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

Te Oranga me Te Haumaru Ākonga

Learner Wellbeing and Safety

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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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

TEO Name	Youth Cultures and Community Trust Trading as Praxis		MoE number		7542	
Code contact	Name	Michael Smith		Job title	Co-CEO	
	Email	michael@praxis.org.nz		Phone number	02102995401	
Current enrolments	Domestic learners		Total #	71	18 y/o or older	71
					Under 18 y/o	#
Report author(s)	Michael Smith - Co-CEO Lizzie Pringle – Co-CEO Maureen Samuels – Operations Manager					

Stage of implementation for each outcome

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

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Praxis is providing a learner with a very safe environment built a on good system that all staff understand and work within. Our Quality Management System (which we call our Good Book) gives guidance on how to best operate as a staff member, in the supporting of learner wellbeing and safety. This is reinforced by a quarterly report card which staff self-report on how they are implementing their responsibilities. Management review these and then identify themes, and set any action steps required. Praxis effectively uses proactive Extra Care (EC) plans with learners. A EC plan is triggered when a learner has any health and/or wellbeing challenge(s) including, but not limited to; sickness, bereavement or assessment extension. EC plans are developed between the learner, the educator and the learners support people. When a learner enrols, a Praxis educator established a triangle of support with an agreements between themselves, their agency rep (placement), and their supervisor (external mentor).	Quality Management System Extra Care Plan Agency partnership agreement and workbook Supervision workbook and agreement Learner handbook Pastoral care strategic goals

	Learners are provided with a student handbook that outlines all the support and legal responsibilities each party are responsible for. The points above are all informed by our Pastoral Care Strategic Goals and our Organisational Strategic Plan.	
Outcome 2: Learner voice	Praxis provides a range of different approaches to ensure that learners have a clear opportunity to have a voice and give feedback. This is informed especially by the occupation (youth work/youth development) that we are delivering. Youth Development has a large focus on participation, and the voice of young people. Praxis aims to model that well in our operation. Praxis has had no complaints since the last report. A number of 'student voice groups' including a Kōmiti Māori, Queer Straight Alliance (QSA) group exist within Praxis. As well as this, at each block course students get a chance to participate in team members for a day, and help MC. We also have a recent Praxis graduate as part of the Praxis Trustees. Student feedback is gathered, analysed and action steps implemented from term feedback forms and the student satisfaction survey (focus group interviews) each year.	Student handbook and complaints procedure Kōmiti Māori minutes QSA – rainbow support group minutes Graduate rep on the Praxis Trustees Student Satisfaction Survey collation and action steps Term feedback forms, collation and action steps

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	One of the Praxis ten values (ideas) is: "learning spaces of diversity and inclusion". All learners are welcomed and celebrated at Praxis. We aim to provide a supportive environment no matter the learners lived experience, identity, culture, disability etc. The student handbook ensures learners have all the necessary information to access support. Praxis operates using the Microsoft suite of applications. All learners are given access to these through their Praxis email address. All information is accessible on their online classroom in teams, which is also where they submit their assessments and communicate with other learners.	QSA Student handbook PCC strategic goals TEAMs Awhi fund policy
Outcome 4: Learners are safe and well	Learners achieve high rates at Praxis. This is because we have created a safe learning environment where their challenges and obstacles are cared about. Supervision provides learners with a positive environment to understand and process any challenges they are facing, in a professional and supportive relationship. We then see learners buying this culture of care. This includes our 'no surprises policy' that encourages the idea of	Student handbook No Surprises Policy PCC strategic goals

	the more you communicate, the more we can adapt and support.	

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Nil
Outcome 2: Learner voice	Nil

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Nil
Outcome 4: Learners are safe and well	Nil

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	Nil				
Outcome 2: Learner voice	Nil				

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	Nil				
Outcome 4: Learners are safe and well	Nil				