Self-Review Report – Learner Safety & Wellbeing

Electrical Training Company (Etco)

October 2023

TEO information

TEO Name	Electrical Training Company (Etco)			MoE number	5997	
Current enrolments	Domestic learners	Total #	L4= 4107 L3= 245 Total=4352	18 y/o or older	L4=3628 L3= 171 Total =3799	
				Under 18 y/o	L4=479 L3 = 74 Total = 553	
	International learners	Total #	NA	18 y/o or older	NA	
				Under 18 y/o	NA	
Current residents	Domestic learners	Total #	NA	18 y/o or older	NA	
				Under 18 y/o	NA	
	International learners	Total #	NA	18 y/o or older	NA	
				Under 18 y/o	NA	
Report author(s)	Quality Assurance Advisor					

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of as in 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 Etco	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

Outcome 1: A learner wellbeing and safety system

Learner wellbeing and safety is core to Etco's strategic planning. Etco has developed systems accompanied by well-designed tools that deliver learner wellbeing and safety. The Policies and processes around leaner wellbeing and safety are in place and under review along with the Etco QMS. These polices will be reviewed and merged with Ignite under one Edumis number which will create consistency across the organisation.   The review of policies and processes are to ensure that the CoP requirements will be met fully and consistently across regions and the organisation.

Etco is further, in the process of reviewing, reconfiguring, and refining existing processes and practices which resulted from transitioning 3700 independent learners from an industry training organisation (Skills ITO) to Etco. Additionally, Etco was acquired by Skills Consulting Group in April 2023. This opportunity has leveraged both Skills Consulting Group and Etco to streamline systems and operations and utilise shared services to increase effectiveness around complying with the CoP.

Etco's commitment to creating an education system that honours Te Tiriti o Waitangi is acknowledged and embedded in Etco's values of Manaakitanga, Kaitiakitanga and kotahitanga. The Treaty's significance is also referenced in Etco's quality assurance framework in recognition of upholding and respecting pre-existing rights and responsibilities over Mātauranga Māori.

At systems level, Etco uses two mechanisms (i) 'Academic Operations Calander' with embedded metrics and (ii) 'Regional Quarterly Reflection Meetings' with a built-in feedback mechanism from internal and external sources. Information gleaned from these tools provides the regional teams with insights and information on a number of metrics.   Action plans are created, and relevant stakeholders within the business alerted to any suggestions to amendments or additions to areas including but not limited to policy, process, and pastoral care. Regular reporting from Regional Managers, through to the Executive team, and subsequent reporting to the Skills Group Board is consistent. Feedback loops between the leadership teams and all internal staff ensure consistent communication and feedback into strategic planning.

Additionally, Health and safety planning and training, making information accessible to learners and promoting awareness is a standard and high priority operation task for Etco considering its importance in trades. Etco is using the information gathered from continuous monitoring of the lost time injuries and significant near misses, services, premises, and situations to review and make amends to the learner wellbeing and safety strategic goals and strategic plans, but the evidence is inconsistent.

Etco is actively updating and promoting awareness about health and safety information regularly to ensure both staff and learners receive current information including industry related information/ requirements. The staff and apprentices are required to do safety training at the beginning of their tenure.

The EWRB Trainee Limited Certificate (TLC) needs to be completed within the first three months of training which includes units on H&S. Staff have access to information for handling industry

requirements and workshop safety. Staff and trainees are consulted on current practices and changes via the H&S committee.

Etco is currently reviewing its Health and Safety strategy and had drafted a Health and Safety transformation programme in order to integrate H&S strategy/plans across the whole Skills organisation. This plan has four major pillars including: **Risk Management**, **Governance and Leadership**, **Participation and Engagement** and **Continuous improvement**.

Etco's Health and Safety Manual was reviewed in 2022. Draft changes have been proposed. The H&S Manual will also be reviewed and integrated as part the Skills organisation overall H&S programme.

There are gaps in consistent evidence gathering and effective reporting processes across the regions at Etco. Due to gaps identified from this review, we have categorised ourselves as "Developing" working towards fine-tuning our practices. We have documented the changes underway and the plans for further improvement for outcomes 1-4 in the next section.

Etco is committed to setting processes and practices to address the gaps identified from this review.

Outcome 2: Learner Voice

Etco's learner population is diverse, and their needs, aspirations, and experiences are at the forefront of our decision-making processes. Etco believes engaging and listening to learner's as active participants in shaping their own educational journeys, leads to more personalised learning experiences, improved learner outcomes, and enhanced satisfaction with the education system.

Etco listens to the learner through regular focus group sessions (quarterly), learner evaluative surveys and programme reviews. Information captured is discussed at senior management meetings and operational meetings where staff can effectively share, discuss, understand, and put mechanisms in place to continually improve.

Etco has a continuous support and monitoring framework reinforced by our Field Support Managers and apprentice mentors who are very active in engaging with our learners regularly. Etco provides wrap around pastoral care to learners through the apprentice mentor team visits to learner and their employer on quarterly basis onsite. This is to ensure that the learner needs, and concerns are heard and addressed.   The apprentice feedback is logged and captured in SAMs the student management system, which includes a check up on apprentice health and safety, mental health, academic progress, formal and informal feedback. Support plans or referral to other agencies is completed and escalated by mentors throughout the learning journey.

Etco provides training for staff on cultural competency, privacy, coaching and mentoring, literacy and numeracy education, Agility training, Neurodiverse Training, Mental Health 101 to better support leaners with diverse learning and pastoral needs, as applicable.

In terms of formal feedback, Etco has been conducts various surveys. The outcome of surveys is analysed by regions and fed back to the regional managers for discussion at their quarterly reflection meetings held with all the training and field staff. The information also gathered from Focus Groups (Māori, Pacific, Female, Disabled/Neurodivergent, non-Māori/non-Pacific, Industry), held once a quarter feed into the actions plans created by regional teams each quarter to address any issues raised.

The tri-party Training Agreement (TAG) between the learner, employer and Etco ensures that the learners' health and safety is and working (job placement) conditions are well-looked after by the

employer while they are with the employer. It also ensures that the learner is provided an opportunity to indicate his or her learning needs at the time of enrolment.

The Learning Management System (LMS) offers the opportunity for trainee to get involved in discussion with other trainees on topics outside of classroom through digital forums, discussions, and a messaging service to contact tutors or peers confidentially.

The Wellbeing Safety and Health (WSH) team handle critical incidents and emergency reporting, which is reported to the Board monthly. Incidents, accidents, near misses and wellbeing issues are reported through either the Etco Apprentice App, or by completing an incident report in SAMS. The data is then graphed through power BI to provide information on trends and allow for reporting and decisions to be made about resources or targeted initiatives.

We have identified the current incident reporting system through SAMS is not the best that it can be. We are in the process of implementing a new safety management system (Safe365) which will be rolled out for all staff including apprentices. This will allow Etco an opportunity to provide inductions, incident and wellbeing concerns for trainees and visitors. Along with the reporting there will be a more comprehensive hazard and risk identification process via the Safe365 app where photos of incidents can be uploaded. Built in QR code in all training centres will give access to reports and induction of trainees.

The Critical incident response plan was last reviewed 2018, this is also now being updated to align with Skills, this is being undertaken by an external consultant – "All about people" and a draft will be completed by end of 2023.

The Learner complaints information including internal informal and formal Resolution, and external complaint escalation processes has been clearly, and effectively stated in the Trainee Handbook. Appropriate emails and websites are also stated in the Handbook. These processes are explained during Induction and orientation day to learners.

The complaint policy and process are under review in 2024.

We have identified some understanding of the Code outcomes and requirements across the organisation for outcome 2. Although there are multiple perspectives including adequate practices to reflect learner voice, there is inconsistent recording, reporting, and publishing and little practices to monitor. We have categorised ourselves as "Developing" working towards fine-tuning our practices and ensuring the process of annual reporting and publishing annually on Etco website and noticeboard is captured.

Wellbeing and safety practices for all tertiary providers

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

Etco acknowledge that trainees learn in different ways, at different paces and success for each individual will vary. There are many ways in which Etco is moving towards providing inclusive, supportive, and personalised learner's journey. This includes personal training plans, improvements, and updates on our LMS. There are currently developments in LMS that allow the learner to choose different color backgrounds, change font, and utilize the text to voice functions in early 2024. Etco has started to capitalize on the shared resources offered by the Learning Support Team in Skills which provides further support to Neurodiverse learners and also with trainees with lower literacy and numeracy skills.

Etco has also identified the significance of using Te Reo Māori for our Māori learners and in recognition of the Treaty of Waitangi. Te Reo translation on our LMS, will be available to all learners in 2024 should they wish to use this function.

Our L4 apprentices enjoy the benefit of learning on the job, and their learning plans are unique and personalized to suit their working environment, and the learning is achieved as a partnership between the learner, the employer and Etco as their training provider. Following the learner journey in this way allows Etco to continuously monitor learner progress in a way that supports them on their learning journey where barriers to learning are addressed and progress towards achieving is enabled.

The information about the programme and courses, entry requirements, learning structure, learning pathways and costs involved are all available on the Etco website. Phone and online queries are managed by the Recruitment team, Registry Department and also by the Regional Training Administrators.

Before they start their training, learners receive a welcome letter, the student handbook and pre-reading materials with program information to ensure that the learners have the necessary information available to start their learning journeys.

During orientation learners are introduced to the programme content/curriculum, structure, attendance hours, learning guides, learning tools such as Learning Management System (Moodle Platform), assessment information and e-diary with their welcome pack collateral. Learners are provided with programme journey maps (also available online) to inform them of pathways available at the end of their training.

Tutors and mentors ensure that learners have access to devices and other facilities to learn or arrange them in discussion with other internal teams or the employer (e.g., Devices, internet). During their training, both Wi-Fi and devices are available for learners to use on campus. WSH team has reviewed H&S Induction programme and will be using an online platform to deliver it. This will ensure higher level of knowledge and comprehension of the safety measures when learners start with etco.

Completing the LNAAT at the beginning of the training provides Etco with additional information about learner's needs to understand how staff can support the learner further by providing help and identifying any resources or further needs to ensure successful completion of their programmes with us.

At the induction, the neurodiverse learners with specific or invisible learning difficulties, either observed by the tutor or self-reporting can apply for Individualised academic learning plan provided by Learning Support Manager (LSM). This includes supports such as note taking assistance, extra time, a reader and/or writer, alternative room during written tests and exams. Extra academic support and maths catch up classes are provided for the trainees who need to bolster their maths. For trainees with other invisible disabilities (e.g., attention deficit disorders and autism spectrum) who have no supporting documentation outlining their disability, Etco will help the trainee to get an assessment completed with an appropriate medical professional or other suitably qualified specialist (e.g., clinical psychologist).

A part-time literacy advisor has been appointed to provide specialist support where this is identified. This advisor has dyscalculia as a specialist area.

Etco has set up e-learning hubs in training centres across the country with cameras, microphones, and other equipment to allow learners who find it difficult to attend class due to remote locations, or other reasons to attend a virtual classroom. The virtual classrooms offer flexibility to accommodate the needs of these learners so that they do not miss classes, without compromising the learning experience for learner. Tutors deliver a class live, and can answer questions, show participants activities and specialist equipment to enhance the learner experience.

Etco actively monitors learner achievement and engagement.

The LMS tracks learner progress throughout the course. If any learner falls behind or has incomplete units, they will receive a Learning Support Plan personalised for their needs with extra academic support classes online or in person. An automated text will be sent to an apprentice if they miss night classes.

In addition to the above, Etco also has an open-door policy to create opportunities to help learners voice any issues that are affecting their ability to study. The issues are brought forward via informal discussions and feedback are actioned immediately given that they are actionable and comply with Etco's policies and processes. There can be discussions relating to continuation of studies, change of employers due to limited exposure to subject matters, requests to change courses due to physical and mental wellbeing related reasons and requesting additional learning support. All this information is recorded in SAMs by mentors or tutors in the learners personal file under secure notes.

The block course training facilities have areas where trainees can breakout, study in groups or socialise. The night class learners often form informal social groups where they socialise after class.

Etco promotes cultural celebrations including (Matariki), and Language weeks, Pink Shirt Day to promote working together to stop bullying by celebrating diversity and promoting kindness and inclusiveness. Staff are encouraged to complete cultural competency training and Etco holds regular Whanau evenings at all training centres across the country. Building whānau and personal aspirations in the context of education and training continues to be a work in progress.

Etco is working on the Dyslexia Friendly Quality Mark (NZ DFQM) and our LMS will have a dyslexia friendly interface option. Regions have started on Neurodiverse Training workshops facilitated by Skills Vocational Literacy Manager.

In terms of creating safe learning environment, Etco ensures that it meets the industry standards and requirements in health and safety areas. It uses the following to ensure both staff and learners are informed and prepared for emergency situations.

- Wellbeing, Safety and Health (WSH) team evaluates the new host H&S systems and practices before placing an apprentice with the company. It also checks these practices for the existing hosts.
- Industry compliance and manuals- ensures that the facilities, workshops, and equipment are maintained to meet the industry requirements and compliance. Manuals and emergency procedures are readily accessible to staff.
- Safety meetings – These take place before block courses starts or before the learners proceed to workshop.
- Inductions at the workshops – At the beginning of workshop sessions
- Safety manuals (e.g., hazard substances manual) maintained/updated.

- Incident register actively track the incidents and regularly updated, reviewed and corrective action are taken.
- Incident register updated presented to the board meetings monthly.
- The processes for fire, earthquake, wardens, evacuation plan, WOF for the building, staff first aiders and health and safety policy established and periodically reviewed/updated.

We have identified gaps in relevant practices, that monitor recording, reporting, and publishing information in this area, and categorised ourselves as "Developing" for outcome 3. Etco will be working towards employing and applying technology and systems to collect and analyse the right data, and ensure that this is in real time, meaningful and able to be used by our staff to influence and respond to performance and achievement opportunities.

Outcome 4: Learners are safe and well.

Establishing responsive wellbeing and safety practices is a priority for Etco. Both Etco and independent apprentices, as well as foundation learners are introduced to safety practices throughout their learning journey.

The WSH team actively manage the promotion of physical and mental health awareness through weekly H&S meetings with H&S apprentice and learner representatives who discuss and outline issues on a regular basis. Feedback and action points are directly implemented or fed into plans and strategy. Etco apprentices have access to an Etco mobile app which allows access to vital information on wellbeing, health & Safety.

'Safety Hubs' are strategically placed in training centers with bright green color to showcase the wellbeing and safety information including the name of WSH staff in regions as well as H&S representatives with their photos and mobile numbers. Etco is currently reviewing the consistency of these resources available to learner on campuses across the country. Currently, the learner has access to student hubs and shared common rooms and kitchen where they can find information and posters on Code of practice, wellbeing and details and phone numbers for Wellness Counselling on the shared notice boards.

Etco offers all learners access to its EAP service called "Switched-On". Switched-On is a point of contact outside of Etco where health and safety concerns can be communicated in confidence. Switched-On has two levels of support. The first level is low-level intervention which usually resolves the issues such as mental health, family, financial and workplace concerns. The second level where Switched-On support staff escalate the more serious cases to qualified counselors and psychologists using Vitae services. Switched-On also provides guidance on additional funding and other services that can be provided by government agencies and private companies.

Learner can find information about Switched on through the LMS, their Mentors, posters around the training centres and communication that is sent out to them from Etco.

Another dimension to Etco wellbeing support is free health care insurance and AA (Road support) subscription to all staff and Etco employed apprentices. This ensures there is no cost or impediments to them attending their GP if they are unwell.

Etco is currently reconfiguring its ELITE course (Work ready programme) to be delivered in the regions. Etco has introduced a number of pastoral care elements into the work readiness programme for Etco employed apprentices. These include mindfulness; wellbeing; financial literacy; and enhanced safety training. Etco uses its pre-trade Level 3 as a primary feeder into its apprenticeship programme.

Mentor appraisals (once a quarter) have a section that checks on the apprentice's wellbeing, safety, and health. This includes monitoring Etco employed apprentice integration into host company culture and environment where mentors will intervene, sometimes to the point of moving them to a new host company, if this is not working well for the apprentice. Any further action is escalated to the relevant department within Etco.

The attendance register is actively monitored by Etco during the course. If a learner doesn't attend classes and doesn't notify the apprentice mentor, or the tutor or their employer about possible reasons for absence/reschedule, Etco will contact the learner through automated text messages and regional admin will call the learner and their employer (if apprentice) for wellness check.

Etco provides training to all mentors on mental health, first aid and a five-day intensive life coach certification programme. This provides these staff members with tools to better identify individual apprentice who are struggling with work, study, and personal mental health issues.

Etco actively manages a database of contact details of a nominated contact person on the signing of a training agreement or enrolment form.

Etco inductions and the Trainee Handbook provide information on some of the key points indicated here in relation to the health and safety practices. They are:

- Access to medical care near the campus in an emergency
- Respond to an emergency and engagement with relevant government agencies. (Fire and Emergency NZ)
- Evacuation information (evacuation routed maps), site wardens, safety equipment locations, first aiders, Reporting Accidents and Incidents and accident registering process (introduction to accident register), how to contact government agencies.

The Etco premises also display evacuation plans in the classrooms, noticeboard and in the workshops with an evacuation tool kit and a first aid box. Etco has completed a full review of evacuation schemes for all sites across the organisation and is updating these to be more relevant. As part of this review Etco will be introducing regular emergency scenario training, which will be completed at all sites including night classes to ensure a full range of preparedness.

While some evidence can be collected in terms of practices or information delivered, we need to ensure that evidence is collected for all the safety practices that learners are introduced to. We are reviewing and creating new processes and practices to achieve this goal and therefore, categorising ourselves as in the "Developing" for outcome 4.

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.

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.

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	**Strategic Plans** Include reference to Code of Practice and the following goals in the strategic Plan. 1. Learner Wellbeing and Safety. 2. Treaty of Waitangi. 3. Reviewing Health and Safety strategy - draft of Health and Safety Transformation Programme completed. This programme will integrate H&S strategy/plans across the whole Skills organisation. (This will include a review of Health and Safety Manual and integration into Skills organisation overall H&S programme).	Director PTE training and GM Quality and Programme Development	30/10/2023	Strategic planning meetings	Developed Implemented and presented to staff.
	QMS- Under review 1. Review and create new policies for the learner wellbeing and safety system (Update Learner Support and	GM Quality and Programme Development QAS	30/3/2024	Plan and schedule monitoring and progress updates	QMS finalised. Policies Implemented. Process flows developed

	Pastoral. Care Policy, Neurodiverse Trainee Policy, Wellbeing policy and Te Tiriti o Waitangi Policy). 2. Working on reviewing our QMS to embed learner representation in different processes including decision making processes. 3. Implement the processes. 4. Evaluate processes. 5. Etco QMS review was scheduled to be undertaken by UBELAB contractor in Nov-Dec 2023. Expected deadline: Feb 2024. This exercise will become part of an integrated project under one EDUMIS.				and available to all staff
	Annual reviews Implement an annual review plan to review. 1. QMS- policies and processes. 2. Strategy and goals including Learner Wellbeing and Safety Goals. 3. Programs. 4. Academic quality- EER feedback, Consistency reviews and moderation	GM Quality and Programme Development Etco QAS team	30/3/2024	Plan and schedule monitoring and progress updates	Schedule of events developed and implemented

5. Non-academic practices- Feedback and complaints.				
Update and review feedback processes and embed surveys to capture the data to review strategic goals. 1. Industry- Stakeholder advisory Groups and partners (Electrical Industry Advisory Group (EIAG), Electrical Review Consultation Group (ERCG), Master Electricians, Electrical Workers Registration Board (EWRB). 2. Workforce Development Council (Waihanga Ara Rau), and Regional Skills Leadership Groups (RSLG). 3. Feedback from Electrical employers, Etco host companies (employers hosting apprentices under the Group Training Scheme) feedback loop (Industry needs, graduate performance).	GM Quality and Programme Development Etco QAS team	30/03/2024	Plan and schedule monitoring and progress updates	Suite of evaluations developed and deployed to schedule

	4. Tutors, Apprentice Mentors, and staff-feedback 5. Market Relation Managers (MRMs) with body of learners, industry events and expose. 6. Past graduates-feedback. 7. Formal & Informal feedback through learner surveys, Reflection meetings, Focus Groups. 8. Feedback from support services (e.g., cultural support, learner support).				
	Reviewing learner wellbeing and safety practices Implement action plans and monitor progress. 1. Review Health and Safety Plan/Manual (Draft end of 2023). 2. Implement a new safety management system (Safe365) which will be rolled out for all staff including apprentices. This will also give us an opportunity to provide inductions,	GM Quality and Programme Development WSH team Etco QAS team Māori and Pasifika Liaison team	30/03/2024	Annual plans follow-up meetings Action plan tracker	Evaluation report created and distributed. Improvements identified and action plan created.

	incident and wellbeing concerns for trainees and visitors. Along with the reporting there will be a more comprehensive hazard and risk identification process via an app. 3. Create action plans to review policies and processes based on CoP code of compliance and feedback reports. 4. Revise the current feedback plan to collect data including a diversity survey- learner Voice. 5. Review Complaint and critical incidents policy based on evidence- demographics capture. 6. Train key staff on the CoP and action plans. 7. Develop CoP metrics and implement consistently across regions.				
	Publication requirements for strategic goals and strategic plans and their revisions and	GM Quality and Programme Development	30/03/2024	Follow-up meetings Action plan tracker	Completed on time and accessible

	self-review reports Review relevant policies to include this in their processes. Include Provider Intentions and Code Compliance: 1. Website 2. Te Ākonga (Trainee) Handbook 3. Emails 4. LMS 5. Noticeboards 6. Social Media Self-review reports on the following channels where applicable: 1. Website 2. Social Media 3. Emails 4. Learner (Trainee) Handbook (Annually Reviewed)				
	Staff training The following to be implemented to train the staff on key focus areas of CoP and CoP requirements where applicable. 1. Neurodiversity training – supporting learners with diverse learning needs. 2. Cultural competency/ Te Tiriti o Waitangi.	GM Quality and Programme Development General Manager People & Capability	30/03/20 24	Annual staff training plan	Completed on time and accessible

NZQA	3. Staff Induction to include CoP requirements (including privacy, bullying, harassment). 4. Getting performance back on track – treating employees fairly. 5. Safe365 Training. 6. Mental Health first aid training through St Johns. 7. Adult education training for Tutors. 8. NZQA Workshops/videos on the Code. 9. Staff PD days workshops on the topics identified. 10. Tutor Support – Switched-On and Vitae Counselling service. 11. EAP Switched On- Vitae.				
	Assisting learners, and responding effectively to emergency situations in the learning or residential community 1. Annual Policy review (including safety manuals and guides).	WSH Team Manager Learning support Managers	30/2/2024	Annual policy review Annual CoP review Annual plans for workshops and training	Plan and schedule monitoring and progress updates recorded

	2. Annual reviews plan to ensure the contact details of emergency contact and services are reviewed annually or as necessary. 3. Annual review plan to ensure the information delivered to learners is current (e.g., learner handbook, the website, material publicised in the noticeboards, induction). 4. Annual plan for workshops (for learner and the staff), awareness days and events and PD. 5. Annual review plan for CoP self-assessment and other reviews. 6. Annual reporting plans e.g., of critical incidents and emergencies and analysis by diversity. 7. Update Critical Incident Plan & Business Continuity Plan and Policies through consultation with Regional Managers.				

Outcome 2: Learner Voice	Learner representatives 1. Develop a learner representative body for Level 3 and level 4 learners to meet on regular basis and a structure that is practical and occurs regularly. It needs to align with yearly block course schedule to get a representative sample of learners. Develop digital forum and physical spaces.	Regional Managers (RMs) Field Support Managers (FSM) Learning Support Managers (LSM)	30/3/2024	Annual learner meetings plan	Schedule, implement and notify learner
	Learner Support 1. Introduce Learner Support Team to neurodiverse learners and with learners with low literacy and numeracy skills. 2. Promote academic support classes (online and F2F). 3. Organise workshops and event or drop-in sessions to promote awareness of racism, bullying, harassment and abuse.	Regional Managers (RMs) Field Support Managers (FSM)			
	Induction and Orientation	Learning Support			

	1. Developing a formal Induction and orientation Plan. 2. Develop and implement Wellness Declaration Form.	Managers (LSM)			
	Formal feedback 1. Develop a platform to conduct formal surveys, ensure the anonymous feedback loop is part of the process flow. 2. Review all existing surveys questions and existing process to cover the course feedback, needs of the diverse learners, complaints and learner wellbeing and safety in alignment with CoP. 3. Implementing additional surveys with key focus areas capturing CoP outcomes to capture learner thought and opinions. 4. Ensure the information is delivered to learners and published.	GM Quality and Programme Development	30/03/2024	Annual review	Schedule, implement and notify learner, LSM

Informal feedback 1. Review the structure of focus group meetings. Implement a feedback log (registry) to capture the feedback from learners regarding courses/ programs, their first impressions, communities and learner wellbeing and safety. 2. Ensure the information is delivered to learners.	GM Quality and Programme Development RMS/FSMS/LSMS	30/03/2024	Annual review	Schedule, implement and notify learner
Māori and Pacifica advisory group (cultural support) 1. Include a cultural element in the feedback and consultation process cycles to ensure Māori learners' and other cultural needs are captured, consulted and feedback are gathered. 2. Implement Nesian Waka Wellness Programme.	Māori and Pasifika Liaison team	30/03/2024	Annual review	
Providing timely and accessible resources 1. Implement the following facilities	LSMs	30/03/2024	Annual review	Schedule, implement and notify learner

	across regions in a consistent manner to reduce barriers and increase accessibility. • Access to the following in the learner hub. e.g., computers, Wi-Fi, • Access to physical spaces and facilities such as meeting rooms, projectors, printers etc for meetings on campus				
	Creating learner forums 1. Implementing online forums to promote connectivity, 2. Create a feedback opportunity and as a source of information. 3. This could be Facebook, Instagram, or any other social media.	Regional Managers Field Support Manager (FSM) Learning Support Manager (LSM)	30/3/2024	Bi-Annual review	Plan and schedule monitoring and progress updates recorded
	Cultural days and other events 1. Develop an annual plan for the above to be organised, E.g., Language weeks such as	Regional Managers	30/02/2023	Event Schedule Report post activities	Plan and schedule

	Māori week, Matariki, Pacifica week, Anti bullying day (pink shirt day), Wellbeing Day.				
	Providing timely and accessible information to learners on the decision-making processes 1. Create information posters that can be used around campus.	GM Quality and Programme Development	30/03/2024	Bi-Annual review	Develop and distribute
	Complaint process and Dispute Resolution Scheme (DRS) Updating learners. 1. Updating the complaint process flow to reflect all the requirements including internal and external process (E.g., Dispute Resolution Scheme). The following external processes to be referenced in the internal policy and process: (a) Dispute resolution scheme (b) NZQA (c) TEC (d) Human rights commission (e) Worksafe New Zealand 2. Create a complaint form - Publish it in	GM Quality and Programme Development LSM FSM RMs	30/03/2024	Bi-Annual review Evaluate outcomes and identify improvement activities	Completed and information flows distributed on campus and Learner Handbook. Tracker maintained up to date.

NZQA	Learner Handbook, website and noticeboard, leaflets, posters, and display in learner hub and LMS. It will be introduced during the Induction, to provide information to the learner about alternative methods (paper and digital), arranging a support person and how to get in contact with Learning Support Managers or a cultural liaison to remove barriers of language and lack of internet access, fear of reprisal and desire for anonymity. 3. Introduce and activate complaint resolution tracker. 4. Monitor timeframes and contact loops. 5. Record, report and publish annually on Etco website.				
	Staff training 1. Organise workshop or PD sessions for staff to:	People & Culture	30/03/2024	Annual review Annual Plan	Plan and annual schedule completed

NZQA	• Include the complaint process and DRS in the staff induction. • To discuss the complaint process and DRS, cultural approaches, providing a support person, maintaining privacy confidentiality, approaching complex issues (e.g., academic, physical, emotional etc) and sensitivity, principles of natural Justice and restorative justice, and alternative methods. • Ensure staff can identify and respond effectively to bullying, harassment and abuse. • Identify diverse learning needs.				
	Critical Incident Register and Reporting 1. Implement new safety management system (Safe365) for staff and apprentices.	WSH Team	30/01/2024	Annual review	Tracker maintained
	1. Publish annual reports on the website and noticeboards.	GM Quality and Programme Development Marketing Team	30/10/2023	Annual plan	Action completed and information available

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	**Cultural advisors** 1.Ensuring the Cultural Advisor are deployed and introduced to the learners. 2.Publicise the role of cultural advisors in learner handbook, induction. 3.Include the references where the role of cultural advisors is applicable e.g., complaint process. 4. Create opportunities to embed Te Reo and promote tikanga Māori in learning systems, in consultation with our Māori advisors and learners.	GM Quality and Programme Development Māori and Pasifika Liaison team	30/3/2024	Annual review Evaluate outcomes and identify improvement activities	Action completed and information available.
	Informing leaners of the support services available and promoting awareness 1.Develop a formal induction plan which will include, • Introduction to discrimination, racism (including systemic racism), bullying, harassment, and abuse	GM Quality and Programme Development	30/03/2024	Annual review	Survey on awareness, survey results confirm information is known.

NZQA	and reporting process (self and others). • Inform the support services available (internal and external) including cultural, spiritual and community support. • Introduce the Literacy and Numeracy team from Support services. 2.Develop and implement Wellness Declaration Form- This form will allow learners to discuss their wellness concerns with the tutors at the beginning of the studies. 3. Develop online induction via LMS, introduce online tools and safe use of online sources and online bullying. 4. Develop processes that identify, and support learning or referral needs for neurodiverse learners. 4. Develop and implement Etco Disability Action Plan and Dyslexia Friendly Quality Mark (DFQM).				

	6. Introduce H&S Induction Form- signed at the induction which acknowledges that learners will comply with the relevant policies and procedures. 7.Introduce Text Pulse wellness support. 9.Include the references in the learner handbook, LMS and learner hubs. 10.Organise awareness workshops or drop-in sessions to promote awareness among learners.				
	Working with learners 1.Introduce training videos that provide information to learners on navigate the website &LMS. 2.Provide learning assistance for diverse learning needs via the literacy team (e.g., literacy and numeracy need). This may include additional arrangements with other external organisations such as Literacy Aotearoa and providing reader/writer support at no cost to the learner. 3.Organise learner representative meetings to identify	RMS FSM LSM Tutors Mentors	30/03/2024	Quarterly review of information gathered. Evaluate outcomes and identify improvement activities	Quarterly report on activities

	their needs e.g., spiritual, cultural, community support. 4.Introduce Pre-assessment information/ Assessment declaration form during induction. 5.Develop an Induction plan that will include the process of feedback and complaints, external support services, (Switched-On), digital skills, literacy support and access to devices. 6. Organise workshop plans for learners and invite external speakers. 7.Embed questions to identify cultural needs and feedback on support services to learner surveys. 8.Providing facilities and services for learners-Learner hub and other facilities.				
	Promoting awareness and implementing processes for the staff 1.Organise staff PD recurring session on how to identify and respond to discrimination racism (including systemic racism), bullying, harassment and abuse and providing support or directing to support services.	RMS FSM LSM Tutors Mentors	30/03/202 4	Schedule quarterly reviews	Review results recorded and reporting completed

NZQA	2.Inform staff members to log learner observations and experiences in the learner master file and flag for monitoring. 3.Implement a staff survey to capture staff feedback on awareness, their needs, and established practices. 4.Add the topics in discussion and the process to respond to staff induction.				
	Promoting inclusiveness 1.Learning needs: continue the process to conduct literacy and numeracy assessments at the beginning of enrolment. 2.Create a learning support registry to log the support requests and monitor learner progress. 3.Review the relevant polices and processes. 4.Add the updated information to learner handbook and LMS.	RMS LSM	30/03/2024	Quarterly meeting to review outcomes and progress on implementation.	Learner survey results do not indicate any issues
	Creating environments where learners can connect with others and network. 1.Create online forums via social media accounts such as a Facebook and/or Instagram group.	RMS LSM	30/03/2024	Annual reviews	Activities scheduled and completed

	2.Promote cultural events and Language Weeks.				
	Actively participate and share views 1.Consistent practices of collecting feedback from different stages of learning to be introduced in addition to other types of learner feedback referenced in other areas of this document. • Embed feedback surveys in the LMS. • Set up a new platform for surveys and review the questions. 　1. End of Study Feedback 　2. General Feedback 　3. Māori and Pacifica Initiatives-learner voice surveys 2.Implement a quarterly plan to collect feedback from the learner representatives. 3.Create a registry to document Informal feedback collected from learning hubs,	LSM	30/03/2024	Quarterly check on survey release and collection	Survey data available for analysis and any improvement action plan to be created

	wellness team and cultural advisors.				
NZQA	**Engaging with Māori and using Te Reo and tikanga Māori** 1.Cultural advisors to: • Organise a workshop with tutors and mentors on the best practices of tikanga Māori. • Organise a process to arrange learning support for Te Reo speaking learners. 2.Survey Māori learners to create a regular survey and feedback process to review the processes in place.	Māori liaison advisor LSM	30/03/2024	Quarterly review	Developed Implemented
	Enabling learners to prepare and adjust to tertiary study and removing barriers. 1.Develop a formal induction plan, update the welcome pack/collateral to ensure the learners have access to updated information and resources (e.g., prerequisites, pre-reading materials, first point of contact, learner handbook, support services info).	LSM	30/03/2024	Quarterly review	Developed Implemented

NZQA	2.Review the TAG Registry and enrolment process to identify learning needs, digital literacy needs and access to devices and Wi-Fi at the beginning of the enrolment. 3.Introduce a digital induction for LMS. 4.Inductions- update information delivered by classroom inductions, LMS and other services inductions and digital literacy. Ensure the evidence is captured.				
	Providing opportunities for learners to discuss issues that are affecting their ability to study and providing learners with a response to their issues. 1.Ensure a physical form or an online form is available for learners to request course changes, extensions, resits, special considerations, inform of hardship, physical and mental wellbeing issues or requesting additional help or requesting help in relation to any of these issues. 2.Publish the related process and information about the learning support via learner handbook	Pastoral Care team	17/02/2024	Monthly reporting	Reporting available for improvement activities and action to support learners.

NZQA	and inform during induction. 3.Update learner progress registry to link action plans in place for flagged learners and to add feedback about the progress. 4.Ensure the relevant learner records are updated in SAMS/SELMA (confidentiality concern). 5.Review the processes for related policies such as assessment policy (including extensions and appeals), continuation policy etc).				
	Providing a healthy and safe learning environments 1.Ensure the following practices are consistent and regular. • Health and safety weekly meetings • Staff training PD 2.Implement an annual safety review plan (updating processes, info in resources etc).	LSM	17/02/2024	Quarterly reporting	Reporting completed and available for analysis or decision making.
Outcome 4: Learners are safe and well.	**Provide access to the services through the provider or community services.** 1.Ensure the resources/ promotional material for internal and external services	GM Quality and Programme Development LSM	01/02/2024	Learner and tutor survey results	Information available and accessible.

	(e.g., Switched-On) are available to learners. 2.Update learner handbook. 3.Inform during induction. 4.Add Information to the noticeboards or social media 5.Display information in the learner hub.				
	Support learners' connection to their language and culture (Identity) 1.Embed the questions into annual surveys to identify what their ideas/needs are. 2.Display promotional material to internal and/or external support services in other languages. 3.Organise cultural events/days with internal and external organisations.	LSM	30/04/2024	Quarterly Review	Learner feedback indicates activities are providing an inclusive environment
	Providing accurate, timely information and advice to learners (Actions that aren't covered above) 1.Report health and safety concerns regarding peers • Inform learners about how to confidentially inform the concerns	Mentors, National and Regional Admin	30/04/2024	Quarterly review	Staff and learners provided with information.

NZQA	during induction. • Maintain a register that is only accessible to the management (maintain confidentiality). 2.respond to an emergency and engage with relevant government agencies. 3.Review relevant policies and processes. 4.Induction and notice boards-update the information about emergencies such as road accidents, medical events, and burglary and how to respond safely and emergency services (leaflets). 5.Inform staff during staff induction and conduct PD sessions.				
	Maintaining up-to-date contact details 1.Update the contact details form to reflect the CoP requirements. 2.Review the policy to reflect the CoP requirements Inform the learners during induction. 3.Maintain a register accessible only to the staff to record	LSM, FSM, Mentors	30/04/2024	Annual review	Register up to date and confidentiality maintained.

	the contact attempts. 4.Inform the process to tutors during their induction.				
	Enabling and providing learners opportunities to communicate their needs and identifying learners and responding effectively. 1.Review the relevant polices and processes (annual review plans). 2.Promote awareness among learners - induction, noticeboard, learner handbook and workshops e.g., about the process of asking for help and who to approach. 3.Inform learners about the informal reporting or anonymous reporting tools during induction. 4.Promote awareness among staff- Staff training (including support services) and induction. 5.Establish connections with external support services including cultural services. 6.Maintain a database for reported risks, including any concerns raised and action plans for monitoring.	LSM, FSM, Mentors	30/04/2024	Annual review	Annual review shows activities completed and reporting maintained.

NZQA	**Making arrangements with disabled learners and supporting learners whose study is interrupted due to circumstances outside their control.** 1.Update the learner handbook on standard processes. This can be appeals, extensions, special considerations, change of course (continuation), exiting and re-entering and other areas of studies. 2.Train the staff to ensure the learner services, staff and other specialist teams such as Māori and Pacifica advisory teams are aware of the processes and can provide timely information and access to support services. 3.Maintain a record/database of the requests and outcomes along with supporting evidence where applicable (e.g., Action plans for monitoring progress, Approval from the academic board)	LSM	LSM, FSM, Mentors	Annual review	Annual review confirms activities completed and reporting or escalation has occurred where appropriate.