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!

Self-review report

TEO information

TEO Name	School of Business			MoE number		7757	
Code contact	**Name**	Helen McPhun		**Job title**		CEO	
	Email	helen@sobl.ac.nz		**Phone number**		0272800239	
Current enrolments	**Domestic learners**	**Total #**	# 50	**18 y/o or older**		# 50	
				Under 18 y/o		#	
	International learners	**Total #**	Nil	**18 y/o or older**		Nil	
				Under 18 y/o		#	
Current residents	**Domestic learners**	**Total #**	# 50	**18 y/o or older**		# 50	
				Under 18 y/o		#	
	International learners	**Total #**	#	**18 y/o or older**		#	
				Under 18 y/o		#	
Report author(s)	Angela Bowman						

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	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Implemented

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	School of Business delivers training that is practical, relevant to both industry and learners that is focussed on employment and/or progress to further education and learning. Safety & wellbeing of all ākonga/learners is effectively managed from School of Business Leadership Team and filters down to all staff throughout the business. These strategies and goals are embedded throughout the organisation and take the form of overarching strategic frameworks and Governance structure. Annually, we seek evidence and information from our stakeholders, which is reviewed through set metrics, providing us the opportunity to evaluate and make any needed changes as situations or emerging concerns arise. With the implementation of well-developed processes that align to The Educational (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, and best practice to support wellbeing and safety. This ensures a consistent approach to any situation that may arise and an effective response in the event of a concern or situation. The PTE has an emergency plan and procedure for reporting issues and concerns. Critical incidents are clearly defined, with clear accountabilities, roles, and communication for escalation and responding and published	School of Business performs regular and continuous industry engagement to ensure training and employment relevancy. We work with industry to provide mentors and workplaces throughout the student training. Both staff and learners are taken through an orientation at the beginning of their employment/learning which outlines relevant policies and procedures and sets out expectations of the learning environment. Industry and student feedback is collected to ensure that our training is effective and relevant for learners and industry. Feedback is reviewed within meetings with relevant action plans established. Staff are consistently trained on the importance of the policies and procedures of the company that relate to the code of practice and pastoral care with record of this within regular meetings and minutes. Policies and procedures are reviewed and updated as required during the course of the reviews to ensure relevancy and up to date procedures. These policies are contained with the staff handbook and referred regularly by both learners and staff to ensure

annually on our websites.

Our staff code of conduct is reviewed and updated as required, which ensures all staff are conducting themselves in an appropriate manner. To support this all staff must abide by our Anti-Bullying, Harassment and Discrimination Policy and the Student Interaction and Ethical Behaviour Policy.

We raise awareness of diversity and inclusion through proactive education such as anti-bullying, and diversity of all ākonga/learners. Communication of these initiatives is embedded in both the student handbook and the staff manuals and training. With a robust ākonga/learner complaint system for informal and formal complaints, detailing the escalation process, timeframes, the feedback loop and outcome.

Learners can seek guidance and support from their trainers and/or management for educational and pastoral care support.

School of Business complies with all applicable legal and regulatory requirements i.e. Privacy Act 2020, Health & Safety at Work Act, local council permits where required.

School of business performs annual programme reviews not limited to programme delivery and teaching, tutor management, moderation and assessment practices, as well as trainers, learner and stakeholder feedback.

School of Business has processes in place to enable learners to be engaged in their learning and to

the culture is accurately reflected and that the learners feel heard, respected and encouraged.

Currently building relationships with iwi around the country to support and strengthen our understanding of cultural needed for our ākonga/learners.

Learners are given information contained within the student handbook and are directed to external agencies in situations where this appropriate.
Note in action plan to introduce a structured follow up with students on a regular basis in terms of wellbeing.

An annual self-review of the code of practice is a standard process.

An annual review of programmes with feedback from these reviews collated for ongoing redevelopment/improvements of current programmes and proposed new programmes. Evidence of this is a redesign of our current fitness delivery programme with a better structure, more precise information and flow for learners.

School of Business ensure learners are set for success form the beginning of their enrolment. We discuss all aspects of the training to ensure the learner understand the physical as well as mental aspects of completion of the training to ensure they are able to succeed.

The school of Business has an

	achieve success. Learners are fully informed about the programme during the enrolment process with the career advisor meeting with the prospective learner to discuss the programme, ensure the learner has an understanding of it and assess if it is the right programme for enrolment. Learners are provided with a learners handbook that explains relevant information including course outline, assessment structure and relevant policies for the learners time with us. These are all reiterated to the learner during their orientation at the start of the programme. Health and Safety is managed through regular safety meetings with any hazards or potential risks identified recorded and managed accordingly and followed up as to the effectiveness.	enrolment and orientation policy that states that the learner handbook is delivered to all students on enrolment and that learners understand the requirements of the highlighted policies and pastoral care available to them. Any accidents or injuries are recorded and processes followed to minimize or remove ongoing risk. We also use a risk register that captures any concerns or incidents that are followed up, monitored and resolved.
Outcome 2: Learner voice	We believe that the learner is at the centre of all of our business practices and why we strive to improve our learning experience. With this in mind, in building and maintaining effective relationships with diverse ākonga/learner groups we aim to improve our wellbeing, safety practices, goals, and strategies for all ākonga/learner communities. Through formal and informal processes for hearing and engaging with our ākonga/learners and their communities. We respond in a timely manner to the wellbeing and safety needs whilst upholding the autonomy of our ākonga/learner. We provide a range of accessible resources to support their skills	All learners are communicated with regarding wellbeing and studies on a regular basis to ensure success within the programme. This is by different means of communication based on what the learner identifies with as most advantageous for them. Meetings and discussions are held with the learners, mentors and workplaces throughout their learning to ensure that safe and effective learning is established and delivered for and by all. We have a policy for support services information specific to each site area that states a list of services available to learners. This is contained with the learner handbook and also available to trainers to give to learners as required.

	needed to engage in the decision-making process.	School of Business has a clear policy to demonstrate the steps the learner needs to take to have their complaint addressed. This information is included with the learner handbook as well as accessible from the student info page on the website.
	Learners are made aware via the student handbook and at their orientation the process of lodging a complaint and that it will be dealt with in a timely and effective manner. The trainer/management team will work with the learner to ensure a swift and amicable resolution can be made. Management will respond to any formal complaint and learners are informed of the right to a support person if required.	
	ākonga/learner surveys are completed throughout the duration of the ākonga/learner time with us. These include, trainer evaluations, module evaluations and course evaluations.	Learner surveys are complete throughout the student journey with a final survey at the end of the student programme that collects feedback on the trainer, course content and learner wellbeing. All information is collated, reviewed with action plans set out where actions are required, with improvements made if and when required and training or support offered to address any found issues.

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	The School of Business supports Te Tiriti o Waitangi and conducts all activities with the appropriate provisions of the Treaty in mind.	The School of Business displays Te Tiriti o Waitangi within the campus. The school conducts all activities with the appropriate provisions of the Treaty in mind. Student and staff are encouraged to use Te Reo during the day to enforce the learning and use of the language. Students have the option to complete their assessments in Te Reo if they choose to do so, this is highlighted within the manual and during the enrolment orientation process.
	School of Business provide a safe, diverse, inclusive, and supportive environment for all our ākonga/learners and their Whānau/family.	
	We promote Te Reo as part of daily learning with cards, Māori names associated with as much as possible within the learning environment.	
	Through clear policies that encourage and support acceptable behaviours throughout our learning communities, we supporting academic achievement	The School of Business has policies around bullying and discrimination and we help to educate learners as part of the teaching programme to

and engagement within the learning environment. We educate staff and learners in relation to welfare issues such as racism, discrimination, bullying, violence, self-harm, drug and alcohol awareness. Guidelines as to what is appropriate and is outlined with staff and learner guides and handbooks.

Learners are provided with a Learner Handbook that explains relevant information including course outline, assessment and all other relevant policies to their learning. As part of our programmes we deliver information around personal health and wellbeing, and healthy eating choices. This includes personal health, presentation and hygiene.

By providing ākonga/learners the support to identify and discuss any barriers that may hinder their learning and/or reaching their goals and aspirations. We work together with our ākonga/learner to ensure our learning environments are well equipped to meet their needs and welcome feedback to make improvements where necessary. We work to team learners with a mentor and workplace in order to observe, practice and deliver their skills in a work environment early and throughout their programme. This includes hands on learning and interaction with clients and is key to successful achievement of assessments, achieving the qualification and being employable.

Our Learner Success team assist with external services ākonga/learner may require and guide to help access this support.

ensure learners are aware of the boundaries around these issues and how they relate to the values of the school. This enable learners to conduct themselves in a manner to ensure they and others around them are always safe.

The School of Business has an enrolment and orientation policy that states the learner handbook is given to all students on enrolment and the learners understand the requirements of the policies and pastoral care available to them.

We work with learners to find a mentor and workplace close to them so that they can work to build confidence in their skills in a real world environment. This also enables the learners to spend time with clients making their qualification requirements achievable. This also ensures they are industry ready and able to gain effective employment in the industry.

We have a policy for support services information specific to each site area that states a list of services available to learners. This is contained with the learner handbook and also available to trainers to give to learners as required. This information covers such topics as housing, financial and budgeting support, mental health support, family

		planning/pregnancy/sexual health support services, drug/alcohol/substance abuse services, food bank and homewares services such as Salvation Army with contact names and numbers.
	Learners are provided with a Training Log book which outlines the programme content, delivery timeline and requirements for the collection of evidence and criteria for assessment tasks. This allows learners to monitor their attendance and record their accomplishments on a regular basis. This also allows learners to know exactly where they are at any given time in their programme and what they are required to achieve.	School of Business has a policy around the use of learner training log book and online learning platform and trainers/assessors sign off on the collection of evidence activity, both practical and knowledge assessment when complete. Information from all sources informs the trainers of learners progress that is recorded within the SMS and CRM.
	Learners can communicate with their trainer via many different avenues and can research online and access learning via an online portal so they can study when they can at a pace that is suitable for them.	Learners have access to a mobile number, landline, txt message service, email and chat function available through the learning platform. A private facebook group has also been formed for our trainers/students for support and guidance throughout their learning.
Outcome 4: Learners are safe and well	The programmes that the School of Business delivers offer information around personal health and wellbeing, and healthy eating choices. The programme also discusses sleep, hygiene and presentation.	Learners can seek guidance and support from their trainer or management team for educational and/or pastoral care support. They are directed to external agencies in situations where this is appropriate.
	ākonga/learners have a wide range of services that are available for them to access should they need this support.	We have a policy for support services information specific to each site area that states a list of services available to learners. This is contained with the learner handbook and also available to trainers to give to learners as required. This information covers such topics as housing, financial and budgeting support, mental health support, family planning/pregnancy/sexual health support services, drug/alcohol/substance abuse services, food bank and homewares

		services such as Salvation Army with contact names and numbers.
	We promote Te Reo as part of daily learning with cards, Māori names associated with as much as possible within the learning environment.	The School of Business conducts all activities with the appropriate provisions of the treaty in mind. Learners and staff are encouraged to use Te Reo during the day to enforce the learning and use of the language.
	Health and safety, all incident and risks are reported and logged. School of Business has internal health and safety roles and responsibilities, evacuation protocol in place and Critical Incident Management Policy and Procedures.	The building evacuation plan is posted in common area notice boards; is noted within the student handbook and explained during orientation.

Designated staff act as health and safety officers, fire wardens and first aiders. It is ensured during the workplace screening and agreement that all workplaces that students visit also adhere and abide by all relevant safety and welfare policies and procedures.

Most staff members have their first aid certificates in current standing.

First aid kits are monitored and kept in good order by the health and safety officer.

Accident and incident registers are monitored by the health and safety officer. |
| | Our course advisors help to identify any barrier to the ākonga/learner academic success at point of enrolment, including any disabilities or impairments, health, or financial barriers.

Learners can seek guidance and support from their trainer or management team for educational and/or pastoral care support.

Management and career advisors are available to assist and guide learners when they need financial and/or hardship support as part of pastoral care. | There is a discussion that is had with the student to understand the situation and come to a solution that benefits both parties. If available Study Link and other financial offers are discussed with the student. During the discussion the staff member can also raise learner awareness to the availability of any further financial assistance regarding hardship circumstances. |

	Enrolment processes ensure that all information collected is current and accurate. This includes: Full name Address Contact details Details of other contact persona who can be contacted due to learners wellbeing and safety	All information is collected following the privacy act and is stored within our secure storage and within the School of business SMS

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	Gaps in evidence. All team members to attend PD on Te Tiriti (Ako Aotearoa) Planned PD for team members on Maori and Pasifika engagement and success (Ako Aotearoa) Identified a need to improve process for complaints and discrimination procedure by including in Student Guidelines and Assessment Criteria. Implement mandatory training for staff on Te Tiriti o Waitangi and PD for team members on Maori and Pasifika engagement and success (Ako Aotearoa) to create a quantifiable measure for staff compliance to be checked against. mplement staff training based on Code requirements. Identified a requirement to publish self review on website which has been actioned and corrected
Outcome 2: Learner voice	Create a process for capturing diverse learner voice feedback including monitoring and actions resulting from feedback analysis Review of surveys and questions completed to ensure accurate and effective data capture Update QMS and student handbook as required Create action plans to ensure all trainers and staff are aware of the complaint resolution process, can inform the learners and assist with learner complaints, including from a cultural prospective.

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 new digital environments and involve learners when making improvements Engage in Mãori and involve Mãori in the design where appropriate Create a healthy and safe environments for learning Remove barriers to access services; look into rental/loan o devices for online learners without access to devices Create an online safety protocol PD for staff in Mental Health 101 , Te Tiriti, Mãori and Pasifka success

Outcome 4: Learners are safe and well	Policy reviews to proactively monitor safety and wellbeing practices
	Educate staff on how to identify learners at risk, and have clear and appropriate pathways for assisting them to access services when required
	Create a policy to protect learners and staff who experience harm from other learners/staff
	PD for staff in Mental Health 101 , Te Tiriti, Maori and Pasifka success
	include the Student handbook within the learning platform as a requirement to review as information is missed or questions asked when information is available to students already
	review the enrolment form to cover disclose to be able to communicate with support person any concerns around learner mental health needs to serious threat to life or health of the learner
	review the enrolment form to improve the ability to collect information for learner self-identification of learning needs

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	Publish self review on website	QA team	15 Oct 25	Review at monthly meeting.	Self review scheduled and completed
	Learners can seek guidance and support from their trainer and/or management for education and pastoral care support. They are directed to external agencies in situations where this is appropriate Action plan – to introduce a system to follow up with students in terms of wellbeing	CEO	1 Apr 25	Review at monthly meeting	Process developed and implemented
	Annual review of policies	QA team	1 Oct 2025	Review at monthly meeting	Scheduled review completed Staff trained in any changes
	Implement mandatory training for staff on Te Tiriti o Waitangi to create a quantifiable measure for staff compliance to be checked against	CEO	1 sept 25	Review at monthly meeting	Scheduled review completed Staff trained in any changes

Outcome 2: Learner voice	Create a formal process for collaboration with others to ensure diversity. Implement a specific evaluation to bring learners into the conversation by targeting previous years learners with an evaluation based on Code requirements.	CEO	1 sept 25	Review at monthly meeting	Scheduled review completed Staff trained in any changes
	Create a process for capturing diverse learner voice feedback including the monitoring and actions taken resulting from feedback analysis	QA team	1 Oct 2025	Review at monthly meeting	Scheduled review completed Staff trained in any changes
	Annual complaint resolution policy review and required policy amendments	QA team	1 Oct 2025	Review at monthly meeting	QMS and policy update completed and implemented Student handbook updated

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 a process for better communicating with learners the availability of alternate contact methods to ensure easy access for	CEO	1 sept 25	Review at monthly meeting	process completed Staff trained in any changes

	learners with learning difficulties and disabilities.				
	Improve enrolment form to better allow learners to self identify learning needs.	CEO	1 sept 25	Review at monthly meeting	process completed Staff trained in any changes
Outcome 4: Learners are safe and well	Improve evaluation forms to better reflect diverse learners/ cultural needs to help create a culturally informed learner environment	CEO	1 sept 25	Review at monthly meeting	process completed Staff trained in any changes
	Improve enrolment form to disclose the disclose the ability to communicate with support person any concerns around learner mental health needs to serious threat to life or health of the learner	CEO	1 sept 25	Review at monthly meeting	process completed Staff trained in any changes