

Self-Review Report - Learner Safety & Wellbeing

Industry Connection for Excellence (ICE)
October 2024



Etco, ICE, E-tec, Ignite and Premier are trading names for Skills Group Training Limited. Your enrolment is with Skills Group Training Ltd and your qualification is issued by Skills Group Training Ltd.

TEO information

TEO Name		Industry Connection for Excellence		MoE number	7502
Code contact		Name	Maheeja Fernando	Job title	Senior Quality Assurance Advisor
		Email	maheeja.fernando@scgnz.org	Phone number	+6492828636
Current enrolments	Domestic learners	Total #	5352	18 y/o or older	5117
				Under 18 y/o	235
	International learners	Total #	164	18 y/o or older	164
				Under 18 y/o	0
Current residents	Domestic learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
	International learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Rudi Du Plessis and Maheeja Fernando				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of as in 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	<p>ICE is committed to creating an environment where learner wellbeing and safety are core to its strategic planning. Based on our expected growth next year and the gaps identified in this review of strategic and operational direction, we have placed ourselves in the 'developing implementation' stage.</p> <p>The overall Skills Consulting Group strategy for 2025, which was presented to all staff in August 2024, outlines our strategic direction. The strategic plans for individual business units have been in development since August 2024 and will be completed in November 2024. The strategy demonstrates our commitment to creating an inclusive environment and education system that honours Te Tiriti o Waitangi and supports a culturally responsive community within Skills Consulting Group.</p> <p>As part of Skills Consulting Group (SCG), ICE merged with Electrical Trading Company (ETCO) on 1 December 2023. After the merger, we identified inconsistencies in our organisational practices, leading ICE to initiate a consultation process with our staff to restructure our ICE PTE in June 2024. This restructure was finalised in August 2024. Due to these changes in structure, roles and responsibilities, we identified inconsistencies in our practices that our operational teams are now actively addressing through improvement plans. Following the merger, we believe ICE will benefit from an organised framework of centralised resources to implement effective practices and address gaps in policies, processes and workflows.</p>	<p>Skills Consulting Group strategy</p> <p>Skills Consulting Group annual report</p> <p>Strategy PTE group</p> <p>Strategy ICE</p> <p>Skills Consulting Group Health & Safety Management Plan</p> <p>Recognising Treaty of Waitangi -QMS and organisational strategy</p> <p>The following operational practices and planning are ongoing</p> <ul style="list-style-type: none"> • ICE operational meetings and monthly reports • Academic operations Calander <p>The following academic regulatory framework has been developed.</p> <p>Regular meetings are scheduled, with formal documentation including terms of reference, agendas, and minutes made available to relevant parties.</p> <ul style="list-style-type: none"> • Academic Committee • Academic Quality Assurance Subcommittee • Research and innovation subcommittee • Teaching and learning subcommittee • Appeals subcommittee <p>The following QA annual reviews are ongoing or completed as per annual plan:</p> <ol style="list-style-type: none"> 1. QMS review and policy review 2. Academic board and other governance committees 3. Academic calendar 4. Annual program reviews 5. Academic quality assurance planning including moderation

	<p>This aligns with our organisational plans for improving our regional reach and services, with infrastructural changes already implemented. For example, our new learning hubs in Dunedin (April 2024) and Christchurch (October 2024) are now operational and service multiple programmes across different trades.</p> <p>In alignment with our commitment to operational excellence, ICE and Skills Consulting Group have made significant improvements towards achieving academic excellence this year. A key milestone has been the implementation of our comprehensive academic governance structure, which is fundamental to ensuring fair, equitable, and consistent outcomes for all learners.</p> <p>This new framework, combined with enhanced annual planning and systematic review processes across our teams, establishes a robust foundation for continuous improvement. To validate our progress and identify areas for enhancement, we conducted a thorough self-report review for ICE. This evidence-based analysis of our performance highlighted several key areas requiring attention, which will be systematically addressed through our Quality Improvement Plans:</p> <ol style="list-style-type: none"> 1. leadership and Communication 2. Teaching Quality Enhancement 3. Programme Improvement 4. Learner Support 5. Stakeholder Engagement 6. Compliance and Self-Assessment 7. Professional Development 8. Technology and Infrastructure <p>The plan outlines action items, timelines, and responsible parties, and target completion dates are implemented and measured to enhance our overall educational quality and operational effectiveness</p> <p>In addition to that, this year, our focus has also been on learner wellbeing and safety, creating a supportive and safe environment while maintaining consistency across our organisation. After a thorough review of our Quality Management System (QMS), policies and processes, ICE has made solid progress in meeting outcomes 2-4. We've developed practical and thorough workflows that meet COP requirements across all our regions, programmes, delivery modes and campuses.</p>	<p>6. Non-academic practices- feedback and complaints</p> <p>ICE self-assessment report 2023</p> <ul style="list-style-type: none"> • ICE Self-Assessment Workshops (8) • ICE Quality Improvement Plan <p>The following feedback processes are implemented and are being used for strategic and operational planning,</p> <ol style="list-style-type: none"> 1. Māori and Pacifica advisory group 'Moana Pacific Community' established for the SCG group. 2. Learners feedback surveys 3. Employers- surveys 4. Tutors, Apprentice Mentors and staff-feedback information via Student Management System (SMS) and other methods 5. Past graduates-feedback 6. Informal feedback collection via multiple sources 7. Feedback from student support services (student support) <p>Provider Intentions are published on ICE website.</p> <p>Self-review reports are distributed to the staff.</p> <p>Health and safety</p> <p>The following evidence are available.</p> <ol style="list-style-type: none"> 1. Health and safety organisational strategy 2. Health Safety and Wellbeing Policy <ul style="list-style-type: none"> – Health Safety and Wellbeing Committee meetings Terms of Reference – Health and Safety meeting Minutes 3. Safety and emergency information delivered to the learners: <ul style="list-style-type: none"> – During induction (health and safety induction presentation) – Track apprentices on ACC for both work related injuries and non-work related <p>(We provide three free physio sessions to apprentices and staff with work-related musculoskeletal injuries)</p> <ul style="list-style-type: none"> • WSH Hubs across regions dedicated to <ul style="list-style-type: none"> – Delivering Health and safety information on notice boards – Emergency plans – Name of H&S representatives and WSH staff – Display of the minutes of H&S meetings
--	---	--

<p>The integrated feedback mechanism and self-assessment practices that we have planned and initiated from internal and external sources provide our teams with insights and metrics for continuous improvement. These include identifying and responding to stakeholder needs through amendments to product development, policy and process management, and pastoral care responsibilities.</p> <p>Our enhanced regulatory framework and reporting requirements now effectively capture and inform the Skills Consulting Group Board’s executive leadership, creating timely feedback loops between leadership teams for informed decision-making and strategic planning. We expect this to be fully operational next year.</p> <p>In summary, our evidence demonstrates that this year ICE has been implementing frameworks and systems to ensure we are:</p> <ol style="list-style-type: none"> 1. Highly responsive to our ākongā (learners’) evolving needs, effectively reviewing and updating existing processes and/or creating new ones to meet these requirements. 2. Actively fostering and promoting opportunities to engage with all of our kaitiaki (stakeholders) across all decision-making processes, including strategic planning for future growth. 3. Empowering and supporting our kaimahi (staff) through professional development opportunities to enhance their skills, raise awareness, and meet the changing needs of our ākongā, kaitiaki, programmes, and industry. 4. Taking proactive steps to ensure the hauora (wellbeing) and safety of our ākongā both within our organisation and externally by strengthening connections with their whānau and wider support networks. <p>ICE has shown considerable growth in Health and Safety activities during this period. We have actively evaluated and reviewed the existing group strategy, creating a transformation plan to build a stronger health and safety network. This includes appointing new staff and introducing new systems, processes and practices, as outlined in the evidence. Our current strategic H & S direction focuses on four major pillars:</p> <ul style="list-style-type: none"> • Risk Management • Governance and Leadership 	<p>4. Safety and emergency information delivered to the staff:</p> <ul style="list-style-type: none"> • Health and safety manuals and resources • Health & Safety training during induction • Health and safety emergency response plan • First Aid certificates (minimum of two First Aid trained staff in each centre) • Incident registers • Host Evaluation Forms • Apprentice Appraisal document • Hazard & Risk Register • Fire Warden training • Safety initiative at fortnightly stand-up meetings <p>5. ‘Safe365’ health and safety management online portal (e.g., incident reporting)</p> <p>6. EAP programmes: Tellus health and Switched on</p> <p>7. Speak up.Hotline for anonymous reports on unethical behaviours such as misconduct, harassment, safety violations and other workplace concerns.</p>
--	---

	<ul style="list-style-type: none"> • Participation and Engagement • Continuous Improvement <p>Through these pillars, we aim to create a healthy and safe organisational culture where wellbeing is integrated and equally valued by:</p> <ul style="list-style-type: none"> • Actively auditing and monitoring business risk management • Training and upskilling our staff in role-specific competencies • Providing nationwide access to resources • Creating a well-structured framework for continuous organisational improvement • Making safety awareness and resource accessibility a standard, high-priority operational focus, particularly important in trades <p>ICE regularly monitors lost-time injuries, significant near misses, services, premises, and situations to review and adjust our learner wellbeing and safety strategic goals and plans.</p>	
--	--	--

<p>Outcome 2: Learner Voice</p>	<p>ICE’s operational strategy focuses on creating a learner-centric learning environment. We enable this strategy by creating products, services and teams that promote and assist learner voice and engagement. While we note significant growth in some areas considered in outcome 2, due to inconsistencies noted in the delivery of services and processes in this area, we have self-categorised ICE as ‘developing’ for outcome 2.</p> <p>This year, we have been establishing and creating consistent opportunities for learners and other stakeholders to be heard. We are continuously raising awareness amongst our key stakeholders about the importance of capturing formal and informal feedback. Currently, multiple survey processes are embedded in different programmes based on the mode of delivery. These include LMS links, emails and tutor-assisted QR codes during face-to-face classes (block courses). However, we have noted that the existing processes are highly unreliable and have poor response rates due to various factors.</p> <p>In response to these challenges, at an organisational level, we have partnered with an external consultancy specialising in stakeholder engagement and possessing extensive experience within New Zealand’s tertiary education sector. This collaboration aims to align our processes across the Skills Consulting Group of businesses, including ICE.</p> <p>As a result, we piloted NPS surveys in April 2024 with increased participation, reflecting the effectiveness of the reviewed process. Subsequently, we plan to replace our existing survey collection methods with a new survey template and schedule in November 2024. Furthermore, ICE has facilitated several Focus Group discussions across various programmes, providing students with a structured forum to offer feedback regarding their academic experience, student support services, health and safety, and additional matters of relevance.</p>	<p>Surveys</p> <ul style="list-style-type: none"> • Course feedback surveys and graduate surveys implemented for all the programmes. • New surveying partner template review concluded. Survey schedule implemented. • NPS Survey <p>Learner survey results</p> <ul style="list-style-type: none"> • The majority of our apprentices (89%) * believe the teaching components are at or above the level required for assessments. • The high satisfaction rates with overall training delivery (62%) * and apprentice manager support (78%) * suggest that our assessment practices contribute to a positive learning experience. • 71%* of ICE-ETCO apprentices expressing satisfaction with the pastoral care and guidance they receive from their Training Advisors and 78%* of ICE apprentices satisfied with the support from their apprentice managers. <p>Informal feedback</p> <p>Logged and actioned informal feedback via,</p> <ul style="list-style-type: none"> • SELMA and SAMs • Informal feedback tracker • Student focus group meetings <p>Creating student forums</p> <p>Online forums delivered via LMSs, Facebook, and LinkedIn</p> <p>Student meetings in Auckland and Dunedin</p> <p>Concerns and Complaints process and updated process flow chart</p> <p>Critical incident response plan</p> <p>Concern and Complaint policy and process awareness</p> <p>2024 review and updates are approved by the Academic Quality Subcommittee on 23rd October 2024. Currently awaiting approval by the academic board.</p>
--	--	---

ICE has established several methods for collecting informal feedback across its programmes. These encompass feedback capture through the Student Management System (SMS) by various staff members (Field Service Managers, tutors, administrative staff, etc.) and direct submissions to the Quality Assurance team (both verbal and written), which are documented in a feedback tracking system. This tracking system undergoes regular monitoring and updates to maintain comprehensive feedback records.

ICE is currently engaged in a systematic review to identify gaps and inconsistencies in informal feedback capture processes, particularly through the SMS, which has proven to be the most effective tool for work-based learning programmes. The existing challenges stem from a transitioning from a region-based approach and managing multiple ICE brands that utilise different SMS platforms with unique processes for their products. This creates challenges in data collation and is compounded by varying levels of staff awareness. However, with the implementation of the new ICE structure, which includes the migration from ICE-ETCO SMS to ICE's primary SMS platform, SELMA, we anticipate establishing a more consistent and efficient data capture process.

In preparation for our self-assessment report, ICE conducted a series of eight workshops across the regions during July-August 2024 to enhance awareness of continuous improvement practices. The analysis of feedback mechanism outcomes was shared with regional managers (a role that has since been disestablished) for discussion at their quarterly reflection meetings and self-assessment workshops with training and field staff.

The 2023 self-assessment report was subsequently communicated to executive leadership, ICE leadership and operational staff between August and October 2024. The report incorporates feedback from diverse stakeholders (including internal staff, learners, government bodies, community representatives, suppliers and partners) regarding potential improvements to our programmes and services. This feedback was gathered through various channels, including surveys, interviews, focus groups, workshops and review panels.

The following processes established, and actions implemented.

A. Staff

- Compliant concerns workshops
- Self-assessment workshops
- Policy and available printed on campus and on SharePoint
- Induction and orientation
- Policy review consultation 2024

B. Students

- Student handbook
- Induction
- Posters and printed materials on display in the campus

Complaints resolution Tracker

The complaints raised are logged in this confidential tracker to record the complaint, investigation and its outcomes. These complaints are used for annual review of relevant policies and processes in ICE.

Complaints analysis

To date we have received 5 student complaints and 1 complaint from an employer regarding the change of employment of a student.

The following analysis is applicable to the complaints received.

Ethnicity	Number	Status
Middle Eastern	1	Redirected to HR
New Zealand European	3	Completed
New Zealand European	1	Employer notified
Indian	1	Completed

As a percentage, these 6 complaints represent 0.0012% of our student population

Notably, the process included specific information gathered from priority focus groups (Māori, Pacific peoples, women, disabled/neurodivergent individuals, non-Māori/non-Pacific peoples and industry representatives).

We are confident that this comprehensive approach has replaced of our previous fragmented continuous improvement activities by establishing an overarching, consistent process for gap analysis and action planning with clear accountability measures. The ICE self-assessment report is now integrated into ICE leadership team strategies and informs their decision-making processes, as well as the Quality Assurance improvement plan currently under consultation. This inclusive methodology ensures a holistic view of our performance and fosters a sense of shared ownership in the continuous improvement process. We believe that by engaging in this collaborative self-assessment, we are fostering a culture of continuous improvement whilst enhancing services and strengthening stakeholder relationships, ultimately leading to improved outcomes for learners and the industries we serve.

ICE has successfully reviewed and updated its concerns and complaints policy and process flow in early 2024. Following comprehensive organisation-wide consultation across different business areas, which entailed an extensive process, the final draft was presented to and approved by the Academic Quality Subcommittee on 23rd October 2024. This document will be presented at the next Academic Board meeting and, upon approval, will be communicated to all key organisational stakeholders through various channels, including updated handbooks and poster displays.

In the interim, our existing policy and process provides clear information regarding the internal complaint process, potential outcomes, and timeframes, with information on the following COP components,

- alternative methods of raising and resolving complaints formally and informally
- ability to provide group/joint complaints
- arranging support from personal or internal teams and culturally responsive approaches to raise complaints and,

- information about external organisations (NZQA and TEC) and processes (e.g., study complaints) to reach out to when internal investigation outcomes are unsatisfactory.

The Critical Incident Response Plan was reviewed in 2024 as part of the Skills Consulting Group Health & Safety Management Plan and is now operational across ICE.

The existing policy and process is readily accessible to staff through both printed materials (displayed in staff work areas) and digital resources (ICE PTE SharePoint).

In addition to that, awareness raising in relation to the concerns and complaints. Complaints and has been addressed through the following professional development initiatives, in addition to staff induction:

1. two complaints and concerns workshops for all ICE staff
2. We have also included this as a part of the staff induction

For students, this information is accessible via the student handbook and is a critical part in student induction and orientation. The complaint process flow and 'Study Complaints' information is also displayed throughout campuses (e.g., notice boards, posters).

To date, ICE has received six student complaints regarding various operational aspects. Four complaints have been successfully resolved, whilst one complaint was referred to the HR team as it involved an employment dispute between the student and Skills Consulting Group (group employment scheme), which falls under HR policy jurisdiction. Additionally, regarding a complaint about a student's decision to change employers, our investigation determined that this change was initiated by the student without ICE's involvement. In cases where complainants expressed dissatisfaction with investigation outcomes, they were informed of the appeal process. To date, no appeals have been received.

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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>ICE demonstrates a strong commitment to creating a safe, inclusive, and supportive learning environment for both learners and staff. Through continuous improvement of our processes, we ensure information about facilities, services, and resources is readily accessible. Our focus remains on building an engaged learning community that promotes awareness and accessibility while supporting diverse learner needs. While we have made significant progress, identified gaps in our systems and processes indicate that ICE is currently at a 'developing' stage, with clear pathways for enhancement and growth.</p> <p>ICE maintains a comprehensive pastoral care network led by our Field Support Managers (FSMs), who actively engage with learners through quarterly on-site visits, one-on-one support, and regular communication via email and text. FSMs conduct workplace visits, liaise with employers, and remain readily available to assist with both academic and personal matters, ensuring learners have consistent, accessible support throughout their learning journey. The second layer comprises our on-campus support, where trainers provide academic guidance and Learning Support Managers (LSMs) address educational needs.</p> <p>Our Learning Support Centres offer targeted assistance and referral services for specialised support when needed.</p> <p>To provide comprehensive care, we collaborate with the Skills Consulting Group's Vocational Literacy team and cultural advisors. This partnership enables us to deliver specialised support for neurodivergent learners, those requiring literacy and numeracy assistance, and learners with specific cultural needs. This integrated approach ensures we can address diverse learning requirements effectively.</p>	<p>Trainee documentation at enrolment and at the beginning of study</p> <ul style="list-style-type: none"> • Training agreement, programme schedule and journey map. • Apprentice/ Programme Handbook. • Welcome email and SMS information • Collateral (printed learning resources). • Other communication emails or text message captured on SELMA and SAMs. <p>Staff training</p> <p>The following are implemented to train the client facing staff on key focus areas of COP and COP requirements where applicable. The training and processes are ongoing for:</p> <ol style="list-style-type: none"> 1. Staff induction 2. NZQA workshops (COP workshop and Disability Action Plan workshop) 3. SCG Staff PD on: <ul style="list-style-type: none"> • Business agility workshop • LinkedIn learning subscriptions • Lover yr skills weekly self- learning allocations via LinkedIn learning • Tehei SharePoint site • Online self-directed 'Te Ara Ki Tua' • Te Titriti o Waitangi workshops and cultural capability training workshops 4. ICE Staff workshops on following topics <ul style="list-style-type: none"> • Complaints and grievances • Literacy and numeracy • Neurodiversity and Disability Action Plan • Moderation and assessment practices • Self-assessment and continuous improvement • Health and safety webinar Series • Artificial Intelligence webinars and training 5. Tutor support Eap counselling services 6. 'Speak up' service confidential service for you to report unethical behaviour such as harassment, safety violations, and other workplace concerns 7. Student support- Vocational Literacy team and Cultural advisors

Our recent survey results demonstrate the success of this approach, with 71% of ICE apprentices reporting satisfaction with pastoral care and guidance, and 78% expressing satisfaction with FSM (previously known as Apprentice Mentors/Managers) support. We've also received high satisfaction ratings for trainer quality overall quality of our training delivery, and the effectiveness of our pastoral care and mentoring services. These results reflect our commitment to comprehensive learner support and validate the effectiveness of our robust training programmes.

ICE provides comprehensive professional development for staff to support learners with diverse needs. This includes training in cultural competency, privacy practices, coaching and mentoring, literacy and numeracy education, neurodiversity awareness and, mental health support. Staff can also access additional professional and personal development through LinkedIn learning courses, agility workshops, industry qualifications and other targeted learning opportunities. In addition to that, the cultural team offers online learning resources via Tehei SharePoint site and online learning modules covering Te Titriti o Waitangi, Te Reo, Tikanga, and other aspects of Te Ao Maori. These programmes build staff confidence and expertise, ensuring effective pastoral care is embedded throughout their roles.

ICE's student journey provides a well-thought-out pastoral care framework at different stages of enrolment.

1. Pre-enrolment

At the beginning the tripartite Training Agreement (TAG) between the learner, employer and ICE safeguards the learner's health and safety, learning needs and pastoral care conditions while on job placement and off job and each party contributing to the agreement is aware of their role and responsibilities. The agreement also gives ICE opportunity to identify and support the additional learning needs of the learners.

At pre-enrolment, Field Support Managers meet with learners and employers to discuss comprehensive programme details. These discussions cover programme structure and requirements, employment conditions, and learning pathways with detailed journey maps.

SCG Cultural team's student engagement

1. AUK & Regional so'otaga invitation
2. Online and face-to-face engagement:
 - Block course inductions (Nesian Waka Framework)
 - Weekly Reo Wednesday
3. Learner success plan
4. Cultural days and other events

Our SCG cultural team have successfully created an annual plan for the cultural events and days.

For example, we have celebrated and promoted awareness on,

- Matariki
- Language weeks

Mental health awareness week

Student handbook

The handbook provides guidelines and information on.

- Introduction to ICE and its facilities
- Student induction, code of conduct and disciplinary process, assessment and programme evaluation and early completion processes
- Raising issues and complaints processes
- Health, safety and wellbeing information
- Attendance policy
- Refunds, and withdrawal information
- Code of practice information
- External support services information

Disability Action Plan (DAP)

The DAP is a three-year plan.

We've started the awareness and phase implementation of this plan across products and services.

Student induction

The existing induction presentation provides learners the information about,

1. Induction to programme and online learning/ LMS
2. Introduction to support services including FSMs
3. Introduction to critical processes (non-academic)
 - Emergency plans
 - Health and safety information and processes
 - Complaints and critical incidents
 - Mental health and 'speak up'

	<p>They also outline the available support services, including cultural, learning and mental health assistance, as well as access to learning devices and workplace facilities. During these meetings, FSMs address any learning disability accommodations needed and explain the fee structures.</p> <p>2. During enrolment</p> <p>Once learners submit all necessary documentation, including the Training Agreement, programme schedule, RPL form and workplace verifier or assessor forms (where relevant), and complete any required payments, they receive their learning materials. These include digital resources with login credentials, a welcome email, and printed materials where applicable. Learners then participate in an induction session conducted by the operations team or trainers.</p> <p>On course learners participate in a comprehensive induction programme, delivered either online or in person. The induction introduces learners to the Code of Practice and essential programme information, including curriculum content, structure, and attendance requirements. Learners become familiar with their learning guides, the Learning Management System (LMS), and assessment processes.</p> <p>The induction also covers critical support services and processes. This includes an introduction to Field Support Managers (FSMs), emergency plans, health and safety protocols, and available mental health support services. Students learn about important non-academic procedures such as the complaints process and critical incident reporting. Additional topics include cyber security awareness, plagiarism compliance, and online behaviour expectations to ensure a safe learning environment.</p> <p>During their enrolment, students receive regular communication via text messages and emails from the delivery, assessment and operational teams. These communications include:</p> <ul style="list-style-type: none"> • Course scheduling updates and reminders • Notifications about learning resources (assessments, study guides) • Additional reading materials including industry codes 	<p>Progress monitoring and support</p> <p>Power BI project updated to capture the student progress and KPIs for FSMs.</p> <ul style="list-style-type: none"> • In addition to that, the following methods are used. • SELMA transcripts • Grade report • Personal learning plans <p>Status Change Form</p> <p>For changes in employment or enrolment status</p> <p>Facilities and learning resources</p> <ul style="list-style-type: none"> • Health and safety-compliant equipment and facilities in classrooms and workshops • Well-trained, industry-regulated and experienced staff • Free Wi-Fi and staff-assisted printing services • Resource libraries (including codes, standards and learning guides) • Advanced learning options (including virtual reality) where applicable • Learning Management Systems (LMS) appropriate for diverse learning needs • Availability of assistive technologies • Well-maintained learning and student areas <p>Safety and emergency processes and resources</p> <p>The following processes in place to ensure the health and safety of the staff, students, and the learning environment (facilities, equipment etc.) and vital information is accessible to all required parties.</p> <ol style="list-style-type: none"> 1. Establishment of health and safety committee 2. Reviewed and updated Health, Safety and Wellbeing Policy 3. Health and Safety management plan 4. Availability of Health and safety manuals and other safety manuals for equipment (e.g., gas chambers,) 5. Availability of a resource library with codes, regulations, COP and other information (online and selected physical copies) 6. Appointment of H and S wardens and first aid training for all facilities 7. Use of 'Safe 365' software for H & S management and reporting 8. Building WOFs for campuses and maintenance of site approvals from NZQA 9. Readily available and accessible emergency procedures and plans 10. Displaying warning on restricted access (e.g., danger signs or restricted access signs) or placement of restricted area barricades around workshops
--	---	---

<ul style="list-style-type: none"> • Supplementary learning support information (literacy, numeracy resources, and neurodiversity tools) • Information about catch-up sessions and evening virtual tutor meetings <p>When enrolled at ICE, the students will have access to,</p> <ul style="list-style-type: none"> • cultural advisors via self-approach, face-to-face meetups on dedicated days on campus and during events organised for the campus such as language weeks. • tutors and assessors via LMS, their Field support managers or operations/admin teams • mental health services and 'speak up' services • the Vocational Literacy team via self-approach, tutors, operations/admin teams or Field support managers. <p>Throughout the learning journey, Field Support Managers and tutors actively monitor student progress using integrated student management systems (SAMs and SELMA). These systems capture comprehensive feedback on apprentice health and safety, mental health and academic progress. When learners are identified as being at risk of falling behind or exceeding programme duration, Field Support Managers initiate tailored support plans and referrals to appropriate agencies.</p> <p>Support is arranged through discussions with tutors and employers, varying according to programme requirements. This includes one-to-one sessions, group support through the Learning Management System, video chats, and monthly virtual learning sessions. This systematic approach ensures early intervention and continuous support throughout the student's learning journey.</p> <p>When circumstances affect a student's learning progress, such as employment changes or prolonged illness, field support manager provides appropriate guidance on continuing enrolment and possible outcomes. In line with ICE's internal policies, the Training Agreement status can be adjusted to place the enrolment on hold or allow for a grace period. Any significant issues are escalated to relevant leadership members for advice and approval of appropriate actions.</p>	<ol style="list-style-type: none"> 11. Hazard identification boards and availability of Personal Protective Equipment (PPE) in the workshops 12. Strategically positions automatic and manual fire alarms, fire extinguishers, fire blankets and emergency procedure documentation around the campus 13. Using 'Hapai' (the staff website) to record incidents and hazards using 'Accident, Incident, or Near Miss Report and Investigation Form' and 'Hazard Report Form' 14. Appointment of staff assistant for regular equipment inspection and calibration (e.g., gas containers) 15. Monthly or bi-weekly H & safety inspections on facilities with the use of 'Skills Group Site Workplace Assessment' 16. ACC Apprentice tracking for both work related injuries and non-work related 17. Use of 'Offsite safety forms' where necessary 18. Use of visitor logbooks or visitor login tracking at all facilities 19. The emergency contacts details are made mandatory in the training agreement and updated regularly 20. Regular H & S wellness checks when students are a 'no show' to block courses. 21. Implementation of addition health and safety services <ul style="list-style-type: none"> • EAP programmes: Tellus health and Switched on • Speak up hotline for anonymous reports on unethical behaviours such as misconduct, harassment, safety violations and other workplace concerns.
--	--

When ICE identifies students needing extra learning support, our fields support team works collaboratively with the internal delivery team and SCG support services to create customised solutions in consultation with the learner. Available support arrangements include:

- Provision of a reader/writer pen or support person
- Assignment of a cultural advisor as a coach
- Arrangement of peer support or workplace mentoring
- Referral to Literacy Aotearoa, in addition to existing learning support services

3. At completion or post-completion

ICE maintains comprehensive transition support for learners completing their programmes. Our field support managers provide students with guidance for professional registration, board examinations, and further learning pathways (where relevant). This includes detailed information about continuing education opportunities, career progression, and industry-specific requirements. ICE maintains communication channels for recent graduates, offering support to ensure successful integration into the workforce or higher education, while maintaining connections that benefit both current and former students. Through regular graduate outcome surveys and alumni feedback, ICE evaluates and enhances its programmes, services, and products, ensuring they remain relevant and effective in meeting both graduate and industry needs.

ICE's most effective collaboration is with Skills Consulting Group's Vocational Literacy and Cultural teams, who provide essential specialist support for our learners.

ICE's Vocational Literacy team has developed a comprehensive support framework, leading the organisation's 3-year Disability Action Plan. The team identifies learning needs through multiple channels: training agreements, the Literacy and Numeracy for Adults Assessment Tool (LNAAT), self-referral, and staff referrals. All support processes begin with confidential discussions, and information is shared only with essential staff to maintain privacy and care continuity.

The team provides extensive support for all learners, including those with neurodiversity needs, through assessment accommodations, learning tools, and reader/writer assistance. ICE is pursuing the Dyslexia Friendly Quality Mark (NZ DFQM), implementing accessible learning interfaces, and facilitating professional assessments for trainees with undocumented disabilities. This commitment also extends to supporting learners through external partnerships with Literacy Aotearoa and qualified specialists.

Skills Consulting Group's Cultural Advisors advocate for Māori and Pasifika learners across ICE and the wider PTE group. Their engagement begins with mihi whakatau during student inductions and continues through regular campus visits. The team delivers support through the 'Nesian Waka' framework, collaborating with external organisations and communities to enhance learner success.

The Cultural team actively promotes diversity by organising language weeks, Auckland and regional so'otaga gatherings where Māori and Pasifika students connect with their whānau to share experiences and feedback. ICE celebrates significant cultural events including Matariki and supports initiatives like Pink Shirt Day to promote inclusiveness. Through regular whānau evenings at training centres nationwide and ongoing cultural competency training for staff, ICE continues to strengthen its commitment to building whānau and personal aspirations in education and training.

ICE provides quality learning facilities across its campuses, supported by positive course feedback surveys. Our facilities include health and safety-compliant classrooms and workshops, equipped with modern learning resources. Students have access to free Wi-Fi, Chromebooks on request, and staff-assisted printing services. Our well-maintained resource libraries offer comprehensive materials including industry codes, standards, and learning guides.

To enhance accessibility and flexibility, ICE has established e-learning hubs across the country. These are equipped with cameras, microphones, and other technology to facilitate virtual classrooms, enabling remote learners to participate fully in live

classes without compromising their learning experience. The facilities support diverse learning needs through appropriate Learning Management Systems (LMS) and assistive technologies. Students can utilise breakout spaces for group study and socialising during block courses, while dedicated student areas are well-maintained to ensure a comfortable learning environment. This infrastructure supports our commitment to providing inclusive, modern, and effective learning spaces for all students.

With a strong focus on Health, Safety and Wellbeing, ICE is strengthening its commitment to safety processes and practices. ICE has established a comprehensive health and safety framework, including an active and operational Health and Safety Committee covering all operational sites. This is guided by an updated Health, Safety and Wellbeing Policy and management plan.

The organisation maintains robust safety standards through multiple systems and resources:

- Physical Safety: Building WOFs, site approvals, equipment inspections, and PPE availability in workshops
- Emergency Preparedness: Strategically placed fire safety equipment, emergency procedures, designated wardens, and first aid trained staff
- Monitoring Systems: Safe365 software, Hapai incident reporting, and regular safety inspections using Skills Consulting Group Site Workplace Assessment
- Support Services: EAP programmes (Tellus health and Switched on), and a Speak Up hotline for anonymous reporting of workplace concerns

The Wellbeing, Safety and Health (WSH) team manages critical incidents and emergency reporting through integrated systems. Regular monitoring includes ACC apprentice tracking, wellness checks for absent students, and maintenance of emergency contact details. All facilities maintain visitor tracking systems and display appropriate safety signage, while a comprehensive resource library provides access to codes, regulations, and Codes of Practice both online and in physical form. This systematic approach ensures ICE maintains a safe learning environment while supporting student and staff wellbeing through accessible, well-documented processes and support services.

<p>Outcome 4: Learners are safe and well.</p>	<p>ICE is developing a responsive wellbeing and safety network across its campuses. While we have established supportive practices, we recognise we are at a 'developing implementation' stage.</p> <p>During induction, students are introduced to comprehensive support services, including:</p> <ul style="list-style-type: none"> • EAP programmes (Tellus health and Switched-On) • Speak Up hotline for anonymous reporting of misconduct, harassment, or safety concerns • Emergency procedures and safety protocols • Wellness and pastoral care services <p>The organisation's holistic approach also includes enhanced pastoral care with regular quarterly learner appraisals that actively monitor wellbeing, safety, and health outcomes.</p> <p>We believe that early introduction to these support systems ensures students feel secure and supported from day one, enabling them to focus on their learning while knowing help is readily available when needed. This proactive approach to student wellbeing has proven effective in creating a positive and inclusive learning environment where students feel confident to raise concerns and seek assistance.</p> <p>Our Wellbeing, Safety and Health (WSH) team actively manages health and safety through regular meetings with apprentice and learner representatives. Feedback from these meetings informs our plans and organisational strategies.</p> <p>ICE maintains comprehensive communication through strategic placement of information across its facilities. Our noticeboards and displays on campus corridors and common areas display a range of essential materials including wellness and healthy lifestyle information, emergency plans and procedures, and the Code of Practice. Students can also access cultural awareness resources, counselling service contacts, and general safety information including safe driving guidelines. These resources are regularly updated to ensure relevance and effectiveness, with particular attention paid to seasonal health and safety messages. The information is presented in clear, accessible formats, often incorporating visual elements to enhance understanding.</p>	<p>Induction presentation</p> <p>Safety and Health (WSH) team meetings</p> <p>Implementation of addition wellbeing services</p> <ul style="list-style-type: none"> • EAP programmes: Tellus health and Switched on • Speak up hotline for anonymous reports on unethical behaviours such as misconduct, harassment, safety violations and other workplace concerns. <p>Noticeboard, corridor and common area displays</p> <ul style="list-style-type: none"> • Wellness posters • Healthy diet posters • emergency plans and procedures • Code of practice poster • Wellness Counselling information • Cultural posters • Financial wellness session information • Other information such as safe driving information etc <p>Next of kin details</p> <ul style="list-style-type: none"> • Training agreement and stakeholder details on SELMA and SAMs • Programme schedule- section E support person details area • SELMA stakeholder information indicated as 'kin'
--	--	---

Student feedback helps us continually refine both the content and placement of these materials to ensure maximum visibility and engagement. This visible and accessible approach ensures students remain well-informed about available support services and important safety procedures while fostering a culture of wellbeing and safety awareness across all campuses.

ICE students have access to comprehensive wellbeing support through multiple channels focused on their personal and professional wellbeing. Through the Tellus health and Switched-On EAP services, students can confidentially address mental health concerns, family issues, financial challenges, and workplace difficulties. Additionally, the Speak Up service provides a secure channel for anonymously reporting misconduct, harassment, or safety concerns, ensuring students can raise sensitive issues without fear of repercussion. These complementary services reflect ICE's commitment to creating a safe, supportive learning environment where students feel empowered to seek help and raise concerns. By providing these professional support services, ICE ensures that students have the resources they need to maintain their wellbeing while pursuing their educational goals.

ICE maintains comprehensive emergency contact systems through multiple secure platforms. Student emergency contact information is systematically captured and stored in both SELMA and SAMs through the initial training agreement process. The training agreement mandates the collection of support person details, ensuring every student has a designated contact in case of emergencies. This information is further reinforced in student management system's stakeholder records, where contacts are clearly marked as 'kin' for quick identification during urgent situations. This robust, multi-layered approach to maintaining emergency contact information demonstrates ICE's commitment to student safety and wellbeing, while fulfilling our obligations under the Code of Practice for the Pastoral Care of Tertiary and International Learners. For example, when a learner misses classes without prior notification to their Training Advisor, tutor, or employer, our automated system initiates text messages, followed by

	<p>personal calls from administrators to both the learner and their employer (for apprentices) within the first half of the scheduled class to conduct wellness checks. This proactive approach is supported by comprehensive emergency contact processes, where information is systematically captured and stored in both SELMA and SAMs through the initial training agreement process.</p> <p>ICE has established comprehensive support systems across all facilities, with strategically placed 'Safety Hubs' in training centres that provide essential wellbeing information and WSH staff contacts. Our commitment to student and staff welfare extends beyond basic safety measures, offering free health care insurance and AA road support for staff and Group Employment Scheme apprentices. To ensure no student falls through the gaps, we maintain strict attendance monitoring with automated follow-up systems. Our field support managers undergo specialised training in mental health, first aid, and life coaching, equipping them with the skills needed to provide comprehensive support. This structured, multi-faceted approach not only ensures comprehensive care for our current needs but also helps us identify and implement continuous improvements to our support systems, demonstrating ICE's ongoing commitment to both student and staff wellbeing.</p>	
--	--	--

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
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Updating policies and processes to support diverse learner needs, establishing comprehensive feedback systems, and maintaining robust safety and wellbeing practices, all supported by regular annual reviews to ensure continuous improvement and effectiveness.</p> <p>For the identified gaps in our practices, the following actions will be implemented to meet the requirements of outcome 1:</p> <p>Strategic Plan</p> <p>ICE is finalising individual strategic plans for Field Services, Product and Relationships, Industry Courses, and Learning teams. These plans and their revisions will be published and shared across Skills Consulting Group for reference. We are also incorporating learner and stakeholder feedback and consultation practices into our standard processes to guide the development of our strategic goals and plans.</p> <p>QMS and Policies</p> <p>ICE is reviewing and finalising the existing policies and to align with CoP requirements, including:</p> <ul style="list-style-type: none"> • Learner support and pastoral care • Literacy, numeracy, and neurodiversity • Wellbeing • Te Tiriti o Waitangi • Concerns and Complaints <p>The implementation of these policies and their associated processes will undergo periodic reviews. Key stakeholders will be notified of policy updates. An annual review plan will ensure information remains current and is communicated to learners through various channels, including the student handbook, website, noticeboards, and induction materials.</p> <p>Annual Planning Priorities</p> <p>Our annual plan prioritises implementing staff professional development workshops on CoP requirements, alongside coordinating cultural events, student focus groups, ICE Employer Connection Group meetings, and cultural group activities to enhance stakeholder engagement and programme effectiveness. These strategic priorities are essential for building a culturally responsive learning environment that ensures high-quality education delivery while maintaining strong connections between staff, students, employers, and our wider community.</p>

Feedback Cycles Implementation

ICE is enhancing its feedback systems by implementing and embedding surveys and robust data analysis processes, ensuring evidence-based decision-making drives our continuous improvement efforts. This systematic approach to gathering and evaluating feedback will directly inform our strategic goals and decision-making processes. Regular review cycles will ensure our feedback mechanisms remain effective and provide valuable evidence-based insights, enabling us to continuously improve our educational delivery and respond proactively to stakeholder needs.

Self-assessment reports publication

ICE will ensure transparency and accessibility of our self-assessment reports through multiple communication channels, including our website, social media platforms, direct email communications, and the annually reviewed Learner (Trainee) Handbook. This comprehensive distribution approach ensures all stakeholders have ready access to important organisational insights and performance data, fostering transparency and enabling informed engagement with our quality improvement processes

Health, safety and wellbeing and Reviewing learner wellbeing and safety practices

CE will implement a comprehensive health, safety, and wellbeing framework through an annual plan that encompasses both specialist trades staff training and learner safety practices. This integrated approach includes regular reviews of health and safety policies, processes, and safety manuals, alongside systematic monitoring of critical incidents and emergencies. The framework will be strengthened through evidence-based action plans, diversity-focused incident analysis, and regular updates to emergency protocols. All plans—including the Critical Incident Plan and Business Continuity Plan—will be reviewed and updated in consultation with the Director of Specialist Trades, ensuring robust risk management and promoting a safe, healthy learning environment for all stakeholders.

CoP awareness- Staff training

ICE is committed to delivering comprehensive professional development opportunities that align with CoP requirements and enhance educational excellence. Our structured training programme includes:

1. Regular participation in NZQA workshops to maintain current industry standards and compliance
2. Targeted professional development sessions focusing on:
 - Student support and complaint resolution
 - Learner wellbeing and pastoral care
 - Literacy, numeracy, and neurodiversity support strategies
 - Cultural competency development
 - Te Tiriti o Waitangi principles and practices
3. Specialised adult education methodology training for teaching staff
4. Ongoing health and safety certification and updates
5. Enhanced staff induction programme covering all essential aspects of educational delivery and support

This integrated approach to professional development ensures our staff maintain high standards of educational delivery while meeting all regulatory requirements and supporting diverse learner needs.

Outcome 2: Learner Voice

ICE is establishing robust systems to strengthen student voice and enhance our response to student needs through integrated feedback mechanisms, accessible complaints processes, and responsive support services. This comprehensive approach ensures student perspectives drive continuous improvement while maintaining clear pathways for addressing concerns and supporting successful educational outcomes

For the identified gaps in our practices, the following actions will be implemented to meet the requirements of Outcome 2:

Focus Groups

ICE is establishing comprehensive focus groups and support networks that prioritise engagement with Māori, Pacific Peoples, female learners, and those with diverse learning needs. Through regular meetings, cultural events, and industry connections, we create strong support systems that enhance the learning experience while ensuring learner perspectives guide our continuous improvement.

Learner support

ICE is strengthening learner support through targeted promotion of services and regular workshops and drop-in sessions. This structured approach ensures our diverse learner community has clear awareness of and access to the comprehensive support services available to them throughout their educational journey.

Student induction and orientation

ICE is establishing a consistent, culturally responsive induction and orientation process that ensures all new students receive comprehensive information, support connections, and a warm welcome into our learning community, setting them up for educational success from day one. Through this structured yet flexible approach, we create an inclusive environment where students feel supported and valued, with clear pathways to access academic, cultural, and pastoral care services throughout their learning journey.

Student surveys

ICE is establishing a new and dedicated robust student survey system to gather, analyse, and act upon student feedback. This systematic approach ensures student voices drive our continuous improvement efforts, leading to enhanced educational experiences and stronger support services. By implementing regular surveys followed by thorough analysis and targeted action plans, we create a responsive learning environment that evolves with our students' needs and aspirations.

Student Engagement Forums

ICE is establishing engaging online student forums through social media platforms to create connected learning communities. These digital spaces will facilitate peer support, industry networking, and timely communication, ensuring our students remain connected and informed throughout their learning journey while building valuable professional connections.

Campus Resources and Accessibility

ICE is establishing standardised, high-quality campus resources across all regions, including modern technology infrastructure, dedicated study spaces, and comprehensive Safety Hubs. This consistent approach ensures all learners have equal access to essential learning resources and support facilities, creating an environment where they can focus on their educational journey with confidence.

Concerns and Complaints Process and communication

ICE is strengthening its concerns and complaints process through clear, accessible communication and regular updates across all platforms. We are reviewing and refreshing our published materials, including noticeboard posters, leaflets, and website content, to ensure consistent awareness of the Study Complaints process and procedures amongst our learner community.

	<p>Staff professional development</p> <p>ICE is delivering focused professional development workshops to enhance staff capability in managing learner concerns and complaints and concerns. Through these targeted training sessions, we ensure our staff maintain consistent, professional approaches to feedback resolution, supporting positive outcomes for our learning community.</p>
--	--

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>ICE is implementing a comprehensive learner support framework that combines focused group engagement, culturally responsive support through our Nesian Waka Programme, enhanced student experiences initiatives, and robust quality assurance processes. This integrated approach ensures effective support for our diverse learner community while maintaining high educational standards and cultural responsiveness.</p> <p>For the identified gaps in our practices, the following actions will be implemented to meet the requirements of outcome 3:</p> <p>Cultural support framework</p> <p>ICE is developing an integrated cultural support framework, led by a Māori and Pasifika Advisory Group, to create inclusive and culturally responsive learning environments. Through structured cultural celebrations, wellbeing initiatives, and guided implementation of Te Tiriti o Waitangi principles, we ensure meaningful engagement and support for our diverse learning community throughout their educational journey.</p> <p>Staff professional development framework</p> <p>ICE is delivering focused staff development sessions to build expertise in student wellbeing, diversity support, and cultural responsiveness. This training ensures our staff can effectively identify and address concerning behaviours, support diverse learning needs, and maintain culturally appropriate practices aligned with Te Tiriti o Waitangi principles.</p> <p>Comprehensive support services</p> <p>ICE delivers comprehensive learner support through integrated academic, wellbeing, cultural, and practical services. This holistic approach ensures accessible support through multiple channels, addressing diverse learner needs while fostering academic success and personal wellbeing. This comprehensive support system is crucial for maximising learner engagement, reducing barriers to education, and ensuring successful completion rates across our diverse student population.</p> <p>Working with Learners</p> <p>We aim to actively engage with learners by organising representative meetings to identify their needs, including spiritual, cultural, and community support. Action plans will be reviewed and implemented to address learner needs, as identified through surveys and other feedback mechanisms. Learners will also be informed about processes that affect them through representation or consultation opportunities.</p> <p>Learning support and inclusive practice</p> <p>ICE is implementing integrated learning support systems incorporating standardised literacy and numeracy assessments, clear support pathways, and systematic progress monitoring. This comprehensive approach ensures equitable access to education by identifying and addressing diverse learning needs effectively.</p>

Creating environments for networking and cultural connection

ICE is establishing consistent social media platforms to enhance student engagement and celebrate cultural diversity. Through managed Facebook and Instagram channels, we actively promote New Zealand cultural events and share community updates, creating connected digital spaces that reflect and respect our multicultural learning environment.

Māori learner engagement and support

ICE is implementing targeted engagement strategies to support Māori learner success through cultural advisor guidance, specialised learning support, and structured feedback forums. This approach ensures Māori perspectives actively inform our educational practices while maintaining strong connections with our Māori learning community.

Student support access and response framework

ICE is implementing comprehensive support systems that ensure clear pathways for learners to access assistance when facing challenges affecting their studies. Through structured processes, accessible information, and systematic monitoring, we provide timely and effective responses to learning and wellbeing concerns.

Key focus areas include:

- Transparent access to course adjustments and academic support
- Clear communication through digital platforms and handbooks
- Systematic tracking of at-risk learners
- Secure and confidential record management

Health and safety excellence framework

ICE is developing integrated health and safety systems incorporating regular meetings, maintenance schedules, staff training, and systematic reviews. Through this comprehensive approach, we ensure our learning environments consistently meet and exceed safety standards, supporting positive educational outcomes.

<p>Outcome 4: Learners are safe and well</p>	<p>ICE is implementing comprehensive support and safety systems that integrate community services, emergency responses, communication channels, and learning assistance. This coordinated framework ensures all learners have clear access to support services while maintaining safe and responsive learning environments that address diverse student needs.</p> <p>For the identified gaps in our practices, the following actions will be implemented to meet the requirements of outcome 4:</p> <p>Community support services access</p> <p>ICE is establishing comprehensive networks to connect learners with both internal and external support services. Through consistently maintained information across Learning Hubs and multiple communication channels, we ensure our learning community has easy access to essential support resources.</p> <p>Ensuring timely emergency response and safety information</p> <p>ICE is developing integrated safety systems incorporating confidential reporting processes, standardised emergency protocols, and consistent safety communications. Through regular updates and clear procedures, we ensure our learning community remains well-informed and prepared for effective emergency response.</p> <p>Contact information management</p> <p>ICE is implementing standardised systems to maintain accurate and current contact information for all learners and their families. Through coordinated database management and regular verification processes across all centres, we ensure reliable communication channels are maintained.</p> <p>Learner support identification and response</p> <p>ICE is developing integrated support systems that enable clear communication of learner needs through multiple channels. Through regular staff training and standardised documentation processes, we ensure consistent, effective identification and response to support requirements across our learning community.</p> <p>Additional learning support framework (e.g., additional assistance, disability, study interruptions and special circumstances)</p> <p>ICE is establishing clear support pathways for learners requiring additional assistance through documented processes in learner handbooks, trained support teams, and systematic monitoring. This coordinated approach ensures consistent, culturally appropriate support for diverse learning needs and circumstances.</p>
---	--

Critical incidents and Complaints

A. Critical incidents

Definition

Critical Incidents cover all forms of an unplanned or unforeseen traumatic event which causes serious distress or harm on the institution and its community including but not limited to:

1. Natural Disaster
2. Death of a student
3. Serious injury
4. Onset of illness or medical condition requiring immediate action and or emergency treatment.
5. Psychological issues previously or not previously identified requiring immediate action and or emergency treatment.

B. Complaints

Definition

This scope of complaints may include, but not limited to, the following:

- Academic issues, such as concerns about the quality of teaching or the accuracy of course materials.
- Discrimination or harassment, based on factors such as race, gender, sexual orientation, or disability.
- Administrative issues, such as concerns about the handling of financial aid, or issues with the enrolment or registration process
- Facilities and equipment issues, such as concerns about the cleanliness or safety of campus buildings or equipment.
- Student services issues, such as concerns about the availability or quality of counselling, health services, or career services.
- Technical issues, such as concerns about the reliability or security of online systems or technology used for online classes.
- Safety and security issues, such as concerns about the safety of campus or parking lots, or issues with campus security.
- Miscommunication or lack of information, such as concerns about not receiving important information, or not being able to reach the right person to address an issue.

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 Finalise the individual ICE team strategic plans <ul style="list-style-type: none"> • Field services • Product and relationships • Industry courses • Learning Publication requirements for strategic goals and strategic plans and their revisions Inform and publish for wider Skills Consulting Group's reference.	Director Specialist Trades (ICE) <ol style="list-style-type: none"> 1. Head of Field Services 2. Head of Product and Relationships 3. Head of Industry Courses 4. Head of Learning 	31/03/2025	Strategic planning meetings	Developed Implemented and presented to staff.
	QMS and policies 1. Review the existing policies and create new policies to capture CoP requirements <ul style="list-style-type: none"> • Learner support and pastoral care policy • Literacy, numeracy and neurodiversity policy • Wellbeing policy • Te tiriti o waitangi policy • Complaints policy 	General Manager Academic Quality - NZ	31/3/2025	Annual policy review Plan and schedule monitoring and progress updates	QMS finalised. Policies Implemented. Process flows developed and available to all staff

	<p>2. Implement the processes including capturing relevant evidence and feedback</p> <p>3. Implement annual review of policy and processes</p> <p>4. Inform key stakeholders of the policy updates</p> <p>5. Annual review plan to ensure the information delivered to learners are current (e.g., student handbook, the website, material publicised in the noticeboards, induction)</p>	<p>General Manager Academic Quality - NZ</p>	<p>31/3/2025</p>	<p>Annual policy review</p> <p>Plan and schedule monitoring and progress updates</p>	<p>QMS finalised. Policies Implemented.</p> <p>Process flows developed and available to all staff</p>
	<p>Annual Planning Priorities</p> <p>Implementation of,</p> <p>1. Professional development workshops for staff on Code of Practice requirements</p> <p>2. Cultural events calendar</p> <p>3. Student focus group meetings</p> <p>4. ICE Employer Connection Group meetings (Industry and Employer Advisory)</p> <p>5. Cultural group meetings and associated events</p>	<p>Director Specialist Trades (ICE)</p> <p>1. Head of Field Services</p> <p>2. Head of Product and Relationships</p> <p>3. Head of Industry Courses</p> <p>4. Head of Learning</p>	<p>31/03/2025</p>	<p>Plan and schedule monitoring and progress updates</p>	<p>Schedule of events developed and implemented</p>
	<p>Feedback cycles implementation</p> <p>1. Update and enhance feedback collection methods through embedded surveys</p> <p>2. Develop systematic processes to review and align strategic goals based on collected data</p> <p>3. Ensure regular review cycles of feedback mechanisms</p> <p>4. Use evidence-based insights to inform strategic planning</p>	<p>General Manager Academic Quality - NZ</p> <p>Director Specialist Trades (ICE)</p>	<p>31/10/2025</p>	<p>Plan and schedule monitoring and progress updates</p>	<p>Schedule of events developed and implemented</p>

	<p>Self-assessment reports publication</p> <p>Self-assessment reports are published on the following channels where applicable:</p> <ol style="list-style-type: none"> 1. Website 2. Social Media 3. Emails 4. Learner (Trainee) Handbook (Annually Reviewed) 	General Manager Academic Quality - NZ	31/10/2025	Plan and schedule monitoring and progress updates	Schedule of events developed and implemented
	<p>Health, safety and wellbeing</p> <p>Create an annual plan to schedule and review for specialist trades staff training</p>	National Wellbeing, Safety & Health Manager	30/04/2025	Annual COP review Annual plans for workshops and training	Plan and schedule monitoring and progress updates recorded
	<p>Reviewing learner wellbeing and safety practices</p> <ol style="list-style-type: none"> 1. Annual review of Health and Safety Plan 2. Create action plans to review health and safety policies and processes ((including safety manuals and guides) based on evidence 3. Annual reporting plans e.g., of critical incidents and emergencies and analysis by diversity 4. Annual reviews plan to ensure the contact details of emergency contact and services are reviewed annually or as necessary. 5. Update Critical Incident Plan & Business Continuity Plan and Policies through consultation with Director Specialist Trades 	National Wellbeing, Safety & Health Manager	31/10/2025	Annual plans Annual policy review Follow-up meetings Action plan tracker	Evaluation report created and distributed. Improvements identified and action plan created.

	<p>CoP awareness- Staff training</p> <p>Ongoing training plan and scheduling for the staff on key focus areas of COP and COP requirements where applicable.</p> <ol style="list-style-type: none"> 1. NZQA workshops 2. Staff PD days and workshops on the CoP related topics <ul style="list-style-type: none"> • Complaints and concerns • Learner wellbeing • Literacy and numeracy • Neurodiversity • Cultural competency and Te Tiriti o Waitangi 3. Adult education training for trainers 4. Health and Safety training 5. Staff induction 	<p>Director Specialist Trades</p> <p>Head of People Enablement</p>	31/10/2025	Annual staff training plan	<p>Plan and schedule monitoring and progress updates recorded</p> <p>Completed on time and accessible</p>
<p>Outcome 2:</p> <p>Learner Voice</p>	<p>Focus groups</p> <ol style="list-style-type: none"> 1. Develop a focus group meeting plan 2. Establish priorities for female learners, Māori learners, Pacific Peoples as learners and learners with diverse learning needs 	<p>Director Specialist Trades</p> <p>Head of Learning-Specialist Trades</p>	31/03/2025	Annual learner meetings plan	Schedule, implement and notify learner
	<p>Learner support</p> <ol style="list-style-type: none"> 1. Promote learner support services 2. Organise workshops and event or drop-in sessions 	Director Specialist Trades	31/03/2025	Learner support plan	Schedule, implement and notify learner
	<p>Student induction and orientation</p> <p>Develop a consistent process for formal induction and orientation plan.</p>	Director Specialist Trades	31/03/2025	Annual plan and variations	Schedule, Implement and notify staff
	<p>Student surveys</p> <ol style="list-style-type: none"> 1. Conduct new student surveys 2. Review the results and identify key areas for improvement 3. Create and implement action plans based on survey findings 	General Manager Academic Quality - NZ	31/10/2025	Plan and schedule Monitoring and progress updates	<p>Schedule of events</p> <p>Developed and implemented</p>

	<p>Creating student engagement forums</p> <p>1. Establish online learner forums through appropriate social media platforms e.g., Facebook and LinkedIn</p> <p>2. Promote active engagement through regular updates and discussions</p> <p>3. Monitor and respond to student feedback to improve communication.</p>	<p>Director Specialist Trades</p>	<p>31/10/2025</p>	<p>Bi-Annual review</p>	<p>Plan and schedule</p> <p>Monitoring and progress updates recorded</p>
	<p>Campus resources and accessibility</p> <p>1. Establish consistent campus resources across all regions (computers, Wi-Fi, libraries, and meeting spaces)</p> <p>2. Create consistent Safety Hub protocols and facilities across all campuses</p> <p>3. Maintain consistent campus information displays and signage across all campuses and establish an annual/ periodic review plan</p>	<p>Head of Learning-Specialist Trades</p> <p>Campus Managers</p>	<p>31/05/2025</p>	<p>Annual review</p>	<p>Actions completed and in place.</p> <p>Developed and distributed</p> <p>Schedule, implement and notify learner</p>
	<p>Complaints Process and communication</p> <p>1. Review and update publish materials in noticeboard posters, leaflets and website.</p> <p>2. Improve consistency in awareness</p>	<p>Director Specialist trades</p> <p>General Manager Academic Quality - NZ</p>	<p>31/03/2025</p>	<p>Annual review plan</p>	<p>Completed and information flows distributed on campus.</p>
	<p>Staff professional development</p> <p>Organise workshop or PD sessions for staff to:</p> <ul style="list-style-type: none"> To discuss the complaint and concerns processes 	<p>Director Specialist Trades</p> <p>Head of People Enablement</p>	<p>31/03/2025</p>	<p>Annual review</p> <p>Annual Plan</p>	<p>Plan and annual schedule completed</p>

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 support framework 1. Form a Māori and Pasifika Advisory Group to guide cultural initiatives 2. Create and implement a cultural support framework aligned with Te Tiriti o Waitangi principles and other requirements 3. Develop an annual cultural events calendar across all campuses (including Matariki, Language Weeks, Pink Shirt Day, and Wellbeing initiatives)	Head of Māori & Pasifika Outcomes & Engagement	31/03/2025	Event Schedule Report post activities	Plan and schedule Monitoring and progress updates recorded
	Staff Professional Development Framework Organise workshop or PD sessions for staff to: 1. Ensure staff can identify and respond effectively to bullying, harassment and abuse. 2. Identify diverse learning needs. 3. Cultural fluency, Te Tiriti o Waitangi and tikanga Māori	Director Specialist Trades Head of People Enablement	31/03/2025	Annual review Annual Plan	Plan and annual schedule completed
	Comprehensive support services 1. Develop and implement consistent student induction materials across all platforms (presentations, LMS, handbooks) 2. Establish clear support service pathways with easy access through Learning Hubs and LMS 3. Schedule regular awareness activities (workshops, drop-in sessions) to promote student support services	Head of Learning-Specialist Trades Campus Managers	31/05/2025	Annual review	Actions completed and in place. Developed and distributed Schedule, implement and notify learner

	<p>Working with learners</p> <ol style="list-style-type: none"> 1. Organise learner representative meetings to identify their needs e.g., spiritual, cultural, community support where relevant 2. Review and implement action plans to embed learner needs identified by the surveys and other feedback mechanisms 3. Create learner representation or consultation regarding changes to organisational decisions affecting the learners 	<p>Head of Learning-Specialist Trades</p> <p>Campus Managers</p>	31/10/2025	Schedule quarterly reviews	<p>Actions completed and in place.</p> <p>Developed and distributed</p> <p>Schedule, implement and notify learner</p>
	<p>Learning Support and Inclusive Practice</p> <ol style="list-style-type: none"> 1. Implement consistent literacy and numeracy assessment processes at enrolment (including LNAAT assessment) 2. Establish clear learning support request systems across all campuses 3. Create standardised monitoring processes to track support requests and student progress 	<p>Head of Learning-Specialist Trades</p> <p>Vocational Literacy Manager</p>	31/03/2025	Quarterly meeting to review outcomes and progress on implementation.	<p>Actions completed and in place.</p> <p>Developed and distributed</p> <p>Schedule, implement and notify learner</p>
	<p>Creating environments for networking and cultural connection</p> <ol style="list-style-type: none"> 1. Create and manage consistent social media platforms (Facebook and Instagram) to engage with students 2. Actively promote New Zealand cultural events (e.g., Matariki, Te Wiki o te Reo Māori) and multicultural celebrations across all digital channels 3. Maintain regular online engagement through culturally 	<p>Head of Learning-Specialist Trades</p> <p>Head of Māori & Pasifika Outcomes & Engagement</p>	31/03/2025	Annual reviews	Activities scheduled and completed

	<p>Engaging with Māori learners</p> <p>Cultural advisors to,</p> <ol style="list-style-type: none"> 1. Organise a process to arrange learning support for te reo Māori speaking learners. 2. Establish a Māori learners' focus group to gather feedback. 3. Organise marae hui where ICE leadership can contribute to and gather feedback. 	<p>Head of Māori & Pasifika Outcomes & Engagement</p>	<p>31/03/2025</p>	<p>Quarterly review</p>	<p>Developed Implemented</p>
	<p>Student support access and response framework</p> <ol style="list-style-type: none"> 1. establish clear processes for learners to access support services including course changes, extensions, resits, special considerations, hardship reporting, wellbeing concerns, and additional academic assistance. 2. Effectively communicate all support processes and processes to students through the Learning Management System (LMS) and Student Handbook, ensuring information is easily accessible and up to date. 3. Develop and maintain a comprehensive database system to track at-risk learners, monitor intervention effectiveness, and document support measures to ensure timely assistance. 4. Implement consistent and secure record-keeping practices in SAMS/SELMA while maintaining strict confidentiality protocols and appropriate access controls for all student support interventions. 	<p>Director Specialist Trades</p> <p>General Manager Academic Quality - NZ</p>	<p>17/02/2024</p>	<p>Monthly reporting</p>	<p>Reporting available for improvement activities and action to support learners.</p> <p>Inform learners and staff</p>

	<p>Health and safety excellence framework</p> <p>1. Ensure the following health and safety practices are consistent and create an annual plan for:</p> <ul style="list-style-type: none"> • Health and safety meetings • Equipment and facilities maintenance • Staff health and safety training <p>2. Implement an annual safety review plan, including:</p> <ul style="list-style-type: none"> • Updating processes • Reviewing information in resources • Conducting regular audits 	National Wellbeing, Safety & Health Manager	31/10/2025	Annual plan Quarterly reporting	Reporting completed and available for analysis or decision making. Inform staff
<p>Outcome 4: Learners are safe and well.</p>	<p>Ensuring timely emergency response and safety information</p> <p>1. Establish clear processes for confidential reporting of health and safety concerns, including secure record-keeping and management procedures</p> <p>2. Create standardised emergency response protocols for all campuses, including liaison with government agencies and emergency services</p> <p>3. Maintain consistent staff and student induction materials about safety procedures, with regular updates through professional development and campus communications</p>	National Wellbeing, Safety & Health Manager Director Specialist Trades	30/06/2025	Quarterly review	Staff and learners provided with information.

	<p>Contact information management</p> <ol style="list-style-type: none"> 1. Student Management System) 2. Implement standardised processes for updating contact information across all ICE campuses 3. Establish routine checks to ensure whānau and student contact details are current 	<p>Director Specialist Trades</p>	<p>31/03/2025</p>	<p>Annual review</p>	<p>Student records up to date and confidentiality maintained.</p>
	<p>Enabling and providing learners opportunities to communicate their needs and identifying learners and responding effectively.</p> <ol style="list-style-type: none"> 1. Establish consistent channels for learners to communicate their support needs (through induction, handbooks, and digital platforms) 2. Provide regular staff training on identifying and responding effectively to learner needs 3. Maintain standardised documentation of support requests, responses, and monitoring processes across all campuses. 	<p>Director Specialist Trades</p>	<p>31/03/2025</p>	<p>Annual review</p>	<p>Annual review shows activities completed and reporting maintained.</p>

	<p>Additional learning support framework (e.g., additional assistance, disability, study interruptions and special circumstances)</p> <p>1. Document clear processes in the learner handbook for study support options (including appeals, extensions, course changes, and re-entry procedures)</p> <p>2. Train all staff and support teams (including Māori and Pasifika advisory teams) on learner support processes and timely assistance</p> <p>3. Maintain standardised records of all support requests, actions, and outcomes for consistent monitoring</p>	<p>Director Specialist Trades</p> <p>Vocational Literacy Manager</p> <p>Head of Māori & Pasifika Outcomes & Engagement</p>	31/10/2025	Annual review	Annual review confirms activities completed and reporting or escalation has occurred where appropriate.
--	--	--	------------	---------------	---