



# **Action Plan 2022-2024 – Summary for Website Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021**

**Prepared by:** Linda Weterman

**Approved by:** Management Team

**Date approved:** 21 July 2022

**Updated action dates:** 18 October 2023 (due to staffing and Covid dates have been moved)

**Review date:** 31 May 2023

**Guidance document:** <https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Tertiary-and-International-Learners-Code-2021/NZQA-Code-2021-Implementation-Guidance-November-2021.pdf>

## Table of Contents

Outcome 1: A learner wellbeing & safety system.....	3
Outcome 2: Learner voice.....	6
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments .....	7
Outcome 4: Learners are safe and well .....	9

## Outcome 1: A learner wellbeing & safety system

Take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing & safety system<sup>1</sup> that responds to the diverse needs of their learners

Outcomes and Processes	What do we need to do differently?	Project Lead	When by?
Strategic goals and strategic plans for supporting the wellbeing & safety of their learners across LBT	Update Strategic plan and align strategic goals with Statement of Tertiary Education Strategy (TES), National Education and Learning Priorities (NELP) and the Education (Pastoral Care of Tertiary and International Students)- Code of Practice 2020	A&C	July 2022 <b>Completed</b>
Review and make amendments to LBT's strategic goals	Update and include actions related to strategic goals in consultation with staff and students. Ensure that Learner safety and wellbeing goals, plans and practices are clearly stated.	A&C	Sept 2022 <b>Completed</b>
Work proactively with learners and stakeholders (and document this work)	Collate organisational feedback tools (including student and course evaluation) and integrate outcomes to create a register of actions to improve and enhance learner wellbeing and safety practices.  Review feedback tools to ensure that student voice is clearly represented.  Collate list of key stakeholders and organisations that can support student health and wellbeing.  Include on website links to national organisations to support student health and wellbeing and ensure tutors have a site list of local organisations available on classroom wall.	A&C	<del>Nov 2022</del> <b>July 2023</b>
Use strategic goals and strategic plans above to regularly review the quality of LBT learner	Set two reviews annually of the strategic goals and actions to align with the code self-review deadline.	A&C	<del>Sept 2022</del>

<sup>1</sup> The code defines wellbeing and safety as having a *positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.*

wellbeing & safety practices as determined by NZQA.			Feb 2023
Review LBT learner wellbeing & safety practices using learner input and data, disaggregated by diverse learner groups	Ensure feedback tools include qualitative and quantitative data to enable disaggregation of feedback across a wellbeing and safety practices: <i>positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.</i>	A&C	Nov-2022 Feb 2023
In a timely manner, following a review of the strategic goals above take appropriate action to address any deficiencies in learner wellbeing & safety practices.	The two annual reviews will have actions and due dates to ensure they are implemented prior to the next upcoming review.	A&C	Oct-2022 Feb 2023
Make LBT strategic goals, reviews, and self-review reports readily available, in accessible formats, to learners, staff and the general public, including on their websites.	Create a page on website and add to student resources information on wellbeing and safety goals, review dates and outcomes as well as links to email address for sending in feedback as part of the group of feedback tools. <i>Online, written and voice recording.</i> Add page to LBT website to include overview of code and access to videos student videos on know the code <a href="https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/know-the-code/know-the-code-videos/">https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/know-the-code/know-the-code-videos/</a> <a href="https://tedr.org.nz/for-providers">https://tedr.org.nz/for-providers</a>	A&C, Digital	Aug-2022 Partially complete. Further actions by July 2023

<p>Gather and communicate relevant info to accurately identify emerging concerns about learners' wellbeing &amp; safety or behaviour.</p>	<p>Review current policies and procedures that identify concerns early and show clear steps for staff and students to follow and any relevant support services are quickly identifiable.</p> <p>Ensure that data is gathered from staff to identify how many learners are referred to and/or access services for social, medical, disability, mental health, and other support services – data gathered will not identify learners.</p> <p>Collate tutor feedback from six weekly group meetings and reports to ensure any patterns are identified and actions in place to address.</p>	<p>A&amp;C</p>	<p><del>Nov 2022</del></p> <p>July 2023</p>
<p>Provide staff with ongoing training and resources tailored to their role in LBT.</p>	<p>Create additional formal and informal staff training online/blended - including mentoring, coaching, safety, and wellbeing, 'the code', agencies and stakeholders.</p>	<p>A&amp;C, Digital</p>	<p><del>Feb 2023</del></p> <p>Underway to be completed by July 2023</p>
<p>Have critical incident <sup>2</sup>plans available for assisting learners, and responding effectively, in emergency situations, and report annually.</p>	<p>Customise the NZQA – Code of Practice – Critical Incident Response plan, contact list and plan diagram to meet LBT requirements.</p> <p><a href="https://www.nzqa.govt.nz/providers-partners/guidelines-and-forms/">https://www.nzqa.govt.nz/providers-partners/guidelines-and-forms/</a></p>	<p>A&amp;C, Digital</p>	<p><del>Nov 2022</del></p> <p>Mar 2023</p>

<sup>2</sup> A critical incident involving a learner is an unplanned or unforeseen traumatic event affecting a learner or learners which has an impact on the institution the learner attends; its staff, its learners and/or the wider community. Providers have a responsibility to be prepared for and to respond quickly, effectively and sensitively to any critical incident involving a learner.

## Outcome 2: Learner voice

*Understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy*

Outcomes and Processes	What do we need to do differently?	Project Lead	When by?
Have practices for effective relationships with diverse learner groups	<p>Include at end of Canvas modules links for feedback – key questions related to each outcome of code, KEQs, DAP, LSP.</p> <p>Appoint learner representatives across programmes, create learner representative canvas training module, QA&amp;C Manager to be point of contact for learner representatives (in conjunction with Operations Managers and Head of School), hold 8 weekly learner representative online meetings.</p> <p>Seek feedback on communication channels, types of communication and accessibility across the diverse learner groups.</p>	A&C, Digital	<p><del>Feb 2023</del></p> <p>July 2023</p>
Effectively respond to, and process complaints (and report annually including on their website) including informing students about provider's and NZQA complaints processes.	<p>Update student complaints process in line with internal LBT complaints processes and Dispute Resolution Scheme rules and processes.</p> <p>LBT process to include requirement to enter all complaints into a database to collate info and outcomes:</p> <ul style="list-style-type: none"> <li>• Online form via website</li> <li>• Paper-based</li> <li>• Generic email students can send to <a href="mailto:quality@landbasedtraining.co.nz">quality@landbasedtraining.co.nz</a></li> <li>• Contact phone – Operations Manager or QA&amp;C Manager</li> </ul>	A&C, Digital	<p><del>Feb 2023</del></p> <p>Complete</p>
Ensure LBT are familiar with the relevant Dispute Resolution Scheme rules	Create Dispute Resolution Module on LBT staff training in Canvas (to include the systems developed as part of process 2):	A&C	<del>Aug 2022</del>

<p>for domestic and international learners and ensure compliance with those rules.</p>	<p><a href="https://tedr.org.nz/">https://tedr.org.nz/</a></p> <p>Send copies of posters for classrooms to all tutors and ensure flyers are available for students (ensure they complete the staff training prior to sending them posters)</p> <p><a href="https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Digital-toolkit/TEDR_PosterProcess_03Mar22-v4.pdf">https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Digital-toolkit/TEDR_PosterProcess_03Mar22-v4.pdf</a></p> <p><a href="https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Digital-toolkit/Tertiary-Education-Dispute-Resolution-flyer.pdf">https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Digital-toolkit/Tertiary-Education-Dispute-Resolution-flyer.pdf</a></p> <p>Dispute resolution page on website as part of overall Domestic Code information on website.</p>		<p>July 2023</p>
--	---	--	------------------

### Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

*Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups*

Outcomes and Processes	What do we need to do differently?	Project Lead	When by?
<p>Have practices for reducing harm to learners resulting from discrimination, racism, bullying, harassment, and abuse</p>	<p>Development and implementation of Disability Action Plan, review, and implementation of updated Learner Success Plan.</p> <p>Staff to complete Pathways Awarua module to support culture capability.</p> <p>Update website to include safe and inclusive community information.</p>	<p>A&amp;C</p>	<p><del>Mar-2023</del></p> <p>July 2023</p>
<p>Provide learners with opportunities to actively participate and share their views safely,</p>	<p>Include Te Pātaka Mātauranga Māori as part of staff training <a href="https://ako.ac.nz/te-pataka-matauranga-maori?mc_cid=a430e08ab6&amp;mc_eid=528df7fce3">https://ako.ac.nz/te-pataka-matauranga-maori?mc_cid=a430e08ab6&amp;mc_eid=528df7fce3</a></p> <p>Ensure classrooms include posters related to Te Reo and Tikanga</p>	<p>A&amp;C</p>	<p><del>Mar-2023</del></p> <p>July 2023</p>

develop networks and use te reo and tikanga Maori	Incorporate training and encourage daily Karakia and Te Reo greetings.		
Have practices for supporting learners through their studies, including adjusting to and progressing in study, raising any issues, or getting help on career or further study options	<p>Staff training to include the integration of the school leaver toolkit into the learning journey in all programmes <a href="https://school-leavers-toolkit.education.govt.nz/">https://school-leavers-toolkit.education.govt.nz/</a></p> <p>LNAAT – included at Level 2 and strongly encouraged at Level 3.</p> <p>Individual Learning Plans to be reviewed and updated to include questions on <i>supporting learners through their studies, including adjusting to and progressing in study, raising any issues, or getting help on career or further study options.</i></p>	A&C	<p>Feb-2023</p> <p>July 2023</p>
Have practices for healthy and safe learning environments	<p>Include Maori staff and/or stakeholders in the review/development of programmes, modules, and the content of learning on Canvas.</p> <p>Develop a survey for students in their first two weeks to ascertain what support they might need – align to Te Whare Tapa Wha and Te Ao Maori</p> <p>Carry out strengths and weaknesses survey of physical and online learning environments and set a priority plan to ensure practices align with audit outcomes.</p>	A&C	<p>Feb-2023</p> <p>July 2023</p>



## Outcome 4: Learners are safe and well

*Support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support*

Outcomes and Processes	What do we need to do differently?	Project Lead	When by?
Have practices for enabling learners to identify and manage their basic needs	<p>Include key questions in learner ILP relating to housing, food and accommodation.</p> <p>Include on website links to national organisations to support basic needs and ensure tutors have a site list of local organisations available on classroom wall.</p> <p>Include staff training module based on MOE – Guideline for healthy eating - <a href="https://www.health.govt.nz/system/files/documents/publications/eating-activity-guidelines-new-zealand-adults-updated-2020-jul21.pdf">https://www.health.govt.nz/system/files/documents/publications/eating-activity-guidelines-new-zealand-adults-updated-2020-jul21.pdf</a></p> <p>Provide sample weekly food lists for tutors to guide shopping for healthy eating based on budget.</p>	A&C	<p>Feb-2023</p> <p>July 2023</p>
Provide opportunities to improve physical & mental health and wellbeing	<p>Staff training to include MH101 – training <a href="https://www.blueprint.co.nz/workshops/18-mh101-webinar/">https://www.blueprint.co.nz/workshops/18-mh101-webinar/</a></p> <p>Include events into organisation calendars for staff and learners such as: mental health awareness, Maori Language, health, and wellbeing.</p> <p>Include on website links to national organisations to support physical and mental health and wellbeing and ensure tutors have a site list of local organisations available on classroom wall.</p>	A&C	<p>Feb-2023</p> <p>July 2023</p>
Have practices for enabling learners to communicate health and mental health needs with staff, including Health and Safety concerns about others (including	<p>Inclusion of generic email address <a href="mailto:quality@landbasedtraining.co.nz">quality@landbasedtraining.co.nz</a> for student feedback, MH101 training for all staff to support their understanding of mental health and wellbeing including Te Whare Tapa Wha.</p>	A&C	<p>Feb-2023</p> <p>Email address set</p>

contact details for a nominated person for all students 18 and over, as well as circumstances for contact)	Learner representative to carry out MH101 training and include   their training how learners can share their concerns so that LBT can proactively support them.		up M101 to be added to staff training July 2023
Have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.	Ensure SMS student and contact details are up to date (fully completed) and statement added to online enrolment for nominated contact – when and how they will be contacted.	A&C	Feb-2023 July 2023
Contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding their wellbeing or safety.	Operations Manager or QA and C Manager to agree process for escalating next of kin contact where there is a concern regarding wellbeing or safety.	A&C	Feb-2023 July 2023
Maintain a record of reported risks, including any concerns about this code.	Set up a risk, concerns and complaints summary register to ensure continuous improvement and changes to process or support is implemented.	A&C	Feb-2023 July 2023