

## Unitec New Zealand Limited

Academic Board

7 October 2020

<b>Title</b>	Māori Code of Practice and Pacific Code of Practice
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<b>Authored by:</b>	Glenn McKay – Executive Director Student Success and Tumu as at 22 September 2020
<b>For:</b>	Information

### Recommendation

That Academic Board receives the Māori Code of Practice and the Pacific Code of Practice for noting.

### Purpose

The purpose of this paper is to report back to the board on the action point arising from 2018 EER recommendations which was for Unitec to develop and deliver a Māori Code of Practice (MCoP) and Pacific Code of Practice (PCoP).

### Key Points

- The MCoP and PCoP have been developed in order to meet specific 2018 EER recommendations
- These recommendations are monitored as part of the AQAP and are identified as:
  - *Rec 8E Establish a Code of Practice for Maori Students*
  - *Rec 9E Establish a Code of Practice for Pacific Students*
- ELT recently approved (21.09.20) both the MCoP and PCoP which will allow us to close this EER action
- The delay in developing both the MCoP and PCoP was deliberate and timed to coincide with the release of the DCoP
- The MCoP and PCoP are aligned to the 2019 Interim Domestic Code of Practice (DCoP) and share the same strategic outcomes

- The approval of both the MCoP and DCoP will strengthen our commitment to 'Manaakitia Te Rito' and the success of both Māori and Pacific
- I am confident the expected outcomes are achievable as they align to current programmes of work such as takitahi (action plans) and I See Me initiatives.

### **Next Steps:**

The MCoP and PCoP will be added to the DCoP (as an appendix) and our self-evaluation will be conducted at the same time and in the same manner as the International Code of Practice.

### **Contributors**

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### **Attachments**

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Maori and Pacific Codes of Practice

[NZQA – Domestic Code of Practice](#)

Appendix - Continuing I See Me for Māori & Pacific Students within a Domestic Code of Practice Context.

	Outcome		Good for Māori	Indicators for Success	Evidence of Success	Opportunities for Improvement	Good for Pacific	Indicators for Success	Evidence of Success	Opportunities for Improvement
1	A safe & supportive learning environment	Students Experience a physically safe and mutually supportive learning environment that responds to the needs of all students.	The learning and communal environment, whether on-site or online is safe for Māori students and responds to their cultural needs.	1. Māori student voice indicates they feel culturally safe in their learning environments - online and on-site.			The learning and communal environment, whether on-site or online is safe for Pacific students and responds to their cultural needs.	1. Pacific student voice indicates they feel culturally safe in their learning environments.		
			Māori student experiences of their safety and their learning environments at Unitec are known and acted on if necessary to do so.	2. Unitec staff know, understand and value: - the importance of gathering Māori student voice to inform improvements to their safety and learning environments.			Pacific student experiences of their safety and their learning environments at Unitec are known and acted on if necessary to do so.	2. Through the completion of parity badges (Teaching Pacific Learners & Supporting Pacific Success & Retention) staff reflect on the diverse nature of Pacific students and how practices can be		
			The Unitec spaces reflect Māori culture and provides spaces where Māori students feel welcome, safe and able to connect and socialise with others.	3. Culturally appropriate art, artefacts and collateral items are seen throughout Unitec.			The Unitec spaces reflect Pacific culture and provides spaces where Pacific students feel welcome, safe and able to connect and socialise with others.	3. Culturally appropriate art, artefacts and collateral items are seen throughout Unitec.		
								4. Staff understand their role in providing safe spaces		
		Enhancing student safety	The Unitec spaces reflect Māori culture and provides spaces where Māori students feel welcome, safe and able to connect and socialise with others.	1. Te Reo Māori is spoken and heard throughout Unitec.			The Unitec spaces reflect Pacific cultures and provides spaces where Pacific students feel welcome, safe and able to connect and socialise with others.	1. Pacific Language Weeks are celebrated at Unitec.		
			Staff actively reduce systemic barriers to participation - such as discrimination and harassment.	2. Māori student focus groups are established in all schools and support areas across the institute and feedback taken into account when developing action plans			Staff actively reduce systemic barriers to participation - such as discrimination and harassment.	2. Pacific student focus groups are established in all schools and support areas across the institute and feedback taken into account through action plans		
			Learning services, online or on-site are safe & secure for Māori students.	3. Unitec policies do not tolerate discrimination or harassment.			Learning services, online or on-site are safe & secure for Pacific students.	3. Unitec policies do not tolerate discrimination or harassment.		
			Māori students are part of focus groups that provide feedback to Unitec on improving student safety systems.				Pacific students are part of focus groups that provide feedback to Unitec on improving student safety systems.			
		Maintaining a supportive learning environment	Māori students feel connected and accepted in their learning spaces. Staff identify and minimise barriers by encouraging whakawhanaungatanga practices.	1. Staff promote and understand the importance of whakawhanaungatanga activities during the first six weeks of courses.			Pacific students feel connected and accepted in their learning spaces. Staff identify and minimise barriers by encouraging Pacific fanau events.	1. Staff engage in Pacific Orientation and Fanau Evenings in the first six weeks of courses.		
			Māori students participate in feedback sessions that ascertain whether the Unitec learning environments, online and on-site, are suitable for their cultural needs.	2. Feedback from Māori students is sought and taken in to account to improve services that lead to improved performance.			Pacific students participate in feedback sessions that ascertain whether the Unitec learning environments, online and on-site, are suitable for their cultural needs.	2. Feedback from Pacific students is sought and taken in to account to improve services that lead to improved performance.		
			Teaching staff understand tikanga, te reo and te Ao Māori perspectives. Pronunciation of names and awareness of cultural practices like pōhiri, wānanga, karakia and embedding mātauranga Māori are normalised at Unitec.	3. Teaching and support staff embed Te Reo, Tikanga and mātauranga Māori in their practices.			Teaching staff understand Pacific perspectives. Pronunciation of names and awareness of Pacific cultural practices.	3. Teaching staff embed Pacific language, culture and knowledge in their practices.		
			Teaching staff establish study support groups for Māori students that encourage success and connections with peers.	4. Māori students' names are correctly pronounced.			Teaching and support staff establish study support groups for Pacific students that encourage success and connections with peers.	4. Pacific students' names are correctly pronounced.		
2	Assistance for students to meet their basic needs.	Students have adequate access to advice, information and services which help them to meet their basic needs.	Staff are aware of the concept of whakamā and provide culturally responsive methods to connect Māori students to the appropriate Unitec support services that meets the needs of the taura.	1. Unitec staff connect Māori students to culturally appropriate support services.			Staff are aware that Pacific students may sometimes be embarrassed to seek support; and therefore are able to provide culturally responsive methods to connect Pacific students to the appropriate Unitec support services that meets the needs of the taura.	1. Unitec staff connect Pacific students to culturally appropriate support services.		
			Māori students participate in focus groups that seek their experiences, and if necessary, make improvements to how Unitec can support Māori students to access student support services.	2. Feedback from Māori students is sought and taken in to account in making improvements to support services			Pacific students participate in focus groups that seek their experiences, and if necessary, make improvements to how Unitec can support Pacific students to access student support services.	2. Feedback from Pacific students is sought and taken in to account in making improvements to support services.		
			Māori students are advised during enrolment, and in the first six weeks of assistance available for them. These include access to Unitec Scholarships specifically for Māori; to loan laptops or other devices; health and counselling services; or any other service that provides specific support for Māori students.				Pacific students are advised during enrolment, and in the first six weeks of assistance available for them. These include access to Unitec Scholarships specifically for Pacific; to loan laptops or other devices; health and counselling services; or any other service that provides specific support for Pacific students.			
			Barriers to access are identified and minimised. Information is available for Unitec, community or national bodies that can support the well-being of Māori students and their whānau. This could relate to accommodation; maintaining a healthy lifestyle; employment opportunities; or any other service a Māori student may require.	1. Māori students know what support services are available to them by their sixth week of attending Unitec courses.			Barriers to access are identified and minimised. Information is available for Unitec, community or national bodies that can support the well-being of Pacific students and their families. This could relate to accommodation; maintaining a healthy lifestyle; employment opportunities; or any other service a Pacific student may require.	1. Pacific students know what support services are available to them by their sixth week of attending Unitec courses.		
		On-site food options	Māori student voice is collected to ascertain where additional support might be required or where improvements can be made to existing services. Changes to services are made and the loop is closed by reporting back to Māori students.	2. Staff identify and remove barriers to access.			Pacific student voice is collected to ascertain where additional support might be required or where improvements can be made to existing services. Changes to services are made and the loop is closed by reporting back to Pacific students.	2. Staff identify and remove barriers to access.		
			Food options on-site include a range of healthy and affordable options, that promote a healthy lifestyle for Māori students.	1. Affordable, healthy kai options are provided in Te Puna.			Food options on-site include a range of healthy and affordable options, that promote a healthy lifestyle for Pacific students.	1. Affordable, healthy food options are provided in Te Puna.		
			Māori students are asked for feedback on kai options and costs.	2. Healthy lifestyles are promoted through activities and workshops for students.			Pacific students are asked for feedback on food options and costs.	2. Healthy lifestyles are promoted through activities and workshops for students.		
				3. Feedback from Maori students is taken in to				3. Feedback from Pacific students is taken in to account		
		Students are assisted by providers to manage their physical and mental health, and to access support when needed.	Māori students are satisfied with the level of help and support within Unitec to manage their physical and mental health appropriately.	1. Māori students who require support are identified early through LOP.			Pacific students are satisfied with the level of help and support within Unitec to manage their physical and mental health appropriately.	1. Pacific students who require support are identified early through LOP.		
			Unitec staff: - identify Māori students who may require additional support early.	2. Māori students are actively asked to provide feedback on services in the interest of continual improvement.			Unitec staff: - identify Pacific students who may require additional support early.	2. Pacific students are actively asked to provide feedback on services in the interest of continual improvement.		
			- seek Māori student voice for continual improvement purposes, ensuring that delivery of services meets Māori student needs.				- seek Pacific student voice for continual improvement purposes, ensuring that delivery of services meets Pacific student needs.			
			Māori students are aware of services that aim to improve physical and mental health.				Pacific students are aware of services that aim to improve physical and mental health.			
3	Physical and mental health of students	Improving physical and mental health	Māori students are provided with opportunities to feedback on the cultural appropriateness of physical and mental health services	1. All Māori students are aware of physical and mental health services available to them.			Pacific students are provided with opportunities to feedback on the cultural appropriateness of physical and mental health services	1. All Pacific students are aware of physical and mental health services available to them.		
			Services that support physical and mental health are appropriate for online and on-site, and culturally appropriate for Māori students.	2. Feedback from Māori students is sought and taken in to account to improve culturally appropriate physical and mental health services.			Services that support physical and mental health are appropriate for online and on-site, and culturally appropriate for Pacific students.	2. Feedback from Pacific students is sought and taken in to account to improve culturally appropriate physical and mental health services.		
			Unitec to consider services that support Māori students during pandemic lock-down period. These could include: - daily karakia - yoga, meditation, mindfulness - workshops or podcasts that promote healthy lifestyles - access to easy online recipes or podcasts - mahi raranga workshops - mahi maara (gardening - growing your own kai)	3. Workshops that support Māori students physical and mental health during different stages of Covid-19 are offered in a culturally appropriate way in an online environment.			Unitec to consider services that support Pacific students during pandemic lock-down period. These could include: - daily prayers - yoga, meditation, mindfulness - workshops or podcasts that promote healthy lifestyles - access to easy online recipes or podcasts	3. Workshops that support Pacific students physical and mental health during different stages of covid-19 are offered in a culturally appropriate way in an online environment.		
		Managing mental health	Māori students are aware of services that support mental health and help to reduce stress while studying.	1. All Māori students are aware of mental health services that reduce stress while studying.			Pacific students are aware of services that support mental health and help to reduce stress while studying.	1. All Pacific students are aware of mental health services that reduce stress while studying.		
			Access to support is provided to Māori students in a culturally responsive way. These may be using traditional methods of phone calls, online calls or face to face sessions. Māori students may prefer to sit in spaces they are comfortable with - the whare; beside the puna or whilst walking the whenua of Te Whare Wānanga o Wairaka.	2. Accessing and delivery of mental health services are delivered in a culturally safe and appropriate way - online or on-site.			Access to support is provided to Pacific students in a culturally responsive way. These may be using traditional methods of phone calls, online calls or face to face sessions. Pacific students may prefer to sit in spaces they are comfortable with - e.g. in the fale or at the Pacific Centre.	2. Accessing and delivery of mental health services are delivered in a culturally safe and appropriate way - online or on-site.		
			Feedback is gathered from Māori students and improvements to mental health services for Māori students are made as required.	3. Feedback from Māori students is sought and taken in to account to improve mental health services.			Feedback is gathered from Pacific students and improvements to mental health services for Pacific students are made as required.	3. Feedback from Pacific students is sought and taken in to account to improve mental health services.		
			Unitec services are aware of and have relationships with services in the community who may be of further assistance to Māori students.	4. Unitec has relationships with community based mental health services who are positioned to support Māori.			Unitec services are aware of and have relationships with services in the community who may be of further assistance to Pacific students.	4. Unitec has relationships with community based mental health services who are positioned to support Pacific.		
		Staff in the health & well-being space are provided with training to support them to engage with Māori students, online or on-site.								

	Outcome		Good for Māori	Indicators for Success	Evidence of Success	Opportunities for Improvement	Good for Pacific	Indicators for Success	Evidence of Success	Opportunities for Improvement
	Staff training to recognise and respond to health and wellbeing issues.		Staff are aware of when and how to hand Māori students on to other culturally appropriate services.	1. Unitec's mental health staff deliver culturally appropriate services and responses that meet Māori students needs. 2. Feedback from Māori students indicates the services provided by Unitec are culturally responsive.			Staff are aware of when and how to hand Pacific students on to other culturally appropriate services.	1. Unitec's mental health staff deliver culturally appropriate services and responses that meet Pacific students needs. 2. Feedback from Pacific students indicates the services provided by Unitec are culturally responsive.		
			Unitec Health & Well-being staff are provided with ongoing professional development to further understand the best well-being response mode for Māori students at Unitec.				Unitec Health & Well-being staff are provided with ongoing professional development to further understand the best well-being response mode for Pacific students at Unitec.			
			Health & Well-being staff are provided with opportunities to reflect and feedback on trainings and confirm they are comfortable with the best models of practice when engaging with Māori students.				Health & Well-being staff are provided with opportunities to reflect and feedback on trainings and confirm they are comfortable with the best models of practice when engaging with Pacific students.			
			Feedback is sought from Māori students on the cultural appropriateness of the delivery of health & well-being services at Unitec				Feedback is sought from Pacific students on the cultural appropriateness of the delivery of health & well-being services at Unitec			
		Identifying and assisting students at risk	Cultural well-being of students is fostered through tikanga and is mana-enhancing.	1. Māori students who need support are identified early. 2. Student services has relationships and are well connected to external Maori support services 3. Feedback is collected from Māori students, Māori Success Champs and other staff members who have close associations with Māori students leading to higher quality support services provided to Māori students. 4. Clear trails of documentation are kept for continuing service purposes. 5. Staff engage and communicate in a culturally appropriate way.			Cultural well-being is fostered through Pacific cultural practices that are integrated in mana-enhancing ways.	1. Pacific students who are struggling at Unitec are identified early. 2. Student services has relationships and are well connected to external support services specifically for Pacific students in need of help. 3. Feedback is collected from Pacific students, Pacific Success Champs and other staff members who have close associations with Pacific students to ensure a high quality support service is provided for Pacific students. 4. Clear trails of documentation are kept for continuing service purposes. 5. Staff engage and communicate in a culturally appropriate way.		
			Student services are joined up across Unitec and early detection systems are put in place for Māori students.				Student services are joined up across Unitec and early detection systems are put in place for Pacific students across Unitec.			
			Student services have access to external services that provide excellent culturally responsive services to Māori students who are identified as being at risk.				Student services have access to external services that provide excellent culturally responsive services to Pacific students who are identified as being at risk.			
			Feedback is sought from Māori students, Māori Success Champs and other staff members with close associations with Māori students to ensure continual improvement of services available to Māori students.				Feedback is sought from Pacific students, Pacific Success Champs and other staff members with close associations with Pacific students to ensure continual improvement of services available to Pacific students.			
	Students are assisted by providers to transition to tertiary study, progress and achieve in their studies, and to develop knowledge, skills and expertise to prepare them for further work or study.	Preparing for tertiary education	Clear documentation of situations, communications and measures taken are filed and shared as appropriate with external providers and whānau collectives to ensure best care for Māori students.				Clear documentation of situations, communications and measures taken are filed and shared as appropriate with external providers and whānau collectives to ensure best care for Pacific students.			
			Staff are provided with training to ensure awareness of how to engage and communicate in a culturally appropriate way with whānau Māori				Staff are provided with training to ensure awareness of how to engage and communicate in a culturally appropriate way with Pacific families and communities.			
			Unitec understands the importance of a transition plan for Māori students in to tertiary study - in a way that ensures educational success.				Unitec understands the importance of a transition plan for Pacific students in to tertiary study - in a way that ensures educational success.			
			Māori students feedback is sought to understand experiences of transitioning to tertiary study. With this information Unitec improves services for Māori students.				Pacific students feedback is sought to understand experiences of transitioning to tertiary study. With this information Unitec improves services for Pacific students.			
4	Progress and personal development of students	Academic support services and oversight of achievement and engagement	Educational indicators for Māori students increases due to improved services that support educational success.	1. Māori students who need support are identified early through LOP, Māori Success champions of real-time reporting data. Wrap-around support is activated once identified.			Educational indicators for Pacific students increases due to improved services that support educational success.	1. Pacific students who are struggling are identified early through LOP, Pacific Success champions of real-time reporting data. Wrap-around support is activated once identified.		
			Māori students and their whānau receive key information in regard to study expectation and support services that promote success.				Pacific students and their families receive key information in regard to study expectation and support services that promote success.			
			Māori students are connected early with support services including: Mātātupu, other clubs relevant to their interests, PASS within schools, iwi and other Māori community rūpū				Pacific students are connected early with support services including: the Unitec Pacific Centre, the Pacific Student Representative, clubs relevant to their interests, PASS within schools and other Pacific community groups.			
			Māori students are prepared for large lecture theatre and small group learning environments.				Pacific students are prepared for large lecture theatre and small group learning environments.			
		Reviewing teaching & learning approaches	Māori students know where to access academic support, online and on-site. Unitec staff are aware of barriers to access and actively minimise or removed these for Māori students.	1. Māori students receive early notification of available support services. 2. Māori students connect with support teams early, when and as needed 3. Māori students receive an email from the Māori student rep advising of the opportunities to join Mātātupu or other relevant student clubs. 4. Feedback from Māori students confirms they are comfortable with large lecture theatres and small group learning environments. 5. Unitec suport services are negaged early when students are identified as needing additional support.			Pacific students know where to access academic support, online and on-site. Unitec staff are aware of barriers to access and actively minimised or removed these for Pacific students.	1. Pacific students receive early notification of available support services. 2. Pacific students connect with support teams early, when and as needed 3. Pacific students receive an email from the Pacific student rep advising of the opportunities to join relevant student clubs. 4. Feedback from Pacific students confirms they are comfortable with large lecture theatres and small group learning environments. 5. Unitec suport services are negaged early when students are identified as needing additional support.		
			Māori student achievement and engagement is actively monitored by schools and students are referred to appropriate support services.				Pacific student achievement and engagement is actively monitored by schools and students are referred to appropriate support services.			
			Māori student feedback is sought to understand academic support service experiences and how these can be improved.				Pacific student feedback is sought to understand academic support service experiences and how these can be improved.			
			Unitec undertakes regular reviews of teaching and learning approaches, with a focus on ensuring methods employed are culturally appropriate and responsive for Māori learners.				Unitec undertakes regular reviews of teaching and learning approaches, with a focus on ensuring methods employed are culturally appropriate and responsive for Pacific learners.			
		Work integrated learning	Mātauranga Māori is embedded throughout courses at Unitec, in a way that allows Māori students to see themselves in the teaching and learning.				Pacific Knowledge is embedded throughout courses at Unitec, in a way that allows Pacific students to see themselves in the teaching and learning.			
			Māori student feedback is sought to better understand and improve if necessary their experiences of teaching & learning at Unitec.				Pacific student feedback is sought to better understand and improve if necessary their experiences of teaching & learning at Unitec.			
			Cultural appropriateness of a workplace is considered when considering placements for Māori students				Cultural appropriateness of a workplace is considered when considering placements for Pacific students			
			Unitec establishes relationships with culturally appropriate and culturally responsive work places that will be beneficial to students who select programmes of study that require placements.				Unitec establishes relationships with culturally appropriate and culturally responsive work places that will be beneficial to students who select programmes of study that require placements.			
5	Inclusive Learning Environment	Students experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connect with social and cultural networks	Māori students know they are accepted, valued, respected by the Unitec whānau. The campus also provides a haven from racism & discrimination.	1. Unitec campuses are free of racism and discrimination. 2. Māori students participate in social and cultural networks that meet their cultural needs. 3. Feedback from Māori students is sought and taken in to account to improve social and cultural networks for Māori students.			Pacific students know they are accepted, valued, respected by the Unitec family. The campus also provides a haven from racism & discrimination.	1. Unitec campuses are free of racism and discrimination. 2. Pacific students participate in social and cultural networks that meet their cultural needs. 3. Feedback from Pacific students is sought and taken in to account to improve social and cultural networks for Pacific students.		
			Māori students are introduced to social and cultural networks that meet their cultural needs.				Pacific students are introduced to social and cultural networks that meet their cultural needs.			
			Māori students feedback is sought to understand experiences and suggestions for improving the learning environment.				Pacific students feedback is sought to understand experiences and suggestions for improving the learning environment.			
			Māori students know their feedback is valued and they receive updates on any improvements based on their suggestions.				Pacific students know their feedback is taken seriously as they receive updates on any improvements based on their suggestions.			
		Recognising, reducing and responding to all forms of discrimination and harassment.	Māori students feedback is sought to assess whether policies and processes associated with discrimination and harassment are culturally appropriate.	1. Feedback from Māori students is sought and taken in to account to improve Unitec policies and processes.			Pacific students feedback is sought to assess whether policies and processes associated with discrimination and harassment are culturally appropriate.	1. Feedback from Pacific students is sought and taken in to account to improve Unitec policies and processes.		
			Unitec staff receive training to support inclusiveness and cultural sensitivity when working with Māori students.				Unitec staff receive training to support inclusiveness and cultural sensitivity when working with Pacific students.			
			Māori student feedback is sought to continually improve on the provision of an inclusive environment.				Pacific student feedback is sought to continually improve on the provision of an inclusive environment.			
			Peer to peer interactions for Māori students is encouraged in the learning spaces at Unitec.				Peer to peer interactions for Pacific students is encouraged in the learning spaces at Unitec.			
		Connecting, building relationships and developing social and cultural networks.	Māori students are aware of and have access to internal cultural, social and interest groups like Mātātupu or sports clubs.	1. Māori students engage in peer to peer interactions. 2. Māori students participate in internal Unitec activities like Mātātupu or other sports clubs. 3. Information in regards to local Unitec community groups relevant to Māori students is available. 4. Feedback from Māori students is sought and taken in to account to improve cultural and social networks.			Pacific students are aware of and have access to internal cultural, social and interest groups Koloa or sports clubs.	1. Pacific students engage in peer to peer interactions. 2. Pacific students participate in internal Unitec activities like USC activities and sports clubs. 3. Information in regards to local Unitec community groups relevant to Pacific students is available. 4. Feedback from Pacific students is sought and taken in to account to improve cultural and social networks.		
			Cultural groups within the local surrounds of the Mt Albert & Waitākere communities are known and information is available to Māori students who may be seeking such groups.				Cultural groups within the local surrounds of the Mt Albert & Waitākere communities are known and information is available to Pacific students who may be seeking such groups.			
			Feedback is sought from Māori students to inform any improvements to the way Unitec connects students to cultural and social networks.				Feedback is sought from Pacific students to inform any improvements to the way Unitec connects students to cultural and social networks.			
		The mana of students is upheld in their learning environment and their voices are heard and integrated in decisions around the planning and provision of student support services.	Māori student experiences and suggestions for improving learning environments, online and on-site, is sought.	Feedback from Māori students is sought and taken in to account s to improve online and physical learning environments.			Pacific student experiences and suggestions for improving learning environments, online and on-site, is sought.	Feedback from Pacific students is sought and taken in to account to improve online and physical learning environments.		

	Outcome		Good for Māori	Indicators for Success	Evidence of Success	Opportunities for Improvement	Good for Pacific	Indicators for Success	Evidence of Success	Opportunities for Improvement
6	Student Voice	Partnering with students & Incorporating student perspectives	The Māori student representative and other Māori student leaders are partnered with to develop and implement plans that improve Māori student study experiences, learning environment and student support	Feedback from the Māori student representative and other Māori student leaders is sought and taken in to account in making improvements to the Māori student journey at Unitec			The Pacific student rep and other Pacific student leaders are partnered with to develop and implement plans that improve Pacific student study experiences, learning environment and student support	Feedback from the Pacific student representative and other Pacific student leaders is sought and taken in to account in making improvements to the Pacific student journey at Unitec.		
		Supporting positive choices	Māori students receive information in regards to alcohol, safe sex, drugs and healthy relationships in a culturally responsive way. Unitec actively seeks support from Māori health services in the Mt Albert and Waitākere communities, to further support Māori students to access alternative providers.	1. Māori students understand safe use of alcohol, the importance of practising safe sex and implications of any drug use. 2. Unitec establishes and maintains relationships with Māori health services within the local community.			Pacific students receive information in regards to alcohol, safe sex, drugs and healthy relationships in a culturally responsive way.	1. Pacific students understand safe use of alcohol, the importance of practising safe sex and implications of any drug use. 2. Unitec establishes and maintains relationships with Pacific health services within the local community.		
							Unitec actively seeks support from Pacific health services in the Mt Albert and Waitākere communities, to further support Pacific students to access alternative providers.			
		Addressing complaints	The complaints process is culturally appropriate for Māori students. Māori students know how to access the student complaint process; and know the advisory / advocacy services available to them to work through the process. Māori student feedback is sought on experiences and suggestions for improvement in regards to the complaints process and procedures.	1. The complaints process is deemed as culturally appropriate for Māori students. 2. Māori students are informed of the complaints process and other advisory/advocacy services available to them.			The complaints process is culturally appropriate for Pacific students.	1. The complaints process is deemed as culturally appropriate for Pacific students. 2. Pacific students are informed of the complaints process and other advisory/advocacy services available to them.		
							Pacific students know how to access the student complaint process; and know the advisory / advocacy services available to them to work through the process.			
				3. Feedback from Māori students is sought and taken in to account to improve the complaints process and procedure.			Pacific student feedback is sought on experiences and suggestions for improvement in regards to the complaints process and procedures.	3. Feedback from Pacific students is sought and taken in to account to improve the complaints process and procedure.		