



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**

## Self-review Toolkit for Tertiary Education Providers

### Tool E: self-review report template

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

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

## Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

### TEO information

<b>TEO Name</b>	IVS Training Limited			<b>MoE number</b>	8408
<b>Code contact</b>	<b>Name</b>	Julie Bain		<b>Job title</b>	Training Manager
	<b>Email</b>	julie.bain@ivs.co.nz		<b>Phone number</b>	+6421518243
<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	# 454 *	<b>18 y/o or older</b>	# 454
				<b>Under 18 y/o</b>	# 0
	<b>International learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#0
	<b>International learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#0
<b>Report author(s)</b>	Julie Bain – Training Manager  * Note: The total number of currently enrolled domestic learners is based on the following: <ul style="list-style-type: none"> <li>• how many learners completed classroom-based training (including non NZQA courses) on the date of the report</li> <li>• how many learners were registered for either classroom-based or onsite learning (including non NZQA courses) on the date of the report, but they had not yet completed the course</li> <li>• how many online learners were registered for, and either had not yet begun to complete or who were in the process of completing an online course (including non NZQA courses).</li> </ul>				

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / <b>Implemented</b> / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	<b>Well implemented</b> / Implemented / Developing / Early stages

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>IVS Training has strategic goals and plans in place to support learner wellbeing and safety.</p> <p>We capture a wide range of stakeholder feedback to review our practices and programmes to ensure that they meet our learners' needs.</p> <p>Self-review processes are in place.</p> <p>Quarterly trainers' meetings include discussions and reviews about how we meet learners needs and include professional learning focused on supporting learners' safety and wellbeing.</p>	<p>Our QMS outlines strategic goals and references processes to support learner wellbeing and safety. Evidence: QMS and associated processes (SOPs)</p> <p>Learner feedback is captured using end-of-programme surveys, available in both digital and hard copy formats. Other key stakeholders (including facilitators, employers, auditors and regulatory partners) also provide feedback. We also maintain a complaints register.</p> <p>We review and report on self-evaluation outcomes and act on findings. Evidence: Self-review reports and documents, trainer and board meeting minutes, Standard Setting Body audit reports and resulting changes, Health and Safety SOP and risk and incident registers.</p> <p>Quarterly trainers' meetings are a key part of our self-evaluation and staff training. Evidence: Trainer meeting minutes, professional learning resources.</p>
<b>Outcome 2:</b> Learner voice	<p>We have strong learner feedback processes in place. Based on learner feedback, IVS Training provides excellent training services.</p> <p>Our learner feedback forms include questions about how they found the booking process, whether they received all</p>	<p>Learner feedback is captured using end-of-programme surveys, available in both digital and hard copy formats. Evidence: Learner feedback templates, self-evaluation reports, Standard Setting Body audit reports.</p>

	<p>the necessary information before their course, whether the topics covered in the courses were interesting, whether their participation and interaction during the training was encouraged, whether the facilitator was engaging, whether the class materials used were helpful and easy to follow, whether the time allocated for the course was sufficient, and whether the training will be useful for their work. Learners are also asked how likely they are to recommend the course they attended to someone in a similar role. They are also given the opportunity to indicate if they would like to be contacted about other courses and services that IVS provides.</p>	<p>We follow a clear complaints process. Evidence: Complaints register, QMS and relevant processes.</p>
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### Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	On the whole, our processes around providing safe and inclusive learning spaces; supporting learner participation and engagement; providing safe physical and digital spaces and facilities; fostering positive learning experiences to diverse learner groups; and the use of learner voice, are well-implemented.	Evidence: Annual Health and Safety audit report, other regulatory body audit reports (IATA, MPI etc), learner feedback results, facilitator feedback summaries, staff professional learning records, peer reviews, trainers' meeting minutes, professional learning resources and presentations, and participation and achievement data.
<b>Outcome 4:</b> Learners are safe and well	<p>IVS Training offers short compliance-based courses. Our systems and processes to ensure that learners are safe and well are well-implemented.</p> <p>Our learners receive information and important reminders at the time when they register for a course.</p> <p>Because of the short nature of our courses (e.g. day courses), we do not have ongoing programmes to support learners' physical and mental health needs. However, we regularly send out a 'Wellness with Britt' blog to all our customers, which includes tips for maintaining physical and mental wellbeing.</p> <p>IVS Training undertakes a full Health and Safety audit every year to ensure that we have robust systems and processes in place to respond to and support learners' needs.</p>	Evidence to support our findings includes our registration confirmation information, our 'Wellness with Britt' blog that goes out with our regular newsletters, our Health and Safety audit report, our learner feedback results and self-evaluation reports and resulting action plans.

	We have strong learner feedback practices in place to ensure that we are able to understand the impact of our learner wellbeing and safety practices.	
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## Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>There were many staff changes in 2023, which impacted on the quality and frequency of our self-reviews and resulting outcomes. Improving these processes has been a focus in 2024, including how to ensure that we have a sustainable quality control process in place for 2025 and beyond. The QMS is due for review and republishing, with a focus on identified areas requiring refinement/improvement.</p> <p>We have recently updated our website, and some historical pages and links have disappeared with the changes. The website needs to be reviewed with a specific Code of Practice lens to ensure that all publishing requirements are met, and that learners find it easy to navigate the website to find key information.</p>
<p><b>Outcome 2:</b> Learner voice</p>	<p>Our learner feedback forms are due to be reviewed, to ensure that we are capturing all necessary key information. One gap is that we currently do not capture a learner's ethnicity along with their feedback, which makes it difficult to measure whether we are meeting their specific cultural needs or not.</p> <p>We also need to review the tool that we currently use to capture learners' feedback, to ensure that the data can be presented in a format that is effective for our self-review reporting.</p> <p>Another gap is that some facilitators are not consistently encouraging learners to provide feedback, and we want every learner to have the opportunity to provide feedback.</p>



## Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Staff have received some professional learning support in 2024 to develop their cultural competency, including support on using basic te reo Māori in the short/day course context. This work needs to continue to develop their confidence levels and understanding around tikanga and other inclusive practices.</p> <p>We also need to ensure that we are upholding the principles of Te Tiriti o Waitangi by regularly reviewing our learning materials and training environments with the specific aim of including more te reo Māori where appropriate (i.e. with course materials that belong to IVS Training).</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>An identified area for improvement is to ensure that, even though we only provide short/day courses, our staff are equipped with appropriate resources to deal with all manner of emergencies or crises, including learners who have mental health issues in the classroom. For instance, our First Aid facilitators may be dealing with learners who have lost someone already when they previously did CPR and who are traumatised by the thought of having to do the practical assessment. Although we have strong emergency and crisis processes in place, additional strategies and resources need to be added for a wider range of possible challenges, including dealing with upset or traumatised learners who may struggle with the learning context of the courses.</p>

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Update QMS and relevant processes linked to The Code, with particular focus on areas identified as needing refinement or further detail in self-review. Include Compliance Co-ordinator in update process to ensure sustainability of quality practice in case of staffing changes.	Training Manager and Compliance Co-ordinator	01/02/2025	Weekly work plan, scheduled review meetings, trainers' meeting minutes and email trail.	QMS and relevant processes are updated and published for relevant stakeholders. Quality practice continues, irrespective of staff changes.
	Review the IVS Training website and update to improve transparency in Code publishing requirements.	Training Manager, GM Marketing and Sales, Compliance Co-ordinator	01/02/2025	Review meeting scheduled, and clear email trail outlining suggested additions/changes.	Website is updated, learners find the website easy to navigate, all Code publishing requirements are met.

<b>Outcome 2:</b> Learner voice	Review and update learner feedback survey templates and tool used for digital survey (e.g. Survey Monkey vs Microsoft Forms) ready for 2025.	Training Manager, Compliance Co-ordinator	18/12/2024	Add to agenda for next Trainers' meeting, updated survey is available for the first course in January.	Learners provide feedback using the new form. Learner feedback is presented effectively to better support self-evaluation.
	Ensure that all facilitators are consistently following our learner feedback processes and giving every learner the opportunity to provide feedback.	Training Manager, Compliance Co-ordinator, Facilitators	08/01/2025 (first scheduled 2025 course)	Add to the agenda for next Trainers' Meeting, track and monitor that feedback is coming from every course from every facilitator, including onsite courses.	We increase the amount of learner feedback that we receive.

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue to provide staff professional learning focused on ensuring a safe, inclusive and supportive learning environment, including upskilling on use of te reo Māori and culturally inclusive practice.	Training Manager	01/04/2025 for updated PL plans. Ongoing for staff training.	Staff professional learning plans are reviewed and updated, each quarterly meeting has a professional learning component to it, based on improving learner wellbeing and/or safety.	Peer reviews, learner feedback, improved engagement and achievement outcomes, completion of staff professional learning plans.

	Review learning materials and environment, aiming to include more te reo Māori where appropriate.	Training Manager, Course Developers, Facilitators	01/11/2025  Process of ongoing review.	Review one course (where we own the intellectual property) per quarter (Note: some resources are bought in from external providers or provided by the regulatory bodies).	Our courses, that we do have the power to adapt, incorporate more te reo Māori.  Positive feedback from Māori learners.
<b>Outcome 4:</b> Learners are safe and well	Further develop emergency/crisis resources, appropriate for our context, and training for all staff.	Training Manager and Compliance Co-ordinator	31/04/2025	Review and development meetings scheduled, added to agenda for Trainers' 1 <sup>st</sup> Quarterly meeting. Facilitator professional learning plans are updated to include ongoing safety and learner wellbeing training.	Emergencies/crises are well-managed, Staff feel confident in how to handle an emergency/crisis.