevented from preparing for an assessment
- d. seriously impaired in their performance in a test, an alternative assessment is not available, or able to be arranged.

Ngā tukanga | Procedure

- Applications for impaired performance should be completed in writing and be accompanied by the required documentation.
- Applications must be lodged as soon as practicable before or after the previously agreed date of assessment, with the assessor and before any assessment result has been issued. The assessor will share the information with the assessor and facilitator manager.
- Applications will not be considered after the assessment result has been finalised.
- If an ākonga is sick on the day of a planned assessment, every attempt must be made to notify the appropriate learning facilitator and assessor.
- The assessor and facilitator manager will obtain recommendations as relevant and decide the outcome of the application.
- Records are to be kept by Te Mahi Ako assessor and facilitator Mmanager and retained in our database. Records to be kept for at least 24 months from the date of completion of that education or training.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters of impaired performance related to assessment for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

6 Kaupapahere Hātepe Pira ā-Kura | Academic Appeal Process Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

This policy outlines the standard process for ākonga | learner and assessors who wish to make an appeal. For ākonga, an appeal may be made with regards to assessment results and / or processes, decisions regarding impaired performance or aegrotats. Additionally, assessors and senior assessor mentors may appeal moderation and/or non-compliance decisions.

While this process is available in the event of disagreement, we encourage parties to try to resolve issues through a collaborative approach – via communication, problem-solving, support and mentoring.

Te tūtohu ture | Statutory compliance

- Commerce Act 1986 and all subsequent amendments.
- Privacy Act 2020 and all subsequent amendments.
- Ombudsmen Act 1975 and all subsequent amendments.
- NZQA External Evaluation and Review Rules 2022 and all subsequent amendments.
- Education and Training Act 2020 Section 452.

Kaupapahere | Policy

Ākonga may appeal against:

- assessment results
- assessment process(es)
- decisions regarding recognition of knowledge and skills
- decisions regarding impaired performance or aegrotat processes.

Under this policy, ākonga may not appeal on academic progression restriction(s) applied as part of a disciplinary process.

An assessor or senior assessor mentor may appeal against moderation and/or non-compliance decisions.

Information on the criteria for ākonga appeals is available in the Te Mahi Ako Ākonga Handbook.

Ngā tukanga | Procedures

Academic appeals by ākonga

Before making a submission, it is encouraged that the ākonga discuss the matter with a Te Mahi Ako kaimahi|staff member. In the first instance the ākonga should approach Te Mahi Ako (e.g., the learning facilitator/assessor/assessor and facilitator manager) within 14 working days of the date of the decision to be appealed. If not satisfied with the response received, the ākonga may continue the appeal process.

If the ākonga is genuinely uncomfortable with submitting their appeal directly, or if the relevant Te Mahi Ako kaimahi member is unavailable, they can proceed directly to the next step.

The Te Mahi Ako kaimahi member who receives an appeal must record the date and time of receipt and must respond in writing to the ākonga within three working days.

An appeal can be made by submission through the Te Mahi Ako website or portals or by completing the appropriate form. The appeal should include a thorough statement regarding the decision/s being appealed (including the assessor name, date, venue, issue etc.) and the outcome that is sought.

Te Mahi Ako kaimahi will be available to support any ākonga who require assistance throughout the process.

The appeal will commence within seven days of being received by Te Mahi Ako, and a resolution will be made within 30 days. If the ākonga is not satisfied with the resolution, they may request a review by the chief executive within seven days of the decision being sent.

Note: All appeals and requests for review must be made formally in writing.

Appeals by assessors and senior assessor mentors

Before making a submission, it is encouraged that the assessor or senior assessor mentor (applicant) discuss the matter with the assessor and facilitator manager. To make an appeal, the applicant must complete the appropriate form. This can be downloaded from the website or completed online through the relevant portal. The appeal must include all information required, a thorough statement regarding the decision/s being appealed and a clear statement of the outcome being sought.

An appeal must be submitted within 30 working days of the date that the moderation report or non-compliance decision was sent. After this time, the report becomes final.

Once an appeal is received, Te Mahi Ako will record the date and time of receipt and must respond in writing to the applicant within three working days. If not satisfied with the response received, the applicant may continue the appeal process.

Note: If the material originally submitted was hard copy and has been returned by Te Mahi Ako to the applicant, this will need to be sent back to Te Mahi Ako as part of the appeal. The appeal applies only to the material originally sent to Te Mahi Ako and no new evidence may be sent. Once submitted, it may take Te Mahi Ako up to 30 days to review the assessment materials, moderation report and points made in the appeal. Te Mahi Ako will commence the appeal within seven days of receipt and a resolution will be made within 30 days. If the applicant is not satisfied with the resolution provided, they may request a review by the chief executive within seven days of receiving the decision.

Note: All appeals and requests for review must be made formally in writing.

Information for appeal applicants

When an appeal is received, Te Mahi Ako will check that it meets the appeal criteria. If more information is required to do so, the general manager may give the applicant the opportunity to discuss the matter. In this instance, the applicant may have a support person present for the discussion (e.g. Te Mahi Ako learner support coordinator or family/friend).

If an appeal does meet the appeal criteria, the appeal process will commence within seven days of being received by Te Mahi Ako and a resolution will be made within 30 days.

If an appeal does not meet the appeal criteria, a notification will be sent to the applicant, explaining that the appeal was declined. Further, Te Mahi Ako may refuse to consider an appeal if it believes the matter is “trivial, vexatious or not made in good faith” or if Te Mahi Ako considers the person making the complaint has “insufficient personal interest” in the appeal.

A decision to refuse an appeal on this ground would be made in consultation with the chief executive and senior management team, or an agreed representative. In this case, the applicant may seek further advice from the NZQA website and lodge a complaint: <https://www.nzqa.govt.nz/about-us/make-a-complaint/>.

Under section 13(1) of the Ombudsmen Act 1975, if an ākonga has exhausted their attempts to resolve the appeal internally, the Ombudsman may choose to investigate.

The chief executive will be informed of the outcome of all appeal processes which, with all relevant information, will be recorded in the Feedback, Complaints and Appeals Register in the Te Mahi Ako ākonga management system, Kairangi (Salesforce). Te Mahi Ako will submit a summary of appeal activities to the Academic Committee, annually.

Note: All appeals will be dealt with in accordance with the principles of natural justice. Namely, the right to be heard, a lack of pre-judgement, no bias or personal motives, and flexibility.

Referral documents

- Kaupapahere Aromatawai | Assessment Policy.
- Kaupapahere Taitu | Impaired Performance/Aegrotat Policy.
- Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievance Policy.
- Kaupapahere Tohu Mātauranga,Pūkenga | Recognition of Knowledge and Skills Policy.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters of academic appeals involving assessment results, academic progression, impaired performance, or aegrotat processes for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

7 Kaupapahere Pānga Taupatupatu | Conflict/s of Interest Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Note
It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group human resource policies, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

See Parent Company Corporate and Operational Policies.

Koronga | Purpose

To clearly outline what Te Mahi Ako considers to be a ‘conflict of interest’ and to provide guidance on how potential conflict of interest situations should be managed including the giving and receiving of gifts during Te Mahi Ako business.

Te tūtohu ture | Statutory compliance

- Employment Relations Act 2000.
- Public Service Act 2020.
- Local Authorities (Members’ Interests) Act 1968.

Korahi | Scope

This policy applies to all Te Mahi Ako governance, management, and kaimahi|staff members (“Member”). In this policy “kaimahi”, “staff member” and “manager” includes the chief executive, the senior management team and anyone engaged under a Contract for Services.

Kaupapahere | Policy

Te Mahi Ako is committed to demonstrating and providing an equitable and transparent working and learning environment for its kaimahi ākonga | learners and stakeholders.

- The objectives of this policy are to:
- ensure appropriate declaration if potential conflict of interest occurs
 - provide procedures for dealing with potential conflicts of interest
 - ensure the giving and receiving of gifts is appropriate and transparent.

Ngā whakamahukitanga | Definitions

Conflict of interest means a situation in which the activities or relationships of a member other than their relationship with Te Mahi Ako:

- Leads, might lead, or might appear to lead, to a direct or indirect benefit for the member to the detriment or potential detriment of Te Mahi Ako.
- Interferes, might interfere, or might appear to interfere with the member’s obligations to Te Mahi Ako.
- Except when that activity or relationship results from the proper exercise of the member’s academic freedom.
- Personal relationship is a close relationship with any person including but not limited to a partner or ex-partner, spouse or ex-spouse, relative, close friend, or business associate past or present.

Situations of Conflict of Interest include but are not limited to:

- personal relationships as defined above may impinge on a member’s obligations to Te Mahi Ako in relation to employment matters such as recruitment and staff management, or in relations to academic matters such as ākonga assessment
- relationships with other organisations where the interests of the other organisation has the potential to conflict with the interests of Te Mahi Ako. Having financial or other interests outside Te Mahi Ako which could directly or indirectly have an adverse effect on the discharge of the member’s obligations to Te Mahi Ako or which could otherwise damage the interests of Te Mahi Ako
- accepting or giving gifts, koha, entertainment, or any other personal favours (goods, services, vouchers, tickets, and cash) which go beyond minor and common business courtesies.

Ngā tukanga | Procedures

Members must follow Te Mahi Ako requirements of sensitive expenditure and seek clarification from the chief executive or general manager for clarification of ‘sensitive expenditure’ for any giving or receipt of gifts where any doubt arises.

Members must disclose any conflict of interest as soon as they become aware that a situation may give rise to such a conflict or may appear to do so. That disclosure should be made to their manager, to the chief executive, or to the governance group whichever is most appropriate in the circumstances.

Any member who is unsure if a conflict (real, potential or perceived) exists, must declare the possible conflict to an appropriate person in authority and, until that person notifies them otherwise, the member must assume that an actual conflict exists and act accordingly.

It is not appropriate for any member to be present during any discussion, or take part in any decision, relating to a matter in which the member has a conflict of interest as is defined in this policy.

It is not appropriate for a subordinate to report either directly or indirectly to a manager with whom they have a personal relationship unless the manager has reported the conflict of interest to the general manager and/or the chief executive or governance group member and the reporting relationship has been authorised in writing.

For the avoidance of doubt, this requirement applies to all personal relationships whether they arise before, during, or after the reporting relationship is established, and whether the relationship is current or past.

The manager must immediately report the existence of any performance issue, disciplinary matter, or dispute to the chief executive, and take no part in any related investigation or decision-making process unless expressly required to do so in writing by the chief executive.

- When a subordinate manager reports to a more senior manager and that senior manager has a personal relationship with a kaimahi who reports to the subordinate manager:
- any communication about the kaimahi between the senior and subordinate managers must not relate to performance or disciplinary issues, or to other matters which could directly advantage or directly disadvantage the kaimahi in their employment
 - the senior manager must not be involved in any other way with any such matters involving the kaimahi unless expressly required to do so in writing by the chief executive and,

- when the relevant senior manager is the chief executive and a performance issue, disciplinary matter or dispute arises in relation to a kaimahi with whom the chief executive has a personal relationship:
 - a. the chief executive will immediately delegate his or her powers as employer in the matter to the governance group, who will nominate a person who will exercise all the authority of the chief executive and act independently of the chief executive who will have no further involvement in the matter other than the right to be advised of the outcome
 - b. if the chief executive believes that the input of the governance group would assist in resolving the matter, he or she will have absolute discretion to seek that assistance
 - c. if the chief executive, or any affected kaimahi has a complaint about the decision made or the process followed by the governance group, they may appeal the decision by notice to the governance group. The governance group will then reconsider the original decision considering the reasons given for the appeal.

The governance group may make whatever amendments to the original decision considered appropriate, and if that does not resolve the complaint the chief executive or the affected kaimahi may refer the complaint to the governance group who will determine the way it should be resolved.

The disclosure and authorisation requirements above apply also to personal relationships between members and ākonga. In such situations it is the member’s responsibility to disclose the existence of the relationship.

Te Mahi Ako strongly discourages members from allowing personal relationships with ākonga to develop.

When a personal relationship does develop, or when it already exists, the member’s manager will ensure that any perceived or real conflict of interest or imbalance of power is adequately addressed, and that impartial assessment and integrity of academic processes is maintained. This may include involving an independent person in marking and assessment.

Conflict of interest register is to be maintained for all kaimahi (governance and management) and kept on permanent personal file with the people and culture team.

Where a member of the governance group or senior leadership team discloses a conflict of interest, the chief executive, or delegate if appropriate, will determine, depending on the nature and extent of the conflict, the appropriate way of dealing with it. If the member with a conflict is not happy with the chief executive’s decision, he or she may refer the matter to an agreed suitably qualified person who will decide how to proceed.

A separate conflict of interest register is to be maintained for governance group members and included in the papers as a standing item.

Where a governance group member discloses a conflict of interest, the group will determine, depending on the nature and extent of the conflict, the appropriate way of dealing with it. If the group is conflicted, that determination will be made by an agreed delegate.

Kaimahi must disclose any conflict of interest to the general manager as soon as it arises, and the general manager is then responsible for formulating an appropriate plan to manage the situation. The kaimahi manager will consult the employee before deciding how the conflict of interest should be managed but the final decision is at the general manager’s discretion.

The kaimahi may challenge the manager’s decision by referring it to the chief executive who will either uphold the manager’s decision or substitute his or her own decision after considering the relevant circumstances at the time.

Any agreements or decisions on the management of conflicts of interest must be recorded in writing and placed on the kaimahi personnel file.

When an applicant for a vacant position has a personal relationship with a member, that member must take no part in, or seek any information relating to, the recruitment or appointment process for the position whether before the appointment is made or later.

Relationship to disciplinary procedure

In the absence of a reasonable explanation, failure by kaimahi to declare a potential conflict of interest to their manager could be deemed misconduct and may be investigated.

Disputes

In the event of a dispute relating to this policy arising between kaimahi and their manager, either may refer the matter to the chief executive for review or if the chief executive has a conflict of interest or is unavailable, to the governance group.

Haepapa whakahaere | Operational responsibility

The chief executive, or delegate has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to conflict/s of interest to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

8 Kaupapahere Whara Hārukiruki, Whakahaere Ohotata

8 | Critical Incident and Emergency Management Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of oprations and finance

Kaupapahere whaipānga | Associated polices

- Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy.

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group health and safety policies, Skills Active SMS, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

Kaupapahere me ngā whakaaetanga hāngai | Related policy and agreements

Te Mahi Ako provides vocational and applied education that uses a range of practical environments for ākonga Workplace Learning and associated experiences. Before a workplace can be used for work- based learning Te Mahi Ako enters into formal Workplace Relationship Agreement. Part of this is to ensure that the workplace has policies and procedures in place consistent with Te Mahi Ako QMS and associated policies and procedures.

A defining feature of Te Mahi Ako is that it is focused on learning in the workplace through a tripartite agreement between the individual ākonga, the workplace, and Te Mahi Ako. Te Mahi Ako therefore supports ākonga outcomes in three ways:

- Direct interaction between tripartite kaimahi|staff (facilitating/assessing and support) with ākonga.
- Support for workplace trainers and assessors.
- The provision of high-quality learning resources and assessments.

The workplace relationship agreements states that the workplace has responsibilities and commitments to:

“Ensure Skills Active kaimahi and/or contractors are made familiar with relevant parts of the Company’s Health and Safety Plan, hazards they may encounter on their visit to the workplace are identified, and controls put in place to manage the safety of those kaimahi and contractors during their visit”; and

“Have in place a Health and Safety Plan that is compliant with New Zealand legislation to ensure that risks in the workplace are eliminated, isolated or managed to reduce risk of harm to staff and/or visitors to the workplace.”

Te Mahi Ako representatives have responsibilities and commitments to ensure staff adhere to the Company’s Health and Safety Plan when on site.

Whenever in a Skills Active Te Mahi Ako temporary or permanent Delivery Site the following applies.

Koronga | Purpose

Te Mahi Ako has a duty of care to staff, ākonga and others in the Te Mahi Ako work environment to always ensure their safety.

The purpose of this policy is to mitigate risk to Te Mahi Ako staff, ākonga, contractors, and visitors regarding critical incidents.

Raising awareness of these events and communicating information on safe practices ensures Te Mahi Ako responses to critical incidents and emergencies are well managed and effective.

Te tūtohu ture | Statutory compliances

- Health and Safety at Work Act 2015 and all associated Regulations and Amendments including Hazardous Substance (Dec 2017).
- Fire and Emergency New Zealand Act 2017, and all subsequent amendments.
- Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018.
- New Zealand Building Code – Compliance document for NZ Building codes, and fire safety.
- Civil Defence Emergency Management Act 2002, and all subsequent amendments.
- Biosecurity Act 1993, and all subsequent amendments.
- Defence Act 1990, and all subsequent amendments.
- Epidemic Preparedness Act 2006, and all subsequent amendments.
- COVID-19 Public Health Response Act 2021 and all subsequent amendments.
- Health Act 1956 and all associated Regulations and Amendments including Health (Infections and Notifiable Diseases) Regulations 2016.
- Local Government Act 2002, and all subsequent amendments.
- Maritime Transport Act 1994, and all subsequent amendments.
- Policing Act 2008 and all subsequent amendments.
- Resource Management Act 1991, and all subsequent amendments.
- Terrorism Suppression Act 2002, and all subsequent amendments.
- Civil Defence: In the event of a declared emergency (such as tsunami, earthquake, other) Civil Defence guidance will come from Local Authorities.
- Legislation and Lead Agencies: In incidents involving multi agencies one agency takes the lead role. Authority for control on an incident is pre-determined by the following:
 - a. Statute.
 - b. Agency protocols.
 - c. Agreements between agencies.
 - d. Standard Operating Procedures.

Ngā whakamahukitanga | Definitions

Critical incident is an unplanned or unforeseen traumatic event which has an impact on the institution, its staff, its ākonga, and the wider community. Examples of critical incidents and emergencies are, but not limited to fire, chemical spill, gas leak, flood, pandemic, and an act of terrorism, threat to safety of staff, ākonga, and the wider community.

Emergency is an event, or series of events, that can cause death or significant injuries to staff, ākonga, or the public; or that can suspend business, disrupt operations, create significant physical or environmental damage, or that can threaten the Te Mahi Ako financial standing or public image.

Epidemic/pandemic: Country wide or worldwide spread of disease; widespread occurrence of infectious disease which may spread quickly to many people.

Ākonga-centred event is an event involving one or more ākonga, which may involve sudden illness (potential for pandemic response), sudden illness causing death, self-harm incident, accident-causing serious injury or accident-causing death. This can be course related or outside of teaching time.

Incident Emergency Control Centre is an area or zone on Te Mahi Ako head office that becomes the base for the Incident Emergency Management Team (IEMT).

Incident Emergency Management Team (IEMT) is a group led by an incident controller who have been assembled from throughout Te Mahi Ako and who have the training, skills and knowledge required to react effectively during an incident or emergency (For e.g., senior learning designer, learner support manager). IEMT is responsible for the operational management of the incident or emergency in line with the Incident Emergency Management Plan with the immediate focus on saving life and property.

Strategic Emergency Management Group is the senior management team which will be responsible for events that have long term, high fiscal impact on the organisation. Such an event would have impact on business continuity and strategic way forward for the organisation. This group is convened on advice from the incident controller.

Kaupapahere | Policy

A Critical Incident or Emergency is declared by the chief executive or delegate when it is deemed that an emergency cannot be managed by day-to-day operational management. The Critical Incident/ Emergency Management Plan is activated at this point and continues throughout the period of the emergency.

It is the responsibility of all staff and ākonga to be thoroughly conversant with evacuation arrangements concerning buildings and areas in which they work.

Staff must briefly outline the critical incident and emergency procedures to ākonga and visitors at the beginning of any programme, course, or meeting.

Training

All Te Mahi Ako staff are encouraged to be conversant with this policy. Familiarisation will form part of new staff induction.

Selected Te Mahi Ako staff will be trained to the NZ standard Level 2 Coordinated Incident Management System (CIMS).

Selected Te Mahi Ako staff will be trained as emergency wardens. A list of Te Mahi Ako emergency wardens is available on the internal intranet or by contacting the health and safety representative in a particular work area.

Levels of Incident/Emergency and Notification Criteria

All incidents/accidents are notified to the head of operations and finance who, depending on the seriousness of the incident/accident, and after discussion with the chief executive or delegate, will escalate according to the notification and escalation table in:

- Critical incidents, emergencies or ākonga-centred events are categorised at several levels.
- Subsequent response activities will vary depending on the nature of the event.

The chief executive, or delegate, has the ultimate responsibility and authority for declaring a critical incident or emergency and making key executive decisions such as those pertaining to:

- closure of part or all the training premises
- evacuation of non-essential personnel
- suspension of business activity
- business continuity.

Notification and escalation table

Level No.	Event	Notification –immediate to	Escalation – Head of operations and finance will notify
1	• Where individuals are involved, dependent on incident • WorkSafe notifiable event. • Damage that results in minimal business loss. • Minimal cost is incurred. • Where the reputation of Te Mahi Ako may be at risk • Negligible environmental impact • No serious breach of legislation • Financial loss <\$5000.	Chief executive or member of senior management team.	• Learning facilitator/ assessor • Governance group – where Te Mahi Ako reputation is at risk.
2	• Where more than one person is involved. • Where an incident could have caused multiple injuries • Plant or property damaged • Minor costs incurred • Where the reputation of Te Mahi Ako may be at risk • Long term or significant environmental impact • Breach of legislation • Financial loss \$5000 – \$0.5 million.	Chief executive or named delegate.	• Person delegated by chief executive as incident controller who will activate the Incident Emergency Management Team (IEMT) in consultation with the senior management team • Governance group.
3	• Death • Multiple people injured • WorkSafe notifiable event • Significant structural or environmental damage • Significant financial loss • Possible permanent closure of the business site • Significant business interruption • Significant costs incurred • Where the reputation of Te Mahi Ako may be at risk • Highly significant long term environmental impact • Legislative breach causing cease of operation • Financial loss – >\$0.5 million.	Chief executive or named delegate.	• Chief executive or delegate. • Governance group immediately.

*If the general manager or the chief executive is not available the human resources manager will act in their place. In all cases where a named person is not available their delegate will act in their place.

Activation of the Critical Incident and Emergency Management Plan – applies to levels 2 and 3

Among the key factors for the chief executive, or delegate, to consider in making the decision to activate the Critical Incident and Emergency Management Plan are:

- whether life and/or property are at risk
- a large area is affected (entire premises/site/city/region)
- there are emergency services are involved
- the emergency is longer term (longer than one day)
- it is a serious health incident which could cause major disruption to Te Mahi Ako teaching and services
- where emergency declaration is made by local government authorities.

The principle of ‘prudent over-reaction and rapid de-escalation’ applies when making the decision to declare a critical incident or emergency. It is easier and usually more effective to scale down an over- reaction than it is to escalate an under-reaction.

When a critical incident or emergency is declared, this ‘Plan’ and the Emergency Communications Plan are activated.

Response

In the event of a critical incident and emergency, teams will be brought together to manage the event determined by the level of the incident or emergency as Levels of incident emergency and notification criteria.

The chief executive or general manager may delegate to the incident controller (when available, a delegated member of the senior leadership team) full responsibility to manage the initial response to a critical incident and emergency including decisions around operational priorities and resource allocation. The incident controller is then responsible throughout the event.

Note 1: The incident emergency management team has delegated authority for emergency expenditure in the interests of staff and ākonga safety and wellbeing. (e.g. Generators, Port-a-loos, tools and equipment).

Note 2: At this stage and following advice from the incident controller, the Strategic Emergency Management Group (SEMG) may also be convened to discuss the critical incident or emergency and provide additional strategic decision making to assist the Incident Emergency Management Team (IEMT).

The chief executive or incident controller will take appropriate steps to ensure information is quickly broadcast to staff and ākonga.

The role descriptions for staff that make up the incident emergency management team are documented separately. When the Critical Incident and Emergency Management Plan is activated, these staff will be released from their usual roles to take up their critical incident or emergency management roles.

- Checklists will be provided for the IEMT to review and act on in relation to each event and will be created specifically for the following timeframes:
- Immediate response – hours 1 to 6.
 - Secondary response – hours 6 to 24.
 - Recovery response – hours 24 to 48.
 - Long term recovery – hours 48 onwards.

Members of the governance group, senior management team or any other Te Mahi Ako staff member, may be called on as appropriate.

During the management of any event, additional support will be made available using the resources available through such mechanisms as chaplaincy services and Staff Assistance Providers (SAPs).

The physical location of the Incident/Emergency Control Centre will be such as to manage an effective response to a critical incident or emergency.

Post incident review and improvement

The appropriate procedure will be reviewed and updated as required at the conclusion of each such incident and by the persons involved in the management of that incident.

Testing of the Critical Incident and Emergency Management Plan shall be conducted as a practical and desktop exercise on alternate years, or otherwise more frequently if required.

Reporting

The Governance Group will be notified of all activated incidents through Health and Safety reporting mechanisms.

Referral documents

For procedures relevant to each incident/emergency are documented as Standard Operating Procedures. These include Te Mahi Ako Emergency Response Plan and Te Mahi Ako Response plan for ākonga.

Specific incident or emergency description and action – refer to printed instructions at entrances and exits to staff/ ākonga/service areas.

More information can be found at the Ministry of Civil Defence and Emergency Management website: www.mcdem.govt.nz or the New Zealand Society for Earthquake Engineering: www.nzsee.org.nz.

Haepapa whakahaere | Operational responsibility

The head of operations and finance have responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to the critical incidents and management of emergencies related to all appropriate occurrences, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – no change	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

9

Hauora me te Haumarū – Kaupapahere mō-ngā Takohanga me ngā Haepapa | Health and Safety – Commitments and Responsibilities Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Kaupapahere whaipānga | Associated policies

- Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy.
- Te Mahi Ako Health and Safety Policies.

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group health and safety policies, Skills Active SMS, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

See Parent Company Corporate and Operational Policies.

Kaupapahere me ngā whakaaetanga hāngai | Related policy and agreements

Te Mahi Ako provides vocational and applied education that uses a range of practical environments for ākonga | learner Workplace Learning and associated experience. Before a workplace can be used for work-based learning, Te Mahi Ako enters into formal Workplace Relationship Agreement. Part of this is to ensure that the workplace has policies and procedures in place consistent with Te Mahi Ako QMS and associated policies and procedures.

A defining feature of Te Mahi Ako is that it is focused on learning in the workplace through a tripartite agreement between the individual ākonga, the workplace, and Te Mahi Ako. Te Mahi Ako therefore supports ākonga outcomes in three ways:

- Direct interaction between tripartite staff (facilitating/assessing and support) with ākonga.
- Support for workplace trainers and assessors.
- The provision of high-quality learning resources and assessments.

The workplace relationship agreements state that the workplace has responsibilities and commitments to:

“Ensure Te Mahi Ako staff and/or contractors are made familiar with relevant parts of the Company’s Health and Safety Plan, hazards they may encounter on their visit to the workplace are identified, and controls put in place to manage the safety of those staff and contractors during their visit”; and

“Have in place a Health and Safety Plan that is compliant with New Zealand legislation to ensure that risks in the workplace are eliminated, isolated or managed to reduce risk of harm to staff and/or visitors to the workplace.”

Te Mahi Ako representatives have responsibilities and commitments to ensure staff adhere to the company’s Health and Safety Plan when on site.

Koronga | Purpose

This policy outlines Health and Safety responsibilities for staff, managers, ākonga, and contractors at Te Mahi Ako takes all reasonable steps that its workplaces (see Note above re related Policy and Agreement) are safe and healthy and that all staff, contractors, ākonga, and visitors are not harmed.

In addition, best practice guidelines and Accident Compensation Act 2001 expectations for workplace safety management programmes seek a statement of commitment, such as this policy, regarding the management of safety and health at Te Mahi Ako.

Te tūtohu ture | Statutory compliances

- Health and Safety at Work Act 2015, all subsequent amendments, and associated regulations.
- Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018.
- Fire and Emergency New Zealand Act 2017 – Section 12.
- Hazardous Substances and New Organisms Act 1996, all subsequent amendments, and associated regulations.
- The Smoke Free Environment Act 1990, all subsequent amendments, and associated regulations, including Smokefree Environments and Regulated Products (Vaping) Amendment Act 2020.
- Human Rights Act 1993 and all subsequent amendments.
- Accident Compensation Act 2001 and all subsequent amendments.
- Privacy Act 2020.

Kaupapahere | Policy

Te Mahi Ako is committed to the provision of safe and healthy work and learning environments for all employees, ākonga, contractors, and visitors, and will provide appropriate resources to assist in achieving this.

In meeting this commitment of the senior management team and the chief executive provide governance and leadership to ensure that:

- resources are made available
- health and safety objectives and performance criteria for all managers and work areas are met
- appropriate best practice policies and procedures are implemented and reviewed every two years
- our obligations under legislation, regulations, codes of practice, standards or industry guidelines are met
- responsibility is given to managers, supervisors of staff and ākonga, and others in positions of responsibility to manage health and safety in their areas.

All staff will share in the commitment to health and safety and meet their responsibilities under the Health and Safety at Work Act 2015. Individuals will:

- support the achievement of a healthy and safe work and learning environment
- be familiar with the department hazard register
- be pro-active in identifying and managing new and existing hazards
- promptly report unsafe conditions or equipment
- always practice safe work methods, use safety equipment and personal protective equipment as appropriate
- ensure that any action or inaction of theirs does not cause harm to themselves or other persons
- immediately report incidents, accidents, and occupational illness – these will be investigated with a focus on identification of hazards and prevention
- be familiar with emergency procedures
- ensure safe escape routes are unobstructed
- complete all necessary safety training and refresher training in a timely manner.

In addition, Te Mahi Ako will:

- ensure that they have up-to-date knowledge of health and safety, including related Te Mahi Ako policies and procedures and relevant industry updates
- promote a system of continuous improvement in health and safety
- support and encourage employee and union consultation and participation in health and safety
- promote and model best practice in health and safety to staff, ākonga, and others
- identify existing and new hazards (including in new programmes, equipment, plant, or research) and take all practicable steps to eliminate, isolate or minimise exposure to any hazards deemed to be significant

- ensure an up-to-date hazard register is maintained and communicated to staff and ākonga on a minimum of an annual basis
- ensure safe escape routes are unobstructed
- ensure a departmental health and safety audit is completed annually which includes a review of the department’s health and safety systems and a physical audit of the work areas
- insist on safe operating procedures and use of safe equipment at all times
- provide effective training and supervision for staff and ākonga as appropriate
- ensure provision of procedures for emergencies
- insist upon the early reporting and investigation of all workplace incidents, accidents, and occupational illness
- update hazard registers appropriately
- support injured and disabled staff to return to work safely as early as possible
- ensure that each workplace used for work-based learning has in place a Health and Safety Plan that is compliant with New Zealand legislation to ensure that risks in the workplace are eliminated, isolated or managed to reduce risk of harm to staff and/or visitors to the workplace
- ensure that any Te Mahi Ako staff or contractors are made familiar with relevant parts of the workplace Health and Safety Plan, hazards they may encounter on their visit to the workplace are identified, and controls put in place to manage the safety of those staff and contractors during their visit.

Ākonga will:

- be responsible for adhering to health and safety procedures defined in the Te Mahi Ako Policy Manual as a whole and those specific to their own learning areas, including Ākonga Rights and Responsibilities (Ākonga Charter) document as published electronically on the Te Mahi Ako website
- follow instructions
- be proactive and report hazards promptly to their learning advisor/industry representative
- report incidents, accidents, and occupational illness promptly to their learning advisor/industry representative
- be familiar with emergency procedures
- ensure safe escape routes are unobstructed
- complete all necessary safety training and refresher training in a timely manner.

Haepapa whakahaere | Operational responsibility

The chief executive, or delegate has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to the organisation’s commitment to health and safety, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review –Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

10 Kaupapahere Tūtohunga Ākonga | Learner Charter Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

See also: Ākonga Rights and Responsibilities as contained in the Staff Charter, the Ākonga Handbook, and the Te Mahi Ako (Quality Management System) QMS.

Please note: Te Mahi Ako will ensure currency and alignment with Te Mahi Ako policies and procedures and display these in ākonga | learner areas and on the website so this is accessible by all ākonga.

Ākonga | Learner rights

- To be treated as mature responsible individuals regardless of age, gender, culture, or ethnic origin, sexual orientation, political or religious belief.
- To have access to information and resources required to enable ākonga to complete their studies.
- To receive information about the programme and ākonga support, including programme objectives, duration, costs, and assessment procedures before enrolment.
- For all forms of ākonga assessment to be valid, reliable, and authentic.
- To have access to accurate formative assessments and/or feedback during their course.
- To have the workload for any course or courses:
 - indicated prior to study
 - appropriate to the level of the course
 - comparable with workloads in other parts of the course
 - that is achievable while still meeting approval or registration requirements.
- To be given the following information in writing, within the first two weeks of commencing the course (in respect of all internally assessed or examination courses):
 - subject outline, objectives and assessment criteria
 - course requirements
 - all policies and procedures relating to ākonga, including complaints and appeal procedures.
- To have assessments marked and feedback provided within a specified period as described by the academic regulations, and to have access to all assessments after marking.
- To have adequate revision/study time to prepare for end of course assessments after the completion of prescribed course work.
- To be free from harassment, victimisation, and abuse by all members of the Te Mahi Ako community, including (but not limited to) physical, sexual, racially or disadvantaged based harassment, cyber bullying including verbal abuse.
- To have access to their personal information held by Te Mahi Ako.
- To have ākonga representation on / input into bodies which make Te Mahi Ako policy decisions affecting ākonga. Ākonga evaluations of courses will be reviewed by an appropriate member of the senior management team as part of the evaluation process. Ākonga representatives will be invited to attend forums and participate in consultations to discuss concerns and contribute ideas for continuous improvements related to course construction, delivery and assessment.
- To conduct ākonga evaluation of course and courses including course content and delivery, and to receive feedback on actions taken by Te Mahi Ako in response to ākonga evaluation.
- To receive effective teaching and assessing from competent staff.
- To be treated in a culturally sensitive and respectful manner by all members of the Te Mahi Ako community.
- To have input into all rules and regulations governing the conduct of ākonga within the Te Mahi Ako learning environment.
- To have access to ākonga support services which complement the learning experience offered by the Staff including:
 - learning assistance and counselling

- learning resources and website access
- administration and digital technology advice and support
- ākonga amenities.
- To have provided, within available resources, support for ākonga with disabilities to enable them to fully participate in learning and social opportunities at Te Mahi Ako.
- To have ownership of their work unless otherwise specified by Te Mahi Ako prior to the commencement of the work.
- To lodge complaints within approved procedures without being subject to subsequent harassment or victimisation.

Ākonga responsibilities

- To act as mature, self-directing and responsible individuals.
- To abide by the rules and regulations governing ākonga conduct at Te Mahi Ako.
- To contribute to a dynamic learning environment at Te Mahi Ako or in their workplace.
- To demonstrate respect and consideration for the rights and cultural differences of the Te Mahi Ako community.
- To respect the environment and property on associated Te Mahi Ako Workplace Learning sites.
- To refrain from harassment of other members of the Te Mahi Ako community, including physical or sexual harassment, racial or liability-based harassment, victimisation, cyber-bullying, or verbal abuse.
- To refrain from making unjustifiable allegations against other members of the Te Mahi Ako community.
- To be responsible for your own safety and the safety of those around you/you are with.
- To comply with all Te Mahi Ako health, safety and regulatory requirements including those outlined in the misconduct policy.

Referral documents

Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy.

Haepapa whakahaere | Operational responsibility

The chief executive or delegate is responsible for management of the Ākonga Charter and ensures it is current and included in the Ākonga Handbook and discussed at orientation. All ākonga rights and responsibilities are published on the Te Mahi Ako website and prominently in the physical premises.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review –Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

11 Kaupapahere Tūtohunga Kaimahi | Staff Charter Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of operations and finance

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group human resource and finance policies, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

Whakatakinga | Introduction

The intention of this Charter is to clarify the rights and responsibilities of the employer and employees of Te Mahi Ako.

Rights and responsibilities come from a variety of sources including:

- employment agreements
- legislation
- common law
- Te Mahi Ako policies and procedures.

The Staff Charter aims to highlight the key rights and responsibilities of both the employer and employees of Te Mahi Ako; it is not intended to be, and never can be, a definitive document.

The Staff Charter should be viewed as a living document which assists in daily tasks, providing guidance as appropriate. However, on occasion, the Charter will need to be read in conjunction with all Te Mahi Ako Human Resources Policy, including staff misconduct procedures.

The Staff Charter incorporates:

- **Code of Conduct:**
The established parameters for employee behaviour include all legislative requirements.
- **Code of Ethics:**
The established professional boundaries within which all educators are obliged to work.

Ngā whakamahukitanga | Definitions

Employer: Te Mahi Ako.

Employee: The employees of Te Mahi Ako.

Review of the Charter shall incorporate employee involvement.

Haepapa o te kaituku mahi | Employer’s responsibilities

General

The employer is responsible for ensuring that the following ‘good employer’ matters are adopted:

- Good and safe working conditions.
- Impartial employee appointments.
- Recognition of employee aspirations.

- Enhancement of employee abilities.
- Recognition of cultural differences of ethnic or minority groups.
- Recognition of the employment requirements of women.
- Recognition of the employment requirements of people with disabilities.
- To abide by statutory obligations as they pertain to Te Mahi Ako.
- To conduct herself/himself to uphold the dignity, standing and reputation of Te Mahi Ako and to refrain from any conduct that brings discredit to Te Mahi Ako.
- To ensure that Te Mahi Ako policies and procedures are clearly written and available to all employees as required.
- To respect the cultural background of all staff and ākonga of Te Mahi Ako and to not discriminate or harass because of ethnicity, disability, marital status, sexual orientation, age, gender, or religious beliefs.

Safety and health

- To provide and maintain a safe working environment.
- To provide and maintain facilities for the safety and health of all employees.
- To ensure that machinery and equipment is designed, made, set up and maintained to be safe for employees.
- To ensure that employees are not exposed to hazards in the course of their work.
- To develop procedures for dealing with emergencies that may arise while employees are at work.

Employee development

- To provide for continuing professional development and growth for Te Mahi Ako employees.
- Equity.
- To be committed to the elimination of discrimination through Te Mahi Ako Kaupapahere Ara Ako Ōrite | Equal Educational Opportunities (EEdO) Policy.

Appraisal

- To ensure that all employees have impartial appraisals according to the approved Te Mahi Ako procedures.

Employee participation

- To ensure that Te Mahi Ako employees have input into the management of the institution and are consulted on issues that directly affect them.

Human resources

- To ensure that all employees have written letters, or employment agreements of appointment and current job descriptions.
- To ensure all employees receive a copy of the Staff Charter on appointment.
- To ensure the confidentiality of personnel files.

Employer’s expectations

- To exercise the powers and prerogatives as set out in the Education Act and as delegated by NZQA.
- To expect employee compliance with Te Mahi Ako policy and procedure.
- To exercise academic freedom as defined by Te Mahi Ako General Manager and to allow:
 - a. the freedom of academic staff and ākonga to question within the law, and to test received wisdom, to put forward new ideas, and to state unpopular or controversial opinions
 - b. the freedom of academic staff and ākonga to engage in research
 - c. the freedom of the institution and its staff to regulate the subject matter of courses taught at Te Mahi Ako
 - d. the freedom of Te Mahi Ako and its staff to teach and assess ākonga | learner in the manner they consider best promotes learning.

Haepapa o te kaimahi | Employee’s responsibilities

General

During employment at Te Mahi Ako, all employees are required to meet the following responsibilities:

- To support and operate within the principles of Te Mahi Ako Staff Charter, guided by the values of tika, pono and aroha.
- To carry out duties in good faith as set out in job descriptions, and to comply with reasonable and lawful instructions from persons to whom they are responsible.
- To exercise professional and technical skill and judgment to the best of their ability and to discharge their duties

- and responsibilities with honesty and integrity.
- To conduct themselves in such a way as to uphold the dignity, standing and reputation of the Te Mahi Ako and to refrain from any conduct which brings discredit to Te Mahi Ako.
- To comply with approved policies and procedures.
- To adapt to change in the work environment and to the method and procedure of work.
- To work co-operatively will all Te Mahi Ako employees.
- To present themselves in a manner befitting the organisations and acceptable to the client.

Safety

- Not to willfully do anything likely to endanger human life or property.
- To adhere strictly to Te Mahi Ako safety rules and to the fire and emergency procedures.

Human resource issues

- To inform the employer of illness or other absences as soon as possible.
- Not to be absent from work without good cause.
- To comply with leave, payroll, and timesheet policies.
- To participate in the employee appraisal process.
- To comply with room lock up and security procedures.

Personal/private

- To ensure that personal interests or activities do not interfere with the aims and objectives of Te Mahi Ako.
- To ensure that private activities do not bring Te Mahi Ako into disrepute.
- To refrain from any outside employment paid or unpaid which conflicts with Te Mahi Ako duties.

Intellectual property

To promptly disclose any intellectual property made or conceived during employment with Te Mahi Ako. This property including discoveries, inventions, design, or software developments for example, is owned by Te Mahi Ako unless a specific contract to the contrary or apportioning joint ownership has been entered into with the employer.

Gifted property

- To promptly disclose any gifted property of substance (valued at over \$50.00) received from outside the organisation while in the course of employment at Te Mahi Ako. This property is owned by Te Mahi Ako.
- Employees shall not accept any gifts, income or favours which may compromise any decision, action, or commitment in respect of Te Mahi Ako or its ākonga.

Professional development

To strive to improve professional and technical competence by using professional development time to assist Te Mahi Ako in achieving its objectives.

Computers

To take care with computer equipment to prevent pirated software or computer viruses entering Te Mahi Ako computer network.

Confidentiality

While employed at Te Mahi Ako and after employment has ceased, not to disclose or use any information which may be supplied to employees during employment or information which the employee may be aware of during employment, such information being in any way related to or connected with the business of Te Mahi Ako, unless for the performance or duties or to meet requirements of the law.

Discrimination

To respect the cultural background of colleagues and clients; and not to discriminate or harass colleagues or clients because of sex, ethnicity, special needs, age, marital status, sexual orientation, or religious or ethical beliefs.

Substance abuse

- To refrain from the consumption of alcohol while at Te Mahi Ako premises unless on an approved and organised social occasion.
- To refrain from the possession or consumption of illegal drugs.
- To comply with any non-smoking policy.

Termination

To comply with Te Mahi Ako exit requirements and return any information or property on terminating employment.

Copyright

To comply with Te Mahi Ako copyright policy and to ensure written, visual, and audial reproductions is within the provision of the policy.

Financial interests

Employees, or any business in which they have a financial interest, shall not supply goods or services to Te Mahi Ako unless that interest has been declared in writing to the employer.

Ākonga matters

- Staff are responsible for establishing and maintaining appropriate boundaries between themselves and ākonga so that working relationships are not confused with friendship and other relationships.
- Staff shall respect the cultural and ethnic background of ākonga.
- Staff shall respect the learning style of ākonga and present lessons in a non-sexist and unbiased manner.
- Staff shall select, assess, and evaluate ākonga in a scrupulously fair and unbiased manner.
- Staff shall ensure a balanced presentation of controversial course content.
- Staff shall comply with ākonga course evaluation procedures.
- Staff shall maintain strict ākonga confidentiality.

Facilitation

Staff shall be available to facilitate courses in accordance with contractual requirements and as negotiated with the head of education.

Responsibility to colleagues

- Employees shall seek conflict resolution or arbitration when conflicts with colleagues and/or ākonga must be resolved in the interests of ākonga or of professional integrity.
- Employees shall treat colleagues with respect, courtesy, fairness, and good faith.
- Employees shall promote co-operation with colleagues to further education process.
- Employees should take constructive action through appropriate channels against unethical conduct by other employees, especially when it is detrimental to the professional credibility of Te Mahi Ako.

Kawatau o te kaimahi | Employee expectations

General

- To be accorded personal dignity, privacy, and respect regardless of background or status.
- To be accorded freedom of speech, association, assembly, information, religion, academic freedom, and political action within the laws of the land.
- To remain in employment unless just cause for dismissal, non-renewal of contract or severance is demonstrated by sound management practice.
- To contribute to the educational, administrative, and decision-making processes of Te Mahi Ako.
- Not to be prejudged or discriminated against in any way or on any occasion on the grounds of ethnicity, disability, marital status, sexual orientation, age, religious or ethical beliefs.
- To exercise professional judgement in areas of expertise.
- To have access to Te Mahi Ako policies and procedures.

Human resources

- To be advised immediately in writing of any official complaint made about their personal performance.
- To know the standard required for tasks undertaken, to know when standards are not met, and to know what needs to be done to meet the standard.
- To be given time, training, and encouragement as necessary to meet the required standard for tasks undertaken.
- For “natural justice” to be applied in any investigation including the opportunity to explain and the opportunity to be represented by a person of the employee’s choice.
- To operate with current job descriptions and have access to regulations and policies affecting conditions of employment.

- To have access their own personnel file.
- To receive correct pay on time, provided the timesheet requirements have been adhered to.

Health and safety

To have a safe and healthy working environment including:

- safe facilities and equipment
- provision of protective clothing as required
- provision of accident reporting procedures and accident documentation
- procedures for dealing with emergencies that may arise while employees are at work
- to have access to employee assistance.

Professional development

To have professional development needs recognised and approved needs met within resources available.

Information

To attend Te Mahi Ako staff meetings and forums.

Non-compliance with Staff Charter

Every attempt will be made to accommodate compliance with the provisions of this Charter in a fair and open manner that respects individuals’ expectations and by procedures that are just and equitable.

Employer non-compliance

Employer breaches of this Staff Charter will be matters for the New Zealand Qualifications Authority to address as deemed appropriate.

Employee non-compliance

Code of conduct matters such as statutory requirements or matters specifically covered within Te Mahi Ako policy will be addressed by way of the Te Mahi Ako staff misconduct procedure.

Haepapa whakahaere | Operational responsibility

The chief executive holds responsibility for approval and implementation of this Charter and any subsequent amendments to it.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – No change	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

12 Kaupapahere Whanonga ā-Tauira | Ākonga Misconduct and Discipline Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

This policy defines the process to be followed when an ākonga | learner has violated the rules and regulations of Te Mahi Ako as detailed in its policies, as outlined in the Ākonga Charter and as published on the Te Mahi Ako website. It also sets out the rights of the ākonga whose case is being dealt with as well as the appeal and resolution processes they can access.

Te tūtohu ture | Statutory compliance

- Policy and Procedures.
- Ombudsmen Act 1975.
- Education and Training Act 2020.
- Human Rights Act 1993.
- Privacy Act 2020.

Te Mahi Ako position

While at Te Mahi Ako premises and when engaged in Te Mahi Ako learning and assessment activities; misconduct – including (but not limited to) intimidation to others, vaping, smoking, alcohol and/or illegal drug use (or their effects) – will not be tolerated under any circumstances. All ākonga must also comply fully with the relevant policies and procedures of their employer/host organisation.

Hātepe | Processes

Suspicion of misconduct

All allegations of ākonga misconduct should be reported to the head of education. This includes (but is not limited to) suspicion of illegal drug / alcohol use by any ākonga while engaged in learning and assessment activities, as well as ākonga behaviour which negatively impacts the rights of others involved in Te Mahi Ako learning and assessment activities (e.g., bullying or intimidation).

Investigations

While evidence related to any alleged misconduct is investigated, the individual(s) involved may be suspended from a Te Mahi Ako programme. Upon receipt of information about ākonga misconduct, the general manager will immediately inform the chief executive of any allegations that are deemed serious misconduct.

All other misconduct allegations will be investigated and evaluated by the general manager (or delegate) under the principles of natural justice, to ensure ākonga are provided with the rights of being heard and participating in a flexible process in lieu of pre-judgement, bias and personal motives.

Note: Evidence related to all allegations will be evaluated as separate cases.

Te Mahi Ako decisions process

If the outcomes of an investigation into alleged misconduct indicate that misconduct has occurred, Te Mahi Ako may (at its discretion) take several actions. These actions may include (but are not limited to) speaking to the ākonga, issuing a warning, or withdrawing a learner from current enrolment. If the general manager feels it is appropriate, the matter may be referred to the chief executive.

In any case, the ākonga will be encouraged to have whānau members or a support person with them throughout. Ākonga and their whānau will be informed that learner support is available to them should they wish to seek guidance and direction throughout this process.

In all cases, the general manager will inform the ākonga of Te Mahi Ako decision and the rationale for this outcome. The general manager will update the Feedback, Complaints and Appeals Register with a copy of this decision and its rationale.

More information can be found in the Te Mahi Ako Ākonga Handbook.

Appeals

If the ākonga disagrees with Te Mahi Ako decision, they will need to inform Te Mahi Ako in writing, within seven working days of receiving the decision. The appeal must state which aspect(s) of the decision are being appealed and the grounds for this.

Te Mahi Ako may refuse to consider the matter further if it believes the appeal is “trivial, vexatious or not made in good faith”. However, if grounds for the appeal are accepted by Te Mahi Ako, a Resolution Committee will be established.

The Resolution Committee will comprise of people with appropriate skills and / or relevant experience with the process of appeals and resolutions. These persons will understand vocational education, however, will remain objective in their consideration of the appeal brought forward by the ākonga. The aim of the resolution process is to reach a point at which both parties (the ākonga and Te Mahi Ako) deem the appeal to have been resolved.

In this case, the ākonga will be invited to a resolution meeting where they will be encouraged to bring members of their whānau or another support person. Copies of the original decision related to the misconduct, as well as the appeal received from the ākonga, will be circulated to all involved parties at least three working days prior to the resolution meeting.

The aim of this meeting is for the ākonga to speak to their misconduct, address aspects of Te Mahi Ako decision which they are appealing and the rationale for this. The Resolution Committee will consider the appeal under the principles of natural justice and aim to reach a resolution that both the ākonga and Te Mahi Ako are satisfied with.

The outcomes of any resolution meeting will be communicated to the ākonga within seven working days of the meeting. Should a resolution not be reached as an outcome of this meeting, the ākonga will be informed of this in writing within the same period and Te Mahi Ako original decision will stand. The outcomes of any resolution meeting will be recorded in the Complaints and Discipline Register.

If the ākonga remains dissatisfied with outcomes of the resolution meeting and wishes to appeal, they may make a complaint to the Commerce Commission, The Privacy Commission, NZQA, or the Ombudsman. Under section 13(1) of the Ombudsman Act 1975, if the ākonga has exhausted their attempts to resolve the complaint internally, the Ombudsman can investigate the complaint.

Conclusion

Once the matter is complete, the chief executive will appropriately close the misconduct ‘case’ in the Complaints and Discipline Register.

Referral documents

- Ākonga Rights and Responsibilities (as published on Te Mahi Ako website/Ākonga Charter).
- Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to ākonga misconduct to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

13 Kaupapahere Mātairua ā-Aromatawai | Moderation of Assessment Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

To provide a framework for moderation practices which enable moderation to verify that assessment design and assessor judgements:

- are valid, fair, consistent, and reliable
- meet approved learning outcomes
- are appropriate to the learning environment.

Takenga | Background

Moderation is an integral part of assessment best practice. The New Zealand Qualifications Authority (NZQA) requires institutions to have robust assessment and moderation processes. Te Mahi Ako QMS document outlines the systems and processes designed to achieve valid, fair, and consistent assessment and to meet internal and external requirements for best practice.

Moderation processes are expected to meet relevant national and international best practice. There are two components to the moderation system; pre-assessment and post-assessment moderation as outlined below:

Pre-assessment moderation

The purpose of pre-assessment moderation is to ensure the assessment materials developed and used by Te Mahi Ako registered assessors meet the unit standard requirements and, where relevant, contextual industry requirements.

Post assessment moderation

The purpose of post-assessment moderation is to verify that assessors decisions are consistent, fair and valid. Moderation requests are based on the Te Mahi Ako annual moderation plan that is created from reported unit standards of the previous year. Te Mahi Ako registered assessors are post- moderated by submission of post-moderation assessment samples based on the annual moderation plan.

Te tūtohu ture | Statutory compliance

- National External Moderation Manual for Tertiary Education Organisations.
- NZQA Qualification and Micro-credential Listing and Operational Rules 2022 (and subsequent updates).
- NZQA Programme approval and accreditation Rules 2022 (and subsequent updates).
- NZQA Guidelines for approval of New Zealand Qualifications at levels 1-6 for listing on the New Zealand Qualifications Framework 2023 (and subsequent updates).
- NZQA Micro-credential Approval and Accreditation Rules 2022 (and subsequent updates).
- Degrees and Related Qualifications, Guidelines for Programme Approval and Accreditation to Provide Programmes Version 2.4 October 2020 (and subsequent updates).
- NZQA monitoring of programmes leading to degrees and related qualifications 2021.

Kaupapahere | Policy

The head of education or delegate is responsible for the implementation and maintenance of internal and external moderation practices for all programmes which ensure that assessment is fair, valid, reliable, appropriate to the assessment mode, consistent across the Te Mahi Ako and meets external requirements.

The head of education, manager education development and quality assurance manager, in conjunction with the academic committee, are responsible for ensuring that a robust and effective internal moderation system is in place for both pre-assessment and post-assessment moderation activity.

When programmes are delivered under a sub-contracting agreement, and/or when a programme is being delivered at multiple sites including workplaces, the head of education or delegate is responsible for ensuring that pre and post moderation requirements are met to ensure consistency.

All assessment tools and/or resources are to be pre-moderated prior to use (pre-assessment moderation) by quality advisors (person(s) other than the assessment tool developer). A sampling process is used to post moderate the marking of ākonga work by quality advisor (person(s) other than the original assessor).

Quality assurance manager will be responsible for the preparation and implementation of Annual Moderation Plans for both pre-assessment and post-assessment moderation.

For NZQA managed external moderation, the Head of Education or delegate will liaise with NZQA and programme contacts to submit Annual Intention Plan to NZQA. For ISB managed external moderation, the head of education or delegate will receive notification from the relevant Industry Skills Board (ISB) and comply with the ISB moderation requests within the required timeframes.

Outcomes of the annual review of moderation systems and processes must be included in the Annual Programme Evaluation and Review report for each programme, including programmes delivered under sub-contracting agreements.

Ngā tukanga | Procedures

- Head of education, or delegate and the academic committee are required to:
- prepare and implement the annual Moderation Plan which must include internal and external moderation
 - ensure relevant external moderation requirements are met
 - liaise with the assessor and facilitator manager and head of regional growth and head of national partnerships regarding internal and external moderation requirements.

Moderation activity, including any outcomes and actions resulting from moderation feedback, are reported to academic committees, senior management, Te Mahi Ako Board, Annual Programme Evaluation and Review report and to external monitors as required.

All moderation records will be retained and archived securely for at least two years.

For areas where Te Mahi Ako holds accreditation on the New Zealand Qualifications Framework, the procedures for internal and external moderation at department level must comply with external moderation requirements and Accreditation and Moderation Action Plans (CMRs). This includes complying with an external Standard Setting Body (SSB) such as NZQA and/or ISB.

Aratohu | Guidelines

Pre-assessment

Assessments are pre-moderated and approved for use prior to assessment being undertaken. All assessments receive pre-moderation approval from the relevant ISB prior to use. The moderation process will ensure that in the

assessment design, the following conditions are met:

- Conditions are clearly stated.
- Instructions are appropriate and easily understood.
- Assessments enable ākonga to provide evidence congruent with identified learning outcomes.
- Assessment/marking schedules indicate range of evidence and judgements required to ensure consistency.
- Feedback from previous assessments will be considered.

Post assessment

- Consistency of marking is ensured by post assessment moderation procedures and checking of ākonga assessment samples against the moderated marking schedules. These moderation procedures will be outlined in the programme document.
- Post-moderation may include subject matter expertise.
- All annual external post moderation requests from external agencies are met – NZQA, SSB.

Referral documents

- Kaupapahere Aromatawai | Assessment Policy.
- Kaupapahere Tinihanga | Cheating Policy.
- Kaupapahere Taitu | Impaired performance: Aegrotat Policy.
- Best Practice in the Assessment of Unit Standards and Best Practice Moderation.
- Liaise with NZQA re NZQA managed moderation systems.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to assessment and moderation for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

14 Kaupapahere Whakaratarata, Whakatau Ākonga | Orientation and Induction for Ākonga Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of regional growth

Koronga | Purpose

To outline the objectives of the Te Mahi Ako orientation and induction process for ākonga | learners and other relevant stakeholders.

Orientation is concerned with familiarising ākonga, and other relevant stakeholders, with their new learning environment and involves introducing people, explaining roles and functions, and communicating helpful information such as how to access essential services.

Induction incorporates orientation, but in addition prepares ākonga to succeed when learning at a tertiary level. It will ensure that ākonga have been informed of skills and knowledge needed to be successful in their chosen programme option.

The Te Mahi Ako orientation and induction information will clearly communicate the ākonga entitlement to a fee refund if the ākonga voluntarily withdraws from their Te Mahi Ako enrolment, as per the Te Mahi Ako Terms of Trade.

Ākonga new to a workplace/host organisation will also receive a separate orientation and induction to people, policies and procedures of that workplace in line with the requirements of the Workplace Relationship Agreement. This will be led by the training manager, mentor, or assessor as appropriate.

Also see Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy and the Workplace Relationship Agreement.

Te tūtohu ture | Statutory compliance

NZQA rules and guidelines: www.nzqa.govt.nz.

Kaupapahere | Policy

- An appropriate Orientation and Induction will be available to all ākonga enrolling at Te Mahi Ako for the first time in all programmes.
- Specific inductions, including the enrolment process, host and/or workplace responsibilities (including Health and Safety, emergency procedure responsibilities), training and assessment, learner engagement, and delivery mode characteristics, are carried out following receipt of the Welcome email. These inductions will be tailored to the identified needs of the ākonga, as appropriate to the specifics of the enrolment option chosen. They will include a detailed description of the learning journey required to succeed and a breakdown of expected timeframes and achievement requirements.
- Ākonga responsibilities in terms of academic integrity and how Te Mahi Ako responds to academic misconduct will be detailed in the Ākonga Handbook and this will be explained to them.
- Ākonga will be assisted to identify their learning preferences to increase their personal learning effectiveness. Opportunities for improving effectiveness as ākonga will be available and may include the importance and relevance of personal goal setting and motivation.
- Ākonga will be given the opportunity to confirm whether their current path of learning aligns with their future aspirations.
- Ākonga will be introduced to the learning environment and to the range of services that are available to support them in their learning.

- Ākonga may be given the opportunity to meet other ākonga at a personal level which may include activities and entertainment to promote social interaction.
- Opportunities will be provided for ākonga to be oriented to the skills/competencies required to use the technologies at Te Mahi Ako.
- Opportunities will be provided to assist ākonga in resolving administrative issues such as enrolment and finances.
- Ākonga will be advised on how they can submit feedback about any aspect of their learning and the support mechanisms at Te Mahi Ako.
- All ākonga will have health and safety induction and training relevant to the hazards in their work areas, by their employer, as per the Workplace Relationship Agreement requirements.
- When applicable, such as workshops or training events organised by Te Mahi Ako, emergency and evacuation procedures will be outlined on day one by Te Mahi Ako staff.

Referral documents

- Ākonga Handbook.
- Te Mahi Ako website.
- Workplace Relationship Agreement

Haepapa whakahaere | Operational responsibility

The head of regional growth has responsibility for day-to-day compliance and annual review that evaluates Te Mahi Ako performance in matters related to induction and orientation for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for the approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

15 Pūmanawa Tangata – Ngā Kaupapahere me ngā Tukanga | Human Resources – Policies and Procedures

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive or head of operations and finance

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group human resource policies, Skills Active SMS, the Te Mahi Ako QMS and information to ākonga | learner.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

See Parent Company Corporate and Operational Policies.

Tukanga | Procedure

All Te Mahi Ako human resources (HR) practice will be comprehensive and targeted to meet New Zealand legislative and statutory requirements, including the Education and Training Act 2020. Te Mahi Ako will employ the best person for all staff positions and ensure all relevant procedures are observed in terms of recruitment, selection, and appointment.

Haepapa whakahaere | Operational responsibility

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The Chief Executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – No change	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

16 Kaupapahere Whakawhanaketanga Ngaio | Professional Development Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active Group human resource policies, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group policy.

See Parent Company Corporate and Operational Policies.

Koronga | Purpose

This policy aims to give effect to Te Mahi Ako commitment to the development of its kaimahi | staff member in partnership with the individual kaimahi. The policy sets out the expectation of Te Mahi Ako in respect of feedback and the requirement for personal and professional development planning and makes provision for open and transparent decision-making. It refers to individual development entitlements and allocations and establishes authorities.

Takenga | Background

Underpinning this policy is the belief that development is an essential element of our quality management system as well as the affirmation that development is integral to a person’s professional life, and which Te Mahi Ako recognises through a substantial and continuous investment in kaimahi development opportunities.

These opportunities assist kaimahi to keep up to date with developments in education, industry, and the professions; to enhance their skills as effective practitioners and to ensure they have the capabilities needed for Te Mahi Ako to achieve its strategic goals and objectives.

This policy is based on the principle of mutuality of benefit, contribution, and obligation from both Te Mahi Ako and from the individual kaimahi, about kaimahi development.

Te tūtohu ture | Statutory compliance

- Employment Relations Act 2000.
- Public Service Act 2020.
- Education and Training Act 2020 plus amendments.
- Referral documents.
- Employment agreements for both academic and general kaimahi.

Application

This policy applies to all permanent (tenured) academic and general kaimahi (full-time or proportional) and to all kaimahi who are employed greater than 0.5 for fixed term contracts of 12 months or more, provided that nothing in

this policy shall prevent the support of the development of other categories of kaimahi. (Refer to the development of part-time [untenured] kaimahi.)

This policy shall be read alongside respective employment agreements which shall take precedence over this policy except in those situations where the provisions of this policy are more advantageous to the kaimahi.

Definitions

The terms “Professional Development” and “Kaimahi Development” are regarded as synonymous for the purposes of this policy.

Kaimahi development refers to a wide range of activities which are complementary to the work which kaimahi may undertake and which are intended to enhance their effectiveness as members of Te Mahi Ako.

Kaimahi development activities may involve activities which enhance specialist capability (e.g. administrative, business, research, teaching, technical, managerial), and/or personal proficiency (e.g. critical thinking, cultural understanding, interpersonal communication, time management, leadership, stress management).

Individual development allocations are those entitlements to time and granting of financial support as set out in the kaimahi member’s employment agreement or conferred by Te Mahi Ako policy.

An **Individual Development Plan (IDP)** (also known as Personal Development Plan (PDP) or Learning and Development Plan (LDP)) is a statement agreed annually between a kaimahi member and his/her manager that sets out the directions for a kaimahi member’s development and which identifies the resources which are to be allocated for that development.

“Work related” kaimahi development activity. A kaimahi development activity can only be regarded as work related if it reasonably can be seen to:

- develop the kaimahi member’s capability in the current position
- prepare the kaimahi member for a new or future position which can be seen as a development of that kaimahi member’s career and is potentially of value to Te Mahi Ako
- otherwise benefit Te Mahi Ako, e.g. by developing capabilities which enhance the flexibility and value of the kaimahi member as an employee.

Developmental feedback refers to the process whereby an individual kaimahi member seeks feedback on his/her work performance with the objectives of affirming good practice and of identifying any areas and actions for improvement. Such feedback should be gathered from those who have valid experience of aspects of the kaimahi member’s practice.

Policy requirements

Developmental feedback

All kaimahi have a professional responsibility to seek developmental feedback on their practice from ākonga | learner/ workplaces and colleagues as part of an ongoing consideration of the effectiveness of their work practice. For ākonga facing kaimahi, this includes ākonga feedback; and for service kaimahi, this includes customer feedback (internal and external).

Kaimahi have a professional responsibility to assist with the development of colleagues and to this end to provide constructive feedback on their direct experience of a colleague’s practice upon request by that colleague. Kaimahi also have a professional responsibility to bring matters that they view with concern about the practice of a colleague to the attention of that colleague. This is a particularly important responsibility for managers and supervisors and is a key performance indicator for all ākonga facing kaimahi. In exercising this responsibility kaimahi should act with due care and sensitivity.

In the context of developmental feedback, the kaimahi member shall have ownership of and control over the use

of all information gathered for learning advisor/ facilitator and assessor feedback from ākonga and colleagues is confidential to the learning facilitator /assessor unless the request to seek feedback has been initiated by the general manager as above.

Kaimahi are encouraged to notify their manager that they are seeking feedback and to discuss feedback with their manager and with trusted colleagues. Kaimahi should reflect on feedback and seek to initiate development activities where these are indicated as desirable. Such development activities should be built into the kaimahi member’s IDP. Managers are expected to facilitate the development activities that are incorporated into the IDP, including the allocation of resources as appropriate.

Developmental feedback obtained through Te Mahi Ako central feedback service meets the requirement for valid and reliable feedback necessary for promotions or salary review.

In the rare cases where the general manager becomes aware of consistently negative feedback on two or more occasions, the general manager will alert the kaimahi member that action is required.

Summative feedback

All managers are required to obtain summative feedback on the performance of their kaimahi on an annual basis, using the standard feedback tools. This feedback should be an appropriate sampling of the key elements of the kaimahi member’s work.

Individual Development Plans (IDP)

Each kaimahi member shall maintain a current IDP which shall address: the capabilities required for effective job performance, giving effect to institutional and departmental/service area priorities; and other personal and professional development needs which are work related as determined by the kaimahi member. It is expected that any development needs which have been identified as necessary for effective job performance will be addressed in the first instance.

The IDP must include training/development for improved performance, arising from the kaimahi member’s performance review, and compliance training required of all kaimahi e.g. health and safety, fire, and developmental priorities as advised.

IDPs should be regarded as dynamic documents which are reviewed as required to meet changing circumstances. The IDP is to be reviewed at least annually, and each revision must be agreed with the kaimahi member’s manager. An IDP may be revised, by agreement with the manager, at any time.

The plan will be a ‘live’ plan that will be checked in on and updated quarterly (at a minimum). It will include the Skills Active induction programme as the first priority when a kaimahi member starts.

IDPs are confidential agreements, the contents of which are subject to the usual privacy considerations surrounding personal information. A copy of the individual’s IDP is provided by their manager to the people and culture team each year.

Where a kaimahi member and his/her manager are unable to agree on a development plan, the matter shall be referred to the chief executive for resolution. Participation in Te Mahi Ako development days are a required element of every development plan; subject to operational requirements as determined by the manager.

Provisions for support

The IDP shall identify the development time and financial support to be provided for the kaimahi member’s personal and/or professional development.

Development time and financial allocations will be by agreement with the general manager in accordance with the organisation’s goals and priorities.

In addition to development time and financial support, managers may agree to support kaimahi development through other means such as flexible work arrangements or the use of Te Mahi Ako resources.

In granting financial, or other support, or development time more than contractual entitlements or institutional allocations the manager shall give due weight to the value of the development activity to the department/service area or Te Mahi Ako.

A manager must not approve the use of development time nor authorise financial support for development activities which are not work related. Refer above for a definition of “work related” as it applies to kaimahi development.

In addition to any allocation for financial support for kaimahi development, all qualifying Te Mahi Ako kaimahi may undertake study of a Te Mahi Ako programme in whole or in part, with no charge for fees, provided that such study is a component of the agreed IDP.

Approval to undertake study of a Te Mahi Ako programme free of tuition fees does not confer on Te Mahi Ako an obligation to provide time release for that study in excess of the kaimahi member’s individual time entitlement. Managers who in their discretion grant time release beyond the individual entitlement may require the kaimahi member to apply their individual financial allocation to the provision of replacement kaimahi.

Where a kaimahi member is required to undertake specific training or to otherwise acquire skills over and above their current area of expertise, the manager shall make additional financial and time provisions to ensure that such training and development can be undertaken as part of the kaimahi member’s job.

As well as any individual entitlements or other financial support provided by the manager, kaimahi may receive support from other funds made available by the Te Mahi Ako. Any funding which is provided for a kaimahi member’s development is subject to the requirements of this policy.

Financial support for kaimahi development activities will be provided by direct payment to suppliers of development services wherever possible, or otherwise by reimbursement against receipts.

Only in exceptional circumstances may annual time and/or financial entitlement be carried forward, and then only by written agreement with the appropriate senior manager. This requires specific budgetary provision to be made at the time of setting the budgets for the new academic year.

Every department/service area will be allocated a dedicated kaimahi development budget at the level set out (dedicated means it cannot be spent on anything other than kaimahi development).

Use of development funding

Funding allocated for development may be used to meet any bona fide operating costs associated with approved development activities, including fees, travel and materials costs, and costs associated with hiring assistance.

Allocated funding may not be used to pay fees at another institution if the kaimahi member has failed or failed to complete study previously undertaken and paid for with Te Mahi Ako funds.

Te Mahi Ako will reimburse fees which otherwise will have been paid on application following successful completion. In exceptional circumstances the chief executive may waive this requirement.

Funding allocated for development may only be used for capital costs (equipment, machinery) with the express approval of the chief executive. As a general guide approval will not be given for the purchase of equipment or machinery which has a high personal benefit unless the kaimahi member has personally contributed to the purchase at a level that reflects the personal benefit.

Funding allocated for development may not be used to pay fees at another tertiary institution where the same or a substantially similarly course/programme of study is available at Te Mahi Ako.

Required development days

All learning facilitators and any assessors who undertake teaching and are under contract to Te Mahi Ako will undergo an induction process and be provided with ongoing learning and development opportunities to support the development of contemporary best practice.

In addition, Te Mahi Ako may set aside up to four development days for Te Mahi Ako /programme/ service area development activity.

Te Mahi Ako department or service area development days are workdays and are not available for leave. Participation in development activities is expected.

Budget

The general manager shall budget centrally for kaimahi development and shall report annually on the use of development resources.

The senior leadership team shall approve development plans and allocate resources to development activities which meet the requirements of this policy and shall monitor implementation of development plans.

Kaimahi shall develop Individual Development Plans by due date and implement those plans in the agreed timeframes.

Haepapa whakahaere | Operational responsibility

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

17 Ngā Hōtaka Hou me te Kaupapahere Tohu Whāiti

| New and Revised Programmes and Micro-credentials

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Note

All programme and micro-credential development must be aligned with the relevant NZQA Programme Approval and Accreditation Rules. These rules also apply to new and revised programmes, components (modules) and micro-credentials.

Any changes to existing programmes must be informed by the rules for Type 1 and Type 2 changes and approved by the Academic Committee. No Type 2 change can be made without the consent of the chief executive.

Whāinga | Goal

To ensure that all programmes and micro-credentials developed by Te Mahi Ako:

- are developed in consultation with relevant stakeholders
- meet academic standards endorsed by the academic committee and external bodies
- are resourced adequately and appropriately
- are supported by sound need-and-demand analysis
- meet the conditions for ongoing viability
- meet all required internal and external approval, monitoring and review processes
- utilise opportunities for bicultural focus
- meet the needs of ākonga and the region
- align with Te Mahi Ako values and strategies.

Ngā whakamahukitanga | Definitions

Work-based learning (training)

The Education and Training Act 2020 defines work-based learning (training) as:

- programmes where the majority of learning takes place in the workplace, using the employment context, with online, self-directed and/or cohort learning to support it
- programmes designed for arranging work-based training (including apprenticeship training) activities and support.

Flexible learning

Flexible learning involves using a range of strategies to improve ākonga | learner choice over the time and place of study. A flexibly delivered programme may include traditional delivery methods (e.g., face to face, tutorials, workshops and practical classes). It must include aspects that give ākonga flexibility to choose the times, places and/or technologies used for learning.

E-learning

The delivery of educational content via any electronic media, including the internet, intranets, interactive computer technology, mobile technology, and computer-based training. Involves interactivity, such as ākonga engagement

with digital content, online interaction between ākonga and kaiako and online interaction between ākonga and their peers.

Blended learning

Delivery mode where ākonga meet face-to-face for some parts of the course and where other delivery modes are offered.

Distance learning

Learning where the teaching staff and the ākonga are in physically separate locations.

Internal stakeholders

Te Mahi Ako ākonga and staff.

Programme

- A group of one or more modules or components leading to a qualification or other formally recognised award.
- Changes to programmes must be made in accordance with the NZQA guidelines.
- In any instance where course/programme developers are unsure of the type changes proposed they must seek advice from the general manager.

Programme changes

Type 1 and Type 2 programme changes are defined by NZQA rules as detailed below.

Type 1 (NZQA Rule 3.1)

Type 1 change means one or more changes to components of an approved programme which do not impact on the programme as a whole. A Type 1 change is a minor change to a programme component(s) which does not impact on:

- the programme aim, content or the outcome statement
- entry requirements
- the total credit value, total learning hours, delivery or vacation weeks (durations)
- mode of delivery, assessment methodology, or the overall programme structure.

Type 2 (NZQA Rule 3.1)

Type 2 change means one or more changes to components of an approved programme which do have an impact on the programme as a whole. A Type 2 change must be approved by NZQA prior to implementation. Type 2 change applications are evaluated against programme approval and accreditation criteria. They result in amendments to the programme approval and accreditation data held by NZQA and the programme is given a new version number.

Examples of Type 2 changes include:

- leads to a new qualification version
- graduate profile outcomes and/or changes to learning outcomes
- the programme title, aim, content or outcome statement
- programme structure e.g. adding, combining or removing components, changing components (including work placements, etc.), or changing component credit values
- regulations, including entry requirements
- the total credit value, total learning hours, or durations
- changes to unit standard versions where the level or credit value has changed
- mode of delivery (e.g. a move from face-to-face to distance online learning), and
- significant changes to assessment methods and/or assessment weightings.

A revised programme that includes a Type 2 change must be endorsed by the relevant ISB before a Type 2 change application is submitted to NZQA.

Micro-credentials

All micro-credentials must be developed and approved according to the NZQA guidelines and rules.

[Micro-credential listing, approval, and accreditation: NZQA](#)

Tauākī Kaupapahere | Policy statements

No programme will be developed without approval in writing from the head of education. Changes to programmes that have specific external approval requirements, must have approval in principle from the head of education before proceeding with the change process.

All new and revised programmes offered by Te Mahi Ako must be reviewed by and formally endorsed by the academic committee and the chief executive or delegated authority before submission to the relevant Standard Setting Body (SSB) for endorsement and NZQA for approval and accreditation.

No programme will be delivered before Te Mahi Ako has received appropriate NZQA or SSB approval and accreditation.

Technical changes and minor alterations to formatting to a programme document must be memorialised through an entry in the Change Log for the programme in Kairangi (Salesforce).

For all new programmes, all new assessments are prepared and internally pre-moderated prior to programme course commencement.

Written approval of the chief executive and NZQA of any proposed sub-contracting arrangement between Te Mahi Ako and another partner must be obtained prior to programme commencement.

Tukanga | Procedure

New

The academic committee must endorse all new programmes of study, and the business case for a new programme must be approved and signed by the head of education and senior management prior to the development of a Programme of Study document for application and approval.

A NZQA Programme Approval and Accreditation Application for a new programme must be signed by chief executive prior to the application being uploaded to NZQA.

Revisions

Processing Type 2 programme changes require academic committee approval and chief executive sign-off before being sent to the relevant ISB for endorsement and then NZQA for approval.

Processing Type 1 programme changes requires – approval of the head of education and then notification to NZQA.

Relevant rules, guidelines and legislation

The Education and Training Act 2020

NZQA

- Programme Approval, Recognition, and Accreditation Rules 2022.
- Guidelines for programme approval and accreditation of New Zealand Certificates Levels 1–6 and New Zealand Diplomas Levels 5–7.
- Qualification and Micro-credential Listing and Operational Rules 2022.
- Micro-credential Approval and Accreditation Rules 2022.
- Micro-credential approval guidelines.
- NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023 and subsequent amendments.

Programme endorsement

- SSBs.
- Māori Qualification Services.
- NZQA.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance with this policy and annual review that evaluates Te Mahi Ako performance in matters related to programme and micro- credentials development and review, to ensure the requirements of the Education and Training Act 2020, and any other in respect of statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

18 Kaupapahere Whakauru ki ngā Hōtaka, Auroatanga, Kauparetanga | Programme Entry, Continuation and Exclusion Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of regional growth

Koronga | Purpose

To outline the policy and delegations relating to the entry, continuation, and exclusion of ākonga | learner to Te Mahi Ako programmes.

Ngā kaupapahere me ngā tukanga | Policy and procedures

Selection and entry to programmes

- Ākonga are eligible to be admitted to programmes where they meet all published entry criteria and/or selection requirements. Ākonga may be refused entry if:
- they do not meet the published entry criteria
 - in Te Mahi Ako view, they are unlikely to be successful in meeting the course outcomes (see Progression) or have been excluded (see Exclusions)
 - in the case of “provider-based” mode programmes, they have criminal convictions that would exclude them from meeting the requirements of an external registration or licensing body or meeting the requirements of work placements
 - they do not meet immigration and visa requirements.

The head of regional growth has the authority to manage ākonga entry into programmes according to the entry criteria in the approved programme documents.

Any ākonga who has been deemed by Te Mahi Ako to have made unsatisfactory academic progress may be excluded from that programme and not permitted to re-enrol without the prior permission of the general manager.

Progression

Ākonga enrolment in a programme or course of study may be rescinded if they do not make satisfactory progress and may be refused entry to a higher-level programme if they do not demonstrate success within a lower-level programme.

- Principles for determining unsatisfactory progress which may lead to withdrawal of enrolment include the following:
- An ākonga who does not make sufficient progress in a programme (including any required regular attendance and participation, handing in scheduled assessments, and passing sufficient assessments to successfully complete the course).
 - An ākonga who does not achieve any credits within a 12-month period or who is more than six months over duration may be withdrawn at the discretion of the head of regional growth. An ākonga who enrolled in the same course on three occasions and has failed that course unless the programme document stipulates variance.
 - An ākonga who has not met specified attendance requirements.

The head of regional growth manages ākonga progress; exclusion requires authorisation from the chief executive.

Temporary suspensions

At the absolute discretion of Te Mahi Ako, if an ākonga behaviour, performance, or participation in any aspect of a programme, is deemed unsatisfactory for whatever reason, Te Mahi Ako may temporarily suspend that ākonga enrolment while Te Mahi Ako relevant procedures are instigated.

Exclusions

- Ākonga may be refused entry to, or withdrawn from, a programme if they:
- have previously been refused entry or excluded from a Te Mahi Ako programme
 - have been refused entry to a programme by another education provider, or
 - have been excluded or expelled by Te Mahi Ako or any other education provider for any reason.

Any excluded ākonga who wishes to apply for permission to re-enrol shall lodge a written application with Te Mahi Ako. This must be approved by the chief executive before the official enrolment process can commence.

The head of regional growth shall make the decision on whether ākonga who has been withdrawn may be permitted to re-enrol and may impose conditions on the re-enrolment to help ensure the ākonga has a reasonable chance of success in the course or programme, and the achievement and/or experience of other ākonga is not unduly impacted.

When applying for re-enrolment, the ākonga will need to satisfy Te Mahi Ako that, because of study or other activity in the intervening period, there is a reasonable chance of success in subsequent study.

Referral documents

- Academic Appeal Process for Ākonga.
- Kaupapahere Whanonga ā-Tauira | Ākonga Conduct and Discipline Policy.
- Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances Policy.
- Authorities and Delegations from Chief Executive.
- Rights and Responsibilities of Ākonga at Te Mahi Ako.

The head of regional growth is delegated the authority to manage processes for entry and continuation. Only the chief executive has the authority regarding exclusions.

Haepapa whakahaere | Operational responsibility

The head of regional growth has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to programme entry, continuation, and exclusion for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for the approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

19 Kaupapahere Pārongo ki ngā Ākonga Hou | Information to Prospective Ākonga | Learner Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

The Te Mahi Ako website and Ākonga | Learner Handbook provide overviews of all programmes and qualifications including all relevant programme requirements, entry criteria, and start and end dates (if relevant), for the benefit of prospective ākonga | learner.

All information to prospective ākonga must comply with the requirements of the Education and Training Act 2020 and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. These requirements are listed below and must be read in conjunction with the corresponding section of the Te Mahi Ako Quality Management System.

Ngā tukanga | Procedures

Te Mahi Ako will provide accurate, clear information on its website and in its Ākonga Handbook to inform prospective ākonga on approved current and proposed programmes delivered. Proposed programmes may be listed provided they are clearly marked “subject to final approval”.

- The head of education is responsible for coordinating an annual review of this information by relevant staff to ensure prospective ākonga can access accurate, clear and up to date information which includes, but is not limited to:
- Title of programme, qualification, embedded qualifications.
 - Level of programme and credits.
 - Entry criteria (if relevant).
 - Major content areas.
 - Employment opportunities and/or vocational pathways.
 - Fees.
 - Location.
 - Programme duration and start date considerations.
 - Enrolment form link.
 - Contact information or relevant links for ākonga seeking more information.

Information provided on the Te Mahi Ako website and in its Ākonga | Ākonga Handbook must be regularly monitored to ensure all information is timely to allow adequate planning time for prospective ākonga. This information must also provide the reader/viewer with an appropriate and reliable electronic link to the management of fees and course-related costs, for example Fees-free if relevant.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to information given to all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

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Kaupapahere Tiakitanga o ngā Rangatahi

Whakaraerae |

Protection of Vulnerable Young Persons Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Note

A child is someone under the age of 14 years and a young person is someone aged 14 years and over, but under 17 years who is not or has never been married or in a civil union.

Te Mahi Ako recognises its responsibilities for a safe environment, free from physical, emotional, verbal, or sexual abuse, and to support families to protect their children. Promoting a safe environment includes safety checking of Te Mahi Ako employees, contractors, and volunteers.

Koronga | Purpose

The safety and wellbeing of all ākonga | learners at Te Mahi Ako is our top priority. This policy outlines Te Mahi Ako commitment to the protection of young persons and recognises the important role and responsibilities of all staff.

Te tūtohu ture | Statutory compliance

- Oranga Tamariki Act 1989 Children’s & Young People’s Well-being Act 19892.
- Vulnerable Children Act 2014.
- Health and Disability Commissioner Act 1994.
- Oranga Tamariki Act 1989 or Children Young Persons and Their Families Act 1989.
- Privacy Act 2020.
- Human Rights Act 1993.
- Education and Training Act 2020 (and the Education Code of Practice 2021).
- Domestic Violence Act 1995.
- Care of Children Act 2004.
- Code of Health and Disability Services Consumers’ Rights.

Te Mahi Ako will comply in full, with any legislation currently in force or that may be developed to ensure the safety of ākonga and employees.

Managers are responsible to ensure all staff members will be made aware of this policy in respect of the Act at induction and will be expected to remain aware of this policy and its associated procedures and to abide by them. Contractors and assessors will be addressed by their support team.

Responsibility

Any person at Te Mahi Ako (kaimahi|staff or ākonga) who believes that any young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow Te Mahi Ako procedures and may also report the matter to the chief executive, the Te Mahi Ako governance group, a social worker, or the police.

- Although ultimate accountability sits with the Te Mahi Ako governance group, the governance group delegates responsibility to the general manager to ensure that all relevant and appropriate safety procedures are implemented and available to all staff, contractors, and volunteers. Therefore, the general manager must:
- develop appropriate procedures to meet requirements for the safety of young persons as required and appropriate to Te Mahi Ako
 - comply with relevant legislative requirements and responsibilities
 - make this policy available on the Te Mahi Ako website or available on request
 - ensure that every contract, or funding arrangement, that Te Mahi Ako enters, adopts protection policies where required
 - ensure the interests and protection of the child or young person are paramount in all circumstances
 - recognise the rights of family to participate in the decision-making about their children
 - ensure that all staff can identify the signs and symptoms of potential abuse and neglect, deal with disclosures and allegations against staff members and are able to take appropriate action in response
 - support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child and young person protection policies are understood and implemented
 - promote a culture where staff feel confident, they can constructively challenge poor practice or raise issues of concern without fear of reprisal
 - consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual with the governance group or designated person
 - seek advice as necessary from advisors on employment matters and relevant agencies where safety issues concerning a child or young person arise
 - make available professional development, resources and/or advice to ensure all staff can carry out their role in terms of this policy
 - ensure that this policy forms part of the initial staff induction course for each staff member.

Haepapa whakahaere | Operational responsibility

The chief executive, or delegate has responsibility for day-to-day compliance and annual review that evaluates Te Mahi Ako performance in matters related to the protection of vulnerable young persons, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

2 Section 2 Oranga Tamariki Act 1989 or Children’s and Young People’s Well-being Act 1989.

21 Kaupapahere Tohu Mātauranga, Pūkenga | Recognition of Knowledge and Skills Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Koronga | Purpose

This policy describes the nature of recognition of knowledge and skills (RKS) and the relevant policies for its application and administration, including issues of enrolment, fees, appeals and academic results.

Ngā whakamahukitanga | Definitions

Target course: The course for which credit is sought.

Source course: The course for which the applicant already holds credit. This may be another Te Mahi Ako course, or one from any other provider.

Credit transfer (CT): Credit for same course is applicable in situations where the Target and Source courses are the same education provider. The course may be a local course or a New Zealand Qualification Framework (NZQF) unit standard. Formal evidence must be provided by the ākonga | learner to indicate that they hold the relevant result. In the case of Credit Transfer for an NZQF unit, no result is sent to NZQA as they must already have it. Student Management System (SMS) automatically ensures this, provided the CT option is entered.

Cross credit (CC): Cross crediting is applicable in situations where the target and source courses are not the same entity. However, the material covered is equivalent. For cross credit to be awarded, the learning outcomes in the target course must all have been adequately covered in the source course. For example, a pass in a Te Pūkenga course may gain CC for a similar course at Te Mahi Ako.

Sometimes it may require more than one source course to cover a single target course, e.g. an ākonga may need both Marketing 101 and Business Administration 201 to cover the learning outcomes for a single target course in a Te Mahi Ako programme.

In the case of cross credit for a target course consisting of an NZQF unit, a result must be sent to NZQA. SMS automatically ensures this, provided the CC option is entered.

In some cases, this may require a small piece of further assessment. In such cases, once the assessment is complete, a cross credit would be entered.

Assessment of Prior Experiential Learning (APEL): The applicant must provide evidence that the learning outcomes in the target course have been acquired from relevant experience in the workplace, community, or other settings and/or courses that have been completed elsewhere.

An APEL assessment would consider the whole of a person’s learning from experience. This may result in a mix of outcomes including cross credits, credit transfer, advanced standing or a complete qualification assessment and credit where appropriate.

Advanced standing: Advanced standing is used when, following an assessment of prior learning or qualifications equivalence, it is evident that an ākonga can enter a programme at an advanced level.

The rules for advanced standing must be detailed in the approved programme document.

Advanced standing applies where an RKS applicant has been assessed for courses, qualifications and/or an APEL process in which the outcomes equate to at least 60 credits towards a Te Mahi Ako qualification.

Advanced standing may include cross credits and credit transfers, however, these will be indicated separately on transcripts. Programme regulations will clearly identify how Advanced Standing is determined and what assessment and evaluation processes are to be used. Advanced standing will be annotated on transcript documents as indicated in section below.

Advisor/facilitator: The advisor/facilitator is the person who gives advice to the applicant on the operation of the APEL process and negotiates with the applicant the form of assessment that will be required.

Assessor: The assessor is the person who makes the assessment judgement based on the evidence provided by the applicant in accord with the assessments agreed between applicant and advisor/ facilitator. In APEL, the advisor/ facilitator and the assessor are not to be the same person.

Student Management System (SMS): The SMS is the electronic ākonga management system in which all ākonga enrolments and academic records are recorded. It is often referred to by the system name. Te Mahi Ako uses Kairangi (Salesforce).

External codes: Cross credit applications will not be approved unless the other provider’s transcript, results notice or record of learning is provided.

Verified documentation: Any record of ākonga achievement presented for use in the RKS process must be the original which was produced by the accredited provider of the result/qualification e.g. NZQA Record of Learning, university transcript. Any copies of such original documents must be verified by the accredited provider, or a verified copy signed by a Justice of the Peace.

Kaupapahere | Policy

Implementation and use of recognition of knowledge and skills

Information to ākonga

Applications for recognition of knowledge and skills from ākonga who are intending to enroll in programmes are to be made at the time of enrolment on the approved form. It is the responsibility of the ākonga to provide all required evidence on which the judgement of RKS is to be made.

Scope

Credit may be granted under RKS for a whole course only. Credit will not be granted for parts of a course. Prior completions of unit standards which form part of a course will be recorded for academic purposes, but this will not result in credit for the course itself until the other units in the course are completed according to the completion requirements for that course. In such cases, the ākonga will still enroll in the full course and pay full fees.

If a majority of ākonga are likely to have already completed a particular unit, this unit should be left as a course in its own right in the programme schedule of the programme. Failure to structure the programme in this way would mean ākonga are required to enroll in the full course (and pay the full fee for a course if a fee has been applied) even if they hold credits for all but one of the units in that course. However, it is recognised that unit standards are assessment tools and should not be the sole driver of the structure of the teaching programme.

Recognition of knowledge and skills including advanced standing applications may be received from ākonga enrolling in Skills Active Te Mahi Ako programmes and ākonga seeking assessment for whole or part qualifications.

Fees

Application fee: This fee is charged to cover costs of initial consideration, administration and recording, and must accompany the recognition of knowledge and skills application form. The fee must be paid at the time of application regardless of whether the RKS application is granted or declined.

Assessment fee: This fee is calculated for the time and resources required to assess the RKS application.

Additional fees: NZQF credit fees or any additional certifications.

Any outstanding fees at year end will result in the inability of an ākonga to graduate and continued non-payment may result in the debt being forwarded to a collection agency.

Notes:
If an application is received for more than one course in a programme at the same time, it will be treated as a single application and will attract a single application fee. Assessment fee will be charged for each programme.

Where the result of an RKS application requires withdrawal from a course the withdrawal will be enacted (with reference to Te Mahi Ako: Kaupapahere Puta, Whakahoki Moni | Withdrawal and Refunds Policy at the same time as processing the RKS result).

When discussing recognition of knowledge and skills with ākonga the advisor must clarify the result of the RKS on the ākonga’ EFTS as it may affect their entitlement to ākonga loans and allowances. For any student loan eligible courses, the RKS assessment fee is not loan approvable.

Refunds

The amount of any refund of fees will depend on the amount of the assessment fee plus any NZQF fees and the resources consumed and will be determined on recommendation from the learning facilitator/assessor.

If RKS is awarded the ākonga will receive a refund of the fee for that course minus any RKS-assessment or equivalence fees that have been calculated in determining the RKS.

RKS-assessment

RKS-assessments will be conducted by experienced assessors who are subject matter experts (SME) and trained in RKS assessment methods and processes. It is the responsibility of the RKS-assessor to ensure that fair, valid, and reliable decisions are made regarding determining equivalence of evidence Once judgement is determined, the RKS assessor will inform the assessor and facilitator manager and quality assurance manager of the outcome and they will review and then confirm results with the ākonga.

Results

All RKS-assessment results will be recorded within the SMS Kairangi (Salesforce) and credits reported to show on the learners NZQA Record of Learning and academic transcripts (as applicable) will be those taken from the grade table. These may include advanced standing, cross credits, credit transfers, or any other approved grade table result and be coded as follows:

- For credit transfers, the result code will be shown as CT.
- For cross credits, the result code will be shown as CC.
- For APEL, the result code will be shown as either Pass or APEL, except in cases where the target course comprises NZQF unit or multiple NZQF units, in which case the code is passed (as for any NZQF unit).
- Where an RKS application is received for a target course, and the result achieved includes evidence of APEL, the final target course level result will be treated as for APEL, not CT or CC.
- For advanced standing, where the candidate has been assessed for APEL for courses and/or the graduate profile within a qualification of at least 60 credits the result code shown as Advanced Standing and will include the amount of credit gained for advanced standing by semester or year, e.g. Advanced standing year 1, 30, 60 or 120 credits.
- The evidence supporting the award of advanced standing must be entered into the SMS. Where cross credits or credit transfers are used these will be indicated separately.

Appeal process

Te Mahi Ako Academic Appeal Process for ākonga requires this recognition of knowledge and skills policy to have its own appeals section.

Appeals against recognition of knowledge and skills decisions must be made in writing to the assessor and facilitator manager within seven working days of receiving the decision.

The general manager will review the decision and notify the applicant of the outcome within seven working days of receipt of appeal. Should the applicant be dissatisfied with the decision they may enter the normal academic appeal process for ākonga by following the appeals process outlined in Kaupapahere Hātepe Pira ā-Kura | Academic Appeal Process Policy within 14 working days of receiving the decision.

If once undertaking the appeal they are not satisfied with the response, they can contact the chief executive within seven working days of receiving the decision, saying what the decision is, and explaining the grounds for.

Responsibilities of the Head of Education

The general manager is responsible for determining which courses recognition of knowledge and skills will not apply to and ensuring this is included in the approved programme documents. The rationale for not allowing recognition of knowledge and skills in a programme must be clearly articulated in the programme and qualification information on the website.

- The general manager is also responsible for:
- ensuring moderation processes are in place and are followed
 - ensuring that sufficient kaimahi|staff in the programmes are familiar with RKS and can act as assessors and advisors/facilitators for APEL
 - monitoring, reviewing and revising department RKS processes as necessary and at least annually
 - ensuring department’s document, the process, and outcomes for RKS decisions, inform ākonga of RKS processes and the outcome of RKS claims and maintain records about RKS
 - providing advice for assessments and moderation for external processes
 - providing assessors for RKS assessments
 - training for advisors/facilitators and assessors in Recognition of knowledge and skills education is to be included in the ongoing Professional Development Plan of Skills Active Te Mahi Ako
 - other authorities where Skills Active Te Mahi Ako carries out assessments and/or issues qualifications on behalf of an external authority other than NZQA, Recognition of knowledge and skills procedures will be carried out only with the approval of that authority.

General

Recognition of knowledge and skills credit at Te Mahi Ako is available only for courses in which Skills Active Te Mahi Ako is accredited.

Review

The Head of education is responsible for reviewing and revising Skills Active Te Mahi Ako RKS procedures.

Timing of recognition of knowledge and skills applications

- Credit transfers and cross credits:
- Applications for credit transfer of NZQF units or non NZQF courses should be handled at the time of initial enrolment. Results must be entered in the SMS at that time. However, applications can be accepted at any time.
 - Programme reviews must take into consideration programme/course flexibility to enable ākonga to enrol in a target programme at the earliest opportunity. Barriers to access programmes should be minimised as much as possible.
 - Any final or outstanding RKS applications must be loaded and paid for no later than six weeks before the commencement of ākonga programme with Te Mahi Ako.
 - Ākonga who enrol at Te Mahi Ako to gain a qualification are to have an academic record on the SMS which is capable of showing whether or not the approved certification requirements have been met. Ākonga who gain credit RKS in any of the courses of that qualification must have the credit entered to the SMS by the approved method, and have the result indicated as the academic result for that course.

Ngā tukanga | Procedures

Ākonga complete an application form and submit together with the required evidence and application fee to the assessor and facilitator manager.

Related policy, forms and documents

- Kaupapahere Tono, Whakauru, Whai Wāhi | Application, Entry and Enrolment Policy.
- Kaupapahere Hātepe Pira ā-Kura | Academic Appeal Process Policy.
- Kaupapahere Taitu | Impaired Performance/Aegrotat Policy.
- Kaupapahere Mātairua ā-Aromatawai | Moderation of Assessment Policy.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to recognition of knowledge and skills for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

22 Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints / Grievances Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of national partnerships

Koronga | Purpose

Te Mahi Ako has a strong commitment to ensuring that ākonga | learner complaints or grievances are resolved quickly and at the lowest possible level, in accordance with the principles of natural justice. Consistent with its ākonga-centred approach and focus on quality, Te Mahi Ako in investigating and addressing complaints or grievances, will not discriminate on the grounds of gender, gender identity, race, ethnicity, sexual orientation, marital status, age, disability, religious or ethical beliefs, or political opinions.

Te tūtohu ture me ngā aratohu ā-motu | Statutory compliance and national guidelines

- Ombudsmen Act 1975.
- Tertiary and International Learners Code of Practice:
<https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/>.
- NZQA rules and guidelines: <https://www.nzqa.govt.nz>.
- Dispute resolution services: <https://www.studycomplaints.org.nz/>.
- Complain about a Provider:
<https://www.nzqa.govt.nz/about-us/make-a-complaint/make-a-complaint-about-a-provider/>

Kaupapahere | Policy

The chief executive delegates the investigation of all ākonga complaints directly to the head of national partnerships. This policy excludes matters that are covered by other Te Mahi Ako policies, in particular the Kaupapahere Hātepe Pira ā-Kura | Academic Appeal Policy and the Kaupapahere Whanonga ā-Tauira | Ākonga Conduct and Discipline Policy.

Complaints made by ākonga about the performance or conduct of kaimahi| staff member are logged by the head of national partnerships but are investigated by the chief executive. The NZQA website describes the process for resolution of ākonga complaints and this process must be accessed and followed by Te Mahi Ako as appropriate.
<https://www2.nzqa.govt.nz/about-us/contact-us/complaint/education-provider/>

NB: Complaints made by kaimahi about kaimahi, in the context of being one ākonga, are handled by the relevant general manager/s according to standard group policy and procedures.

Considerations

- Te Mahi Ako reserves the right not to act on:
- anonymous complaints based on hearsay
 - complaints which do not include sufficient information or valid evidence
 - complaints raised more than 90 calendar days after the alleged incident/problem.

The rights of both the complainant and the respondent are protected by confidentiality with specific complaint information and details treated on a ‘need to know’ basis.

All parties will be treated fairly, and have the right to representation, advice, advocacy, and support through all stages of the complaints process. Ākonga may access support through an external party, Te Mahi Ako learner support coordinator, or family/friend.

All complaints are treated seriously and with due consideration. They will be handled as quickly as possible and according to the most appropriate procedure to ensure academic progress is not impeded ([Complain about an education provider: NZQA](#)).

Where possible, the complaint should initially be raised and resolved by the person(s) directly involved as soon as possible after the incident has occurred. Where a resolution at this level is not possible, or the complainant and/or respondent, are unable to identify the appropriate person to contact or lacks the confidence to do so, they may contact the head of national partnerships directly or via an ākonga representative.

The head of national partnerships will acknowledge receipt of the complaint within seven days. The complaint will be numbered and recorded in the Feedback, Complaints, and Appeals Register. A meeting with the complainant will be arranged to discuss their complaint and to advise them of the processes involved in resolution as well as relevant timelines.

The head of national partnerships (or delegate), or in the case where the complaint is about kaimahi, the chief executive, will liaise with the respondent, the respondent’s manager, and/or the relevant kaimahi regards the complaint and seek a resolution.

All relevant documents including a copy of the complaint’s procedures, will be circulated to the complainant and respondent at least two working days before any meeting. A resolution will be sought as quickly as possible and the complainant, respondent, and any relevant Te Mahi Ako kaimahi will be advised in writing by the head of national partnerships, or delegate of the outcome.

The resolution and any resulting actions will be recorded in the Feedback, Complaints, and Appeals Register, maintained by the head of national partnerships, or delegate.

Te Mahi Ako will take preventative action where possible to ensure that steps are taken, and process improvements made, as necessary to prevent upheld complaints of the same type from reoccurring.

Reconsideration

If the complainant believes the decision is unfair, they may write to the chief executive within seven days of notification being sent to request a reconsideration of the complaint and outline the reasons for reconsideration. If necessary, the chief executive may ask all parties for additional information or another meeting to further investigate the complaint.

- If the complainant is dissatisfied with the decision, once the Te Mahi Ako resolution process has been completed, they can seek a review from one of two independent Disputes Resolution Services:
- Study Complaints | Ngā Amuamu Taurira: <https://www.studycomplaints.org.nz/>.
- The New Zealand Qualifications Authority: [Mana Tohu Mātauranga o Aotearoa – Complain about an education provider: NZQA](#)

Reporting

The head of national partnerships will sign off the actions in the Feedback, Complaints, and Appeals Register once the matter is concluded.

Preventative actions and opportunities for improvement identified because of complaints and their resolution are implemented and monitored by the Head of National Partnerships for effectiveness.

Referral documents

- Kaupapahere Whanonga ā–Taurira | Ākonga Conduct and Discipline Policy.
- NZQA academic appeal processes: [Complain about an education provider: NZQA](#)

Haepapa whakahaere | Operational responsibility

The head of national partnerships has responsibility for day–to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to resolution of ākonga complaints, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
3.0	Policy review	28 October 2026
3.1	Annual policy review – Approved by acting chief executive	4 June 2026

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Koronga | Purpose

Te Mahi Ako vision for risk management is to have a culture in which risk is managed in an integrated manner that will enable Te Mahi Ako to:

- be recognised as having best practice management to achieve its strategic directions
- improve decision-making and enhance outcomes and accountability, including an understanding of the company’s risk appetite and tolerance
- achieve operational and financial goals
- manage its risks responsibly and in a timely manner
- ensure that risk management forms part of Te Mahi Ako internal control and corporate governance arrangements.

The aim of this policy is not to eliminate risk, but rather to manage the risks involved in all Te Mahi Ako activities to maximise opportunities and minimise adversity, within its tolerance for risk. Risk management also provides a system for the setting of priorities when there are competing demands on limited resources.

Ngā whakamahukitanga | Definitions

Risk: “The effect of uncertainty on objectives”. An effect is a deviation from the expected. Objectives can have different aspects (e.g. financial, health and safety, environmental) and can apply at different levels (strategic, organisation wide, project, product and process).

Risk is often expressed in terms of a combination of the consequences of an event and the associated likelihood of occurrence.

Risk register: A documented record of each risk is identified. It specifies a description of the risk, its causes and impact, an outline of the existing internal and external controls, an assessment of the consequences of the risk should it occur and the likelihood of the consequences occurring given the controls, a risk rating and an overall priority for the risk. It may also identify future actions or an action plan to remove, lessen or minimise the risk.

An overview of the risk management process follows:



Kaupapahere | Policy

Risk Management is embedded into the fabric of Te Mahi Ako activities. Risk management strategies are included in several different policies and procedures.

Te Mahi Ako has developed a risk management and compliance framework that determines the process and identifies tools for realising its objectives.

The framework scope is Te Mahi Ako wide. The framework is aligned with key strategic, operational and project plans together with external demands which includes routine reporting through management reports. The framework will both inform and be informed by these Te Mahi Ako planning documents and requirements.

The following key principles outline Te Mahi Ako approach to risk management:

- The identification and management of risk is linked to the achievement of Te Mahi Ako strategic goals.
- The governance group is responsible for overseeing a sound system of internal control that supports the achievement of its Strategic and Investment Plans.
- Te Mahi Ako makes conservative and prudent recognition and disclosure of the financial and non- financial implications of risks.
- Review procedures cover reputational, strategic, operational, compliance and financial risk.
- Risk assessment and internal control are embedded in ongoing operations, and business as usual.
- The chief executive is responsible for encouraging and implementing good risk management practice.
- The governance group will review the risk management policy and the risk management framework annually, which includes the risk evaluation criteria and reporting processes.
- All Te Mahi Ako employees have a role to play in the identification and management of risk and are provided with appropriate knowledge to identify, manage, and monitor risk.

Responsibility for risk management

General

Every employee of Te Mahi Ako is responsible for the effective management of risk, including the identification and reporting of potential risks. Management is responsible for the development of risk mitigation plans and the implementation of risk reduction strategies including those regulated by statute (e.g. the Health and Safety at Work Act 2015).

Risk management processes should be integrated with other planning processes and management activities.

The governance group has governance responsibility for risk management at Te Mahi Ako. This includes ensuring the integrity and transparency of risk management and risk reporting at Te Mahi Ako, providing direction for Te Mahi Ako risk management, and ensuring that appropriate risk mitigation activities are functioning effectively. This includes but is not limited to:

- reviewing disaster management and business continuity activities
- monitoring the robustness of the risk management systems, processes, and practices
- reviewing the governance strategic risk register
- considering the robustness of mechanisms adopted by management to mitigate key risks
- referring financial risks, as appropriate, to the Governance Group for its consideration
- annual review of the risk management policy and the risk management framework (including the risk evaluation criteria and reporting processes)
- the chief executive has oversight of financial risk management at Te Mahi Ako.

Chief executive: is accountable for ensuring a risk management system is established, implemented and maintained in accordance with the policy. Senior management and governance group members are accountable for strategic and operational risk assessment, management, monitoring and reporting areas under their control, including the devolution of the risk management process to operational managers.

Specific managerial roles

The chief executive will develop and promote risk management within Te Mahi Ako, and is responsible for the implementation of this policy, maintaining a programme for risk assessment and compiling the governance strategic risk register.

The chief executive will be accountable for the prudent recognition, disclosure, and management of financial and insurance portfolio risks, and will be responsible for providing high-quality financial information to senior managers who are responsible for assessing risks in particular contexts.

The chief executive will be accountable for the prudent recognition, disclosure and management of occupational health and safety risks, employment risks, and payroll risks.

The chief executive will be accountable for the prudent recognition, disclosure and management of risks associated with Te Mahi Ako information technology, computing systems, plant, buildings, maintenance, building programmes, and use of rooms and physical resources.

Respective members of the senior leadership team will be accountable for the prudent recognition, disclosure and management of risks in their areas of responsibility, particularly of those areas that are peculiar to their areas of responsibility, such as specific academic matters, employment and structural matters, Treaty of Waitangi, and equity risks.

All other kaimahi\staff are accountable for the timely and proactive provision of information to allow those responsible for recognising and disclosing risk in particular areas to carry out this task in the most informed way possible.

All kaimahi need to familiarise themselves with this policy so that they can:

- understand and implement the policy on risk management within their respective areas of responsibility
- ensure compliance with risk assessment procedures
- embed risk management activities as part of their everyday activities.

A governance strategic Risk Register has been developed and will be reviewed and reported appropriately by the chief executive and governance group.

In addition, a financial risk register will be completed by the chief executive and will be reviewed appropriately.

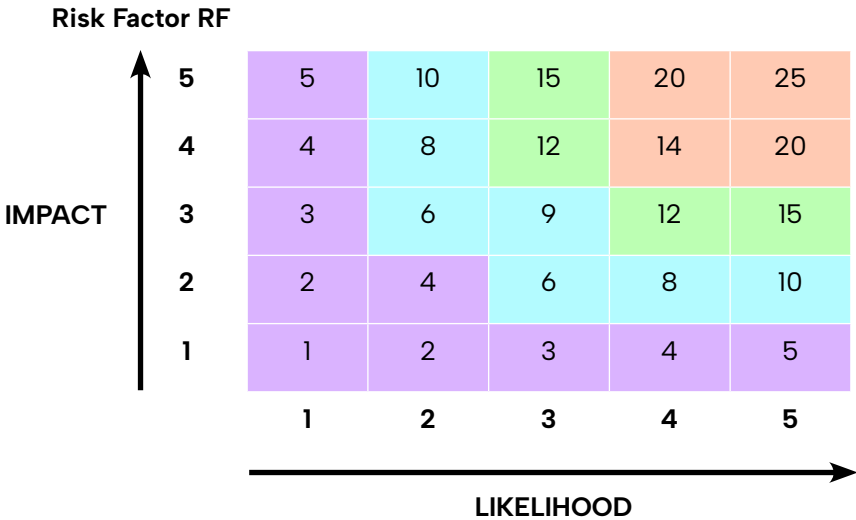
The following diagrams are intended as guidelines ONLY. Te Mahi Ako may use other methods to evaluate risk as the chief executive and governance group see fit.

Impact (or consequence) and likelihood ratings apply to each risk. Impact and likelihood are numerically rated from 1-5 as per the following tables.

Likelihood				
Rating	Definitions			
1	Very low	Very unlikely	Rare, might occur in exceptional circumstances	Once every 5 years
2	Low	Unlikely	Could occur at some time, but doubtful	Once a year
3	Medium	Possible	Might occur at some time	Once a month
4	High	Probable	Will probably occur in some circumstances	Once a week
5	Very high	Definite	Expected to occur in most circumstances	Every day

Impact								
Rating	Definitions							
	Description	Description	Financial	Operational/ capability	Learning and teaching	Research and business development	Student experience	Community engagement
1	Very low	Very unlikely	Less than \$10K	Negligible delay/ impact to core or support activities	Negligible impact on learning and teaching activity and outcomes	Negligible impact on research activity	Minimal impact on meeting student demands and expectations	Negligible impact on community engagement and participation
2	Low	Unlikely	Cost \$10K to \$50K	Minor delay/ impact to core or support activities over a sustained period	Minor impact on learning or teaching activity and outcomes	Minor impact on research activity	Minor inability to meet student demands and expectations	Minor impact on community engagement and participation
3	Medium	Possible	Cost \$50K to \$250K	Minor delay/ impact to core or support activities over a sustained period	Minor impact on learning and teaching activity and outcomes over a sustained period	Minor impact on research activity over a sustained period	Significant inability to meet student demands and expectations	Significant impact on community engagement and participation
4	High	Probable	Cost \$240 to \$1 million	Major delay/ impact to core or support activities over a sustained period	Major impact on learning and teaching activity and outcomes over a sustained period	Major impact on research activity over a sustained period	Serious failure to meet student demands and expectations	Serious impairment to community engagement and participation
5	Very high	Definite	Cost over \$1 million	Unable to participate in core activities for a sustained period	Serious impairment to learning and teaching activities and outcomes	Serious impairment to research activities	Complete failure to meet student demands and expectations	Serious brand damage

An overall risk rating (Risk Factor RF) will be calculated by multiplying impact rating by likelihood rating. Overall risk ratings are then categorised as low, medium, high or very high as per the following table.



Actions taken will depend on the overall risk rating and need to be in accordance with the risk evaluation table (e.g. very high rated risks require immediate action and low rated risks require noting only).

Risk evaluation table

Risk rating	Description	Action
16 to 25	Very high risk	Immediate action to reduce risk if possible – detailed action plan required
11 to 15	High risk	Needs regular monitoring
6 to 10	Medium risk	Review where necessary
1 to 5	Low risk	Note

The Risk Register will include actions to manage the risk through elimination or actions to lessen or minimise the risk where elimination isn’t possible.

Referral documents

- Legislative Compliance.
- Sensitive Expenditure.
- Fraud Prevention and Response.
- Internal Audit.
- Risk Matrix Template.

Haepapa whakahaere | Operational responsibility

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	SATMA Board approval	13 July 2022
2.0	Annual policy review – Approved by acting chief executive	24 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

24 Kaupapahere Aromatawai– Whaiaro, Arotake ā-Roto | Self-Assessment and Internal Evaluation

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

Te Mahi Ako will implement a robust model of organisation wide self-assessment, which meets the requirements of external evaluation and review of quality assurance systems and contributes to continuous improvement.

Te Mahi Ako will utilise kaupapa Māori evaluation principles to ensure Māori ākonga | learner voice is gathered and contributes to evaluations. These Kaupapa Māori principles have been approved by the Te Mahi Ako Kaihautū and Huataki Ako.

To ensure that Te Mahi Ako will annually evaluate and self-review its performance against its obligations, legislative and statutory responsibilities, and accountabilities.

Kaupapahere | Policy

Te Mahi Ako uses self-assessment and evaluation to measure success and provide evidence to identify continuous improvement. This also ensures that commitment to, and requirements of, external bodies such as TEC and New Zealand Qualification Authority (NZQA) are complied with.

Self-assessment

Continuous quality improvement, self-assessment and evaluation activities are coordinated across Te Mahi Ako to ensure a cross-organisational approach and include:

- ongoing self-assessment and evaluation at programme level
- ongoing self-assessment and evaluation at ākonga support level
- Te Mahi Ako process reviews
- providing opportunities for ākonga and workplace feedback to be captured. (See Kaupapahere ā-ākonga reo | Ākonga voice Policy).

The activities should ensure there is a focus on:

- providing opportunities for ākonga journey and outcomes (what is being achieved for ākonga and other stakeholders)
- evidence-based judgements, ensuring valid and reliable evidence collection
- reflecting the perspective of all stakeholders to be authentic, real, and transparent
- leading to improved outcomes for all.

Te Mahi Ako will submit to NZQA a declaration attesting that self-review against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, including evaluation of the Disability Action is taking place.

Self-assessment cycle

Plan self-assessment, gather information, analyse, and interpret, formulate conclusions, report and action, monitor impact on outcomes, and evaluate learning. The outcomes of ongoing self-assessment will be identified in annual business planning for each programme and ākonga support.

Self-assessment provides evidence for directing quality assurance and continuous improvement for programmes, and other activities.

Results/outcomes are measured against Te Mahi Ako strategic priorities NZQA’s six key evaluative questions (KEQs, see below) and informed by the Ōritetanga Learner Success framework developed by the TEC.

- KEQ1: How well do ākonga achieve?
- KEQ2: What is the value of the outcomes for key stakeholders including ākonga?
- KEQ3: How well do course design and delivery, including learning and assessment activities, match the needs of ākonga and other relevant stakeholders?
- KEQ4: How effectively are ākonga supported and involved in their learning?
- KEQ5: How effective are governance and management in supporting educational achievement?
- KEQ 6: How effectively are important compliance accountabilities managed?

Internal review

The Evaluation Framework drives internal review at Te Mahi Ako. This ongoing process, embedded in quality assurance and annual planning activities, maintain and strengthen self-assessment, educational design, delivery, assessment, and all evaluative processes.

All aspects of internal review, feedback and self-assessment activity conducted as part of Te Mahi Ako business must be communicated back to the Head of Education or delegate so that this can be incorporated into the evaluation and review processes. This is achieved by:

1. all Te Mahi Ako evaluation and review activity being reported through the academic committee
2. outcomes arising from evaluation and review activity are incorporated into business and work planning activities to ensure agreed actions are implemented.

All programmes leading to qualifications are reviewed through an Annual Programme Evaluation and Review framework managed by the Head of Education, or delegate, and the Te Mahi Ako academic committees.

Aims of internal review

- To determine the effectiveness of Te Mahi Ako programmes and their implementation, self- assessment processes and to establish the validity of the self-assessment results.
- To provide opportunities for ākonga and other stakeholders to give feedback as an integral part of the evaluation framework. Ākonga voice is central to the internal review process. (See Kaupapahere Arotake Ākonga | Ākonga Voice Policy).
- To identify improvements to programmes, services and processes at Te Mahi Ako, through a monitoring and evaluation approach to outcomes.
- To ensure that all aspects of Te Mahi Ako business areas Education, Engagement services provided by Skills Active Corporate Services have effective evaluation, management, and governance processes in place to support ākonga learning journeys, positive outcomes, and the provision of appropriate learning pathways.
- To determine the effectiveness of Te Mahi Ako in meeting quality management policies and procedures.
- To encourage the adoption and transfer of good practice.
- To give confidence to ākonga, whānau, the community, the industry and interested stakeholders that Te Mahi Ako programmes, and services meet agreed quality standards.
- To confirm that corrective actions identified previously are implemented and effective.

The internal review of a programme

This will follow the organisation’s evaluation framework which includes, but is not limited to capturing:

1. ākonga voice to describe individual journeys/stories (including priority ākonga) (see Kaupapahere ā-ākonga reo | Ākonga Voice Policy)
2. programme details
3. programme context
4. programme performance
5. stakeholder feedback
6. compliance
7. improvement plans
8. academic committee comments, opportunities for Improvement plans and providing recommendations.

Internal review of arotake ākonga | ākonga voice

1. All feedback and evaluation information received will be reviewed and analysed and an appropriate response prepared – within one calendar month of feedback being received.
2. Any changes made to Te Mahi Ako processes or programmes resulting from ākonga and other stakeholder feedback will be communicated back to relevant stakeholders.
3. The head of education, or delegate is responsible for progressing action plans where relevant and for ensuring that they are completed and signed off in a timely manner.
4. A summary of evaluations and action plans will be included in the Annual Programme Report and reported to the Academic Committee.
5. Any overall satisfaction ratings will be included in the Annual Programme Review (APR) Report.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to self-assessment and review that extends to all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

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Kaupapahere Hononga Kiripānga | Stakeholder Relationships Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of national partnerships

Koronga | Purpose

Stakeholder relationships are central to this policy, and Te Mahi Ako will engage with ākonga | learners, employers’ industry representatives, the community, Standard Setting Bodies (SSB) on matters relating to its delivery of courses.

Stakeholder relationships will inform the organisation on issues related to professional/industry requirements, and knowledge and skills shortages in a specific sector or industry that leads to increased employment opportunities for Te Mahi Ako ākonga where appropriate.

Kaupapahere | Policy

Te Mahi Ako will ensure that there is an open, regular, and documented process for information and feedback to flow with the relevant local, regional and/or national, professional, industry or community sector groups.

- Engagement will typically be between programme development, revision, and review teams and:
- stakeholders with diverse professional/industry backgrounds who can contribute to ākonga training
 - representatives of the community and local organisations with an interest in educational and employment pathways
 - employers
 - Appropriate ISB as SSB representatives.

Te Mahi Ako responsibilities

Consultation and stakeholder engagement will be documented where appropriate. This includes the annual stakeholder engagement plans and the relevant engagement log.

Haepapa whakahaere | Operational responsibility

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

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Kaupapahere ā-ākonga reo | Ākonga Voice Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Koronga | Purpose

To provide effective structures and processes for ākonga | learners to provide feedback and add their voice to the evaluation of their learning journey with Te Mahi Ako.

To ensure that improvement opportunities identified by the evaluation process are carried out effectively and in a timely manner.

To provide a means by which outcomes of evaluations are communicated to stakeholders.

Korahi | Scope

This policy applies to all ākonga enrolled at Te Mahi Ako; and each approved workplace/host organisation.

Ngā kaupapahere me ngā tukanga | Policy and procedures

General

The head of education, or delegate is responsible for preparing the evaluation plan at the beginning of the academic year, and for ensuring that evaluation occurs at an appropriate time and includes opportunities for ākonga voice to be collected and considered. See Kaupapahere Aromatawai- Whaiaro, Arotake ā-Roto | Self-assessment and Internal Evaluation Policy.

Ākonga and workplace confidentiality will be maintained during all stages of gathering feedback as part of the evaluation process. Ākonga and workplaces may provide feedback at any point during their learning journey to a Te Mahi Ako kaimahi|staff member.

The head of education, or delegate must be advised of any proposed gathering of ākonga voice outside of or additional to opportunities outlined within the evaluation plan.

Ākonga feedback / voice on their learning experience and journey

Also refer to Kaupapahere Aromatawai-Whaiaro, Arotake ā-Roto | Self-assessment and Internal Evaluation Policy.

Te Mahi Ako will provide ākonga with the opportunity to give feedback on:

- programmes and any facilitation and assessment of their learning
- support for their learning while completing their programme
- holistic support as Te Mahi Ako learners
- their experiences with enrolling and communications.

Te Mahi Ako will provide workplaces with the opportunity to give feedback on:

- programmes
- support from Te Mahi Ako for the ākonga while completing their programme.

Te Mahi Ako will utilise kaupapa Māori evaluation principles to ensure Māori ākonga voice is gathered and contributes to evaluations. These Kaupapa Māori principles have been approved by the Te Mahi Ako Kaihautū and Huataki Ako.

Sub-contractors will provide opportunities to obtain ākonga feedback within the programme and supply this feedback to Te Mahi Ako for the evaluation process.

The chief executive, or delegate will use their discretion as to the reporting back of action plans of learning facilitator evaluations to the relevant group of ākonga. The head of education, or delegate will report details of action plans for any changes made on consideration of ākonga feedback once approved by chief executive.

Te Mahi Ako will provide Programmes and modules /Courses Qualifications will be evaluated systematically to ensure regular useful feedback.

Partnership sub-contracting programmes and courses will be subject to the same evaluation frequency, using either Te Mahi Ako evaluation questionnaire or the partner’s own evaluation analysis.

Record management

Record	Responsibility	Filed	Retention time
Ākonga evaluation survey	Head of education	Evaluations file/Course file	5 years
Evaluations of delivery and teaching kaimahi	Head of education	Evaluations file/Course file	3 years

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to ākonga voice to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

27 Kaupapahere Puta, Whakahoki Moni | Withdrawal and Refunds Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of regional growth

Also see Kaupapahere Ako i te Wāhi Mahi | Workplace Learning.

Note: It is essential that this policy is consistent with all information to ākonga | learner.

Koronga | Purpose

This policy ensures that Te Mahi Ako procedures in respect of ākonga | learner withdrawal from all programmes and refund/s of enrolment fees are fair and compliant with the requirements of the Act.

Te tūtohu ture | Statutory compliance

The Education and Training Act 2020 Section 357 states:

“Any domestic ākonga enrolled at a private training establishment for all or part of a programme or training scheme that is of more than three months’ duration and who withdraws from that programme or scheme within the refund period is entitled to a refund, without deduction, of so much of any payment, or of the sum of any payments made by the ākonga in respect of the programme or scheme, and, if withdrawal from the programme or scheme also constitutes complete withdrawal from the establishment, in respect of enrolment, at the establishment, as exceeds \$500 or 10% of the amount of that payment or the sum of those payments, whichever is the lesser.”

Te Mahi Ako must:

- allow every ākonga enrolled in a programme that is of less than three months’ duration to withdraw from it within a period of five working days from the start date; and refund to that ākonga any payments made to Te Mahi Ako in respect of their enrolment
- allow every ākonga enrolled in a programme of greater than three months’ duration to withdraw from it within a period of 10 working days from the start date; and refund to that ākonga any payments made to Te Mahi Ako in respect of their enrolment.

When the refund period, in relation to any fees paid by or on behalf of an ākonga, has expired the fees will be paid to Te Mahi Ako in accordance with the conditions of the Public Trust Deed to which Te Mahi Ako is party. Reference must be made to the following documents (where all information must be aligned) and applied consistently when addressing issues relating to withdrawals and refunds and providing information to ākonga:

- Kaupapahere Puta, Whakahoki Moni | Withdrawal and Refunds Policy.
- Te Mahi Ako Enrolment Form.
- Te Mahi Ako Withdrawal Form.
- Kaupapahere Pārongo ki ngā Ākonga Hou | Information to Prospective Ākonga Policy.
- The Ākonga Handbook.
- Te Mahi Ako Website.

Ngā kaupapahere me ngā tukanga | Policy and procedures

This policy excludes ākonga withdrawals from STAR (Secondary Tertiary Alignment Resource) or Gateway and sub-contracting enrolments which are covered by conditions in individual contracts.

Ākonga requesting a refund must formally withdraw from a programme by personally completing and signing the Withdrawal Form or Electronic Withdrawal Form and returning it to the head of regional growth. Forms can be obtained from the Te Mahi Ako website, office, or by request of an Electronic Withdrawal Form through a Te Mahi Ako kaimahi staff member.

Any issues regarding withdrawal that are unable to be resolved using the Withdrawal Form or Electronic Withdrawal Form are to be discussed with the head of regional growth.

Advice to ākonga

When ākonga are discussing withdrawal with any Te Mahi Ako kaimahi, the ākonga must be advised if any consequences to eligibility for allowances, as well as any academic implications for progression and results. For example, in the instance of a Te Mahi Ako administration fee which was included in the enrolment fees paid but is separated from the fees refund if an ākonga withdraws.

The withdrawal date from a course is taken as the date the Withdrawal and Refund Form is lodged with Te Mahi Ako. The responsibility for withdrawal is with the ākonga. Verbal notice of withdrawal will not be accepted as an ākonga's intention to withdraw.

No change to the ākonga enrolment status on Kairangi (Salesforce) Te Mahi Ako ākonga management system may be made unless formal withdrawal takes place. This may be commenced by Te Mahi Ako if its Terms of Trade, as detailed in the learning agreement, are not met. When commenced by Te Mahi Ako, and no response from the ākonga is received, the withdrawal can be authorised by the head of regional growth.

Where an organisation is paying for more than one ākonga, a separate withdrawal form must be completed for each ākonga as this documentation will be attached to the official ākonga enrolment file which cannot hold information on more than one ākonga.

Where an ākonga withdraws from a programme after commencement but before fees are paid and before the last date for withdrawal, any refund amount is deducted from the fees payable, and the ākonga is responsible for payment of outstanding fees as notified.

When an ākonga ceases to participate in the programme and does not withdraw themselves, Te Mahi Ako will initiate the withdrawal process as per the Te Mahi Ako Terms of Trade. These withdrawals are documented using the withdrawal form and signed by the head of regional growth as required.

These withdrawals must only be made after two attempts to contact the ākonga with a response time window of a minimum period of four weeks (20 working days). These must be on file, in the Kairangi (Salesforce), or in a documented declaration from a kaimahi member that the ākonga has been spoken to. In such cases, there must be a follow-up email on file.

Refunds for NZQF credit fees are part of the refund of fees outlined at: https://www2.nzqa.govt.nz/about-us/protect-students/student-fee-protection/information-for-learners/#e10042_heading1

Transfers

Ākonga wishing to transfer from one programme to another after the course has started must do so by agreement with the head of regional growth or delegate and by filling in the Withdrawal Form.

Depending on the different course fees, ākonga may either be refunded or required to pay additional fees.

Transfers between courses can only occur with the approval of the head of regional growth or delegate. There are no penalties for withdrawal and re-enrolment and the full refund amount will be credited to the new course less an administration fee. Depending on the different course or course(s) fees, ākonga will either be refunded or required to pay additional fees.

Disputes

Any ākonga who wishes to dispute a withdrawal or refund decision must do so within one month of receiving the notification showing the outstanding amount. A request to review the outstanding amount must be made in writing to the head of regional growth within the specified period.

There is discretion to accept reviews lodged outside the normal one-month time limit if the head of regional growth considers that there was good reason for the delay. The review should be completed within seven days of the date of receipt of the application for review. Any outstanding monies owing at the outcome of the review are to be paid to Te Mahi Ako immediately when notification is received.

If an ākonga is dissatisfied with a decision, they can lodge a complaint as per Kaupapahere Amuamu/ Nawe a ngā Ākonga | Ākonga Complaints / Grievances Policy. Should a resolution not be reached via Te Mahi Ako Complaints/ Grievance Policy, as refunds are of a financial nature, ākonga can appeal to Study Complaints: <https://www.studycomplaints.org.nz/>, an external Dispute Resolution Scheme provider.

Refunds on compassionate grounds

Exceptions may be made in exceptional circumstances for compassionate reasons. Compassionate grounds are events outside the individual's control that could not have been predicted and that have had a significant impact on the person's ability to continue studying in the foreseeable future. This could for example include such things as significant accidents or personal injury to self or a close family member that would affect the ākonga ability to continue studying.

Compassionate grounds will not be considered sufficient for a refund of fees where the ākonga could have continued in the course with support or where the ākonga has chosen to withdraw for other reasons.

Consideration may be given to a refund upon receipt of written evidence which must be submitted by the ākonga, or on the ākonga behalf, to Te Mahi Ako at the same time as the completed Withdrawal and Refund Form.

Exceptions may be considered on the grounds of:

- medical, supported in writing by a health professional
- work-related, supported by a letter from an employer.

The application should be made prior to withdrawal, or where circumstances prevent prior application at the earliest possible time.

The decision to refund fees on compassionate grounds will take into consideration the length of time of enrolment in a programme.

Cancelled enrolments

A full refund will be made if Te Mahi Ako considers it is necessary to cancel or postpone an enrolment.

A full refund will be made if Te Mahi Ako ceases to be a NZQA registered Tertiary Education Organisation, and in the case of an international/non-domestic ākonga, if Te Mahi Ako ceases to be a Signatory of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

The documentation will be completed by Te Mahi Ako on behalf of the ākonga and no administration fee will be charged.

Ngā whakamahukitanga | Definitions

Programme of study	The collection of modules in which an ākonga is admitted to and enrolls in which contributes to meeting the requirements for the award of a qualification.
Compulsory fee	Fee components which cover items or services which must be purchased for or by the ākonga as a condition for enrolment.
Module	A component of a programme.

See also:

- Kaupapahere Tono, Whakauru, Whai Wāhi | Application, Admission and Enrolment Policy.
- Withdrawal Form.
- Ākonga Handbook.
- NZQA Student withdrawals and refunds:
https://www2.nzqa.govt.nz/about-us/protect-students/student-fee-protection/information-for-learners/student-withdrawals-and-refunds/#e10029_heading1

Haepapa whakahaere | Operational responsibility

The head of regional growth has responsibility for day-to-day compliance and annual review that evaluates Te Mahi Ako performance in matters related to ākonga evaluations for all ākonga, to ensure the requirements of the Education and Training Act 2020, and any other statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for the approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	11 June 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

28 Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of education

Ngā whakamahukitanga | Definitions

Work-based learning provides hands-on opportunities for ākonga / learners to gain skills, knowledge, and attributes within a workplace. During work-based learning, ākonga are enrolled with a provider and are employed, contracted or volunteering in a workplace where they engage in learning and assessment that is work-based with supported self-directed components.

Ākonga are provided holistic support and pastoral care which contributes to their success in achieving nationally recognised qualification(s). Work-based learning experiences promote lifelong learning with transferable skills.

More information on the work-based mode of delivery can be found at:
[Work-based mode | Tertiary Education Commission \(tec.govt.nz\)](#)

Koronga | Purpose

Te Mahi Ako provides vocational and applied education that uses a range of practical environments for learning in the workplace and/or equivalent situations through a tripartite agreement between the ākonga, their workplace and Te Mahi Ako.

- Te Mahi Ako supports ākonga outcomes through:
- direct interaction between the ākonga, host organisation / workplace kaimahi|staff and those involved in the facilitation of learning and in assessment
 - workplace mentor and assessor support (and moderation as relevant)
 - providing learning facilitation opportunities and high-quality, accessible learning resources and best practice assessment
 - providing pastoral care and academic support to ākonga.

This policy ensures that Workplace Learning is consistent with the learning outcomes of the relevant programme and that all learning facilitation and assessments are fair, consistent, valid and conducive to effective learning experiences.

The suitability, capability and capacity of a workplace or host organisation to support workplace learning is established through the negotiation of a Workplace Relationship Agreement. Each individual ākonga enrolled with Te Mahi Ako is required to sign a three-way Workplace Learning Agreement with the Workplace/Host Organisation and Te Mahi Ako.

Te tūtohu ture | Statutory compliance

- Code of Good Practice for New Zealand Apprenticeships 2023.
- Education and Training Act 2020.
- Health and Safety at Work Act 2015 and related Regulations and Amendments.
- Human Rights Act 1993.
- Injury Prevention, Rehabilitation and Compensation Act 2001, ACC.
- The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
- Qualifications and programmes meet all national guidelines and the requirements of NZQA, Standard Setting Body (SSB) and relevant professional registration boards or associations.

Kaupapahere | Policy

Learning facilitation, delivery modes and assessment procedures in the workplace must be detailed in Te Mahi Ako programme documents. Assessment procedures must comply with Te Mahi Ako Policies for Kaupapahere Aromatawai | Assessment and Kaupapahere Mātairua ā–Aromatawai | Moderation of Assessment.

Workplaces must meet the specific requirements of relevant external bodies as detailed in Te Mahi Ako programme documents. Each workplace/host organisation must also be approved by Te Mahi Ako through the signing of a Workplace Relationship Agreement.

As part of the enrolment process, a Te Mahi Ako Workplace Learner Agreement must be signed by the individual learner, the workplace, and Te Mahi Ako. Before entering any Workplace Learner Agreement, the rights, and responsibilities of ākonga and employers, including Workplace Health and Safety (see Kaupapahere Whakauru ki ngā Hōtaka, Auroatanga, Kauparetanga | Programme Entry, Continuation and Exclusion Policy), will be communicated to the ākonga by Te Mahi Ako.

Once complete, this Agreement must be sighted by a relevant Te Mahi Ako kaimahi member. Te Mahi Ako will then store a completed copy of both the Workplace Relationship and Workplace Learner Agreements.

Ngā tukanga | Procedures

Specific conditions to be met by the workplace must be identified and detailed in Te Mahi Ako programme documents – Individual Learning and Assessment Plans. All learning outcomes to be assessed must be documented and provided to ākonga.

As previously mentioned, the rights, and responsibilities of ākonga and employers, including Workplace Health and Safety, will be communicated to ākonga by Te Mahi Ako before any Workplace Learner Agreement is entered into.

Before a workplace can be used for workplace learning, Te Mahi Ako enters into a formal Workplace Relationship Agreement. This Agreement ensures that the workplace has policies and procedures in place that are consistent with Te Mahi Ako quality Management System and associated policies and procedures.

As with the Workplace Learner Agreement, ākonga and host rights and responsibilities, including Health and Safety in the workplace, are clarified and agreed to as per the Workplace Relationship Agreement before this is entered into.

Templates for Workplace Relationship Agreements and Workplace Learner Agreements are available on the Te Mahi Ako website.

Referral documents

- Kaupapahere hōtaka hou | New and Revised Programmes Policy.
- Hauora me te Haumaru – Kaupapahere mō ngā takohanga me ngā heapapa | Health and Safety Policy.
- Kaupapahere Aromatawai | Assessment Policy.
- Workplace Relationship Agreement.
- Workplace Learner Agreement.

Haepapa whakahaere | Operational responsibility

The head of education has responsibility for day-to day compliance and annual review that evaluates Te Mahi Ako performance in matters related to workplace learning and assessment. The annual review will also to ensure the requirements of the Education and Training Act 2020, and any other relevant statutory and legislative obligations, national and NZQA guidelines are met.

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	29 March 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Head of regional growth

Note

It is important to ensure that any changes/revisions made to this policy are aligned with all Te Mahi Ako and Skills Active group customer service policies, the Te Mahi Ako QMS and information to ākonga.

In the event of any conflict or inconsistency between the terms and provisions of this policy and the Skills Active Aotearoa Group policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

See Parent Company Corporate and Operational Policies.

Te Mahi Ako is committed to providing quality services to its clients. Te Mahi Ako in every engagement will undertake to provide quality services by honouring the organisation’s values: Tika, Pono and Aroha and applying the values through the implementation of the organisations Guiding Principles: Rangatiratanga, Wairuatanga, Manaakitanga, Kotahitanga and Kaitiakitanga. Please refer to our Tikanga Guide for an explanation of these.

The Tikanga Guide provides guidelines that outline performance expectations of kaimahi|staff and is used as a support and training tool for all kaimahi.

- To make these principles clear and relevant we have decided on seven simple commitments to internal and external clients that we call our customer promise. These are:
- show dedication to upholding the guiding principles of Te Mahi Ako
 - communicate with kaimahi in a timely and appropriate way, including following up emails, phone messages and tasks in Kairangi (Salesforce) (response, or acknowledgement with timeline for response, within 48 hours)
 - treat co-workers and customers with respect in all interactions, actively listening to feedback and responding with a solution-based focus
 - be accountable for things that you are responsible for and can influence
 - work positively with members of the senior management team, and wider Skills Active Group, to achieve business goals and outcomes
 - act with honesty and integrity to raise and resolve issues, even if it is uncomfortable to do so
 - turn up to meetings prepared and on time and contribute effectively.

To ensure that our clients know what to expect from us and when by, we have also made a Customer Commitment around timeframes of service which is as follows, see Appendix B: Customer Commitment.

Haepapa whakahaere | Operational responsibility

The Te Mahi Ako Board holds responsibility for approval of this document and any subsequent amendments to it. The chief executive is responsible for the implementation of this document and any subsequent amendments.

Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	03 July 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

Customer commitment

As a customer of Te Mahi Ako you can expect great service from us!
On receipt of fully completed documentation, here is our commitment to you:

Ākonga | Learner enrolment

We will process your training agreement within 10 working days.

Resources

You will receive your resources (if required) on receipt of your learning agreement or credit reporting within 10 working days.

Credit achievement

We will process credit reporting of your unit standards within 10 working days.

Awarding of certificates

We will issue your qualification within 20 working days after the conclusion of your course duration, once we have received your final credit reporting.

Assessor application

We will advise the decision on your assessor application within 20 working days.
Note: This includes any time for senior assessor mentor (SAM) review of the application if required.

Assessor registration

Assessor registration will be completed and the assessor contacted by assessor and facilitator trainer within 20 working days of confirmation that the Assessor Specific Requirements have been met e.g. US 30421 achieved.
Assessors will follow the Te Mahi Ako Assessor Code of Practice, refer to Assessment Practice Info Book

Assessor scope extension application

We will advise the decision on your scope extension application within 20 working days.
Note: This includes any time for senior assessor mentor review of the scope extension, if required.

Notification of incorrect documentation

We will contact you if the documentation provided to us is not fully completed within 10 working days.

If we are not meeting these expectations, we want to hear from you. Contact us on 0508 475 455 or info@temahiako.org.nz.

30 Kaupapahere Kaporeihanga, Whakahaere o te Kamupene | Company Corporate and Operational Policies

Board approval	Effective date	Review date	Contact authority
	1 October 2022	As required	Chief executive

Skills Active Aotearoa as the parent company has implemented policies regarding the operation of the group and its subsidiaries. These policies, as identified in Appendix C, are adopted by Te Mahi Ako.

Te Mahi Ako kaimahi|staff are expected to comply with the group policies identified in the appendix or any such amended or replacement policies that are reasonably similar in scope, nature or effect.

Te Mahi Ako will consult with Skills Active Aotearoa on any Group policy changes, including new policies for adoption and the revision of policies.

In the event of any conflict or inconsistency between the terms and provisions of a Te Mahi Ako policy and a Skills Active Group Policy, the terms and provisions of this Te Mahi Ako policy shall supersede the Skills Active Group Policy.

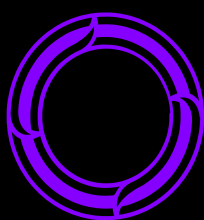
Hītori whakahou | Revision history

Version	Description of change	Effective date
1.0	Initial policy	1 October 2022
2.0	Annual policy review – Approved by acting chief executive	24 July 2024
2.1	Annual review – Approved by acting chief executive	4 June 2026

Adopted Skills Active Aotearoa Policies and Group Policies

Current SAA approved policy	Planned replacement policy
Governance and management	
Governance Policy Manual	
Financial management	
Financial Management Policy Delegations	Financial Delegations Policy
Human resources	
Anti-Bullying Policy	
Host and Staff Responsibility Policy	
Kaupapa Hauora/Wellbeing Policy	
Working from Home Policy	
Flexible Working Arrangements Policy	
Recruitment and Selection Policy	
New Staff Arrival and Induction Policy Pōwhiri Whakatau Welcome for New Staff Policy	Staff Arrival and Induction Policy
Staff Leave Policy	
Remuneration Policy	
Learning and Development Policy	
Disciplinary and Performance Management Policy	Disciplinary Policy Performance Management Policy
Speaking Up Policy	
Personal Grievance Policy	
Family Violence	
Resolving Employment Relationship Problems Policy	Proposing to retire this policy – covered in individual employment agreements
Internal Promotion Policy	
Code of Conduct Policy	
Induction Policy	
Staff Privacy Policy	

Current SAA approved policy	Planned replacement policy
Health and safety	
Workforce Drug and Alcohol Policy	
Safety Management System	
Emergency Management Plan for Business Continuity	
Information management and data co-ordination	
Customer Privacy Policy	
Customer Service Policy Statement and Promise	
QMS Document Control	
Internal communications	
Internet Use	
Telephones	
IT – Email Use	
Internal tools	
Credit Card Use	
Motor Vehicle Use Policy E-bike Use Policy	Vehicle Use Policy Propose to retire e-bike use policy and incorporate in new vehicle policy
Travel Policy	Updated travel policy
Corporate Clothing	
Marketing and communications	
Advocacy and Public Relations Policy	
Media Public Spokesperson Policy	
Social Media Policy	
Social Networking Policy	
Customer Complaint Policy	



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