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

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	Brittains Lifelong Choices			MoE number		8092
Code contact	**Name**	John Hudson		**Job title**		Centre Manager
	Email	johnh@brittains.co.nz		**Phone number**		0274882467
Current enrolments	**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
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	John Hudson Verified by: Chloe and Brielle (past and current student representatives, Jade Briggs – Senior Tutor, Ray Farrow – Advisory representative.					

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	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and 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	Working predominantly with Gateway and STAR students, and industry short courses enable small class sizes, and one to one interaction with each student. Working closely in conjunction with local schools enables us to partner with teachers, and in some cases parents, where required, creating individual support where required giving confidence to each individual student that they are well supported. The supported learning and teaching environment gives the confidence our learners require to develop and grow in their learning.	Student evaluations / written and verbal. Coded response taken on each course. Stakeholder feedback – Secondary schools; teachers. Returning students to further build on their previous learning. QMS Manual requires ongoing self-evaluation and review to monitor and develop all teaching content and courses.
Outcome 2: Learner voice	Recent successful work with South Taranaki Hapu with industry short courses looks to increase in 2023 resulting from successful programme delivery, and contextual training citing real-world, everyday challenges that had been overcome directly as a result of targeted training. Similar responses from students involved with newly develop Gateway initiatives which saw students working and learning in industry, supported and trained also by us. (Student comment: I agree that doing courses like this is really learning what the real world is like, and really getting the experience of it, rather than just sitting at school at a desk learning stuff you might not even care about. Whereas this is a lot of hands-on work and doing things that can prepare you physically for the real world.)	Student registrations / student ethnicity identified. Evaluative review requirement and report. Student satisfaction surveys after each course. Qualitative ongoing narrative feedback with each student. QMS requirements and Te Tiriti o Waitangi commitment's required within our Organisation. Multi-ethnicity of our students as reflected with all the regional secondary schools which we partner with. Ongoing repeat business from our regional High Schools, industry partners and ongoing relationship with North and South Taranaki Hapu.

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	The Pandemic situation over both last year and this, has noticeably affected levels of anxiety, vulnerability, defensiveness, resulting on confidence being significantly affected, with some, possibly most students to varying degrees – depending on the individual naturally. Feedback from schools, students (and in some cases industry), has seen our role as an small independent Training Provider being pivotal in maintaining student focus, interest and perspective in keeping young people on track with their academic progress, emotional well-being, and in some cases their confidence, in continuing their educational path forward. The challenge next year will be the maintenance of our existing support structure with increasing student numbers and classes beginning to return to pre-covid levels. Changes to key staff members throughout; schools that we work with in both administrative and academic role, and in our own organisation have occurred regularly. These undoubtedly impact learners and tutorial/teaching staff alike especially in areas such as; learner continuity, teaching, assessment and administrative requirements. Brittain's appear to have succeeded in many unexpected ways in responding to the requests of schools and their students to offer accommodating methods of delivery ie smaller interactive classes, student focus particularly to individual students, needing extra support and	Feedback and participation from schools eg utilising Zoom throughout pandemic. Qualitative feedback from regional students, parents and schools as well as industry feedback very favourable. Policy and procedure in QMS, and student inductions lay out clear expectations and guidelines. Quantitative evidence – written evaluation via all students anonymously. Qualitative feedback with informal discussion from every student who we teach. Internal and external staff turn-over. Industry, educational and internal staff absences affecting student relationships and continuity which in turn impacted programme delivery, reporting and procedural compliances. This from our own observations, school and industry feedback and logistical data ie wages, workload hours worked etc. EER Report – Confident in Student Achievement. *'Brittain's fosters a good learning environment. Students are well supported by a range of facilities with a good focus on individual support and well-being, which provide a positive student experience'.*

	scaffolding through learning design and constructive alignment strategies. Student progression, continuity and success have been clear indicators to results over the course of the year.	
Outcome 4: Learners are safe and well	Being a smaller provider, registered for over five years, no complaints or occurrences have been registered to suggest that students have been dissatisfied, or haven't felt safe. Tutors are supported and encouraged to prioritise student well-being as first priority relative to best-practise teaching. Feedback from students, schools and industry remains positive, this is supported by the frequency of repeat course run year on year and returning students term on term.	From anecdotal school, parent and student feedback. Written evaluation and clear guidance outlined in the QMS manual, code of conduct and expectations. Industry evaluations and feedback, and importantly ongoing staff discussion and inhouse meetings regularly monitor student wellbeing and progress. Student registrations.

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	- Maintenance of current standards and benchmarks relative to future growth, especially moving toward full-time students in programmes.
Outcome 2: Learner voice	- Mindfulness to prioritising learner voice as courses, and student numbers continue to grow and expand.

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	- Need to develop further inclusivity support networks as course continue to show growth. - Need to expand awareness of a changing student cohort among staff, with supported training and development. - Maintenance of staff support and consistency in standards specially in light of change relative to staff turnover coming out of a Pandemic environment.
Outcome 4: Learners are safe and well	- Continuity of prioritizing the emotional well-being of all learners, within a safe and structured learning 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	Although all courses are evaluated, a mid - course student survey to be integrated to ensure higher levels of responsiveness.	Centre Manager	Dec 2023	June 2023	Team reviews, student survey and evaluation feedback. Stakeholder feedback.	
Outcome 2: Learner voice	Continued and increased staff training and monitoring to enable and encourage active student engagement.	Centre Manager	Dec 2023	June 2023	Team reviews, student survey and evaluation feedback. Stakeholder feedback.	

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	Continued and increased awareness of all protocols required in QMS. Annual review and regular Team meetings to monitor and maintain 'best practice' in all areas of the teaching environment.	Centre Manager	Dec 2023	June 2023	Team reviews, student survey and evaluation feedback. Stakeholder feedback.	

Outcome 4: Learners are safe and well	Continued encouragement of open and honest feedback and dialogue between learners, tutors and Team. Mid-course survey as an anonymous tool available to students to complete mid-course.	Centre Manager	Dec 2023	June 2023		Team reviews, student survey and evaluation feedback. Stakeholder feedback.	