



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	Vet Nurse Plus			MoE number	7841
Code contact	Name	Jennifer Nixey		Job title	Programme Operations Manager
	Email	Jenny.nixey@vetnurseplus.co.nz		Phone number	09 273 9652
Current enrolments	Domestic learners	Total #	#	18 y/o or older	# 76
				Under 18 y/o	# 6
82	82	82			
Report author(s)	Jennifer Nixey				

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>VNP has developed a Strategic Plan and QMS policies and procedures based on stakeholders' feedback, SWOT report, government policies which prioritises students' health and safety / wellbeing.</p> <p>Building WOF Certificate.</p> <p>Health and Safety Policy – Body corporate</p> <p>NZQA Delivery site approval</p> <p>Emergency procedures protocols, Evacuation protocols and drills in place for Albany and Botany training centre.</p> <p>Building code of compliance</p>	<p>VNP Strategic Plan</p> <p>VNP QAM Policies and Procedures</p> <p>VNP Planning / Training meetings reports.</p> <p>VNP Management meeting minutes</p> <p>VNP Advisory Board meeting</p> <p>VNP Board of Directors reports</p> <p>VNP team meetings incorporate health and safety.</p> <p>VNP Field Trip Risk Assessment report</p> <p>The Code Review Report</p> <p>Consistency Review report</p> <p>EER Report</p> <p>Stakeholders' Anonymous surveys</p> <p>Management updates QAM annually to ensure policies and procedures are current.</p> <p>Orientation survey report</p> <p>Staff continuing education support.</p>
Outcome 2: Learner voice	<p>VNP proactively seek feedback from our learners by using the biannual anonymous survey, where they are asked to rate programme satisfaction, class environment, courses, resource, learner support, tutors, guest speakers, field trips etc, with the option to also give feedback/comments, these</p>	<p>All learners participate in a biannual student survey.</p> <p>Results from these survey's assures that VNP provides all learners a safe, inclusive, supportive, and accessible learning environment.</p>

	<p>surveys allow VNP to collect data and feedback/comments from a range of diverse learners and is authentic.</p> <p>This is reviewed twice / year and discussed in our staff planning/training days, it also allows VNP team to identify any gaps that need to be addressed.</p> <p>All students' complaints are received and investigated by management, the complaint and outcome are documented on file.</p> <p>Programme Operations Manager organically engages with students and encourages them to give constructive unbiased feedback through our student survey so we can continue to provide support to our students.</p>	<p>Learner support meeting Student Progress reports Weekly meeting minutes Self-Assessment Report EER Report Consistency Review Report</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	<p>During Orientation students are made aware of privileges under the code, tutors go through the programme document and student handbook thoroughly to ensure students are aware of our processes.</p>	<p>High participation and response to student surveys. Surveys are sent out twice year, midyear, and end of year.</p>

	<p>VNP activity determines if students have any concerns, programme operations manager takes swift action to remedy any concerns.</p> <p>The results of our surveys inform VNP that our learners are provided with a safe, inclusive, supportive and accessible physical and digital learning environment.</p> <p>Staff personal EPI's are monitored and met</p>	
<p>Outcome 4: Learners are safe and well</p>	<p>VNP takes an effective approach to learner safety and wellbeing.</p> <p>Our strategic plan, QAM, student handbook and clinic handbook identifies our commitment to student focus as signatory.</p> <p>Our Education Administrator identifies any health or learning disabilities during the application/interview process.</p> <p>The interview process with either the programme operations manager or programme coordinator, allows us to identify the support that is needed for individual students at the start of the programme.</p> <p>Learners have access to programme operations manager after hours on email and cell phone for emergencies.</p>	<p>Application forms identify any learners are requiring extra support.</p> <p>VNP has a risk register relating to Albany and Botany training centres, the Education Administration over see and reports any incidence fortnightly in management meetings.</p> <p>Learner handbook is available to students electronically and hard copy.</p> <p>Health and safety incidence are reported in weekly meetings with tutors and then reported to management meetings fortnightly.</p> <p>Mental health support contact details are in student handbook, brochures are readily available in Albany and Botany training centres.</p>

	<p>Risk evaluations report completed for all field trips, car pooling for field trips are reported to education administrator prior to field trip to ensure that our learners travel with full licenced student.</p>	<p>General Manager and programme coordinator are certified in mental health first aid.</p> <p>All tutors hold current first aid certificate.</p> <p>One-on-one learner support meetings with home tutors ensures that our learners communicate any concerns they may have.</p> <p>VNP has an open-door policy where our learners can access programme operations manager and tutors without making an appointment.</p>
--	--	--

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
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Having clear guidance to ensure VNP is upholding the principles of Te Tiriti o Waitangi.</p> <p>Working with the local Marae, staff attending workshops</p>
<p>Outcome 2: Learner voice</p>	<p>Developing a student suggestion box where students can organically make suggestions throughout the year.</p>

	<p>Programme operations manager collect/collate bring the suggestions to the team during planning/training days.</p> <p>Develop a complaint file, where all complaints are reported, responded and final outcome of complaint and whether VNP need to make policy changes or develop SOPs, incorporate into fortnight management meetings.</p>
--	--

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Provide student with online research articles to assist with their case study, research report and portfolio submissions.</p> <p>Continue to work with marae to ensure that VNP are upholding the principle of Te Tiriti o Waitangi.</p> <p>Staff training and workshops to ensure that our tutors are meeting these requirements.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>No gaps identified.</p>

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	All staff to undergo Workshop on Te Tiriti o Waitangi	Jennifer Nixey	6 th November 2023	Certificate of completion from tutors	One on one meeting with staff, whether they feel confident in translating it into classroom and teaching
Outcome 2: Learner voice	Develop student suggestion box, put in library in both Albany/Botany training centres. Collect and collate feedback	Sam Spray	28 th July 2023	Develop a file with individual suggestions, analyse trends. Monthly collect/collate and report.	By trends analysis (what suggestions come up regularly)

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	Provide learners with online research articles to assist with case study, research reports and portfolio submissions.	Rachel Smith/ Gillian Thomas	13 th Feb 2023	Ensuring our learners have online access to journal articles	Student survey specifically asking whether they find the online research articles helpful.

Outcome 4: Learners are safe and well	No gaps Identified				
---	--------------------	--	--	--	--

