TE MAHI AKO

ĀKONGA HANDBOOK

Ka kaha ake mā te tu ngātahi
We are stronger together

Edition 4

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Note: Te Mahi Ako reserves the right to make changes to information contained within this handbook, including policies and processes, if required. If you have a printed or downloaded copy of this handbook you are advised to ensure it is the most recent version. You can view and download a copy of the latest version from our website where you can also find full versions of the policies and procedures summarised here.

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Nau mai ki Te Mahi Ako
Welcome to Te Mahi Ako

Te Mahi Ako helps talented professionals working in te ahumahi ā-rēhia – the active recreation, leisure and entertainment sectors – gain qualifications. The mahi that you do is vital to the wellbeing of New Zealanders, and we are proud to play a part in that.

We specialise in supporting people who are learning while they work – usually referred to as work-based learning.

Work-based ākonga are able to demonstrate and apply their technical knowledge and skills in a work context. Through this process, we will support you to grow your skills and knowledge, get your hands-on experience recognised, and thrive in your career.

We'll do this with help from your employer, and the other staff at your workplace, who also play a vital role in supporting your learning.

This handbook is designed to guide you while you are studying with Te Mahi Ako. It tells you more about us, points you in the right direction to get help when you need it, and gives you an overview of all the policies and procedures that might be relevant to your study.

It's great to have you on board with us – nau mai anō!

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

Ka kaha ake mā te tu ngātahi
We are stronger together

We wish you all the best on your journey with Te Mahi Ako.



Butch Bradley
Executive director

Te Mahi Ako Ākonga Handbook 20260624 Edition 4: © Te Mahi Ako



1 Ko wai mātou
Who we are

1 Ko wai mātou
Who we are

Te Mahi Ako is registered and accredited by NZQA as a private training provider (PTE). We are a not for profit wholly owned subsidiary of Skills Active Aotearoa, a charitable limited liability company.

Quality assurance at Te Mahi Ako
Te Mahi Ako is quality assured by the New Zealand Qualifications Authority (NZQA). NZQA uses an Integrated Quality Assurance Framework (iQAF) to ensure education providers deliver high-quality, relevant learning and protect learner interests.

This means our programmes, assessments, ākonga (learner) support and improvement processes are regularly reviewed, and ākonga feedback plays an important role in shaping what we do.

Tō mātou matawhānui | Our vision



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

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

Ā mātou mahi | Our mission



Kohia te ahi i roto
Fuel the fire within

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

Ō mātou uara | Our values



Tika We do what is right
Pono We are true to ourselves
Aroha We demonstrate care and respect

Ō mātou mātāpono | Our guiding principles



Kaitiakitanga

- Protecting the mana of the organisation, our staff, our stakeholders, clients and ākonga.
- Protecting, guarding and taking care of places, resources, things considered of value, and of people and their wellbeing.
- Guarding and taking care of our organisational commitments.
- Ensuring the revival, retention and maintenance of tikanga practices within the organisation.
- Promoting the achievement of wellness and wellbeing for the staff, clients, ākonga and the organisation.
- Creating a clean, safe and healthy environment by promoting sustainable management and growth of the organisation.



Manaakitanga

- Fostering the wellbeing and status of our people within the organisation, our stakeholders, clients and ākonga and in our cultural practices.
- Ensuring that a course of action or a process set down enhances, maintains or encourages the work, tikanga practices and people within Te Mahi Ako.
- Preserving, maintaining, enhancing and encouraging the wellbeing of staff, stakeholders, clients and ākonga, and of those things considered of value, tangible or intangible.
- Assisting in the improvement and development of the values of Te Mahi Ako.



Wairuatanga

- Encouraging, maintaining and promoting a physical, intellectual, social and spiritual identity with each other and our work.
- Respecting the values of our staff, stakeholders, clients and ākonga and of the organisation.
- Recognising and acknowledging the values and beliefs of each other and guests within the workplace and all related gatherings.



Kotahitanga

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

Rangatiratanga

- Weaving people together, managing our responsibilities, and leading by example.
- Demonstrating personal integrity in all aspects of our work and tikanga-related practices.
- Staff determining their actions in the cultural preservation and guardianship of their tikanga practices that maintain, enhance and encourage the wellbeing of those things considered of value within the organisation and to our staff, stakeholders, clients and ākonga.

For more information, take a look at the **Skills Active Te Mahi Ako Charter** on our website.

Te Tiriti o Waitangi

Ko tā te rangatira kai, he kōrero

The food of leaders is discussion

We can find nourishment in our learning and understanding of Te Tiriti o Waitangi. Through discussion we can discover its implications for our modern society.

Te Mahi Ako – Te Tiriti o Waitangi commitment

Te Tiriti o Waitangi is a founding document of Aotearoa, an agreement between the Crown Representatives and Māori Chiefs. A key intent of Te Tiriti o Waitangi was to uphold relationships of mutual benefit between the indigenous peoples of Aotearoa and all those who had come, and were to come, to settle here.

Committed to honouring Te Tiriti o Waitangi, our organisation is on a treaty voyage of discovery. An organisation-wide bicultural approach will be demonstrated in the conduct of business with staff, ākonga, clients, sectors, and communities. The organisational values of tika, pono, aroha and mātāpono – guiding principles – underpin this voyage.

As a private training establishment operating in Aotearoa, Te Tiriti will be upheld, and pre-existing rights and responsibilities over mātauranga Māori will be respected. Supporting the goals and aspirations of mātauranga.

Mātauranga Māori is recognised as an evolving ancestral inheritance and a taonga protected under Te Tiriti o Waitangi; and there is a commitment to the extension of its definition, in the role as an education provider.



2 Te ara whakaako o Te Mahi Ako
Te Mahi Ako approach

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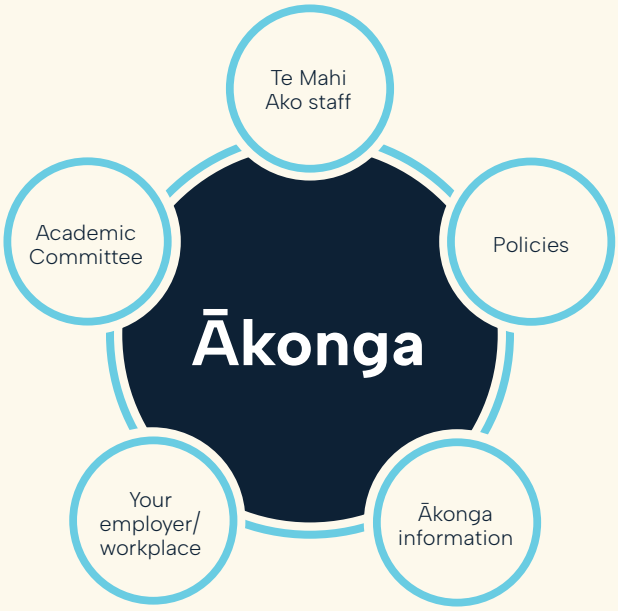
At Te Mahi Ako we specialise in supporting ākonga, including non-domestic, through programmes that you complete while you're in a paid job or regular volunteer work. This handbook describes the support, services, and pastoral care functions available to all our enrolled learners.

When you enrol with us, your workplace makes a commitment to support you in your learning programme. This means that specific people in your organisation are responsible for helping you to pick up the knowledge and skills required in your programme. This might include your manager, supervisor or senior colleagues.

This support could involve teaching you new processes and tasks, checking your work, answering questions, observing you and offering advice, helping you solve problems, or directing you to the right resources so that you can do your own learning.

The suitability of a workplace is established through discussion with us and the workplace (host organisation). We will determine the level and nature of support available to you through that workplace.

Components of the Te Mahi Ako Ākonga support system



This diagram shows the various components that support you as the ākonga.

You, as the ākonga, are at the centre of the diagram and all other components are in place to ensure that your learning journey with us is successful.

This handbook and our website outline how you will interact with each of these and how they will support your ākonga journey.

Your learning journey

A number of people on our team will support you and the workplace throughout your learning journey.



Regional advisor

Your regional advisor is the key contact person at Te Mahi Ako for both you and your workplace. They will help set up your enrolment, and have regular catch-ups (whether in person, online or over the phone) to make sure you're progressing. They will be there to help you navigate the work-based learning process and connect you with help when you need it.

Your **regional advisor** coordinates with your assessor and other key Te Mahi Ako staff such as the **learning facilitators** and **learner support coordinators**.



Learning facilitator

In some cases, we may arrange some learning outside of the workplace, led by our learning facilitators, to supplement the skills and knowledge you are developing on the job.



Assessor

Your assessor may be someone at your work or an external person. Your assessor is a qualified subject matter expert in your field of practice, and they will manage the assessment process and determine when you are competent. They will help you understand the assessment requirements and can talk to you about the content of your programme.



Evidence verifier

Evidence verifiers are used if your assessor is not able to observe you completing your practical assessment tasks. However, you may not need an evidence verifier if your assessor is available to observe you directly.

When an evidence verifier is used, they will be someone from your workplace who works closely with you and is experienced in the tasks you are completing. They will watch you as you complete the practical assessment tasks, recording what you did and whether it met your workplace requirements. This helps the assessor confidently determine if you are competent.



Learner support coordinator

Everyone's learning journey is different, and sometimes obstacles can get in the way. These might be related to your programme or maybe other things that are happening in your life.

The learner support coordinators can provide support to assist you with orientating and inducting into your programme in how everything works so that you are well set up. The learner support coordinators are there to listen, talk things through, and connect you with the right help.

Who else might you see or hear about?

The **programme developer** and **learning designers** have oversight of all programmes and ensure all resources are in place for your programme.

National partnerships leads are experts in their field and work alongside regional advisors to support ākonga and their workplaces.

Within Te Mahi Ako there are numerous staff with specialised responsibilities. We provide specific expertise in Mātauranga Māori and Te Ao Māori and have a Kaihautū, a Kaitohutohu Tikanga Rua and a Pou Ārahi Mātauranga Māori – three positions within the organisation dedicated to kaupapa Māori.

The **Our People** section of our website provides more information related to our staff.







3 Te ako me te haumarutanga i te wāhi mahi
Workplace learning and safety

3 Te ako me te haumarutanga i te wāhi mahi
Workplace learning and safety

Our organisation provides work-based learning, so we partner with your workplace to make sure your educational, safety and wellbeing needs are understood and responded to. We do this through an agreement between Te Mahi Ako, your workplace/employer and you. This arrangement is described in detail in the Kaupapahere Ako i te Wāhi Mahi | Workplace Learning Policy.

We support you to achieve your programme in three ways:

- Talking with you directly.
- Supporting your workplace trainers and assessors.
- Providing you with learning resources and assessments.



You can find the Kaupapahere Ako i te Wāhi Mahi | Workplace Learning policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Safety at work

The Workplace Relationship Agreement between Te Mahi Ako and your workplace/employer is signed to make sure workplace activities are aligned with Te Mahi Ako policies and procedures. This includes prioritising your safety, health and wellbeing when learning in the workplace.

All learning and assessment materials also list any relevant statutory and legislative requirements that are specific to the skill sets being developed within the programme.



You can find the Hauora me te Haumaru – Kaupapahere mō-ngā Takohanga me ngā Haepapa | Health and Safety – Commitments and Responsibilities Policy in the Policy Manual section of our **Ākonga (learner) support and services** page.



4 Te mana taurite o te ako
Equal education opportunities

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Equal education opportunities

As an organisation we are committed to providing equal educational opportunities. This commitment requires that we will continually work towards ensuring:

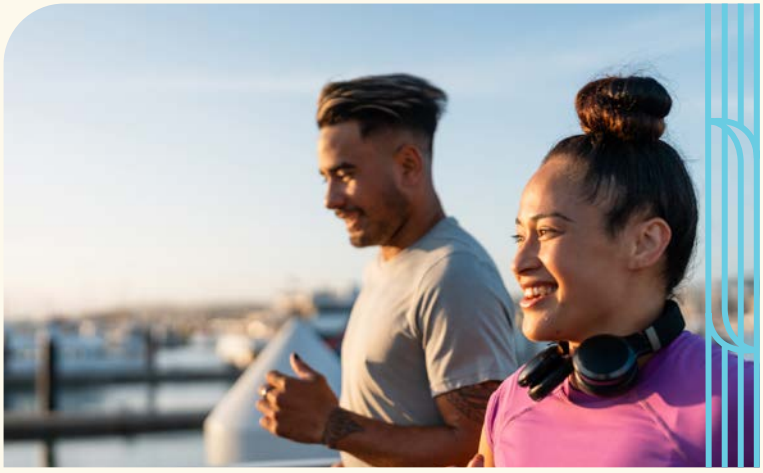
- equal access to our programmes and facilities by removing or minimising barriers; racism (including systemic racism) and discrimination of any kind is recognised, called out and effectively responded to
- provision of equitable learning environments which recognise ākonga individual differences and address and support their particular needs.

Our learning environment is enhanced by increasing awareness and sensitivity to the diversity of the ākonga community.

Our Kaupapahere Ara Ako Ōrite | Equal Education Opportunities [EEdO] Policy reflects our values and stated philosophy of ākonga support and ākonga-centric learning. We aim to address any inequity and improve the learning experience of any disadvantaged groups in all of our programmes.

Equal education opportunities will be achieved when factors irrelevant to programme requirements no longer act as barriers to learning opportunities for any ākonga. Such factors could include:

- cultural identity
- gender
- belief
- age
- family responsibility
- marital status
- religion
- political affiliation
- disability
- sexual orientation
- financial circumstances
- health status.



You can find the Kaupapahere Ara Ako Ōrite | Equal Education Opportunities [EEdO] policy in the Policy Manual section of our **Ākonga (learner) support and services** page.



5 Te reo Māori
The Māori language

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The Māori language

Full support is given to any ākonga wishing to use te reo Māori in summative assessments.

This means that you may complete any coursework or assessment that counts towards the successful completion of the programme in te reo Māori. It must be noted, however, that many external examinations such as those required by professional registration boards may only be completed in English.

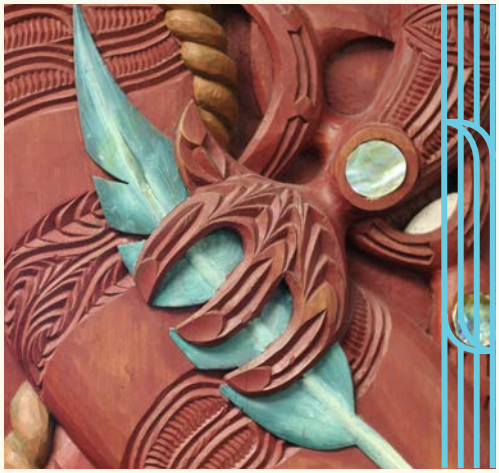
If you intend to complete your programme and/or assessment in te reo Māori, we ask that you talk with your regional advisor before you begin so we can ensure the right level of support.

Te Mahi Ako will implement procedures to ensure that provision is made for any domestic ākonga wishing to undertake a controlled assessment in te reo Māori. This will apply to any learner for whom te reo Māori is their first language. The only exceptions to this are when:

- the assessment requires ākonga to demonstrate an ability in English
- the skills being tested are required in a particular language other than English
- the candidate is a non-domestic ākonga.

Translators who are appropriate and competent in te reo Māori, in the dialect being used, will be supplied by Te Mahi Ako. The translator must not be a friend, partner or whānau member of the ākonga.







6 Kaupapahere ako me ngā taipitopito kōrero mō te ako
Education policies and academic information

6 Kaupapahere ako me ngā taipitopito kōrero mō te ako Education policies and academic information

Te Mahi Ako policies and procedures

Te Mahi Ako has policies and procedures in place relating to all academic standards and information. These can be found in the Policy Manual section of our **Ākonga (learner) support and services** page.

The policies most relevant to ākonga are:

- Kaupapahere Aromatawai | Assessment Policy 3
- Kaupapahere Tinihanga | Cheating Policy 4
- Kaupapahere Taitu | Impaired Performance/Aegrotat Policy 5
- Kaupapahere Hātepe Pīra ā-kura | Academic Appeal Process Policy 6
- Kaupapahere Tohu Mātauranga, Pūkenga | Recognition of Knowledge and Skills Policy 21
- Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances Policy 22
- Kaupapahere Puta, Whakahoki Moni | Withdrawal and Refunds Policy 28.

Assessments

Assessment is an integral part of learning and is used as a tool to guide you to gain knowledge and skills.

Assessment conditions will be clearly stated in the individualised learning and assessment plan you and your regional advisor complete at the start of your programme. You will be able to discuss this in detail with your regional advisor at the start of each module or task.

You will be involved early on in planning your assessment and the processes we have in place ensure all assessments are fair, valid, reliable and consistent. Our learner support team can arrange for a reader/writer if you require one to complete your assessment.

Competency-based assessments

All of your assessments will be competency-based, which means you are deemed 'competent' (achieved) or 'not yet competent' (not yet achieved) for specific skills and knowledge requirements set out within your programme.

In general, you will have the opportunity to re-sit competency-based assessments if needed, and your assessor will guide you through this process.

Your privacy will be maintained at all times. Your assessor will discuss your assessment results directly with you and then enter the result in the Te Mahi Ako learner management system. During this discussion they will provide feedback. The feedback should focus on your key strengths and on how you can work towards continuous improvement.



You can find the Kaupapahere Aromatawai | Assessment policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Attendance

Attendance is not tracked as part of achieving the programme. Your success is measured by meeting the learning outcomes and unit standards within your programme modules. Most of the delivery and assessment will occur on the job.

In some cases, there may be off-job or online activities which you are required to attend. This will take place when identified learning or participation in specified activities is essential to meet the outcomes of your module – for example, practical demonstrations, or to meet external requirements.

Academic integrity

Te Mahi Ako is committed to principles of academic integrity, and we trust that you will undertake all assessment tasks with honesty, fairness and respect. Te Mahi Ako Academic Integrity Guidelines can be found on the website in the Ākonga/Learner area under Forms.

Your work is expected to be your own. Cheating is a serious matter and, where proven, will result in disciplinary action. Cheating can take many forms. This may include plagiarising (copying), submitting work generated by an artificial intelligence (AI) tool such as ChatGPT, completing an assessment for someone else, using notes during closed-book assessment activities, purchasing a completed assessment, receiving notes by cell phone, or inventing case studies.

Procedures for investigating academic misconduct are outlined in the Cheating Policy. Where cheating is established, the ākonga may be instructed to resubmit their work. Other actions can include awarding a not yet achieved mark/grade, or in the case of a graded unit standard, a reduced grade.



You can find the Kaupapahere Tinihanga | Cheating policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

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 (e.g. illness, injury, bereavement, family crisis), and wishes to apply for reassessment.

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 (derived grade)

Aegrotat is a term that applies when an ākonga is unable to undertake an assessment activity through critical circumstances beyond their control (e.g. illness, injury, bereavement, family crisis). An aegrotat pass is the granting of credit for a course in which the required assessment was not taken.

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



You can find the Kaupapahere Taitu | Impaired Performance/Aegrotat policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Academic appeals

If an ākonga disagrees with decisions about their assessment results, academic progress, reduced performance due to special circumstances, or aegrotat, they can submit an appeal to have the decision reviewed.

While this process is available in the event of disagreements, we encourage parties to try to resolve issues through a collaborative approach – via communication, problem-solving, support, coaching and mentoring. This approach gives effect to our values of kotahitanga and rangatiratanga.



The Academic Appeals Process and associated forms can be found on our **Forms and documents** page.

You can find the Kaupapahere Hātepe Pīra ā-Kura | Academic Appeals Process policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Recognition of knowledge and skills

Recognition of knowledge and skills is a process that allows credit to be granted towards a programme, where an ākonga has already acquired and can demonstrate current relevant skills and/or knowledge.

The amount of credit depends on the evidence provided (submission of certificates, signed work log attestations, and so on) and how closely it maps to the requirements of the programme.



For further details on recognition of knowledge and skills, please speak to your regional advisor, or you can find the Kaupapahere Tohu Mātauranga, Pūkenga | Recognition of Knowledge and Skills Policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Complaints and grievances

Te Mahi Ako is responsible for handling formal complaints promptly and with fairness and consistency. We have a process to deal with any concerns about any aspect of your learning experience.

The Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances Policy not only applies to ākonga, but also extends to staff, visitors, contractors, and members of the public who wish to lay a formal complaint about any activity of the organisation.



The Complaints and Grievances Process and associated forms can be found on our **Ākonga (learner) support and services** page.

You can find the Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances Policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Note: This policy aligns with **NZQA guidelines** for ākonga who wish to make a complaint.

If you feel you need external mediation or advice, or if you are not satisfied with the outcome of a complaint, domestic and non-domestic learners can escalate the matter to NZQA for complaints about support services, pastoral care, quality of your programme or the management of Te Mahi Ako, or to **Study Complaints** for financial or contractual disputes.

Withdrawal and refunds

Ākonga can withdraw from a programme at any time. Eligibility for a refund of tuition fees will depend on the length of the programme and when the withdrawal happens.

- For programmes that are less than three months long, a full refund is available if the ākonga withdraws within five working days of the start date.
- For programmes that are more than three months long, a full refund is available if the ākonga withdraws within 10 working days of the start date.



The Refund and Withdrawal Process and associated forms can be found on our **Forms and documents** page.

You can find the Kaupapahere Puta, Whakahoki Moni | Withdrawal and Refunds policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Student information and records

Te Mahi Ako is required to keep up-to-date records, for our own purposes and to meet the compliance requirements of the Ministry of Education, Tertiary Education Commission (TEC) and New Zealand Qualifications Authority (NZQA). These are stored and processed in adherence with the Privacy Act 2020.

To be able to contact you in an emergency you are required to keep the contact details (name, phone number and email address) you provided to us up to date. If you need to change your contact details, you can do this by emailing us either via **contact us** on the website or through your learner portal.

After you have completed your programme with us, we will contact you to ask about the usefulness of the modules within the programme and whether it has helped you with your career pathway. When you finish your studies with us, we will ask you to provide us with updated contact details, so that we can contact you in the future.

You may apply for a formal copy of your academic records, your New Zealand Record of Achievement, at any time – please request this through your regional advisor. You can also obtain this at any time through the **MyNZQA learner portal** on the NZQA website.

Ākonga voice in the evaluation of modules and programmes

Te Mahi Ako uses ākonga voice in the evaluation of all programmes, modules (including assessments), communication that ākonga have with Te Mahi Ako and general support to ensure they effectively and efficiently meet ākonga needs. Your voice plays an important role in identifying design and delivery of what we offer you and future ākonga, and in informing Te Mahi Ako's ongoing quality assurance with NZQA.

There are several opportunities for you to give us feedback about our programmes and modules. As an ākonga, you can give us your feedback by participating in surveys directed to you, by completing and returning feedback forms in your paper-based resources or completing relevant fields found in your online learner portal.

We also welcome direct feedback and encourage ākonga to email us at **eval@temahiako.org.nz** or to talk to your regional advisor, assessor or learner support coordinator. Feedback can be provided in English or te reo Māori and we are happy to respond to ākonga about any changes made to what we offer based on feedback, on request.







7 Tautoko me te tohu āwhina
Support and guidance

7 Tautoko me te tohu āwhina
Support and guidance

It's important to Te Mahi Ako that all ākonga are supported in a way that recognises and upholds their identity, values and aspirations. This includes all the learning and assessment materials and support, such as online facilitation sessions, which are designed to meet your needs.

Each programme and the modules within are supported by generic academic regulations and requirements for completion of the programme. Your regional advisor or learner support coordinator will work with you to align with best practice and ensure your needs are being met.



Our dedicated learner support team are your go-to people for help and advice. They will guide you through problems or issues that might be impacting your learning. Part of their job is also to ensure Te Mahi Ako provides you with support that meets the requirements of the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice**.

NZQA has developed some easy-to-understand videos that clearly explain your rights under the code. You can view these here:
The Code for learners.

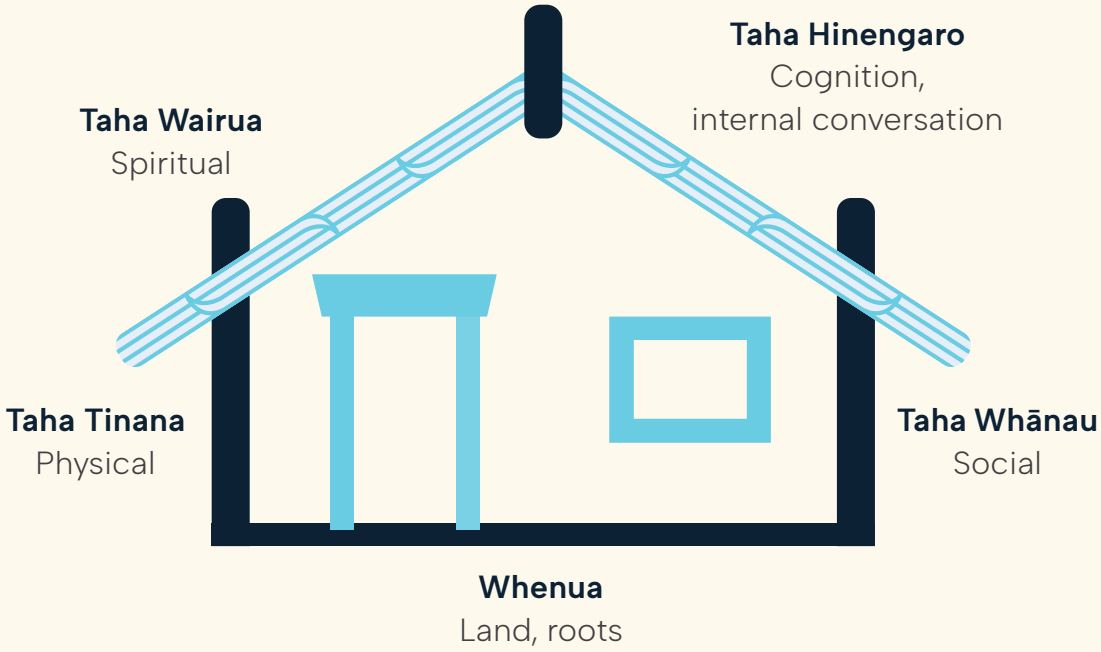
Wellbeing and support systems

All interaction with our learners is founded on our values and our **five guiding principles**.



In addition, the **Te Whare Tapa Whā** model, developed by Sir Mason Durie, guides Te Mahi Ako's approach to supporting ākonga health and wellbeing.

Te Whare Tapa Whā



The dimensions of taha wairua (spiritual), taha hinengaro (mental and emotional), taha tinana (physical) and taha whānau (family and social) represent the walls and roof of the wharenui and connection to the whenua (land and roots) which forms the foundation. When all these components are in balance, we thrive.

When one or more of these are out of balance, it impacts our wellbeing. Te Mahi Ako has used the dimensions of this model as the framework to ensure our ākonga support systems cover all aspects of wellbeing.

During your learning journey, you have access to various supports, including Puāwaitanga, a free and independent counselling service, literacy and numeracy assistance, reader/writer support for assessments, and our learner support coordinators. They are here to help you with any needs you may have. Do not hesitate to reach out. All our ākonga support and services can be found on our **Ākonga (learner) support and services** page.

If you need help dealing with any kind of difficulty that's affecting your ability to learn, get in touch with our learner support team. They are there to assist and where appropriate will help you to connect with the services best suited to your needs.

Te Mahi Ako has partnered with **Puawaitanga New Zealand Telehealth Services** to provide independent and confidential counselling services, free for our ākonga. Puāwaitanga offers counselling by phone or video in multiple languages including te reo Māori.

Puāwaitanga is designed to support you over a brief period of time to strengthen your hauora hinengaro (mental and emotional wellbeing). You will have the opportunity to choose the counsellor you'd like to do sessions with and book in for a time that works around your schedule. Puāwaitanga offers sessions throughout the week (including weekends) from 9 am to 9 pm.

In your first session, you can share with your counsellor what is happening for you and together you will decide what you'd like to work through in further sessions. You may want to access Puāwaitanga for support around things like anxiety, low mood, relationships, grief, low self-esteem or stress.

If you want to be referred to Puāwaitanga, contact one of our learner support team members as a first step.

Your workplace may also have arrangements with workplace schemes such as **EAP** to ensure that they provide access to counselling support.

Reading, writing and maths support

If you haven't completed NCEA Level 2 or a NZQA qualification at Level 3 or above you will receive a phone call from our learner support team. This phone call is to offer our support, if required, for literacy and numeracy support. This includes an online assessment and referrals to Literacy Aotearoa if needed. We also have reader/writer support for assessments available. Please visit **reader/writer support for ākonga** for more information.

Any non-domestic ākonga enrolling into a Level 3 or above qualification, who has not completed prior education 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.

Please visit **NZQA English language requirements for international students** for more information.

Ākonga voice: natural justice and procedural fairness

Te Mahi Ako is committed to understanding and responding to our diverse ākonga voices and to maximising opportunities for success and to safeguarding the wellbeing and safety of all our ākonga.

Evaluation from ākonga at Te Mahi Ako is one of the techniques used for determining the efficiency and effectiveness of the delivered programmes, communications, support and overall experience. The information gathered from this process is used to improve the design and delivery of what we offer you and future ākonga.

Our goals are to ensure that all ākonga are able to participate and succeed in their learning. Our commitment to ākonga success includes enhanced ākonga support and resources that are informed by the ākonga voice. We therefore encourage you to contribute to our regular review and ongoing development of these goals:

- during your regular catch-ups with your Te Mahi Ako regional advisor and/or learner support team
- through written and verbal feedback opportunities in the form of surveys, feedback forms in the online learner portal, and post-module and annual programme reviews
- by submitting a formal complaint/grievance or appeal.

Procedural fairness

Any ākonga, Te Mahi Ako staff member or assessor who suspects that all or part of submitted work by an ākonga (workbook, online work, essay, assignment, presentation, test/examination or project) is the result of plagiarism, cheating or other academic misconduct is expected to report this to the head of education who will initiate a preliminary investigation and proceed to ensure the appropriate steps in the procedures to handle the matter are followed, and actions taken to bring the incident to a close are recorded.



You can find the Kaupapahere Tinihanga | Cheating policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Safe and inclusive communities

Te Mahi Ako is committed to providing safe and inclusive working and learning environments, both physical and digital, free from discrimination, harassment and bullying. We also work to honour and support the cultural needs and aspirations of all groups within our learning community. This means we will continuously work towards ensuring:

- racism (including systemic racism) and discrimination of any kind is recognised, called out and effectively responded to
- bullying, harassment and abuse of any kind is recognised, called out and effectively responded to.

You can find the Kaupapahere Amuamu/Nawe a ngā Ākonga | Ākonga Complaints/Grievances policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Note: The policy is linked to the **NZQA site** that sets guidelines to direct ākonga who wish to make a complaint.

Other sources of help

The Ministry of Employment provides advice on how to raise bullying and harassment with the person responsible, if that's safe and appropriate in your situation. **Check it out here**.

NetSafe provides free and confidential advice and support if you think you have been exposed to harmful digital communication. They also provide **easy-to-read** information to assist you to protect yourself from cyber harassment and bullying.







8 Ōu mōtika me haepapa
Your rights and responsibilities

8 Ōu mōtika me haepapa
Your rights and responsibilities

You can find the Kaupapahere Tūtohinga Ākonga | Ākonga Charter policy in the Policy Manual section of our **Ākonga (learner) support and services** page.

Your rights at Te Mahi Ako

- To be treated as a mature, responsible individual, regardless of age, gender, culture, ethnic origin, sexual orientation, political or religious beliefs.
- To have access to information and resources required to enable you to complete your studies.
- To receive, before enrolment, information about the programme including programme aim, duration, costs, and assessment procedures.
- For all forms of assessment to be valid, reliable, and authentic.
- To have access to accurate formative assessments and/or feedback during your programme.
- To have the workload for any module or modules:
  - indicated prior to study
  - appropriate to the level of the programme
  - comparable with workloads in other parts of the programme
  - achievable while still meeting approval or registration requirements.

- To be given in writing, within two weeks of enrolment, in respect of all modules, the following information:
  - module outline, objectives and assessment criteria
  - assessment overview and required resources or equipment and other module 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 assessments and prescribed module work.
- To be free from harassment, victimisation, and abuse by all members of the Te Mahi Ako community, including physical, sexual, race- or disability-based harassment, online bullying or verbal abuse.
- To have access to your personal information held by Te Mahi Ako.

- To have ākonga representation on, and input into, bodies which make Te Mahi Ako policy decisions affecting ākonga. Ākonga evaluations of courses will be analysed by the education general manager or the evaluator, who will invite representatives to attend forums and participate in consultations to discuss concerns and contribute ideas for continuous improvements related to course delivery.
- To be engaged in ākonga evaluation of programmes, including content and delivery, and to receive feedback on actions taken by Te Mahi Ako in response to ākonga evaluation.
- To receive effective learning support and assessment from competent Te Mahi Ako and workplace 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 Te Mahi Ako including:
    - learning assistance and counselling
    - learning resources and website access
    - administration and digital technology advice and support.
- To have provided, within available resources, support for ākonga with disabilities, including access to a reader/writer, to enable full participation in learning at Te Mahi Ako.
- To have ownership of your 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.

Your responsibilities as an ākonga with Te Mahi Ako

- To be mature, self-directing and responsible.
- To abide by the rules and regulations governing your conduct while enrolled with Te Mahi Ako.
- To contribute to a dynamic learning environment while enrolled with Te Mahi Ako.
- To afford respect and consideration for the rights and cultural differences of others in 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, race- or disability-based harassment, victimisation, online 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.
- To comply with all Te Mahi Ako safety and regulatory requirements.
- To operate within workplace policies and procedures and your employment contract.



As a workplace learner your place of work is also your place of learning and as such your health and safety are covered in two sets of legislation (among others): the **Health and Safety at Work Act** and the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021**.

This means that both your workplace and Te Mahi Ako have a responsibility to ensure your health and wellbeing, and it is sometimes difficult to know who to go to when issues arise. The best way to think about it is:

- anything related to health and safety required for your job is the responsibility of your workplace. For example, making sure you have access to and wear the right protective gear, and that you use equipment correctly
- anything that is impacting your learning experience is the responsibility of Te Mahi Ako. For example, not being provided with a workplace mentor/trainer, not having access to your resources, not understanding a learning activity.



There may be situations where the responsibility is unclear and you are unsure who to approach. If this occurs feel free to contact a Te Mahi Ako **learner support coordinator** for guidance.

Illegal drugs and alcohol

Ākonga must also comply with all drug and alcohol policies and procedures in their workplace. The use of illegal drugs will not be tolerated in any circumstances. Nor will the use or effects of alcohol while engaged in Te Mahi Ako learning activities be tolerated under any circumstances.

Suspicion of illegal drug use

Ākonga under suspicion of using illegal drugs may be suspended from a programme while investigation into the matter occurs, and the police may be informed.

Use of illegal drugs confirmed by a member of staff including in the workplace

The evidence will be investigated. The ākonga will be suspended from the programme while under investigation and may subsequently be dismissed, and the police may be informed.

Caught in possession of illegal drugs by a staff member including in the workplace

The police will be informed; the ākonga will be suspended from the programme and will be dismissed if the evidence is substantiated. All incidents will be treated as a 'separate case' in the evaluation of evidence by the management and staff involved.

There will be an opportunity for the ākonga to respond. Information about any decisions will be given orally and in writing.

Alcohol

The use and/or effects of alcohol during programme time while engaged in Te Mahi Ako learning activities will not be tolerated under any circumstances.

The use and/or effects of alcohol while on Te Mahi Ako associated premises will not be tolerated under any circumstances.

All incidents will be treated as a 'separate case' in the evaluation of evidence by the management and staff (both Te Mahi Ako and workplace) involved. There will be an opportunity for the ākonga to respond.





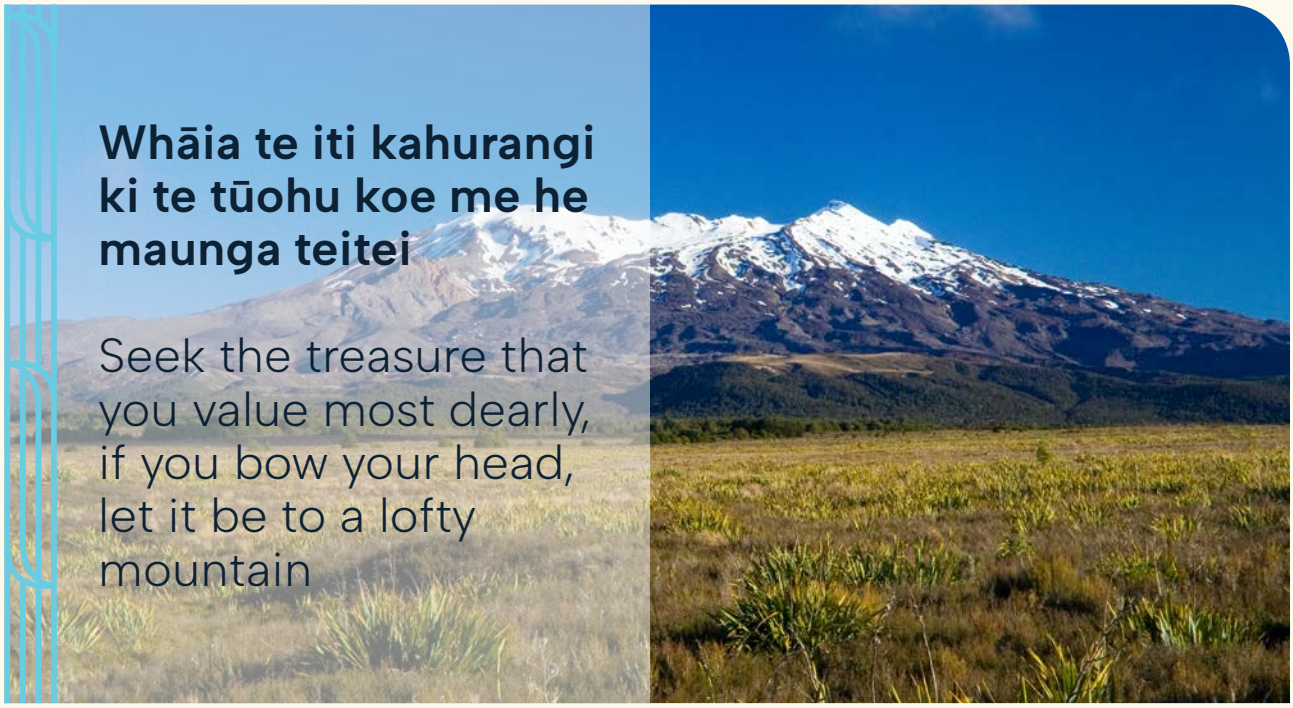


9 Tō angitū
Your success

9 Tō angitū
Your success

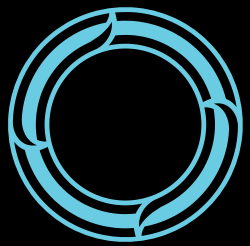
Kohia te ahi i roto
Fuel the fire within

We wish you all the success in your learning journey with us, empowering you with the skills to thrive.



Te Mahi Ako Ākonga Handbook 20260624 Edition 4: © Te Mahi Ako

Aku pitopito kōrero
My notes



TE MAHI AKO

www.temahiako.org.nz