



MARINE & SPECIALISED TECHNOLOGIES

Academy of New Zealand

**Learner
HANDBOOK**

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Welcome To Your Programme of Learning

MAST Academy welcomes you to your new course. Some of you will be workbased learners (apprentices) and some of you will be doing a course at our campus. Others will be doing leadership or business courses. We have divided this learner handbook into sections which relate to the type of course you are doing and there are some common areas that apply to all of you.

Section 1 Workplace Programmes – Apprentices/trainees

In your workbased training programme (apprenticeship), your employer will train you in practical skills so that you learn on the job. Using the assessments and resources supplied by us, your MAST Academy Assessor will assess your evidence and log your results for you to see on your Rudder2 learning management system (separate user guides provided).

With this training delivery method, you will 'earn while you learn'. You should discuss all wage/salary queries with your employer.

Depending on your programme, your assigned Assessor will be either a Training Advisor or a Transition Advisor. Their contact information is provided separately.

Workplace Trainer

For you to successfully complete your apprenticeship you need your employer to train you in the skills required for the qualification. We support your employer with this by providing the learning resources and assessments that will form the basis of your qualification.

Your Workplace Trainer is your first point of contact for all questions regarding your training.

If there are any gaps in the required training that your employer is unable to provide you with, you may need to attend an off-job training course which is typically one - two weeks long and arranged by MAST Academy with our partnered providers. Talk to your Training Advisor for more details. Details of the scheduled block courses will be on the MAST academy website.

Keeping you on track.

Your workplace trainer and the MAST academy Training Advisor will allocate assessments, study guides according to the stage of your apprenticeship and where possible based on the work available in the workplace. After an initial meeting to talk about the apprenticeship training and what you need to do to start, your Training Advisor will meet with you in the workplace five (5) times a year as a minimum, to:

- Ensure you are getting quality training from your employer
- Keep track of your progress and review your Rudder2 portal.
- Assess your assessments that have been completed and provide any feedback, through Rudder2 and in person as appropriate.
- Record and track your results on Rudder2 for us to credit with NZQA as you gain competency.
- Once you have completed all assessment requirements and your training programme is complete you will be awarded the qualification.

Eligibility to study/training:

- Passport or birth certificate copy
- Passed the programme entry criteria
- New Zealand Citizen or Resident. If not born in NZ, applicant must provide passport evidence of ID and residency or permanent residency letter or confirmation.
- We do not take people on a work visa as of 1 Jan 2023
- If applicant below 18 years old, advise have been given to seek advice to independent person (parent or lawyer) and authorisation to enrol
- Employer has been verified (business entity registered) for work based learners
- All programme information have been provided to the applicant
- Application form completed in full and signed

Assessment - Apprentices

Most assessments are based on the evidence you present for practical skills that are learnt on the job. There are explanations and some written questions as well. These assessments are accessible on your Rudder2 learning portal. Your Assessor/Training Advisor may also ask questions to check you are competent or to clarify the work you have provided them to assess.

Physical evidence (photo, video, audio recording, etc.) are all the highest quality form of evidence and the best way to demonstrate your skills. Use these methods to build a Portfolio of evidence to support your credentials.

Most workplaces will have a workplace trainer who supports apprentices when they have questions.

Apprenticeship comes with Responsibilities

You agree to:

- Be keen to learn and make a commitment to progress your learning
- Practice new skills
- Engage with your Workplace Trainer and Training Advisor/Assessor
- Gather evidence for your assessments that shows your own work
- Achieve agreed goals with your Workplace Trainer and Training Advisor
- Let MAST Academy know about any changes in your employment status
- Respond to MAST Academy communications and partake in surveys at times

Being aware of the health and safety policy at your workplace. Employers have a responsibility to provide a safe workplace under the Health and Safety Act 2015. MT has an obligation when you are on MAST Academy premises and undertaking a block course.

Code of Practice.

As a PTE, MAST Academy takes a wholistic approach to managing wellbeing and safety of the learner/apprentice. Learners/apprentices will have diverse needs across their time with MAST.

The Code covers all learners including our apprentice learners or those learning through MAST academy short courses, School to Work (Work Experience). NZQA is the administrator of the Code on behalf of the NZ Government. [Click Here for Code of Practice](#) pdf.

As part of our Code obligations, MAST Academy:

- Will enable you to make informed choices about your learning
- Support you to prepare for and adjust to workbased learning
- Provide a safe, supportive, and accessible environment for your programme of study
- Ensure you can raise your concerns when you need to through your training advisor or contact us at info@mastacademy.com
- Connect with appropriate support services. These are on our [website](#) under learner resources – Learner Support Services. If you need mental health support, go to the website for suggestions of organisations to provide wellbeing support services.
- If you would like to be part of our learner voice group and have your say, please contact your training advisor/tutor or [Joe Daw the Training Manager](#)

Remember that your training advisor/tutor or employer is available to provide assistance should you require any support - or at least point you to the organisations that can provide professional support.

If learners feel that MAST is not complying with the Code of Practice please refer to [Learner Complaints](#)

Cultural and Wellbeing Support

We know that you will learn best when different areas of your health (Oranga) and wellbeing are supported. Below you will find some different models of cultural wellbeing/health models that support your culture and learning. No matter what your culture these models can apply to you. Have a look and see what resonates with you. Choose one as your framework to support yourself or others in your team or whanau.

Te Pae Mahutonga



Sir Mason Durie developed a model of health based on the Southern Cross Constellation of stars (Te Pae Mahutonga). Each star relates to an aspect of health and culture.

Mauri ora - cultural identity is important for all cultures at MAST. Our learning is culturally inclusive, personalised, and practical. For Māori hold onto your language (reo) and your tikanga. Bring who you are as a person to work and to your studies. Find the support you need to affirm who you are as a Māori and what it means to you to be a Māori.

Learning new skills through your apprenticeship can help transform you, your whanau and potentially your iwi. We want your new skills to build a better future for everyone. It is our plan to support all learners and help their whanau to thrive.

Everyone has a culture to be proud of, and we're here to help you grow and thrive so you can support yourself, your whanau, your community and your individual culture.

Wairoa – Physical environment. Having a physical or spiritual connection to our natural environment (wai) waters, land (whenua) and air (hau takiwa) acknowledges that we share the world around us. Enhancing our own wellbeing is often enhanced by supporting the wellbeing of the physical environment. At MAST some of learning supports a considered approach to being environmentally aware. We also support the connection between the environment and our wellbeing is important when learning.

Learners can connect to the land and the sense of wellbeing by spending time outside to study or just to go for a walk. Sometime the small things in nature can bring you joy. It is well known that 'water/ocean views and connection can enhance your own personal wellbeing.

For Māori the connection to whenua connects to ancient knowledge about whakapapa, the land the people as well as the environment. Creating a warm positive space to complete your assessments gives you a good chance of having positive approach and therefore outcomes to your learning.

Toiora- is about our ability to lead healthy lifestyles. It is the connection between what we do and how what we do impacts on others and how it impacts our wellbeing. Living well includes simple things like- drinking a lot of water, eating regularly, connecting with your friends and whanau. At work connecting with your supervisor or workplace trainer will support you to learn and study in a supported environment. Make sure you make time for study as well as work and as well (importantly) to play!

When stressed it is important to talk to your supervisor/workplace trainer or MAST Training Adviser, your friends, or whanau. You may like to take a walk or listen to music at the end of the day to ease the stress of the day. Get support to kick a bad habit that is having a negative effect on your life and begin to develop healthy habits. MAST has a list of [learner support services](#) on our website if you need expert help.

Te Oranga – Participation in society at an individual and whanau level. At MAST we celebrate your success with a graduation dinner on completion of your apprenticeship. We also celebrate with you along the way – everyone unit completion is worth celebrating. Think about having meaningful conversations with your whanau, your Tamariki, or your siblings. What do you aspire to do or be? Where do you want to go in life?

Often it is helpful to support a peer or community or group that you relate to. This means being of service to others. Connection comes from participating in causes bigger than yourself such as a sports team, or school community or a work study group.

If you have a learning disability reach out and get the right support to set yourself up for a great future. Often the disability is your also your greatest strength.

Nga Manukura – leadership. Look to leaders who work for and reflect your own values and community. Leaders contribute to the collective. Nurture relationships and collaborate to build the shining star Nga Manukura.

Leaders are not always the ones with flash titles but often they are the ones that get the work done, set great examples and value others. Step into a leadership role at MAST by volunteering to part of the learner voice groups – develop your culture and MAST learning culture how you want it to be. Everyone has unique strengths and valuable things to offer.

Te Mana Whakahaere – autonomy. In a learning context this is about having control or autonomy over your personal learning journey and wellbeing. It's about making decisions that positively impact your life. It is also about the shared responsibility of your communities- work, whanau, friends etc. Be yourself and don't try to be someone you are not. If you have a problem ask for help.

Use your voice at the learner voice support groups and have a say on things that matter to you and your learner journey. To be in control of your learning ask questions, talk to your workplace trainer or training adviser. Share your experiences as these may help someone else.

A second way of looking at culture and wellbeing is:

Te Whare Tapa Wha



This model was again developed by Sir Mason Durie and shows our wellbeing in four dimensions and while it is a Māori perspective all cultures can relate to all aspects. It describes the four walls of the meeting house to represent holistic wellbeing.

Taha Wairua – Spiritual well being

Taha Hinengaro – Mental and emotional wellbeing

Taha Whanau – Family and social wellbeing

Taha Tinana – Physical wellbeing

Everything sits on the whenua or

the land as the roots of the building

When all four areas/walls of your life/wellbeing are in balance you will thrive. At different times in your life and your learning journey certain areas of your wellbeing will need more attention than others and that's okay. Each dimension is interconnected.

Remember you can always ask for help- through your whanau, friends, workplace trainer or training adviser or seek expert support.

Taha Wairua – Spiritual well being

This can be your connection to your beliefs, values, and traditions no matter which culture you are from. It can be your connection to your environment, or your culture/heritage. Staying connected brings you closer to your spiritual health.

Spend time outside in the sun and the surf! Reconnecting with your language and cultural customs is meaningful and has a positive impact on your health. Help others at work, at home or in your community or a colleague or friend. You may want to visit a marae or church or place of cultural significance all will give you an increased sense of wellbeing.

Taha Hinengaro – Mental and emotional wellbeing

This includes the wellbeing of your mind, heart, consciousness, thoughts, and feelings. Understanding how these affect you at different stage of your life and your learning journey will help you to learn better and have a better overall sense of wellbeing.

Having a beginners mindset means you don't have expectations of the learning or assumptions about yourself or what you may do in the future. By doing this you remove the pressure you can put on yourself and may help you make new connections or learn something different.

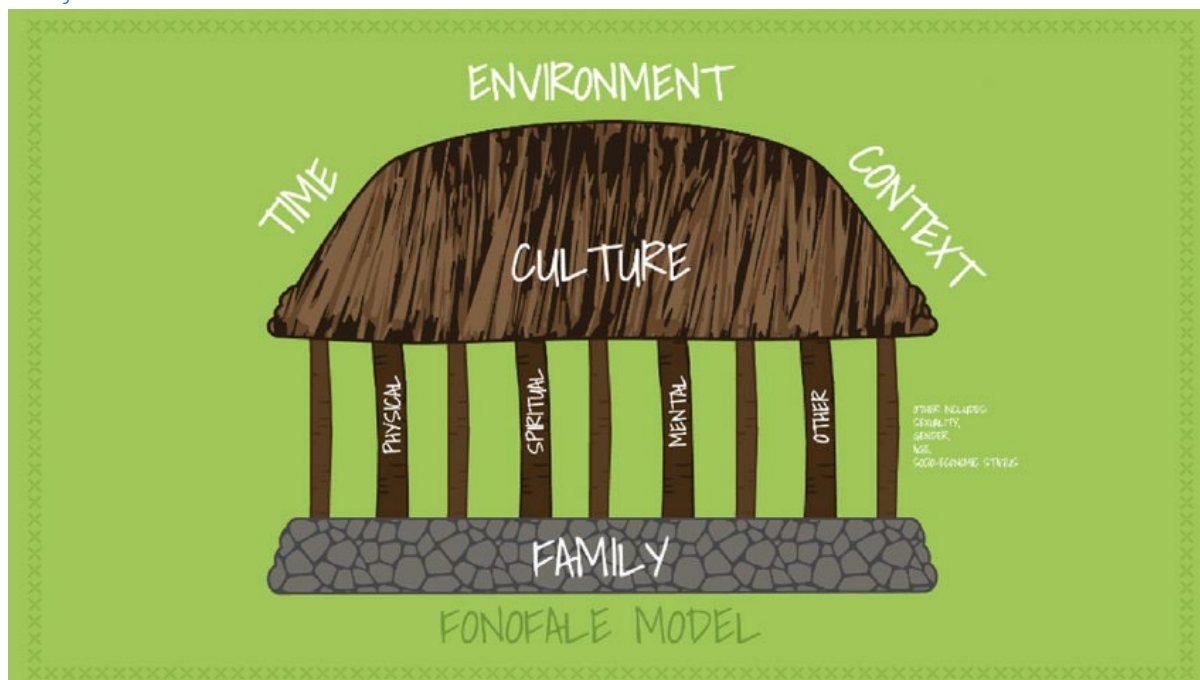
Taha Whanau – Family and social wellbeing

This wall represents your family or whanau. This includes all your relationships even at work or in your community and at MAST. As life changes so do relationships and creating new connections along the way. It's all about quality not quantity of relationships. Supporting and caring for others can be bought back into your whanau.

Taha Tinana – Physical wellbeing

Looking after your body, how your body feels, how you move and how you fuel it all add to your physical health. This will be different for everyone depending on your culture, your physical abilities and your access to resources. What is the same is that physical health is connected to all other dimensions or walls of the wharehau or your life. Having good physical health will support your learning too.

So, make sure you make good food choices, do some exercise/move every day, get enough sleep, and check in with how you are feeling. Little lifestyle changes can have a big impact on your life, your work and your attitude to life and learning.



This is a Pasifika model of health and wellbeing. As for the other models, this model can help you find balance and wellbeing by exploring these things. Having balance will enable you to learn better and in your own way.

The foundation of the fale is the family. For us at MAST we think of family in the wider context. It includes friends, family, church community, learners, employers, and the MAST team. Think about who you would have as your support people for your learning journey and build the relationship as a foundation to your support network. Growing relationships is a positive way to boost your wellbeing and puts you on a solid foundation to start and continue your learning journey.

The falealuga – roof

The roof represents the shelter for your wellbeing and represents your culture, values and beliefs. Sometimes incorporating traditional beliefs and values into your everyday lives helps you understand who you are, which can give you a stronger sense of belonging.

Pou – Posts There are four posts that hold up the fale.

Fa’aleagaga (spiritual)

Does your belief system support your wellbeing. A belief system could be an organised religion, a traditional religion, or simply a connection to your language, history or culture. This belief system can influence how you learn or study. Some cultures learn better in groups, some are more individualistic.

Fa'aletino (physical)

Notice how you feel and how well you are keeping up with your course work. The connection between good physical health and your ability to learn and study.

Mafaufau (mental)

When you are finding it hard to study notice where your mind is at, what is your mood or mental health. All can impact how well you learn.

Isimea (other) - There are many things that can influence your wellbeing or how you feel about the world or the world of learning. It could be your age, gendered, financial success or anything that is a part of you. What would you put in this pou- what influences your learning.

Cocoon

Environment, time and context all influence and shape who you are how you feel. Your physical environment connection is where you live, work and learn. Having a good environment to live and learn in is vital to completing your studies. What is one thing you could do to change your environment to make is better to learn in? This will help strengthen your connection to the environment.

Have a look at all the parts of the model and think about how it relates to you or your workplace.

Fees and Payments

Work-based and campus based

Fees Free Eligibility Guidelines

The Government's Fees Free Training Scheme enables you as a learner to apply for fees free. Not everyone is eligible. To check your eligibility, you will need your NSN number. Go to the fee's free website: www.fees-free.govt.nz Follow the instructions on the website. This is something only you as a learner/student/apprentice can do. MAST cannot do it for you. The scheme is likely to change over time, so it pays to check your eligibility according to new rules they apply.

Started study or training prior to 2025 - For those that started their study prior to 2025 please check the TEC website to check your eligibility and how the rule changes apply to you.¹

End of first-year Fees Free policy

The Government has announced that Fees Free for the first year of study and training will finish at the end of 2024. It will be replaced by a final-year Fees Free policy.

Learners who have already used Fees Free in their first year of study or training won't be able to access Fees Free under the new final-year policy. However, from now until the end of 2025, first-year Fees Free will operate under "first-year transition rules". We explain below.

First-year Fees Free transition rules

If you used Fees Free in 2024, you may be able to continue to use your remaining first-year Fees Free entitlement in 2025 if you:

- are continuing study or training towards the same qualification in 2025 as you were in 2024, and
- have Fees Free entitlement remaining.

You will be able to access your entitlement until the end of 2025, or until you reach 24-month (work-based learning), one EFTS (provider-based study), or up to \$12,000 (including GST), whichever occurs first.

If you have remaining entitlement you will not be able to access Fees Free in the future if you:

- did not use Fees Free in 2024, or
- used Fees Free in 2024 but are not continuing in the same qualification in 2025.

Learner eligibility for 2024

If you studied or trained in 2024 and met the eligibility criteria for Fees Free in 2024, you have 12 calendar months from the start date of your first course or programme to submit your statutory declaration to receive Fees Free for your 2024 study and any continuation of the programme in 2025.

If you do not declare your eligibility for your 2024 study and training within this time, Fees Free will not cover your study or training.

¹ <https://www.feesfree.govt.nz/faqs/fees-free-criteria-prior-years/what-were-eligibility-criteria-2024/>

2025 onwards

From 2025 fees free covers the **final year of study** or From 2025, Fees Free covers the final year of study or training for the first provider-based qualification or work-based programme an eligible learner completes.

The policy aims to motivate and reward learners for completing their qualification or programme and reduce the overall cost of their study and training. We regularly update this page as policy details are confirmed.

Fees Free for your final year applies from 2025

- complete a qualification or a programme that's eligible for Fees Free, and
- meet the residency criteria at the time you complete, and
- meet the prior study and training criteria, and
- not have already used Fees Free.

When you have completed your first eligible provider-based qualification or work-based programme, you can confirm your Fees Free eligibility and claim your entitlement. You'll be able to do this through myIR from early 2026.²

What does Fees Free cover?

If you're eligible, Fees Free covers the fees for the final year of tertiary study or training in the first provider-based qualification or work-based programme you complete after 1 January 2025, up to \$12,000 including GST.

For Work-based learners (apprentices) Fees Free will only cover the final year of one qualification or programme. If you didn't use the \$12,000 entitlement for the final year of your first qualification or programme, you won't be able to access Fees Free again for a second qualification or programme.

For work-based learning, the final year is the final 24 calendar months of training. We only count months that you are actively training, so if you put your training on hold for any reason, those months will not be counted. There will be three types of results

For provider-based study, (campus based) the final year is the final 1 EFTS of study (usually equivalent to the final 120 credits/points). Short courses or micro credentials may not be eligible. The final year may be undertaken over multiple calendar years, so learners studying part time may still receive entitlement for a full year's worth of study. However, Fees Free entitlement will only be covered for up to a maximum of 5 calendar years before the completion of the qualification.

You'll have 12 months to claim your entitlement once you complete your qualification or programme. If you complete your first qualification or programme in 2025 before the claim process is available, you'll have until the end of 2026.

TEC contact details are: Freephone 0800 601 301 Email feesfreecheck@tec.govt.nz

² <https://www.feesfree.govt.nz/final-year/>

MAST staff/training advisor/tutor cannot:

- Generate or fill out the statutory declaration on your behalf
- Try to determine whether a learner is eligible or not (in the case of a maybe result)
- Advise the learner to do the statutory declaration

If you as a learner have an English language literacy issue MAST Academy staff may be able to provide the learner with English language support.

How much are our fees?

Please see Table of Programme Fees at the back of the enrolment form for complete details. These fees are made up of an annual administration fee, off job training costs, and your training material and assessments. Block courses are indicated in a separate column.

Workbased learners:

What do the fees cover?

- Your MAST Academy Training Advisor/Assessor time, which includes mentoring, assessing, meeting with you at least 5 times per year, and reporting your progress.
- Your training material and assessments.
- Any required block course/off-job training that may be required.

Who pays what?

It is important to discuss payment of these fees with your employer at the time of signing your training agreement. Employers are generally responsible for the payment of fees to MAST Academy. Some employers expect the apprentice to pay these back. Others do not. This is entirely up to your company. If you are expected to pay directly, please contact your training advisor for further information on this process.

Conditions of Payment

- The Learner agrees to the settlement of all training costs/fees (which may vary from year to year) in the event of withdrawal from programme enrolment. If the Employer is contributing to your training costs, there should be a signed agreement that included a clause about outstanding fees and withdrawal conditions.
- Learner is enrolled in when all parts of the enrolment forms are complete, and identification is verified. The enrolment includes agreement signed with the employer as this is a three way partnership for the training.
- The programme fee will be invoiced on acceptance into the nominated programme/apprenticeship. Generally, this is paid by the employer and fees may vary from year to year. If the employer is not paying, please contact your training adviser on how to pay as the learner.
- The enrolment fee includes the completion fees but does not include any block course fees where these are applicable.
- Payment of the Fees will be deposited to the MAST Academy bank account stated in the invoice, when paid by the employer. If the learner pays the fee will be paid directly into MAST Academy Public Trust Student fee protection scheme..
- MAST Academy of New Zealand agrees to refund your payment (less a 20% administration fee) if the training is discontinued, and the learner is withdrawn within

the first 30 days of signing the Enrolment Agreement. Please refer to Learner Policies and Procedures on our website for the full refund policy or talk to your training adviser. This is also on the enrolment form.

- If MAST voluntarily closes, or the programme ceases to be offered in which students/learners are enrolled, MAST will refund part of their training fee in a pro-rata amount within five (5) working days from the date of the closure or cessation.

Campus Based Learners

What do the fees cover?

- Your MAST Academy tutor and the pastoral care and wellbeing support
- Your training material and assessments.
- All equipment for the practical components of the programme.

Who pays what?

It is important to discuss payment of these fees with the transition advisor/Lead Pathways Coordinator at the time of your letter of offer. You are expected to pay directly, please read your letter of offer for further information on this process. The fees paid will be paid into a Trust account as part of our student fee protection scheme.

Conditions of Payment

- The Learner agrees to the settlement of all training costs/fees (which may vary from year to year) in the event of withdrawal from programme enrolment.
- Learner is enrolled in when all parts of the enrolment forms are complete, and identification is verified. The enrolment includes agreement signed for fee payment and letter of offer.
- The programme fee will be invoiced on acceptance into the nominated programme/apprenticeship. Generally, this is part of the letter of offer requirements. Learners are not considered enrolled until the fee has been paid and cleared.
- The enrolment fee includes the completion fees.
- Payment of the Fees will be deposited to the MAST Academy Public Trust student fee protection scheme.
- MAST Academy of New Zealand agrees to refund your payment (less a 20% administration fee) if the course is discontinued, and the learner is withdrawn within the first 30 days of signing the Enrolment Agreement. Please refer to Learner Policies and Procedures on our website for the full refund policy or talk to your tutor. This is also on the enrolment form.
- If MAST voluntarily closes, or the programme ceases to be offered in which students/learners are enrolled, MAST will refund part of their training fee in a pro-rata amount within five (5) working days from the date of the closure or cessation.

Complaints

Your first place to contact if you have a complaint is your Training Advisor or tutor (Campus Based).

The Policies and Procedures for Learner Complaints, Discipline and Appeals is designed to provide the MAST Academy with a means of dealing with all complaints and misconduct in a professional, fair, thorough, transparent, prompt and understanding manner. This policy includes issues of harassment, bullying, online harassment or bullying, culturally inappropriate contexts, sexual harassment, unfair assessment, or issues of plagiarism and cheating and any other issue that may arise.

These policies and procedures are also intended to assist the MAST Academy identify the best ways to modify policies and procedures in order to prevent further complaints and to enhance the quality-of-service delivery to the learners.

MAST complaints policy:

- a. Any learner that considers there is grounds for a grievance may lodge a complaint with the MAST Academy regarding any matters over which MAST Academy has control.
- b. All complaints are to be treated in the strictest confidence.
- c. A complainant is welcome to bring a support person with them at any stage to discuss the matter.
- d. MAST Academy wishes to resolve all complaints to the satisfaction of all parties concerned and to prevent the likelihood of similar complaints arising in the future.
- e. All investigations into complaints received will consider the rights of the complainant and any individual about whom the complaint involves.
- f. Complaints are also an important component of customer feedback. MAST Academy will ensure that all feedback is communicated to all relevant staff.
- g. MAST Academy will work with learners to effectively respond to and process any complaints including over safety and wellbeing
- h. MAST Academy will keep learner complainants informed of the process and of progress of the complaint.
- i. MAST Academy will consider the issues raised from a cultural perspective and where appropriate include provision of culturally responsive approaches to resolution as well as natural justice.

Formal Process for complaints:

- i. Acknowledge receipt of the complaint to the learner within 1 working day, provide holding communication and explain in line with the MAST complaints process, the complaint will be reviewed by our Chief Executive and further communication will be provided within 14 working days.
- ii. Review the complaint and provide to the Chief Executive *immediately* upon receipt, with your feedback and supporting evidence if any.
- iii. Once the Chief Executive has reviewed and undertaken necessary investigation, the complaint and suggested a route of resolution will be communicated to the

learner and any staff members involved via written correspondence, within 14 working days, and appropriate actions then taken – i.e.: formal or informal resolution detailed below. Should investigation/resolution take longer than the 14 working days, the Chief Executive will provide their reasoning and update in writing to the complainant and seek to resolve within a further 14 working day period or the most reasonable and achievable timeframe, whichever is soonest.

Informal Complaint Resolution

1. Where possible, the complainant should endeavour to raise and resolve the complaint as close as possible to the point of origin (the source of the alleged grievance) as soon as possible after the event. Formal complaint procedures should generally only be utilised where attempts at informal resolution have been unsuccessful or where an informal approach would not be in the best interests of the complainant.
2. Informal complaints will not be reported under the Code of Practice requirements for providers to publish a summary of complaints at least annually.

Formal Written Complaints

1. Where an informal approach is not in the best interests of the complainant, or where the complainant does not feel that informal resolution has produced a satisfactory outcome, a written complaint should be lodged with the Chief Executive Officer from MAST Academy of New Zealand. Where the complaint relates to the Chief Executive Officer, the complaint should be lodged directly with MAST Academy Board Chairperson.
2. A written complaint must contain a clear statement of the grounds for the complaint and provide supporting documentation where appropriate.
3. The Chief Executive Officer, MAST Academy of New Zealand, will send written acknowledgment of the complaint to the complainant within 3 working days of receiving the complaint and an investigation will begin within five (5) working days of receiving the complaint.
4. The investigation of the complaint may include, where appropriate, interviewing the individual concerned and obtaining statements from any individuals who may be involved in the matter.
5. Where individual staff members are under investigation, they should be encouraged by the Chief Executive Officer to seek advice and support.
6. The complainant will be offered the opportunity of further information/clarification following the investigation. A letter addressing all elements of the complaint will be sent to the complainant at the conclusion of the investigation. Such a letter may also outline changes in practice the MAST Academy is instigating to correct and/or improve issues raised.
7. Where further investigation is required, the Chief Executive Officer will keep the complainant fully informed of progress in writing and negotiate a revised timeframe if necessary.

8. If at any stage it appears likely that legal action may arise, the Chief Executive Officer will advise MAST Academy Board and will seek legal advice from the solicitor.
9. Possible responses to the complaint resolution will include either acceptance on the agreed outcome or should the learner wish to appeal the complaint decision, they may write a letter of appeal to MAST Academy board within 14 working days, which will then be reviewed, along with the obtained investigation findings and any other supplementary evidence the learner may wish to provide.
10. A specific application form has been devised to capture the information required where a learner wishes to appeal the outcome of a unit standard assessment decision. This form "Application for Appeal of Assessment Decision" is included in the Learner Logbook.
11. Written complaints will be included in an at least annual summary of complaints, under the code of practice for pastoral care (see g. below).

Misconduct

Relating to Learner as per information made available to them at enrolment.

1. Did not execute a reasonable request or expectation as agreed with the tutor (campus based), employer, or assessor or training advisor in relation to the training programme of MAST Academy.
2. Did not participate in assessment or campus based courses required under the training/programme plan.
3. Did not keep training/study records, as required.
4. Did not produce the training/study record for inspection when requested by the tutor, employer, or assessor or training advisor as per the training agreement or enrolment form and letter of offer for campus based learners.
5. Disrespecting the training advisor or assessor or tutor.
6. Plagiarism – presenting the work of others as their own work without proper acknowledgement or referencing. This applies to textual work, power point presentations, video presentations, photographs, and AI produced work or any other evidence.
 - a. Where this is suspected, steps will be taken to investigate the authenticity of a learner's work, such as comparison to the plagiarised copy, liaison with the employer and/or tutor and discussions with learners involved.
7. Any other form of cheating or attempting to achieve recognition of credits with false information or behaviour.
8. Providing false information on application for registration for training/study with MAST Academy of New Zealand.
9. Offering bribes to the training advisor, tutor or assessor.
10. Jeopardising the learning of others in group learning situation such as in the workplace, study groups, classrooms (campus based courses), off-job training courses.

Discipline in work-based learning

Workplace-based learner discipline will be referred back to Employer.

Appeals Process

1. Where the complainant is dissatisfied with the outcome of an investigation into a complaint or discipline, they may appeal in the first instance to MAST Academy board via a written statement of appeal. The statement must contain a clear outline of the grounds of the appeal and appropriate supporting documentation.
2. They must provide their written statement of appeal to MAST Academy Board within 14 working days of the complaint response being received.
3. MAST Academy Board will review the appeal and provide the complainant with their decision in writing.
4. If the complainant remains dissatisfied with the outcome following the review by MAST Academy Board, they may then seek to lodge a formal complaint with Tertiary Education Dispute Resolution. Please visit their website <https://www.studycomplaints.org.nz/> or more details.
5. [NZQA](#) can investigate certain types of complaints- quality of education provided to learner/apprentice/student, overall management, pastoral care of learners.
6. [The Tertiary Education Commission](#) can investigate – TEO performance and compliance with funding conditions.

Reporting/Monitoring of Complaints

1. The Chief Executive Officer, MAST Academy of New Zealand, will ensure that all customer feedback and compliments are regularly audited.
2. All formal complaints and compliments will be recorded using the available Complaint Form
3. All outcomes of complaints will be recorded and held for 12 months.
4. Complaints will be analysed to see how MAST can continuously improve, and a summary published on our website as required under the Code 13.f

Accessibility of Complaints Policy

1. Information regarding the existence of the Policies and Procedures for Learner Complaints, Discipline, and Appeal will be included in all Learner Handbooks and all employers and organisations that have a relationship with the MAST Academy will be informed.

However, if your complaint cannot be resolved NZQA have a process to escalate complaints if MAST is not following the Code or if there is a financial or contractual dispute. To find out more about this [click this link](#) to find out more.

Credit Recognition and Transfer (CRT), and Recognition of Prior Learning (RPL)

Learners have the right to apply for credit recognition (RCC), either in the form of Credit Recognition and Transfer, (CRT) or Recognition of Prior Learning (RPL). This can be applied for through the Training Advisor and reviewed and approved by Training Manager and the Quality Assurance and Programme Lead. There may be a fee attached to this process. The learner is expected to supply the relevant record of learning or transcript. This process includes a mapping of the current qualification/papers held by the learner with the Graduate Profile Outcomes or learning outcomes of the applied for papers/units/qualification.

Any learner transferring to another MAST Academy programme will automatically have relevant credits allocated to the new programme.

Good luck and we hope you are excited to begin your learning journey!

