



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

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



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 | Air New Zealand Academy of Learning (ANZAoL) | | | MoE number | 8588 |
| Code contact | Name | James Skelton | | Job title | Facilitator/PTE Coordinator |
| | Email | james.skelton@airnz.co.nz | | Phone number | 03 374 7910 |
| Current enrolments | Domestic learners | Total # | 48 | 18 y/o or older | 48 |
| | | | | Under 18 y/o | N/A |
| | 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) | | | | | |

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 | ANZAoL is an CAA and EASA approved Part 147 Maintenance Training Organisation (MTO). Safety management Systems are an integral part of our MTO. Student Support is available and present each training day and 24/7 for emergencies. | Regular meeting series, face to face student reviews. Anonymous online student feedback tools (course, facilities and personal) with feedback reviewed and actioned regularly. Internal and external audit and moderation processes are engaged in. Safe and secure facilities are provided. Varied cultures and orientations are supported and encouraged. Internal and external safety review processes are carried out regularly. All staff are AVSEC and Police checked. |
| Outcome 2: Learner voice | ANZAoL has numerous systems to enable students to actively engage and contribute to their learning and wellbeing and safety outcomes. | Student handbook is provided prior to enrolment and on our website. Collaborative learning environments are provided, particularly in practical training. We hold monthly Student Voice group meetings. Student 2-way conversations held at regular intervals, with exit interviews as conclusion of training. Student feedback from the above meetings and interviews, as well as anonymous online feedback is analysed and actioned appropriately, either case-by-case or at feedback review meetings as appropriate. Strong channels of online communication are used. Learners can also collaborate in these spaces. Complaints processes and outcomes are well documented. |

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 | ANZAoL has a small role, small class sizes and dedicated student support staff. Instructor to Student ratios of 8:1 maximum for practical work, with 1:1 supervision where appropriate. Various safe and secure physical and virtual learning environments are provided to learners. Many safety and wellbeing resources are available to learners and staff. | Virtual and mixed physical/virtual classroom environments are available as needed for learners isolating at home. Instructor to Student ratios of 8:1 maximum for practical work, with 1:1 supervision where appropriate. Air New Zealand has extensive conduct, wellbeing, diversity, and cultural resources available to staff and learners. Free external counselling services can also be made available to learners. Student information is kept secure. Air New Zealand IT systems are extremely well protected. Critical incident lists and plans are held by student support staff. |
| Outcome 4: Learners are safe and well | The extensive safety and wellbeing systems at Air New Zealand and ANZAoL ensure students are safe and well. A small role and dedicated student support team reinforce this, with full support from management. | Air New Zealand has extensive and detailed policies and resources available to learners free of charge, this included external counselling services when needed. No incidents of compromised safety or wellbeing have been reported in this period. Achievement and employment outcome rates are consistently high. |

