



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



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.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	My Skill Ltd.			MoE number	8265
Code contact	Name	Jude Pauling		Job title	Academic Lead
	Email	Jude.pauling@myskill.co.nz		Phone number	0212285360
Current enrolments	Domestic learners	Total # 50	#	18 y/o or older	#50
				Under 18 y/o	#0
	International learners	Total #31	#	18 y/o or older	#31
				Under 18 y/o	#0
Current residents	Domestic learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Jude Pauling				

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	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	A yearly review of our strategic goals and plans is conducted and an action plan is developed. Analysis of learner complaints showed a low level of complaints. All complaints were able to be resolved internally. The MySkill Facilitation and Coordination team are the main point of contact for our learners and feedback to the management team any concerns or themes. Links to the NZQA and TEC complaints processes are in the Learner Handbook and also available on their MySkill dashboard. MySkill staff are familiar with services available to support learners and can assist learners to access these services if required. All MySkill staff have had training in Te Reo Māori, Te Tiriti o Waitangi and cultural awareness. MySkill staff have completed suicide prevention training. All staff have access to workplace resilience and wellbeing training on a needs basis. MySkill staff	Attached The number of learner complaints is low (13% of all feedback received). There have been no instances of escalation of complaints to NZQA. MySkill facilitators refer learners to appropriate services. Staff are culturally aware and able to respond appropriately to diverse learners. Staff are aware of the support services available to learners and have received training in mental

	have access to further advice and guidance through Umbrella clinical psychologists and the Cultural Team in instances where they need further support for learners. All learners have access to EAP Services, which is a confidential and free service. Learners are able to make direct contact with their dedicated MySkill Facilitator at a time that suits them via an online booking app. This is very popular as support workers need to fit their learning around their rostered shifts. Facilitators meet twice weekly to discuss learners of concern and record follow up actions and outcomes. As the majority of our learning is online most learners don't attend face to face sessions. For those that do attend in person, emergency procedures are covered straight after the karakia and facilitator mihi. There are clear health and safety guidelines for facilitators to follow when they train at external venues. Healthy food and drinks are supplied.	health awareness and suicide prevention and are aware of who to refer learners to for extra help. On learner's dashboards Increase in numbers of learners using the booking app to access 1:1 support with a MySkill Facilitator. All follow up actions are completed as soon as practicable. Reports tabled if critical incidents occur. Learner feedback on face to face sessions is positive.
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	For critical incidents and emergencies formal incident reports are tabled to the MySkill Leadership team. All MySkill Facilitators are first aid trained. Improved collection of ethnicity data has improved our ability to respond to diverse learner needs. Employers and MySkill Facilitators receive weekly reports on learner progress so they can see how their learners are progressing and offer support where necessary.	No critical incidents or emergencies for this reporting period Analysis of # and nature of incident reports received by the MySkill Leadership team. Improved ethnicity data has allowed us to target particular groups of learners in particular regions for extra support. Employers as well as MySkill facilitators receive weekly reports on learner progress enabling a wraparound service for the learner. Facilitators can support learners with their learning and employers can provide on the job training for learners in the workplace.
Outcome 2: Learner voice	Learner voice is captured via the MySkill Feedback form on the learner dashboard, through conversations with MySkill Facilitators and via conversations with the Employer. Annual surveys focus on both the academic experience as well as the wellbeing of learners.	Learner feedback is dealt with each Monday morning and actions are taken. Annual survey results are tabled and discussed at the monthly PTE meetings and actions are decided on.

	We regularly involve learners in the review of course material. Learners reviewed the first aid course that we launched recently and were able to provide useful feedback on the course duration. Learners were also involved in the review of the level 2 content for our NZ Certificate in Health and Wellbeing Level 2. This is our baseline qualification for all support workers. Learners were able to bring their real life experience on the job as support workers to these feedback sessions.	Learner feedback taken on board and revised course material reflects learner feedback.
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Wellbeing and safety practices for all tertiary providers

	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	Facilitators open discussion on the group rules for any face-to-face sessions. The group agree on the behaviours expected from the group, including respecting others views, cultural view points etc. Learners are provided with water, tea, coffee and lunch for full day sessions. MySkill hold a database of venues that we use including any challenges with the venue. All learners are encouraged to call the 0800# helpline for any assistance. This information is on the learners dashboard, all course pages, in the welcome email, MySkill website and in the learner handbook. A safe and supportive online learning environment is provided with a welcome video from our Kaumatua. All eLearning content is reviewed by the MySkill Cultural team and the Support worker learner advisory group. All images in our content are of a diverse range of people to create inclusivity.	Learner feedback of the MySkill Facilitation Team is consistently positive. Face to Face learning evaluations are gathered after each session and facilitators are able to improve their delivery, if applicable, based on feedback received. The Coordination team who manage the 0800# show learners value this service and are very positive about the assistance they receive. The team consistently receive around 500 calls per month from both learners and employers. Barriers to training are removed with an easy to use, inclusive learning management system. Te Whare Tapa Wha model is embedded in all of our learning material and our images reflect “real” people that learners might support in their day to day working life.

	Manager review of facilitator practice is ongoing. Welcome email to learners is consistent. We make sure we protect people's privacy as per the MySkill privacy policy. A major barrier to enrolment was the requirement to complete a paper-based training agreement and to provide paper copies of identification. MySkill has successfully implemented an online training agreement several years ago. Employer feedback is that this continues to remove the access barrier and learner feedback is that it is easy to understand and use. MySkill reviewed the layout of the learner dashboard in 2024 to improve the learner experience.	Manager reviews have not raised any issues with facilitator practice. Learner welcome email contains all of the information learners need to access their learning. This includes information on how to get help if needed. The online training agreement and the reduced need for learners to provide identification has resulted in a greater number of learners completing the enrolment process, enabling them to start their learning journey sooner.
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Outcome 4: Learners are safe and well	All our learners work in community-based services nationwide. This means that all learners are employed as support workers. MySkill content is health and safety focussed to show learners how to keep themselves safe in the workplace. The MySkill Learning Facilitators all have industry experience, so they are skilled at picking up learners who are working in situations that may put them in harms way. If this is the case, we have strong relationships with employers and information is fed back to them so additional support can be provided.	Excerpts from Learner feedback: • I love the MySkill learning programme because it's so easy to use and staff are very helpful if you don't understand anything. • I thank the MySkill team looking after our clients and our wellbeing. I have to follow the health and safety rules to protect our community. Feedback from Employers: Kia ora Kim and Josie, I meet with Caleb and Lea from XXXXXXXX yesterday. They spoke very highly of their experience with MySkill and mentioned you both by name 😊 Key feedback points: • Communication has been smooth • You're responsive to any requests – they realise they have been asking a lot • Any issues are resolved quickly • The LMS is easy to use and they're really excited about the personalised LMS
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		Caleb described the personalised LMS as a “good USP to have” – in the world of marketing that’s a glowing endorsement 😊
	Free and confidential EAP support is available to all learners.	On learners dashboards
	Free Mental Health Support is available on the Learner Dashboard. Learners can also get advice and guidance from their MySkill Facilitator.	On learners dashboards
	Any learners that identify as having a disability are contacted by a MySkill Facilitator and offered extra support.	This occurs every Monday when the training agreement data is downloaded
	Annual surveys focus on both academic progression and the wellbeing of learners.	Annual survey results show no issues

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	Support worker Advisory group needs to be established

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	Support Worker	Jude and Libby	March 2025	Reporting to PTE monthly meeting	Advisory groups are stood up

	Advisory Group				
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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				

Complaints data:**Learner Feedback data Nov 23 - Oct 2024**

What type of feedback would you like to provide?	
Complaint	17
Compliment	35
General feedback	53
Suggestion	29
Grand Total	134

Feedback by topic:

What part of the service does your feedback relate to?	
Facilitator	1
Learner support	43
Marking of an assessment	16
Medication assessments - Practical assessment	5
My personal safety and wellbeing	9
Other	37
Phone or online verifications	3
Service from the team on 0800 number	6
The learning management system	14
Grand Total	134

Critical Incidents:

There were no critical Incidents over this period.

Please note that a critical incident is defined as an event which causes serious distress or harm to a person.

Complaints:

A complaint is defined as an expression of dissatisfaction (oral or written) about the provision of, or failure to provide, a service.

Complaints are reviewed and dealt with on a weekly basis on a person-to-person basis. All complaints have been resolved satisfactorily with the learner.