



Akoranga o Te Whenua
LAND BASED TRAINING

better skills, better jobs, better future

Land Based Training
Self-Review 2023

Pastoral Care of Tertiary and International Learners
Code of Practice 2021

TEO: General Information

TEO Name	Land Based Training Ltd			MoE number	8405
Code contact	Name	Katrina Langdon		Job title	Academic and Compliance Manager
	Email	quality@landbasedtraining.co.nz		Phone number	021 766 041
Current enrolments	Domestic learners	Total	1099 (Sept 23)	18 y/o or older	851 (Sept 2023)
				Under 18 y/o	248 (Sept 2023)
	International learners	Total	0	18 y/o or older	n/a
				Under 18 y/o	n/a

Implementation Steps

<p>Early stages of implementation Implementation of the Code has not yet started or requires significant work</p>	<p>Developing implementation Implementation of the Code is underway, yet requires further work</p>	<p>Implemented The Code is implemented</p>	<p>Well-implemented The Code is well-implemented</p>
<ul style="list-style-type: none"> • No or limited understanding of Code outcomes and requirements across the organisation. • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway. • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • No or limited practices in place to monitor against all Code outcomes and requirements. • No or limited reporting processes from self-review. 	<ul style="list-style-type: none"> • Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice. • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Some practices in place to monitor against all Code outcomes and requirements. • Adequate reporting processes from self-review 	<ul style="list-style-type: none"> • Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice. • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Relevant practices in place to monitor against all Code outcomes and requirements. • Effective reporting processes from self-review 	<ul style="list-style-type: none"> • Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice. • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Well-established practices in place to monitor against all Code outcomes and requirements. • Highly effective reporting processes from self-review

Stage of implementation for each outcome

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

* Outcomes 5-12 relate to International Students and student accommodation. LBT does not currently enrol international students and has no provision for student accommodation, so these outcomes are not applicable at this time. LBT welcomes future international engagement.

Outcome	Measure	Supporting Evidence (How is this measure being implemented?)
<p>Outcome 1: A learner wellbeing and safety system</p> <p>Outcome 1 requires tertiary providers to have a strategic, transparent and responsive system for supporting learner wellbeing and safety, which will be achieved through relevant goals, plans and practices.</p>	Involve learners and stakeholders when developing learner wellbeing and safety goals and plans.	LBT actively involves learners and stakeholders in many aspects of goal setting and planning through the implementation of <i>Manaakitanga</i> as a central philosophy. The learner voice is central and input is sought in a formal context through evaluations, surveys learning plans.
	Ensure the goals and plans address all Code requirements and contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations.	During 2022-23 mechanisms to engage the student voice were enhanced through the introduction of incentivised online surveys. These have been designed to provide quick turnaround responses to any area where collaboration and/or feedback is required. The same approach can also employed to gather external stakeholder input.
	Publish goals, plans, and self-reviews, making them accessible to learners and stakeholders.	A number of key documents have been collaboratively developed and published that provide learners and stakeholders with the opportunity to understand the support mechanisms that are currently in place. The LBT Learner Success Plan, Disability Action Plan, Self-Assessment Reports and Investment Plan have all been developed with learner wellbeing and safety as a central consideration.
	Publish goals, plans, and self-reviews, making them accessible to learners and stakeholders.	LBT policies and procedures support learner/stakeholder safety and well-being and provide clear pathways for addressing concerns as they occur. Policies are reviewed annually in light of continuous improvement and currency.
	Have the capability and capacity to put goals and plans into place by ensuring all staff are provided with the necessary information and training to conduct practices.	Learners are informed of policies and support mechanisms relating to wellbeing and safety through their individual Learner Handbook and face-to-face orientation and induction at the start of their learning journey with LBT.
	Take a planned approach to learner safety and wellbeing.	
	Are proactive in addressing any concerns or improvements.	
	Improve learner wellbeing and safety systems by effectively reviewing and changing practices based on feedback from learners and internal and external stakeholders.	

Outcome	Measure	Supporting Evidence (How is this measure being implemented?)
<p>Outcome 2: Learner voice</p> <p>Outcome 2 of the Code requires tertiary providers to put learners and their communities at the centre of the education system by proactively developing, sustaining and maintaining relationships with diverse learners so that their voices are heard, heeded and acted on.</p>	<p>Have practices for building and maintaining effective relationships with diverse learner groups and their communities.</p>	<p>The learner voice is central to all business at LBT, from first enquiry right through to graduation. Relationships between learners, tutors and operations managers are formed at the very first point of contact and maintained throughout the learner journey. This journey begins with a one-on-one conversation between the learner and tutor and is maintained throughout the programme to ensure that learners are supported, monitored and provided with every opportunity to have their individual ‘voice’ heard and valued.</p>
	<p>Use processes and tools to partner and work with learners to create an environment that empowers learners to have their say and raise concerns.</p>	<p>Individual learning plans are developed for each learner at the beginning of their study. These plans are a collaboration between the learner and the tutor and take into account the learner’s aspirations and expectations for study, their L&N levels, previous study, impairments or personal situations that could impact on their study (and arrangements to support these issues), strengths, whanau support and anything else that is relevant to their learning journey. These plans are an important source of genuine learner voice engagement.</p>
	<p>Work with learners and their communities to develop, review and improve strategic goals, plans and practices for learner wellbeing and safety (which links to Outcome 1).</p>	<p>LBT is responsive to regional/national/global trends and the needs of the communities and sectors in which we deliver learning. Modes of delivery are responsive to the needs of Māori and Pasifika people and often co-created with iwi/hapu/marae to best suit specific local needs and protocols. This practice of co-creation is also applied through connections with Workforce Development Councils (WDC’s) and Regional Skills Leadership Groups (RSLG’s) to ensure relevance within the primary industries that we serve – in particular, agriculture, horticulture and apiculture.</p>
	<p>Ensure learner voice is heard and responded to when making decisions and making changes to the organisation.</p>	<p>LBT Complaints Policy and procedures are communicated to learners at the beginning of their learning journey with LBT. These policies are included in Learner Handbooks and made accessible during orientation. LBT maintains a formal complaints register to ensure that complaints are addressed and resolved</p>
	<p>Ensure the complaints framework and processes, both internally and externally (with NZQA and with the relevant Disputes Resolution Schemes), are clear and accessible to learners.</p>	

	<p>Effectively respond to and process complaints.</p>	<p>in a timely manner. These policies are aligned to external resolution bodies and adhere to the NZQA guidelines.</p> <p>Self-Assessment, which places learners and their communities at its centre, is embedded in all aspects of delivery at LBT. We view self-assessment as a living document that is reflected on and implemented in teaching and learning environments in active, practical and meaningful ways.</p> <p>Our stakeholder-centric approach responds to the needs of learners, iwi/hapu/marae, community, and industry stakeholders, always with a view to strategic co-creation.</p> <p>Learners are not just at the centre of LBT reflexive practice, but also help form and grow this practice as active participants. Learners regularly contribute to online forums, one-on-one discussions, group meetings, formalised evaluations and informal discussions.</p> <p>Our learners and key stakeholders are valued and are front and centre in self-assessment processes and knowledge transfer. These interactions are clearly captured and evidenced in our formal self-assessment reporting, our TEC Investment Plan and our Disability Actions Plan.</p> <p>Our recent EER report also provides further analysis and evidence of these collaborative approaches and systems.</p>
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Outcome	Measure	Supporting Evidence (How is this measure being implemented?)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments.</p> <p>Outcome 3 focuses on learners having safe and positive physical and digital learning environments.</p>	Support learners to prepare for, and adjust to, tertiary education	<p>LBT has a newly developed Learner Success Plan (LSP) with delegated areas of responsibility that create a 'roadmap to successes for the next 5+ years. Māori learners have historically and consistently made up between 50-60% of our learner enrolments. Due to the respect and relationship building efforts of LBT there is high demand from Māori businesses and learners for programmes of study to be delivered in communities where Māori form a high percentage of the population. Our LSP will support continuous improvement for all of our priority groups including Māori, youth, low income, low L&N and impairment affected learners.</p> <p>LBT learner philosophies of nga whai painga, nga tumanako, nga and ara ki te marama ensure that every learner matters. We know that these philosophies empower ALL learners irrespective of cultural and societal backgrounds and that "what is good for everyone is not always good for Māori; but what is good for Māori is good for everyone."</p> <p>LBT maintains high standards and genuine commitment to Te Tiriti o Waitangi. In practice this means that the Tiriti values and principles of mutual respect are embedded in all of our programmes, policies and practices and also reflected in the overall culture of the organisation. These practices are evidenced and documented in our published philosophies, Learner Success Plan, student and stakeholder survey results and Disability Action Plan.</p> <p>Whakawhanaungatanga and wrap around support/awhi is introduced with all learners at the start of programmes. This coupled with formal Independent Learning Plans means that students are provided with individual advice, guidance and support.</p>
	Foster culturally safe and inclusive learning environments, where learners can raise issues affecting their wellbeing and ability to learn	
	Recognise, reduce and respond to discrimination, racism, bullying, harassment and abuse.	
	Create opportunities for learners to form networks and connect to their identity and culture.	
	Offer advice to learners on future pathways, both study and career opportunities.	
	Ensure physical and digital learning environments, services and facilities are accessible and appropriate for learners.	
monitor learner achievement and engagement, and support learners with any issues that affect their ability to study		

		<p>LBT programmes are flexible and tailored to the individual communities and groups where they are being delivered. Transport, provision of kai and free programme-related equipment are built in as needed.</p> <p>A plan for continuous improvement through digital environments is in place. Current initiatives that support the safety, inclusion and accessibility include:</p> <ul style="list-style-type: none"> • Ongoing development and extension of our flexible learning approaches, to best suit the needs of individual learners. • Provision of technology for remote learning (for learners). • Real-time data provision for learners to access their information relating to course completions and progress. • On-line, real-time tutorial support. • Specialist software support for learners with Impairment (ReadSpeaker).
Outcome	Measure	Supporting Evidence (How is this measure being implemented?)
<p>Outcome 4: Learners are safe and well</p> <p>Outcome 4 focuses on learners being safe and well by providers proactively monitoring and responding to learners.</p>	Support learners to identify and manage their basic needs, including accommodation, food and clothing, as well as how to maintain a healthy lifestyle.	<p>LBT has actively implemented a range of support mechanisms to ensure a holistic approach to student safety and wellbeing that aligns with our pastoral care (manaakitanga-based) practices.</p> <p>Key examples in place are:</p> <ul style="list-style-type: none"> • Increase in targeted marae-based delivery (we know this improves student wellbeing, success and self-determination). • Continuing development of blended-delivery options and programmes supported by Canvas (online learning platform) where the need extends beyond full face-to-face delivery. • Provision of budgeting advice for learners. • Site visits around the country to allow learners to meet with LBT Quality staff for informal hui to discuss all aspects of the learning journey. • Provision of kai to ensure learners are better equipped to learn.
	Give opportunities for learners to improve their physical and mental health.	
	Make space for learners to raise any health and safety concerns they have for themselves, and/or their peers.	

	Make arrangements with disabled learners to accommodate their learning needs.	<ul style="list-style-type: none"> • Provision of transport (where practicable) for on-site learning. • Increased provision of computers and technology where there is need. • Provision of one-to-one (learner/tutor) catch-up meetings to support learning and progress and proactive use of learner support forms to identify all areas of need. • Learners/tutor conversation (informal survey) within 2 weeks of study to ascertain support needs. <p>We know that when learners have their needs met in a holistic way and barriers to learning are removed or minimised, they successfully progress in their studies and career goals at a higher rate. Our newly developed LSP and Disability Action Plan (DAP) will ensure a more focussed approach to these provisions.</p> <p>Understanding individual learner support needs occurs initially at classroom/ tutor/ops-manager level and is then communicated and analysed at 'team' level. Additional support measures are put in place where required.</p>
	Proactively identify, monitor and respond effectively to learners' at risk and learner wellbeing and safety concerns.	
	Have clear, appropriate pathways for learners at risk to access services when they need it.	
	Record and inform learners' nominated contacts when appropriate.	