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 learner accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Learner Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	WILSS			MoE number	8247	
Code contact	**Name**	Jack Clayton		**Job title**	General Manager	
	Email	jack@wilss.ac.nz		**Phone number**	07 8399908	
Current enrolments	**Domestic learners**	**Total #**	5,443	**18 y/o or older**	234	
				Under 18 y/o	5209	
	International learners	**Total 0**	0	**18 y/o or older**	0	
				Under 18 y/o	0	
Report author(s)	Jack Clayton, Alan Peary, Sam Knight, Paula Dewar, Zelda Tucker					

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	We have rated ourselves as implemented because we have spent 2023 reinstituting and updating our QSM. This process has prompted us to add new policies and procedures as well as making changes to current policies and procedures. We have updated our enrolment process to ensure that checks and balances are in place to make sure we are compliant with the code. Since the middle of 2022 our staff have been on a cultural capability journey with PD in this area and one of our trustees has been meeting with staff to facilitate WILSS moving forward and ensuring that we meet our Te Tiriti obligations. This is an ongoing process, and we acknowledge that we are not there yet. Learner surveys have been redesigned to get a better idea of their take on wellbeing and safety. However, the uptake of these surveys is low, so we are not getting great information from the data. This is being addressed by a more personal touch.	The feedback from staff and trustees about the better alignment of policies and procedures in our QSM has been loud and clear. Trustees questioned the old policies and how they linked to various procedures. The project highlighted many duplications and inconsistencies as well as some missing information. One example was the concerns and complaints procedures which were brief and put little emphasis on the continued support of the learner. The enrolment process amendments have added various aspects of the code to ensure that we are addressing areas of concern early and providing a clear path to mitigate any concerns going forward.

Outcome 2: Learner voice	We have rated ourselves implemented for this outcome. We have struggled to get learner engagement in surveys and our small numbers on the NZQA programmes means that making meaningful analysis of data is problematic. We have undertaken to use a more direct approach to gaining information from learners by meeting with them rather than sending out surveys. We conducted a "Conclusion Evening" at the start of 2023 to review the year with our New Zealand Certificate learners. This produced some feedback, but we need to work on the format of this evening to ensure we get feedback on this outcome and not just academic feedback. We encouraged the use of the forum function in Google Classrooms to stimulate discussions so we could monitor the learner voice, but the uptake was poor. We have not had any complaints for at least five years, so we have not been able to test the effectiveness of our concerns and complaints policy and procedures. We have updated these this year to maintain alignment, so we think we are ok in this space.	We know our performance in the learner voice space has not been great because of the low response to surveys. Our facilitators do have close relationships with our learners due to their low number, so they do get regular feedback from learners, but this is not structured. Facilitators will often adjust programmes based on this feedback, but it does not always get recorded. We have strengthened our self-assessment process by discussing the COP KEQs of one of the four outcomes at each staff meeting. These monthly conversations not only bring learner wellbeing and safety to the forefront, but they have also informed changes and decision making. In the concerns and complains space, all policies have been reviewed and amended along with handbooks, procedures, and the web site.

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	We have rated ourselves as implemented because we have all the policies and procedures in place, but we still need to close the loop on some aspects of self-assessment and make necessary improvements. These are now being added into the Improvement Cycles, so the 'loop' is closed.	We know this because we have been following our policies and procedures and have not come up against any complaints or regulatory sanctions for not being Safe, inclusive, supportive, and accessible. Over the past two years we have developed our google classroom to make learning and support more accessible.
Outcome 4: Learners are safe and well	We have rated ourselves as implemented because we feel that our smaller class sizes allow a more personal connection between facilitators and learners. Our policies and procedures are fit for purpose and with no safety or wellbeing issues in at least the past five years we think we are in a good space.	Our learner handbook and facilitator handbook provide valuable information at the coal face. The policies and procedures are followed by programme and admin staff ensuring that things are aligned and run smoothly.

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 lacked alignment in some of our practices, so we need to: • Continue to upskill staff to ensure our Te Tiriti obligations are met. • Connect with Māori at a local iwi level to start building a meaningful relationship. • Put systems in place to have more touch points with learners to gather the learner voice. • More professional development for staff around learner safety and wellbeing.
Outcome 2: Learner voice	Learner voice is not collected and reacted to well enough, so we need to: • We need to raise our rate of return for our surveys, so we have good data to make decisions. • Conclusion evening needs to be refined. • Face to face meetings need to occur more often and be more systematic. Conversations need to address the COP not just academics.

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	Learner voice is not collected and reacted to well enough, so we need to: • We need to raise our rate of return for our surveys, so we have good data to make decisions. • Conclusion evening needs to be refined. • Face to face meetings need to occur more often and be more systematic. Conversations need to address the COP not just academics.
Outcome 4: Learners are safe and well	We need to ensure that our facilitators are inducting the learners into the programme and keeping them connected so we need to: • Have an orientation session with each cohort where a staff member presents as well as the facilitator. • We need to raise our rate of return for our surveys, so we have good data to make decisions. • Conclusion evening needs to be refined. • Face to face meetings need to occur more often and be more systematic. Conversations need to address the COP not just academics.

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**	Investigate other online forum options for learners to engage more in discussions about WSS goals and plans.	Alan	31 Jan 2024	Alan to present the new systems to staff at the first 2024 staff meeting.	New forums in use and new forms of communication opened up (e.g. Messenger Groups)
	Continue to review our procedures and ensure that our facilitators are reminded of them.	Jack	Ongoing	Review of sections of the QSM will be agenda items at all face-to-face board meetings and discussed at staff meetings if there are changes needed to procedures.	Trustees will review policies and then staff will review procedures. Staff will brief their own facilitators.
	More ongoing staff PD specific to the Code	Jack	31 Dec 2023	Annual Performance agreements will be updated.	APAs will have specific PD to cover this outcome.
	Continue to review our emergency procedures and ensure that our staff, facilitators, and learners are reminded of them.	Jack and Alan	31 Dec 2023	Review of sections of the QSM will be agenda items at all face-to-face board meetings and discussed at staff meetings if there are changes needed to procedures.	Trustees will review policies and then staff will review procedures. Staff will brief their own facilitators.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 2: Learner voice	Investigate other online forum options for learners to engage more in discussions about their diverse wellbeing and safety needs.	Alan	31 Jan 2024	Alan to present the new systems to staff at the first 2024 staff meeting.	New forums in use and new forms of communication opened up (e.g. Messenger Groups)
	Discussion with Bobbi and Kirsten (Board members) on how to uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome.	Jack	11 Dec 2023	We have one online and one face to face meeting with the board between now and then and it will be an agenda item.	Plan in place to weave the Te Tiriti principles into our day-to-day operations.

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	Learner feedback is minimal at best. We need to take more opportunities to gain this feedback in person. Alan will build face to face relationships with learners and attend more workshops to gain these valuable insights.	Alan	31 Jan 2024	Alan to present a plan for building relationships and attending workshops to staff at the first 2024 staff meeting.	Learner feedback in the form of stories and data be available for analysis so we can make more informed decisions about Safe, inclusive, supportive, and accessible physical and digital learning environments.
	Discussion with Bobbi and Kirsten (Board members) on how to uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome.	Jack	11 Dec 2023	We have one online and one face to face meeting with the board between now and then and it will be an agenda item.	Plan in place to weave the Te Tiriti principles into our day-to-day operations.
Outcome 4: Learners are safe and well	Discussion with Bobbi and Kirsten (Board members) on how to uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome.	Jack	11 Dec 2023	We have one online and one face to face meeting with the board between now and then and it will be an agenda item.	Plan in place to weave the Te Tiriti principles into our day-to-day operations.