

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

**SELF-REVIEW REPORT 2024**

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

|  | <b>RATING</b>    |
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| <b>OUTCOME 1:</b><br>A learner wellbeing and safety system | Well Implemented |
| <b>OUTCOME 2:</b><br>Learner voice                         | Implemented      |

**Wellbeing and safety practices for all tertiary providers**

|   | <b>RATING</b>    |
|---|------------------|
| <b>OUTCOME 3:</b><br>Safe, inclusive, supportive, and accessible physical and digital learning environments | Well implemented |
| <b>OUTCOME 4:</b><br>Learners are safe and well   | Well implemented |

## Summary of performance under each outcome

Edvance is a workplace training provider. The vast majority of our learners are in work and training is delivered on their site of employment. Therefore, a significant amount of responsibility for learner wellbeing and safety rests with the learners' employers. However, while they are involved in our training we take their safety seriously and do our best to care for and enhance their wellbeing.

| <b>Organisational structures to support a whole-of-provider approach to learner wellbeing and safety</b> |  |
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| <b>OUTCOME 1:</b><br>A learner wellbeing and safety system   | <p>Working with individuals to advance workplace skills and personal learning goals is Edvance's mission. The training we do is centred on individual learner goals and wellbeing. We have pastoral care of learners, programme design and delivery and literacy policies that outline processes for learner support, wellbeing and safety.</p> <p>There is a formal complaint and an assessment appeal procedure and Edvance has a range of other mechanisms in place to gather learner and other stakeholder feedback to ensure our systems are working. We have a Treaty of Waitangi policy that guides our teaching and organisation's practice to ensure we are good Treaty partners. In 2023 and 2024 there has been a strong focus on building Edvance staff's awareness of Kaupapa Māori and integrating aspects into our delivery to better support Māori taura. Edvance has responded to employer and learner needs and developed training content related to wellbeing. Our high learner and employer satisfaction rates and a lack of formal complaints are indicators that these systems are working. In addition, Edvance holds the Dyslexia Friendly Quality Mark in recognition of the work we do to support our neurodiverse learners. We continue to build our knowledge and understanding in this area.</p> |
| <b>OUTCOME 2:</b><br>Learner voice   | <p>Most of our class sizes are small and strong relationships develop between learners and trainers. In addition, programme managers engage with learners at the beginning and during the programme and gather learner feedback at the end of each programme. Our Client Relationship Managers and Programme Managers regularly check in with the employer to gather feedback about the programme. Any issues are dealt with promptly. Our response rates to our learner surveys are high and the feedback is overwhelmingly positive about the learning experience. There is a learner complaints process outlined in every student handbook and the handbook is discussed at the beginning of each programme. To date, there hasn't been a learner complaint. When issues of learner safety or wellbeing have been raised Edvance has escalated the issue to management and responded promptly. Edvance has implemented a snapshot learner evaluation that is used for some programmes to gauge how learners are responding and engaging with the training. Edvance checked and updated the external links for learner complaints in 2024.</p>   |

## Wellbeing and safety practices for all tertiary providers

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| <p><b>OUTCOME 3:</b><br/>Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>As noted above, most training delivered by Edvance is delivered in workplaces. The physical learning environments are not something we always have control over. However, there have been times when the physical space has been inappropriate and Edvance has immediately found an alternate venue. We are highly conscious of learners' privacy and ensure their information is protected and only shared when approved by the learner. Online training is delivered synchronously with a trainer present and a key aspect to Edvance's digital training centres around keeping yourself safe online. The work Edvance did to be awarded the DFQM was in the interests of creating inclusive and supportive learning environments for our neurodivergent learners. This work has continued with professional development for trainers and programme managers. Edvance has been working hard to diversify our trainer pool. Where possible and on request Edvance take a by Māori for Māori and/or a by Pacific for Pacific approach.</p> |
| <p><b>OUTCOME 4:</b><br/>Learners are safe and well</p>   | <p>The feedback we receive from our learners and our employers indicates that learners have had a positive learning experience. 95% of our learners and 100% of our clients would recommend our programmes to others. 96% of our learners said they had achieved the programme goals and 94% believe that they will use the skills in their current roles. To further support our learners' wellbeing Edvance has developed and promoted wellbeing workshops that we have delivered across a number of our employers and other stakeholders. The DFQM is an attestation to the work we have done to include our neurodiverse learners. In 2024, we have utilised risk assessments for our G2G learner outings. We have also created a page with links to online support that we include for relevant programmes.</p>  |