



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

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



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	Premier Institute of Education			MoE number	8473
Code contact	Name	Lesley Hawke		Job title	Quality Assurance Advisor
	Email	lesley.hawke@scgnz.org		Phone number	027 3088741
Current enrolments	Domestic learners	Total #	190	18 y/o or older	162
				Under 18 y/o	28
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Current residents	Domestic learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Lesley Hawke, Quality Assurance Advisor				

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	Premier Institute of Education is a Category Two, provider delivering training that is holistic, practical, industry-relevant and focused on employment and /or progress to higher Education. This is particularly relevant in our Hairdressing programmes progression from Level 3 to Level 4 and our Beauty Therapy Programmes progression from Level 4 to Level 5. Premier Institute of Education is a signatory for the International Code of Practice but do not have any International Enrolments. Outcomes 5-12 have been removed. All Premier staff were involved in training sessions around the Code of Practice and what it means to them and to our learners. It outlined our obligations to the Code and to our learners. Premier's core values are the fundamental beliefs that our business and our behaviour is based on. They are our guiding principles that we will use to manage our internal operations	We know this through Industry engagement, and requests from employers across all disciplines seeking graduates from Premiers programmes. We know through the success of students progressing into higher learning with Premier. Tutors all received the training that was backed up with handouts and Copies of the CoP for reference. This took place January and then again in April 2022. Consultation took place with learners and staff to develop Premiers values. Learners and Staff were involved in the development of the values, by giving feedback as to what our values should look like and what they believed they could all live to on a day-to-day basis. This feedback was collated to create the final Values. These are displayed on the campus/classroom walls and referred regularly by both learners and staff to ensure the

	as well as our relationships with others outside the Premier family. These guiding principles will be used to ensure consistency, transparency, and good practice in all we do, tutors and learners alike. These are: PASSION: Love what you do, have pride in what you do and be enthusiastic EXCELLENCE: Be confident in doing the best you can ACCOUNTABILITY: Be responsible for your own actions and act with integrity BELONGING: Be part of a team and work together RESPECT: Be tolerant, kind and allow learning for yourself and others Our mission incorporates the ambitions of our various strategic plans including: • Te Tiriti o Waitangi – Honour the provisions of Te Tiriti o Waitangi • Ongoing staff development, ie treaty of Waitangi workshops, Marae visits and cultural awareness	culture of Premier is reflecting this as part of BAU, and the learners feel heard, respected and encouraged. Premier has a policy that states Te Tiriti o Waitangi is displayed in the campus lunch rooms / classrooms and office as well as Meeting the Treaty Obligation poster. Premier conducts all activities with the appropriate provisions of the Treaty in mind. There are inconsistencies here as only some staff have completed the workshops and are able to ensure that Premier demonstrates and supports Marae culture which ensures a sense of belonging for all. (Noted in Action plan)
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	Premier foster a positive culture amongst the academic/teaching staff, who regularly observe one another as well as team teach, to support each other, our learners and to learn from one another. This is good PD as they learn current industry skills/trends (as many of our tutors are practicing barbers/technicians/therapists and stylists) as well as different styles of teaching and delivery. Learners can seek guidance and support from their course tutor and/or management for educational and pastoral care support. They are directed to external agencies in situations where this is appropriate. (Noted in Action plan to introduce a plan to follow up with students on a regular basis in terms of the wellbeing).	Premier has a policy for peer review and the results of the latest survey of peer review was 100% positive. Premier has a policy for Support services information specific to each site/region that states a list of services is to be displayed on the learner notice board, covering housing, financial and budgeting support, mental health support, family planning/pregnancy support/STD clinics/AA/Drug counselling/Salvation Army/medical care, with contact names and numbers. Premier also use agencies such as Workbridge, WIT and Vibe to support learners externally.	Premier has a policy that Programmes are to be reviewed annually and feedback from these reviews is collated for use in ongoing development of new programmes as well as any significant changes to current programmes. Evidence of this is a recent Type 2 change for delivery of Nail Technology to reflect less face-to-face hours and more self-directed study to allow learners to practice at home with friends and Whanau around work/school hours and to support learners that need to work to support their whanau and also to work around childcare.
	We do annual programme reviews not limited to programme delivery and teaching pedagogy, tutor management, moderation and assessment practices, as well as tutor, learner and stakeholder feedback. Premier is currently reviewing the face-to-face hours for our current programmes delivered to remove some of the barriers and stress the current format causes learners. We are currently seeking stakeholder feedback for the new		

	programme development of all our disciplines to align with learner and industry needs. Premier has processes in place to enable learners to be engaged in their learning and to achieve. Learners are fully informed about the programme, during the enrolment process, the enrolment officer meets with prospective learners to assess if this is the right programme for them – so they are not set up to fail. Learners are provided with a Learner Handbook that explains relevant information including course outline, attendance policy, assessment etc. This is reiterated during their Orientation Day at the start of their programme. Premier has introduced training on “The Tricky business of Mental Health” to give the tutors insight into recognising ‘at risk’ learners and how to advise them. This took place face-to-face with the facilitator in Hawkes Bay with the resources shared around all other sites.	Part of the enrolment practice, and where it is found the learner would be better suited or whose qualifications and or experience better aligns with another programme the enrolment officer will offer suggestions and advice. Premier has an Enrolment and Orientation Policy that states Learner Handbook is given to all students on enrolment/orientation and learners understand the requirements of the highlighted policies and pastoral care available to them. Tutors can now begin to recognise triggers and warning signs with learners and how to approach them appropriately and steer them in the direction of the help and support they need. Students have access to external agencies as per Premier policy around site/regional specific support agencies. Staff have access to EAP services through the Skills Consulting Group. An example of the support Premier offers Students with mental health issues was a successful intervention and support strategies to aid a vulnerable at-risk student to a positive and supported outcome.
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	Premier encourages the use of guest speakers in relation to welfare issues such as racism, discrimination, bullying, violence, self-harm, drug and awareness. Guidelines as to what is appropriate and what is not are on the learner notice board in a common area. All Premier staff sign a Bullying and Harassment policy when employed, and it is also in their IEA. Onsite health and safety are managed through on-line platform, Safety Seek, and monthly Health and Safety meetings are conducted at each of the Premier sites. Any hazards or potential risks are recorded and managed accordingly and followed up as to the effectiveness of the management. Any accidents or injuries are managed through Safety Seek also and processes followed to minimise or remove ongoing risk. We also have a student incident form that will be completed if required. Premier also uses a risk register through SMS that captures any concerns or incidents that is then followed up, monitored and resolved. All learners are given instruction on earthquake and fire evacuation procedures at Orientation. This includes the safest way to exit each campus in the event of a fire and location of the assembly point. The EQC "DROP, COVER, HOLD ON" actions are explained in the event of an earthquake.	Premier has policies around bullying and discrimination and guest speakers are also part of the teaching programme to ensure learners are aware of the boundaries around these issues and how they relate to the values of Premier. It also enables them to conduct themselves in a manner to ensure they and others around them are always safe. Posters visible in the common areas for all learners to view. Premier has a Health and Safety policy that reflects all incidents are managed, reported and recorded through Safety Seek. Prompts sent to ensure all tasks are completed and resolved. Premier has a policy around managing risks and at-risk students. Risks are recorded and managed through the SMS. Premier has a policy for recording any student incidents, that will then be directed to the appropriate staff for action and follow up. Premier has a policy covering evacuation processes and conducts regular fire drill, and earthquake drills.	Premier has policies around bullying and discrimination and guest speakers are also part of the teaching programme to ensure learners are aware of the boundaries around these issues and how they relate to the values of Premier. It also enables them to conduct themselves in a manner to ensure they and others around them are always safe. Posters visible in the common areas for all learners to view. Premier has a Health and Safety policy that reflects all incidents are managed, reported and recorded through Safety Seek. Prompts sent to ensure all tasks are completed and resolved. Premier has a policy around managing risks and at-risk students. Risks are recorded and managed through the SMS. Premier has a policy for recording any student incidents, that will then be directed to the appropriate staff for action and follow up. Premier has a policy covering evacuation processes and conducts regular fire drill, and earthquake drills.
Outcome 2: Learner voice	Premier's operational framework is based on the premise that the learner is at the centre of everything that we do and the owner of their learning journey. To this end, all our partnerships, undertakings and practices are holistic and focused on each individual student.	Premier has a policy that states learners have one-to-one goal setting with their tutor every week. ILP's are created individually to cater for the learners needs and expectations are clearly documented. These are followed up and	Premier has a policy that states learners have one-to-one goal setting with their tutor every week. ILP's are created individually to cater for the learners needs and expectations are clearly documented. These are followed up and

	All Premier cohorts elect a student representative who acts as a spokesperson when required and who facilitates student meetings. Premier monitors learner wellbeing and safety by conducting regular staff meetings, as well as student representative meetings. Learners' meeting books are available to them to write any concerns or queries, without having to wait for a planned meeting, or if they would rather raise it anonymously. These books are checked daily by the tutors who will swiftly address any concerns or queries. If these cannot be resolved or actioned by the tutor it will be escalated to the person/s required for a swift and agreeable solution for all. Premier also conducts "kai meetings" which are informal get together where no official minutes are taken and allows learners to discuss anything at all that is happening or going on for them. This provides a safe platform for this conversation to take place, that has no follow-up consequence for the learner. Any issues raised that alerts tutors to needing to take action will be done generally. Learners are made aware via the student handbook and at their Orientation, the process of logging a complaint and that it will be dealt with in a timely and effective manner. Premier will work with the learner to ensure a swift and amicable resolution can be made. Site Managers will	evaluated at the subsequent goal setting session and any extra learning activities required put in place. Premier has a policy around electing, and the responsibilities, of a student representative. Meeting minutes/comments that show the resolution of any issues raised, and evidence of tutor responding to any requests/actions are in the learner meeting booklet. However, have identified this needs to be a more robust policy to ensure the meetings are adding value and are well documented (noted in Action Plan). Premier has a clear policy and flow chart to demonstrate the steps the learner needs to take to have their complaint addressed. The flow chart is visible on the learner notice board in a common area.
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	respond to formal complaints and learners are informed of the right to bring a support person if they wish. Students complete tutor, course, learner wellbeing and graduate surveys upon completion. This informs us of how well the programme content, pace of delivery, teaching and learning meets our learner profile, expectations, and prepares them appropriately for their pathway to employment and/or further study. It also shows how they feel about themselves while on the course and the support and guidance they receive.	Premier has policies in place where surveys are carried out via Survey Monkey to monitor feedback around tutor, course content and learner wellbeing. These are reviewed and action plans sent out where actions are required, and if necessary, training or support is offered to address the issues.
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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	Premier supports Te Tiriti o Waitangi and conducts all activities with the appropriate provisions of the Treaty in mind. We promote Te Reo as part of our daily learning and cue cards, Māori names are pinned to everything possible in the learning environment. Karakia is said before any shared lunches. Premier is actively involved in Māori language week Premier encourages the use of guest speakers in relation to welfare issues such as racism, discrimination, bullying, violence, self-harm, drug and awareness. Guidelines as to what is appropriate and what is not are on the learner notice board in a common area. All Premier staff sign a Bullying and Harassment policy when employed, and it is also in their IEA.	Premier has a policy that states Te Tiriti o Waitangi is displayed in the campus lunch rooms/classrooms and office as well as 'Meeting the Treaty Obligation' poster. Premier conducts all activities with the appropriate provisions of the Treaty in mind. Student and staff are encouraged to use Te Reo during the day to enforce the learning and use of the language. Students have the option to complete their assessments in Te Reo if they choose to do so, this is highlighted in the Learner Handbook and at enrolment. Premier has a policy around Māori language week, and this involves guest speakers, shared kai, activities such as poi making, flax weaving, kapa haka, and we encourage whanau involvement. Premier has policies around bullying and discrimination and guest speakers are also part of the teaching programme to ensure learners are aware of the boundaries around these issues and how they relate to the values of Premier. It also enables then to conduct themselves in a manner to ensure they and others around then are always safe. Posters visible in the common areas for all learners to view.

	Learners are provided with a Learner Handbook that explains relevant information including course outline, attendance policy, assessment etc. This is reiterated during their Orientation Day at the start of their programme. Learners are well supported and involved in their learning, the philosophy at Premier is about training and teaching our learners the current industry knowledge and skills alongside the soft skills they need to be work ready. We do this by establishing clear expectations, and getting to know our students, their aspirations, their culture, and their whanau so that we can build relationships based on mutual respect that will support learning. Premier provides a safe and inclusive learning environment that caters for our diverse learners. Smaller class sizes, enables us to give one-to-one tutorials and feedback regularly, so that learners feel valued and safe in their learning environment. Premiers holistic approach to delivery ensures learners are exposed to real life situations in a salon/spa/barbershop environment as early as week two, which continues throughout their programme. This includes hands on	Premier has an enrolment and Orientation policy that states Learner handbook is given to all students on enrolment/orientation and learners understand the requirements of the highlighted policies and pastoral care available to them. Feedback received from learners at Premier is that they enjoy the “family/whanau” environment that Premier nurtures, and for many it is their safe place. Examples of student feedback: <i>“Here at Premier we learn lots of beneficial skills that will help us all in the future. It is a safe learning environment where they encourage us to relax, be ourselves, have fun and gain more confidence with the support of other students and tutors. Throughout this course we have learnt about cultural diversity and culture awareness, banking and budgeting, stress management and more. This is a fun learning space where you will gain your level 2s and create a plan for your future that will help you move forward toward success.”</i> <i>“I absolutely loved & appreciated my time here at Premier. The tutors from all departments are so supportive & very good at sharing their knowledge. I feel like I am prepared to enter my 3rd year in industry after completing Salon Support & Emerging Stylist. I won't forget my time here.”</i> Learners can spend more time with live models/clients making their qualification requirements achievable. This also ensures they are industry ready in terms of confidence
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	learning and interaction with clients and is key in student retention, being employable and achieving this qualification. An assessment completion plan is used to monitor learner achievement (reviewed weekly at the individual goal setting session), as they progress through the programme. This informs the academic team of how well learners are achieving, so that guidance, further teaching and support can be given as needed. Premier, as part of all their programmes, delivers information around personal health and wellbeing, and healthy eating choices. It includes personal presentation and personal hygiene. Learners can seek guidance and support from their course tutor and/or management for educational and pastoral care support. They are directed to external agencies in situations where this is appropriate. Premier engages in supporting learner participation and engagement by being involved in extracurricular events. All learners are encouraged to participate.	and speed to gain effective employment in their chosen industry. Premier has a policy for Support services information specific to each site/area that states a list of services is to be displayed on the learner notice board, covering housing, financial and budgeting support, mental health support, family planning/pregnancy support/STD clinics/AA/Drug counselling/Salvation Army/medical care, with contact names and numbers. Premier also encourages learners in need to seek help from food bank or organisations such as Nourished for Nil. We have had a share clothes day, where learners and tutors bring items of clothing/accessories they no longer wear/use and put it on a communal table and everyone takes whatever they want. Premier also supply breakfast for the learners every day, and this is still available if needed at lunch time. These activities have included: Multi-cultural days, everyone dressed in clothing relative to their own culture and brought food from their culture to share
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		• Shave for a Cure, involved students going out into the community shaving heads to raise money for child cancer • Pamper days, offering hair and nail services, involving outside communities such as Women's Refuge • Whanau days, open campus days for whanau to come and be part of our daily activities, being models or even trying some hands on • In-house competitions, where disciplines all work together and create looks for a competition, this includes hairdressing, nail art, barbering techniques, and clothing and makeup is part of the look. This also give learners a look at what other disciplines do and what the programmes entail, which prompt future learning and progression of skills.
	Learners are all provided with a Record Training Book which outlines their programme content, timetable of delivery and requirements of collection of evidence and criteria for assessment. It also allows them to monitor their attendance and record their goal setting on a weekly basis. The Record Training book allows the learner to know exactly where they are at any given time in their programme and what they are required to achieve. There is also a guide to assessment completing timeframes in the book also. All cohorts have a register and delivery plan book from the start of the course. This outlines the delivery structure and provides guidance by way of generic delivery plans for the	Premier has a policy around the use of the Learner Record Training Book, and tutors sign off collection of evidence activity, both knowledge and practical assessment when complete. Information from this in conjunction with assessment schedules inform tutors of learner progress that is then recorded on the learner Overview of Assessment Achievement and transferred to an outcome tracker. From here the office Administration will enter it into the SMS. Premier has policies in place to ensure the delivery is followed and if there are any variations that this is recorded

	tutors. This is in conjunction with the learners record training books so both learners and tutors are following the same delivery timetable. Tutors are encouraged to use this register to record any suggested changes to the delivery and to also reflect each week on what went well or what could have worked better. Learners can communicate with their tutor and or classmates, research online and access learning that they have missed due to absence, so their learning is not hindered.	as to the reason and the outcome. Reviews of delivery can be used for future programme development or changes to the delivery timetable if agreed necessary. Use of this resource ensures consistency across all Premier campuses, so if any student wished to transfer during their course to another Premier location their learning will not be hindered. Learners have access to a tollfree number for student queries and support, free WiFi while on campus. Available Google classroom activity sessions for learners unable to attend class. (Noted in action plan for future development in the online space).
Outcome 4: Learners are safe and well	Premier as part of all their programmes deliver information around personal health and wellbeing, and healthy eating choices. It includes personal presentation and personal hygiene. Learners can seek guidance and support from their course tutor and/or management for educational and pastoral care support. They are directed to external agencies in situations where this is appropriate. Premier also supply free breakfast for the learners every day, and this is still available if needed at lunch time. This	Premier has a policy for Support services information specific to each site/area that states a list of services is to be displayed on the learner notice board, covering housing, financial and budgeting support, mental health support, family planning/pregnancy support/STD clinics/AA/Drug counselling/Salvation Army/medical care, with contact names and numbers. Premier also encourages learners in need to seek help from food bank or organisations such as Nourished for Nil. We have had a shared clothes day, where learners and tutors bring items of clothing/accessories they no longer wear/use and put it on a communal table and everyone takes whatever they want. Premier also supply breakfast for the learners every day, and this is still available if needed at lunch time. This is an ongoing initiative for students to prepare for their day and invite them to campus prior to classes

	includes fruit and cereal, toast and spreads and hot and cold beverages i.e tea coffee, juice and filtered water. We promote Te Reo as part of our daily learning and cue cards, Māori names are pinned to everything possible in the learning environment. Karakia is said before any shared lunches. Premier is actively involved in Māori language week, supports Matariki celebrations with themed days. All learners are given instruction on earthquake and fire evacuation procedures at Orientation. This includes the safest way to exit each campus in the event of a fire and location of the assembly point. The EQC “DROP, COVER, HOLD ON” actions are explained in the event of an earthquake. Enrolment officers/pastoral care advisor are available to assist and guide learners when they need financial and/or hardship support as part of pastoral care.	commencing. It is also an opportunity for tutors and staff to connect with students. This provides further opportunity to promote education on healthy eating choices. Premier conducts all activities with the appropriate provisions of the Treaty in mind. Student and staff are encouraged to use Te Reo during the day to enforce the learning and use of the language. Students have the option to complete their assessments in Te Reo if they choose to do so, this is highlighted in the Learner Handbook and at enrolment. Building Evacuation Plan is posted in common area notice boards. This is also explained during student orientation. Designated staff act as health and safety officers, fire wardens, and first aiders. All Premier staff have their first aid certificates, and they are kept current. First aid kits are monitored and kept in good order by the health and safety officer. These are located at reception, office and classrooms. Accident, and incident registers are also monitored by the health and safety officer. Hardship support that was available during the COVID period, is no longer available, however there is assistance for learners via Study Link and course related costs. The enrolment officer/pastoral care advisor can also raise
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	Enrolment process ensures all student details are accurate and up-to-date. This includes: Full name and current address Contact details Details of next of kin/other contact person who can be contacted due to learners' wellbeing and safety	Learner awareness to the availability of any further financial assistance regarding hardship circumstances. This information is captured in the enrolment process and in the SMS. However, there are areas that need improvement.
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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	• In-line with Premier being a recent acquisition of the Skills Consulting Group, Premier will be supported by the Te Ao Māori and a Le Ala Pasifika teams through SCG to support Māori and Pasifika learners. Previously Premier engaged the services of an External Contractor to engage with these learners. • Premier has almost completed the requirement of the Dyslexia Friendly Qual Mark, which will benefit tutors and learners with support and resources for Dyslexic learners as well as other learning disabilities. • Disability Strategy: Premier is implementing the steps to develop our disability strategy over the next 3 years. • Need to include the CoP videos to the orientation policy. Annual review of the following policies - Critical incident policy and emergency plan - Policy amendments following the review, any changes to be updated in the QMS, student handbook, website, and bulletin boards - critical incidents and emergencies - critical incident and emergency register - critical incident and emergency procedures manual to be updated - health and safety officer conduct regular health and safety check but there needs to be an annual health and safety audit. • Annual self-review report of learner wellbeing practices needs to be published.
Outcome 2: Learner voice	• Premier has almost completed the requirement of the Dyslexia Friendly Qual Mark, which will benefit tutors and learners with support and resources for Dyslexic learners as well as other learning disabilities. • Premier is implementing the steps to develop our disability strategy over the next 3 years. • Create a process for capturing diverse learner voice feedback including the monitoring and actions taken resulting from feedback analysis.

	• Annual Complaint resolution policy review: policy amendments following the review to include reference to any breaches of the Code. • QMS and student handbook updates following the review. • Complaint resolution annual report. • Create action plans to ensure all tutors and staff are aware of the complaint resolution process, can inform the learners, and assist learner complaints, including from a cultural perspective.
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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	• Create physical and digital environments and involve the learners when making improvements. • Engage with Māori and involve Māori in the design of physical and digital environments where appropriate. • Engaging and involving learners to actively take part in cultural protocol relative to what is happening on site. • Create healthy and safe physical and digital environments, remove barriers to access services. Providing access to devices Chromebook for online learners without access to a device. •
Outcome 4: Learners are safe and well	Policy reviews to proactively monitor safety and wellbeing practices in place. Identifying learners at risk, and having clear and appropriate pathways for assisting them to access services when they need it; and • To have a clear pathway for identifying learners at risk and for assisting them to access services when they need it. • Policy and process review on protecting learners and staff who experience harm from other learners and/or staff, including sexual assault. Record of reporting risks, including any concerns on effective administration of the code. Review enrolment form to cover: • Disclosure to be able to contact their support person if there is a serious threat to life or health of the learner • Disclosure to be able to communicate any concerns around learner mental health needs. Create a policy to accommodate learners with disabilities, or those affected by health and wellbeing to study off campus, or whose study is interrupted by outside influences.

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	Learners can seek guidance and support from their course tutor and/or management for educational and pastoral care support. They are directed to external agencies in situations where this is appropriate. Action plan - to introduce a plan to follow up with students on a regular basis in terms of the wellbeing.	Site Manager	01/04/2023	Monthly action plan progress reporting	Process developed and implemented.
	Ongoing staff development, ie treaty of Waitangi workshops, Marae visits and cultural awareness Action Plan - only some staff have completed the workshops and are able to ensure that Premier demonstrates and supports Marae culture which ensures a sense of belonging for all.	QA Team	01/06/2023	Monthly action plan progress reporting	Register showing staff completion of workshops
	In-line with Premier being a recent acquisition of the Skills Consulting Group, Premier will be supported by the Te Ao Māori and a Le Ala Pasifika teams through SCG to support Māori and Pasifika learners.	Site Manager	01/04/2023	Monthly action plan progress reporting	Process developed and implemented.

	Premier has almost completed the requirement of the Dyslexia Friendly Qual Mark, which will benefit tutors and learners with support and resources for Dyslexic learners as well as other learning disabilities.	LLN Team	01/03/2023	Monthly action plan progress reporting	Staff induction completed, processes developed and implemented.
	Disability Strategy: Premier is implementing the steps to develop our disability strategy over the next 3 years.	LLN Team	01/06/2023	Monthly action plan progress reporting	Staff induction completed, processes developed and implemented.
	Include the CoP videos to the orientation policy.	QA Team	01/02/2023	Monthly action plan progress reporting	Staff induction completed, processes developed and implemented.
	Annual review of the policies	QA Team	01/08/2023	Monthly action plan progress reporting	Scheduled review completed; staff trained in changes.
	Annual self-review report of learner wellbeing practices needs to be published	QA Team	01/06/2023	Monthly action plan progress reporting	Review scheduled and completed.

Outcome 2: Learner voice	Premier has a policy around electing, and the responsibilities, of a student representative. Meeting minutes/comments that show the resolution of any issues raised, and evidence of tutor responding to any requests/actions are in the learner meeting booklet. Action Plan - identified this needs to be a more robust policy to ensure the meetings are adding value and are well documented	QA Team	01/12/2022	Monthly action plan progress reporting	Policy updated and staff informed, meeting templates created and used.
	Premier has almost completed the requirement of the Dyslexia Friendly Qual Mark, which will benefit tutors and learners with support and resources for Dyslexic learners as well as other learning disabilities. Action Plan - Update student handbook, resources and induction. Update staff on use.	LLN Team	01/04/2023	Monthly action plan progress reporting	Additional resources updated and used. Report and evaluated results.
	Create a process for capturing diverse learner voice feedback including the monitoring and actions taken resulting from feedback analysis	QA Team	01/04/2023	Monthly action plan progress reporting	Process in use and scheduled reporting completed.
	Annual Complaint resolution policy review: policy amendments following the review to include reference to any breaches of the Code.	QA Team	01/03/2023	Monthly action plan progress reporting	QMS and Policy update completed and implemented with staff. Learner information distributed.

	• QMS and student handbook updates following the review • Create action plans to ensure all tutors and staff are aware of the complaint resolution process, can inform the learners, and assist learner complaints, including from a cultural perspective.				
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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, and supportive, and accessible physical and digital learning environments	Learners can communicate with their tutor and or classmates, research online and access learning that they have missed due to absence, so their learning is not hindered. Learners have access to a tollfree number for student queries and support, free WiFi while on campus. Available Google classroom activity sessions for learners unable to attend class. (Noted in action plan for future development in the online space). • Create physical and digital environments and involve the learners when making improvements. • Engage with Māori and involve Māori in the design of physical and digital environments where appropriate. • Engaging and involving learners to actively take part in cultural protocol relative to what is happening on site	Site Manager	01/06/2023	Monthly action plan progress reporting	Learner survey results indicate success of actions.

	Create healthy and safe physical and digital environments, remove barriers to access services. Providing access to devices Chromebook for online learners without access to a device.	Site Manager	01/06/2023	Monthly action plan progress reporting	Learner survey results indicate success of actions.
Outcome 4: Learners are safe and well	Policy reviews to proactively monitor safety and wellbeing practices in place.	QA Team	01/04/2023	Monthly action plan progress reporting	Review and amendments completed and distributed.
	Record of reporting risks, including any concerns on effective administration of the code	QA Team	01/04/2023	Monthly action plan progress reporting	Register maintained and reviewed for improvement actions.
	Review enrolment form to cover: • Disclosure to be able to contact their support person if there is a serious threat to life or health of the learner • Disclosure to be able to communicate any concerns around learner mental health needs.	Site Manager	01/03/2023	Monthly action plan progress reporting	Enrolment forms updated and process for actions in use.
	Create a policy to accommodate learners with disabilities, or those affected by health and wellbeing to study off campus, or whose study is interrupted by outside influences	QA Team	01/04/2023	Monthly action plan progress reporting	Review and amendments completed and distributed.



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