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	Ama Training Group			MoE number	6679	
Code contact	**Name**	Eileen Murray		**Job title**	Director	
	Email	eileen@amatraining.co.nz		**Phone number**	021846482	
Current enrolments	**Domestic learners**	**Total #**	#140	**18 y/o or older**	#90	
				Under 18 y/o	#50 (approx.)	
	International learners	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
Current residents	**Domestic learners**	**Total #**	#140	**18 y/o or older**	#90	
				Under 18 y/o	#50 (approx.)	
	International learners	**Total #**	#	**18 y/o or older**	#	
				Under 18 y/o	#	
Report author(s)	Eileen Murray - Director					

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

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	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	As we are a still a fairly new PTE and in our second year of delivering courses, we have started to develop systems, policies and resources for learner wellbeing and safety systems. From student feedback and student videos, emails, students feel well supported. They feel like Ama Training is a safe space for them to be themselves. Students come regularly to class. We set strategic goals and plans for supporting the wellbeing and safety of learners and regularly check these align with student feedback Ama Training supports Te Reo and Te Tiriti o Waitangi Gather feedback from all of our courses which have a divers range of learners from NEETs Rangatahi, those in correction facilities to those working in industries such as the Police, Ports of Auckland etc No complaints in 2022 and 2023 70% of last year review have been completed and implemented into Ama Training	Whare Tapa Wha App (still in development) Whare Tapa Wha incorporated in all courses Student evaluations forms Pastoral Care provider Student videos of their journey with Ama Training Attendance records Self review at end of each course and emailed to directors to review Staff Te Reo course Staff hui – Discuss learner needs and behaviours Students are informed of reporting incidents etc Fire drills and escape plan drills Engaging with relevant government agencies when needed

Outcome 2: Learner voice	As we are a still a fairly new PTE and in our second year of delivering courses, we have started to develop systems, policies and resources for learner voice such as. We are providing informal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities Students understand complaints process and how to make a complaint.	-Hui with marae, iwi, community groups to assess the needs of the learners and their communities. Gather stories to incorporate into the different courses. -Whanaungatanga A number of hui held in Taupo with hapu and whanau. Regular meetings with community groups and alternative education that bring learners to us. Email with industry to discuss needs of learners, and how to increase pass rates etc Student evaluations forms Student videos of their journey with Ama Training Regular informal discussions with students on their learning and Ama can improve etc Self review at end of each course and emailed to directors to review Resources available for learners Students are informed of complaints process and how to make a complaint and how it will be handed in the first week of class – Policies handed out to students Complaints policy in QMS updated in 2023 to meet code 101 requirements

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	Students feel safe and know that bullying, harassment and discrimination is not tolerated at Ama Training. Students feel they can be themselves. Promotion of an inclusive cultural environment where all cultures are valued. Students feel like they are part of a whanau. They understand that every learner is different and they feel safe to ask for help. Students are supported culturally and spiritually Students actively participate in class and feel safe to share their views and accept that not all views are the same. Te Reo and Tikanga Māori used regularly in class Student learning and job pathways Student feel safe to discuss and issues with Ama Training staff Ama Training provides a healthy and safe learning environment that removes possible barriers for students (ie: fees free, transport, one on one help with learning etc)	We are doing the following effectively: Whanaungatanga Integrating Te Reo and Tikanaga into lessons and planning Provide a learning environment that supports understanding, acceptance and connection with all learners Students feel safe in their learning environment and fell supported to discuss any learning or wellbeing differcuilties Whanau gatherings and hui Provide pathways for further study and upskilling ie: Licencing, financial literacy, Site safe, Traffic management, first aid Incorporating Te Whare Tapa Wha into courses Developing the Te Whare Tapa Wha app Developing student bulletin board with relevant information for learners Promote inclusive environment ie: Karakia in different languages etc Promote value in all cultures Complete feedback sessions
Outcome 4: Learners are safe and well	supporting learners' connection to their language, identity, and culture; providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and	We are doing the following effectively: Whanaungatanga Integrating Te Reo and Tikanaga into lessons and planning Incorporating Te Whare Tapa Wha into courses Developing the Te Whare Tapa Wha app

	safety (fitness classes ie boxing waka ama, whare tapa wha activities) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support providing opportunities for learners to raise concerns about themselves or others in confidence identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it	Building relationships with students to feel safe to share their needs with us Karakia and Pepeha Boxing classes Waka Ama, Swimming, Taiaha, Weaving, Taiao Kai for students – breakfast and or lunch when needed We need to develop student bulletin board Proactive monitoring Onboarding Checklist for Youth with next of kin details or support person details.

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	Set up Staff professional development on Clause 10 Need to set up reporting of clause 10
Outcome 2: Learner voice	Set up system to store complaints Set up annual report template to report relevant information. Create a handbook for staff on dispute resolution scheme rules to ensure compliance.

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	Create learner surveys questions for self review Create bulletin board with different community, sports and religious groups
Outcome 4: Learners are safe and well	As we are new PTE not enough evidence yet to confirm that our systems, processes etc are compliant. Create bulletin board – community medical and mental health orgainisations Create a system for Process 3: Proactive monitoring and responsive well-being and safety practices (Clause 22) – a, b, c, f, g h, I, j Clause 22 (2), (3), (4)

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	Create evaluation forms for course Formalise systems to gather and communicate relevant information across the orgainsations and from relevant stakeholders Set up Staff professional development on Clause 10 Need to set up reporting of clause 10	Kat All staff EM/MM All staff	Mar 23 Mar 23 June 23 July 23	Report to staff at staff hui	Evaluation forms are being used for student feedback Hui has taken place with Tauira Staff PD is developed and implemented for clause 10
Outcome 2: Learner voice	1.Review Complaints and grievance policies and flow chart to ensure: -appropriate levels of complexity of complaints are addressed -complaints are handled in a culturally responsive manner -complaint process is easily accessible -Policies include support people to support learner through the complaints process -Policies support groups of learners to make joint complaints 2.Set up system to record complaints 3.Set up annual report template to report relevant information. 4.Create a handbook for staff on dispute resolution scheme rules to ensure compliance.	All staff All staff KM KM	By march 2023 Mar 23 July 23 July 23	Schedule into four staff hui in 2022 Schedule into a staff hui Feb 22 for (2-4). KM to set up the report template and handbook based on staff hui	All staff understand the complaints and grievance policies and flow charts and are able to discuss these with tauira at either orientation or first class. Staff understand the disputes resolution scheme rules System to record complaints is created and is outlined in a flow chart or process outlined in policies Annual report template created, and first report is given Dec 23

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	Create learner surveys questions for self review Create learner survey question for learning spaces Create questions for self review hui Review policies on discrimination, racism, bullying, harassment and abuse Create bulletin board with different community, sports and religious groups	KM KM All staff All staff DE	Mar 23 Jan 22 Jan 22	KM to give feedback on progress at staff hui Jan 22 – All day PD with staff to implement this process DE to start creating the bulletin board Dec 22 ready for Feb23	Tauira are using the surveys and we are able to collate data (by Aug 23) All staff understand policies on discrimination, racism etc Bulletin board is created and being used by students or students know how to access it.
Outcome 4: Learners are safe and well	Create bulletin board – community medical and mental health orgainisations Create a system for Process 3: Proactive monitoring and responsive well-being and safety practices (Clause 22) – a, b, c, f, g h, I, j Clause 22 (2), (3), (4)	DE All staff	Jan 22 Jan 22	DE to start creating the bulletin board Dec 22 ready for Feb23 Jan 22 – All day PD with staff to implement this process	Bulletin board is created and being used by students or students know how to access it. All staff understand Process 3