



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**

## 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

**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	IVS Training			MoE number	8404
Code contact	Name	Tamsyn Hickey		Job title	Training Manager
	Email	Tamsyn.hickey@ivs.co.nz		Phone number	0212736429
Current enrolments	Domestic learners	Total #	#49	18 y/o or older	#73
				Under 18 y/o	#0
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Current residents	Domestic learners	Total #	#0	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	#0	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Tamsyn Hickey				

## 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	<p>IVS have a Learner Goals captured in our QMS along with a mechanism to capture learner and stakeholder feedback.</p> <p>IVS need to improve the practise of tikanaga in everyday and the regular use of Te Reo to really meet the needs of our learners.</p>	<p>Trainee feedback is captured using end of programme surveys. Key stakeholders are contacted to a</p> <p>IVS will be reviewing trainee comments around the use of Tikanaga and implementing the use of Tikanga in the offices, training venues and online.</p>
Outcome 2: Learner voice	<p>Based on learner feedback IVS provide excellent training services. We capture feedback from the initial booking mechanism to how the trainee performed and how the content related to their everyday workplace.</p>	<p>Our feedback forms capture the following evidence, and it is compulsory mechanism for trainees to complete.</p>

### 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	Implemented however, our LMS can be greatly improved, and we are remedying this by investing in a more user-friendly interface and program to allow for improved learner engagement.	By changing our LMS and improving the ease of use of the system, we will see reduced trouble shooting calls from our trainees and improved pass rates.
Outcome 4: Learners are safe and well	IVS are short compliance-based courses. For the duration that we have trainees, we do meet the requirements to ensure they are safe and well. Something we can improve on is the awareness of mental health in our training rooms and where to seek support if needed. If a trainee is in a difficult situation, we do offer to postpone training free of cost to them.	From performing our self-review, we saw some gaps, and this can only be measured in this way as we aren't exposed to trainees long enough.



## 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	Communication in Te Reo for the wider team and awareness of Tikanga needs to be implemented and included in reviews quarterly. This extended to the CoP review to be done throughout the year in line with our separation out of the KEQs
Outcome 2: Learner voice	Improve communication in our everyday and include Tikanga.

### 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	engaging with Māori and involving Māori in the design of physical and digital environments where appropriate is an area for development for us. Whilst we do consult our trainers to review course material in a digital environment, we often take feedback from trainers who are of Maori heritage, we perhaps can broaden our approach to include an advisor on an advisory committee.
Outcome 4: Learners are safe and well	As we are short courses, we often do not have trainees for more than 9 days in total over the course of 9 weeks. We do not have this function. We do provide food on full day courses to ensure trainees are well fed. We do not provide on going service referral for any mental or physical wellbeing concerns or accommodation. IVS can improve by promoting these services as common practise amongst trainers and in training rooms.





## 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	Additional training for all staff in Tikanga	Gm and Training manager	2/2/2023	Professional development plans	Improved engagement and feedback from trainees
	Scheduled quarterly review of the CoP and application	GM, Compliance Co-ordinator and training manager	31/1/2023	Add CoP to quarterly reporting calendar	Processes are reviewed more regularly to ensure compliance with the code and process review
Outcome 2: Learner voice	Introduce Te Reo into learning material	GM and Marketing	3/3/2023	Post moderation report to include the use of Te Reo to meet internal post moderation requirements and for courses that will allow us to imbed Te Reo. Biosecurity courses do not allow for this due to the assessment is required to be undertaken in English by MPI.	Improved engagement from learners.

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Introduce Tikanga and Te Reo to all learning spaces and encourage trainers to use this in all practises. Office team members are to be included as well as management</p>	<p>GM, Training manager, board members, training team and admin</p>	<p>31/6/2023</p>	<p>Provide training for all staff in Tikanga. Inquiries have been made to PTE's that provide Takenaga as a level 2 qualification. We can start to include the completion of tikanga level 2 as part of our induction process.</p>	<p>Completion of the level 2 qualification internally by staff by their 4<sup>th</sup> PD review for new staff and within 6 months of enrolling for existing staff.</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>Additional staff training and regular monitoring of internal capability to manage difficult situations with learners</p>	<p>GM, Training manager and Health and Safety committee</p>	<p>31/3/2023</p>	<p>Introduce ongoing safety training to professional development plans.</p>	<p>Professional development quarterly reviews and compliance with internal drills.</p>

