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, including independent interviews conducted by our Pastoral Care Manager. The evidence shows we are able to effectively 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 (PPM, Section 6, and the Student Handbook). Student/staff feedback, as well as	No further improvements at this time.

		safety data, shows desirable outcomes are being achieved.	

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, which is accessible to students via the My NSAC student portal.	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 is 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 (2023) which included modifying our record keeping system, as per the self-assessment attestation, and a working well.*	Last year we felt we could 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.

	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 is provided to staff when and where necessary. This is in additional to orientation and induction training conducted at the beginning of staff employment and periodically thereafter for the first 6 months of employment. Evidence shows the guidance material is readily available.	No further improvements at this time.
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?			
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 – this is well document in the Student Handbook. Feedback includes independent interviews conducted by our Pastoral Care Manager. 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	No further improvements at this time.

		have sound support structures in place.	
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/organisations 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	No further improvements at this time.

		appropriate to our learner types.	
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. Feedback includes independent interviews conducted by our Pastoral Care Manager. Records show 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. Just under 6% of our learners identify as Māori or part Māori. We are continuing to establish a strong connection with our local iwi to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our	This is an ongoing process of continuous improvement.

		organisation and training programmes. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	
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. Feedback includes independent interviews conducted by our Pastoral Care Manager. Evidence shows 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	No further improvements at this time.

	Well implemented.	ensure the best possible outcomes for our learners.	
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, including the Student Handbook. The process is clear and accessible, and staff encourage students to communicate actively and openly.	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 that are available to all students via the My NSAC student portal.	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. Just under 6% of our learners identify as Māori or part Māori. We are continuing to establish a strong connection with our local iwi 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. At NSAC we take cultural differences seriously and	This is an ongoing process on continuous improvement.

		ensure our staff understand these to support learner wellbeing.	
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.

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 (PPM). 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 and report.	No further improvements at this time.

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?

	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.
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?			

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 regarding our policies in this respect (Student	No further improvements at this time.

		Handbook), and our staff (PPM). 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, including independent interviews conducted by our Pastoral Care Manager), and that our learners feel we foster safe and inclusive learning environments.	
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. Feedback includes independent interviews conducted by our Pastoral Care Manager. 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, as evidenced by self-assessment report and management reviews.	No further improvements at this time.

	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Just under 6% of our learners identify as Māori or part Māori. We are continuing to establish a strong connection with our local iwi 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. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	This is an ongoing process of continuous improvement.
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, etc.). Also, information is provided prior to and at enrolment and during the orientation and induction process. 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	No further improvements at this time.

		monitor their student's ability to assess and manage their health. 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. Feedback includes independent interviews conducted by our Pastoral Care Manager also helps us to identify student needs.	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	No further improvements at this time.

		training, and during each lesson following. Our instructors monitor their student's ability to assess and manage their health. We also promote access to 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.). Also, feedback from independent interviews conducted by our Pastoral Care Manager. 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	No further improvements at this time.

		information proactively to improve outcomes for our learners.	
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. Just under 6% of our learners identify as Māori or part Māori. We are continuing to establish a strong connection with our local iwi 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. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	This is an ongoing process of continuous improvement.
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