



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

**Code of Practice  
Self-Review Report**

## TEO information

<b>TEO Name</b>	NZ Welding, Trades and Services			<b>MoE number</b>	8270
<b>Code contact</b>	<b>Name</b>	Sufia Farooq		<b>Job title</b>	Head of Educational delivery, development and performance
	<b>Email</b>	Sufia.farooq@solomongroup.ac.nz		<b>Phone number</b>	
<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	335	<b>18 y/o or older</b>	292
				<b>Under 18 y/o</b>	43
	<b>International learners</b>	<b>Total #</b>	15	<b>18 y/o or older</b>	15
				<b>Under 18 y/o</b>	0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	n/a	<b>18 y/o or older</b>	n/a
				<b>Under 18 y/o</b>	n/a
	<b>International learners</b>	<b>Total #</b>	n/a	<b>18 y/o or older</b>	n/a
				<b>Under 18 y/o</b>	n/a
<b>Report author(s)</b>	Sufia Farooq				

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
<b>Outcome 1:</b> 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  Staff and tutor feedback	Completed
	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		Completed
<b>Outcome 2:</b> Learner voice	Tutors require further PD sessions/resources on bullying discrimination	Education Manager	Now	Link for workshop sent on 28 <sup>th</sup> August Education Manager to follow up with tutors and gain feedback – next session	Tutor feedback Program Manager feedback Taura feedback	Completed

## Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Supporting learners with dyslexia and upskilling tutors Update QMS – Incident and accident procedures by including publishing requirements in accordance to the new code requirements	Education and tutorial team  Education Manager	2024  October 2024	Dyslexia Awareness Workshop – August  Understanding Dyslexia workshop with Mike Style – October  Gain dyslexia-friendly quality mark with Ako  Update QMS document	Gain accreditation with Ako Aotearoa – Dyslexia friendly Quality Mark  Tutor and student feedback  Survey feedback  Updated QMS document Staff feedback	Completed  QMS documents updated
	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	Disability and dyslexia policy and procedure completed
<b>Outcome 4:</b> Learners are safe and well	Build more networks to access more transitional housing.	Learner success Manager	2024 October	Learner success Manager to work with external stakeholders to ensure there are transitional housing for our taura	Tutor and student feedback  Survey feedback	Ongoing

	Information about mental health first aiders- site specific to be included in Notice board	Programme/Site Manager		To update the notice board with the information about mental health first aiders	Student and tutor feedback	Some sites yet to be updated
	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	Ongoing

<b>Outcome 9:</b> 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 the Code document is part of the survey	Completion of the survey	Ongoing, will be completed by the due date
<b>Outcome 10:</b> 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		Completed
<b>Outcome 11:</b> 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	Ongoing, the orientation materials are reviewed annually

## **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 the 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 have been taken that have 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>

### **Critical incidents 2023**

In 2023 and so far in 2024, 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.

Non-critical incidents (2023 till current)

Year	Nature of complaint	Update
Feb 2024	Welding bay – minor accidents (*2)	Resolved/first aid provided
October 2024	Medical/health issue	Resolved/support provided

### **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 Programme 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 Programme Manager or directly to the DRS or NZQA.

### **Complaints 2023**

Over the course of the year 2023 and so far in 2024, we have received the below complaints, and it has been resolved.

Year	Nature of complaint	Update
Jan 2024	Education – Van issue	Resolved
July 2024	Education - Study link	Resolved
August 2024	Education – Level 4 project/assessment related	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
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / Implemented / Developing / Early stages

#### Wellbeing and safety practices for all tertiary providers

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



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

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	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><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>NZ Welding Trades and Services (NZWTS) has been delivering in Welding, Trades and Foundation Trades Training since 1999. 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. We also support our taura to develop soft skills, and communication skills and support them to gain employment.</p> <p>NZWTS is dedicated to establishing collaborative partnerships that deliver great outcomes for our students, their whānau and the community. We engage with employers and stakeholders to gain and utilise feedback and deliver tailored programmes that meet industry requirements. This supports students entering industry to gain the skills to increase their likelihood of employment.</p> <p>We deliver programmes in Welding Level 3, Level 4, Pipe welding and Foundation skills in Trades Level 2. We have accreditation to deliver to international students for welding programmes (Welding Level 3 and Level 4) Guided by the principle "ka mahi, ka ora" (to work is to live), we provide a supportive, culturally inclusive learning environment, with Māori and Pasifika advisory groups to assist our students. We honour Te Tiriti o Waitangi by promoting Te Reo Māori and Tikanga Māori practices with our taura.</p> <p>Our staff receive ongoing professional development to ensure high-quality outcomes. We support our learners' well-being from enrolment through completion and embed our strategic pillars in our action plans for continuous improvement.</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 plan is built on five pillars:</p>	<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 2024 shows that (232 students participated in the survey)</p> <ul style="list-style-type: none"> <li>• 98% taura have either agreed or strongly agreed that the enrolment process was easy.</li> <li>• 96% taura have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start.</li> <li>• 78% taura have agreed or strongly agreed that they have been given information about the pastoral care code.</li> <li>• 80 % taura have either agreed or strongly agreed that the student and programme handbook were explained to me e.g. expectations/programme requirements such as Health and Safety, breaks, toolbox meetings, hours of class, SDL etc.</li> </ul>

1. **Grow through Partnership** – Collaborate with community and industry partners.
2. **Develop Powerhouse Teams** – Promote diversity and inclusion.
3. **Own Employment** – Empower learners toward meaningful employment.
4. **Super Serve Participants and Employers** – Prioritize learner and employer satisfaction with a supportive environment.
5. **Be Guardians of Excellence** – Commit to quality and continuous improvement.

### Our Strategic Pillars. Tē Tōia, Tē Haumatia.



Our strategic plan, developed with input from stakeholders, is shared with staff and reviewed quarterly. We uphold Te Tiriti o Waitangi principles through protection, partnership, and participation with our learners (Taura), staff (kaimahi), and external partners.

#### Key Support Practices:

Recruitment Team Support: Support from enrolment team

- 90% taura have either agreed or strongly agreed that the learning environment is safe and physically supportive (e.g., physically and emotionally)
- 79% taura have either agreed or strongly agreed that their induction included: being shown facilities, use of equipment, Health and Safety, the evacuation procedure and introductions to class members and staff

Programme evaluation survey feedback: (106 students participated in the survey)

- 94% taura have either agreed or strongly agreed that Commitment to the Treaty of Waitangi is evident such as protection, participation, partnership, equality etc.
- 97% taura have either agreed or strongly agreed their identity, language and culture is respected and valued here

#### Professional Development Conducted (2023–2024):

- Dyslexia Awareness
- Learning Differences
- First Aid Training
- Mental Health First Aid Refresher
- Fire Warden
- Forklift Training
- Pathways Awarua with Ako

	<p>Induction (Mihi whakatau): Conducted by recruitment, program manager, and tutor. The induction covers program details, safety, career pathways, attendance expectations etc.</p> <p>Individual Learning Plans: Tailored plans that align with the Te whare tapa wha framework.</p> <p>Professional Development: Staff receive regular professional development.</p> <p>External Support: Partnerships with organisations like the Early Response Team, Te Mahia Community Village, and Kiwi Harvest provide emergency housing, food parcels, and financial help.</p> <p>Learner Success Coaches: we have an on-site Learner success coach who provides one-on-one support to our learners.</p> <p>Publication and Communication: We ensure all relevant and current information is provided to our learners and our marketing materials are updated accordingly.</p> <p>Māori and Pasifika Support: Advisors offer cultural guidance, best practices, and mentorship for Māori and Pasifika learners.</p> <p>Risk Management: We have effective policies and procedures in place to actively identify, address, and eliminate risks and/or hazards.</p>	<ul style="list-style-type: none"> <li>• Internal PD – Disability Support and Moderation:</li> <li>• Internal PD – Dyslexia Strategies, Policies, Teaching Practices</li> </ul> <p>External PD:</p> <ul style="list-style-type: none"> <li>• Neurodiversity in Secondary Schools</li> <li>• Online PD – Disability Confidence: Achieve eLearning</li> </ul>
<p><b>Outcome 2:</b> Learner voice</p>	<p><i>Strategic goals and plans aligned to the outcome – Grow through partnership- Whanaungatanga.</i></p> <p>We strive to ensure that our tauira feedback is heard and that their feedback and opinions are taken into consideration. The results of the surveys are shared with the appropriate staff and Programme Managers, and any necessary actions are monitored closely. All survey data is analysed and made available for any relevant staff to view.</p> <p>We have an open-door policy, so students know who to contact for support or to make complaints. All policies and the complaints process related to academic conduct are displayed in every classroom. We follow the Te Whare Tapa Whā framework for well-being,</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 entry survey feedback analysis shows 2024</p> <ul style="list-style-type: none"> <li>• 89% tauira have either agreed or strongly agreed there is flexibility and proactive supports for my wellbeing (student support)</li> </ul>

	<p>document any issues in complaints register, and escalate high-risk items to the Executive team for prompt resolution.</p> <p>We take steps to keep students' information confidential and uphold their mana and privacy.</p>	<ul style="list-style-type: none"> <li>• 92% of taura have agreed that the atmosphere in campus is good.</li> </ul> <p>Programme evaluation survey 2024</p> <ul style="list-style-type: none"> <li>• 98% of taura have either agreed or strongly agreed that their mana is upheld and considered when decisions are made around planning and support etc. (with dignity and transparency)</li> </ul> <p>Tutor feedback: code session 2024</p> <p>Health and safety are prioritised in the classroom, this is also discussed before any visits, offsite H and S forms are filled in before any trips.</p> <p>Tutors are confident that students are safe and well inside the campus this includes educating students about health and safety practices, healthy eating etc</p>
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### Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<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 taura needs are considered and met. We provide Kaitiakitanga (excellence, guidance and protection) to all our Taura and kaimahi by implementing and following the best practices.</p> <p>We prioritise the safety of our physical learning environment by implementing strong security measures, conducting regular safety drills. Our courses cater to diverse learner needs, promoting collaboration, respect, and healthy practices. Our tutors receive regular training in areas like de-escalation and neurodiversity to support our learners.</p> <p>We are in the final stages of obtaining the Dyslexia-Friendly Quality Mark, demonstrating our commitment to supporting dyslexic learners with tailored teaching approaches and assistive technologies. Additionally, we have in-house mental health first aiders for student support and provide a well-equipped digital environment with laptops and learning resources.</p>	<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>Survey feedback include:</p> <ul style="list-style-type: none"> <li>• 85% taura have either agreed or strongly agreed that The Māori culture was evident through the use of Te Reo Māori.</li> <li>• 86% taura have either agreed or strongly agreed that Tikanga Māori was evident e.g. showing respect, not sitting on tables etc.</li> <li>• 91% taura have either agreed or strongly agreed that they feel culturally and socially accepted here</li> <li>• 87% taura have either agreed or strongly agreed NZWTS is an inclusive environment free from racism and discrimination and connects us socially and culturally</li> <li>• 90% taura have either agreed or strongly agreed that the learning environment is safe and supportive e.g. physically and emotionally etc.</li> <li>• 89% of taura have either agreed or strongly agreed that I have been</li> </ul>

supported to meet my physical and mental health e.g. Te Whare Tapa Whā (Physical, Emotional, Mental, Spiritual) etc.

Students in the exit survey have commented that

- ✓ 99% taura have either agreed or strongly agreed that they have assistance to meet my basic needs e.g. access to advice, information and services
- ✓ 100% taura have either agreed or strongly agreed that health and safety is promoted and practised during training
- ✓ 100% taura have either agreed or strongly agreed that emotional literacy is part of their learning

Students in the survey have commented that they have received the following support (99 students responded)

Support services	% of students accessed the support services
Travel assistance (Hop cards, Van runs, vouchers etc.)	50%
KiwiHarvest food (weekly or monthly packages, on site available food)	33%
Breakfast on site (if applicable)	33%
Licence support - practice, lessons, licence et	21%

		<table border="1"> <tr> <td>Programme specific support</td> <td>15%</td> </tr> <tr> <td>One on one support with my learning</td> <td>21%</td> </tr> <tr> <td>Referrals to services for support with housing, counselling etc</td> <td>7%</td> </tr> <tr> <td>Support to become drug free</td> <td>3%</td> </tr> <tr> <td>Having a support network - a family away from home</td> <td>10%</td> </tr> </table>	Programme specific support	15%	One on one support with my learning	21%	Referrals to services for support with housing, counselling etc	7%	Support to become drug free	3%	Having a support network - a family away from home	10%	
Programme specific support	15%												
One on one support with my learning	21%												
Referrals to services for support with housing, counselling etc	7%												
Support to become drug free	3%												
Having a support network - a family away from home	10%												
<p><b>Outcome 4:</b> 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"> <li>• Keeping them informed about policies and procedures.</li> <li>• Ensuring learner voices are heard.</li> <li>• Having an open-door policy for our learners</li> <li>• Ensuring all required resources are available to our learners including links and contact details for external organisations.</li> <li>• Our tutors are supported to identify any support taura needs and escalate them to the related team for support.</li> <li>• The information is displayed on walls and notice boards.</li> </ul>	<p>We are confident that we have well-implemented process and procedures in place to keep our learners safe and well. Our organisation has implemented excellent practices and procedures to ensure the success of our students</p> <p>Students in their programme evaluation survey have commented that:</p> <ul style="list-style-type: none"> <li>• 97% have either agreed or strongly agreed Health and Safety is promoted and practised during training</li> <li>• 99% have either agreed or strongly agreed that Emotional Literacy is part of my learning e.g. I am encouraged to problem-solve; I am motivated by my tutor.</li> <li>• 98% have either agreed or strongly agreed that they have assistance to meet my basic needs e.g. access to advice, information and services etc.</li> </ul>											



	<ul style="list-style-type: none"> <li>• Using various channels to obtain taura feedback surveys, learner voice and feedback from stakeholders.</li> <li>• Ensure our taura receive support for their personal needs.</li> <li>• Support with travel assistance and employment</li> <li>• Promoting physical and mental health well-being in class</li> <li>• Proactive monitoring and responsive well-being and safety practices.</li> <li>• Supporting learners with learner differences and any disability</li> </ul> <p>We aim to create an environment where every learner feels valued, respected and safe.</p> <p>We strive to create an environment where all learners can thrive and have equal opportunities to succeed in their educational journeys.</p>	
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**Additional well-being and safety practices for tertiary providers (signatories) enrolling international learners**

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 8:</b> Responding to the distinct well-being and safety needs of international tertiary learners</p>	<p>Similar to our domestic learners, our international learners receive dedicated support to ensure their well-being and safety needs are fully met. We maintain an open-door policy, conduct student-representative hui, and prioritize learner feedback to uphold student safety and well-being.</p> <p>We have dedicated international student support staff who support our tauira throughout their journey which includes induction, transport support (airport pick up and drop off), van pick up, petrol vouchers, job search/CV support, light breakfast, support with queries, and 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/Tutor. If required, Tauira will also be referred and supported to access external support services.</p>	<p>We are confident that we have well-implemented processes and procedures in place to respond to the distinct well-being 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>International student responses from their entry survey 2024 (15 students participated in the survey)</p> <ul style="list-style-type: none"> <li>• 100% tauira have either agreed or strongly agreed that enrolment process was easy</li> <li>• 93% tauira have either agreed or strongly agreed that they feel socially and culturally accepted here.</li> <li>• 92% tauira have either agreed or strongly agreed that they have been supported to meet their physical and mental health e.g. Te Whare Tapa Whā (Physical, Emotional, Mental, Spiritual) etc.</li> <li>• 100% tauira have either agreed or strongly</li> </ul>

		<p>agreed of students have either agreed or strongly agreed that learning environment is safe and supportive e.g., physically and emotionally.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 culturally.</li> <li>• 82% of students have either agreed or strongly agreed that their mana is upheld and considered when decisions are made around planning and support.</li> <li>• 93% of students have either agreed or strongly agreed that they have been given information about pastoral care.</li> </ul> <p>Students in their programme survey have commented that they have received support to the below services whilst studying at NZWTS (Tavel assistance – 50%, Kiwi harvest – 67%, employment team support – 33%, breakfast on site- 100%)</p>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>Strategic goals and plans aligned to Super serve – Manaakitanga We do this by ensuring all Taura are given accurate, clear, and up-to-date information through various platforms such</p>	<p>We are confident that we have well-implemented processes and procedures in place to respond to the distinct wellbeing and safety needs of international tertiary learners.</p>

	<p>as Survey Monkey, one-on-one feedback, student rep hui and health and safety hui. All staff who are involved in student services and enrolment are well informed and undergo training sessions as and when required</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 programmes undergo type 2 changes or any version changes or any other changes to the programme, marketing materials are updated immediately. The students are provided with all required information prior to the enrolment.</p> <p>Agents are monitored regularly to ensure the viability and integrity of their performance; this ensures that our prospective students are provided with correct information and a sense of security.</p>	<p>First impression survey.</p> <ul style="list-style-type: none"> <li>• 100% taura have either agreed or strongly agreed they got everything I needed from the recruitment interview before I started e.g. received all the information such as start date, campus etc.</li> <li>• 93% of students have either agreed or strongly agreed that the programme handbook was explained to them (expectations/programme requirements, health and safety etc.)</li> <li>• 100% of students have either agreed or strongly agreed that before starting my practical work/assessments/tasks, I was fully informed about the requirements and expectations of each task</li> </ul>
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa</p>	<p>Strategic goals and plans aligned to the outcome – Develop Powerhouse Teams- Pukengatanga. We do this by ensuring staff provide excellent and quality services to our Taura and external stakeholders.</p> <p>Students are provided with current, valid and accurate information before enrolment so they can make accurate decisions.</p> <p>Disciplinary, complaints process and procedures information are discussed with the students, and they are informed about the same</p> <p>Visas and insurance are monitored by our Registry team.</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>Information about student fee protection and trust information, fee refund and student withdrawal refund are included in the student handbook and are discussed with Tauria during the enrolment process.</p> <p>Staff are trained to detect the early signs of behavioral, physical and emotional issues. Regular meetings are held with staff on site which include a discussion about student-related concerns.</p>	
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>As highlighted previously, we have effective orientation practices in place that involve mihi Whakatauki for international students, health and safety induction and programme induction for Tauria. We ensure the information in the orientation is reviewed regularly so that all information is current and accurate. In addition, Tauria receive ongoing support from the Learner Success Coach and tutor. Tauria also participates in student rep hui and toolbox hui (health and safety meeting) to raise any issues or concerns they have during their study.</p> <p>Our organization upholds the principles of <i>Te Tiriti o Waitangi</i> effectively through our learner well-being and safety practices. We integrate the values of partnership, participation, and protection, which are foundational to <i>Te Tiriti</i>, by fostering inclusive practices that respect and value all learners.</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"> <li>• 93% of students have either agreed or strongly agreed that the induction included health and safety, evacuation procedure, being shown facilities, information etc.</li> <li>• 93% of students have either agreed or strongly agreed that Māori culture was evident through the use of Te Reo Māori.</li> </ul>
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>We do not enrol International Students under 18.</p> <p>We do not provide or arrange accommodation for learners</p>	

## Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	To provide well-being and safety awareness and promotion topics on safe health and mental health literacy and promoting drug and alcohol awareness.
<b>Outcome 2:</b> Learner voice	Ensure all new and current staff promptly escalate any informal minor issues or complaints to escalate to appreciate internal management.  Better tracker to ensure that student concerns within student rep meetings are addressed and solved each month, which can be reported at the following rep meeting.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Training to staff on accessing Wisenet file notes to get an understanding of any learners with disability – to monitor and provide support with any disabilities.  Update the website and charter once we receive Disability Friendly, Quality Mark  Update relevant policies and procedures
<b>Outcome 4:</b> Learners are safe and well	Learner guide to complaints – The information to be updated in the programme handbook and posters to be available in all classrooms

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

	Identified gaps in compliance with key required processes
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Continue to monitor student feedback
<b>Outcome 9:</b> Prospective international tertiary learners are well informed.	Create a one-pager. Providing potential learners with a lot of information can be overwhelming, so using a one-page document, flow charts, or visuals can make the material clearer and more engaging.
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Continue to monitor the process
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Review orientation PowerPoint and student handbook
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	n/a

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	To provide well-being and safety awareness and promotion topics on safe health and mental health literacy and promoting drug and alcohol awareness.	Education team and tutorial team	April 2025	Create and circulate resources on mental health literacy, drug, and alcohol awareness, including fact sheets, posters, and presentations  Invite guest speakers	Taura and staff feedback
<b>Outcome 2:</b> Learner's voice	Ensure all new and current staff promptly escalate any informal minor issues or complaints to escalate to the relevant authority.	Programme Managers	November 2024	Train staff to escalate informal issues to relevant authorities. Document all complaints for transparency	Near-miss incident reports
	Have a better tracker to ensure that student concerns within student rep meetings are address and solved each month, which can be reported at the following rep meeting.	Programme Managers	End of November 2024	Monitor and manage action plan	Student rep hui – New tracker



**Wellbeing and safety practices for all tertiary providers**

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Training to staff on accessing Wisenet file notes to get an understanding of any learners with disability – to monitor and provide support with any disabilities.	Education team	End of November	Conduct additional training Wisenet	Feedback from staff
	Update the website and charter once we receive Disability Friendly, Quality Mark.	Marketing	End of November	Post receiving Qual Mark	Updated website and charter
	Update relevant policies and procedures – Dyslexia and Disability	Compliance	Completed	Reviewed every year	Updated policies and procedures
<b>Outcome 4:</b> Learners are safe and well	Learner guide to complaints – The information to be updated in the programme handbook and posters to be available in all classrooms	Education and compliance	December 2024	Programme handbooks – updated - Implemented  Classrooms posters	Updated documents and posters
<b>Outcome 8:</b> Responding to the distinct well-being and safety needs of international tertiary learners	No gaps identified  To continue to monitor and provide ongoing support	All staff	Ongoing	n/a	First impression survey  Tutor and student enrolment team feedback

<b>Outcome 9:</b> Prospective international tertiary learners are well informed	To develop creative materials/one pager documents when providing information to potential students	Recruitment team	March 2025	Follow up information to be condensed for learners to be easily accessible	Student feedback
<b>Outcome 10:</b> 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
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Annual review - orientation materials  Annual review – International student handbooks	Programme Manager	December 2024	AC committee and Programme Manager to look into the content and modify	Tutor feedback  Student feedback