## **VET, Industry**

**Educators**

*Educators* here refers to a broad and diverse definition of people who provide instruction or education. Examples of educators may include, but are not limited to, teachers, tutors, trainers, training advisors / brokers etc.

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Skills and competencies**  Educators demonstrate:   * Specific technical/domain/industry knowledge * Professional training in teaching methods * Connections with industry | * Have competent domain knowledge. * Have a willingness to develop an identity as an educator. * Have intentions to participate in pedagogy/andragogy pre-service training. | *As for Acceptable, plus*   * Have professional training in adult teaching methods (including pre-service training). * Are culturally responsive and have a commitment to biculturalism. * Have an ability to inspire others. * Are respected and trusted by their learners. * Have relevant and appropriate industry connections. | *As for Good, plus*   * Have respected domain knowledge. * Are highly proficient in foundational teaching principles and adult teaching methods. * Utilise inclusive reflection practice, including cultural responsiveness, commitment to biculturalism, and disability confidence. * Have a passion for teaching. * Have relevant and appropriate connections with the education community. |
| **Systems**  Educators develop training plans to ensure skills development is effective and consistent with industry standards. | * Use an informal training plan, which:   + Considers learners’ needs, as well as location and delivery mode.   + Is relevant to their current industry and its requirements. | * Develop a formal training plan, which:   + Considers learners’ needs, as well as location and delivery mode.   + Is informed by policy guidance and regulatory frameworks. | *As for Good, plus*   * Have a formal training plan that is culturally and locally responsive. |
| **Innovation**  Educators take a lifelong approach to their own learning, responding to changing external contexts. | * Are up to date on industry standards. | *As for Acceptable, plus*   * Undertake continuous professional learning and development (e.g., upskilling in different delivery modes, developing teaching practice such as community of practice, or undertaking a formal adult education qualification). | *As for Good, plus*   * Are responsive to evolving learner and community needs (e.g., modifying practice to meet individual learners’ needs; seamlessly transitioning between a range of delivery modes) |

**Employers and Industry Bodies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Participation**  Employers are involved in, and value, VET opportunities. | * Are aware of, and access, training opportunities for employees. * Engage with appropriate training providers. | *As for Acceptable, plus*   * Contribute to the wider training network (e.g., support local or regional skills initiatives, involved with training design). | *As for Good, plus*   * Take a leadership approach to labour market training (e.g., is involved with VET reference groups). * Are actively involved in public-private partnerships (PPP). |
| **Access**  Employers are aware of workforce training needs and actively support employees to upskill. | * Are aware of organisation and employee training needs as a whole, and seek opportunities to upskill employees accordingly. | *As for Acceptable, plus*   * Make efforts to support employees with specific learning needs. * Empower employees to continually upskill. | *As for Good, plus*   * Proactively enable employee participation in training by removing barriers. * Empower employees to seek additional training for current and future employment.​ |
| **Systems**  Employers use good processes and systems to define and deliver workforce training. | * Demand quality training products and services. | *As for Acceptable, plus*   * Document training needs and responses in a written training plan. * Partner with communities and education stakeholders to develop training opportunities (e.g., flexible work experience partnerships). | *As for Good, plus*   * Are actively engaged in defining and delivering quality training products and services. * Are part of a community and/or industry body that prioritises workforce training. |
| **Skills and credentials**  Employers have the skills and credentials to contribute to the training process. | * Have the necessary subject-matter skills to pass on to their own employees. * Can identify learning and career pathways for their employees. | *As for Acceptable, plus*   * Have good skills in training their employees. * Contribute to learners’ pastoral care and training needs. * Are involved in the development of quality employee training products and services (is involved with national qualification development and reviews). | *As for Good, plus*   * Have recognised credentials in training their employees. |

## **Provision-related Rubrics**

**Face-to-face Learning**

*Face-to-face learning* is used here as a concise way to describe a ‘default’ mode of provision – provided mainly on-campus, delivered face-to-face and typically aimed at learners near the start of their working lives. Much of the content of this rubric will also apply to other forms of provision described in the following rubrics.

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Participation**  Face-to-face learning encourages participation by addressing barriers, easing transitions and ensuring wrap-around pastoral care, particularly amongst underserved learners. | * Barriers to entry (e.g., financial, language, accessibility) are addressed to support diverse learner participation. * Pastoral care focuses on manaakitanga and building relationships. * Initiatives are developed to ease transitions in learner pathways (e.g., Trades Academies). | *As for Acceptable, plus*   * Learner outcomes offer continuity to learner pathways and are complementary to workplace contexts. | *As for Good, plus*   * Learners’ needs and requirements are met, if reasonable and safely possible. |
| **Access**  Face-to-face learning is flexible to meet learners’ needs, circumstances and outcomes. | * Learners’ needs and circumstances are accommodated with flexible timetabling and delivery, including physical access needs (e.g., wheelchair access). | *As for Acceptable, plus*   * Learners’ physical and neurodiverse needs and circumstances are accommodated (e.g., physical access, different learning styles and preferences). | *As for Acceptable, plus*   * Learners’ needs and circumstances are accommodated as part of individual learning plans. * Campus based delivery can be fully customised to be workplace integrated. |
| **Skills and competencies**  Face-to-face learning develops workplace competency amongst learners, increasing their employability. | * Learners can access:   + Pre-employment training courses.   + Basic health and safety training. * Learners become familiar with relevant technology used in the workplace (e.g. standard computer software). * Learners upskill in communication and wellbeing soft skills. | *As for Acceptable, plus*   * Learners become comfortable with relevant technology used in the workplace. * Learners upskill in interpersonal relationship, problem-solving, critical thinking and time management soft skills. | *As for Good, plus*   * Learners become confident with relevant technology used in the workplace. * Develop relationships in the industry and region to facilitate career pathways. |
| **Systems**  Systems are in place to ensure that Face-to-face learning delivers workplace competency grounded in real world practice. | * Systems and content are integrated and underpinned by real world practice. | *As for Acceptable, plus*   * Systems are regularly evaluated to remain current. | *As for Good, plus*   * Systems are:   + Regularly evaluated and updated to remain current.   + Multi-modal with seamless transitions between modes and geographical locations. |

**Work-based Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Participation**  Work-based learning encourages participation from employees and placement students by addressing barriers, particularly amongst underserved learners. | * Solutions to participation barriers are sought, when a barrier is identified (e.g., academic opportunities to upskill in numeracy and literacy). * Pastoral care is provided to nurture confidence and connection. | * Barriers to participation are monitored by employer and training advisors. * Employer and training advisors are highly skilled in pastoral care. | *As for Good, plus*   * Barriers to participation are actively addressed by employer and training advisors (e.g., prior learning is assessed for tailored offering; hybrid offerings available across learning institutions to suit learners’ circumstances). * Employer and training advisors are particularly skills in pastoral care for underserved learners. |
| **Access**  Employers are committed to upskilling employees and actively facilitate work-based learning opportunities. | * Employees have opportunity to access wider learning opportunities (e.g., digital resources). | *As for Acceptable, plus*   * Programmes are facilitated through the employer and supported by external training advisors. * Programmes are flexible to meet learners’ circumstances. * Programmes are assessed using quality assurance processes. | *As for Good, plus*   * Programmes are actively facilitated through employer and supported by external training advisors. * Partners with external training advisors. |
| **Skills and competencies**  Work-based learning develops technical competency, wider employability, career progression, and industry permeability. | * Employees develop technical competency aligned with on-the-job tasks. * Programme aligns with minimum standards of practice. | *As for Acceptable, plus*   * Employees achieve quality assured and industry recognised credentials. * Employees upskill in soft skills. | *As for Good, plus*.   * Employee career progression enhances industry permeability. |
| **Innovation**  Work-based learning responds to evolving industry and social needs. | * Programmes keep up with technological industry advancements. | *As for Acceptable, plus*   * Programmes are responsive to evolving needs of the region or industry (e.g., appropriate technologies are utilised for assessment). | *As for Good, plus*.   * Programmes evolve in the way they are structured to meet the changing needs of the region or industry (e.g., micro-credentials are used, short courses provided to meet immediate needs of a region and upskill learners) |

**Digital and Distance Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Participation**  Digital solutions open up opportunities for pastoral care, connecting learners to learners, and learners to educators. | * Pastoral care is provided as required by learners. * Learning Management Systems (LMS) connect learners to course content and other learners (e.g., blogs, forums, chats) and educators. | *As for Acceptable, plus*   * Pastoral care to support digital and distance learning is provided through offline interactions (e.g., phone calls to address technology issues). * Digital solutions enable independent, peer-to-peer connection with particular consideration to underserved learners. * Appropriate digital solutions, instructions for how to implement them, and opportunities for upskilling are available to educators. | *As for Good, plus*   * Digital solutions enable a learning support ecosystem (e.g., network distributed learning enabling active connections from learner to learner, and learner to educator). |
| **Access**  Digital and distance learning is an accessible delivery mode, which can remove time and replace barriers to participation, increasing access to opportunity and outcomes. | * Digital and distance learning, where appropriate:   + Supports onsite learning, or is offered as single mode learning.   + Is accessible through common digital and mobile technologies, where appropriate. | *As for Acceptable, plus*   * Digital and distance learning, where appropriate:   + Supports and compliments onsite learning as part of a blended programme (e.g., pushing content out to learners or encouraging sharing between peers).   + Is accessible through common digital and mobile technologies (e.g., mobile phones or laptops).   + Provides digital devices and connectivity to eligible learners. | A*s for Good, plus*   * Digital and distance learning, where appropriate:   + Is fully flexible with onsite learning as part of a blended programme.   + Utilises assistive technology for eligible learners. |
| **Systems**  Digital solutions maintain or enhance learner outcomes, whilst protecting their rights to privacy and confidentiality. | * A secure, reliable, verifiable and user-friendly learning environment is provided. | *As for Acceptable, plus*   * Content and instructional design is adapted to suit digital platforms, maintaining or enhancing learner outcomes. * Digital technologies, where appropriate, are used to: * Support assessment requirements (e.g., evidence of learning, point in time assessments, e-portfolios). * Create opportunities to capture and reflect on lessons and share practices. | *As for Good, plus*   * Technological advances that enhance outcomes are communicated and shared throughout the sector (e.g., simulation to replicate real world circumstances). |

**Blended Modes of Delivery**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Access**  Blended delivery programmes bring learning to learners at the time and place that suits them. | * Offers at least two delivery modes, one site-based and one digital. * Supports learner-centred learning where appropriate. * Supports employer-led delivery. | * Offers a combination of appropriate delivery modes. * Can transition between different delivery modes. * Supports self-directed multi-mode learning (e.g., flexibility around time and place). | *As for Acceptable, plus*   * Offers a combination of delivery modes, that best suit learners as part of their individual learning plan. * Has a seamless transition between delivery modes. * Supports learner-centred, self-determined formal and informal learning (e.g., flexibility around the ‘what’). |
| **Skills and competencies**  Blended programmes utilise the strengths of different modes of delivery, enhancing potential learner outcomes. | * Learner outcomes are consistent across modes of delivery. * Educators are capable of teaching across different modes. | *As for Acceptable, plus*   * Offers digital solutions which compliment on-campus or work based learning (e.g., technology-enabled remote learning options). * Educators work to improve their capability in blended mode delivery. | *As for Good, plus*   * Offers digital solutions which enhance learner outcomes, providing practical and applied skills through simulations, virtual reality or artificial intelligence where appropriate and relevant. * Educators actively seek to improve their capability in blended mode delivery. |
| **Innovation**  Blended programmes meet evolving industry and social needs. | * Blended programmes meet specific industry needs. | *As for Acceptable, plus*   * Providers and industry work together to deliver the programmes and share effective practice. | *As for Good, plus*   * Blended programmes meet evolving industry and social needs (e.g., rapid creation or scaling up of specific projects to meet regional demand). |

**Micro-credentials**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Innovation**  The design and content is responsive to evolving industry needs and technological expectations. | * Developed by providers to meet a specific short to medium term industry need and appeal to learners and employers. * National register and collaboration across providers reduces likelihood of duplication. * Easily updated to ensure ongoing relevancy to industry. | *As for Acceptable, plus*   * Proven technologies are being adapted/incorporated in course delivery (e.g., use of VR) to optimise learning outcomes * Collaboration between providers and other stakeholders informs programme design. | *As for Good, plus*  Seamless transition to alternative delivery method (and intermodal options) are available to the learner on demand |
| **Participation**  Flexible ‘bite size’ learning opens up opportunities for lifelong learning, with equitable outcomes, for all. | * Flexible and inclusive practice removes barriers to participation and enhances outcome opportunities, for example: * Learning pathways cater to individual circumstance (e.g. continuation of part completed programme) * Modes of delivery (e.g., workplace, campus-based, remote) and timetabling; * Learner needs (e.g., cultural, physical, social, neurological). * Some interventions are in place to promote equity in the assessment process for all learners | *As for Acceptable, plus*  Campus based delivery is complementary to and seamless with workplace contexts.  Support is provided to ease barriers and transitions, for example:  Those in remote locations  To help learners upskill (e.g., guide to use the online learning platform)  Interventions are in place to promote equity in the assessment process for all learners. | *As for Good, plus*   * An online platform is developed by providers collectively and sponsored by the government to fit the needs of learners |
| **Access**  Diverse and flexible delivery options, and transferable credentials are fit for lifelong learning. | * Flexible modes of delivery don’t compromise learning outcomes, with access **support** available where needed. * Informal credentials/badges are recognised by industry and providers, that is, have equal standing nationally, and transferable between providers | *As for Acceptable, plus*  Informal credentials/badges can be stackable to support learner pathway.  An ‘open register’ system is in place to allow the industry to easily identify who is wanting to develop, is in the process of developing, or has developed but not yet registered | *As for Good, plus*  There is a clear instruction on stacking badges/MCs to achieve a higher level qualification nationally |
| **Systems**  System is set up to be responsive and adaptable as industry need evolves. Robust assessment ensures consistent quality for positive outcomes for learners. | * System is set up to facilitate transfer and adaption, for example:   + Can flex to accommodate specific industry/region content   + Methods and frameworks are transparent. * All aspects of the programme are regularly assessed for effectiveness, and adjusted as necessary to remain fit for purpose, including:   + Outcome targets and indicators   + Delivery modes   + Student performance   + Assessment methods * Providers are aware of new technology in the assessment methodologies space. * Moderation occurs between institutions within a transparent recognition framework (e.g., NZQA). | *As for Acceptable, plus*   * Badging system / passport approach meets the needs of the sector and requirements of differing workplaces * Assessment systems utilise technological advances to achieve automated, adaptive or integrated systems (e.g., evidence of learners’ skills are directly delivered to providers and employers). | *As for Good, plus*   * There is a clear instruction on stacking badges/MCs to achieve a higher level qualification nationally * The transferability and the badging/MC system is reviewed regularly * Assessment systems seamlessly integrate adaptive technological advances (e.g., RCC and RPL can be conducted anytime via online systems). * Assessor is highly skilled at flexible assessment, pulling together different forms of evidence to inform assessment |
| **Skills and Competencies**  Recognised prior learning (RPL) is used to prevent learners from studying topics they are already competent in | * Providers have a documented process for the assessment of work experience toward credits against the whole or part of a micro-credential | *As for Acceptable, plus*   * Continuous improvement regime is used by providers to refine allocation of credits based on learning outcomes for students who have previously been awarded RPL-based credits | *As for Good, plus*   * Codification of work experience ensures consistency in allocation of credits (by NZQF level and number) toward achievement of a micro-credential |
| **Funding**  Funding models ensure equitable access for all learners | * Funding recognises geographical challenges * Most funding is allocated to delivery and assessment costs. |  | * Funding system makes explicit the expectations for areas such as pastoral care, RPL and marketing.   There is full recognition of value and outcomes (e.g., the cost and value of supporting underserved learners is calculated and reflected in funding, provision is evaluated for return on investment). |

## **Learner Cohorts**

**Ākonga Māori**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attributes** | **Acceptable** | **Good** | **Excellent** |
| **Systems**  Systems led change for Māori by Māori delivers exceptional learning experiences and aspired to learning outcomes through responsive practices and relevant provision. | * Provider is aware of need to improve practices and provision to enhance outcomes for ākonga Māori, including:   + Responsiveness of their practice.   + Relevance of the provision.   + Involving mana whenua, whānau, community and Māori organisation. | *As for Acceptable, plus*   * Provider understands the role of practices and provision in enhancing outcomes for ākonga Māori and prioritises addressing unmet needs:   + Engaging with ākonga, mana whenua, whānau and community.   + Incorporating tikanga Māori , te reo Māori and Mātauranga as appropriate. | *As for Good, plus*   * Provider has put in place practices and provision that enable ākonga Māori to achieve aspired outcomes:   + Reciprocal relationship with mana whenua, whānau and Māori organisations.   + Māori pedagogy utilised across the system. |
| **Access**  The lifelong learning needs of ākonga Māori inform processes, practices and provision. | * Provider acknowledges barriers of access for ākonga Māori:   + Enrolment processes are improved   + Programmes have built in numeracy, literacy and financial management options.   + Alternate modes of delivery are available to meet the needs of the learner. | *As for Acceptable, plus*   * Provider seeks to understand and mitigate barriers to access by:   + Monitoring gaps in provision and uptake by level and area of study.   + Engaging with ākonga, mana whenua, whānau, community and industry. | *As for Good, plus*   * Provider has put in place provision and processes that enable equitable access for ākonga Māori. * Programmes are developed that support iwi / hapū / whānau initiatives and aspirations. |
| **Participation**  Manaakitanga, whanaungatanga and taukana-teina are incorporated to build a sense of belonging and trust. | * Provider acknowledges the unmet needs of ākonga Māori that lead to disparity in participation.   + E.g., financial support, transport, cost of living, use of assisted technologies, age of learner, industry image. * Provider puts in place some practices to meet cultural needs:   + E.g., a strong induction to set tone and expectations. | *As for Acceptable, plus*   * Provider understands the importance of cultural competency for participation: Manaakitanga and whanaungatanga are understood and reflected in practices. * The mana motuhake of the ākonga is acknowledged (e.g. individual learning plan is developed to set up for success). * Tuakana-teina is nurtured. * Kanohi ki te kanohi is encouraged (if possible) as part of a flexible, multi-mode programme. * Kaupapa Māori specific services and spaces are available. | *As for Good, plus*   * Provider has embedded culturally competent processes that enable Māori to be successful as Māori. |
| **Skills and competencies**  Reciprocal relationships and cultural competency ensure relevant, responsive programmes and enhance learner outcomes. | * Educator acknowledges the importance of balancing their teaching practice with regionally specific Mātauranga Māori. * Educator knows how to access support for learner’s cultural needs. | *As for Acceptable, plus*   * Educator understands the importance of:   + Incorporating Mātauranga Māori into their programming.   + Building relationships with mana whenua / iwi to enable the sharing of that knowledge. | *As for Good, plus*   * Educator has a strong reciprocal relationship with mana whenua / iwi, respectful of each others’ expertise. * Mātauranga Māori content is woven with integrity into the programme led by mana whenua / iwi. |

**Underserved Learners**

*Underserved learners* includes all learners that currently experience inequitable outcomes including, but not exhaustively, Māori, Pacific, neurodiverse, physically disabled, learners with low literacy and numeracy; Examples of local and representative groups and organisations here include iwi, industry and employers.

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Access**  There is equity of access to learning programmes; time and location barriers are removed; the needs of diverse, underserved learners have been listened to, understood and acted upon. | * System builds towards equity of access based on targets where: * Tools and actions have been put in place to address barriers to enrolment (e.g., support to complete forms, provision for remedial foundation skills in numeracy and literacy, etc.). * Alternate modes of delivery are available to meet the needs of the learner. | *As for Acceptable, plus*   * System consults with learners, local and representative groups and organisations to improve equity of access where: * Barriers to enrolments are reduced. * Targets are community influenced. * Modes of delivery are flexible to meet the needs of the learner. * The learner pathways for groups of ‘like’ learners are considered in programme development. | *As for Acceptable, plus*   * System integrates input from learners, local and representative groups and organisations to achieve equity of access where: * Barriers to enrolment are consistently overcome. * Modes of delivery are fully flexible and can adapt to meet the needs of the learner. * Programmes are developed to be learner-centric and customised to learners’ needs. |
| **Participation**  There is equity in the opportunity of participation; the needs of diverse, underserved learners have been listened to, understood and acted upon. | * Some tools and actions have been put in place to build towards parity of participation considering: * Barriers to learning (e.g., financial support, transport, cost of living, using assisted technologies, etc). * Learners’ needs (e.g., cultural, physical, social, neurological). | *As for Acceptable, plus*   * Tools and actions have been developed through consultation with learners, local and representative groups and organisations. | *As for Good, plus*   * Tools and actions are actively developed and reviewed to build towards parity of participation with learners, local and representative groups, and organisations. * Connections between ‘like’ learners are actively facilitated. |
| **Systems**  Curriculum and learning environment is responsive to the needs of different underserved learner segments. | * Providers reflect on current practice and put in place tools to close the outcomes gap. * Poor quality practices in institutions or workplaces are identified. | *As for Acceptable, plus*   * Providers demonstrate progress in reducing the outcomes gap. * Learners, local and representative groups and organisations are consulted on programme design and delivery. * Outcomes are flexible and consistent with regional and national expectations. * Educators are equipped and capable to deliver for all learners’ needs. * Previous learning experience is considered when developing individual learner pathways. | *As for Good, plus*   * Providers close the outcomes gap; there is parity in outcomes between underserved learners and all other learners. * Poor quality practices in institutions or workplaces are monitored and addressed. * Learners, local and representative groups and organisations input into programme design and delivery. * Learning materials, resources and curriculum are culturally relevant and tailored to meet the intersectional needs of learners. |

**Adult Learners and Career Changers**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Participation**  Acknowledges demand amongst adult learners and career changers. | * Mechanisms exist for adult learners and career changers to participate in learning. | *As for Acceptable, plus*   * Adult learners and career changers have equal opportunities to participate in learning. | *As for Good, plus*   * Barriers to participation are mitigated (e.g., cost flexibility, learners’ life-stage needs, opportunity cost of participation is minimised). * Employers recognise and nurture skill potential in employees. |
| **Access**  Modes of delivery and individual learning plans cater to the specific access needs of adult learners and career changers. | * Flexible modes of study and support are available to accommodate different learners’ needs. | *As for Acceptable, plus*   * Individual learning plans are tailored to the needs and circumstances of adult learners and career changers (e.g., prior learning is recognised, transitional support is available for learners with limited prior academic or employment experience). | *As for Good, plus*   * Fully flexible modes of study and support are available. |
| **Systems**  Programme design is flexible and adapted to suit adult learners and career changer needs, and acknowledge prior experience. | * Flexible and discrete learning is available (e.g., modular bitesize courses). | *As for Acceptable, plus*   * Flexible, discrete and stackable learning is available such as modular bitesize courses that can be aggregated into larger skills packages (e.g., micro-credentials stack to become full qualifications). * Individual skills are recognised (e.g., badging framework) . | *As for Good, plus*   * Prior learning and experience is recognised (e.g., connections are made and recognised between formal, non-formal and informal education systems). |

## **Methods**

**Assessment (Methods)**

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Participation**  Effective and efficient systems are in place to recognise prior learning (RPL) or experience in order to support learner progression. | * Formative and summative assessment is used to understand current competency. * Support is given to learners navigating forms of assessment. | *As for Acceptable, plus*   * Outcomes-based formative and summative assessment contributes to RPL or RCC. | *As for Good, plus*   * Learners have on-demand access to assessment tools for transparency of accreditation processes. * Formal, informal and non-formal learning has potential to be recognised. |
| **Access**  All learners have equitable access to assessors and the assessment process, supporting equity of outcomes. | * Some interventions are in place to promote equity in the assessment process for all learners (e.g., all learners receive timely feedback from assessors). * Providers work with employers to identify locations for assessment. | *As for Acceptable, plus*   * Interventions are in place to promote equity in the assessment process for all learners. * Interventions are reviewed and improved. * Barriers to assessment are considered by the providers, and appropriately mitigated. | *As for Good, plus*   * Fully flexible interventions are in place to promote equity in the assessment process for all learners (e.g., learners can be assessed for modular credentials without needing to be enrolled in a full programme). |
| **Skills and competencies**  Assessors are skilled and competent to carry out valid, reliable and equitable assessments. | * Assessor has achieved occupational standards or an adult education qualification. | *As for Acceptable, plus*   * Assessor actively participates in personal development, moderation and peer moderation. | *As for Good, plus*   * Assessor has achieved occupational standards and an adult education qualification. * Assessor actively effects personal development, moderation and peer moderation. * Assessor is highly skilled at flexible assessment, pulling together different forms of evidence to inform assessment. |
| **Systems**  Assessment methods are reviewed to ensure equity of outcomes for all learners. | * Assessment methods are reliable and linked to recognisable credentials. * Moderation occurs between institutions with a transparent recognition framework (e.g., NZQA). | *As for Acceptable, plus*   * Methods and frameworks are transparent. * Moderation occurs at a national level. * Multiple methods and adaptive assessment tools support fit-for-purpose, learner-centric assessment (e.g., non-written submissions such as read-aloud or video are supported) | *As for Good, plus*   * Assessment methods are fully flexible to fit learners’ specific needs (e.g., support multiple forms of non-written submissions). * Assessment methods are culturally responsive. * Assessment processes are regularly reviewed and improved. |
| **Innovation**  Assessment systems adapt to keep pace with the sector and technology. | * Providers are aware of new technology in the assessment methodologies space. | *As for Acceptable, plus*   * Assessment systems utilise technological advances to achieve automated, adaptive or integrated systems (e.g., evidence of learners’ skills are directly delivered to providers and employers). | *As for Good, plus*   * Assessment systems seamlessly integrate adaptive technological advances (e.g., RCC and RPL can be conducted anytime via online systems). |

**Pastoral care**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **Participation and access**  Holistic and culturally responsive pastoral care drives parity of participation and access. Providers understand the value of providing pastoral care, enhancing wellbeing and outcomes in learners. | * Pastoral care is available for learners during the learning programme. * Learners are aware of the available pastoral support and ways to access it. * All stakeholders in the system are aware of the benefits of pastoral care systems and processes. | *As for Acceptable, plus*   * Pastoral care is available for all learners regardless of modes of delivery. * Learners can access throughout learning journey, including pre and post learning (e.g., to help potential learners identify correct learning programmes). * All stakeholders in the system actively seek to utilise pastoral care systems and processes. | *As for Good, plus*   * Bespoke, holistic pastoral care is available to suit different needs and preferences (e.g., covers academic, cultural, emotional needs, is responsive to where learners are on their learning/career pathway). * All stakeholders in the system are consistent in their implementation of pastoral care systems and processes. |
| **Systems**  Systems are in place to ensure pastoral care meets learners needs and is monitored to ensure outcomes are achieved. | * Providers are seeking opportunities to provide pastoral care by: * Engaging with learners to ensure the pastoral care provided meets their needs. * Monitoring participation to ensure all learners are equally supported. | *As for Acceptable, plus*   * Providers are actively seeking opportunities to provide pastoral care by: * Engaging with local communities to provide input into, or deliver culturally relevant interventions (e.g., mentorship programmes). * Monitoring and reviewing their systems to ensure all learners are equally supported. | *As for Good, plus*   * Providers are actively seeking opportunities to provide personalised pastoral care by: * Engaging with learners to address their individual needs. * Engaging with learners, local representative groups, organisations and communities to input into or deliver culturally relevant interventions. * Monitoring participation to ensure all learners are equally supported; using metrics to continually inform/update the delivery model; monitoring risks of discontinued activities and actively mitigating risks. |

**Skills Recognition and Credentialisation**

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Participation**  Recognised and certified credentials motivate participation. | * Learners can achieve credentials recognised and accepted locally. | *As for Acceptable, plus*   * Learners can achieve nationally recognised credentials or industry certifications that are national portable and closely tied to career progression. * There are a range of credentials available to accommodate different learners’ needs and circumstances. | *As for Good, plus*   * Learners can achieve internationally recognised credentials or industry certifications with international portability. |
| **Access**  There are flexible pathways to achieve credentials that recognise learners’ needs, supporting transitions and life long learning. | * There is some recognition of transferable skills (e.g., entry-level learners have options to achieve credentials for basic skills, learners are able to give evidence of skills via direct demonstration or an e-portfolio). | * There is good recognition of transferable skills and credentials between institutions. * Modular credentials are responsive to transitions and lifelong learning (e.g., stackable micro-credentials adapt to the changing nature of work and requirements of differing workplaces). * Credentials are somewhat flexible to adjust to different learners’ circumstances. | *As for Good, plus*   * There is excellent recognition of transferable skills and credentials between institutions. * RPL works well. * Credentials are seamlessly flexible to adjust to different learners’ circumstances. |
| **Systems**  Systems are developed and monitored based on current best practice, and with a commitment to cultural responsiveness and biculturalism. | * Systems adhere to the principles of universal design in education. * Providers seek to understand the current and future needs of learners and industry. | *As for Acceptable, plus*   * Providers seek to understand current and future needs of whānau and the communities. * Mātauranga Māori is appropriately embedded, applied and protected to meet learning needs of Māori. | *As for Good, plus*   * Providers have an in-depth understanding of current and future needs of learners, whānau, industry and communities. |
| **Innovation**  Skills recognition and credentials are reviewed regularly to meet evolving industry, economic and social needs. | * Regular reviews ensure alignment with industry needs and workforce developments. * Quality is assured through external moderation (e.g., moderated by other institutions). | *As for Acceptable, plus*   * Skills recognition and credentials are developed in the broader context of schools and pre-employment credentials. * Quality is assured through external moderation at a national level (e.g., the scope, scale and rigour of the assurance system improves). | *As for Good, plus*   * Skills recognition and credentials are developed in consultation with local and representative groups and organisations. * Regular reviews:   + Ensure active alignment is maintained at pace with industry needs and workforce developments.   + Consider evolving social, economic, environmental, physical, spiritual and cultural wellbeing needs. |

**Funding Models**

|  |  |  |  |
| --- | --- | --- | --- |
| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| **How much is funded**  The total level of funding reflects both:   * The cost * The value of training. | * Costs are fully funded but there is no recognition of value or understanding of outcomes. | * Costs are fully funded and there is some recognition of value and outcomes. * Funding is stable enough to allow for longer term value and outcomes to be realised and provide long-term certainty to support workforce development. | *As for Good, plus*   * There is full recognition of value and outcomes (e.g., the cost and value of supporting underserved learners is calculated and reflected in funding, provision is evaluated for return on investment). |
| **Who pays the funding**  The share of funding contributed by stakeholders (learner, employer, government…) strikes an appropriate balance between:   * Encouraging participation * Reflecting how the benefits are shared. | * The share of funding paid by each stakeholder is largely set by a funding formula and/or what stakeholders are willing to pay. | * The share of funding paid by each stakeholder is weighted on outcomes (e.g., employers and learners both pay fees alongside the government contribution). | *As for Good, plus*   * The share of funding paid by each stakeholder can be adjusted to encourage participation (e.g., government scholarships are available to support learner participation where needed). |
| **What is funded**  The activities that are funded strike an appropriate balance between:   * Giving providers flexibility to respond to learners’ needs * Providing a good value to funders. | * Most funding is allocated to delivery and assessment costs. | * Funding covers actual training costs, such as enhanced levels of pastoral care, RPL and marketing. * Funding models consider adverse effects of incentivising (e.g., incentivising one mode over another irrespective of which will be best for the learner). * Funding models ensure equitable access for all learners. | *As for Good, plus*   * Funding is weighted to support training costs that demonstrably deliver value (e.g., RPL is funded for a career changer to progress into a high value course of study; an underserved learner is funded for additional pastoral care to enable completion of the programme). |
| **How funding adapts**  Funding models respond to changing external contexts. | * Funding levels and mechanisms are reviewed periodically to reflect changes in costs. | * Funding levels and mechanisms can be adjusted from time to time to reflect medium to long-term changes in external contexts (e.g., funding reflects changes in technologies used in industry). | * Funding levels and mechanisms can be adjusted dynamically to address short-term changes in external contexts (e.g., pandemic response). |

## **Mentoring**

**Mentoring Programme**

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Skills and Capabilities**  The mentoring programme supports the development and enhancement of mentees’ and mentors’ knowledge and capabilities.  Support mechanisms could include:   * Mentor and mentee training * Mentor refresher training * Communities of Practice (CoP) for mentors and mentees * Upskilling webinar series for mentors and mentees | * Mentees:   + Know their strengths and areas for development and have a deeper understanding of their personal and professional goals.   + Acquire new knowledge and skills that they can apply in their job role or in specific areas of interest.   + Measurable improved performance in job tasks and responsibilities.   + Have more confidence in their abilities and decision-making.   Mentors:   * Mentors improve their ability to listen, ask questions, and provide guidance to their mentees.   \* Mentors use the Mentorship Rubric to reflect on and regularly evaluate their mentoring practice and skills. | *As for Acceptable plus:*   * Mentees have more confidence to take on new challenges and responsibilities. * Mentors and mentees expand their network through interactions with other mentors and mentees in the programme. * Mentors improve their ability to listen actively and respond in a supportive and empathic way. | *As for Good plus:*   * Mentees proactively handle change and can negotiate targeted mentoring needs. * Mentors identify and share best mentoring practices with others. |
| **Evaluation**  The programme is achieving the intended outcomes and responding to changing needs. | **Mentees and Mentors:**   * Increased job satisfaction and retention rates of mentees. * Areas for programme improvement are identified through mentee and mentor feedback.   **Organisation:**   * Employees are supported in their onboarding experience. * Employees are better equipped to perform their role and/or advance their career. | *As for Acceptable plus:*  **Mentees and Mentors:**   * Mentors report a strong sense of accomplishment and satisfaction from their involvement in the programme. * Mentors and mentees continue to participate in the programme over time.   **Organisation:**   * Improvement in employee performance metrics such as productivity and internal/external customer satisfaction. * Decrease in employee turnover rates. * Increased number of internal promotions. | *As for Good plus:*  **Mentees and Mentors:**   * The mentoring relationship extends beyond the designated programme time frame.   **Organisation:**   * Potential leaders and managers are identified and upskilled to ensure a smooth transition of leadership in the future. |
| **Innovation**  The programme has an impact on workplace culture and dynamics of employee relationships. | * Mentors and mentees are a diverse representation of the organisation. * Employees feel valued and supported in their professional development. * Employees feel more engaged and satisfied with their jobs. * Employee relationships across departments are fostered. * Employee relationships and trust are strengthened. * Open and effective communication is fostered in the workplace. | *As for Acceptable plus:*   * Employees feel more connected to the organisation and more motivated to stay. * Diversity, equity, and inclusion is promoted by matching mentors and mentees from different backgrounds. * Positive changes in in employee attitudes towards learning and development. * Employees support each other in their professional development. * A sense of community and team spirit is fostered. | *As for Good plus:*   * Significant improvement in teamwork, trust, morale, and collaboration among employees. * Employees are encouraged to continuously improve and grow in their careers. * Bias and discrimination are reduced, and a more inclusive and equitable workplace is promoted. * High job satisfaction, motivation, and job performance leads to a more adaptive and resilient organisation. * A culture of innovation and creativity is fostered by providing opportunities for employees to share new ideas and learn from each other. |
| **Systems**  The programme processes, monitoring, and resources enable mentees and mentors to engage in mentoring and enable the organisation to monitor the programme. | * Mentors and mentees can meet regularly. * Mentors and mentees have sufficient resources that enable them to regularly review progress and adjust as needed. * Clear goals and objectives define the mentoring purpose and focus. * Training on effective mentoring techniques and goal setting is provided for mentees and mentors. * Programme guidelines[[1]](#footnote-1) outline the expectations, code of conduct, and boundaries for the mentoring relationship including criteria for selecting mentors. * Unsuccessful mentor-mentee matches are managed.   **Monitoring:**   * A check-in process is in place to monitor mentees’ goal achievement. | *As for Acceptable plus:*   * An accessible communication channel is established for mentors and mentees to communicate and share progress and feedback. * Mentorship training supports mentors in learning best practices and techniques for supporting the mentee’s growth and development. * Training and support are provided to ensure mentors and mentees have the necessary skills and knowledge to be successful in the mentoring relationship. * Opportunities are provided for mentees to connect with a community of peers in their field. * Mentor-mentee matches consider the mentor’s availability, expertise, and experience to ensure mentees benefit from their guidance. * Progression of mentees’ careers are tracked and compared to the overall career progression rate of the organisation.   **Monitoring:**   * The programme’s effectiveness is evaluated at regular intervals during the designated programme time frame. | *As for Good plus:*   * Mentors have support and guidance from another mentor to help them reflect on their practice and identify areas for development. * The programme is integrated with the organisation’s overall development and career progression plans. * The matching process considers diversity, representation, and   inclusion to ensure that mentees are matched with mentors who can provide a valuable perspective and support to them.  **Monitoring:**   * Programme outcomes are reported on to ensure continued sponsorship and resourcing of the programme. * Programme evaluation includes feedback from other stakeholders, such as managers and peers. * Negative mentoring experience are effectively resolved, and steps are taken to prevent similar incidents in the future. |

**Mentorship**

| **Attributes** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **\*Skills and Qualities**  The mentor has the skills and interpersonal qualities to support, guide, and build a positive relationship with the mentee.   * *Empathy* * *Trustworthiness* * *Culturally responsive* * *Clear communication* * *Leadership/Role-model*   **(\****Refer Footnote 1 at end of rubric*) | * Builds a positive and trust-based relationship with the mentee by encouraging them to share their culture and experiences. * Encourages the mentee to reflect on their learning, progress, and goals * Helps the mentee to identify and pursue opportunities for growth and advancement within their career/field. * Is prompt in providing feedback and guidance to the mentee. * Encourages the mentee to ask questions. * Helps the mentee develop a plan to achieve their goals. * Is approachable and makes it easy for the mentee to ask for help or guidance. * Celebrates the mentee’s successes and helps them to recognise their own strengths and skills. * Is interested in the mentee’s personal and professional development. | *As for Acceptable plus:*   * Is knowledgeable and experienced in the field or subject matter they are providing mentoring support for * Provides regular, constructive feedback to the mentee to help them understand their strengths and areas for improvement. * Ensures that there is a clear understanding of expectations for the mentoring relationship, including any specific goals or tasks the mentee is responsible for. * Asks questions to clarify their understanding and ensure the mentee has a full understanding of the information being shared. * Shows concern for the mentee’s wellbeing and has a genuine interest in their personal and professional growth. * Provides support and encouragement to the mentee when they are facing challenges or setback, helping them to problem-solve and persevere. * Encourages open and honest communication and helps the mentee build confidence to speak up and share their thoughts and feelings. * Asks for feedback from the mentee to understand and adjust when necessary to be more culturally responsive | *As for Good plus:*   * Builds trust and rapport with the mentee by actively listening, being responsive and reliable, and showing genuine interest in their development. * Validates the mentee’s feelings and acknowledges that their emotions are valid. * Manages difficult issues or challenges that may arise in the mentoring relationship, such as conflict or misunderstandings. * Provides the mentee with opportunities for growth and development, such as new projects or responsibilities, to help them build their confidence and skills. * Encourages the mentee to reflect on their strengths, goals, and values, helping them to develop their own sense of self-direction. * Shows respect for the mentee’s culture, using appropriate language and behaviour and being sensitive to cultural practices, customs, and beliefs. * Continually reflects on and improves their own cultural competence to develop an effective and supportive mentoring relationship with the mentee |
| **Access**  The mentor adapts the mentoring approach to meet the changing needs\* and goals of the mentee.   * *Flexible and adaptable* * *Evaluates to determine the environment, mentoring approach, and outcomes*   **\*** i) The mentee’s needs and goals will be aligned to the purpose of the mentoring support  ii) May include professional, personal, cultural | * Reflects on the mentoring relationship to identify areas for improvement or adjustment of approach. * Asks questions to understand the mentee’s goals and preferences and aligns their approach to help meet these. * Recognises the importance of tailoring the mentoring approach to the mentee’s individual needs. * Avoids making assumptions about the mentee’s needs. * Provides opportunities for the mentee to provide feedback on the mentoring relationship. | *As for Acceptable plus:*   * Seeks feedback from the mentee on the effectiveness of the mentoring environment and how it is supporting them. * Regularly assesses the effectiveness of the mentoring relationship and how it is supporting the mentee. * Encourages the mentee to share their perspectives, experiences, and goals to better tailor the mentoring approach. * Is flexible and open to adjusting the mentoring plan based on the mentee’s progress and feedback. * Regularly evaluates the impact of their mentoring approach on the mentee’s growth and development. * Collaborates with the mentee to help them set measurable and achievable goals and tracks progress towards them. | *As for Good plus:*   * Adapts to the mentee’s learning style and offers different resources and methods of mentoring approaches as necessary. * Continually reassesses the mentee’s needs and goals with the mentee to understand how their needs are changing and how the mentoring can continue to support them. * Continuously evaluates the effectiveness of the mentoring relationship and seeks ways to improve it. * Is willing to try new approaches to support the mentee’s growth and development and critically assesses the impact of these with the mentee. |
| **\*Innovation**  The mentor is open to learning from the mentee to reflect on their practice and seeks out additional resources or support as needed.   * *Self-leadership* * *Reflective* * *Open to other perspectives*   **(\****Refer Footnote 2 at end of rubric*) | * Reflects on the mentoring sessions and considers areas for improvement. * Engages in self-reflection to improve their mentoring practice. * Actively listens to the mentee and takes the time to understand their perspective. * Recognises the value of learning from the mentee. * Encourages the mentee to share their knowledge and perspectives. * Sets specific goals for their own development and works towards achieving them. | *As for Acceptable plus:*   * Engages in ongoing professional development to improve their mentoring skills. * Regularly shares their reflections with the mentee to help them understand the mentoring process better. * Manages their time effectively and prioritises their responsibilities to ensure that they can effectively support the mentee. * Seeks out opportunities to learn new techniques and strategies for improving their mentoring practice. | *As for Good plus:*   * Uses a variety of reflection techniques such as journalling, mentoring support, or debriefing sessions, to reflect on the mentoring process. * Reflects on the goals they set for the mentoring relationship and evaluates their progress towards achieving them. * Reflects on what they have learned from the mentoring relationship and how they can apply that learning to their own development. * Actively promotes diversity and inclusivity in their actions and behaviours. * Continuously incorporates new ideas, strategies, and perspectives into their mentoring practice to better serve the mentee. * Reflects on their own biases, experiences, and perspectives, and how these might impact the mentoring relationship. |
| **Professional Standards**  The mentor establishes an environment for mentoring that adheres to ethical and professional standards.   * *Boundaries* * *Confidentiality* * *Code of Conduct* * *Technology* | * Establishes a code of conduct with the mentee that outlines the expectations and boundaries for the mentoring relationship. * Sets boundaries around their own role in the mentoring relationship, such as their level of involvement in the mentee’s decision-making and the types of support they are willing and able to provide. * Regularly reviews and adjusts the boundaries in the mentoring relationship to ensure that they are still effective and appropriate. * Robust practices ensure that sensitive and confidential information is handled and managed in a secure and appropriate way. * Use of technology in the mentoring relationship adheres to confidentiality standards\* and secure platform usage.   **\*** *The organisation’s mentoring programme guidelines and policy stipulates these standards.* | *As per Acceptable* | *As per Acceptable* |
| **Participation**  The mentor establishes an environment that promotes psychological safety and utilises time and resources effectively to support the mentee’s growth and success.   * *Psychological safety* * *Time management* * *Technology* * *Resources* | * Sets clear objectives and expectations for the mentoring meetings. * Encourages the mentee to take an active role in shaping the mentoring environment. * The mentee is given time and space to share their thoughts and feelings without interruption. * Values the mentee’s contributions and views them as an equal partner in the mentoring relationship. * Encourages the mentee to work on their goals between mentoring meetings. * The use of technology in the mentoring relationship is mutually agreed. * Maintains contact with the mentee through regular (virtual) check-ins. | *As for Acceptable plus:*   * Encourages the mentee to take risks and try new things by providing a safe and supportive environment. * Is available and responsive to communication from the mentee outside of scheduled meetings to support the mentee’s learning and development. * Establishes open lines of communication with the mentee by setting regular check-ins and meetings to discuss progress and any concerns. * Uses every means to facilitate ongoing communication and exchange of information with the mentee. | *As for Good plus:*   * Provides an environment where the mentee feels free to express themselves and share their perspectives. * Proactively seeks out opportunities to support and guide the mentee, connecting them with resources, other people, and relevant networks. * Integrates technology into the mentoring relationship to help drive the mentee’s progress and achieve outcomes. |

**\*Footnotes**

1. A mentor’s capability and interpersonal qualities are evaluated against the organisation’s **Mentor Selection Guidelines** which incorporate a *Mentor Attributes Typology*. The Mentor Selection Guidelines would be part of a broader guide which reflects the needs of the organisation but a good example, with explanatory text and templates etc, can be found under Effective Mentors on page 16 and Coaching and Mentoring Skills on pages 27 and 28 at <https://cdn.auckland.ac.nz/assets/auckland/business/current-students/PDFs/mentoring-guide-final.pdf>.
2. Mentors can use this Rubric to reflect on, evaluate, and guide their mentoring practice.

## **Pathways**

This rubric illustrates the stakeholder agreed vision of pathway excellence. Note that it focuses on the short-term outcomes that learners should experience. For example, what they should access, understand, be capable of or experience, prior to or during a transition.

The rubric is high-level and should apply as needed to any organisation (primary, secondary, or tertiary institution, industry entity etc.) which has the ability to influence the options a learner has available to progress in their career-related learning.

The organisation using this rubric needs to assess where they sit, and from there explore what actions they can take to achieve these outcomes for learners.

| **Attribute** | **Acceptable** | **Good** | **Excellent** |
| --- | --- | --- | --- |
| **Flexibility** | The majority of learners\* agree that:  There is good **ability for people to transition** permanently or temporarily (as they wish) between the following without significant barriers (e.g., repetitive retraining):   * Courses * Programmes/qualifications * Formal, non-formal and informal learning * Roles (horizontally or vertically) * Organisations * Regions. | As for Developing, but ‘almost all learners’, and also between the following:   * Sectors and subsectors * Seasons. | As for Good, but ‘all learners’. |
| **Visibility** | The majority of learners\* agree that:   * They can **access the information** they need (via online/other media) across all sub-sectors to make vocational education decisions. * They are able to **accurately understand** what a vocation in the sector would look like from initial conversations or materials, without requiring additional consultation. | As for Developing, but ‘almost all learners’, and also feel that:   * They are able to **visualise** themselves with a life-long vocation in the sector. * They are **inspired** to take action. | * As for Good, but ‘all learners’. |
| **Robustness** | The majority of learners\* agree that:   * The vocational pathways on offer are **relevant for their current and future needs.** * The vocational pathways transitions are **seamless** (comprehensive, yet simple, without overlaps or gaps between work / education experiences). | As for Developing, but ‘almost all learners’. | As for Good, but ‘all learners’. |
| **Support** | The majority of learners\* agree that:   * Their **personal welfare** is considered and actively supported. This either meets or exceeds the support the individual requires. * This support is provided both **prior to and during transitions** (i.e., not just while learning, but before enrolment, between education and employment, and between employers). * Support is **holistic**. For example, it covers life skills, work ready skills and literacy. It covers physical, emotional, cultural needs and is inclusive of the learner’s whanāu and community. | As for Developing, but ‘almost all learners’. | As for Good, but ‘all learners’. |

\*In all cases, ‘learners’ is inclusive of Māori and other ethnicities, disabled people, different genders, age groups, and neurodiverse people. This means the pathway must always be culturally and socially appropriate.

1. The Mentoring Guidelines should reflect the needs of the organisation but a good example, with explanatory text and templates etc, can be found online at <https://cdn.auckland.ac.nz/assets/auckland/business/current-students/PDFs/mentoring-guide-final.pdf> [↑](#footnote-ref-1)