



Self Review Report – Learner Safety & Wellbeing

Industry Connection for Excellence

October 2023

TEO information

TEO Name	Industry Connection for Excellence			MoE number	6661
Current enrolments	Domestic learners	Total #	1176	18 y/o or older	1144
				Under 18 y/o	32
	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)	Quality Assurance Advisor				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level based on the NZQA continuum.

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

Outcome 1: A learner wellbeing and safety system

ICE is committed to creating an environment where learner wellbeing and safety is core to ICE's strategic planning. Due to the growth expected in the next year and the gaps we have identified from this review in strategic and operational direction, we have categorised ourselves as in the 'developing implementation' stage.

As a part of Skills Consulting Group (SCG), ICE will be merging with Ignite Colleges from 1st of December 2023. Therefore, ICE is currently undergoing changes to ensure that a well-implemented system is in place to identify and address all wellbeing and safety needs of ICE learners. As a result of this merge, we believe that ICE will benefit from an organised framework of centralised resources to implement effective practices to fill the gaps in policies, processes, and workflows.

This year, ICE has implemented major infrastructural changes to address the gaps identified in our last COP report. In March 2023, we have published an update of the progress of our action plan on our website.

In terms of strategic direction, the strategic planning for the PTE group of SCG was presented to the staff on 20th of September 2023. The current strategic planning and direction focuses on creating a Code of Practice focused directive to ensure that learner wellbeing and safety is central to our services and products. In the future, in addition to the learning hubs in development in Dunedin and Wellington, ICE is expected to grow by establishing additional regional learning hubs. The operational focus therefore is to cater to the learning needs of the current market supported by our continuing growth in stakeholder involvement. As a result of expanding our reach, we are rapidly and proactively developing effective systems to address the gaps we identify within our systems to meet the learner wellbeing and safety needs.

During this COP period, we have also shown significant growth in the strategic planning in business continuity which was significantly improved by the devastating flood events occurred between 2nd February to 14th February 2023. These events have not only disrupted the business continuance but also affected some of our staff and students in Auckland and Hawkes Bay. As a result of these events, all SCG group business units came together to setup *The Flood Emergency Response Plan* which included,

- a business continuity plan for the PTE group
- arranging or providing emergency accommodation
- setting up an emergency text service to provide updates
- setting up group and private mental wellness sessions through Instep EAP services to support the post-trauma mental health needs and
- setting up donations to distribute to the wider community.

During these events, our teams have been effectively communicating the updates on campus closures, information about support services and learning delivery changes (e.g., arranging or changes to online classes, resuming face to face classes etc) using several methods such as emails,

team, texts, and personal contacts with students via our student management systems and with the help of Specialist Trades Apprentice Managers (AM).

ICE has shown significant progress in the operational direction for outcomes 2-4 by developing a responsive and thorough processes and workflows to meet the COP requirements. These changes will be documented in detail in the relevant sections.

Our evidence suggests that in the previous year ICE has been;

1. Very responsive to changing learner needs and effectively reviewed and updated the existing processes and/or created new processes to accommodate those needs.
2. Actively creating and promoting opportunities to involve and engage with all stakeholders in all aspects of decision-making processes including strategic planning for future growth.
3. Supporting and empowering the staff by providing opportunities to educate, raise awareness and upskill to meet the changing needs of learners and other stakeholders, programmes and industry.
4. Proactively meeting safety and wellbeing needs of learner internally and externally by connecting with wider whanau.

We are proud of our commitment toward creating an environment and education system that honours Treaty of Waitangi. Our commitment to the treaty 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).

ICE has also shown considerable growth in H & S activities in the considered period and specifically during the last couple of months. The SCG group appointed a *National Wellbeing, Safety & Health Manager* in April 2023 who manages the H & S process regarding students, staff, and facilities. Since his appointment, our national manager has been actively evaluating and reviewing the existing group strategy and drafted a transformation plan which outlines the strategic planning for the future of our organisation. As a result of this, we are building a stronger health and safety network with appointment of new staff, introduction of new processes and inspection schedules that are documented in the outcome 3. The H & S management software that ICE previously used is now expected to be rolled out in all PTEs after the merger. As drafted in the transformation plan, the current strategic direction in this area will focus on creating a healthy and safe organisational journey where wellbeing is integrated and equally valued.

The operational aspects of this will focus on:

- Actively auditing and monitoring risk management aspects of the business;
- Training and skilling/upskilling our staff to be competent in role specific skills;
- Providing accessibility to resources at a national level and;
- Creating a well organised framework that contributes to continuous improvement of the organisation.

Outcome 2:

Learner voice

ICE's operational strategy focuses on creating a learner centric learning environment. We enable this strategy by creating services and teams that promote and assist learner voice and engagement.

Due to the significant growth and consistency of delivery we observed in this area, we have self-categorised ICE as 'implemented' for outcome 2.

This year, we have successfully established several methods to promote and create opportunities for learners and other stakeholders to be heard. We are continuously raising awareness among tutors, AMs and other customer facing staff regarding the importance of capturing formal and informal feedback. As a result of this, we have seen increased number of participations on our surveys and informal feedback capturing processes.

For majority of our programmes, we have implemented course feedback surveys and destination surveys using several delivery methods such as QR code (a pilot) and embedded links on LMS. These processes currently cover majority of our learners. We rolled out our first employer survey recently to employers and industry advisors across all our programmes and received some feedback. In addition to that, we established processes to carryout destination surveys for all our programmes with either LMS embedding or through SELMA.

For informal feedback capture, ICE has configured a couple of ways of recording informal feedback and monitoring the progress of the action plans. Any staff at ICE can record this feedback by assigning it as a task in SELMA or by sending an email or teams message to the QA. The QA maintains an internal register known as 'informal feedback tracker' to record, collate, action and investigate the issues raised or feedback provided. In addition to that, different teams at ICE actively facilitate several student forums. For example, while our delivery team engage with students via our LMSs and live forums during online classes, our marketing and operational teams actively manage and create forums via ICE Facebook and LinkedIn groups.

In addition to the above, we have implemented a focus group student meeting schedule for the year 2023. Currently, we have successfully facilitated five focus group meetings across programmes and campuses to create opportunities for students to voice their needs. We have also used these meetings as a platform to raise awareness about our student services and feedback processes.

ICE has successfully implemented processes to continuously monitor and action the findings from all feedback collection processes in place.

The feedback gathered from our surveys are analysed bi-monthly to ensure that captured data are evaluated to identify possible action plans for improvement in programmes, support services and staff. For example, with the findings of our analysis, we have been able to praise the tutors about the positives of their approaches, and things to note for improvement. Similarly, for the feedback gathered via student meetings and informal methods are analysed by the QA. The findings of these are presented to direct managers/programme managers, GM specialist trades and ICE business Manger to inform their decision-making processes and to implement action plans to improve our services to meet the student needs.

In addition to the above, ICE has shared these findings with other central SCG teams such as LMS development team and the Board of directors of SCG group to support their decision-making processes. Collectively, in the long term, we are expecting to use the feedback collected for continuous improvement practices by identifying the positive trends in our operations and resolving emerging patterns of negative trends that need attention.

We have successfully reviewed and updated our complaints policy v2 and the process flow earlier this year. The updated process provides clear information on how the internal complaint process works, possible outcomes and the timeframe 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) to reach out to when internal investigation outcomes are unsatisfactory.

The reviewed complaints process is readily accessible to staff via printed (displayed on staff work areas) and digital resources (ICE PTE SharePoint). Following the changes to our complaint process, we have conducted a workshop for all ICE staff to inform and raise awareness about the changes/updates and Dispute Resolution Scheme (DRS). We have also included this as a part of the staff induction. Similarly, for the students, this information is available via student handbook. The complaint process flow and DRS information is also available in selected student areas as a printed source.

Wellbeing and safety practices for all tertiary providers

Outcome 3:

Safe, inclusive, supportive, and accessible physical and digital learning environments

ICE has shown considerable progress in establishing processes to ensure a safe, inclusive, supportive, and accessible learning environment and community is provided for our learners and the staff. Additionally, as a continuous improvement practice, we have continued to make information accessible to learners and staff while promoting awareness regarding facilities, services, resources (e.g., industry related information such as codes and registration processes) and situations.

Due to the progress expected in the next few years to achieve our strategic goals, we have self-categorised ICE as in the 'developing implementation' phase.

As noted in our previous review, the tri-party agreement between the learner, employer and ICE ensures that the learners' health and safety in the workplace are well-looked after by the employer during their apprenticeship. Our reviewed and updated onboarding processes are now more thorough and detailed in providing a wholesome picture of learning journeys. Our evidence also shows significant changes and improved alignment between different teams (e.g., Delivery, pastoral care, operations and administration team) which has contributed to creating a strong pastoral care framework for ICE. As result of this alignment, we have also improved the information delivery with frequent and improved communication with the learner via SELMA during different stages of enrolment. We make information readily accessible to the employers and learners during their enrolment and pre-signup to inform about the programme requirements and the additional support available during their enrolments such as SCG group cultural, learning and mental health support services.

Active and regular engagement with our apprentices is the key to our continuous support and monitoring framework. Currently the AMs are visiting trainees at least 2visits/month at their workplace while actively manging around 100 trainees. They also engage with the learners on

campus and maintain regular contact via phone from pre-enrolment/signup to post-completion to ensure that the learner needs, and concerns are heard and addressed. They also ensure that learner progress is monitored and work together with the tutors and industry managers to ensure that learners are supported. In addition to that, they identify or respond to learner requests by directing them to learning support services or by addressing the issues and possible solutions in agreement with the learner and the employer where applicable.

In a general apprentice journey, the following steps are taken to ensure the learners are well informed and have access to resources or staff to support them when needed.

1. During signup or pre-signup

AMs discuss the programme structure and programme requirements, employment, learning pathways, fees, journey maps, cultural support, learning support and mental health support information, access to devices and other facilities to learn at the workplace and learning disability needs with the learner and employers.

The students who provided the necessary documentation and payment where applicable (e., g Training agreement, programme schedule, RPL form and workplace verifier or assessor forms) will be progressed to receiving access to learning materials (digital with login in details and welcome email and/or printed) and induction sessions from the operations team and/or AMs.

The pre reading materials/welcome pack collateral delivers the program information and other necessary information to the learners to start their learning journeys.

2. During enrolment

At the start of their courses or programmes, based on the programme, the students will have an online induction module or will have an induction session on the first day on each block course. During tutor led inductions, the learners are introduced to,

- the COP
- program content/ curriculum for the programme or week
- programme structure and attendance requirements
- learning guides and assessment information
- learning tools (e.g., LMS, Quizzes website) and
- other information such as H & S information, cyber security, copyrights issues and online bullying etc.

On LMS induction modules, COP information and other relevant programme information will be available as a quick read. In addition to that, some of the programmes on our LMSs have introductory videos which provide instructions on how to navigate the site/pages.

The AMs are accessible to learners and employers 24/7 while the dedicated ICE and E-tec support/operations teams are available via support inboxes and dedicated phone lines during workdays and work hours.

The student receives regular text messages and email communication via SELMA or their LMSs from the delivery and assessing team or operational teams. These may include information such as,

- course scheduling information, course updates and reminders
- learning resources (e.g., assessments, study guides, additional reading materials such as codes)

- addition learning support information or packs (e.g., Literacy and numeracy resources or neurodiversity tools and resources) and
- information on additional learning support sessions such as washup sessions or virtual tutor meetings in the evenings.

During enrolment, the students will have access to,

- tutors and assessors via LMS, their AMs or operations/admin teams
- 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.
- the Vocational Literacy team via self-approach, tutors, operations/admin teams or AMs.
- mental health service and/or wellbeing angels via 'text pulse' (the details on how this service works is discussed in outcome 4).

3. At completion or post-completion

The students are provided with guidance to board registration or further learning opportunities.

The AM team and tutors are actively monitoring the student progress to identify the learners that lack progress or posing a risk for over duration using several resources. When a student is identified as lacking progress and needing additional assistance, in discussion with the tutor and employer (where applicable) this will be arranged using several methods. In general, based on the programme they are enrolled in, they will receive one to one and/or group support from the tutors/assessors (including assessment support) via LMS, video chats and monthly virtual learning sessions. For PGD learners, ICE also organises evening washup sessions based on learner demand. For students that AMs identified as needing additional learning support, the internal delivery and SCG support services teams all work together to create customised solutions in agreement with the learner. This could include arrangements such as,

- providing a reader/writer pen/person
- arranging a cultural advisor as a coach
- arranging peer support/mentor at the workplace or
- directing to Literacy Aotearoa in addition to the learning support discussed above.

Where the student is affected by the circumstances such as change of employment and prolonged sickness that could affect their learning and progress, AMs will provide appropriate assistance and advice to the students on how they could continue enrolment and possible outcomes. In such situations the learners may be advised to use the *Training agreement status change form* to put enrolment *on hold* or provided a *grace period* according to our internal policies. Any other significant issues will be discussed with GM Specialist Trades for advice and approval of appropriate actions.

In terms of learning delivery, ICE is making significant improvements in the following areas due to the funding received from Tertiary Education Commission (TEC).

- with the funding received for HoloLens technology we have been able to facilitate safe and realistic learning opportunities by simulating hazardous locations and situations in regulated environments (in our classrooms and workshops).
- with the funding received for LMS development and improvements, our LMS development teams has been actively improving the digital learning resources with

components such as animated videos and simulated learning which will significantly enhance the learning of our students.

Our SCG Vocational Literacy team is showing significant growth in creating a comprehensive literacy and numeracy learning support framework for ICE. This team is also leading the 3-year Disability Action Plan for ICE which is currently with the TEC pending approval.

The students can access or receive support from the Vocational Literacy team in several ways.

1. During enrolment, they can state their learning needs in the *training agreement* which will be directed to the team prompting direct communication from the team.
2. After enrolling at ICE, they will receive an invite to participate in the Literacy and Numeracy for Adults Assessment Tool (LNAAT) assessment. The results will be analysed monthly. The students with scores under the threshold will be placed under monitoring with AMs or contacted directly to offer the services.
3. The learners struggling in the classroom can self-report to the team or can access the literacy team via AMs or their tutors.
4. Based on the observations, tutors or AMs can also request help from the literacy team for assessment and arranging additional support.

As a standard practice, all above methods will include private and confidential discussions with the learners prior to progressing requests or arranging support. Once the learning needs are established and documented with the Vocational Literacy team, this information will be only available to tutors, AMs and the literacy team to ensure that their privacy is maintained and to ensure smooth transition of care.

In addition to the above processes, Vocational Literacy team also assists neurodiverse learners by,

- assessing the needs and registering their needs for external organisations when required (e.g., board examinations)
- educating and advising learners about the tools and resources they can use to learn (e.g., speech to text/read aloud options, chrome logins and other apps etc)
- arranging a reader/writer for assessments
- arranging reader/writer pens (this may involve costs if the limits exceed the amount Vocational Literacy team can provide on loan. If costs involved, both learners and their employers are notified in advance and learners maybe directed to additional funding sources) and
- arranging support through Literacy Aotearoa.

SCG cultural advisors act as advocates for Māori and Pacifica learners across the PTE group which includes ICE. The cultural team has been establishing practices for regular visits on campus on a selected day of the week and attending student inductions at the beginning of their programmes on day 1 (Mihi whakatau). The students can request cultural support from the team and can associate them in other requests such as learning support. This cultural team also works with external organisations and Māori and Pacifica communities to rollout initiatives that support the learners through 'Nesian Waka' framework.

With their strong influence in promoting diversity and initiatives to celebrate cultural identity within PTE group, they also organise,

- the cultural events that celebrate different cultures such as language weeks
- Auckland & Regional so'otaga gathering of Māori and Pacifica students with their families sharing feedback, wins to date, what support they require, and creating a wider village and

- community relationship events and advisory group meetings of 'Moana Pacific Community' or at Manurewa marae.

In terms of our facilities, currently we are providing satisfactory learning facilities for our learners in the classrooms and workshops (supported by the evidence from course feedback surveys). In the future, we will be receiving better and improved facilities and services as a part of new strategic direction for the new and existing student hubs. Currently, our students enjoy free wi-fi access and access to chrome books on request while they are in the campus. In addition to that, few of the devices we have purchased and distributed from the ceased Tec fund have been returned to us by the students who have completed their programmes. These have been recirculated to the existing students who do not own their own devices.

This year, ICE has continued to empower staff by providing appropriate training or opportunities to equip them with the necessary skills to meet the requirements of this outcome. Internally, we have conducted complaints and grievances, literacy and numeracy and neurodiversity workshops for the staff to help them identify and respond to the needs of the students. These are a series of workshops that will continue annually. In addition to that, the cultural fluency courses and Te Titriti o Waitangi workshop have been mandated to the SCG staff. The cultural team also offers online learning resources via Tehei SharePoint site and an online self-directed course that ran as a pilot ('Te Ara Ki Tua') which comprised of modules covering Te Titriti o Waitangi, Te Reo, Tikanga, and other aspects of Te Ao Maori. Currently, the AM team and tutors are actively participating in these and there is a strong uptake of these courses among AM team due to flexibility in their schedules. The staff are also participating in SCG group sourced business agility workshop and mandated self-directed learning for 2 hours per week known as 'love yr skills'. For 'love yr skills', the staff can learn self-chosen skills through LinkedIn learning or other sources. In terms of external workshops, we have been promoting NZQA COP workshops and Disability action plan workshops for all customer facing staff and have observed strong interest and participation from different teams.

As stated in the outcome 1, with the appointment of a national manager for Health, Safety and Wellbeing, we expect to make significant changes in our processes. It is important for ICE to have well thought out safety processes and practices in place to ensure that safety and wellbeing of the students and staff is met to the required standards. While we have major changes lined up for the future of ICE in this regard, currently ICE has following practices established to meet the health and safety requirements and needs.

- Information on emergency procedure accessible to the staff and learners to be informed and prepared for emergency situations.
(e.g., the processes for fire, earthquake, campus closures, site wardens, evacuation plan, staff first aiders etc.)
- Safety and Industry compliance manuals and inspections ensure that the facilities and equipment are maintained to meet the industry requirements and compliance
- H&S Induction Form signed at the induction and at the beginning of off-job practical assessments ensures that learners are aware and agree to comply with the relevant policies and procedures of ICE and industry requirements.
- Inductions in the workshops at the beginning of workshop sessions ensure the learners are informed of safety and hazards.
- Incident register and hazard register are used to record the incidents and hazards and prompt preventive measures.

- Use of Safe365 and Hapai for reporting and analysis ensures good practice.

Outcome 4: Learners are safe and well

ICE is developing its services to create a responsive wellbeing and safety network across its campuses. Due to this, we have categorised ourselves as in the 'developing implementation' stage.

As a part of SCG group, ICE students are offered a confidential and free mental health service known as 'text pulse'. This service was first piloted to ICE trainees in 2022 and was rolled out to all ICE trainees from 3rd April 2023. TextPulse is a wellbeing check-in system made with high-tech solution that works via text message to trainees. The service also uses the services of trained and competent professionals working as 'Wellbeing Angel's. With the enrolment into the programmes, the students are receiving weekly text messages on their phones asking how they are doing. Students can either ignore or opt out of this service if preferred. If they respond, the text pulses' AI triages the responses and send the triaged responses to the Wellness Angel with suggestions. These suggestions are personalised solutions such as a chat with the student or an arrangement of professional support services. According to our internal data, we have received a total of 46 Red messages from the PTE group. With the help of our wellness angels all have been personally attended and 5 have been forwarded to our Instep EAP counselling support. The identified cases are presenting issues of anxiety/depression, stress, and family relationships. While we couldn't indicate how many students were supported from ICE and E-tec due to strict data sharing policy guidelines, we strongly believe that Text Pulse adds value to our learner centric approaches by helping students who are struggling with challenges before they seriously impact on their life and mental health.

Similarly, as a part of SCG group, ICE has been actively creating associations with other organisations offering financial services to provide information and accessibility to our students. During the first part of the year, we have worked with the Ministry of Social Development's Early response Team to offer financial advice and services to our learners as a part of National Early Response Fund programme. The learners could meet them onsite (fortnight, Wednesdays) and access them offsite as usual. The information and services provided through this were to help access benefit and services for:

- Food
- Accommodation costs
- Utility bills
- Childcare Subsidies
- Medical and dental costs

Currently a similar service is provided by the ASB financial wellness team. This team can be accessed for financial support information by students through direct requests to the cultural support team or by requesting assistance from AMs other ICE teams. They are also conducting a series of online sessions focused on budgeting, goal setting and money matters (and other financial advice) in general. The next few sessions are arranged from 30th October to 20th November 2023 and the information is currently being advertised on the student areas.

The operations team at ICE captures a nominated support person's details while the delivery team reminds learner to update contact details during their inductions. The details are initially collected via *Programme Schedule* document that is submitted with the *Training agreement*. In the

programme schedules, there is a section where ‘*Support Person Details*’ are prompted as a mandatory field. This field also has a description above the required fields stating when the nominated support person will be contacted. During enrolment processing, the operations team will add this support person details under the ‘stakeholder’ section of the student profile on SELMA and indicate the contact as ‘kin’.

During ICE inductions, the students are provided some safety and wellbeing information regarding the following,

1. Medical
(Information about medical care near the campus).
2. Respond to an emergency and engage with relevant government agencies
(Evacuation information (evacuation routed maps), site wardens, safety equipment locations, first aiders, how to contact government agencies).

The ICE premises also hold readily accessible evacuation plans in the health, safety and wellbeing noticeboard, workshops, and other areas across campuses and with evacuation tool kits which includes a first aid box. There are fire extinguishers alarms and other equipment, and instructions are also available in the campus in multiple places in each campus.

The tutors and AMs are actively monitoring the attendance register during the scheduled onsite courses. If a learner doesn’t attend the scheduled course and doesn’t notify the AM within the first half of the day, ICE will attempt to contact the learner via phone as a wellness check to ensure that the learner is safe and well. If the learner does not respond, this will be escalated to contacting the nominated support person and the employer. The additional contact records will be added to SELMA for future references.

Students have access to some resources that provide information regarding other wellbeing needs on campus.

Student areas and noticeboards will display this information for students to refer to as posters or leaflets.

Although we do not maintain a cafeteria in our campuses, based on the locations, student areas on our campuses provide different beverage and food options such as coffee machines with soup a cup options and fruit for learner consumption.

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.

Analysis

Since registering as a PTE in September 2022, ICE has experienced only one critical incident to date. This was the flood events occurred between 2nd February to 14th February 2023 in Auckland and Hawkes Bay.

As a result of scale of the damage and impact on our staff and students' safety and wellbeing, SCG group developed a consistent approach and a responsive framework across the PTE group which includes ICE to ensure the safety and wellbeing needs of our communities are met. This is summarised in outcome 1.

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.

Analysis

Since registering as a PTE in September 2022, ICE received only two complaints to date.

We have received 1 student complaint (Male/Latin American) regarding an assessor's conduct in a block course and 1 complaint from an employer on behalf of a student (Male/NZ European) regarding lack of information or clarity on the information received on fees attached to the end of course. Both were successfully resolved to the complainant's satisfaction. As a percentage, these two complaints represent 0.0017% of our student population.

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 of Treaty of Waitangi the following goals in the strategic Plan.	Director PTE training and GM Quality and Programme Development	30/09/2024	Strategic planning meetings	<ul style="list-style-type: none"> Developed Implemented and presented to staff
	Publication requirements for strategic goals and strategic plans and their revisions Review relevant policies to include this in their processes. Include Provider Intentions and Code Compliance <ol style="list-style-type: none"> Social Media LMS-Learning hive and Skills Bank 	QA team	29/02/2024	Follow-up meetings Action plan tracker	<ul style="list-style-type: none"> Completed on time and accessible
	QMS and policies <ol style="list-style-type: none"> Review the existing policies and create new policies to capture COP requirements Implement the processes Annual or bi-annual review of policy and processes 	GM Quality and Programme Development	30/07/2024	Plan and schedule monitoring and progress updates	<ul style="list-style-type: none"> QMS finalised Policies and Process flows implemented Resources available to all staff

	Review CRS policy and internal complaints policy based on evidence- demographics capture				
	<p>Health and safety strategy</p> <ol style="list-style-type: none"> 1. Approved Health, Safety and Wellbeing strategy focused Transformation plan 2. Site-by-site risk assessment and action plan 3. Annual review of Health, Safety and Wellbeing policy and goals including Learner Wellbeing and safety goals 4. Annual plan to review industry related compliance in documentation, equipment, and facilities (including safety manuals and guides) 	National Wellbeing, Safety & Health Manager	30/04/2024	Plan and schedule monitoring and progress updates Annual review	<ul style="list-style-type: none"> • Developed and implemented Presented to the staff
	<p>Reviewing learner wellbeing and safety practices</p> <ol style="list-style-type: none"> 1. Implement action plans and monitor progress. 2. Create action plans to review policies and processes based on feedback reports or summary reports 	QA team Maori and Pasifika Liaison team	30/04/2024	Annual plans follow-up meetings Action plan tracker	Evaluation report created and distributed Improvements identified and action plan created.

	<p>Assisting learners, and responding effectively to emergency situations in the learning or residential community</p> <p>Actions to implement are,</p> <ol style="list-style-type: none"> 1. Annual review plan to ensure the information delivered to learners are current (e.g., student handbook, the website, material publicised in the noticeboards, induction) 2. Annual reporting plans e.g., of critical incidents and emergencies and analysis by diversity 	<p>GM Specialist Trades</p> <p>E-tec Business Manager</p> <p>Site Managers</p> <p>National Wellbeing, Safety & Health Manager</p>	<p>30/10/2024</p>	<p>Annual policy review</p> <p>Annual COP review</p>	<p>Plan and schedule monitoring and progress updates recorded</p>
	<p>Health, safety and wellbeing Staff training</p> <p>Create an annual plan to schedule and review,</p> <ul style="list-style-type: none"> • Mental health and first aid training for customer/student facing staff • appropriate training for H and S wardens • Training staff on safe365 software for H& S reporting requirements • fire and emergency drills 	<p>National Wellbeing, Safety & Health Manager</p>	<p>30/04/2024</p>	<p>Annual COP review</p> <p>Annual plans for workshops and training</p>	<p>Plan and schedule monitoring and progress updates recorded</p>
	<p>Staff training</p> <p>A. Ongoing training plan and scheduling for the staff on key focus areas of COP and COP requirements where applicable.</p>	<p>QA team</p> <p>GM Specialist Trades</p>	<p>30/10/2024</p>	<p>Annual staff training plan</p>	<p>Plan and schedule monitoring and progress updates recorded</p>

	<ol style="list-style-type: none"> 1. NZQA workshops 2. Staff PD days and workshops on the topics listed 3. Tutor support- Vitae EAP counselling service 4. Health and Safety training <p>B. Establish a process to ensure the delivery of consistent staff induction practices, information delivered during induction and annual plan to review the existing practices</p>	<p>E-tec Business Manager</p> <p>Site Managers</p>			
Outcome 2: Learner voice	Student surveys Establish course feedback surveys for the following programmes <ol style="list-style-type: none"> 1. New Zealand Certificate in Electronic Engineering (Level 4) -54 active enrolments 	QA Team	30/12/2024	Annual review	Actions completed and in place. Evaluate outcomes and identify improvement activities.
	Providing timely and accessible resources to additional facilities Access to physical spaces and facilities such as meeting rooms, projectors, printers etc for meetings on campus	Site Manager GM Specialist Trades	30/09/2024	Annual review	Actions completed and in place.
	Providing timely and accessible information to learners on the decision-making processes Create information channel to inform learners about the merger of PTEs.	PTE leadership team	30/01/2024	Annual review	Developed and distributed

	Complaint process and DRS- Updating students <ul style="list-style-type: none"> Publish materials in noticeboard posters, leaflets and website. Include in the induction module on LMS. 	QA Team	31/03/2024	Annual review Evaluate outcomes and identify improvement activities	Completed and information flows distributed on campus.
	Complaints analysis Publish the annual reports on the website and noticeboards.	Marketing Team	31/12/2023	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	Policies and processes Review the relevant polices and processes	QA team	31/07/2024	Annual review	Action completed and information available.
	Accessibility to information and promoting awareness Creating consistency of processes across campuses and programmes by, <ol style="list-style-type: none"> Learner support handbook and code video embedded in LMSs. Update the induction presentation or induction modules to inform the students about; 	LMS development team Programme managers Site Managers	31/07/2024	Annual review	Action completed and information available.

	<ul style="list-style-type: none"> • SCG cultural advisors • Vocational literacy team • Text pulse service • Complaint process • Introduce discrimination, racism (including systemic racism), bullying, harassment, and abuse and reporting process (self and others). <p>3. Updating student noticeboard or information on display in the student areas.</p>				
	<p>Māori and Pacifica advisory group (cultural support) annual planning Establishing consistency by configuring,</p> <p><i>Students</i></p> <ol style="list-style-type: none"> 1. face-to-face support framework for Otaki hub and Dunedin Hub 2. learner communication for events 3. cultural surveys for students (embed questions to identify cultural needs and feedback on support services to student surveys) 4. Support process reviews 5. Organise the processes to arrange learning support for te reo speaking students and assessments in te reo <p><i>Staff</i></p>	Cultural advisors	31/03/2024	Annual review	Actions completed and in place.

	<ol style="list-style-type: none"> 1. Te Titriti o Waitangi workshops training or adapting them to accommodate the delivery schedule of the teaching staff. 2. Organise a workshop with tutors on the best practices of tikanga Māori 3. Focused training on all customer facing staff including admin team 				
	<p>Student awareness</p> <ol style="list-style-type: none"> 1. Raise awareness of discrimination racism (including systemic racism), bullying, harassment and abuse by <ul style="list-style-type: none"> • Induction • Leaflets 2. Promote cultural events 3. Embed NZQA COP and learner support booklet in to LMSs 4. Inductions- update information delivered by classroom inductions, LMS and other services inductions and digital literacy/ google classroom inductions. Ensure the evidence is captured. 	<p>Site Manager</p> <p>Apprenticeship Managers</p>	17/10/2024	Quarterly review of information gathered. Evaluate outcomes and identify improvement activities	Quarterly report on activities
	<p>Promoting awareness and implementing processes for the staff</p>	Quality team	17/10/2024	Schedule quarterly reviews	Review results recorded and reporting completed

	<ul style="list-style-type: none"> Organise staff 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. Implement a staff survey to capture staff feedback on awareness, their needs and established practices. Add the topics of discussion and the process to respond to staff induction. 				
	<p>Providing opportunities for learners to discuss issues that are affecting their ability to study and providing learners with a response to their issues</p> <ul style="list-style-type: none"> Update the existing change of status physical form or create an online form is available for learners to request extensions, resits, special considerations, inform hardship, physical and mental wellbeing issues or requesting additional help or requesting help in relation to any of these issues. 	Pastoral Care team	31/05/2024	Quarterly reporting	Reporting available for improvement activities and action to support learners.

	Providing a healthy and safe learning environments <ul style="list-style-type: none"> • Health, safety and wellbeing actions plan made available to the staff • HSW training plan for the staff • Operational HSW committee meeting scheduled • Implement an annual safety review plan (updating processes, info in resources etc) 	National Wellbeing, Safety & Health Manager	30/05/2024	Quarterly reporting	Reporting completed and analysed for decision making.
Outcome 4: Learners are safe and well	Policies and processes Review and update relevant policies and processes	QA team	31/07/2024	Annual review	Action completed and information available.
	Provide access to the services through the provider or community services Ensure the resources/ promotional material for external services are available to students. <ul style="list-style-type: none"> • Inform during induction • Add Information to the noticeboards or social media • Display information in the student areas 	Quality Team	30/04/2024	Learner and tutor survey results	Information available and accessible.
	Enabling and providing learners opportunities to communicate their safety and wellbeing needs and identifying learners and responding affectively	QA team	1/02/2024	Annual review	Annual review shows activities completed and reporting maintained.

	<ul style="list-style-type: none"> Review the relevant policies and processes (annual review plans) Promote awareness among students via noticeboard. Promote awareness among staff- Staff training (including support services) and induction Establish connections with external support services including cultural services 				
	<p>Support learners' connection to their language and culture (Identity)</p> <ul style="list-style-type: none"> Organise cultural events/days with internal and external organisations across campuses 	Site Manager	30/04/2024	Quarterly Review	Information available and accessible.
	<p>Maintaining up-to-date contact details</p> <ul style="list-style-type: none"> Inform the learners during induction about updating the details Inform the process to tutors during their induction Consistency in uploading the information to SELMA 	Site Manager Operations Manager	01/06/2024	Annual review	Register up to date and confidentiality maintained.
	<p>Making arrangements with disabled learners and supporting learners whose study is interrupted due to circumstances outside their control <i>Disability Action Plan</i></p> <ul style="list-style-type: none"> Distribute to staff and students 	Site Manager Vocational literacy team	30/06/2024	Annual review	Annual review confirms activities completed and reporting or escalation has occurred where appropriate.

	<ul style="list-style-type: none"> 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) 				
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