



WAIKATO INSTITUTE FOR
LEADERSHIP & SPORT STUDIES

Learner Handbook 2024

WILSS in
Schools

WILSS in
the
Workplace

WILSS linking our
communities to
Learning

WILSS
Supporting
Sport

Waikato Institute for
Leadership & Sport Studies

Contents	
WILSS DETAILS	3
WILSS ORGANISATIONAL STRUCTURE	4
LEARNER ENTRY CRITERIA	5
RISK MANAGEMENT	5
FEES INFORMATION	6
GUIDANCE AND SUPPORT SERVICES	7
DISABILITY DISCLOSURE	7
OFF SITE POLICY AND PROCEDURES	7
HEALTH, WELLBEING, AND SAFETY POLICY	8
WHAT IS WORKPLACE LITERACY?	9
EER DISCLOSURE STATEMENT	10
REPORTING AND CONFIDENTIAL INFORMATION	11
ASSESSMENT	12
ACADEMIC APPEAL POLICY	14
LEARNER CONDUCT	15
PLAGIARISM	15
DISCIPLINARY POLICY AND PROCEDURES	16
CONCERNS AND COMPLAINTS PROCEDURE FOR LEARNERS	17
HARRASSMENT FREE POLICY	23
WELFARE AND SUPPORT SERVICES – WHERE TO GET HELP	25

WILSS Details

Legal Name:

Waikato Institute for Leisure and Sport Studies Trust Board

Trading Name (with effect from 7 November 2019):

Waikato Institute for Leadership and Sport Studies.
hereinafter referred to as 'WILSS'

Physical Address:

178 Ruakura Road
TTH2 &TTH3 Building
Hamilton East
Hamilton 3216

Postal Address:

Private Bag 3105
Hamilton 3240

Contact details:

Phone 07 839 9908
Email – wilss@wilss.ac.nz
Website www.wilss.ac.nz

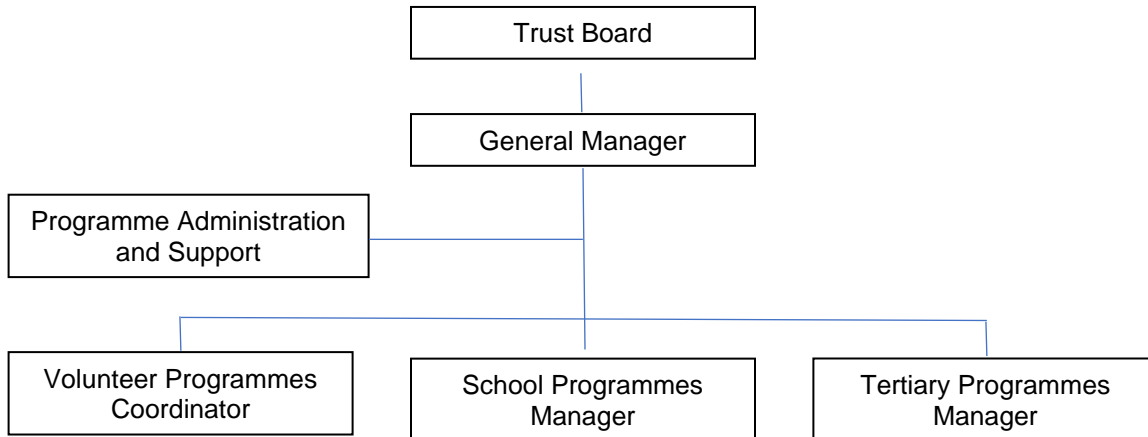
Contact Name

Paul Clayton (Jack)
General Manager

New Zealand Qualifications Authority (NZQA)

- WILSS is registered and accredited as a Private Training Establishment by the New Zealand Qualifications Authority (NZQA).
- This means that we can deliver assessment standards from the NZQA Framework.
- This gives you national recognition for your skills and qualifications you have achieved that contain assessment standards.
- NZQA assigns a credit value to each qualification which will indicate how much time should be spent in the learning and assessment process. One credit equates to approximately 10 hours of learning and assessment.

WILSS Organisational Structure



Background

The Waikato Institute for Leadership and Sport Studies (WILSS) is a Charitable Trust and was established in 1989. Since that time WILSS has been providing, promoting, and coordinating educational and vocational programmes for leadership and volunteer opportunities for the communities, mostly within the Greater Waikato region. The institute is committed to quality. If you have any comments that can contribute to the institute's continuous improvement towards quality, please direct them to the General Manager.

Our Vision

Active communities empowered by capable leaders and volunteers.

Our Purpose

Build the capability of sport and active recreation leaders and volunteers

Learner Entry Criteria

Detailed Learner entry criteria for each programme can be found on our web site.

www.wilss.ac.nz

WILSS follows the NZQA principles of Credit Recognition and Transfer (CRT) and Recognition of Prior Learning (RPL). CRT and RPL will be determined by either the production of evidence, and/or by demonstrating competence via methods such as practical demonstration, interview, or consultation. WILSS procedure for CRT is that Learners learning with us must supply a copy of their record of learning to verify their already attained credits or give permission to the Programme Administrator to contact NZQA for this information. These previously attained credits will contribute to the appropriate qualification that they are working toward with us. Any Learner wishing to apply for CRT or RPL can obtain the full WILSS procedure information from the Tertiary Programmes Manager.

Risk Management

All Learners will have their attention drawn to any risks inherent in any of its programmes, and the relevant safety procedures for that programme at the time of enrolment. General programme information is distributed to Learners on during the first day induction process. Any risk, perceived, actual or absolute is disclosed at that time to Learners. A Learner has the right to withdraw from any activity that they may feel is risky. This will not stand against them, however consultation with the Programme Manager/Coordinator is required to establish another means of completing assessment tasks.

Attendance

100% attendance is expected on all courses. The learner will be contacted by WILSS as soon as a pattern of unexplained absence is apparent. If that contact does not lead to resolution of the non-attendance issue, a follow-up discussion will be held, and the learner will be warned of the possibility that further non-attendance may result in them being withdrawn from their course. Details of any discussion will be placed on the student's file. Following continued absence for a further two weeks and a failure on the learner's part to contact WILSS, the learner will be withdrawn from their course, an email/letter explaining this will be sent to the learner, and a copy of the email/letter will be placed on the learner's file.

Fees Information

NZQA and the Ministry of Education require that all Private Training Establishments hold Fee Protection Insurance or that fees are held in a trust account. In the unlikely event of insolvency and/or regulatory closure or withdrawal of accreditation unused fees can be returned to the Learner in line with the WILSS Programme Withdrawal and Fee Refunds Policy. WILSS has a trust account for this purpose of fee collection and holding until credit reporting is completed.

Fee information is available from publicity information and/or on request from the Programme Manager/Coordinator. Phone, website, or letter can access this information.

Programme Withdrawal and Fee Refunds Policy

New Zealand Certificate in Business – First Line Management (Level 4) Learners are required to pay an administration fee of \$150 +GST unless an exemption has been approved by the General Manager.

Any Learner wishing to withdraw from a qualification and/or module must inform WILSS of their intent to withdraw. This must be followed by confirmation by completing the Withdrawal from a Programme form. The form must be processed and placed on the Learner's file. The date for withdrawal will be recorded as the date of first notification.

Refunds will be calculated automatically upon receipt of written notification of withdrawal. Any unused programme resources previously distributed to the Learner should accompany all written withdrawals. Used programme resources will be charged to the Learner.

Full refunds less 10% will be provided to those Learners who give notice, verbally or in writing to the Programme Manager/Coordinator within seven days of the start of the programme, and who return all programme resources unused to the Institute and/or programme provider. Where notice is given more than seven days but less than one month after programme commencement, or where programme resources returned are not reusable, the proportion of fees refunded will be 50% of the full fee less the cost of the not reusable resources. Withdrawals more than one month after the start date of the programme will receive no refund.

If WILSS cancels a programme before it runs, a full refund will be made within one month of the cancellation. Refunds will not be provided for materials, equipment and books purchased by the Learner.

Learners wishing to withdraw from a programme may, in some instances, transfer their enrolment to another individual. This is negotiated with the General Manager and where this is allowed, costs charged to the withdrawing Learners might be minimised.

NOTE: There are no fees for the New Zealand Certificates in Sport Coaching (Level 3).

Guidance and Support Services

Policy

All Learners will have available to them, on request, guidance, and support systems. WILSS is a signatory to The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. [Code of Practice link](#). The code administrator is the WILSS General Manager who can be contacted on 0274757515 or jack@wilss.ac.nz

WILSS always conducts its dealings with Learners in a fair and equitable manner and complies with specific requirements of the Education and Training Act 2020 and other relevant legislation. Learners are required to abide by the rules and regulations of WILSS as set out in this handbook.

WILSS learning support policy advises Learners that learning support services available include:

- local networks to provide support
- library network service
- employment and career guidance
- professionals in the relevant industries
- facilitators

Learners will be referred to relevant outside professional agencies and counselling when this is requested. Employment and career mapping will be provided by external support people or from outside agencies on request. A full list of contacts can be found at the back of this booklet.

Disability Disclosure

Any Learner with a disability which may affect performance during the programme activities is encouraged to consult the Programme Manager/Coordinator or facilitator. The provision of this information is voluntary. It is important that you make known any health conditions which may affect your safety or the safety of others.

Off Site Policy and Procedures

Offsite programmes that have components of WILSS programmes will adhere to WILSS code of practice and assessment procedures, including but not limited to, health and safety, absence, non-participation, reassessment and alternate assessment tasks.

Health, Wellbeing, and Safety Policy

Our Health, Wellbeing and Safety vision is:

Nobody gets hurt or harmed physically or emotionally while working for, or studying with, WILSS.

WILSS will take all practicable steps to ensure the safety of 'WILSS people' whilst on WILSS sites and/or attending any WILSS programmes. This includes contributing positively to their physical health and mental wellbeing. WILSS people includes staff, facilitators visitors, Learners, contractors, and trustee board members (collectively known as 'WILSS people').

Policy

The Health and Safety in Employment Amendment Act 2016 relates to the law comprising the health and safety of employees and others either at work or affected by the work of other people. Health and safety covers the environment, equipment, facilities, instruction, employees, Learners, consumers, workload, and emergency procedures.

WILSS will take all practicable steps to ensure the safety of WILSS people whilst on WILSS sites and/or attending any WILSS programmes. All Institute employees receive an induction process relating to Health and Safety as set out in the Induction Checklist.

WILSS operates a quality systems approach for risk to support health and safety practices.

1. Analyse – Risks and hazards in the facility or programme.
2. Design – Systems and procedures that isolate, minimise, and eliminate each risk and hazard.
3. Implement – Execute practices that ensure all systems and procedures are operating as designed by the stakeholders.
4. Evaluate – Monitor and review practices and make necessary amendments as required.

In the event of an accident, depending upon the situation the first contact is the General Manager. If the situation is a serious health and safety an external consultant will be contacted to help manage media communications. In all situations Trustees are to refer any contact by the media to the Chairperson.

The General Manager will report any serious harm injuries to Work Safe. Health & Safety will be a standard section of the quarterly board report to the Trustee board members.

What is workplace literacy?

Literacy means the reading, writing, speaking, listening, information technology and math skills you need to do your job well. For example, you may have to do many of these in your day-to-day work:

- Understand workplace rules and procedures
- Fill out forms, contracts, or time sheets
- Write reports
- Read notices, instructions, or job sheets
- Read graphs and charts
- Understand special words for your job
- Take orders and handle cash
- Give instructions
- Take part in team meetings
- Work on a computer
- Find solutions to workplace problems
- Interpret weights and measurements
- Calibrate equipment
- Answer telephone enquiries.

Checking out your literacy and numeracy levels - Everyone who signs up to a Level 1 to Level 3 qualification gets the opportunity to check their literacy and numeracy skills before they start their learning, through a short computer-based assessment developed by the government. We will help you work out your literacy and numeracy skill levels using this assessment and provide you with any support you may need as you work through your qualification.

Literacy & Numeracy for Adults Assessment Tool – The purpose of this Assessment Tool is to provide information about adult learners reading, writing, numeracy, and vocabulary skills. It only applies to qualifications up to Level 3.

How does it work? - The assessments are conducted on-line. You will be emailed an access code and password to complete the assessment. You can do the assessment at home, at work or wherever you have computer access. It should take about 15-20 minutes to complete each assessment. You **MUST** complete the assessment within 6 weeks of starting it. When you have had a go at answering all the questions you will receive a result showing your current literacy levels. The results are also downloaded by WILSS, and a copy is placed in your personal folder. We will help you understand what the results mean and discuss any support you may need as you work through your qualification.

What if I cannot answer all the questions? - No-one can 'fail' the assessment. It simply gives you and us a clear picture of your strengths and weaknesses before you start working towards your qualification. If the results show that you would benefit from some extra help, then we will be in touch to explain how this support can be made available.

What if English is not my first language? - If English is not the language you use at home, or if you have only been in an English-speaking workplace for a short time, this assessment will be very useful. It will help identify any difficulties you may be having with your English-language skills, so we can work with you to make sure you can complete your qualification in a realistic timeframe.

Who will see my results? - Yourself, WILSS and the Tertiary Education Commission (who developed the assessment) are the only people will have access to the results.

If you would like to know more about what help is available for literacy and numeracy go to www.literacywaikato.org.nz.

EER Disclosure Statement

Under rule 6.1 .4(b) of the NZQA Registration Rules, Waikato Institute for Leisure and Sport Studies Trust Board must inform Learners, including newly enrolling Learners, of its EER category and its statements of confidence.

The EER, conducted in October 2023 and published on 20 December 2023, resulted in the following statements of confidence:

Confident in educational performance

Confident in capability in self-assessment

This means that Waikato Institute for Leisure and Sport Studies Trust Board is classified as a Category 2 provider, in accordance with rule 1 1.1 (c) of the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021 ('Quality Assurance Rules').

Reporting and Confidential Information

Policy

The rights of the Learner's privacy are incorporated in all reporting procedures.

WILSS will administer programmes in a manner that is in accordance with the Privacy Act, the Official Information Act and NZQA requirements.

Interim and regular feedback will be provided to Learners from facilitators, this will be monitored by the WILSS Programme Team members.

Results will be forwarded to Learners within four weeks of completing any assessment. All Learners will be made aware of their rights to view and check their record of achievement and their right of appeal.

Reporting procedures are evaluated at least annually, incorporating input from Learners, facilitators, and all relevant stakeholders. Approved recommendations will be implemented.

Reporting of the Learner's achieved credit and qualifications to NZQA will occur electronically.

Procedures

The Programme Administrator will input reporting information data into the Learner management database system after each programme. Hardcopies of reporting information will be filed in each individual Learner's learner file in a secure filing cabinet at head office.

Feedback on their progress may be provided to Learners from:

- Facilitators
- Evidence verifiers
- Assessors
- Programme Team members

Learners' expectations about reporting procedures are checked during the programme. Opportunities are provided for clarification of this information during the programme, or at other times as required. Print outs of progress are available from the database.

Facilitators and assessors are required to provide constructive feedback when marking assessment tasks. The marking forms must be signed by the assessor upon their completion.

Assessment

Policy

Assessment strategy will be based on realistic, relevant, and practical situations incorporating the learning outcomes of the programme. It must be an ongoing, accurate and objective process.

The assessment strategy must endeavour to provide Learners with a feeling of success and achievement and be a positive experience for them. It must be an accurate assessment of their skills and knowledge.

WILSS policy for fair reassessment is to allow the continued collection of further evidence in the appropriate way suitable to the occasion and task by the Learner. This will enable each Learner the opportunity to provide further evidence for a fair reassessment.

All Learners must be given an opportunity to be assessed in their own language and cultural environments.

Procedures

Assessment procedures and moderation of assessment are major focus of WILSS.

Within each programme, details of the assessment procedures required to meet WILSS standards and NZQA Assessment Standards and requirements will be identified.

Assessment tasks will consider varied learning styles, cultural expectations and any physical or intellectual disabilities.

Assessment approaches will include:

- observations of tasks
- viewing written evidence
- asking questions
- task simulation
- peer assessment
- results from Learner self-assessment
- feedback from peers/work colleagues/cohorts in the industry.

Credit Recognition and Transfer (CRT) and Recognition of Prior Learning (RPL) will be determined by either the production of evidence, and/or by demonstrating competence via methods such as practical demonstration, interview, or consultation.

To ensure authenticity of a Learner's work, the marker will receive most of the group's work together as a complete set to check for authenticity between each Learner. Where the Learner is required to complete work tasks, demonstrations and/or projects outside the classroom environment then those pieces of evidence will have attestations to verify the authenticity of the Learner's work signed by the evidence verifiers or assessors. The Learners will also be required to sign the authenticity attestation to confirm verification of their work.

Learners have access to an appeal procedure. WILSS has developed a system of appeal in relation to assessments, and Learners will be made aware of the appeal system - (see page 14).

Assessment and reassessment dates will be public information and can be accessed by contacting the appropriate Programme Manager/Coordinator. Any Learner, who wishes to be assessed against a particular assessment standard and has previous knowledge, training and/or learning in this area, will be able to be competency tested using CRT and/or RPL procedures.

If a Learner chooses to be assessed in a language other than English, then they must firstly contact and advise the Programme Manager/Coordinator of their request. The Programme Manager/Coordinator will then endeavour to ascertain and implement an assessment procedure that meets both the Learners and assessment needs.

There will be an annual and/or ongoing assessment review for every programme or part thereof. An assessment task will be valid if it accurately represents the knowledge and skills that are identified in the elements and performance criteria of assessment standards.

Written Evidence Guidelines

Below are descriptors for Learners to help you with assessment materials. If you are asked to:

- **Name** - you are only required to name something - no explanation required.
- **Identify** - a short explanation is required.
- **Explain/describe** - a short paragraph of explanation is required.
- **Discuss** - requires more details such as - considering the pros/cons, advantages/disadvantages etc.
- **Demonstrate** – you will be required to show that you can do something – this will usually be a practical task where you will be observed.
- **Examine** – you need to critically look / scrutinise the activity and then describe your findings.
- **Analyse** – you need to present ideas and conclusions in paragraphs.
- **Evaluate** – carefully appraise/judge/see the worth of the activity and describe your findings.

Academic Appeal Policy

WILSS has an Academic Appeal Policy associated with assessment and reassessment of Learners. All Learners have a right to appeal.

Academic Appeal Procedures

A Learner wanting to appeal an assessment decision must:

1. Contact the programme facilitator.
2. The facilitator will then either change their decision or repeat the assessment or obtain a second opinion from the Programme Manager/Coordinator or from the relevant industry representative or remain with the not yet competent or insufficient evidence decision.
3. If the Learner is dissatisfied with this outcome then they should contact the General Manager and ask for reassessment
4. If the Learner is still dissatisfied with the outcome, then they have the right to contact the relevant Industry Advisory Group and/or NZAPEP Quality Commission (0800 692 737).

Reassessment policy and procedure will continue to be established and developed in alignment with the relevant industry.

WILSS policy for fair reassessment is to allow the continued collection of further evidence in the appropriate way suitable to the occasion and task by the Learner. This will enable each Learner the opportunity to provide further evidence for a fair reassessment.

Decisions concerning reassessment because evidence has not yet met requirements will be discussed with the Learner concerned. Discussions will include planning for opportunities to collect further evidence.

Learners undertaking reassessment shall bare all costs involved in the process appropriate to their reassessment.

Learners will be given a maximum of three attempts towards reassessment of an assessment standard or elements thereof. These attempts shall be completed within a timeframe of twelve weeks.

Learner Conduct

Serious misconduct that may result in a Learner's dismissal from a programme includes:

- wilful damage to WILSS or secondary provider's property or equipment
- theft
- violence or harassment against another person/s whilst participating in an Institute programme
- refusal to perform course work
- drunkenness or illegal drug use
- falsifying documentation
- un-ethical behaviour
- plagiarism.

Plagiarism

Plagiarism is a form of cheating. The definition of Plagiarism is 'the deliberate presentation of another person's material as one's own.' Plagiarism is the inclusion of material, copied or paraphrased from someone else's writing, in your work. As a Learner, for your work to be authentic it must be your own work. If you copy a line, a paragraph, or an entire text from someone or somewhere else (whether from a friend, a sibling, a book, magazine, or the internet) and pretend that it is your own work, this is plagiarism.

To avoid plagiarism:

- Plan your work and ask for help if you do not understand the task or what it is you should be doing.
- Write your own thoughts and statements in your own words, using notes taken from your reading and research.
- If you decide to use quotes or reference material attributable to other sources, clearly 'reference' your work. WILSS does not require you to use any specific referencing methodology (ie APA, MLA, etc) but a footnote or endnote stating where the content was sourced should be included in your assessment submission.
- On submission, sign the declaration of authenticity.

Note: ChatGPT and similar applications cannot be cited as sources, and as such, there is no legitimate way for you to use them when producing work for assessment.

Cheating may take other forms. For example:

- Submitting someone else's assignment and saying it is your own.
- Copying from another Learner's work.
- Allowing another Learner to copy from your work (which will open both parties to penalty).
- Persuading another Learner (or hiring some other agency) to do all or part of your assignment, or you doing an assignment for someone else.

Note: A Learner providing the work to be copied, or enabling another Learner to plagiarise, may be viewed as culpable as the Learner doing the actual copying.

Note: Copied work will earn no credit for either the copier or the one whose work is knowingly copied.

Cheating and/or plagiarism are viewed as contravening the rules and values of WILSS and will be dealt with accordingly. Where cheating is suspected, a formal interview will be conducted with the facilitator and Tertiary Programmes Manager or the General Manager and, if cheating is found to have occurred, a warning letter will be given which will also be held on your Learner file. An opportunity may be given to re-submit your assessment.

Further instances of plagiarism may result in withdrawal from the programme of study.

Disciplinary Policy and Procedures

Disciplinary procedures leading to expulsion will include both verbal and written warnings.

Before any measures are taken, the facilitator and/or the Programme Manager/ Coordinator will meet with the Learner to explain and consult. Failure to comply with rules or regulations will receive a verbal warning from the facilitator or Programme Manager/Coordinator, which is in force for five working days. If a Learner continues to disobey, within five working days a written warning will be issued by the General Manager and enforced for a further five days. Failure to comply at this stage will result in the Learner being asked to leave the programme.

A Learner will be dismissed immediately if found to be under the influence of a harmful substance and for any extreme physical and/or verbal assault.

Concerns and Complaints Procedure for Learners.

Purpose

The purpose of this document is to ensure that Learners have access to a concerns and complaints resolution process that is timely, fair, effective, culturally appropriate, and upholds the principles of natural justice. Concerns and complaints from learners may include:

- Their programme.
- An enrolment or admission decision.
- The actions and behaviour of other Learners or WILSS staff or contractors.
- Administrative systems, services, or decisions.
- Access to regulations, policy, or procedures that affect the Learner.
- WILSS compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

Principles

- The Concerns and Complaints Procedures for Learners follow the principles of natural justice.
- Learners are entitled to culturally appropriate processes and responses that consider traditional processes for raising and resolving issues.
- Information on the concerns and complaints process is accessible.
- Complaints are resolved in a timely and consistent manner.
- Learners are treated with respect, fairly and without bias.
- Information is shared only with those who need to know, being mindful of the rights of the complainant and any individual named and involved.
- Complaints about WILSS staff or contractors are referred to the General Manager and employment decisions are not shared with Learners due to privacy obligations.
- All parties are entitled to an advocate and support person at all steps in the concerns and complaints process.
- All parties affected by a complaint are kept regularly informed of the progress of the complaint, given an opportunity to present evidence, and to read interim findings and recommendations before a decision is made.
- WILSS treats complaints as a valuable form of feedback and an opportunity to put things right where appropriate, and to promote continuous quality improvement.

Support

- WILSS ensures information on support services is available to the complainant and any individuals involved. These are to be listed on the WILSS website and published in the Learner Handbook.
- At any time during the process, the complainant and any individuals involved are entitled to access support from internal or external services.

Concerns

- Learners are encouraged to resolve their concerns directly with the person concerned. Their Facilitator or Programme Manager can be included in this conversation if needed.
- Programme Managers or Facilitators directly involved will either manage the resolution of the concern or refer the matter to the General Manager who will identify the appropriate person to follow up and resolve the concern.
- If the Learner wishes to be contacted, they will be kept informed or advised of the outcome within five working days.
- If a concern cannot be resolved to the satisfaction of an Learners, they may make a formal written complaint.

Complaints

- The Learner makes their complaint in person (normally within 21 days of the incident or issue) to their Programme Manager or Facilitator. The Programme Manager or Facilitator who receives a verbal complaint will put it in writing to the satisfaction of the complainant. The complainant can also choose to make a written complaint directly to the General Manager. Complaints made 22 or more days following the incident or issue may proceed at the discretion of the General Manager.
- A Programme Manager or Facilitator who receive a verbal complaint should assess the complaint and decide if they will be able to resolve it themselves or forward it on to the General Manager.
- The General Manager will then identify the relevant procedures, assesses the complaint for legal or other implications, and initiates an investigation following the complaints procedures.
- The General Manager reports the outcome to all parties in writing within 30 days of receipt of the complaint. The communication will also include the complainants right to appeal if they are not satisfied with the outcome.
- At all times throughout this process, the complainant has the right to involve a support person of their choice or to withdraw the complaint. It is the responsibility of the Programme Manager or Facilitator involved to advise the Learner of this right.
- Feedback on the complaints process will be sought from the complainant on their experience of the complaints process and will be used to inform continuous quality improvement of the procedures.

Documentation and reporting

- The General Manager will register all complaints and resolutions on the WILSS Complaints Register. Access to the register will be restricted.
- Documentation relating to the complaint is kept in accordance with relevant legislation.
- Any reports generated from the register will maintain the privacy of complainants and any other persons involved in the complaint in accordance with the Privacy Act (2020).
- The General Manager reports monthly to the WILSS Board on the overall numbers and nature of complaints and outcomes for the year and, as far as practicable to maintain privacy, by diverse Learner groups.

Role Responsibilities

Learners

- Learners who have a concern and complaint are responsible for following the procedures set out in this document.

Programme Managers or Facilitators

- Programme Managers or Facilitators are responsible for implementation of this procedure.
- Programme Managers or Facilitators are responsible for ensuring Learners are informed of their right to raise a concern or make a complaint and that information on the procedures is published and accessible.

Term Definition

Advocate/Learners Support Person.

The person who assists the Learners by being present, observing that the process is followed, and/or advising the Learners regarding process and options and guiding them through the process. An advocate is a Learners Advisor, their nominee, or any person nominated by the Learners.

Concern.

A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where the Learner considers appropriate standards have not been met but the impact on them has not been great.

Complaint.

An expression of dissatisfaction where the Learner seeks some form of redress or change in a situation; where the Learners considers that there has been a direct and significant adverse impact on him/her, which requires a formal process of resolution.

Natural justice.

The three main requirements of natural justice that must be met in every case are: adequate notice, no bias and fair hearing. A process conducted without bias that includes three key rules to enable this:

- In an investigation, the subject of the complaint must be advised of the allegations in as much detail as possible, given time to prepare and present their side of the story including evidence and must be given the opportunity to reply to the allegations.
- Investigators and decision makers must be impartial and act without bias in procedures connected with the making of a decision. Decisions must be based on a balanced and considered assessment of the information and evidence.
- Decisions must be based on logical proof or evidence. Investigator or decision makers should be able to clearly point to the evidence on which the decision is based. Evidence presented by one party must be disclosed to the other party, who may then subject it to scrutiny.

Process that will be followed when WILSS receive a complaint

Listen

- Let the complainant have their say. Make it clear that you have heard the complaint. Say something like, “Thanks for letting me know. I’ll follow this up and get back to you by ...” Name a time that is easy to achieve and contact the complainant with your progress report towards resolution of the issue.
- Make the complainant feel that you value their coming to you. Do this even if they are angry. Remain calm even if what is being said seems unfair. You are the one in control of the situation.
- Write down the specifics of the complaint on the WILSS Concerns and Complaints Form.
- Check back that you have the details right. If it seems appropriate, ask them to write down the complaint as well, so that you can compare what you have written with what they said. Keep this written documentation safe, as you may need it later.

Investigate

- Depending on the nature of the complaint, you will probably not need to respond straight away, other than to thank the complainant for letting you know. However, if you deem the complaint to be serious, for example if it involves the safety of a Learner or staff member, you may need to take immediate action before you can begin an investigation. This may involve the removal of a person or contacting external support. Do not assume blame on anyone’s part until you have gathered all the facts.
- Make a judgment call about the time you need to deal with this complaint. Is it something that you can leave for a little while, or something that requires nipping in the bud now? Ask yourself what the consequences of not dealing with the complaint immediately are likely to be.
- It is possible that the complainant will want an instant response. Reassure them that you will give them a response as soon as you have had time to consider it. Use this time to assess the gravity of the complaint, and then you can prioritise it. Do not leave dealing with it for too long, though. Small issues can grow out of all proportion if they are not dealt with smartly. The priority scale you might use will probably be *now, later today, tomorrow or the day after*, rather than next week.

Inform where necessary

- Let everyone who needs to know, know what is going on. Any staff member who is the subject of a complaint must be told about it and any likely investigation of it as soon as the complaint is received.
- Tell all parties that discussions are confidential.
- Keep those who are affected informed about what is happening, especially if the investigation takes longer than expected. Clear communications will help people to feel confident that you are handling the situation appropriately.
- Procedure must be strictly followed, or you might find yourself in an employment-related situation.

- Taking too long to act invites speculation and encourages those who do not need to know to become involved.

When you have evidence, seek to resolve the issue

- Keep a record of everything.
- Consider all possible resolutions and possible unintended outcomes.
- Meet with the complainant to convey your decision or to discuss the options for resolving the issue.
- If the complaint involves two parties, that is, one person complaining about another person, you might need to decide whether to bring the parties together to try to achieve a resolution. Depending on the seriousness of the complaint, you might need assistance to plan and manage this process. Again, use one of the services available to you. However, in more difficult cases this may not be an option.
- Make a decision. Acknowledge any errors made, if necessary. Ask the complainant whether he/she is happy with the outcome. If not, offer further options that may be taken.
- Follow up with a letter to the complainant detailing the discussion, the agreement, if any, you have reached, and the intended actions.
- If the complaint involves a WILSS staff member, then you may need to put copies of the complaint, letter, and resolution on the employee's file.

Feedback

Seeking feedback helps you review your policies.

An email can be sent out to a complainant after the matter has been dealt with.

Recently you brought an issue to our attention. [Issue is described]. To ensure we have dealt with it effectively, please let us know by answering these questions:

- *How well did you feel we listened to you?*
- *How comfortable did you feel about approaching the principal/staff member, or other school representatives?*
- *How happy did you feel with how we resolved the issue?*
- *Do you think there is anything that we can do to improve our system?*
- *Other comments?*

Types of complaints

- These can range from informal, verbal comments up to formal, written complaints, from minor to major concerns.
- They may come from Learners, staff, parents, or even members of the public. They could be about Learners, teaching or non-teaching staff, the board, your policies, or events. Some you might be ready for; others will come out of the blue and surprise you.
- Complaints may escalate rapidly unless they are well managed. It is better to have processes in place and rarely need them than to have nothing in place and end up with an issue that has the potential to flare up.
- You should endeavour to deal with the complaint at the lowest level possible.

Is it a complaint?

- Complaints can be made in the form of softly presented expressions of concern about something or someone. These can often be missed by busy people and grow in seriousness. If this happens, a complainant could justifiably say, "I asked you to do something about this 6 months ago!" However, you do not want to be over-reactive, so seeking clarification at an early stage is important.

Escalating the complaint

- If the complaint is made to you, use your judgment. Try to achieve resolution at the lowest level possible. Do not escalate it to the next level unless you feel you are going to need help.
- If you think things might escalate, advise the person at the next level of the measures you are taking so that he/she will not suddenly be surprised by what has become a major concern. You may also need to alert the insurer if the complaint is "high level" - for example, if it could become a personal grievance case.
- If a complaint is addressed to the General Manager or the Board, it must go to the General Manager or the Board. When a complaint is made to the General Manager or the Board, it is not your decision. You will play whatever role the General Manager or the Board requires of you. For example, you might be asked to gather and pass on the evidence. If you collect and present the evidence, natural justice says you should not be involved in any judgment – let the General Manager or the Board make the decision.
- If the complaint is about you, the General Manager or the Board must handle it without your involvement, but with your knowledge.

External Complaints Procedure

If the internal complaints procedure does not resolve the complaint to the satisfaction of the complainant, the complainant may then action the external complaints procedure.

Learners experiencing difficulties with the internal complaints procedure may contact:

The New Zealand Qualifications Authority - [Make a complaint: NZQA.](#)
or the Education Quality Assurance Agency - <https://tedr.org.nz/apply>,

Harrassment Free Policy

Harassment Free Policy

Harassment in any environment whether work, learning or play denies people their right to receive a positive and enjoyable experience. It is defined as any form of unwanted behaviour usually involving one person trying to exert power over another. This could be as simple as taunts or teasing or as serious as a violent physical assault. The outcomes of harassment can be sadness, humiliation, embarrassment, it can affect health and self-esteem, job security and work performance.

Harassment Reporting Procedure

There are several courses of action for anyone who believes they have been harassed.

1. Self help: involves letting the offender know that the harassing behaviour is unacceptable and must stop. This may resolve the matter quickly and in a low-key manner.

This can be done in a number of ways including:

- telling the person directly what behaviour is not liked and asking them to stop it;
- writing a letter on a 'private and confidential' basis to the person identifying the behaviour and asking them to stop it;
- taking a support person/friend to tell the person that their behaviour must stop.

2. Informal: involves getting someone to help resolve the situation. This might be someone from within the organisation such as the Facilitator, Programme Manager/Coordinators, General Manager or from outside the organisation (Sport Waikato General Manager for example). They will need to talk to the individual about what has happened and what is required to fix the situation. They will then talk about the complaint to the person identified. If there is agreement on what has happened and what will fix the situation, then the issue can be resolved confidentially between the immediate parties.

3. Formal: involves writing a formal complaint to WILSS outlining:

- who the complaint is about;
- what happened (including time, date, place, what was said and/or done, how often this has been said and/or done);
- how it was responded to;
- what impact the behaviour has had;
- whether anyone else witnessed the behaviour;
- what result is expected as a result of the complaint;
- why, if the incident occurred more than one year ago, there has been a delay in lodging the complaint; and
- requesting confidentiality/approval before any action is taken by the organisation.

This complaint should be forwarded to the General Manager in writing. The complaint will be taken seriously and investigated fully, and appropriate actions will be taken. During this process the rights of all involved will need to be protected.

Human Rights Commission

If the individual is being harassed by someone who is employed by the organisation, either as a paid employee or as an unpaid employee, then the complaint can be taken to the Human Rights Commission, or as a personal grievance under the ECA. They will investigate and/or conciliate complaints where there are grounds for believing that the organisation did not respond appropriately to the complaint, or where the organisation does not have satisfactory policies, procedures and/or practices in place to respond to a complaint.

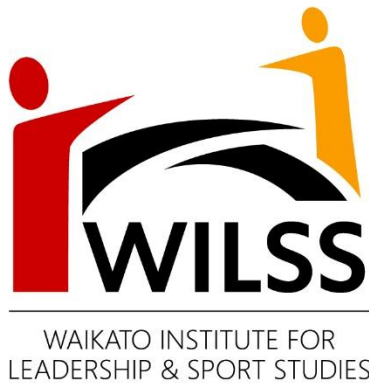
Police

Complaints of a criminal nature, such as sexual assault or sexual abuse of children, will be reported to the police and with the consent of the individual, the person may choose to inform the General Manager that this has been done. This does not stop a formal complaint being taken to the sports organisation as well.

We guarantee that any complaint will be handled promptly, seriously, sensitively and confidentially.

Welfare and Support Services – Where to get help

- Lifeline Aotearoa: 24/7 helpline 0800 543354. Text 'Help' to 4357 - lifeline.org.nz
 - Kidsline (for up to 18 years of age) 0800 543754 (4pm to 9pm weekdays)
<https://www.lifeline.org.nz/services/kidline>
 - Suicide Crisis Helpline: 0508 828 865 (0508 TAUTOKO) (available 24/7)
 - Youthline: 0800 376 633 / free text 234 –webchat - www.youthline.co.nz
 - Healthline 0800 611 116 (General health advice) www.healthpoint.co.nz
 - 'What's Up' (free counselling for kids and teens in NZ): 0800 942 8787
Chat line open Mon-Fri 1pm – 10pm; Sat/Sun 3pm – 11pm
 - Depression Helpline: 0800 111 757 (available 24/7) - Txt 4202
 - Alcohol Drug Helpline 0800 787 797
 - Rainbow YOUTH: (09) 376 4155 (11am -5pm Weekdays)
 - Small Steps – Free online tools to manage your wellbieng <https://www.smallsteps.org.nz/>
 - Midlands Sexual Assault Support Services: freephone 0800 839 4433
 - Family Planning - Hamilton Clinic 07 839 4061 - Health Promotion Services 07 834 1433
 - Careers NZ: 0800 222 733; www.careers.govt.nz
 - Childcare Services: 0800 CHILDREN (244 537)
 - Citizens Advice Bureau: 0800 367 222 or 07 839 0395
 - Disability Support Services: 0800 55 33 99 or 07 839 8883 - Email dsloffice@waikatodhb.health.nz
 - Legal Aid: (Community Law) 0800 529 482
 - Māori Learners - Te Puna Tautoko: 07 858 5175 - Email: tepunatautoko@waikato.ac.nz
 - Mana Pasifika - <https://www.mapumaia.nz/mana-pasifika>
 - StudyLink: 0800 889 900; Mon-Fri 8am – 5pm
 - Fees free 0800 687 775: Email feesfree@tec.govt.nz
 - Samaritans Aotearoa New Zealand – 24/7 crises helpline: 0800 72 66 66 samaritans.org.nz
 - [Tertiary Education Dispute Resolution](https://tedr.org.nz/) - <https://tedr.org.nz/>
-



**178 Ruakura Rd,
TTH2 Building,
Private Bag 3105, Hamilton
Ph: 07 839 9908
Email: wilss@wilss.ac.nz
Website: www.wilss.ac.nz**

**Registered and accredited as a private training establishment by the
NEW ZEALAND QUALIFICATIONS AUTHORITY**