

Industry Training Solutions (ITS) Self Review Report

October 2022

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!

TEO information

TEO Name	Industry Training Solutions (ITS)			MoE number	7837
Code contact	Name	Poppy Clapperton		Job title	CEO
	Email	poppy@its.ac.nz		Phone number	021 529 669
Current enrolments	Domestic learners	Total #	13	18 y/o or older	13
				Under 18 y/o	#
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Nikki Maw				

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	Processes to ensure a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners have been implemented. ITS conducts regular self-reviews of learner wellbeing and safety practices at Quarterly Report Meetings. ITS is responsive to reported and identified wellbeing and safety needs. Staff are provided with ongoing training and resources tailored to their roles in the organisation and their learner needs. ITS has a Business Continuity Plan and is developing a Critical Incident and Emergency Procedures Manual. Relevant processes are shared with learners via the Student Handbook and the Student Code of conduct; and with staff via the Staff Handbook and the Quality Management Systems (QMS) Manual.	Strategic direction is articulated in a Business Plan and the Tertiary Education Commission (TEC) Investment Plan. Processes are outlined in the QMS Manual Staff participation in training is recorded and 360 Self Reviews will identify any further training required
Outcome 2: Learner voice	Processes for eliciting and responding to learner voice are well implemented. A learner complaints process is in place and outlined in the Student Handbook. Practices are in place including an Incident Register, Student Feedback Forms, Tutor and Assistant Tutor Course Reports, and School (Stakeholder) Feedback Forms.	All learners are given the opportunity to fill out Feedback Forms. These are collated monthly and analysed to identify responses required. Annual summaries of school and corporate feedback are available on our website. Tutors and Assistant Tutors complete Course Reports after each course recording any informal feedback, their responses, and any further recommendations.

	<p>Formal and informal feedback is responded to as quickly as possible.</p> <p>Feedback and responses are discussed at management Quarterly Report Meetings to discuss any wider responses including changing policies and processes.</p>	<p>Post-course follow-up feedback is also sought, from employees and schools who have booked learners on courses, to ensure their expectations are met.</p>
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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	Processes for fostering safe and supportive learning environments and experiences are well implemented. ITS promotes an inclusive culture across all learning environments. Learners are provided with opportunities to safely share their views and are supported to thrive in the learning environments.	Tutors complete daily and weekly Tutor Reports outlining pastoral care and recommendations Classroom and venue checklists are completed for each external facility used A Health and Safety Register and Safe 365 are used and reviewed All Sorts Centre facilities have been developed in accordance with learner needs and feedback including social spaces and a 'chill out' room.
Outcome 4: Learners are safe and well	Processes to support learners to manage their physical and mental health through information, advice and referrals are well implemented. Healthy food is available on site, as well as facilities and instructions to support healthy options. An ITS Cookbook is available to learners. 'Snacks on Exercise' is implemented to ensure learners take breaks for their physical and mental wellbeing. Confidential Tutor Clipboards are used for each class ensuring that tutors are knowledgeable about and prepared for any specific needs of the learners in their courses.	Tutors complete daily and weekly Tutor Reports outlining pastoral care and recommendations

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	While processes for this outcome have been implemented, some gaps have been identified. These include specific questions on learner feedback forms to allow disaggregation by diverse learner groups; specific wellbeing and safety evaluation questions in Quarterly Reports; formalised staff reviews to identify training required around wellbeing support for learners; and a Critical Incident and Emergency Procedures Manual.
Outcome 2: Learner voice	There are no identified gaps at this stage. All processes are implemented well. Future self-reviews will focus on possible improvements.

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	There are no identified gaps at this stage. All processes are implemented well. Future self-reviews will focus on possible improvements.
Outcome 4: Learners are safe and well	There are no identified gaps at this stage. All processes are implemented well. Future self-reviews will focus on possible improvements.

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	Update Student Feedback Form	Nathan	01/01/23	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Student feedback form updated Disaggregated data included in Quarterly Reporting
	Update Quarterly Reporting to provide data on wellbeing and safety outcomes and inclusion of KEQs	Nikki	04/11/22	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Inclusion in Quarterly Reports Sufficient information for discussion and decision making
	Develop a Health and Wellbeing resource page on the ITS website	Nathan	01/01/23	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Webpage up and running Page engagement
	Provide professional development to staff on Te Tiriti o Waitangi and how it relates to their roles	Poppy	1 st Quarter 2023	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Staff attendance at professional development Staff understand and can implement Te Tiriti o Waitangi as it relates to their roles
	Implement two professional development days per year for staff which will	Exec Team	1 st Quarter 2023	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Staff attendance at training Staff understand obligations and have the content and process knowledge to

	include wellbeing and safety training				support students (360 Self Reviews)
	Implement 360 Self Reviews	Richard	01/11/22	Regular check in re Action Plan progress	<ul style="list-style-type: none"> 360 Self Review process is implemented
	Develop a Critical Incident and Emergency Procedures Manual	Poppy	01/01/23	Regular check in re Action Plan progress	<ul style="list-style-type: none"> Critical incident and emergencies procedures manual Staff are familiar with, understand and are confident in dealing with emergency procedures
Outcome 2: Learner voice	No actions required at this stage				

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	No actions required at this stage				
Outcome 4: Learners are safe and well	No actions required at this stage				

