

NZ Welding, Trades & Services Code of Practice Self-Review Report - 2023



**NZ Welding,
Trades & Services**
BOP School of Welding Limited

TEO information

TEO Name	Bay of Plenty Welding School Trading as NZ Welding, Trades & Services		MoE number	8270	
Code contact	Name	Sarah Riches		Job title	Commercial Director
	Email	sarah.riches@aspire2.ac.nz		Phone number	021 891 036
Current enrolments	Domestic learners	Total #	611	18 y/o or older	486
				Under 18 y/o	125
	International learners	Total #	16	18 y/o or older	16
				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	-
Report author(s)	Sufia Farooq				

Action plan – Organisational structures to support a whole-of-provider approach to learner wellbeing and safety (2022– 2023) updates

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 1: A learner wellbeing and safety system	Students are encouraged to form support groups, such as study groups, and interest groups – a process to be developed with Tutors	Site Managers	Next intake (October 2023)	Development of support groups	First impression survey Tutor feedback Student progress hui	Completed
	Guest speakers from various organisations are invited; this could be strengthened by tailoring more to the direct needs of the learners	Learner success coach	Ongoing	Analysis of needs/support – completed Inviting guest speakers according to the nature of the support- In the process	Programme evaluation survey	Ongoing
Outcome 2: Learner's voice	Student rep hui. The gap analysis identified that student rep hui minutes have not been circulated to all taurira	Site Managers	Next student rep hui	To ensure all students receive hui minutes, an email will be sent to all tutors and a follow-up meeting will be conducted to ensure hui minutes are circulated to all taurira	We will measure this by feedback from tutors, student rep hui minutes and site managers check-in with the taurira	Completed

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Overall good processes in place, however feedback indicates that the process could be improved	Site Manager	Next induction	Information for induction will be reviewed All the relevant information has been provided to our students	First impression survey Tutor and student enrolment team feedback	Completed
Outcome 4: Learners are safe and well	Community and social Interest groups are promoted to the learners	Learner success coach and Site Managers	Next induction	Community and social interest groups are promoted to learners	First impression surveys Student progress hui Complaints Register	Completed
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners	To create additional question/filter in the survey for international students. Once we have more international students it will be easier to filter data and analysis for international students	Quality and compliance Manager Power BI analyst	Jan 2023	Update all the surveys in the survey monkey	First impression surveys Programme surveys Graduate surveys	Completed

Outcome 9: Prospective international tertiary learners are well informed	To display 24/7 contact details and numbers in all classrooms in addition to the information provided to the students through other platforms	Education support Site Managers	November	Print info and display in classroom Inform students about the same	Student feedback Tutor feedback	Completed
Outcome 10: Offer, enrolment, contracts, insurance, and visa	No gaps identified To continue to monitor processes	All staff	Ongoing	n/a	First impression survey Tutor and student enrolment team feedback	n/a
Outcome 11: International learners receive appropriate orientations, information, and advice	Based on the feedback from Tutors, simplify the content used for orientation	Student enrolment Team and Site Managers	Next Induction	Enrolment Team to look into the content and modify Site Manager to review	Tutor feedback Student feedback	Completed

NZWTS definition for Critical incident and Complaints

A critical incident is any notifiable incident, illness, injury, or death that has occurred within our facilities. This encompasses situations such as:

- In the event of someone losing their life at our premises
- Hospitalisation for severe injury or illness: When an individual requires immediate admission to a hospital due to a significant injury or severe illness that has occurred at our premises (incident due to condition of the work site/practical event, the way the work activity is organised)
- Immediate and substantial risk to health and safety: Instances where an unanticipated or uncontrolled incident occurred at our premises, such as a building collapse, gas leak, or explosion, places an individual's health and safety in immediate jeopardy.

In summary, a critical incident involves notable events, injuries, or fatalities occurring on our premises, including death resulting from our actions or any activities that has been taken has led to these notifiable events. In such situations, we will be reporting to WorkSafe immediately in accordance with the NZWTS incident and accident reporting procedures.

Reference - <https://www.worksafe.govt.nz/notifications/what-events-need-to-be-notified/#lf-doc-39637>

Complaints and critical incidents reporting and publishing data in your self-review report (nzqa.govt.nz)

Critical incidents 2022

Over the course of 2022 and so far in 2023 there have been no critical incidents that were notifiable events. We will continue to monitor risks, promote awareness, and provide a safe and secure environment for our taura.

Complaints

In accordance with the NZWTS policy, should a student encounter any concerns or problems that persist even after an informal complaint meeting and procedure have been attempted, the next step is to elevate the matter to the Technical Trades Manager by submitting a formal complaint. This formal complaint process entails completing the required documentation and following NZWTS complaints procedure.

A problem or grievance is recorded as a formal complaint if it escalates to the Technical Trades Manager or directly to the DRS or NZQA.

Complaints 2022

Over the course of the year 2022, we have received one formal complaint and the issue has been solved in accordance to the NZWTS complaints policy.

Year	Nature of the issue	status
2022	Non – academic (two students engaged in dispute)	Resolved

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

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

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>BOP School of Welding trading as NZ Welding Trades and Services (NZWTS) has been delivering Welding, Trades and Foundation Trades Training since 1999. We are based in South Auckland and Rotorua.</p> <p>Our programmes provide targeted support to taura who want to upskill and grow in the welding and trades industries. We are founded on the principle of ka mahi, ka ora (to work is to live), we support each individual to recognise and develop their potential.</p> <p>We take all necessary measures to support their wellbeing throughout their time at our premises, from the initial enrolment process to the completion of their programme.</p> <p>Our strategic pillars framework is embedded into our strategic action plan.</p> <p>Overview of the strategic action plan</p> <ol style="list-style-type: none"> 1. Grow through partnership – Whanaungatanga 2. Develop Powerhouse Teams – Pukengatanga 3. Own Employment – Rangatiratanga 4. Super Serve our participants and employers – Manaakitanga 5. Be Guardians of Excellence – Kaitiakitanga 	<p>We are confident that we have well-implemented learner wellbeing and safety system practices based on the below analysis:</p> <p>The first impression survey that was conducted in 2023 shows that.</p> <ul style="list-style-type: none"> • 93 % of taura have either agreed or strongly agreed that the enrolment process was easy. • 92% of taura have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start. • 94% of students have either agreed or strongly agreed that they have NZWTS have made it easy to settle in the first few days. • 86% of students have either agreed or strongly agreed that they have flexibility and proactive supports for their wellbeing.

	<p>The strategic goals have been developed by the executive team through consulting with the relevant stakeholders.</p> <ul style="list-style-type: none"> • We show our commitment to Te Tiriti o Waitangi by demonstrating protection, partnership, and participation with our Taurira, kaimahi and other external stakeholders • We believe we have well-implemented practices in place based on the below • We conduct mihi whakatau/induction to welcome new Taurira and provide comprehensive information about their program, health and safety, and support services • We guide Taurira in creating an individual learning plan • Bilingual Support: We offer language support in various languages, including Pasifika languages, Te Reo, and Indian dialects • We also hold regular health and safety meetings to ensure our taurira and staff are safe • Our staff receives professional development in various areas. • We also receive support from external organisations for financial assistance, emergency housing, food parcels, counselling services etc. • We provide clear and accurate information about programs, fees, procedures, and safety guidelines on our website and update marketing materials as needed. • We have a risk management and reporting process to identify, minimize, or eliminate risks, including updating risk registers • Additionally, we have Tuhonotanga and Pasifika strategy team advisors to provide support to our learners 	<p>Feedback from employers/stakeholders:</p> <p>“We found the student x to be well rounded for his age, with a good knowledge of welding and fabrication. He has shown great leadership skills and with support of xx, he is our Team Leader”</p> <p>Student feedback :</p> <p>“Excellent tutors with a vast knowledge of experience and skills which are widely utilised in classroom learning along with inspiration and encouragement “</p> <p>“I’m excited for what MY future holds for the first time because I have never had a happy, positive, or supportive family environment! “</p> <p>“Even though I am the only female in my classroom, I feel respected and treated as an equal”</p> <p>“Awesome, love the fact that there is free transport and free lunches. Tutors are awesome very easy to get along with and also learn from good”</p> <p>“This course is strong in many cases which span from safety, mental and physical health to learning and cultural environment. But in which case I feel that it helps others to build their confidence and pathways as preparation for the work industry”</p>
--	--	---

<p>Outcome 2: Learner voice</p>	<p>Strategic goals and plans aligned to the outcome – Grow through partnership- Whanaungatanga.</p> <p>We strive to ensure that our students' voices are heard and that their feedback and opinions are taken into consideration. All survey data is analysed and made available for any relevant staff to view.</p> <p>Student feedback is collated accordingly, and the feedback is provided as and when required.</p> <p>Survey that are conducted include:</p> <ul style="list-style-type: none"> • First impression (Within the first two weeks of the course) • Programme evaluation (two weeks before they complete the programme of study) • Graduate (after 3 to 6 months of their course completion) • Assessment hui. • Learner voice <p>We have open door policy and students are made aware of whom to contact for support or complaints. The complaints process, policies and procedures related to academic conduct and other relevant policies are displayed in all classrooms.</p> <p>We take all practicable steps to ensure that student's information and any information that can affect their mana is kept confidential.</p> <p>The code of conduct and DRS information is provided to Tauira during induction and also in the student handbook.</p>	<p>We are confident that we have well-implemented practices to understand and respond to diverse learner voices and wellbeing safety needs that uphold their mana and autonomy.</p> <p>The programme evaluation survey feedback analysis shows that:</p> <ul style="list-style-type: none"> • 94% of tauira have either agreed or strongly agreed that their mana upheld and considered when decisions are made around planning and support. • 95% of tauira have either agreed or strongly agreed that their identity, language and culture is respected and valued. • 97% of tauira have either agreed or strongly agreed that health and safety is promoted and practised during training. • 90% of tauira have either agreed or strongly agreed that they had one-on-one discussions with their tutor about goals, wellbeing (Te whare tapa wha) and GPOs. <p>Student rep hui minutes: Student rep hui are held fortnightly/monthly on an ongoing basis. The changes that were implemented due to student rep hui.</p>
-------------------------------------	---	--

	<p>Complaints, incidents, and near misses are documented and reported to Site Managers and the Operation Manager for follow-up, action plans, and risk mitigation.</p>	<p>Tutor feedback: code session 2023</p> <p>“Students are always given opportunities to speak with the tutors if they have any issues.” “We try to foster an environment to make them feel safe and by showing inclusiveness of all cultures.”</p> <p>Changes that have been implemented based on student rep hui: 2023</p> <ul style="list-style-type: none"> - Female hygiene products more easily available in Female toilets - Hauora space created, i.e. couches, table tennis tables, pool table, etc - Extra cutlery and crockery - More attention to student inductions, particularly the late starters.
--	--	---

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>Strategic goals and plans aligned to the outcome – Guard excellence– Kaitiakitanga and Develop Powerhouse Teams– Pukengatanga</p> <p>We provide safe, supportive, and accessible physical environments to all by ensuring all Tauira needs are considered and met.</p> <p>We provide Kaitiakitanga (excellence, guidance and protection) to all our Tauira and kaimahi by implementing and following the best practices.</p> <p>We do this by:</p> <ul style="list-style-type: none"> • Ensuring physical security to create a safe and respectful learning environment. • Promoting health, hygiene, hazard management, and safe practices, including tutor upskilling. • Offering courses that cater to diverse learner needs and promote inclusive classroom practices. • Providing mental health and social service support, along with digital resources 	<p>We are confident in our processes and practices based on feedback from our Tauira (student rep hui), tutors, health and safety minutes, programme evaluation and first impression survey.</p> <p>The programme evaluation survey analysis for 2023 shows that:</p> <ul style="list-style-type: none"> • 96% of tauira have either agreed or strongly agreed that their learning environment is safe and supportive (physically and emotionally). • 94% of tauira have either agreed or strongly agreed that they have assistance to meet their basic needs (e.g., access to advice, information and services). • 96% of tauira have either agreed or strongly agreed that they have an inclusive environment free from racism and discrimination and connects us socially and culturally. • 94% of tauira have either agreed or strongly agreed that their identity, language is respected and valued here. • 96% of tauira have either agreed or strongly agreed that emotional literacy is part of their learning

	<ul style="list-style-type: none"> • Arranging effective classroom layouts and implementing policies to support learner participation and engagement, including using various teaching methods and activities. • Conducting regular student progress reviews and providing timely feedback. • Displaying important information and policies in our classrooms for easy reference. • Classroom layout promotes effective learning. • Policies and procedures are in place to support learner participation and engagement. • Timely feedback is provided to taura by the tutor 	<ul style="list-style-type: none"> • 95% of taura have either agreed or strongly agreed that the atmosphere on campus is good • 88% of taura have either agreed or strongly agreed that they feel connected <p>First impression survey showed that; Induction:</p> <ul style="list-style-type: none"> • 79% of students have either agreed or strongly agreed that their induction included: being shown facilities, use of equipment, Health and safety, evacuation procedure and introductions to class members and staff. • 80% of students have either agreed or strongly agreed that the student and programme handbook was explained to me (expectations, programme requirements, health and safety, toolbox meetings, class hours, SDL, etc.)
<p>Outcome 4: Learners are safe and well</p>	<p>Strategic goals and plans aligned to the outcome – Guard excellence– Kaitiakitanga and Rangatiratanga – Own employability.</p> <p>We keep our learners safe by:</p> <ul style="list-style-type: none"> • Keeping them informed about policies and procedures. • Ensuring learner voices are heard. • Having an open-door policy for our learners • Ensuring all required resources are available to our learners including links, contact details for external organisations. • Our tutors are supported to identify any support taura needs and escalate them to related team for support. • The information is displayed on walls and notice board. 	<p>We are confident that we have well-implemented process and procedures in place to manage physical and mental health through information and advice and identify and respond to learners who need additional support.</p> <p>Programme evaluation survey feedback:</p> <ul style="list-style-type: none"> • 96% of taura either agreed or strongly agreed that they feel culturally and socially accepted at NZWTS. • 94% of taura have either agreed or strongly agreed that they have been supported to meet their physical and mental health e.g., Te Whare Tapa Wha • 88% of taura have either agreed or strongly agreed that Māori concepts were explained (eg. Karakia, waiata, pepeha etc.)

	<ul style="list-style-type: none"> • Using various channels to obtain taura feedback surveys, assessment hui, learner voice and feedback from stakeholders. • Ensure our taura receive support for their personal needs. • Support with travel assistance and employment • Promoting physical and mental health well-being in class • Proactive monitoring and responsive well-being and safety practices. • Supporting learners with learner differences and any disability <p>We aim to create an environment where every learner feels valued, respected, and fully integrated into the learning community.</p> <p>We strive to create an environment where all learners can thrive and have equal opportunities to succeed in their educational journeys.</p>	<ul style="list-style-type: none"> • 86% of taura either agreed or strongly agreed that Tikanga Māori was evident e.g., showing respect, not sitting at the table etc. • 94% of taura have either agreed or strongly agreed that they have assistance to meet their basic needs e.g., access to advice, information and services. <p>Support received by students: Programme evaluation survey (based on 136 student responses)</p> <ul style="list-style-type: none"> • Travel assistance (Hop cards, Van runs, vouchers etc.) – 53.73% • Kiwi Harvest food (weekly or monthly packages, on site available food) – 29.85% • Hardship grant – 3.73% • Information on who to contact in the Māori or Pasifika Advisory Group/s – 9.70% • Breakfast on site (if applicable) – 38.81% • Employment Team support – 15.67% • Referrals to services for support with housing, counselling etc. – 5.97% • Support to become drug free – 5.22% • Support to give up smoking – 2.24% • Having a support network – a family away from home – 11.19% • Licence support – practice, lessons, licence etc. – 20.90% • Programme specific support – forklift licence, welding ticket, site safe, construct safe, traffic management, first aid etc. – 14.18% • One on one support with my learning – 25.37%
--	---	--

Additional well-being and safety practices for tertiary providers (signatories) enrolling international learners

	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 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>Similar to our domestic learners, our international learners are catered to ensure that their well-being and safety needs are met. We have an open-door policy, student rep hui, and learner voice for ensuring student learner safety well-being and safety needs are met.</p> <p>The feedback and actions resulting from the surveys were provided to the Executive team and the Group governance for monitoring. Each site's learner success coach/social worker also provides necessary pastoral care.</p> <p>Internal co-ordinator supports our tauira throughout their journey which includes induction, transport support (airport pick up and drop off), van pick up, support with queries, programme information.</p> <p>The information about accessing support services is accessible to Tauira, it's found in the student handbook, classrooms and also directly from the Learner Success Coach. If required, Tauira will also be referred and supported to access external support services.</p>	<p>We are confident that we have well-implemented process and procedures in place to respond to the distinct wellbeing and safety needs of international tertiary learners.</p> <p>We are confident in the processes and practices based on the feedback from Tauira, student rep hui, international student surveys, tutor feedback, programme evaluation, first impression surveys, outcome and retention data.</p> <p>Programme evaluation survey 2023:</p> <ul style="list-style-type: none"> • 82% of students have either agreed or strongly agreed that learning environment is safe and supportive e.g., physically and emotionally. • 82% of students have either agreed or strongly agreed that they have assistance to meet their basic needs e.g. access to advice, information and services etc. • 91% of students have either agreed or strongly agreed that this is an inclusive environment free from racism and discrimination and connects us socially and

		<p>culturally.</p> <ul style="list-style-type: none"> • 82% of students have either agreed or strongly agreed that their mana is upheld and considered when decisions are made around planning and support. <p>Tutor feedback “International students in my class are amazing because they like to participate and want to learn more about our own culture and very engaged”.</p> <p>Learner focus group: A survey was conducted with international students and 100% of students have agreed that students in NZWTS,</p> <ul style="list-style-type: none"> • They feel safe and secure in class. • They feel respected. • They know whom to go for the academic matters. • They are ware of 24/7 contact person. • They received all information prior to enrolment. • They know whom to contact for leaner support. • They received all information they needed before the start of the programme.
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>Students are well informed and given the course related information prior to the enrolment.</p>	<p>We are confident that we have well–implemented process and procedures in place to respond to the distinct wellbeing and safety needs of international tertiary learners.</p>

	<p>We ensure the information contained in the marketing material is current, relevant, and accurate to the programme requirements. Our marketing materials are reviewed annually, however, if the programme undergo type 2 changes or any version changes or any other changes to the programme, marketing materials are updated immediately.</p> <p>The students are provided with all required information prior to the enrolment.</p> <p>We take pro-active approach to monitor and manage education agents.</p> <p>We also ensure that education agents have up-to-date information in regard to changes with legislation, code etc.</p>	<p>international student survey: First impression survey.</p> <ul style="list-style-type: none"> • 92% of students have either agreed or strongly agreed that they received all required information from recruitment before they started. • 84% of students have either agreed or strongly agreed that the website was useful. • 84% of students have either agreed or strongly agreed that the programme handbook was explained to them (expectations/programme requirements, health and safety etc.) • 75% of students in their survey have either agreed or strongly agreed that they have received information about living in NZ (examples: minimum wages, facilities etc.)
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>Students are provided with current, valid and accurate information before during enrolment so they can make accurate decisions.</p> <p>Website/prospectus are available publicly and applicants are encouraged to seek further information by contacting any staff through the website.</p> <p>Any potential Taura are made aware of the English language requirements so that they meet rule 18 on the NZQF framework and entry criteria for the programme.</p> <p>Programme-specific English language requirements are discussed with the Taura, and the student record of</p>	<p>We are confident that we have well-implemented process and procedures in place to learners to make well-informed enrolment decisions in relation to the educational outcomes.</p> <p>Learner focus group: A survey was conducted with international students and 100% of students have agreed that NZWTS,</p> <ul style="list-style-type: none"> • Has met my expectations • We have opportunities to express their views • The campus is safe and its free from harassment <p>Information about visa and insurance expiry date are logged and monitored in student file</p>

	<p>learning is checked to make sure they meet the programme entry criteria.</p> <p>We have processes and monitoring in place to ensure that Tauira cannot start the programme without insurance.</p> <p>NZWTS policy and procedures state we provide the insurance as part of the enrolment; we do not allow Tauira to arrange their own insurance. This ensures that the student has the required insurance before starting with us.</p> <p>We have an Orbit account that lets us view all active insurances.</p> <p>Information about student fee protection and trust information, fee refund, disciplinary, complaints procedure and student withdrawal refund are included in the student handbook and is discussed with Tauira during the enrolment process.</p>	
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>As highlighted previously, we have effective orientation practices in place that involve mihi Whakatau for international students, health and safety induction and programme induction for Tauira. We ensure the information in the orientation is reviewed regularly so that all information is current and accurate. In addition, Tauira receive ongoing support from the Learner Success Coach and tutor. Tauira also participates in student rep hui and toolbox hui (health and safety meetings) to raise any issues or concerns they have during their study.</p>	<p>We are confident that we have a well-implemented process in place for our international tertiary learners to provide appropriate orientation, information, and advice.</p> <p>First impression survey:</p> <ul style="list-style-type: none"> • 84% of students have either agreed or strongly agreed that the induction included health and safety, evacuation procedure, being shown facilities, information etc.

Outcome 12: Safety and appropriate supervision of international tertiary learners	We do not enrol International Students under 18. We do not provide or arrange accommodation for learners.	N/A
--	--	-----

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	Accessing qualitative data for students' complaints/incidents – At present, this sits with the Operations Manager.
Outcome 2: Learner voice	PD sessions/resources on bullying discrimination

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	<p>Work-based delivery – update QMS procedures to reflect work-based delivery.</p> <p>Supporting learners with dyslexia</p> <p>Updating incident near miss report and investigation form</p> <p>Update QMS – Incident and accident procedures by including publishing requirements in</p> <p>Develop disability action plan (however it's not required by TEC to submit a disability action plan, since we don't meet the funding threshold)</p>
Outcome 4: Learners are safe and well	<p>Build more networks to access more transitional housing</p> <p>Information about mental health first aiders- site specific to be included in Notice board.</p> <p>Cultural competency training for all staff</p>

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Continue to monitor student feedback
Outcome 9: Prospective international tertiary learners are well informed.	Review survey for international students
Outcome 10: Offer, enrolment, contracts, insurance and visa	To review agents monitoring processes and ensure they are up to date
Outcome 11: International learners receive appropriate orientations, information and advice	Review orientation PowerPoint and student handbook
Outcome 12: Safety and appropriate supervision of international tertiary learners	n/a

Summary of action plan – 2023

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	Qualitative data for students' complaints and incidents to be available easily for all staff to access.	Operation Manager	October – Met (updated)	The details about complaints incidents and accident will be available to all staff, the link will be included in the incident and accident procedure	Updated Policy and procedure
	The information about the incident and hazard register is circulated to all relevant staff	Education Manager	October	Updated procedure – circulated by Compliance Manager Email to all tutors – Education Manager	Staff and tutor feedback
Outcome 2: Learner voice	Tutors require further PD sessions/resources on bullying discrimination	Education Manager	Now	Link for workshop sent on 28 th August Education Manager to follow up with tutors and gain feedback – next session	Tutor feedback Programme Manager feedback Taura feedback

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	Work-based delivery – update QMS procedures to reflect work-based delivery.	Technical Trades Manager and Education Manager	November	Update the relevant QMS Updated procedure – circulated by Compliance Manager	Updated policy and procedure
	Supporting learners with dyslexia and upskilling tutors	Education and tutorial team	2024	Dyslexia Awareness workshop – August Understanding dyslexia workshop with Mike Style – October Gain dyslexia friendly quality mark with Ako	Gain accreditation with Ako Aotearoa – Dyslexia friendly quality Mark Tutor and student feedback Survey feedback
	Update QMS – Incident and accident procedures by including publishing requirements in accordance with the new code requirements	Education Manager	October 2024	Update QMS document	Updated QMS document Staff feedback

	Develop a disability action plan (however it's not required by TEC to submit a disability action plan since we don't meet the funding threshold)	Education Director/CEO	October 2024	Update QMS document	Updated document Staff feedback
Outcome 4: Learners are safe and well	Build more networks to access more transitional housing.	Learner success Manager	2024	Learner success Manager to work with external stakeholders to ensure there are transitional housing for our taura	Tutor and student feedback Survey feedback
	Information about mental health first aiders- site specific to be included in Notice board	Programme/Site Manager	October	To update the notice board with the information about mental health first aiders	Student and tutor feedback
	Cultural competency training for all staff	Māori and Pasifika strategy team	Ongoing	Training on Te whare tapa wha and marae visit – completed. Cultural competency workshop on Tikanga practices and Pasifika cultural competency.	Staff voice

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	Continue to monitor and support wellbeing and safety needs of learners	All staff	Ongoing	Ongoing	Staff and taura feedback
Outcome 9: Prospective international tertiary learners are well informed	Review survey for international students	Education Manager	December 2024	Review the survey to ensure the outcome related to Code document are part of the survey	Completion of the survey
Outcome 10: Offer, enrolment, contracts, insurance and visa	To review agents monitoring processes and ensure they are up to date	Commercial director and international co-ordinator	November 2023	To check our current monitoring process and ensure they are up to date	
Outcome 11: International learners receive appropriate orientations, information and advice.	Review orientation PowerPoint and student handbook	Sales team and international co-ordinator	Jan 2024	Review and update the PowerPoint	Completed PowerPoint

