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**

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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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	New Zealand Family Planning Association Incorporated			MoE number	9864	
Code contact	**Name**	Kirsty Walsh		**Job title**	National Director of Operations/Deputy Chief Executive	
	Email	Kirsty.walsh@familyplanning.org.nz		**Phone number**	N/A	
Current enrolments	**Domestic learners**	**Total #**	#327	**18 y/o or older**	#327	
				Under 18 y/o	#0	
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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	Attendance records and evaluations are utilised to improve learner wellbeing and safety systems. Learners are given the opportunity to raise concerns or suggest improvements for any aspect of their course. Feedback from learners and stakeholders is reviewed regularly to ensure practice updates reflect feedback and are fit for purpose. Complaints process is in place and all complaints are appropriately dealt with and documented. Serious issues/complaints are raised with management to ensure all procedures are followed. Educators and staff are aware of all venue emergency procedures and protocols, for able bodied and disabled learners, and detail these to learners alongside a health and safety brief at the start of all face to face course. Ensured all venues have a code of compliance/ WOF and food safety certification. Ensure course content is reflective of Te Tiriti o Waitangi and upholds it's values.	Online evaluation forms and attendance records are stored in learning management system and quantifiably reported on regularly. Strategic Action Plan. Procedure – Student Complaints. Policy – Report Event Register (RER) Health and Safety Policy. Relevant Te Reo Māori in courses. Use of the Meihana model. (Hauora Maori PowerPoint) Director of Equity and Hauora Maori peer reviewed courses alongside a review of Te Tiriti o Waitangi policy.
Outcome 2: Learner voice	Complaints process is in place and all complaints are appropriately dealt with and documented. Serious	Procedure – Student Complaints. Policy – Report Event Register (RER)

	issues/complaints are raised with management to ensure all procedures are followed. Implemented multiple pathways for learners to ensure all learners have the ability to make complaints. Utilising relationships with diverse learners and communities to ensure content and learning environments are inclusive, supportive, accessible, and safe. Ensuring learners are aware of how their data is being used in the learning management system. Empowering learners by going through an in depth explanation of all relevant processes at the beginning of courses including complaint process, appeal process, extension process, supervisor expectations, and how to contact educators and relevant staff if their support needs aren't being met. Multiple ways of contacting educators to provide learners with access to support as needed.	Relationships with diverse learners and communities. Evaluation forms. LMS information available. Technical assistance contact provided. Privacy Act training for staff. Procedure – Student Complaints. Appeal Process. Extension Process. Student Guidelines and Assessment Criteria. Supervisor instructions.

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	New website designed with accessibility in mind with emphasis on inclusive and understandable language and ease of access. Improved upon previous cultural information. Codesigned with diverse board and utilised focus groups. Utilised feedback and implemented blended learning. Ensured both online and face to face environments are appropriate for	New website. Board meetings. Focus groups. Both physical and online learning environments. Evaluation forms. Educators and staff available to assist with learning difficulties or different learning styles.

	learners and help provide equal opportunities. Support learners with diverse learning styles and abilities. Foster culturally safe environments and recognise, reduce, and respond to discrimination. Monitor learner engagement and achievement. Offer advice to learners for future pathways.	Student Information Code of Practice. Policy – Report Event Register (RER) Health and Safety Policy. Email check ins to offer support and ensure learners are engaged and progressing. Educators proactively encourage learners to continuously develop and build their knowledge.
Outcome 4: Learners are safe and well	Support learners with mental health needs and those that need extra or alternative learning support and assessment arrangements to ensure learner success. Venues chosen that can cater to different abilities. Record and inform learner's nominated contacts when appropriate. Ensuring learners are aware of how their data is being used in the learning management system. Staff are trained and can identify at risk learners. Emergency procedures at venues are in place for able bodied and disabled learners. Respond to safety concerns in a timely manner and ensure the best outcomes for learner wellbeing.	Both physical and online learning environments. Evaluation forms. Educators and staff available to assist with learning difficulties or different learning styles. Health and Safety Policy. Supervisor details recorded prior to course commencement and contact made to provide additional support. Authentication process in place to look after learners confidential information. LMS information available. Technical assistance contact provided. Student Guidelines and Assessment Criteria. Transparent processes in place for information. Clinical training procedures. Policy – Report Event Register (RER)

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	Gaps in evidence. Identified a need to improve process for complaints and discrimination procedure by including in Student Guidelines and Assessment Criteria. Implement mandatory training for staff on Te Tiriti o Waitangi to create a quantifiable measure for staff compliance to be checked against. Implement staff training based on Code requirements. Identified a requirement to publish self review on website.
Outcome 2: Learner voice	Gaps in evidence. Require creation and implementation of formal process for collaboration with others to ensure diversity. Implement a specific evaluation to bring learners into the conversation by targeting previous years learners with an evaluation based on Code requirements. Identified a need for complaints to be made available and published if/when they are received.

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	Gaps in evidence. Identified a need to better communicate with learners the availability of alternate contact methods to ensure easy access for learners with learning difficulties and disabilities. Require implementation of formal process for assisting learners with learning difficulties and disabilities. LMS sign up form requires improvement to better allow learners to self identify learning needs. Zero tolerance to bullying and discrimination process needs to be adapted to be more relevant in a learning setting/ within the professional training setting.

Outcome 4: Learners are safe and well	Gaps in evidence. Require more readily available resources and to implement clearer and more appropriate pathways for learners at risk. Identified need to improve evaluation forms to better reflect diverse learners/ cultural needs to help create a culturally informed learner environment.

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	Publish self review on website.	PT Manager	Sept 2024	Review at monthly meeting.	Self review published.
	Improve process for complaints and discrimination procedure by including in Student Guidelines and Assessment Criteria.	PT Manager	Sept 2024	Review at monthly meeting.	Procedures included in Student Guidelines and Assessment Criteria.
	Implement mandatory training for staff on Te Tiriti o Waitangi to create a quantifiable measure for staff compliance to be checked against.	PT Manager Director of Equity and Hauora Maori	Sept 2024	Review at annual meeting and liaise with other teams to monitor progress.	Te Tiriti o Waitangi training implemented and available.
	Implement staff training based on Code requirements.	PT Manager Quality and Compliance Advisor	Sept 2024	Review at annual meeting and liaise with other teams to monitor progress.	Training implemented and available.
Outcome 2: Learner voice	Create and implement formal process for collaboration with others to	PT Manager	Sept 2024	Review at annual meeting and liaise with other teams to monitor progress.	Process created and implemented.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
	ensure diversity. Implement a specific evaluation to bring learners into the conversation by targeting previous years learners with an evaluation based on Code requirements.				
	Complaints to be made available and published if/when they are received.	PT Manager	Sept 2024	Review at monthly meetings	Complaints published.

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	Create a process for better communicating with learners the availability of alternate contact methods to ensure easy access for learners with learning difficulties and disabilities.	PT Manager	Sept 2024	Review at annual meeting.	Process created and implemented.
	Implement formal process for assisting	PT Manager	Sept 2024	Review at annual meeting.	Process created and implemented.

	learners with learning difficulties and disabilities.				
	Improve LMS sign up form to better allow learners to self identify learning needs.	PTD Coordinator	Sept 2024	Review at annual meeting and discuss at monthly meetings.	Sign up form created and available.
	Zero tolerance to bullying and discrimination process needs to be adapted to be more relevant in a learning setting/ within the professional training setting.	PT Manager	Sept 2024	Review at annual meeting and discuss at monthly meetings.	Process updated and available.
Outcome 4: Learners are safe and well	Make resources more readily available and implement clearer and more appropriate pathways for learners at risk.	PT Manager	Sept 2024	Review at annual meeting.	Resources and pathways clearly available and included in relevant documents.
	Improve evaluation forms to better reflect diverse learners/ cultural needs to help create a culturally informed	PTD Coordinator	Sept 2024	Review at annual meeting and discuss at monthly meetings.	Evaluation forms updated and available.

	learner environment.				