

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**



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	PracMed NZ Training Solutions Ltd			MoE number	06687
Code contact	Name	Stephanie Davies		Job title	General Manager
	Email	contactus@pracmednz.com		Phone number	02108006690
Current enrolments	Domestic learners	Total #	#1854	18 y/o or older	#1780
				Under 18 y/o	#74
Report author(s)	Stephanie Davies and Eden Curd				

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 I.

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
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

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 strategic goals as part of our full policy procedure in place that are reviewed annually to ensure currency, relevance, and compliance against rules, regulations and legislation. Trainer sign-off process includes a segment on learner well-being and safety. After sign-off trainers are moderated regularly with these elements being a pass or fail on their internal moderation (100% compliance). Every day of each course trainers conduct a pre-course checklist for HSW to ensure a positive and comfortable learning environment with 100% compliance. Course introductions include notifications of any medical conditions, emergency procedures, and complaints policy and procedure. Anonymous student feedback forms after every course constantly demonstrates students feel comfortable and	• We have a goals and purposes policy • Annual and bi-annual management meetings reviewing strategic goals and forecasts. • Student Enrolment Forms • Emergency Procedure Policy • Complaints Policy • Anonymous student feedback forms • Pre-course checklist • Trainer sign-off and Moderation • Team meeting Ops page • Team meeting minutes • Incident report and incident investigations

	engaged. Reviewed on a course-by-course basis and summary sent to the trainer and booking point of contact for their reference. Any deviations (less than 95%) or constructive criticism is flagged to the General Manager (GM) immediately. There is a segment there to rate their comfort in asking questions and an open-ended question for any course feedback. Full staff bi-annual training and trainer bi-monthly training. Discussion points around learner wellbeing and safety are included. Informal discussions and notifications occur as needed via our operations team page chat. We have a well implemented incident policy and management system with 100% compliance. The process has been externally audited and every incident has a corresponding incident investigation conducted by management. Students have the option of bringing a support person to assist them to any courses that have written assessments. All trainers are at a minimum First Aid trained with equipment available on person to deal with any first aid emergencies. We have an end-of-year graduate survey enabling students to contribute to our continuous improvement as well as an	
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	end-of year point of contact survey. This enables us to get feedback from the end user and company level. Improvement Plan • More timely upload of bi-monthly training minutes	
Outcome 2: Learner voice	Comprehensive student and point of contact feedback channels allow multiple avenues for all stakeholders to voice their thoughts or concerns. A comprehensive complaints process is established and communicated at the start of every course. To date, no complaints have been placed. Trainers are thoroughly educated on this process when onboarding. Trainers have access to the policy on their trainer app. Students are invited to recite their whakapapa and any experience at the beginning of the course, as well as a verbal breakdown of how they found the course at the end. Students are invited to engage either publicly or privately via social media. If they have any additional questions, comments or concerns.	• Student feedback forms • Trainer inductions • Trainer sign-off and moderation forms • Policy and Procedures manual • Email feedback

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 a policy around code of conduct, equal education, bullying and harassment, amongst others. All policies are communicated to every staff member upon induction and all staff have access to the policy documents on their app. Trainer sign-off and internal moderation forms have pass or fail segments around creating a safe, inclusive, supportive and accessible learning environment. Courses are developed to suit all learner types with minimal reliance on written assessments where possible. Online courses have been created with ease of use in mind and an alternative language provided for Fijian learners. This was created in response to one of our clients' needs. Trainer pre-course forms include checklists for safety and ambience of the learning environment ensuring a positive educational experience. Our stringent lesson plans include small details such as classroom set up to ensure consistency across all trainers and locations. Ensuring the classroom is set up as an open	• Policy and Procedure Manual • Sign-off and Moderation Forms • Pre-course Reports

	plan enhances student engagement by ensuring all students are proactively invited to complete all hands-on activities.	
Outcome 4: Learners are safe and well	We have an extremely thorough and easy to navigate website, which provides all information required for students to make an accurate decision on whether to engage with us or not. We have a target of 24-hour response time to any emails or calls, managed by a comprehensive client management system. Every first aid course includes a segment around mental health, including support information. Students are given the option of bringing a support person if required. Students who have additional needs (e.g. anxiety) are invited to notify the trainer to conduct an assessment outside of the group setting (e.g. lunchtime or after class). Students are given a graphic image warning before the course. There are multiple touch points during the course for students to disclose medical conditions. Trainers are educated around identifying and assisting students with additional needs, or those who may not be doing well in a course from a mental or physical standpoint.	• Terms and Conditions on Website • Full course advertising on Website

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	nil
Outcome 2: Learner voice	nil

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	nil

Outcome 4: Learners are safe and well	nil
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Summary of action plan

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	Upload bimonthly meeting minutes	SC	30 Nov	Check	Completed upload
Outcome 2: Learner voice	nil				

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	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	nil				
Outcome 4: Learners are safe and well	nil				