

Action Plan – Learner Wellbeing and Safety Practices – Code of Practice

The Pastoral Care and Wellbeing Advisory Group and Learner Wellbeing, Safety and DAP team has carried out a Self-Review of the Code Outcomes (1-4) and identified the following action points and due dates.

The Pastoral Care and Wellbeing Advisory Group and Learner Wellbeing, Safety and DAP Team and are responsible to implement these actions and assess outcomes in a timely manner.

A copy of this Action Plan is also included in Achievement NZ Code of Practice Strategy.

Action Plan – Learner Wellbeing and Safety Practices

Education (Pastoral Care of Tertiary and International Learners) Code of Practice.

Action Plan		
Outcome	Task	Due Date
Outcome 1: learner wellbeing and safety system		
Strategic goals and strategic plans	<ul style="list-style-type: none"> Give effect to the outcomes sought and processes required by this code The Education Code Strategy and the Disability Action Plan Strategy have been further developed but continue to be reviewed. 	<i>Ongoing process</i>
	<ul style="list-style-type: none"> Contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations Further development of this area is underway, including staff PD and developing connections to local Iwi in conjunction with group initiatives. 	<i>Ongoing process</i>
	<ul style="list-style-type: none"> Developing their learner wellbeing and safety strategic goals and strategic plans described Further development of Stakeholder engagement is ongoing and reviewing learner wellbeing and safety strategic goals and strategic plans 	<i>Ongoing process</i>
Self review of learner wellbeing and safety practices	<ul style="list-style-type: none"> Review of learner wellbeing and safety practices using a. input from diverse learners and other stakeholders; and b. relevant quantitative and qualitative data (including from learner complaints) and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups. Ongoing improvement of Stakeholder engagement is underway 	<i>Ongoing process</i>
Publication requirements	<ul style="list-style-type: none"> Make the information readily available, in accessible formats, to learners, staff, and the general public, including on their websites – (a) strategic goals and strategic plans for supporting the wellbeing and safety of learners and (b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners 	<i>Ongoing process</i>

	<p>Greater disclosure can be made to learners and the general public through our new website Increase resources on our Wellbeing Portal for staff to access as required</p> <p>(c) self-review reports on the quality of their learner wellbeing and safety practices</p> <p>Currently available on request, but we can improve by providing direct access via our new website</p>	<p><i>Ongoing process</i></p>
<p>Responsive wellbeing and safety systems</p>	<ul style="list-style-type: none"> • Gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners’ wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services <p>opportunity to add this detail to our risk management system through our Audit and Risk Committee matrix.</p> <ul style="list-style-type: none"> • Training: physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting <p>room for further Professional Development in this area in conjunction with Group initiatives</p> <ul style="list-style-type: none"> • Training: referral pathways (including to local service providers) and escalation procedures <p>further training is required in this area.</p> <ul style="list-style-type: none"> • Emergency response plans and policies in place <p>Review and revise the Learner Handbook and Website to ensure appropriate provision</p> <ul style="list-style-type: none"> • Training: Ensure all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe <p>Further training to be arranged</p> <ul style="list-style-type: none"> • Record critical incidents and emergencies and report these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator <p>Improve reporting at an aggregate level and disaggregated by diverse learner groups</p>	<p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p>
<p>Outcome 2: Learner Voice</p>		
<p>Learner voice</p>	<ul style="list-style-type: none"> • Working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans, and practices <p>More work to be done at the strategy level and ensuring the voice of diverse learners and their communities is heard.</p> <ul style="list-style-type: none"> • Provide timely and accessible resources to learners to support them and their learner communities to develop the 	<p><i>Ongoing process</i></p> <p><i>Ongoing process</i></p>

	<p>necessary skills to enable them to participate fully in decision-making processes</p> <p>However, further work is required to spread the reach for participation in the decision-making processes</p> <ul style="list-style-type: none"> • Provide timely and accessible information to learners to increase the transparency of providers' decision-making processes - However, more work is required to provide more accessible information to learners 	Continuous process
Learner complaints	<ul style="list-style-type: none"> • Report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on <ul style="list-style-type: none"> i. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) <p>The reporting process could be improved</p> • Promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider's internal complaints process, the education quality assurance agency complaints process, the code administrator's complaints process, and the Dispute Resolution Schemes • Compliance with the Dispute Resolution Scheme: Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is a party <p>This needs to be better documented</p>	<ul style="list-style-type: none"> • Continuous process • Ongoing process
Outcome 3: Safe, inclusive, supportive, and accessible physical digital learning environments		
Safe and inclusive communities	<ul style="list-style-type: none"> • Provide all learners with information – <ul style="list-style-type: none"> i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning ii. about the cultural, spiritual, and community supports available <p>Updating the Student Handbook in regard to these specific items would be of benefit to students.</p> • Provide learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whanau <p>Friends and whānau are welcome, but greater focus could be brought to this area.</p>	<p>Ongoing process</p> <p>Ongoing process</p>
Physical and digital spaces and facilities	<ul style="list-style-type: none"> • Providers must have practices for: <ul style="list-style-type: none"> i. Involve learners in the design of physical and digital environments when making improvements - <p>Update Student Voice Guide with specific details about student involvement in the physical and digital design on environments.</p> ii. engaging with Māori and involving Māori in the design of physical and digital environments where appropriate 	Ongoing process

	Update the Cultural team strategy with specific details about Māori involvement in physical and digital design	
Outcome 4: Learners are safe and well		
Information for learners about assistance to meet their basic needs	<ul style="list-style-type: none"> Practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can – <ul style="list-style-type: none"> access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety access suitable accommodation and understand their rights and obligations as a tenant in New Zealand maintain a healthy lifestyle. <p>Further refinement of processes and practice is required to cover all the points of this clause</p>	Continuous process
Promoting physical and mental health awareness	<ul style="list-style-type: none"> Promote awareness of practices that support good physical and mental health that are credible and relevant to learners Further promotional opportunities are available through publishing information on the website and internally on our Wellbeing Portal Provide accurate, timely information and advice to learners about: <ul style="list-style-type: none"> how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services how they can report health and safety concerns they have for their peers; how to respond to an emergency and engage with government agencies; how they can make positive choices that enhance their wellbeing. <p>Further development of processes is required to completely cover off this area including further development of our Wellbeing Newsletter and resources on the Wellbeing portal</p>	Ongoing process
Proactive monitoring and responsive wellbeing and safety practices	<ul style="list-style-type: none"> Providers must have practices for identifying learners who are at risk of harming others: <ul style="list-style-type: none"> having clear and appropriate pathways for assisting them to access services when they need it Review processes so staff are clear on identifying student support pathways using the Support Plan and Care Plan resources making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study offcampus; <p>Greater clarity needs to be developed on how to effectively support students for off-campus study.</p>	Ongoing process Ongoing process

	<ul style="list-style-type: none">• Maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code. <p>Add Code risk management analysis and reporting as part of the Audit and Risk Committee</p>	
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