



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool B: key evaluative questions

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Tool B: key evaluative questions (the Code)

Use this optional tool to help you **make sense** of your gathered information in terms of what it tells you about the effectiveness of your current practice in relation to the Code outcomes sought for your learners.

Consider how effectively your organisation is achieving the overarching outcomes, your current strengths, and any opportunities for development.

Indicate what stage your Code implementation is at under each outcome using the continuum of Code implementation in [Appendix 1](#).

If you are a provider with student accommodation or Code signatory, you can **insert additional pages into this tool** relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)** after Outcome 4.

Use the links below to download any additional pages as required:

- [Student Accommodation](#)
- [International Tertiary Learners](#)

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	<p>Implemented</p> <p>As in previous years Brittain's continues to work with Gateway and STAR students, and industry short courses enable small class sizes, and one to one interaction with each student. Working closely in conjunction with local schools enables us to partner with teachers, and in some cases parents, where required, creating individual support where required giving confidence to each individual student ensuring that they are well supported where ever we are able. The supported learning and teaching environment gives the confidence our learners require to develop and grow in</p>	<p>By working with participating High Schools, under the Secondary Tertiary Alignment Resource and Gateway funding mechanisms, Lifelong Choices offer programmes designed to appeal and engage students attending Taranaki secondary schools. Students are able to build a career pathway through achieving unit standards.</p> <p>Brittain's maintains constant contact with students, as well as regular consistent contact with schools and industry, working to align all expectations that achieves a favourable outcome for each student, while in turn working to meet and maintain industry stakeholder and schools expectations also.</p>	<p>A higher degree of reporting and documenting student engagement, industry and school engagement and dialogue.</p>

	their learning and their transitional journey from school to work or further education.	<p>'The value to stakeholders and communities is strong. Brittain's has regular interactions with and support from stakeholders.'</p> <p>NZQA - External Evaluation and Review Report Brittain's 2005 Limited Date of report: 14 August 2023</p>	
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Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	<p>Implemented</p> <p>Ongoing, the 'flat' management of Brittain's ensure that the Training and Development Manager is engaged in all classes</p> <p>And all student feedback is able to be responded to immediately.</p> <p>Ongoing tutor development initiatives facilitate better and quicker informed responses to any student requirements.</p>	<p>Feedback from schools, students (and in some cases industry), has seen our role as a small independent Training Provider being pivotal in maintaining student focus, interest and perspective in keeping young people on track with their academic progress, emotional well-being, and in some cases their confidence, in continuing their educational path forward.</p>	<p>More focussed training, inclusion of targeted training through NZQA and Ako Aotearoa initiative and workshops.</p>

Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Implemented	Brittain's Code2 self-review reflects an organisation of its size, and shows how students' wellbeing and safety needs are met. Students' views are understood through anecdotal feedback and student evaluations. Students that NZQA spoke to felt supported, understood and heard. (2023 - NZQA EER)	Continue to listen and respond to students in the first instance by maintaining professional and open communication centred around the individual student.

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	Implemented	Brittain's supports the students well being in their learning and environment. Student needs and goals are well understood and addressed on a one on one basis. At an organisational level, effective student support is evidenced by stakeholder feedback, high completion rates and high attendance rates. Learning environments are inclusive. Students commented to NZQA that they build relationships	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately. - Ongoing student evaluation and documentation of the results.

		with other students, which supports their achievement. (2023 - NZQA EER) - Ongoing interaction with each student and constant communication with their teachers.	
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Implemented	Operation's manual - Policy and Procedures QSM 6.4 (Staff development and training).	- Continually refer to Operations Manual. - Ongoing communication with all staff.
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	Implemented	Brittain's work with small groups of mainly secondary school students for short term course training. Brittain's have no residential communities. Operation's manual - Policy and Procedures QSM 9.2 (Personal Safety and Health in the Workplace Policy). All staff and students complete a safety and evacuation induction prior at the beginning of each training course.	- Continually refer to Operations Manual. - Ongoing communication with all staff. - Follow building code of compliance requirements and follow the building emergency and evacuations. - Staff and student induction requirements.
How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	Implemented	Operation's manual - Policy and Procedures QSM 9.2 (Personal Safety and Health in the Workplace Policy). All staff are made aware of the procedural and reporting of incidents, accidents and non-conformance.	- Incidents and regular reporting are carried out as necessary. - Procedural reporting is a requirement and reported to the Training and Development Manager and relevant stakeholders as required.

			- Annual data to be reported in Brittain's Annual Report.
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Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Implemented	Learning environments are inclusive. Students commented to NZQA that they build relationships with other students, which supports their achievement. Brittain's supports the needs of students with disabilities through the wrap-around support system provided to all students (which does not necessarily involve Brittain's directly identifying a student with a potential disability). However, Brittain's gave NZQA good examples of supporting students with known or possible disabilities, as well as supporting students with specific literacy and numeracy needs. Final 9 Brittain's Code2 self-review reflects an organisation of its size, and shows how students' wellbeing and safety needs are met. (2023 - NZQA EER)	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately. - Ongoing student evaluation and documentation of the results.

<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Students' views are understood through anecdotal feedback and student evaluations. Students that NZQA spoke to felt supported, understood and heard. (2023 - NZQA EER)</p>	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately. - Ongoing student evaluation and documentation of the results.
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Staff and students are actively aware and uphold, promote and celebrate Te Tiriti o Waitangi principles. Operation's manual - Policy and Procedures QSM 3.2.3 (DEVELOPMENT, DELIVERY AND EVALUATION OF TEACHING PROGRAMMES). Māori and Pasifika tend to achieve on par with other ethnicities. This is enabled by strong engagement, inclusive learning environments, high attendance rates and empathetic pastoral care. (2023 - NZQA EER)</p>	<ul style="list-style-type: none"> - Continually refer to Operations Manual. - Ongoing communication with all staff.
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Implemented</p>	<p>Brittain's continues to be student centred and primarily focussed upon learner wellbeing in all areas. - NZQA were Confident in educational performance in Brittain's 2023 EER report.</p>	<p>We will continually strive to align with our organisational learner wellbeing and safety focus with achieving long term strategic outcomes as required by all our key stakeholders.</p>

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Implemented	Brittain's supports the students well in their learning. Student needs and goals are well understood and addressed on a one to one basis. At an organisational level, effective student support is evidenced by stakeholder feedback, high completion rates and high attendance rates. Learning environments are inclusive. Students commented to NZQA that they build relationships with other students, which supports their achievement.	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately. - Ongoing student evaluation and documentation of the results.

Process: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	Implemented	All students are made aware of complaints either verbally or displayed policy and procedure process. Detailed process available:	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately

		<p>Operation's manual - Policy and Procedures QSM 10.2 (Complaints, Grievances and Appeals Procedures for Students).</p> <p>- No complaints made in 2023.</p>	
<p>How effectively do our current practices ensure that our complaints process is easily accessible to learners?</p>	<p>Implemented</p>	<p>All students have three points of contact at all times, two separate tutors teaching independently and their schools Gateway Coordinator, all ensure the learning experience is a positive and enjoyable. Feedback from our learners is reviewed on a lesson by lesson basis and qualitatively reviewed by the teaching team on an ongoing basis.</p>	<ul style="list-style-type: none"> - Continue with staff effective training and development. - Maintain awareness of behavioural changes with students and link students to required support immediately. - Ongoing student evaluation and documentation of the results.
<p>How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?</p>	<p>Implemented</p>	<p>Positive learning environments and wrap-around student support provide students with the support they need to achieve their goals. Greater understanding of effective support mechanisms would be strengthened by the use of data at an organisational level. (2023 - NZQA EER)</p> <p>Complaints register to record and review any grievances. No complaints have been made to date.</p>	<ul style="list-style-type: none"> - Ensure complaints register is accessible to all staff and stakeholders. - All complaints statistics to be listed in the Annual Report.

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Implemented	Operation's manual - Policy and Procedures QSM 6.1 – 6.4 (Staff Selection, Appraisal and Development Policy). Brittains is committed to a just system of employment that reflects the dignity of all people. Brittains acknowledges that competent staff, fairly employed, enhance the work of Brittains.	Ongoing monitoring and support for staff and continue to build a positive and enjoyable learning workplace for staff and students alike.

Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	Implemented	<ul style="list-style-type: none"> - Small class sizes, one to one time with all students. - Ongoing anecdotal feedback from individual, stakeholders and community. - Written and verbal feedback, self-reflection and review. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Continual self-reflection individually and self-review organizationally. - Involve all staff through ongoing training and development to actively implement all Code's of Practise in all aspects of student engagement.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Implemented	<ul style="list-style-type: none"> - Listening and responding to all our students. - Listening and responding to all our stakeholders 	<ul style="list-style-type: none"> - Build into our weekly staff updates. - Maintain consistent communication between all students and stakeholders as required in Britain's

			Operation's manual - Policy and Procedures QS Plan.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented	<ul style="list-style-type: none"> - Ongoing work and partnerships with local Taranaki Iwi Hapu. - Ongoing training with local Kura. - Ongoing achievements and students success with all students including a large percentage of our student cohort Maori. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan. - Maintain consistent communication between all students and stakeholders as required in Brittain's. - Continual self-reflection individually and self-review organizationally.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Implemented	<ul style="list-style-type: none"> - Maintaining achievements and students success with all students. - Ongoing work and partnerships with all local stakeholders.. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Continual self-reflection individually and self-review organizationally. - Involve all staff through ongoing training and development to actively implement all Code's of Practise in all aspects of student engagement.

Wellbeing and safety practices for all tertiary providers

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

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Implemented	<ul style="list-style-type: none"> - Safe and inclusive environments are integral to successful learning and teaching practices. - Learner and stakeholder feedback. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support. - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan.

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Implemented	<ul style="list-style-type: none"> - Learner and stakeholder feedback. - Lesson developments and review for both staff and students. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support. - Consistently implement all requirements of Brittain's

			Operation's manual - Policy and Procedures QS Plan.
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Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Implemented	<ul style="list-style-type: none"> - Adherence to SELF-EVALUATION POLICY and DEVELOPMENT, DELIVERY AND EVALUATION OF TEACHING PROGRAMMES in Brittain's Operation's manual - Policy and Procedures QS Plan. - Learner and stakeholder feedback. - 2023 - NZQA EER. 	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff. - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan.

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Implemented	Registration data informs that Brittain's effectively teach a diverse range of students successfully, possibly more so now than at any previous time as the student cohort changes.	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff. - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan

<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Brittain's supports the students well in their learning. Student needs and goals are well understood and addressed on a one-on-one basis. At an organisational level, effective student support is evidenced by stakeholder feedback, high completion rates and high attendance rates. Learning environments are inclusive. Students commented to NZQA that they build relationships with other students, which supports their achievement. - 2023 - NZQA EER.</p>	
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Brittain's as an organisation upholds the principles of Te Tiriti o Waitangi as stipulated and adhered to in QSM documentation and reinforced in all practise. DEVELOPMENT, DELIVERY AND EVALUATION OF TEACHING PROGRAMMES PROGRAMMES in Brittain's Operation's manual - Policy and Procedures QS Plan. Attendance rates are high, typically over 90 per cent. This supports strong completion rates, which are 93 per cent overall, 95 per cent for STAR and Gateway courses, and 71 per cent for the training</p>	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff. - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan

		<p>scheme/micro-credential. Māori and Pasifika tend to achieve on par with other ethnicities. This is enabled by strong engagement, inclusive learning environments, high attendance rates and empathetic pastoral care.</p> <p>- 2023 - NZQA EER.</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Implemented</p>	<p>Positive learning environments and wrap-around student support provide students with the support they need to achieve their goals. Greater understanding of effective support mechanisms would be strengthened by the use of data at an organisational level.</p> <p>- 2023 - NZQA EER.</p>	<p>Self-assessment could be strengthened by feeding findings of cohort analysis into the overall self-assessment of the organisation as identified in 2023 EER.</p>

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Implemented	<p>Communication at all points before learning eg tutor meet and greets, interviews etc, during courses eg ongoing and during learning and after course completion. Eg evaluation verbal and written.</p> <ul style="list-style-type: none"> - Ongoing feedback from learners and tutors especially in; attendance, changes in students engagement and behaviour etc. - Regular and ongoing feedback between tutors and (school) support teachers as reinforced in 2023 EER and required in Operation's manual - Policy and Procedures QS Plan. 	<ul style="list-style-type: none"> - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan. - Maintain consistent communication between all students and stakeholders as required in Brittain's. - Continual self-reflection individually and self-review organizationally.

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
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How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Implemented	Reinforcement during all classes of support available. Open supported communication in a safe environment. - Regular and ongoing feedback between tutors and (school) support teachers as reinforced in 2023 EER and required in Operation's manual - Policy and Procedures QS Plan.	- Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff. - Consistently implement all requirements of Britain's Operation's manual - Policy and Procedures QS Plan
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Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	Implemented	- Ongoing and throughout all aspects of student/learners interaction.	- Continue to build into our Tutor Development Plans. Identifying all areas as ongoing and constantly changing situations that affect our learners on a daily basis.

Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Implemented	As previously stated Britain's work closely with the students schools and are able to respond quickly as situations may arise which require immediate learner support.	Continue to support our learners as and where possible. Facilitate safe and professional teaching and support practises in all learning environments. Actively engage with our learners

<p>How effectively do our current practices identify and respond to learners who need additional support?</p>	<p>Implemented</p>	<p>Small class sizes and responsive interactive teaching strategies will continue to be a fundamental element of all teaching teachers as reinforced in 2023 EER and required in Operation's manual - Policy and Procedures QS Plan.</p>	<p>Individual examples could be cited over the 2023 period where dialogue between schools, tutors and students been resolved with positive outcomes -in most cases. As always there is always room for improvement in all matters of learner well-being in response to changing circumstances and influences that affect our learners on a regular and ongoing basis.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Brittain's supports the students well in their learning. Student needs and goals are well understood and addressed on a one-on-one basis. At an organisational level, effective student support is evidenced by stakeholder feedback, high completion rates and high attendance rates. Learning environments are inclusive. Students commented to NZQA that they build relationships with other students, which supports their achievement. - 2023 - NZQA EER.</p>	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff. - Consistently implement all requirements of Brittain's Operation's manual - Policy and Procedures QS Plan
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented</p>	<p>Learner and stakeholder feedback frequently comment on the welcoming and supported teaching spaces that Brittain's call 'home'.</p>	<ul style="list-style-type: none"> - Continue to observe, facilitate and respond to student, staff and stakeholder feedback. - Consistent awareness and support to students and staff.

		<p>2023 tabled data evidence illustrated that over 60% of our student cohort were Maori and Pasifika.</p> <p>‘Attendance rates are high, typically over 90 per cent. This supports strong completion rates, which are 93 per cent overall, 95 per cent for STAR and Gateway courses, and 71 per cent for the training scheme/micro-credential. Māori and Pasifika tend to achieve on par with other ethnicities. This is enabled by strong engagement, inclusive learning environments, high attendance rates and empathetic pastoral care.’</p> <p>Brittain’s as an organisation upholds the principles of Te Tiriti o Waitangi as stipulated and adhered to in QSM documentation and reinforced in all practise.</p> <p>DEVELOPMENT, DELIVERY AND EVALUATION OF TEACHING PROGRAMMES PROGRAMMES in Brittain’s Operation’s manual - Policy and Procedures QS Plan.</p>	<p>- Consistently implement all requirements of Brittain’s Operation’s manual - Policy and Procedures QS Plan</p>
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<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Implemented</p>	<ul style="list-style-type: none"> - Communication at all points before learning eg tutor meet and greets, interviews etc, during courses eg ongoing and during learning and after course completion. Eg evaluation verbal and written. - Ongoing feedback from learners and tutors especially in; attendance, changes in students engagement and behaviour etc. - Regular and ongoing feedback between tutors and (school) support teachers as reinforced in 2023 EER and required in Operation’s manual - Policy and Procedures QS Plan. 	<p>We will continually strive to align with our organisational learner wellbeing and safety focus with achieving long term strategic outcomes as required by all our key stakeholders.</p> <ul style="list-style-type: none"> - Procedural reporting is a requirement and reported to the Training and Development Manager and relevant stakeholders as required. - Annual data to be reported in Brittain’s Annual Report.
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Appendix I: Continuum of implementation for the Code

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

