Self-review Toolkit for Tertiary Education Providers

Tool B: key evaluative questions

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!

Contents

Tool B: key evaluative questions (the Code)

Use this optional tool to help you **make sense** of your gathered information in terms of what it tells you about the effectiveness of your current practice in relation to the Code outcomes sought for your learners.

Consider how effectively your organisation is achieving the overarching outcomes, your current strengths, and any opportunities for development.

Indicate what stage your Code implementation is at under each outcome using the continuum of Code implementation in Appendix 1.

If you are a provider with student accommodation or Code signatory, you can **insert additional pages into this tool** relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)** after Outcome 4.

Use the links below to download any additional pages as required:

- Student Accommodation
- International Tertiary Learners

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation

Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. This way we are able to develop, review, and update our strategic goals and plans.	No further improvements at this time.

Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	Well implemented.	Our practices and processes are continuously reviewed and improved in accordance with our policies. Student/staff feedback, as well as safety data, shows desirable outcomes are being achieved.	No further improvements at this time.

Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Well implemented.	The required information is assessable to all students via the NSAC website (nsac.co.nz) – strategic goals/plans are included in our self-assessment report.	No further improvements at this time.

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	Well implemented.	Relevant student wellbeing and safety events and other information is recorded for each student within their records in Avmin (comms section), and available to all staff. Concerns are raised on a case-by-case basis with the TL, SLO or CFI, following which the appropriate actions are taken and documented. *Note – improvements were made last year (2022), as per the self-assessment attestation, and a working well.*	We feel we can improve further in this area in that the outcome/actions taken should have a specific place to be recorded. We have done this by modifying our system to ensure the information is always recorded.
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Well implemented.	Our records show our staff following our processes well. Our staff are provided with ongoing training via bi-monthly Con Ed sessions (continuing education), monthly staff meetings, and weekly toolbox meetings. One-on-one training	No further improvements at this time.

		is provided to staff when and where necessary.	
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	Well implemented.	As a learner-centric organisation we provide robust and individualised support to our learners. Feedback shows they understand who to advise in an emergency, and are satisfied with how we respond. Otherwise most of our learners don't study with us full time – some may only spend a few hours at NSAC per week. They are usually employed full time elsewhere, and as such have sound support structures in place.	No further improvements at this time.
How effectively do we record, and report information on critical incidents and emergences at our organisation to the relevant stakeholders?	Well implemented.	Our system for safety management is mature, highly-effective, and approved by the Civil Aviation Authority of NZ. All incidents, accidents, and even minor occurrences are reported into our SMS (safety management system). Each event is managed appropriately, and learnings are disseminated to students/staff/other persons as required.	No further improvements at this time.

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Well implemented.	Our policies and processes are fundamentally sound and effective. Learner wellbeing and safety is at the core of everything we do, as evidenced by those policies and processes, and the data we collect shows that we respond well to the needs of our learners, and take a proactive approach, and seek to continuously improve our systems. Our approach is appropriate to our learner types.	No further improvements at this time.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. In this way we actively engage with students of all backgrounds to understand how we are performing from the perspective of our learners. We use this information proactively to improve outcomes for our learners.	No further improvements at this time.

	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	As mentioned, we are working with a consultant to develop and implement a robust strategy.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?			
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through complete consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation

Process: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. In this way we actively engage with students of all backgrounds to understand how we are performing from the perspective of our learners. We use this information proactively to improve outcomes for our learners.	No further improvements at this time.

Process: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	Well implemented.	We receive very few complaints, however the evidence we hold shows we work proactively when responding to complaints to ensure the best possible outcomes for our learners.	No further improvements at this time.

How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Well implemented.	The complaints process is promulgated to our learners in numerous ways. The process is clear and accessible.	No further improvements at this time.
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Well implemented.	Complaints are kept on record by the CFI, electronically – these files are not accessible by other staff. Relevant information about complaints is promulgated to staff and students via 6 monthly self-assessment reports.	No further improvements at this time.

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Well implemented.	Although we have not used our DRS to date, upon review we believe it remains fit for purpose at this time.	No further improvements at this time.

Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	Well implemented.	Our processes mean that engage actively with all learner types and backgrounds. We do this equally and without prejudice, and in a fashion that shows respect for each individual.	No further improvements at this time.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. In this way we actively engage with students of all backgrounds to understand how we are performing from the perspective of our learners. We use this information proactively to improve outcomes for our learners.	No further improvements at this time.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	As mentioned, we are working with a consultant to develop and implement a robust strategy.

	Well implemented.	Through consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?			

Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation

Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Well implemented.	Anti-discrimination and inclusivity are crucially important to NSAC. We provide information and advice to all students as to our policies in this respect (Student Handbook), and our staff (MPPM). We provide our staff with ongoing training in this area to ensure we continue to provide a safe and inclusive environment to our learners. We know that our learners feel safe and included through the feedback (including anonymous feedback) we gather.	No further improvements at this time.

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Well implemented.	At NSAC we view each learner as an individual and work one-on-one with them to meet their specific needs and requirements. This is evidenced by student's communication records. In this way we know we are attempting to support all of our learners in the best way possible.	No further improvements at this time.

Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Well implemented.	Anti-discrimination and inclusivity are crucially important to NSAC, and to ensuring learning safety and wellbeing. Our practices and our design of learning environments take this into account. Learner feedback gathered shows our learning environments are safe and accessible.	No further improvements at this time.

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Well implemented.	Anti-discrimination and inclusivity are crucially important to NSAC. We provide information and advice to all students as to our policies in this respect (Student Handbook), and our staff (MPPM). We provide our staff with ongoing training in this area to ensure we continue to provide a safe and inclusive environment to our learners. We know that our learners feel safe and included through the feedback (including anonymous feedback) and that our learners feel we foster safe and inclusive learning environments.	No further improvements at this time.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. In this way we actively engage with students of all backgrounds to understand how we are performing from the perspective of our learners. We use this information proactively to improve outcomes for our learners.	No further improvements at this time.

	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	As mentioned, we are working with a consultant to develop and implement a robust strategy.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?			
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation

Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Well implemented.	Information provided is clear and complete (Student Handbook). Information is provided prior to and at enrolment. Expectations, conduct, and support available is explained to students one-on-one, and reinforced during the training syllabus.	No further improvements at this time.

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Well implemented.	Physical and mental health – being 'fit to fly' – are vital in aviation, and pilots must be able to make this assessment themselves. It is therefore discussed with our learners from the very beginning of their training, and during each lesson following. Our instructors monitor their student's ability to assess and manage their health.	No further improvements at this time.

		We also promote access to support in this regard, and record this when necessary.	

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	Well implemented.	Through one-on-one training with our learners we are able to quickly and easily identify students who need help. In such cases we proactively support our learner, offer advice and guidance – we can see this as it is documented in the student's record.	No further improvements at this time.

Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Well implemented.	Physical and mental health – being 'fit to fly' – are vital in aviation, and pilots must be able to make this assessment themselves. It is therefore discussed with our learners from the very beginning of their training, and during each lesson following. Our instructors monitor their student's ability to assess and manage their health. We also promote access to	No further improvements at this time.

		support in this regard, and record this when necessary.	
How effectively do our current practices identify and respond to learners who need additional support?	Well implemented.	Through one-on-one training with our learners we are able to quickly and easily identify students who need additional support – our instructors are given ongoing training in this area (see ITC, Con Ed records etc.). Our training/support processes are tailored to the student, so the appropriate amount of support is provided in the first instance most of the time. Additional support, advice and guidance given is documents in the student's record.	No further improvements at this time.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback. In this way we actively engage with students of all backgrounds to understand how we are performing from the perspective of our learners. We use this information proactively to improve outcomes for our learners.	No further improvements at this time.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	As mentioned, we are working with a consultant to develop and implement a robust strategy..
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.

Appendix 1: Continuum of implementation for the Code

Early stages of implementation Implementation of the Code has not yet started or requires significant work	Developing implementation Implementation of the Code is underway, yet requires further work	Implemented The Code is implemented	Well-implemented The Code is well-implemented
• **No** or **limited** understanding of Code outcomes and requirements across the organisation • **No** or **limited** perspectives sought. Practices to reflect learner voice **non-existent** or **underway** • **No** or **limited** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **No** or **limited** practices in place to monitor against all Code outcomes and requirements • **No** or **limited** reporting processes from self-review	• **Some** understanding of Code outcomes and requirements across the organisation • **Some** perspectives sought, including **adequate** practices, to reflect learner voice • **Some** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Some** practices in place to monitor against all Code outcomes and requirements • **Adequate** reporting processes from self-review	• **Sufficient** understanding of Code outcomes and requirements across the organisation • **Multiple** perspectives sought, including **sound** practices, to reflect student voice • **Good** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Relevant** practices in place to monitor against all Code outcomes and requirements • **Effective** reporting processes from self-review	• **Thorough** understanding of Code outcomes and requirements across the organisation • **Diverse range of multiple** perspectives sought, including **robust** practices, to reflect learner voice • **Full** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Well-established** practices in place to monitor against all Code outcomes and requirements • **Highly effective** reporting processes from self-review