

2023 Self-Review Report

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



Stage of Implementation for each outcome

The following indicates the stage of implementation that most reflects Vertical Horizonz current level of understanding and practice for each outcome. As VHNZ is not a signatory to the international code and does not provide student accommodation, this document will only outline the relevant Outcomes 1-4.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2 Learner voice	Developing

Wellbeing and safety practices for all tertiary providers

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

Summary of Performance under each outcome

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

	Summary & evidence of performance based on gathered information
<p>Outcome 1: <i>A learner wellbeing and safety system</i></p> <p>Process 1: Strategic goals and strategic plans</p> <p>Process 2: Self-review of learner wellbeing and safety practices</p> <p>Process 3: Publication requirements</p> <p>Process 4: Responsive wellbeing and safety systems</p>	<p>VHNZ Strategic plan and goals developed and published annually (December) by the Executive Leadership Team then advertised on the VHNZ website. (Appendix 1)</p> <p>VHNZ activities are driven by the VHNZ five-year strategic plan developed by the Board in consultation with our Senior Advisory Board. The senior leadership team (SLT) develops an Annual Business Plan with KPIs based on the Strategic Plan. The Business Plan is approved by the Board and the Chief Executive Officer and Senior Leadership Team (SLT) who are accountable to the Board for the completion of the Business Plan KPIs. Progress is measured monthly by the SLT and reported to the monthly Board meetings. (Appendix 2)</p> <p>VHNZ has a Māori & Pasifika team who are an integral part of VHNZ, delivering programs that engage all ākonga in a culturally safe learning environment, provide guidance and regarding Tikanga and Mātauranga Māori. (Appendix 3)</p> <p>Matauranga Māori is viewed by VHNZ as meaning.</p> <ul style="list-style-type: none"> • we teach with a (w) holistic approach which builds on values of Whanaungatanga, Manaakitanga, Kaitiakitanga, Wairuatanga, and Whakapapa through building relationships of trust, reciprocal hospitality, caring for the environment and all those included, creating relationships of spirituality enabling all to feel at ease and protect connecting to one’s lineage and how to foster it. • Teaching pepeha, waiata, haka, mahi toi, mahi taiao and its relevance to learning. • Holding programs on Marae, providing a culturally safe space for ākonga to be nurtured and grow. • Foster a matauranga Māori learning environment at our training centers.

Summary & evidence of performance based on gathered information

VH NZ Māori Pasifika Team have delivered training programs via Noho Marae. This includes the use of Te Reo Māori, however, is not something that is part of our training delivery of courses as many students are non- Māori and those who are Māori may often not come from a fluent Te Reo speaking upbringing. Ākonga may be assessed in Te Reo Māori if requested. Te Taura Whiri I Te Reo may be engaged with plenty of notice should an ākonga request support due to their first language being Māori.

Our Māori and Pasifika team have strong relationships and support rangatahi through training and work experience. This support includes kaimahi and poutuara. In 2022 the VH NZ Māori Pasifika Team continued to deliver training programs throughout the North Island. Although the training was not held on a Marae in most situations, the programmes were still conducted under the umbrella of tikanga for example the use of a formal powhiri was replaced with a the less formal, but still valuable, whakatau- informal process. The programs continued to include the use of Te Reo Māori as well as Tikanga, Karakia and Waiata as and when required but have been designed to be for all both Māori and Non-Māori. The change, from Noho-Marae, was due in-part to allow for more alternative operational options for the VH NZ Māori Pasifika Team regarding programme delivery and to widen the local and regional appeal in areas that had not yet experienced our training programmes.

In 2023 the VH NZ Māori Pasifika Team was repositioned under CXM (Customer Experience Team). This has enabled the following to occur:

- Programme development including Pou Kapua – Introduction to Leadership / Ahurea Haumarū – Cultural Safety. Both programmes to be sold externally and are part of the suite of courses currently available.
- Review and development of Policies especially the support TEC funded programmes
- Currently working in the Iwi space with potential funding from MSD.
- Internal/External Collaboration (including) - Internal Strategic planning with Lower North Island and South Island External Client, Employer, Community, and Iwi engagement.

Internal upskilling of staff through Te Reo me ōna Tikanga including a Teams chat implemented for staff to learn Te Reo and Tikanga. Develop Teams chat recording of specific lessons for staff who learn by listening

A whānau culture implemented for longer duration courses through whakawhanaungatanga and the implementation of social media groups.

Summary & evidence of performance based on gathered information

Vertical Horizonz New Zealand (VHNZ) embraces the diverse backgrounds of our students and the wider community we work within. VHNZ is committed to ensuring diverse learners including those with disabilities can participate fully in education programmes and be free from harassment and discrimination.

During 2023, staff engaged in Diversity training.

VHNZ has a Bullying and harassment policy scheduled for review in July 2024.

(Appendix 5)

Training and pastoral care staff required to complete the Children and Vulnerable Adults module via Moodle during their induction.

At VHNZ we can work with schools and students to deliver Industrial Safety, Health and Safety, First Aid, and Leadership training as part of our youth and Career Training. These industry specific courses align with Vocational Pathways and provide students with real life industry skills. Student referral pathways advertised on the VHNZ website.

VHNZ promotes Wellbeing and safety awareness via our centre notice boards at each training centre with the inclusion of pamphlets.

(Appendix 10)

VHNZ has an MOU with Literacy Aotearoa for referral of Learners and employers to provide support for Literacy and Numeracy needs. All TEC funded learners undertake a Literacy Numeracy Assessment prior to commencement of their training.

VHNZ is currently preparing to recruit a full time Learning Support Specialist.

VHNZ assess and manage risk in the conduct of training and assessment to protect Learners, staff, and the public from physical, mental, and emotional harm at VHNZ training centres and complete a Job Safety Analysis prior to delivering training on worksites.

Emergency Management Plans are approved by the Executive Leadership team to ensure learners remain fully informed of how to respond effectively in emergency situations.

- Emergency plan in place for each training centre
- Learners informed of potential hazards during their course induction facilitated by individual trainers.
- Emergency exit signage installed in each training centre.

	Summary & evidence of performance based on gathered information
	<ul style="list-style-type: none"> • Each training centre has its own Health and Safety board which includes a Defibrillator, First Aid Kit, and relevant signage to support what to do in an emergency. • All staff required to hold a current First Aid Certificate. • Fire wardens appointed at each training centre. • Learners receive a safety and evacuation briefing prior to commencement of their training. • Six monthly evacuation drills occur at each training centre. Training Managers are responsible for ensuring evacuation drill documentation is completed and uploaded to the VHNZ Health and Safety Management System monitored by our Health and Safety Advisor. For the 3 larger Training Centres, FENZ perform an annual audit of the evacuation plan process. • A national emergency plan is in place reviewed regularly by the H&S Manager. <p>Critical incidents reported via the Safe 365 National reporting and recording system managed by the VHNZ H&S Manager. This system is audited annually by Pillar Consulting.</p> <p>(Appendix 12) (Appendix 13)(Appendix 14)(Appendix 15) (Appendix 16)(Appendix 17)(Appendix 18)</p>

	Summary of performance based on gathered information
<p>Outcome 2: <i>Learner Voice</i></p> <p>Process 1: Learner voice</p> <p>Process 2: Learner complaints</p> <p>Process 3: Compliance with the Disputes Resolution scheme</p>	<p>A key area of focus for 2022 was to review learner and stakeholder voice processes to ensure learner/stakeholder voices are heard as well as analysed. During 2023 the following actions have occurred:</p> <ul style="list-style-type: none"> • Learner surveys redeveloped using MS forms allowing good data analysis. • Appointment of an Industry Manager (Access Trades and Roofing). • Pastoral care staff received neuro-diversity training. <p>(Appendix 19) (Appendix 20)</p> <p>The VHNZ customer Experience Manager is responsible for hearing and acting on the Student Stakeholder voice with the following reports:</p> <ul style="list-style-type: none"> • Te Pou Herenga • Advisor Poutuara

Summary of performance based on gathered information

Over the first half of 2023, VHNZ has established Programme Advisory Groups (PAGs) for each of the core apprenticeship industries received as part of the TITO transition. The PAG membership includes key employers and industry association representative. It is intended that each PAG will also include a learner, however that has not yet occurred. The purpose of each industry specific PAG is to ensure VHNZ receives effective, independent community and industry input and advice in relation to the development and operation for programmes of study. The PAG also serves as a link between VHNZ and the relevant industries, Work Development Councils (WDC) and NZQA.

The PAGs are convened by the VHNZ Industry Manager and serve to provide advice to VHNZ from an industry-community-perspective, on matters relating to a programme design and delivery.

(Appendix 21)(Appendix 22) (Appendix 23)(Appendix 24)

Such evidence comes from our course evaluations, client surveys, project analysis reports submitted by trainers, student surveys and destination surveys.

VHNZ intends to run student surveys for our TITO transitional learners during September – November 2023 to collect feedback and information enabling learning design improvements. The analysis of this survey will enable VHNZ to gain insight the types of support requested, preferred methods of communication, and suggestions for improvement.

All surveys are reported to the Senior Leadership Team and Regional Manager meetings. The results analysed and discussed including the statistical changes and final comments.

(Appendix 28)

(Appendix 9)

Wellbeing and safety practices for all tertiary providers.

	Summary of performance based on gathered information
<p>Outcome 3: <i>Safe, inclusive, supportive, and accessible physical and digital learning environments.</i></p> <p>Process 1: Safe and inclusive communities</p> <p>Process 2: Supporting learner participation and engagement.</p> <p>Process 3: Physical and digital spaces and facilities</p>	<p>The VHNZ 2023/2024 Disability Action Plan was approved by the Board in June 2023. This action plan reflects VHNZ’s commitment to create and maintain a safe and inclusive culture where all participants are treated with dignity, courtesy, and respect. (Appendix 25)</p> <p>An accessibility assessment has been undertaken with all but one of our Training Centres deemed accessible for people with disabilities.</p> <p>VHNZ operates a bespoke Health and Safety Management System (HSMS) called Stay Safe. The system, which has controlled access, maintains a track of all H&S related activities, such as evacuation drills, occurrence reporting, safety audits, and document review.</p> <p>Site safety audits are completed 6 monthly. Audit forms are completed and uploaded to the HSMS. Site Risk Registers are kept onsite at each of our training sites reviewed periodically and each time a new hazard is identified.</p> <p>VHNZ plans to promote and develop inclusivity as part of VHNZ ethos and culture by updating the communication strategy to ensure communication and celebration of the achievements of students and staff with disabilities. This is scheduled to be completed by January 2024.</p> <p>Training Educators are engaged in online learning which focuses on promoting a range of practices that support the development and implantation of inclusive delivery and assessment strategies that are responsive to the needs and requirements of disabled learners.</p> <p>VHNZ continues to provide a healthy, safe, supportive, and positive work and learning environment., where everyone feels respected and behaves professionally towards each other. Staff are required to comply with the VHNZ Bullying and Harassment Policy which includes definitions of Bullying, Harassment, Sexual Harassment, Racial Harassment and Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (SOGIESC).</p> <p>The Head of Programmes and Apprenticeships is responsible for delivery of all programmes including pastoral care.</p> <p>All Training Advisors ((TA) have completed the Ako Aotearoa ‘Workplace Language, Literacy and Numeracy developing professional practice’ training. Monthly team meetings are held as well as an active Teams chat where TA’s work together to solve</p>

Summary of performance based on gathered information

problems as a group supported by the Industry Manager (Access Trades and Roofing) and The Head of Programmes and Apprenticeships.

VHNZ has implemented three key Wellbeing Initiatives.

1. VWHAT – Vertical Horizonz Awareness Training

primarily for its apprentices however, available to wider audiences. This training is designed to focus on stress which can lead to distress which could lead an individual to an unsafe mind set where they may indulge in unsafe practices like, drinking too much, drug use, gambling, pornography, and thoughts of suicide.

Key focus points of this training are:

- Supporting the apprentice's journey and what challenges they face
- Defining wellbeing and wellness
- The use of Te Whare Tapa Wha and role this plays in our overall wellbeing.
- What are the learners needs and who is in their circle of support?
- What life events can impact on an individual's journey?
- What are the coping mechanisms/tools that we can utilize to manage our stress levels?
- Who are the safe connections?

- 2. Safe Talk –** Target group is those who want to know more about Suicide Prevention, how to be more alert to notice if someone may need support/help. This 4-hour training will help increase the number of Connectors within our workplace and communities who will have knowledge to identify someone who is thinking Suicide and then connect them to the appropriate support.

Key focus areas of this training are:

	Summary of performance based on gathered information
	<ul style="list-style-type: none"> • Educate participants how to talk to someone who may have suicidal thoughts and what key questions to ask. • Encourage people to tell someone in the best way they know that they are struggling. • How to ask the question ‘are you thinking about suicide’ and how to ask such a question. • Identify a keep safe person or organisation who we can connect our mate who is struggling to for help. <p>3. ASIST (Applied Suicide Intervention Skills Training.</p> <p>The purpose of this training is to increase the number of Safe Aiders within our workplace and communities who are trained to intervene if someone has threatened suicide or about to commit the act of.</p> <p>This is a two-day programme that is not for everyone. We utilize role plays that can be intimidating and could trigger emotions. Once you have established trust between yourself and our mate with suicidal thoughts, together you can develop a safe plan that will provide immediate and on-going support.</p> <p>In 2023, 6 of the 14 Training Advisors after completing the above training moved onto the ‘Connector’ training.</p> <p>VHNZ has a full time Poutuara (qualified social worker) who specialises in wellbeing to provide additional support and assistance when required.</p> <p>VHNZ Training Advisors have open communication with the Industry Manager (Access Trades and Roofing) and Learner Engagement Manager to ensure support and connection in the wellbeing space occurs. Training Advisors raise concerns if required.</p> <p>Wellbeing sessions are occurring for our apprentices. We see communication being the biggest barrier to success in most cases. The preferred methods of communication identified by our Apprentices via a 2023 survey, was Txt Messaging, then phone call and lastly emails.</p> <p>Via Ako Aotearoa, all Training Advisors completed the ‘Workplace Language, Literacy and Numeracy Developing Professional Practice’ training where in addition to the set learning outcomes, additional support provided based on the unique role of the Training Advisors.</p>

	Summary of performance based on gathered information
<p>Outcome 4: <i>Learners are safe and well.</i></p> <p>Process 1: information for learners about assistance to meet their basic needs.</p> <p>Process 2: Promoting physical and mental health awareness.</p> <p>Process 3: Proactive monitoring and responsive wellbeing and safety practices</p>	<p>VHNZ values the community, and industry that it serves, the groups within those communities and each Learner as an individual with dignity and worth, irrespective of the Learner’s ethnicity and cultural background, values, political and religious beliefs, lifestyle, gender, sexual orientation, age, occupation, appearance, disabilities, economic, marital, and social status.</p> <p>The Equal Education Policy ensures VHNZ meets all Education and Training to ensure a learning environment that is positive, equitable, and free from barriers which might cause or perpetuate inequity in respect of the education of any Learner or groups of Learners at VHNZ. (Appendix 27)</p> <p>Should any current Learner or group of Learners consider that an unfair situation exists, in the first instance an attempt to remedy the situation should follow the appeal and complaints pathway. Outlined in Learner Guides as well as on the VH website. (Appendix 28)</p> <p>Students receive accurate and complete information promptly, in a format with which they are comfortable in language they understand and in a respectful manner. All information will comply with relevant legislation and codes and be consistent with other interval VHNZ documentation. VHNZ have implanted the ‘Text Pulse System’ which provides an additional avenue for learners to reach out and receive support outside of the normal trainer/ training advisor pathway. Any text received from learners is responded to in a timely manner and in accordance with international best practice to ensure that the learners needs are being met. (Appendix 29)</p> <p>VHNZ have Training Advisors located across the country whose primary role is to support learners and employers in the workplace. They provide guidance, assistance, and mentorship throughout the apprenticeship journey. Training Advisors perform regular checks across their individual portfolios by way of meeting with each apprentice quarterly-in-person. These visits are recorded on our Student Management System (SELMA). Monthly touchpoints also occur (usually via text or email).</p> <p>Learner Guides: this is specific to individual course and usually only contains information pertaining to the unit standards, included in the course. Programme information and Student Information are included in the Learner Guide (see attached sample). (Appendix 30)</p>

	Summary of performance based on gathered information
	<p>Site Safety information is displayed prominently at all sites. Posters and brochures are available in all training centres to support wellbeing. In the instance of an incident occurring during training, the Trainer is responsible for completing an online incident report which is then assessed and managed by our National Health and Safety Advisor.</p> <p>To ensure that student selection complies with programme, course, and legislative requirements, and that there are no unjustifiable barriers to student entry, VHNZ have embedded the 'Student Entry and Enrolment Policy and Procedure.' (Appendix 31)</p>

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>Outcome 1: A learner wellbeing and safety system</p>	<p>VHNZ will promote and develop inclusivity as part of our ethos and culture. Areas identified in our gap analysis requiring further action are as follows:</p> <p>Gaps: VHNZ needs to update its communication strategy to ensure communication and celebration of the achievements of students and staff with disabilities.</p>
<p>Outcome 2: Learner voice</p>	<p>VHNZ intends to run student surveys for our TITO transitional learners during September – November 2023 to collect feedback and information enabling learner outcome and learning design improvements. The analysis of this survey will enable VHNZ to gain insight the types of support requested, preferred methods of communication, and suggestions for improvement. Areas identified in our Gap Analysis requiring further action are as follows:</p> <p>Gaps: There is no direct learner voice on the Program Advisory Groups.</p>

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	<p>VHNZ will continue to explore and embed culturally conscious practice across the VHNZ team across the remainder of 2023 and into 2024. See action plan for further detail. Areas identified in our gap analysis requiring further action are as follows.:</p> <p>Gaps: Digital environment still early in design and use. Limited LLN and Learning support services available to learners. 1 Training Centre is not accessible for learners with physical disabilities.</p>
Outcome 4: Learners are safe and well	<p>VHNZ will continue to implement practice/s to ensure learners remain safe and well. Areas identified in our gap analysis requiring further action are as follows:</p> <p>Gaps: All training centres have accessible classrooms and amenities. Review site emergency plans.</p>

Summary of action plan

The following outlines how actions will be monitored for implementation and success.

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

	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
Outcome 1: A learner wellbeing and safety system	Continue to explore and embed culturally conscious practice across the VHNZ team.	Build an understanding of culturally conscious practice and how this is applied within NZ vocational education and training.	Executive Leadership Team (ELT)	December 2023
		Create a shared vision of what this (and what it is not) and how we can use this to drive learner success.	ELT	July 2024
	Promote and develop inclusivity as part of VHNZ ethos and culture.	All Training Advisors and block course trainers attend the Ako Aotearoa professional development: Lalaga le Fala Pasifika; Weaving cultural responsiveness to Pacific learners.	COO	January 2024
Outcome 1 (cont'd)		All staff attend the Pou Kapua leadership programme which is an internal VHNZ wananga designed to be an	Chief Operations Officer (COO)	January 2024

	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
		introduction to leadership within a Te Ao Māori space.		
	Staff appreciate, value, and support the Disability Action Plan	Update communication strategy to ensure communication and celebration of the achievements of students and staff with disabilities.	Marketing	January 2024
		Design refresher training for staff with guidance from disabled stakeholders (include Code of Health and Disability Services).	Chief Academic Officer (CAO)	January 2025
		Include DAP workshop in VHNZ Biennial Trainers Conference.	CAO	Date TBC – 2024
	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
Outcome 2: Learner voice	Ongoing review of learner and stakeholder voice processes	VHNZ will continue to identify and implement rigorous processes for hearing and analysing the learner/stakeholder voice.	Customer Experience Manager	Ongoing
Outcome 2 (cont'd)	PAG membership includes learner voice	VHNZ will work with employers and industry to select learners (current or recent graduates) to be member/s of the	Head of Programmes and Apprenticeships	March 2024

	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
		Programme Advisory Groups (PAGs) with their involvement subsidised by VHNZ.		
	Enable multiple channels to consider learner voice and feedback	Survey trainers and training advisors for common issues and barriers encountered by learners engaging with VHNZ.	COO	December 2023
	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Ensure resources are developed that meet the needs of disabled learners	Apply Universal Design for Universal Framework when developing or reviewing learning and/or assessment material.	CAO	Ongoing
		Continue to expand online delivery options to help reduce barriers to access.	CAO	Ongoing
	Ensure Trainers and support staff have adequate skills, knowledge, and access to resources to support disabled learners	Trainers and support staff are engaged in upskilling aligned to meeting their needs of disabled learners.	COO	March 2024
Outcome 4: Learners are safe and well.	Ensure VHNZ facilities meet the best practice standards for physical access.	Identify and engage with delivery partners to support disabled learners.	COO	June 2024

	Objective	Actions	Responsibility (Implementation)	Implementation Timeframe
Outcome 4 (cont'd)		Ensuring all training centres have accessible classrooms and amenities.	Regional Managers	December 2024