

Self Review Report – Learner Safety & Wellbeing

Ignite Colleges

October 2023

TEO information

TEO Name	Ignite Colleges Ltd			MoE number	7502
Current enrolments	Domestic learners	Total #	4036	18 y/o or older	4008
				Under 18 y/o	28
	International learners	Total #	164	18 y/o or older	164
				Under 18 y/o	0
Current residents	Domestic learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
	International learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Quality Assurance Advisor				

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

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners under 18yrs. We also do not offer accommodation.

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome 1: A learner wellbeing and safety system

Ignite Colleges is a Category One PTE owned by Skills Consulting Group since 2022, delivering training that is practical, industry-relevant, and focused on employment. Our vision has been to develop the highest performing, inspirational tertiary provider that offers programmes of study that lead to strong employment opportunities and a brighter and fulfilling future for our ākonga and their whanau. Since the appointment of the Director of the PTE Group, Ignite's strategic plan has been incorporated to lead and manage the vocational training under the Skills Consulting Group umbrella. Premier Institute of Education has been amalgamated with Ignite Colleges on 1st October 2023. This allows for efficiency and consistency in governance and academic leadership and, also allows for unified strategic plans that govern all Skills Group PTEs e.g., disability strategy, Tīhei Strategy – Māori and Pacific, as we believe in equality for all ākonga regardless of TEC funding size. All this is underpinned by our values – dream big, believe, inspire, excel, contribute.

Our mission incorporates the ambitions of our various strategic plans including:

- TīHei Strategy – Maori and Pacific Strategies
- Te Kāpehu Whetū
 - Te Tiriti o Waitangi – Honour the provisions of Te Tiriti o Waitangi
 - Te Hononga Hohonu – Create, maintain, and prioritise authentic connection and partnership.
 - Te Kākano – Embed and grow new systems that understand, educate, and proactively support whānau, hapū and Iwi.
 - Te Tuakiritanga – support the identity, language, and culture of Māori whānau, hapū and Iwi.
- Pacific Strategy – Growing strong, resilient, and prosperous Pacific Communities through:
 - Education – lifting education results for Pacific, leading to more meaningful employment.
 - Partnerships – growing our circle of influence in the Pacific community.
 - Wellbeing – building resilient pacific communities.
 - Social Enterprise – growing and reinvesting in the Pacific diasporas and indigenous communities.
- Disability Strategy

Another key strategic team is our Cultural Advisors and Leaders. This consists of a Te Ao Māori team and a Le Ala Pasifika team. These teams work across our network of PTEs at all levels; supporting our Academic team to ensure our delivery methods and resources have a Māori and Pacific lens; upskilling our tutors and kaitiaki (student support staff) on how to engage safely with Māori and Pacific ākonga, their whānau and communities; organise Te Tiriti workshops for all Skills Group staff etc. This team is led by our Head of Government Engagement, Māori and Pacific who also owns the Skills Group Tīhei Strategy.

The strategy includes a commitment to upskilling all PTE staff in cultural competencies via our Te Tiriti and Cultural Fluency workshops. It includes our Cultural advisors working closely with our programme designers to ensure all our programmes are fit for purpose and will work for Māori and Pacific, as we strongly believe that what works for Māori and Pacificá will work for everyone. This strategy also recognises the need to expand our partnerships with local Iwi and Pacific Organisations already working in and supporting the communities of our ākonga.

As we onboard our ākonga, we will introduce them to the next destination of our Nesian Waka:

- Nesian Whakatau (onboarding)
- Nesian Kaitiaki (Pastoral care/Guardianship)

Included in the onboarding process is a literacy and numeracy assessment using the LNAAT tool so we can identify additional learning support our individual ākonga/learners will need.

We have ongoing staff professional development including Treaty of Waitangi Workshops, Marae visits and workshops, Cultural Awareness, LiveOnline Training, Wellbeing and Safety awareness and promotion, and First Aid training.

We continuously review our learner wellbeing during weekly academic team meetings and student representative meetings. These help us identify the immediate needs of our learners. Ākonga 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.

Headed by our Campus Managers, we have created a committee called COP Champions with members from the academic team to take the lead on our practices and ensure we are meeting the outcomes of the code for our learners.

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.

Outcome 2: Learner voice

Ignite Colleges' vision is *"To develop the highest performing, inspirational tertiary college, offering programmes of study that lead to strong employment opportunities and a brighter and fulfilling future for our ākonga and their families"*. Ignite Colleges' operational framework is based on the premise that the learner is at the center 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.

We work alongside learners and address complaints in a timely and effective manner that honours natural justice. Ākonga are supported by the tutors, and student services team, and/or can talk to the Campus Manager directly. Our Campus Manager responds to formal complaints in a way that is comfortable to them. Ākonga are encouraged to bring a support person. The complaint resolution process is recorded in our complaint register including actions taken.

Practices are in place to build and maintain effective relationships with learners through our campus initiatives and cultural events. Both academic and student support services teams work together with learners and their communities to find ways of supporting their wellbeing needs.

We gather feedback through formal surveys and proactively engage and listen to learner voices through weekly student representative meetings, Talanoa sessions, and one-on-one pastoral care support.

Wellbeing and safety practices for all tertiary providers

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

Ignite Colleges provides a safe and inclusive learning environment for our diverse learners. We encourage learner participation and engagement through active participation, sharing student views, celebrating learner achievements, and discussing issues in confidence. Our academic and student

services teams support learners to adjust to tertiary study, guide through the learning process, as well as offer study and career pathway advice.

Ignite has always had strong partnerships with industries and employers that offer our ākonga opportunities to pathway into meaningful employment that is relevant to their programme of study. We have been working alongside our learners to identify their needs and help them access support that is available both on campus and in the community. And we have a dedicated Māori and Pasifika engagement team to further support our learners and staff.

Healthy and safe physical and digital environments, removing barriers to access to services; Providing chrome books for online learners without access to a device; 20 additional chrome books made accessible to face to face learners; tollfree number for student queries and support; free WiFi in campus. Removing barriers to learning – building relationships, one-to-one support, additional academic support, CV writing, referencing, and paraphrasing workshops, online Zoom sessions, online access to tutors

Outcome 4: Learners are safe and well

Support available to learners can be accessed through the Tihei site in Sharepoint:

<https://skillsorg.sharepoint.com/sites/Tihei>

The following table shows some of the services available for ākonga:

Service	Provider
Hauora Ora (wellness)	Raukura Hau Ora oo Tainui
Smoke Free Support	Counties Manukau DHB
Tupu Aotearoa	Solomon Group
Employment support	In Work NZ Idea Services Connected NZ Partner Rest homes and restaurants
Driver licensing	In Work NZ
Academic Support	Ignite Colleges
Community Alcohol and Drug Support services	CAD – on request or referral
International Services	Migrant services
Dressing for Employment	Dress for success
Diabetes Mobility Van visits on campus and do random blood sugar testing	Diabetes NZ

Free breakfast

Student awareness expo

Sports Day

Site visits

Guest speakers and student workshops

Campus Events and Talanoa sessions

Support for Maori ākonga

Health and Safety policies

Hardship support – food parcels, food vouchers, petrol vouchers.

Supporting learners’ connection to their language, identity, and culture – campus cultural events and language week celebrations; classroom cultural activities, shared lunches, Marae visit, Treaty of Waitangi workshop, Matariki celebrations with Maori guest speakers.

Earthquake and Fire Drills

All ākonga are given instructions on earthquake and fire evacuation procedures at induction. 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.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

Between July and August 2023, a series of individual and focus group interviews were conducted with international students (mostly enrolled in healthcare) as part of the Ignite self-assessment activities and programme reviews. This initiative is to promote active learning, engage students in their learning journey, and gather feedback for improvement.

Please see the following table below for the list of interviews conducted

Time	Place	Participant	Note
13 th July	On campus	Interview with 1 Indian student	About to graduate
19 th July		Interview with 2 Chinese students	About to graduate
27 th July		Interview with 1 Chinese student	About to graduate
16 th Aug.		Group discussion with 7 students (3 Indian, 2 Chinese, 1 Korean, and 1 Pilipino)	At the beginning of their programme
25 th Aug.		Group discussion with 4 students (2 Indian, 2 Chinese)	Halfway through their programme

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Our International Ākonga receive 24/7 support from our Site Manager. Tutors and the international team also actively provide day-to-day pastoral care support.

We celebrate diversity and acknowledge our learner wellbeing needs through our campus initiatives and cultural events.

We have ongoing training for staff to promote cultural awareness and be able to proactively support Ākonga needs including during challenging situations. We acknowledge that mental health plays a huge

role in our ākonga wellbeing and overall health. And we are aware of the need to strengthen policies and process flows on how we can better identify Ākonga at risk and how to support them during unexpected and challenging situations.

Between July and August 2023, a series of individual and focus group interviews were conducted with international ākonga (mostly enrolled in healthcare) as part of the Ignite self-assessment activities and programme review. This initiative is to promote active learning, engage ākonga in their learning journey, and gather feedback for improvement

Outcome 9: Prospective international tertiary learners are well informed

Ākonga receive information from agents and the international team before entering into a contract with Ignite Colleges.

The below information is provided to Ākonga prior to enrolment:

- Programme information;
- Academic progression;
- Information about employment opportunities;
- Study and living cost and;
- Information about various agencies where help can be accessed by Ākonga.

Other information in the student handbook given prior to enrolment:

- DRS rules;
- Transport and vehicles;
- Links to accommodation and tenancy rules.

Online campus video – featuring services and facilities. Information is also provided in the student handbook.

The international team manages and monitors agents through reference checks and written contracts.

Outcome 10: Offer, enrolment, contracts, insurance and visa

Interviews with learners, questions on the application, enrolment form, letters stating how the programme will contribute to career intentions, assessment of language ability, academic record, and attendance at previous schools/organisations in NZ.

Ignite pays for student insurance for the first year of their enrolment.

Ensure relevant staff are updated with immigration requirements for study in NZ.

The current refund policy and process are based on NZQA guidelines.

Adhere to rule 18 and student interview as and when required.

Outcome 11: International learners receive appropriate orientations, information and advice

All information relevant to outcome 11 is outlined in the student handbook. This is provided to Ākonga prior to their enrolment. Information on services, support, health and safety, and institutional policies are reinforced during induction.

International Ākonga receive additional information and advice from the international team, tutors, and Site Manager.

Outcome 12: Safety and appropriate supervision of international tertiary learners

N/A - We do not have international learners younger than 18yrs. We also do not offer accommodation.

Critical incidents and Complaints

A. Critical incidents

Definition

Critical Incidents cover all forms of an unplanned or unforeseen traumatic event which causes serious distress or harm on the institution and its community including but not limited to:

1. Natural Disaster
2. Death of a student
3. Serious injury
4. Onset of illness or medical condition requiring immediate action and or emergency treatment.
5. Psychological issues previously or not previously identified requiring immediate action and or emergency treatment.

Analysis

Since registering as a PTE in September 2022, Ignite has experienced only one critical incident to date. This was the flood events occurred between 2nd February to 14th February 2023 in Auckland and Hawkes Bay.

As a result of scale of the damage and impact on our staff and students' safety and wellbeing, SCG group developed a consistent approach and a responsive framework across the PTE group which includes Ignite to ensure the safety and wellbeing needs of our communities are met. This is summarised in outcome 1.

B. Complaints

Definition

This scope of complaints may include, but not limited to, the following:

Academic issues, such as concerns about the quality of teaching or the accuracy of course materials.

Discrimination or harassment, based on factors such as race, gender, sexual orientation, or disability.

Administrative issues, such as concerns about the handling of financial aid, or issues with the enrolment or registration process

Facilities and equipment issues, such as concerns about the cleanliness or safety of campus buildings or equipment.

Student services issues, such as concerns about the availability or quality of counselling, health services, or career services.

Technical issues, such as concerns about the reliability or security of online systems or technology used for online classes.

Safety and security issues, such as concerns about the safety of campus or parking lots, or issues with campus security.

Miscommunication or lack of information, such as concerns about not receiving important information, or not being able to reach the right person to address an issue.

Analysis

Since registering as a PTE in September 2022, from a total of 4068 ākonga currently enrolled at Ignite Colleges, a total of 13 complaints have been received.

From a total of 132 ākonga enrolled at PIE with 4 campus sites, 2 complaints were received.

All complaints have been resolved.

During 2022 a total of 6 complaints were received by Ignite Colleges. 4 complaints were resolved, and two others remained in process as the ākonga involved could not be contacted.

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	Consolidation of QMS Policy reviews: <ul style="list-style-type: none"> - Complaint resolution - Critical incidents - Emergency plan Policy amendments following the review.	QA team	01/06/2024	Monthly action plan reporting and tracked changes.	Timely and effective complaint resolution process Updated complaint resolution register Learner satisfaction Learner and staff safety Well planned and executed emergency safety drills throughout the year
	Implement action plans and monitor progress.	Campus Manager	31/01/2024	Annual review	Report on monitoring shows completion of actions.
	Consolidation of policy changes are to be updated in the QMS, student handbook, and bulletin boards.	QA team	30/06/2024	Monthly action plan reporting	Documents updated and distributed.
	Consolidated Policy changes to be updated on the website	QA team	30/06/2024	Monthly action plan reporting	Up-to-date and accurate published information
	To publish the self-review report once submitted	QA team	30/01/2024	Monthly action plan reporting	Up-to-date and accurate published information
	Consolidated critical incidents and emergency plan manual review and update	QA team	30/06/2024	Monthly action plan reporting	Effective and safe management of critical incidents and emergencies Updated critical incidents register
	Conduct an annual health and safety audit	Campus Manager	30/12/2024	Monthly action plan reporting	Health and safety audit report
	Incorporation 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	01/05/2024	Monthly action plan progress reporting	Staff induction completed, processes developed and implemented

	Disability Strategy: Implementing the steps to develop the disability strategy over the next 3 years.	LLN team	01/09/2024	Monthly action plan progress reporting	Staff induction completed, processes developed and implemented
Outcome 2: Learner's voice	Consolidation of complaint resolution policy review and amendment	QA team	30/12/2024	Monthly action plan reporting	Timely and effective complaint resolution process Updated complaint resolution register Learner Satisfaction Survey results
	Update complaint resolution policy in the student handbook, bulletin boards, and website following the review	QA team	31/05/2024	Monthly action plan reporting	Up-to-date and accurate published information
	Inform relevant staff of any policy changes, schedule PD sessions on the complaint resolution process and relevant DRS rules	Site Manager	31/08/2024	Monthly action plan reporting	Annual schedule and review
	Annual complaint resolution report to be reported to management, learners, and other stakeholders.	QA team	30/12/2024	Monthly action plan reporting	Annual report

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	involving learners in the design of physical and digital environments when making improvements;	Site Manager	30/06/2024	Monthly action plan reporting	Learner survey results.
	engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	Site Manager	30/06/2024	Monthly action plan reporting	Learner survey results.
Outcome 4: Learners are safe and well	Learner safety and wellbeing policy reviews Policy amendments following the review, student handbook updates where required	QA team	30/12/2024	Monthly action plan reporting	Up-to-date and accurate published information

	Create a register of reported risk, implement action plans for monitoring	Site Manager	30/12/2024	Monthly action plan reporting	Documents completed and implemented
	Annual risk management report	Site Manager	30/12/2024	Monthly action plan reporting	Report completed and distributed.
	Inform relevant staff of any policy changes, schedule PD sessions on student safety and risk management	Site Manager	30/12/2024	Monthly action plan reporting	Staff survey results. Schedule of sessions implemented

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Learner safety and wellbeing policy reviews	Site Manager	30/12/2024	Monthly action plan reporting	Student feedback
	Policy amendments following the review, student handbook updates where required				
	Clear process flow to support international ākonga during challenging and difficult situations	QA team	30/12/2024	Monthly action plan reporting	Student feedback
Outcome 9: Prospective international tertiary learners are well informed	Programme changes to be communicated across the organisation	Programme Development Team	30/12/2024	Monthly action plan reporting	Student feedback Agent feedback
	Programme information in website to be updated	Marketing Team	30/12/2024	Monthly action plan reporting	
	Student handbook review.	QA team	30/12/2024	Monthly action plan reporting	Review completed and handbook republished
	Review current process of monitoring and managing agent and make amendments, as required	International team	30/12/2024	Monthly action plan reporting	Student feedback Agent Feedback
Outcome 10: Offer, enrolment, contracts, insurance and visa	Annual review of processes in place to maintain compliance	International team	30/06/2024	Monthly action plan reporting	Review report completed and distributed
	Website update and revision to make the Code readily accessible	Marketing team	30/12/2024	Monthly action plan reporting	Updates completed and published
Outcome 11: International learners receive appropriate orientations, information and advice	Student handbook update	QA team	30/12/2024	Monthly action plan reporting	Review completed and handbook republished
Outcome 12: - N/A	N/A - We do not have international learners under 18. We also do not offer accommodation.				

<p>Safety and appropriate supervision of international tertiary learners</p>	
--	--