Self Review Report – Learner Safety & Wellbeing

Industry Connection for Excellence

October 2022

TEO information

TEO Name	Industry Connection for Excellence			MoE number	6661	
Code contact	**Name**	Maheeja Fernando		**Job title**	Quality Assurance Advisor	
	Email	Maheeja.fernando@scgnz.org		**Phone number**		
Current enrolments	**Domestic learners**	**Total #**	1468	**18 y/o or older**	1425	
				Under 18 y/o	43	
	International learners	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
Current residents	**Domestic learners**	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
	International learners	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
Report author(s)	Maheeja Fernando					

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / (Early stages)
Outcome 2: Learner voice	Well implemented / Implemented / Developing / (Early stages)

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / (Early stages)
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / (Early stages)

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Learner wellbeing and safety is core to ICE's strategic planning. ICE is committed to setting policies and processes to address the gaps identified from this review. However, due to gaps identified from this review, we have categorised ourselves as in the early implementation stage. We have documented the changes underway and the plans for further improvement for outcomes 1-4 in the next section. Overall, we've identified a significant number of gaps in all four processes listed under outcome1. Currently, ICE is in the process of reviewing and reconfiguring existing processes resulted from transitioning learners from an industry training organisation to a registered PTE and implementing new processes to ensure that they meet the COP requirements. ICE is also reconfiguring internal process to accommodate the changes resulted from additional changes such as delivering new programs and program delivery changes (e.g, delivering online qualifications). We've identified that some existing practices that ICE continues to ensure that a responsive wellbeing and safety system is maintained, do not gather evidence resulting lack of evidence to support these claims.	**Recognising Treaty of Waitangi** QMS-2021 revised copy and is also currently under review **Health and safety** Safety and emergency information delivered to the students. • During induction (health and safety induction presentation) • Placed on noticeboards (emergency plans) Safety and emergency information delivered to the staff. 1. Health and safety emergency response plan 2. Health and safety manual 3. H and S meeting minutes 4. First Aid certificates 5. Incident register and minor cuts and burns record 6. Offsite safety forms 7. Regulations, COP and information 8. Safe 365 staff reports 9. H & S Gas documents: AU gas guard handbook and standard startup and shutdown procedure documentation

On a positive note, Treaty of Waitaingi significance's is referenced in our Quality assurance framework in recognition of upholding and respecting pre-existing rights and responsibilities over Mātauranga Māori (QMS: 5.1 Treaty of Waitangi). This indicates ICE's commitment to creating an education system that honours Te Tiriti o Waitangi. Additionally, Health and safety planning and training, making information accessible to learners and promoting awareness is a standard and high priority operation task for ICE considering its importance in trades. ICE is using the information gathered from continuous monitoring of the services, premises and situations to review and make amends to the learner wellbeing and safety strategic goals and strategic plans, but the evidence is inconsistent. e.g., Health and safety meetings and Health and safety concerns reported to the board meeting ICE is actively updating and promoting awareness about health and safety information regularly to ensure both staff and learners receive current information including industry related information/ requirements. The staff of ICE are required to do safe365 training at the beginning of their tenure. We also equip our staff with readily accessible information for handling industry requirements. For example; For gas container, ICE has prepared a range of documents including handbooks, procedures to ensure the staff is well trained and have access to the resources in an emergency.	10. Hazardous substances registry and other related documentation

| Outcome 2:
Learner voice | Due to significant work required in reconfiguration of the existing practices, we've categorised ourselves as in the early stage of implementation for outcome 2.

We have identified gaps in established practices for actively building and empowering learner voices and relationships with a diversity focus and have reviewed our complaint process to reflect the requirements for the COP.

However, we believe that we have partial and inconsistent evidence to support some of the requirements for this outcome.

ICE provides pastoral care to learners through the Account Management team who visit the learner and their employer. There are also some informal practices in place to inform the learners when making changes to existing processes and to capture the informal feedback from its stakeholders including information about transition and changes to course delivery (V3 of the PGD apprenticeship). But this feedback is not logged or captured to be presented as evidence. In terms of formal feedback, ICE has previously conducted a short formal end of block course feedback form and actioned the findings based on the end of course analysis. While this feedback was gathered consistently for the last couple of years (2019-2022), it solely focuses on course delivery and has been discontinued with the Version 3 (online delivery commenced in Jan 2022).

The tri-party agreement between the learner, employer and ICE ensures that the learners' health and safety is and working (job placement) conditions are well-looked after by the employer while they are with the employer. It also | **Complaint process review**
Version 1-Complaint process document

Training agreement

ROVE Transition information on website
https://icexl.co.nz/rove/

Block course evaluations

Pastoral care feedback received from Apprenticeship managers |

	ensures that the learner is provided an opportunity to indicate his or her learning needs at the time of enrolment. We have a continuous support and monitoring framework built by our specialist trades apprenticeship managers who are very active in engaging with our learners regularly. The apprenticeship managers visit and engage with the learners onsite to ensure that the learner needs, and concerns are heard and addressed. They also ensure that learner progress is monitored and directed to support services or relevant issues are addressed in agreement with the learner and the employer when applicable.	

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	We are in the early stages of creating new processes and reviewing existing processes to capture the requirements of this outcome. In terms of creating a safe and inclusive communities, ICE has established some practices that may or may not capture evidence to support some of the requirements. At the beginning of a module, ICE conducts an online induction via google classroom with its students to introduce them to the online tools they will be using and to inform them of other practices. During this induction, learners are introduced to safe use of online sources and online bullying. We have also identified the significance of using Te reo Maori for our Maori learners and in recognition of the Treaty of Waitangi. While we provide provisions in assessment and Moderation policy under 14.2 Assessment, the existing process is being reviewed for improvements. ICE has some established practices that enable and support learners through their studies. At the beginning of an enrolment, apprenticeship mangers ensure the learners understand the course requirements pre-course and throughout the course. This information	**Assessment and Moderation policy 14.2** **Literacy and numeracy support** • Literacy and numeracy team on call for assistance • Numeracy tool kit sent at the beginning • Literacy and Numeracy assessment sent • L and N support request notes in student management system (SIMS) and progress reports from Literacy Aotearoa • Dyslexia reader writer support arrangement requests (emails) **Induction** The existing induction presentation provides learners the information about. • Emergency plans • Health information Pre-assessment information/ Assessment declaration form during induction Wellness declaration form Numeracy pack **Health and safety induction at the start of block courses**

	about the course, entry requirements, learning structure, learning pathways and costs involved are also available on the ICE website. They also ensure that learners have access to devices and other facilities to learn or arrange them in discussion with other internal teams or the employer (e.g., Devices, internet).
	
	Apprentice journey maps are provided to students with their welcome pack and are available online on the ICE website to ensure that learners understand their program structure and outcomes at each level. This information is also discussed with the learners by the apprenticeship mangers and tutor during their induction and enrolment.
	
	Before they start their course, learners receive a welcome letter, the student handbook and pre reading materials/welcome pack collateral with program information to ensure that the learners have the necessary information available to start their learning journeys.
	
	The learners are welcomed on their first day on each block course and the induction is conducted as the very beginning of the session. During induction, the learners are introduced to the program content/ curriculum for the week, structure, attendance hours, learning guides, learning tools such as Skills bank (LMS) and assessment information. The wellness declaration form provides an opportunity for learners to discuss their wellness concerns with the tutors at the beginning of the studies.
	
	If the course includes online lessons, a short google classroom induction is conducted pre-course. During this the
		This has the information on Evacuating the building guideline with evacuation routed maps, site wardens, safety equipment locations, first aiders, Reporting Accidents and Incidents and accident registering process (introduction to accident register)
		
		Student progress monitoring master file
		Educators contribute to a student master file that collates comments and notes on learner:
		o Concerns and behaviours
		o The good outcomes
		
		Apprentice journey maps
		
		Health and safety
		    • Industry compliance
		    • Building WOF
		    • Manuals and emergency procedures
		    • Health and safety meeting minutes
		    • Incident registers
		    • Safety 365 registration/training completion
		    • Information sent on Covid 19 related updates

learners will be introduced to the online content and learning tools such as skills bank and other digital tools work such as quizzes, ICE website and Gmail. It will help learners to learn to navigate the learning management system and practice the tools that they will be using for learning. This also involves a discussion around cyber security, copyrights issues, online bullying, and other information. Our LMS, previously Skills bank also have introductory videos that provide information to learners on navigate the website.

At the induction, they are also provided with a numeracy exercise pack to help with the numeracy demands of the course. The learners struggling with these exercises and in block course noted by the tutor observations or self-reporting will be directed to Vocational literacy team for assessment and arranging additional support. The learners are also invited at the beginning of their studies, and each year passing if they are below the required threshold level to participate in an online reading and numeracy assessment from Literacy and Numeracy adult assessment Tool. The learners with lower than threshold results will be also contacted and will be directed to Vocational literacy team for assessment and arranging additional support.

During their course, both Wi-Fi and devices are available for learners to use on campus. If the learners notified and request a device from ICE, they may be able to secure a loaned device which is funded from the now ceased Tec fund for TEC.

ICE actively monitors learner achievement and engagement. The student master file tracks learner progress throughout the course. The administration team and the educators track

the learners with low progression and help initiate the processes for additional support. If any learner falls behind or has incomplete modules, they will be contacted, provided support, or arranged appropriate support to complete their learning. For each block course, the tutors are also adding individual comments about learner participation and engagement for future references.

All staff at ICE including apprenticeship managers help arrange learning assistance for diverse learning needs via the literacy team (e.g., literacy and numeracy needs). This may include additional arrangements with other external organisations such as Literacy Aotearoa and providing reader/writer support at no cost to the learner.

Reader/writer pens may involve costs if the limits exceed the amount vocational literacy team may have on loan which will be notified to both learners and their employers in advance (learners maybe directed to additional funding sources).

In addition to the apprenticeship managers providing support, ICE also has an open-door policy and uses course end feedback forms to create opportunities to help learners voice any issues that are affecting their ability to study. The issues are brought forward via informal discussions and feedback are actioned immediately given that they are actionable and comply with ICE'S policies and processes. They can be; discussions relating to continuation of studies, change of employers due to study related matters, requests to change courses due to physical and mental wellbeing

	related reasons and requesting additional learning support. However, it could be difficult to locate the chain evidence of these requests and actioning of the feedback. In terms of creating safe learning environment, ICE ensures that it meets the industry standards and requirements in health and safety areas. It uses the following to ensure both staff and learners are informed and prepared for emergency situations. - Industry compliance and manuals- ensures that the facilities are equipment are maintained to meet the industry requirements and compliance. Manuals and emergency procedures are readily accessible to staff. - H&S Induction Form- signed at the induction which acknowledges that learners will comply with the relevant policies and procedures. - Toolbox meeting- are taken place each morning before classes starts or before the learners proceed to Workshop - Inductions at the workshops - At the beginning of workshop sessions - Safety manuals (eg., hazard substances manual) and minor cuts and burns incident reports are maintained/updated - Incident register and minor cuts and burns- actively track the incidents and regularly updated, reviewed and corrective action are taken - Incident register updated presented to the board meetings monthly	

	- Health and safety program 365 A Platform to train ICE staff - The processes for fire, earthquake, wardens, evacuation plan, WOF for the building, staff first aiders and health and safety policy established and periodically reviewed/updated - WOF of the building and workshop safety - Learners are updated regularly about processes relating to Covid 19 related information	
Outcome 4: Learners are safe and well	Establishing responsive wellbeing and safety practices is a priority for ICE. Both ICE tutors and the learners are introduced to safety practices throughout their learning journey. While some evidence can be collected in terms of practices or information delivered, we need to ensure that evidence is collected for all the safety practices that learners are introduced to. We are reviewing and creating new processes and practices to achieve this goal and therefore, categorising ourselves as in the "early stages of implementation" for outcome 4. ICE actively manages a database of contact details of a nominated person. This is done via document collected at the beginning of each block course where learners provide updated contact details for themselves and an emergency contact. ICE induction covers/ provides information on some of the key points indicated here in relation to the health and safety practices. They are:	**Contact details update form** **Wellness declaration form** **Induction presentation** **Noticeboard and common area images**

	i. Medical
	    Access to medical care near the campus in an emergency
	iv. respond to an emergency and engage with relevant government agencies
	    Evacuation information (evacuation routed maps), site wardens, safety equipment locations, first aiders, Reporting Accidents and Incidents and accident registering process (introduction to accident register), how to contact government agencies.
	
	During the induction the learners are also introduced to the wellness declaration. This is a document that learners sign at the beginning of each block course
	
	• Health and safety checklist- this is a document to confirm that they understand the health and safety content discussed.
	
	The ICE premises also hold evacuation plans in the classrooms, noticeboard and in the workshops with an evacuation tool kit and a first aid box.
	
	The attendance register is actively monitored by ICE, specifically at the beginning of the block courses. If a learner doesn't attend the courses and doesn't notify the apprentice manager, ICE or their employer about possible reasons for absence/reschedule, ICE will contact the learner within the first two hours of scheduled class start time as a wellness check This may extend to contacting other relevant parties such as the nominated support person.	

	We are currently reviewing the resources available to students on campus. Currently, the students have access to a large shared common room with two free coffee dispensing machines. The coffee machines have an additional cup a soup options. ICE doesn't provide cooking facilities for students for health and safety reasons. We also have a shared noticeboard where we information such as emergency plans, procedures, Code of practice poster and Wellness Counselling information are available for students.	

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	For the identified gaps in our practices, the following actions are recommended to meet the requirements of the outcome 1. **Strategic goals and strategic plans** The following will be implemented to address the gaps identified by this review. 1. Review the strategic plan and goals to reflect learner wellbeing and safety needs of learners 2. QMS to embed the additional requirements and process into the policies. - under review by Norma Woodhead AQC ICE QMS was last reviewed in 2021 and sets clear guidelines on creating a safe and healthy learning environment that meets the learner needs. The processes however lack the detailed information on how to ensure learner needs are captured from diverse groups and training and upskilling staff to identify, respond and assist with diverse learner needs including physical and mental wellbeing needs. For this reason we have commenced a review of the QMS which is in progress now. We have created an action plan to identify the actions to bridge the gaps and assign the tasks to relevant teams or individuals to address the operational needs of the COP requirements. ICE is committed to setting monitoring objectives throughout the year as a recurring practice to ensure that the actions recommended in our action plan are implemented. We will record the improvements made to the existing practices in a master file and in this document as applicable. We are embedding learner and other stakeholder feedback or consultations practices into our standard processes to navigate the direction of our strategic goal and strategic plan development. We are planning to update the learners with the changes discussed above including the publication of the annual reports in different channels as we progress with our action plan where applicable. These include.

- Student handbook
- ICE website
- Student noticeboards
- Social media accounts
- Emails

We also believe that the annual self-review will act as a prompt for annual reviews of our documentation and processes. The annual reports will be published on our website and will be reported to NZQA and any ither relevant organisation as required by the COP.

Responsive wellbeing and safety systems
1. **Learner component**

As learners sit at the centre of our learning ecosystem, their safety and wellbeing is very important to us. All learners have access to Text Pulse, a mobile phone-based wellness service that learners can use to reach out to talk to someone.

Our action plan for outcome 1 focuses on updating our policies and processes to better reflect diverse student needs including creating multiple channels for collecting the learner voice. We are focused\ on creating processes that update the information delivered to the students with the safety and wellbeing focus and annual review plans as a recurring practice.

The operational tasks identified to capture their needs, representation and input will be detailed in outcome 2.

2. **Staff component**

Our action plan for our staff is focused on equipping them with the necessary skills and information to provide effective and responsive pastoral care to our learners and arranging additional support to be responsive to diverse learner needs. We are focused on our staff's safety and wellbeing by creating a self-sustaining support network.

The following actions will be implemented and monitored to ensure that the staff is well-equipped to meet the requirements of this COP.
1. Staff inductions
   We are implementing staff inductions that will ensure a thorough onboarding process to capture the COP requirements.
2. Staff workshops and Professional Development
   These will help in upskilling or training staff with the necessary skills and additional information that will help them to respond effectively to learner needs and maintain a healthy learning environment.

	3. Staff surveys and staff feedback We are implementing a process to capture the staff feedback in both formal and informal processes to ensure that their needs, thoughts and values are encouraged and supported to create a sustainable learning system. 4. Staff support All staff have access to EAP support at anytime.
Outcome 2: Learner voice	**Learner voice** We are improving our recurring practices for collecting learner feedback and input. • We are implementing additional surveys with key focus areas capturing COP outcomes to capture learner thought and opinions • We are working on reviewing our QMS to embed learner representation in different processes including decision making processes • We are planning to arrange recurring student group meetings for different levels of the program • We are taking a proactive approach to promote awareness among different student groups with a focus on inclusivity and cultural awareness • We are implementing a student hub to provide a space for our learners to connect, network and accept. **Student support** We are reviewing our current processes and practices to ensure that we meet all the requirements of the COP. The action plan for student support focuses on; • Organising student workshops and event or drop-in sessions to promote awareness of racism, bullying, harassment and abuse • Implementing our Nesian Waka wellness programme: "To **inspire** Maori and Pacific people to **illuminate** and **ignite** their pathway to success, through education, training and employment". Nesian Waka is a programme dedicated to supporting Māori and Pacific people at different destinations, navigate through their journey to a successful future. The four destinations of our Nesian Waka journey: We will **inspire** through: - Nesian Waka in Kura (school): delivering employability/tikanga workshops in school

*We will **illuminate** through:*

- *Nesian Waka Kaitiaki (Pastoral care): delivering mihi whakatau as apart of onboarding our learners into the Skills whanau*
- *Nesian Waka Tauturu (scholarship/assistance): This is pastoral care Te Ao Maori (the Maori way) and Le Ala o Pasifika (the Pacific Way)*

*We will **ignite** through:*

- *Nesian Waka Le Lumana'i (future): a celebration of our learners journey (graduation) that will also include opportunities to network and connect with Industry partners and employers. Igniting future opportunities for our leaders of tomorrow - "Nga Rangatira mo apopo".*

Staff support

By planning to organise workshops or professional development sessions for our staff, we are working with our staff

- To ensure that they can identify and respond effectively to bullying, harassment and abuse
- To create a culturally sensitive learning environment for our diverse learner groups where additional support groups can be connected
- To identify the diverse learning needs and arranging learning support
- To create an accessible learner environment to connect with their colleagues, peers, families and communities

Cultural support

We are in the process of establishing processes for arranging cultural support and creating culturally relevant and safe and inclusive learning environment. In this we work together with our Māori and Pacifica advisors to;

- Implement a process to identify cultural needs of learners during their stay at ICE as a periodic cultural survey
- Engaging with Māori learners via cultural surveys and embedding their values and practices (tikanga) by promoting awareness
- Introduce the cultural advisors at the beginning of their studies and to ensure that they are available for learner support
- Embedding cultural support into our standard processes of identifying and responding to learner concerns and reporting processes

Publications

	We are in the process of reviewing and updating our publications to provide additional information from the updated policies and processes, so the information that are provided to our learners are readily accessible and stay current.
	The following actions are currently being implemented.
	• QMS- under review to align policies and processes with the COP requirements
	• Student handbook- under review with updated processes and information to the students
	• Website- in the process of updating with the required information
	• Noticeboard- in the process of updating with the new and updated information available.
	• Social media- Actions are aligned against different COP requirements.
	Complaint process (including Dispute resolution process)
	We have reviewed our existing complaint process and updated it to reflect the requirements of this COP. The compliant process is expected to be finalised as our QMS is updated. The following actions are identified to address the gaps and implement a process flow to embed it effectively into our learning environment.
	• Update the policy- update complaint process flow including internal and external processes (eg., Dispute resolution scheme, NZQA, TEC, Human rights commission, Worksafe New Zealand)
	• Inform learners and increase accessibility- information to be published in the student handbook, website and noticeboard to increase accessibility. The students will be introduced to the process during induction and can access the information via proposed student/cultural hubs.
	• Website integrated feedback/complaint form- to be created as an alternative method.
	• Informing and training staff- staff will be introduced to this process during induction. PD days will be organised to endure that staff is aware of the process and is equipped to handle the sensitivity and confidentiality.
	• Recording, reporting and publishing- Ensuring the process of annual reporting and publishing annually on ICE website and noticeboard is captured.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3:	Safe and Inclusive communities

Safe, inclusive, supportive, and accessible physical and digital learning environments	• During induction we plan to educate our learners about discrimination, racism (including systemic racism), bullying, harassment, and abuse and introduce them to our support services. • In addition to induction, we plan to ensure this information about the support services is available at our student hub and publish it in the student handbook and noticeboards. • We are implementing several feedback channels to capture learner needs and identify the gaps in our practices • We are planning to organise events, workshops, or drop-in sessions for learners to educate and promote awareness on different areas of inclusivity • We are implementing student hubs and a social media account (online) to ensure that our learners have opportunities to connect with each other and build a supporting network **Supporting learner participation and engagement** • We are creating opportunities to embed Te reo and promote tikanga Maori in our learning system in consultation with our Maori advisors and learners. • We are in the process of improving our existing practices to ensure that the learners are well-adjusted and well-informed about their chosen pathway and have access to necessary resources (e.g., devices, digital skills, literacy support) to successfully continue their studies • We are planning to educate learners about the ways that they can discuss the issues that affect their studies, the process they need to follow and the support available. We are also planning to implement a practice to proactively monitor and assist our learners when these issues are informed or identified. **Safe Physical and digital spaces and facilities** We are ensuring that we maintain a safe environment by; • improving our existing practices to ensure the we maintain a healthy and safe environment for our learners and staff • Creating multiple channels to identify barriers and collect feedback from our learners • Embedding a Māori cultural element in our feedback surveys to capture Māori learner's needs and feedback **Staff empowerment** We are educating and training staff to help build a culturally responsive system and equip them with the skills to be responsive to learners expressing concerns or are experiencing discrimination racism (including systemic racism), bullying, harassment and abuse with the guidance from our cultural advisors and wellbeing team.

Outcome 4:	

Learners are safe and well	We are in the process of implementing and reconfiguring our existing support teams to meet the requirements of this COP.
	• We are implementing processes and practices with the support of our cultural advisors and wellness team to ensure the learners are introduced to the team and have access to the internal teams.
	• We are planning to make support services information available to students via student handbook, notice board and during induction to ensure the learners have access to the most current information.
	
	We are planning to create opportunities and promote practices that improve physical and mental health, wellbeing and safety and the connection to the identity our learners by;
	• Organising sessions to promote awareness on different topics such as mental wellbeing, antibullying, cultural awareness including the topics listed below
	   1. Tenancy rights and healthy homes information
	   2. Healthy lifestyle and food choices
	   3. Financial information (eg., Student allowances including hardship funds information)
	   4. Employee rights and employment rights
	   5. Safe driving information
	   6. Men's health and women's health
	   7. Drugs, alcoholism, smoking and addiction info
	   8. Suicide and mental health support services
	   9. Emergency services
	• Creating a cultural/ student hub and digital networks to connect and build support networks, distribute information about support services and create feedback opportunities
	• Promoting awareness of the ways that they can seek help or report concerns about themselves or others during induction and workshops
	• Embedding wellness and cultural identify focused questions into our student surveys to identify learner needs
	
	We are creating a responsive learning system by equipping our staff with the information and training to help them to identify, approach and respond to learner needs and concerns and organise culturally appropriate support services by conducting PD sessions and workshops.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	**Strategic Plans** Include reference to Code of Practice and the following goals in the strategic Plan. 1. Learner Wellbeing and safety 2. Treaty of Waitangi	Director PTE training and GM Quality and Programme Development	30/09/2023	Strategic planning meetings	Developed Implemented and presented to staff
	QMS- Under review 1.Review and create new policies (Update wellbeing policy and Te tiriti o Waitangi Policy) 2. Implement the processes 3. Evaluated processes	GM Quality and Programme Development	30/06/2023	Plan and schedule monitoring and progress updates	QMS finalised Policies implemented Process flows developed and available to all staff
	Annual reviews Implement an annual review plan to review; 1. QMS- policies and processes 2. Strategy and goals including Learner Wellbeing and safety Goals 3. Programs 4. Academic quality- EER feedback, Consistency reviews and moderation 5. Non-academic practices- Feedback and complaints	QA team	31/08/2023	Plan and schedule monitoring and progress updates	Schedule of events developed and implemented

Update and review feedback processes and embed surveys to capture the data to review strategic goals 1. Industry- Stakeholder advisory boards (industry advisory board) and events 2. Learners-Student council meetings or wider survey (consultations) and wellbeing support data 3. Employers- feedback loop (industry needs, graduate performances) 4. Tutors, AMs and staff-feedback info 5. Past graduates-feedback 6. Informal feedback 7. Feedback from support services (e.g., cultural support, student support)	QA team	30/04/2023	Plan and schedule monitoring and progress updates	Suite of evaluations developed and deployed to schedule
Reviewing learner wellbeing and safety practices Implement action plans and monitor progress. 1. Amendments to Strategic Plan based on reviews (Include reference in strategic plan) 2. Create action plans to review policies and processes based on feedback reports or summary reports 3. Create a feedback plan to collect data including a diversity survey- learner voice 4. Review CRS policy and internal complaints policy based on evidence- demographics capture	QA team Maori and Pasifika Liaison team	30/06/2023	Annual plans follow-up meetings Action plan tracker	Evaluation report created and distributed Improvements identified and action plan created.
Publication requirements for strategic goals and strategic plans and their revisions and	QA team	20/01/2023	Follow-up meetings	Completed on time and accessible

				Action plan tracker	

	self-review reports
	
	Review relevant policies to include this in their processes.
	
	Include Provider Intentions and Code Compliance
	  1. Website
	  2. Social Media
	  3. Advertising
	  4. Student handbook
	  5. Emails
	  6. LMS
	  7. Noticeboards
	
	Self-review reports on the following channels where applicable,
	  1. Website
	  2. Social Media
	  3. Emails
	  4. Student handbook- if reviewed annually or periodically				

	Staff training
	The following to be implemented to train the staff on key focus areas of COP and COP requirements where applicable.
	  1. Staff induction
	  2. NZQA workshops-
	  3. Staff PD days and workshops on the topics listed
	  4. Tutor support- Vitae counselling service
		QA team
		Site Manager
			28/02/2023	Annual staff training plan	Plan and schedule monitoring and progress updates recorded

	Assisting learners, and responding effectively to emergency situations in the learning or residential community	QA team Site Manager	30/12/2022	Annual policy review Annual COP review Annual plans for workshops and training	Plan and schedule monitoring and progress updates recorded
	Actions to implement are,				
	1.Annual Policy review (including safety manuals and guides)				
	2.Annual reviews plan to ensure the contact details of emergency contact and services are reviewed annually or as necessary				
	3.Annual review plan to ensure the information delivered to learners are current (e.g., student handbook, the website, material publicised in the noticeboards, induction)				
	4.Annual plan for workshops (for students and the staff), awareness days and events and PD				
	5.Annual review plan for COP self-assessment and other reviews				
	6.Annual reporting plans e.g., of critical incidents and emergencies and analysis by diversity				
Outcome 2: Learner voice	**Student representatives** Organise a structure that is practical and occurs regularly. It needs to align with yearly	QA Team Site Manager	30/09/2023	Annual student meetings plans	Schedule completed and implemented Students notified

	block course schedule to get a representative sample of learners.				
	Formal feedback Review the existing process to cover the course feedback, needs of the community, complaints and learner wellbeing and safety. Ensure the anonymous feedback loop is part of the process flow. Ensure the information is delivered to learners.	QA Team	30/04/2023	Annual review	Actions completed and in place. Evaluate outcomes and identify improvement activities.
	Informal feedback Implement a feedback log (registry) to capture the feedback from learners regarding courses/ programs, their communities and learner wellbeing and safety. Ensure the information is delivered to learners.	GM Quality and Programme Development Campus Manager Maheeja F Adele A Apprenticeship Managers	30/04/2023	Annual review	Actions completed and in place.
	Māori and Pacifica advisory group (cultural support) Include a cultural element in the feedback and consultation process cycles to ensure Māori learners' and other cultural needs are captured, consulted and feedback are gathered.	QA Team	30/04/2023	Annual review	Actions completed and in place.

	Providing timely and accessible resources Implement the following facilities to reduce barriers and increase accessibility. • Access to the following in the student hub. e.g., computers, Wi-Fi, • Access to physical spaces and facilities such as meeting rooms, projectors, printers etc for meetings on campus	Site Manager	30/09/2023	Annual review	Actions completed and in place.
	Creating student forums Implementing online forums to promote connectivity, create a feedback opportunity and as a source of information. This could be Facebook, Instagram, or any other social media.	Site Manager	30/09/2023	Annual review	Plan and schedule monitoring and progress updates recorded
	Cultural days and other events Develop an annual plan for the above to be organised. e.g. language weeks such as Māori week and Pacifica week, Anti bullying day (pink shirt day), Wellbeing Day etc	Site Manager QA Team	30/04/2023	Event Schedule Report post activities	Plan and schedule
	Providing timely and accessible information to learners on the decision-making processes Create information posters that can be used around campus.	QA Team	30/01/2023	Annual review	Developed and distributed

	Complaint process flow-Under Updating the complaint process flow to reflect all the requirements. The following external processes to be referenced in the internal policy and process. (a) Dispute resolution scheme (b) NZQA (c) TEC (d) Human rights commission (e) Worksafe New Zealand	QA Team	30/11/2022	Annual review	Completed and information flows distributed on campus.
	Complaint process and DRS- Updating students • Update the published materials such as noticeboard posters, leaflets, website, student handbook etc. • Provide information to the students about alternative methods (paper and digital), arranging a support person and how to get in contact with Student support services or a cultural liaison to remove barriers of language and lack of internet access, fear of reprisal and desire for anonymity. • Include in the induction process. • Display in the student hubs.	QA Team	30/01/2023	Annual review Evaluate outcomes and identify improvement activities	Completed and information flows distributed on campus.

	Staff training • Include the complaint process and DSR in the staff induction. • PD session to discuss the complaint process and DSR, cultural approaches, providing a support person, maintaining privacy confidentiality, approaching complex issues (e.g., academic, physical, emotional etc) and sensitivity, principles of natural Justice and restorative justice, and alternative methods.	Site manager	30/09/2023	Annual review Annual Plan	Plan and annual schedule completed
	• Introduce and activate complaint resolution tracker. • Monitor timeframes and contact loops.	Quality team	28/02/2023	Annual review	Tracker maintained
	• Publish annual reports on the website and noticeboards.	Marketing Team	30/10/2023	Annual plan	Action completed and information available

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	**Cultural advisors** Ensuring the Cultural Advisor roles are maintained and introduced to the learners.	QA team	30/10/2023	Annual review Evaluate outcomes and identify improvement activities	Action completed and information available.

	Include the references where applicable eg complaint process, student handbook, induction.				
	Informing leaners of the support services available and promoting awareness 1. During induction, • Introduce discrimination, racism (including systemic racism), bullying, harassment, and abuse and reporting process (self and others) • Inform the support services available (internal and external) including cultural, spiritual and community support • Use of Text Pulse wellness support 2. Include the references in the student handbook, LMS and student hubs 3. Organise awareness workshops or drop-in sessions to promote awareness among students	Quality Team	30/10/2023	Annual review	Survey on awareness, survey results confirm information is known.
	Working with learners 1. Organise student representative meetings to identify their needs e.g., spiritual, cultural, community support	Site Manager Apprenticeship Managers	17/10/2023	Quarterly review of information gathered. Evaluate outcomes and identify	Quarterly report on activities

				improvement activities	
	2. Recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse by • Learner feedback and complaints • Text pulse reports • learner inductions • Workshops for learners • Advisors' involvement • Directing to external support services or introductory seminars on campus 3. Embed questions to identify cultural needs and feedback on support services to student surveys 4. Providing facilities and services for learners-Student hub and other facilities				
	Promoting awareness and implementing processes for the staff • Organise staff PD recurring session on how to identify and respond to discrimination racism (including systemic racism), bullying, harassment and abuse and providing support or directing to support services • Inform staff members to log student observations and experiences in the	Quality team	17/10/2023	Schedule quarterly reviews	Review results recorded and reporting completed

	student master file and flag for monitoring. • Implement a staff survey to capture staff feedback on awareness, their needs and established practices • Add the topics in discussion and the process to respond to staff induction.				
	Promoting inclusiveness 1. Learning needs: continue the process to conduct literacy and numeracy assessments at the beginning of enrolment 2. Create a learning support registry to log the support requests and monitor student progress 3. Review the relevant polices and processes 4. Add the updated information to student handbook and LMS	Site Manager	17/10/2023	Quarterly meeting to review outcomes and progress on implementation	Learner survey results do not indicate any issues
	Creating environments where learners can connect with others and network • Create online forums via social media accounts such as a Facebook and/or Instagram group • Promote cultural events	Site Manager	1/04/2023	Annual reviews	Activities scheduled and completed

	Actively participate and share views
	Consistent practices of collecting feedback from different stages of learning to be introduced in addition to other types of learner feedback referenced in other areas of this document.
	
	• Embed feedback surveys in the LMS.
	• Temporarily, continue with the extended surveys online (e.g., Microsoft form, email) or in a paper form periodically.
	  1. end of study feedback
	  2. general feedback
	  3. Māori and Pacifica initiatives-learner voice surveys
	• Implement an annual plan to collect feedback from the student representatives
	• Create a registry to document Informal feedback collected from learning hubs, wellness team and cultural advisors
		Site Manager	17/10/2023	Quarterly check on survey release and collection	Survey data available for analysis and any improvement action plan to be created

	Engaging with Māori and using te reo and tikanga Māori Cultural advisors to; • Organise a workshop with tutors on the best practices of tikanga Māori • Organise a process to arrange learning support for te reo speaking students	Māori liaison advisor Site Manager	17/10/2023	Quarterly review	Developed Implemented

	Survey Māori learners to create a regular survey and feedback process to review the processes in place.				
	Enabling learners to prepare and adjust to tertiary study and removing barriers • Update the welcome pack/collateral to ensure the learners have access to updated information and resources (e.g., prerequisites, pre-reading materials, first point of contact, student handbook, support services info). • Review the enrolment process to identify learning needs, digital literacy needs and access to devices and Wi-Fi at the beginning of the enrolment. • Inductions- update information delivered by classroom inductions, LMS and other services inductions and digital literacy/ google classroom inductions. Ensure the evidence is captured.	Site Manager	17/12/2022	Quarterly review	Developed Implemented
	Providing opportunities for learners to discuss issues that are affecting their ability to study and providing learners with a response to their issues	Pastoral Care team	17/02/2023	Monthly reporting	Reporting available for improvement activities and action to support learners.

	• Ensure a physical form or an online form is available for learners to request course changes, extensions, resits, special considerations, inform of hardship, physical and mental wellbeing issues or requesting additional help or requesting help in relation to any of these issues. • Publish the related process and information about the learning support via student handbook and inform during induction. • Update learner progress registry to link action plans in place for flagged learners and to add feedback about the progress. • Ensure the relevant student records are updated in SELMA (confidentiality concern) • Review the processes for related policies such as assessment policy (including extensions and appeals), continuation policy etc				
	Providing a healthy and safe learning environments • Ensure the following practices are consistent and regular. • Toolbox meetings- each day of block course	Site Manager	17/02/2023	Quarterly reporting	Reporting completed and available for analysis or decision making.

	- Health and safety meeting plan for quarterly meetings or regular meetings - Staff training PD - Implement an annual safety review plan (updating processes, info in resources etc)				
Outcome 4: Learners are safe and well	**Provide access to the services through the provider or community services** Ensure the resources/ promotional material for internal and external services are available to students. - Update student handbook - Inform during induction - Add Information to the noticeboards or social media - Display information in the student hub	Quality Team	01/04/2023	Learner and tutor survey results	Information available and accessible.
	Support learners' connection to their language and culture (Identity) - Embed the questions into annual surveys to identify what their ideas/needs are. - Display promotional material to internal and/or external support services in other languages - Organise cultural events/days with internal and external organisations	Site Manager	30/04/2023	Quarterly Review	Learner feedback indicates activities are providing an inclusive environment

| | | Providing accurate, timely information and advice to learners
(Actions that aren't covered above)

I. Report health and safety concerns regarding peers
• Inform learners about how to confidentially inform the concerns during induction
• Maintain a register that is only accessible to the management (maintain confidentiality)

II. respond to an emergency and engage with relevant government agencies
• Review relevant policies and processes
• Induction and notice boards- update the information about emergencies such as road accidents, medical events, and burglary and how to respond safely and emergency services (leaflets)
• Inform staff during staff induction and conduct PD sessions | Site Manager | 17/10/2023 | Quarterly review | Staff and learners provided with information. |
| | | Maintaining up-to-date contact details
• Update the contact details form to reflect the COP requirements
• Review the policy to reflect the COP requirements
• Inform the learners during induction | Site Manager | 01/06/2023 | Annual review | Register up to date and confidentiality maintained. |

	• Maintain a register accessible only to the staff to record the contact attempts • Inform the process to tutors during their induction				
	Enabling and providing learners opportunities to communicate their needs and identifying learners and responding affectively • Review the relevant polices and processes (annual review plans) • Promote awareness among students- induction, noticeboard, student handbook and workshops e.g., about the process of asking help and who to approach • Inform learners about the informal reporting or anonymous reporting tools during induction • Promote awareness among staff-Staff training (including support services) and induction • Establish connections with external support services including cultural services • Maintain a database for reported risks, including any concerns raised and action plans for monitoring	Quality Team	1/02/2023	Annual review	Annual review shows activities completed and reporting maintained.
	Making arrangements with disabled learners and supporting learners whose	Site Manager	1/06/2023	Annual review	Annual review confirms activities completed and reporting or escalation

	study is interrupted due to circumstances outside their control • Update the student handbook on standard processes. This can be appeals, extensions, special considerations, change of course (continuation), exiting and re-entering and other areas of studies. • Train the staff to ensure the student services, staff and other specialist teams such as Māori and Pacifica advisory teams are aware of the processes and can provide timely information and access to support services. • Maintain a record/database of the requests and outcomes along with supporting evidence where applicable (e.g., Action plans for monitoring progress, Approval from the academic board)				has occurred where appropriate.