

CODE OF PRACTICE

GAP ANALYSIS & SELF REVIEW

Sept 2023

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Details of Gap Analysis & Self Review

Initial Meeting Date	30 August 2023, continued 8 September 2023.
Venue	Online Zoom meeting
Participants	Derek Martin (General Manager); Bobbie Aramoana (Acting Registrar/Student Services Manager); Megan Hobden (HR Manager/Napier Campus Manager)
Apologies	-
Further Consultation post initial meeting	<ul style="list-style-type: none"> • WDL Management Team meetings - August 2023 • Student representative meetings: 30 October 2023

Key

KEY	
COMPLIANT	<ul style="list-style-type: none"> • We have the required practices in place • We have sufficient evidence on which to make judgements about the effectiveness of our practices
GAP (in evidence)	<ul style="list-style-type: none"> • We have the required practices in place but... • ...we have limited evidence on which to make judgements about the effectiveness of those practices
GAP (in practice)	<ul style="list-style-type: none"> • We do not have the required practices in place

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Strategic goals and strategic plans</p> <p>Clause 7 (1). Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will –</p> <p>(a) give effect to the outcomes sought and processes required by this code; and</p>	<p><u>WDL Strategic Plan.</u> The WDL Strategic Plan 2018 - 2022 refers to Student wellbeing and safety (and support) prominently and throughout - on Pg 1; Pg 4 “very strong pastoral support”; Pg 5 “Through this model, stakeholders (foremost learners) will not only be engaged in their journey with us, but they will help us to continually reflect upon, refine and improve all that we do. And this is the essence of co-constructed learning, with true self-reflection, all supported by stakeholders with a vested interest in the company.”; Pg 7 ; Pg 14 “Strong pastoral care - recognition of the barriers that our learners have (e.g. transportation,</p>	<p>Compliant. See COP Section for Strategic plan which was signed off by WDL Governance in 2022.</p>	<p>-</p>	<p>-</p>

	<i>drugs/alcohol, confidence/self-esteem)”</i>			
(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori– Crown relations.	WDL Strategic Plan Pg 9; Pg 13; Pg 15 and WDL Draft Maori Strategy. Status of and input from company Kuia and previous Kaumatua.	Compliant	Maori Strategy is new and not yet fully implemented at WDL	-
Clause 7 (2). Providers must – (a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and	Review occurs before 31 st August annually	Compliant.	-	-
(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.	Amendments will be made by 31 st September annually.	Compliant	Amendments made in October this year due to GM availability.	-
Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when – (a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and	DM consulted with Learners and Stakeholders during the drafting and finalising of the umbrella document	Compliant Student forums, Academic Board and Industry Expert meetings.	-	-
(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).	Learners and stakeholders will be included in the annual review.	Compliant Student forums, Academic Board and Industry	-	-

		Expert meetings.		
<p>Process 2: Self review of learner wellbeing and safety practices</p> <p>Clause 8 (1). Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.</p>	By 31 st September annually	Compliant	-	-
<p>Clause 8 (2). Providers must review their learner wellbeing and safety practices using –</p> <p>(a) input from diverse learners and other stakeholders; and</p>	Student Representatives, Kuia as well as stakeholders from our community and employer groups consulted.	Compliant.	-	-
<p>(b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups.</p>	GM collates and includes this data in review.	Compliant.	-	-
<p>Clause 8 (3). Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.</p>	By 31 October annually	Compliant	-	-

<p>Process 3: Publication requirements</p> <p>Clause 9. Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available) –</p> <p>(a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and</p>	<p>Plan on website and student noticeboards</p> <ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant. See our website</p>	<p>-</p>	<p>-</p>
<p>(b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Review information on website and student noticeboards 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.</p>	<p>Report information on website and student noticeboards</p>	<p>Compliant. Annual self-review.</p>	<p>-</p>	<p>-</p>
<p>Process 4: Responsive wellbeing and safety systems</p> <p>Clause 10 (1). Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally</p>	<ul style="list-style-type: none"> • R&SSvcs team meetings • R & GM meeting • HoD/Tutor meetings • Student Forum meetings 	<p>Compliant</p>	<p>-</p>	<p>-</p>

appropriate social, medical, and mental health services.	<ul style="list-style-type: none"> • Academic Board meetings • Stakeholder meetings 			
<p>Clause 10 (2). Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –</p> <p>(a) Te Tiriti o Waitangi; and</p>	Training at 2023 Company Conference and online mandatory sessions for all staff.	Compliant	-	-
(b) the provider's obligations under this code; and	<ul style="list-style-type: none"> • All staff emails (done June 2022) • All staff meetings • Annual conference. 	Compliant	-	-
(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	Our PDCoP topics	Compliant	-	-
(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and	<ul style="list-style-type: none"> • See POL005 • Bullying section in Learner Handbook • Bullying section in Tutor Handbook • Induction process • All staff meeting • Training sessions 	Compliant	-	-
(e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and	<ul style="list-style-type: none"> • See Learner Handbook Bullying section and Complaints • See Policies 	Compliant	-	-

<p>(f) privacy and safe handling of personal information; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Privacy and Confidentiality Policy 013 • Induction process • Privacy offer all staff emails 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(g) referral pathways (including to local service providers) and escalation procedures; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(h) identifying and timely reporting of incidents and concerning behaviours; and</p>	<p>Incident reporting record and documents</p>	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(i) wellbeing and safety awareness and promotion topics including –</p> <ol style="list-style-type: none"> safe health and mental health literacy and support; and suicide and self-harm awareness; and promoting drug and alcohol awareness; and promoting healthy lifestyles for learners. 	<ul style="list-style-type: none"> • Record of staff PD – training sessions attended • Curriculum for all our programmes provides guidance and training in these areas • POL028 Learner Support & Guidance • Materials in Learner Handbook and campuses 	<p>Compliant</p>	<p>More staff training sessions need to be arranged.</p>	<p>-</p>

<p>Clause 10 (3). Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including –</p> <p>(a) making these plans readily available to learners when they begin their study; and</p>	<ul style="list-style-type: none"> • Learner Handbook • Policy 073 • SOP031 • SOP034 • SOP035; • SOP038 	Compliant	-	-
<p>(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and</p>	Yes. Tutors and Campus Administrators	Compliant	-	-
<p>(c) co-ordinating decision-making across the provider when responding to emergencies; and</p>	<ul style="list-style-type: none"> • Policy 073 and related SOPs • Student Services Manager • Relevant Policy 	Compliant	-	-
<p>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and</p>	Yes Pol 073 and related SOPs.	Compliant	-	-
<p>(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and</p>	<p>Relevant policies</p> <p>Record of staff PD sessions attended</p>	Partial	<p>Not all relevant staff have attended this training. Student Services staff have. More training is needed for tutors and management staff.</p>	-
<p>(f) keeping a regularly updated critical incident and emergencies</p>	<ul style="list-style-type: none"> • SOP031 			

<p>procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –</p> <ul style="list-style-type: none"> i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and ii. the follow-up de-briefing processes to support all learners and relevant staff; and 	<ul style="list-style-type: none"> • SOP032 • SOP034 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(g) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.</p>	<p>See H&S & Incidents report</p>	<p>Compliant</p>	<p>No critical incidents and emergencies have occurred in 2022/23.</p>	<p>-</p>

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
		COMPLIANT	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause			
<p>Process 1: Learner voice</p> <p>Clause 12. Providers must have practices for –</p> <p>(a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Student Representatives on the Academic Board (Academic Board minutes) • Student Forums (minutes) • Disability Coordinator role • Cultural celebrations and events 	Compliant	-	-
<p>(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and</p>	<ul style="list-style-type: none"> • Programme Advisory committee meetings • Student Forums • Academic Board 	Compliant	-	-

<p>(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Pasifika Representative on Academic Board (Academic Board minutes) • Chinese Representative on Academic Board (Academic Board minutes) • Annual Programme Advisory Committee meetings (minutes) • Student Forum minutes 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and</p>	<ul style="list-style-type: none"> • Student forums • Academic Board • Advisory Committee meetings 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.</p>	<p>Minutes of Student Forum and Academic Board and action points taken; WDL website</p>	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>Process 2: Learner complaints Clause 13. Providers must –</p>				

<p>(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and</p>	<ul style="list-style-type: none"> • SOP026 Managing Learner Complaints & Disputes • Learner Handbook). • Written Student Complaints 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(b) inform learners on how the complaint will be handled and how it is progressing; and</p>	<ul style="list-style-type: none"> • SOP026 Managing Learner Complaints & Disputes • WDL Complaints procedure (Policies and Procedures 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(c) handle complaints in a timely and efficient way, including having practices that –</p> <ol style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint; and ii. consider the issues from a cultural perspective; and iii. include the provision of culturally responsive approaches that consider 	<p>(d) SOP026 Managing Learner Complaints & Disputes</p>	<p>Compliant</p>	<p>-</p>	<p>-</p>

<p>traditional processes for raising and resolving issues (for example, restorative justice); and</p> <p>iv. comply with the principles of natural justice; and</p>				
<p>(e) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –</p> <p>i. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and</p>	<ul style="list-style-type: none"> • SOP026 Managing Learner Complaints & Disputes 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>ii. addressing barriers to accessing this information (for example, due to language, lack of internet</p>	<ul style="list-style-type: none"> • SOP026 	<p>Compliant</p>	<p>N/A</p>	<p>N/A</p>

access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and				
iii. providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and	<ul style="list-style-type: none"> • SOP026 • Complaints procedure in Learner Handbook 	Compliant	N/A	N/A
iv. providing the opportunity for groups of learners to make joint complaints; and	<ul style="list-style-type: none"> • SOP026 	Compliant	-	-
(f) record complaints; and	<ul style="list-style-type: none"> • SOP026 	Compliant	N/A	N/A
(g) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on – <ul style="list-style-type: none"> i. the number and nature of complaints 	Complaints Summary Record published, including on website	Compliant	-	-

<p>made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and</p> <p>ii. learner experience with the complaints process and the outcome of their complaint; and</p>				
<p>(h) promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider's internal complaints process, the education quality assurance agency complaints process, the code administrator's complaints process, and the Dispute Resolution Schemes; and</p>	<p>See Complaints Procedure in Learner Handbook ; notices on classroom walls</p>	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(i) advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the</p>	<p>Complaints Procedure in Learner Handbook</p>	<p>Compliant</p>	<p>-</p>	<p>-</p>

<p>cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider's internal complaints process or outcome, including –</p> <ul style="list-style-type: none"> i. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and ii. how to make a complaint to the code administrator if a learner 				
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<p>believes that the provider is failing to meet the outcomes or requirements of this code.</p>				
<p>Process 3: Compliance with the Dispute Resolution Scheme</p> <p>Clause 14. Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.</p>	<ul style="list-style-type: none"> SOP026 	<p>Compliant</p>	<p>-</p>	<p>-</p>

Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
		COMPLIANT	GAP (in evidence)	GAP (in practice)
Key required processes	Information we can gather to use as evidence of our compliance with this clause			
Process 1: Safe and inclusive communities Clause 16 (1). Providers must have practices for – (a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and	WDL Discrimination, Bullying & Harassment POL005. In Learner Handbook and on classroom and common area walls.	Compliant	-	-
(b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and	<ul style="list-style-type: none"> • Staff Induction & PD records • Student Forum minutes • Curriculum for all programmes 	Compliant	More training could be provided to staff.	-
(c) promoting an inclusive culture across the learning environment; and	<ul style="list-style-type: none"> • Tutor interview questions & selection process • All staff meetings 	Compliant	-	-

	<ul style="list-style-type: none"> Record of Cultural Events and Celebrations Maori Strategy 			
(d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and	<ul style="list-style-type: none"> Tutor practice. CoPs All staff meetings Record of Cultural Events Maori strategy 	Compliant	-	-
(e) providing all learners with information – <ul style="list-style-type: none"> i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; an ii. about the cultural, spiritual, and community supports available to them; and 	<ul style="list-style-type: none"> Learner Handbook Information in Student Common Areas 	Compliant	-	-
(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.	<ul style="list-style-type: none"> Campus Student common rooms MS Teams Online learning environment Whanau Day records 	Compliant	-	-

<p>Process 2: Supporting learner participation and engagement</p> <p>Clause 17 (1). Providers must provide learners with opportunities to –</p> <p>(a) actively participate and share their views safely in their learning environment; and</p>	<ul style="list-style-type: none"> • Student Forum minutes • Academic Board minutes 	Compliant	-	-
<p>(b) connect, build relationships and develop social, spiritual and cultural networks; and</p>	<p>Whanau Days; Language weeks; Matariki festival etc</p>	Compliant	-	-
<p>(c) use te reo and tikanga Māori to support Māori learners' connection to identity and culture.</p>	<ul style="list-style-type: none"> • See Draft Maori strategy • See Learner Handbook 	Compliant	-	-
<p>Clause 17 (2). Providers must have practices for supporting learners through their studies, including –</p> <p>(a) enabling learners to prepare and adjust for tertiary study, and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Interview process and Induction programme 	Compliant	-	-
<p>(b) maintaining appropriate oversight of learner achievement and engagement; and</p>	<ul style="list-style-type: none"> • Academic Board minutes; • Student Surveys • EPI • HoD – tutor meeting records • Attendance records 	Compliant	-	-

<p>(c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Tutor provision 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>Process 3: Physical and digital spaces and facilities</p> <p>Clause 18. Providers must have practices for–</p> <p>(a) providing healthy and safe learning environments; and</p>	<ul style="list-style-type: none"> • POL032 Physical Resources • POL073 • Academic Board minutes • General Manager annual check of campuses • Management Meeting notes • Student Forum notes 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(b) identifying and, where possible, removing access barriers to provider facilities and services; and</p>	<ul style="list-style-type: none"> • See Online and Blended Learning Strategy • POL032 Physical Resources • Disability Coordinator role 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(c) involving learners in the design of physical and digital environments when making improvements; and</p>	<ul style="list-style-type: none"> • POL073 • See Academic Board minutes 	<p>Compliant</p>	<p>-</p>	<p>-</p>

	<ul style="list-style-type: none"> • Student Forum minutes 			
(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	<ul style="list-style-type: none"> • See draft Maori strategy • See WDL Kaumatua and Kuia input at all levels 	Compliant	N/A	N/A

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Information for learners about assistance to meet their basic needs.</p> <p>Clause 20 (1). Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –</p> <ul style="list-style-type: none"> (a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and (b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and (c) maintain a healthy lifestyle. 	<ul style="list-style-type: none"> • Student Common room and Student Services referral material to support services and relevant external agencies 	Compliant	-	-

<p>Clause 20 (2). If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.</p>	N/A	N/A	N/A	N/A
<p>Process 2: Promoting physical and mental health awareness</p> <p>Clause 21. Providers must have practices for –</p> <p>(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Referral to Relevant health and support services • Our curriculum for all of our programmes includes such activities and experiences 	Compliant	ECE learners could be provided more such activities.	-
<p>(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and</p>	<ul style="list-style-type: none"> • Our curriculum for all programmes • Student common room boards • Student Forum minutes 	Compliant	-	-
<p>(c) supporting learners' connection to their language, identity, and culture; and</p>	<ul style="list-style-type: none"> • Our curriculum for all programmes includes this • Record of Cultural days and celebrations • Whanau days • Maori Strategy 	Compliant	-	-
<p>(d) providing accurate, timely information and advice to learners about –</p>				

<ul style="list-style-type: none"> i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and ii. how they can report health and safety concerns they have for their peers; and iii. how to respond to an emergency and engage with relevant government agencies; and iv. how they can make positive choices that enhance their wellbeing. 	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance • Learner Handbook • Publications in Student Common areas 	Compliant	-	-
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</p> <p>Clause 22 (1). Providers must have practices for –</p> <ul style="list-style-type: none"> (a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and 	<ul style="list-style-type: none"> • Enrolment Form • Student records 	Compliant	-	-
<ul style="list-style-type: none"> (b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and 	<ul style="list-style-type: none"> • Tutor Guide 	Compliant	-	-

<p>(c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the student's life or health; and</p>	<ul style="list-style-type: none"> • Tutor Guide 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(e) providing opportunities for learners to raise concerns about themselves or others in confidence; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and</p>	<ul style="list-style-type: none"> • POL028 Learner Support & Guidance 	<p>Compliant</p>	<p>-</p>	<p>-</p>
<p>(g) identifying learners who are at risk of harming others, and i. having clear and appropriate pathways for assisting them to access services when they need it; and</p>	<ul style="list-style-type: none"> • Student Support policies • Tutor Handbook • Student forum minutes 	<p>-</p>	<p>More staff training must be arranged here.</p>	<p>-</p>
<p>ii. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and</p>	<ul style="list-style-type: none"> • See Bullying section Learner Handbook • POL005 	<p>Compliant</p>	<p>-</p>	<p>-</p>

<p>(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and</p>	<ul style="list-style-type: none"> • See Learner Handbook • P032 Physical Resources 	Compliant	-	-
<p>(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and</p>	<ul style="list-style-type: none"> • See POL005 • See Learner Behaviour in Learner Handbook 	Compliant	-	-
<p>(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.</p>	<ul style="list-style-type: none"> • Pandemic policy; Disability Coordinator role; Flexible student centric academic management decision making in such cases 	Compliant	-	-
<p>Clause 22 (2). Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.</p>	<ul style="list-style-type: none"> • SOP031 	Compliant	-	-
<p>Clause 22 (3). Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.</p>	<ul style="list-style-type: none"> • SOP031 	Compliant	-	-
<p>Clause 22 (4). Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.</p>	<ul style="list-style-type: none"> • SOP033 	Compliant	-	-