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

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.

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 #**	400	**18 y/o or older**	400	
				Under 18 y/o	0	
	International learners	**Total #**	N/A	**18 y/o or older**	N/A	
				Under 18 y/o	N/A	
Current residents	**Domestic learners**	**Total #**	N/A	**18 y/o or older**	N/A	
				Under 18 y/o	N/A	
	International learners	**Total #**	N/A	**18 y/o or older**	N/A	
				Under 18 y/o	N/A	
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 / ==Implemented== / Developing / Early stages
Outcome 2: Learner voice	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

	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 competed suicide prevention training and workplace resilience and wellbeing training. MySkill staff have access to further advice and guidance through Umbrella clinical	Attached The number of learner complaints is low (12% 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 health awareness and suicide prevention and are aware of who to refer learners to for extra help.

	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.	Increase in numbers of learners using the booking app to access 1:1 support with a MySkill Facilitator.
	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.	All follow up actions are completed as soon as practicable.
	For those that do attend in person, emergency procedures are covered straight after the karakia and facilitator mihi. There ae clear health and safety guidelines for facilitators to follow when they train at external venues. Healthy food and drinks are supplied.	Learner feedback on face to face sessions is positive.
	For critical incidents and emergencies formal incident reports are tabled to the MySkill Leadership team. All MySkill Facilitators are first aid trained.	Analysis of # and nature of incident reports received by the MySkill Leadership team.
	Improved collection of ethnicity data has improved our ability to respond to diverse learner needs.	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.
Employers and MySkill Facilitators receive weekly reports on learner progress so they can see how their learners are progressing and offer support where necessary.		
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 via the annual survey was that the eLearning was hard to complete on a mobile phone. A large % of learners use their mobile phone to complete the level 2 qualification. MySkill used this learner feedback to change all of our level 2 eLearning packages to a RISE format which works well on mobile phones. A number of devices are being purchased in FY23/24 which will have free data enabled and will be available for learners to borrow if they do not have a suitable device to complete qualifications.
	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.

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 building permits.	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.
	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.	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.
	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.	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.
	Zoom sessions are offered to learners for particular level 3 topics.	Online zoom sessions have been offered in the past and there are plans to roll out sessions for each level 3 topic over the 2024 year.

Peer review of facilitator practice is ongoing.	Peer reviews have not raised any issues with facilitator practice.
Welcome email to learners is consistent. We make sure we protect people's privacy as per the MySkill privacy policy.	Learner welcome email contains all of the information learners need to access their learning. This includes information on how to get help if needed.
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. Through MySkill's access to the NSI the majority of learners with a verified NSN are not required to provide identification which has decreased the number of learners not progressing due to non-completion of enrolment requirements.	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.
MySkill reviewed the layout of the learner dashboard in 2022 to improve the learner experience. This resulted in improved ability for learners to navigate their learning dashboard. All graphics on the website were changed to reflect Aotearoa.	Feedback from Learner: "Kia ora, Really like the new layout of the site. Easy to follow, resonates with Aotearoa more, well organised and intuitive".

Outcome 4: Learners are safe and well	All our leaners 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.	**Excerpts from Learner feedback:**
	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.	• 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.
	Free and confidential EAP support is available to all learners.	**Feedback from Employers:** Kia ora Kim and Josie, I meet with Caleb and Lea from XXXXXXX yesterday. They spoke very highly of their experience with MySkill and mentioned you both by name 😊
	Free Mental Health Support is available on the Learner Dashboard. Learners can also get advice and guidance from their MySkill Facilitator.	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
	Any learners that identify as having a disability are contacted by a MySkill Facilitator and offered extra support.	
	Annual surveys focus on both academic progression and the wellbeing of learners.	Caleb described the personalised LMS as a "good USP to have" – in the world of marketing that's a glowing endorsement 😊

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	- Annual review of strategic goals and plans - Incident and Accident Reporting including definitions of - Complaints data collection needs to be formalised including description of complaints and critical incidents reporting including: ▯ "critical incidents and emergencies, and complaints by diverse learner groups " (clauses 10.3.g and 13f) ▯ "complaints information including the number and nature of the complaint" (clause 13.f.i) ▯ "learner experience with the complaints process, and the outcome of their complaint (clause 13.f.ii)".
Outcome 2: Learner voice	Learner voice is captured, but needs to be improved by collecting further data such as: - Two monthly check in with new learners - Annual survey to include personal wellness - Learner Focus Groups to be refreshed - Data collection of informal feedback received from the Facilitation and Coordination teams - Addition of personal wellness as an option for learner feedback on the learner dashboard - Development of a one stop shop for gathering and analysing learner feedback including action plans

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical	This is well implemented but we believe this area could be strengthened with the addition of extra support for level 3 learners via zoom meetings.

and digital learning environments		
Outcome 4: Learners are safe and well	We are satisfied with pour performance for this outcome.	

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	Formalise complaints data collection and reporting including: • The nature of the complaint • Demographic information of the person making the complaint • Ethnicity of the person making the complaint • Definition of a complaint	Jude Pauling	31/03/2024	Monthly PTE meeting	Complaints are analysed and improvement action plans formulated where necessary. Complaints and critical incidents are described.
	Review our strategic goals and strategic plans	Jude Pauling	30/6/2023	MySKill General Manager, MySkill Support Worker training manager, MySKill Academic Lead.	Strategic goals and plans have been reviewed and any actions captured in the MySkill Business plan.

		Owner	Due date	Plan for monitoring implementation	Measures of success
	Incident and Accident reporting template Must include a definition of a "critical: incident,	Jude Pauling	31/11/2023	Monthly PTE meeting	Incident and accident process is in place including monitoring, actions and reporting to the MySkill Leadership team.
Outcome 2: Learner voice	Annual survey of learner experience including how are they doing in terms of their own personal wellness and growth? Do they know how to access support if they need it?	Leanna Ryan	31/03/2024	Monthly PTE meeting	Survey is conducted, results are analysed and an action plan is formulated.
	Pulse check in after 2 months on learner experience.	Jude Pauling LMS	31/03/2024	Monthly PTE meeting *Need a script and then check with LMS re: implementation*	Pulse check is implemented and results are analysed and an action plan is formulated.
	Learner focus groups	Jude Pauling	31/05/2024	Monthly PTE meeting	Regional focus groups are timetabled and facilitated.

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	Timetable level 3 zoom sessions for the year for each level 3 topic. Create a calendar for the year and	Libby Archer	31/01/2024	Monthly PTE meeting	Zoom sessions are booked.

	communicate out to learners.				
Outcome 4: Learners are safe and well	Add an option to the learner feedback tile on the MySkill Learner Dashboard to include personal wellness.	Jude Pauling	31/12/2023	Monthly PTE Meeting	Personal wellness added as an option.

Complaints data:

Learner Feedback data Jan 2022 - Oct 2023

Row Labels	What type of feedback would you like to provide?
Complaint	22
Compliment	38
General feedback	95
Suggestion	26
Grand Total	**181**

Complaints by topic:

Learner Support	8
Other	3
Marking delays	3
Medication Assessment	2
Workplace verification	2
0800# Help line	3
Learning Management System	1

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.

This process will be formalised in 2024 as part of the action plan.