Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	ICENZ Ltd Education Organisation number 8264			MoE number		
Code contact	**Name**	Judy Tipping		**Job title**	NZ Manager	
	Email	Judy@swimming.org.nz		**Phone number**	0211083139	
Current enrolments **50**	**Domestic learners** **50**	**Total #** **50**	#	**18 y/o or older**	# 50	
				Under 18 y/o	# 0	
Current residents	**Domestic learners**	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
	International learners	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
Report author(s)						

Stage of implementation for each outcome

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

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

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

Wellbeing and safety practices for all tertiary providers

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

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Quality Management system policies and procedures are in place. Many are based on feedback from stakeholders. Learners' health and safety and wellbeing is prioritised with a health and safety check undertaken on venue and discussion undertaken prior to commencement of training if extra assistants is required by any learner. Emergency procedures and evacuation protocols are covered at each training. Building warrant of fitness certification checked Email hazards protocols and PPEs in place	QMS policies are cited by all stakeholders. Management meeting minutes Management H&S meeting minutes EER report Stakeholder feedback surveys Management updates QMS annually to ensure currency. Staff continuing education support.
Outcome 2: Learner voice	ICENZ proactively seek feedback for all learners by using evaluation forms on completion of training, where they are asked to rate impression of course, course appropriateness to learner skill level, overall impression of course presentation, course overall effectiveness of learnings in the workplace, providing three examples how the learner will	All learners participate in evaluation of learning. Results from the feedback assures ICENZ provides all learners a safe, inclusive, supportive, learning outcomes and accessible learning environments. Leaner progress reporting

| | apply knowledge and skill learned, in their workplace, and comments for further improvement of the course.

This feedback enables ICENZ to collect data and feedback/comments from a range of diverse learns and is truly authentic.

Feedback forms re reviewed annually and discussed at staff planning/training days. It also allows the ICENZ team to identify any gaps that need to be addressed.

If any learner complaints are received, all il be investigated by management, then complaint and outcome would be documented on file. There have not been any complaints to date, however a system is in place.

Management and staff organically engage with learners and encourages them to give constructive unbiased feedback through the feedback forms so ICENZ can continue to provide support to our learners. | Self-assessment report

EER report

Staff annual engagement and constructive feedback |
|---|---|---|

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Staff outline the programme documentation on the day of training and a student handbook is available on request. Processes are outlines in documentation provided in hard copy or electronically to all learners. Each learner has a choice as to whether they request a hard copy or electronic copies of all documentation. ICENZ activities determines if the learners have any concerns, manager takes swift action to remedy any concerns. The results of the feedback inform ICENZ that our learners are provided with a safe, inclusive, supportive, and accessible physical and digital learning environment.	High participation and response to student feedback. Feedback forms are given to all learners.
Outcome 4: Learners are safe and well.	ICENZ takes an effective approach to learner safety and wellbeing. Learner support documentation identifies our commitment to learners. Administration process identifies any health or learning disabilities during the enrolment process.	Enrolment forms identify any learners that require extra support. ICENZ has a risk register, with the manager overseeing any reports or incidence that may occur. These re then reported to the Management team formally. ICENZ has a quality management system handbook which is available to all learners in hard copy or electronically.

	Learners have access to Manager after hours on email or cell phone for any clarification or assistance and in the case of any emergency.	Health and Safety incidence are reported in meetings with management staff. All support for learners are identified in the quality management system handbook. All tutors have a current Police Check ICENZ has an open-door policy where learners can access learnings and enrol without making an appointment. This is undertaken via electronic website enrolment processes.

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Having guidance to ensure ICENZ is upholding the principles of Te Tiriti o Waitangi. Working with the local Marae, staff attending workshops
Outcome 2: Learner voice	Develop a student survey every 6 months where learner can organically make suggestions throughout the year. Manager collects and brings the suggestions to the team during planning days with staff.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Provide learners with on-going industry articles to assist with their work environment and industry knowledge. Continue to work with the local Marae to ensure ICENZ are upholding the principles of Te Tiriti Waitangi Staff training workshops to ensure tutors are meeting these requirements.

Outcome 4: Learners are safe and well.	ICENZ cannot identify any gaps at this stage.

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	A staff to undergo a workshop on Te Tiriti o Waitangi	Judy Tipping	6th July 2024	Certificate of completion	Meeting with staff, whether they feel confident in translating it into the learning environment.
Outcome 2: Learner voice	Learner feedback is collected and collate and findings are fed back	Judy Tipping	6th July 2024	Database is created	Trends are identified

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	Provide learners with online articles of interest to help in their work environment	Judy Tipping	6th July 2024	Online access to all learners	Feedback o helpfulness of articles
Outcome 4: Learners are safe and well.	No gaps have been identified at this stage.				

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 5: A positive, supportive and inclusive environment in student accommodation					
Outcome 6: Accommodation administrative practices and contracts					
Outcome 7: Student accommodation facilities and services					

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners					
Outcome 9: Prospective international tertiary learners are well informed					
Outcome 10: Offer, enrolment, contracts, insurance and visa					
Outcome 11: International learners receive appropriate orientations, information and advice					
Outcome 12: Safety and appropriate supervision of international tertiary learners					