

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 Self-Review Summary 2023

BMINZ

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TEO Information

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Annual domestic learners	265-435	Annual international learners	Nil

Stage of implementation for each outcome

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

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

Outcome 1: A learner wellbeing and safety system

BMINZ will take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Strategic goals and strategic plans

KEQ	What we do	Evidence	Improvement plan
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> Basic strategic goals and inclusion in business plan Learner welfare, cultural safety and prevention of harassment policies introduced in April 2023 	<ul style="list-style-type: none"> Business plan Policies POL036, 036A and 038 	<ul style="list-style-type: none"> Develop specific and measurable objectives into 2024 strategic plan. Incorporate learner wellbeing into current H&S system as its own section to capture the regular activities to be carried out to support our strategic goals

Process: Self-review of learner wellbeing and safety practices

KEQ	What we do	Evidence	Improvement plan
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	<ul style="list-style-type: none"> During self-review and during policy reviews Discuss in operations meetings 	<ul style="list-style-type: none"> Policy reviews completed Oct 2022 Minutes were taken 	<ul style="list-style-type: none"> Include in H&S system section. Schedule 6 monthly reviews by lead team

Process: Publication requirements

KEQ	What we do	Evidence	Improvement plan
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	<ul style="list-style-type: none"> Some information is available on our website however this is under construction and will be updated. Gap identified 	<ul style="list-style-type: none"> Learner handbook 	<ul style="list-style-type: none"> Upgrade web page with learner care section and include identified documentation and information relevant to learner wellbeing and safety, strategic goals, learner support and processes

Process: Responsive wellbeing and safety systems

KEQ	What we do	Evidence	Improvement plan
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	<ul style="list-style-type: none"> • Our facilitators will provide one on one coaching or discussion if a learner is identified as in need. Where necessary we will work with the employer to ensure support services are offered • Currently there have been no situations fitting this category 	<ul style="list-style-type: none"> • Facilitator verbal feedback on actions taken 	<ul style="list-style-type: none"> • Include discussion point in facilitator meetings. • Draft response process to include in H&S System for how emerging situations should be addressed and train out with facilitators
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	<ul style="list-style-type: none"> • Our staff are highly skilled in working with groups and individuals to improve performance or resolve issue – however more specific training particularly to address mental well-being would be well received 	<ul style="list-style-type: none"> • Facilitator skills and experience (CV's) 	<ul style="list-style-type: none"> • All staff to attend the Mental Wellbeing session offered by BMINZ
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	<ul style="list-style-type: none"> • Our staff are highly skilled through previous experience to respond to a wide array of issues such as an emergency situation. In this instance the facilitator would initiate a response to support the learner or learner group and coordinate this with the worksite employer 	<ul style="list-style-type: none"> • Facilitator skills and experience (CV's) 	<ul style="list-style-type: none"> • Draft response process to include in H&S System for emergency situations
How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	<ul style="list-style-type: none"> • BMINZ has a robust H&S System in place with recording and reporting structures and processes should incidents occur 	<ul style="list-style-type: none"> • H&S System 	<ul style="list-style-type: none"> • Review H&S Systems and procedures to ensure they are up to date. • Add H&S system training in facilitator workshop

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	What we do	Evidence	Improvement plan
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	<ul style="list-style-type: none"> • BMINZ Health & Safety System is introduced to new facilitators or employees. • All policies and procedures are accessible through One Drive for all staff 	<ul style="list-style-type: none"> • H&S System • One Drive 	<ul style="list-style-type: none"> • Hold refresher for all staff members once H&S System has been reviewed and updated
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> • We regularly receive learner feedback forms as part of QA. 	<ul style="list-style-type: none"> • Learner feedback forms 	<ul style="list-style-type: none"> • Implement an arising issue log for discussion in management meetings. • Have facilitators proactively solicit feedback
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> • BMINZ has a specific policy included in our QMS stating commitment to uphold the principles of the Treaty of Waitangi 	<ul style="list-style-type: none"> • POL004 	<ul style="list-style-type: none"> • Review and update policy with Māori Advisor
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> • BMINZ is highly committed to ensure safety and wellbeing and learner achievement and we are continually striving to provide the best experiences for our learners. • Facilitators are highly skilled and knowledgeable yet approachable 	<ul style="list-style-type: none"> • Facilitator skills and experience • No reported incidents or complaints 	<ul style="list-style-type: none"> • Develop specific and measurable objectives into 2024 strategic plan. • Incorporate learner wellbeing into current H&S system as its own section to capture the regular activities to be carried out to support our strategic goals

Outcome 2: Learner voice

BMINZ understands and responds to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Learner voice

KEQ	What we do	Evidence	Improvement plan
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	<ul style="list-style-type: none"> • BMINZ deliver face-to-face sessions and work with learners and their employers monthly and are able to gain direct feedback and input. • New feedback systems are currently being rolled across all programmes which formalises feedback and input to feed into our improvement processes 	<ul style="list-style-type: none"> • Learner life cycle data capture process 	<ul style="list-style-type: none"> • Complete implementation

Process: Learner complaints

KEQ	What we do	Evidence	Improvement plan
How effectively do we work with learners to effectively respond to, and process complaints?	<ul style="list-style-type: none"> • BMINZ would if need arose follow the complaints process outlined in the learner handbook 	<ul style="list-style-type: none"> • Learner handbook 	<ul style="list-style-type: none"> • None required
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	<ul style="list-style-type: none"> • Available in learner handbook, will soon be on web page. • Also, an appeals section is included in assessment materials 	<ul style="list-style-type: none"> • Learner handbook • Assessments 	<ul style="list-style-type: none"> • Complete web page construction
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	<ul style="list-style-type: none"> • Has not received complaints to test the process 	<ul style="list-style-type: none"> • No recorded incidents 	<ul style="list-style-type: none"> • Run a dummy exercise to ensure all procedures support and effectively run process should the need arrive

Process: Compliance with the Dispute Resolution Scheme

KEQ	What we do	Evidence	Improvement plan
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	<ul style="list-style-type: none"> As this has not been engaged with it is yet untested 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Run a dummy exercise to ensure all procedures support and effectively run process should the need arrive

Overall self-review - Outcome 2: Learner voice

KEQ	What we do	Evidence	Improvement plan
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	<ul style="list-style-type: none"> Our delivery practices and skilled facilitators promote equitable learner experiences by being very practical and inclusive by nature. Where a learner is recognised to need additional support, we will one-on-one coach or partner with another learner in a way that encourages participation and learning 	<ul style="list-style-type: none"> Assigning ascribe or translator in a group session. One-on-one line coaching 	<ul style="list-style-type: none"> Continue to take direct feedback and review materials to support inclusiveness and diversity
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> We discuss significant feedback to improve our practices though using learner voice specifically for wellbeing and safety practices has not been the focus 	<ul style="list-style-type: none"> Verbal feedback Learner feedback form 	<ul style="list-style-type: none"> Complete implementation of learner lifecycle data capture process
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> We uphold Te Tiriti o Waitangi through the preservation of mana for individuals with learning challenges and are responsive to addressing learner needs in a constructive way. All voices matter and uphold a practice of fairness and equity in all our interactions 		<ul style="list-style-type: none"> Seek additional Māori advisor support to review our current practices and agree a
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> BMINZ is highly committed to ensure safety and wellbeing and learner achievement and we are continually striving to provide the best experiences for our learners. Facilitators are highly skilled and knowledgeable yet approachable 	<ul style="list-style-type: none"> Facilitator skills and experience <p>No reported incidents or complaints</p>	<ul style="list-style-type: none"> Develop specific and measurable objectives into 2024 strategic plan. <p>Incorporate learner wellbeing into current H&S system as its own section to capture the regular activities to be carried out to support our strategic goals</p>

Wellbeing and safety practices for all tertiary providers

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

BMINZ fosters learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Safe and inclusive communities

KEQ	What we do	Evidence	Improvement plan
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	<ul style="list-style-type: none"> • Open discussion during training delivery • Responsive and inclusive facilitation by skilled facilitators • Interactive workshop 	<ul style="list-style-type: none"> • Positive learner and client feedback • High achievements from learners feeling confident and comfortable to achieve 	<ul style="list-style-type: none"> • Work on strategy to incorporate a strong set of objectives aimed and community vs individual learner

Process: Supporting learner participation and engagement

KEQ	What we do	Evidence	Improvement plan
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	<ul style="list-style-type: none"> • Delivery style and interactive workshops encourage participation and collaboration. • Generating improvements to implement in the workplace gives a sense of achievement and purpose to the learner 	<ul style="list-style-type: none"> • Learner and employer feedback on implemented improvements. • Project presentations 	<ul style="list-style-type: none"> • Improve data capture recording and filing

Process: Physical and digital spaces and facilities

KEQ	What we do	Evidence	Improvement plan
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	<ul style="list-style-type: none"> Learning and sessions take place in the learner's own worksite, so they are in familiar surrounding. The learning groups are proactively managed to ensure a healthy and productive learning environment is achieved 	<ul style="list-style-type: none"> Nil complaints High participation 	<ul style="list-style-type: none"> Creating a safe space to learn is a key strength though continue to welcome feedback for continuous improvement

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	What we do	Evidence	Improvement plan
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	<ul style="list-style-type: none"> Highly effective in creating inclusive, interactive and enjoyable learning sessions. Key strength 	<ul style="list-style-type: none"> Good level of achievements Positive feedback 	<ul style="list-style-type: none"> Continuous improvement
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> Workshops are designed to encourage participation and interaction. We will make improvements based off learner feedback 	<ul style="list-style-type: none"> Learner feedback Programme tweaks (improvements from feedback received) 	<ul style="list-style-type: none"> Improve feedback capture and response
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> Our learning fosters engagement and cooperation within the group sessions 	<ul style="list-style-type: none"> Delivery format 	<ul style="list-style-type: none"> Continuous improvement
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> High alignment – this is a key strength BMINZ is renowned for 	<ul style="list-style-type: none"> Client and learner feedback 	<ul style="list-style-type: none"> Ensure a system is in place to capture positive ad hoc feedback more effectively

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.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Information for learners about assistance to meet their basic needs

KEQ	What we do	Evidence	Improvement plan
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	<ul style="list-style-type: none"> The start of our programmes we may do a separate introductory session or at the start of our first session we aim to cover the learner handbook, make introductions and provide the course overview to set expectations 	<ul style="list-style-type: none"> Learner handbook Workshop delivery format 	<ul style="list-style-type: none"> Standardise programme introduction across facilitators and train out

Process: Promoting physical and mental health awareness

KEQ	What we do	Evidence	Improvement plan
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	<ul style="list-style-type: none"> Where we recognise a learner in distress e.g. unwell in a session, we may excuse them or work with the employer to ensure they are supported. Facilitators check in with learners at the start of each workshop 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Ensure a system is in place to capture/record our responses if they are needed

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	What we do	Evidence	Improvement plan
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	<ul style="list-style-type: none"> Our courses are run short sessions once a month on the work site so proactive monitoring is difficult however when on site, we deploy a responsive approach to any issues recognised 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Ensure a system is in place to capture/record our responses if they are needed

Overall self-review - Outcome 4: Learners are safe and well.

KEQ	What we do	Evidence	Improvement plan
How effectively do we support learners to manage their physical and mental health through information and advice?	<ul style="list-style-type: none"> Information provided on website, learner handbook which is introduced at the start of workshop 	<ul style="list-style-type: none"> Learner handbook 	<ul style="list-style-type: none"> Standardise introductory workshop
How effectively do our current practices identify and respond to learners who need additional support?	<ul style="list-style-type: none"> Highly responsive and provide assistance in cooperation with employer 	<ul style="list-style-type: none"> Non documented 	<ul style="list-style-type: none"> Ensure a system is in place to capture/record our responses if they are needed
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> Highly responsive and provide assistance in cooperation with employer 	<ul style="list-style-type: none"> Non documented 	Ensure a system is in place to capture/record our responses if they are needed
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> BMINZ fosters collective and cooperative learning spaces 	<ul style="list-style-type: none"> Learner feedback Employer feedback 	Ensure a system is in place to capture/record our responses if they are needed
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> The worksite delivery model is significantly different from regular students and as such we take a responsive approach to address any arising issues when we are on the worksite 	<ul style="list-style-type: none"> No issues raised 	Ensure a system is in place to capture/record our responses if they are needed

Appendix 1: Code implementation continuum

<p>Early stages of implementation Implementation of the Code has not yet started or requires significant work</p>	<p>Developing implementation Implementation of the Code is underway, yet requires further work</p>	<p>Implemented The Code is implemented</p>	<p>Well-implemented The Code is well-implemented</p>
<ul style="list-style-type: none"> • No or limited understanding of Code outcomes and requirements across the organisation. • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway. • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • No or limited practices in place to monitor against all Code outcomes and requirements. • No or limited reporting processes from self-review 	<ul style="list-style-type: none"> • Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice. • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Some practices in place to monitor against all Code outcomes and requirements. • Adequate reporting processes from self-review 	<ul style="list-style-type: none"> • Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice. • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Relevant practices in place to monitor against all Code outcomes and requirements. • Effective reporting processes from self-review 	<ul style="list-style-type: none"> • Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice. • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Well-established practices in place to monitor against all Code outcomes and requirements. • Highly effective reporting processes from self-review