

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**

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 | Instructors support the learner's wellbeing and safety through a H&S check at the start of every course. A job safety analysis is conducted with the learners and signed off as having been completed. The instructor conducts a self-assessment at the conclusion of each instructional period and reports any incidents. | Learners are required to engage in the job safety analysis at the start of every course, this is inclusive of housekeeping code of conduct and emergency procedures. |
| Outcome 2: Learner voice | The instructor/learner ratio allows for the learner voice through ongoing feedback throughout the duration of the training. The complaints process is explained to the learners at the start of the course and signed off as being understood. | Restricting the numbers on all training courses allows the instructor space to engage and assess the learner's skills and knowledge. This approach allows for more 1:1 time where the learner can voice any concerns leading into the assessment, and the opportunity for the assessor to provide 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 | Pro+Med (NZ) Ltd celebrates diversity in the classroom. The training co-ordinator liaises with clients to ensure the diverse needs of the learners are communicated prior to the start of training. The instructors will ask the learners if there are any learning needs, they need to be mindful of on the day. | Information around diversity or learning needs is gathered during the initial enrolment to inform the instructor. This process allows the instructor to prepare any extra teaching and learning materials required to meet the need of the learner. |
| Outcome 4: Learners are safe and well | Every effort is extended by all staff to ensure the learners are safe and well. | Learners are required to engage in the job safety analysis at the start of every course, this is inclusive of housekeeping code of conduct and emergency procedures. The learner has the opportunity of providing feedback during and at the end of each course. |

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 | We have the relevant practices in place. We have sufficient evidence on which to make judgements about the effectiveness of our practices. |
| Outcome 2: Learner voice | We have the relevant practices in place. We have sufficient evidence on which to make judgements about the effectiveness of our practices. |

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 | We have the relevant practices in place. We have sufficient evidence on which to make judgements about the effectiveness of our practices. |
| Outcome 4: Learners are safe and well | We have the relevant practices in place. We have sufficient evidence on which to make judgements about the effectiveness of our practices. |

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 | Continue to review and strengthen | Quality Manager | Annual Requirement | Review relevant practices in place to monitor against the Code outcomes and requirements. | Well established practices in place. |
| Outcome 2: Learner voice | Continue to review and strengthen | Quality Manager | Annual Requirement | Review relevant practices in place to monitor against the Code outcomes and requirements. | Well established practices in place. |

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 | Continue to review and strengthen | Quality Manager | Annual Requirement | Review relevant practices in place to monitor against the Code outcomes and requirements. | Well established practices in place. |
| Outcome 4: Learners are safe and well | Continue to review and strengthen | Quality Manager | Annual Requirement | Review relevant practices in place to monitor against the Code outcomes and requirements. | Well established practices in place. |

