



NZQA PASTORAL CODE OF PRACTICE
SELF-REVIEW REPORT

TEO information

TEO Name	Learner Me (2018) Limited		MoE number	6673	
Code contact	Name	Simon Singh		Job title	CEO
	Email	simon@learnerme.ac.nz		Phone number	021 770 701
Current enrolments	Domestic learners	Total #	52	18 y/o or older	17
				Under 18 y/o	35
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Learner Me: Strategic Goals for Learner Wellbeing

Vision

Our vision is to create an inclusive and supportive learning environment that promotes the physical, mental, emotional and spiritual wellbeing of all our learners, staff and stakeholders, honouring the principles of Te Tiriti o Waitangi and the values of Te Ao Māori.

Mission

To weave wellbeing into every aspect of our learning environment, from our curriculum and teaching methods to our institutional culture and policies, respecting and celebrating the Māori worldview.

Strategic Goals

Whanaungatanga (Relationships): Foster strong relationships based on mutual respect and understanding among learners, staff and stakeholders. This could include marae visits, shared meals and group activities.

Manaakitanga (Care and Support): Create an environment where everyone feels valued, respected and cared for. This could involve peer support programs, open-door policies and regular check-ins.

Hauora (Health and Wellbeing): Promote holistic health and wellbeing, encompassing taha tinana (physical health), taha hinengaro (mental health), taha whānau (family health) and taha wairua (spiritual health). This could include physical activities, counselling services and spaces for quiet reflection.

Mātauranga (Knowledge and Learning): Ensure learners are supported academically and culturally. This could include tutoring services, study skills workshops and te reo Māori and tikanga Māori classes.

Tino Rangatiratanga (Self-Determination): Empower learners to take charge of their own learning and wellbeing. This could involve learner-led initiatives, opportunities for leadership and flexible learning options.

Implementation Strategies

Te Tiriti o Waitangi: Uphold the principles of partnership, participation and protection under Te Tiriti o Waitangi in all wellbeing initiatives.

Cultural Competency: Provide training for staff on cultural competency, understanding Māori perspectives and inclusive teaching practices.

Te Reo Māori: Incorporate te reo Māori into the learning environment, such as bilingual signage, mihi (greetings) and karakia (prayers or incantations).

Māori Consultation: Regularly consult with Māori learners, staff and stakeholders to ensure their voices are heard and their needs are met.

Measurement and Evaluation: Regularly assess and evaluate our wellbeing initiatives to ensure they are effective and meeting the needs of our learners, including our Māori learners.

At Learner Me, we believe that wellbeing is integral to learning. By prioritizing the wellbeing of our learners and incorporating Māori perspectives, we can create a positive and supportive learning environment where everyone can thrive.

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.

Rating of Implementation Stage: Implemented

Process Required	MR Response/Evidence	Current Status
<p>Process 1: Strategic goals and strategic plans Clause 7 (1).</p> <p>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.</p>	<p>Learner Me's strategic goals and plans are intricately designed to support the wellbeing and safety of our learners, aligning with the requirements of the Code and fostering an education system that honors Te Tiriti o Waitangi and supports Māori–Crown relations. Our recent External Evaluation and Review (EER) report highlights our commitment to creating a supportive and inclusive learning environment, contributing significantly to the local community, and emphasizing our innovative approach to IT education.</p> <p>Our strategic plans include:</p> <ol style="list-style-type: none"> 1. Implementation of Technology-Enhanced Learning: Adapting our IT programs to not only meet the current industry standards but also to ensure that our learners are well-prepared for the future. This includes incorporating the latest software and platforms into our curriculum, providing our learners with real-world IT skills. 2. Engagement with Local Iwi and Community Organizations: Establishing strong partnerships with local iwi and community organizations to ensure our programs are inclusive and culturally sensitive, thereby supporting Māori learners and enhancing our contribution to Māori–Crown relations. 3. Support for Learner Wellbeing: Our strategic goals include comprehensive support for learner wellbeing, ranging from mental health services to career counseling, ensuring that our learners are not only successful in their studies but also well-prepared for their future careers. 	<p>Compliant</p>

	<p>4. Continuous Improvement and Innovation: Our strategic plans are regularly reviewed and updated to incorporate feedback from stakeholders, including learners, staff, and industry partners, ensuring that our programs remain relevant and effective.</p> <p>Our approach to strategic planning is proactive and involves regular consultation with our learners and stakeholders. This ensures that our goals and plans are not only aligned with the Code's outcomes but also responsive to the needs of our learners and the community.</p>	
<p>(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.</p>	<p>Learner Me actively contributes to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations through our strategic integration of Māori perspectives and engagement with local iwi. We are very unique for an organisation of our size. We have dedicated iwi liaison staff provided to us by the Iwi at both campuses play a crucial role in ensuring the Māori voice is regularly heard within our organization, fostering an environment that respects and incorporates Māori values and aspirations into our programs and services.</p> <p>Our partnership with regional iwi, as highlighted in our recent EER report, is a testament to our commitment to these principles. The Hangarau Akoranga program, developed in collaboration with iwi, not only provides IT skills but also emphasizes cultural knowledge and wellbeing, reflecting our holistic approach to education that values and supports Māori learners' success. This program, along with our efforts to engage Māori students and community members, demonstrates our ongoing dedication to honouring Te Tiriti o Waitangi and strengthening Māori–Crown relations.</p>	<p>Compliant</p>

<p>Clause 7 (2). Providers must –</p> <p>(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1)</p>	<p>Learner Me is committed to a continual improvement process that includes the regular review of our learner wellbeing and safety strategic goals and strategic plans. This is an integral part of our operational cycle, ensuring our strategies remain responsive to the needs of our learners, including those identified through our close relationship with local iwi and feedback from our iwi liaison staff. Our recent EER report underscores our engagement with iwi, reflecting our dedication to incorporating Māori perspectives into our educational and wellbeing strategies.</p> <p>Our review process entails:</p> <ul style="list-style-type: none"> - Annual Strategy Sessions: Conducted with participation from all levels of the organization, including our iwi liaison staff, to ensure comprehensive insights into the effectiveness of our strategies against set objectives. - Feedback Integration: Utilizing data from student surveys, feedback from iwi liaison staff, and outcomes of programs like Hangarau Akoranga to assess and refine our wellbeing and safety initiatives. - Action Plans: Following each review, we develop detailed action plans to address identified gaps or opportunities for enhancement. These plans are closely monitored for their implementation efficacy and adjusted as required based on ongoing feedback and evolving learner needs. - Documentation and Transparency: All revisions to our strategic goals and plans are well-documented, with changes communicated across the organization to ensure alignment and understanding. This documentation process supports our commitment to transparency and continuous improvement. <p>Through these structured review processes, Learner Me ensures our strategic goals and plans not only comply with the Code's requirements but also actively contribute to an education</p>	<p>Compliant</p>
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	system that honors Te Tiriti o Waitangi and supports Māori–Crown relations.	
(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.	<p>Learner Me systematically identifies action items for the amendment of learner wellbeing and safety strategic goals and plans through ongoing engagement processes, including regular staff catch-ups, student needs assessments, one-on-one student sessions, and the analysis of student feedback. These practices ensure that our approach to learner wellbeing and safety is continually evolving to meet the changing needs of our students and staff.</p> <p>Our commitment to this process includes:</p> <p>Continuous Monitoring: We maintain a vigilant approach to identifying areas for improvement throughout the year, not limiting our observations to formal review periods.</p> <p>Annual Updates: While our strategic goals and plans are formally updated on an annual basis to ensure alignment with our long-term vision and the regulatory framework, our process is flexible enough to accommodate interim amendments when required.</p> <p>Progressive Implementation: Recognizing that some changes cannot wait for the annual review cycle, we implement major changes progressively, ensuring that our strategic response is both timely and relevant.</p> <p>Collaborative Approach: Our amendment process is collaborative, involving input from our diverse community, including learners, staff, and particularly our iwi liaison officers, reflecting our dedication to Te Tiriti o Waitangi principles.</p> <p>Through this structured yet adaptable approach, Learner Me not only aligns with the formal requirements of the Code but also demonstrates a proactive commitment to the wellbeing and safety of our learners, adapting our strategies to the dynamic educational landscape.</p>	Compliant

<p>Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when –</p> <ul style="list-style-type: none"> (a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1) (b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2). 	<p>Learner Me's approach to learner wellbeing and safety strategic goals and planning is deeply collaborative, encompassing a broad spectrum of stakeholders, as confirmed by our recent EER report. This includes MOUs with regional high schools, Taranaki Iwi, Ngāti Ruanui, and the Ministry of Social Development, as well as close relationships with other PTEs and community organizations. We are recognized as the preferred institution for learners with neurodiverse needs or physical disabilities, due to our personalized pastoral care and robust support systems.</p> <p>In our collaboration, we ensure:</p> <p>Regular Engagement with Stakeholders: Our strategic goals and plans are shaped through ongoing dialogue with our stakeholders, ensuring they are co-created with those who have a vested interest in our learners' success.</p> <p>Tailored Pastoral Care: Each student receives customized support from our pastoral care team, which is adapted to their unique circumstances and leveraged in both the development and review of our wellbeing and safety strategies.</p> <p>Inclusion of Whānau and Support Systems: We work in close partnership with the learner's whānau and external support systems to envelop each learner in a network of support that contributes to their safety and wellbeing.</p> <p>Documentation and Feedback Systems: We maintain a rigorous online system for collecting feedback, which feeds into our self-review and action plans, ensuring that our strategies are data-informed and aligned with the needs of our stakeholders.</p> <p>EER Report Confirmation: The effectiveness of our collaborative approach to wellbeing and safety strategic goals and plans is corroborated by the findings of our EER report, which highlights our success in fostering an inclusive learning environment and providing comprehensive support for all students.</p>	<p>Compliant</p>
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	<p>Learner Me's commitment to proactive work with learners and stakeholders is not only a compliance measure but also a testament to our dedication to the holistic development and success of our learners.</p>	
<p>Process 2: Self review of learner wellbeing and safety practices 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>	<p>Learner Me adheres to a rigorous self-review process, using our strategic goals and plans as a framework to regularly assess and enhance our learner wellbeing and safety practices. This practice is in strict compliance with the Code's stipulations and is performed annually.</p> <p>Our self-review process includes:</p> <p>Annual Reviews: In line with the recommendations of our Board, we undertake comprehensive annual reviews of our wellbeing and safety practices.</p> <p>Continuous Improvement: Findings from these reviews are critical to our ongoing improvement efforts, ensuring that we meet and exceed the Code's requirements for learner wellbeing and safety. From our 2023 self review and found out that our current QMS system is too detailed in some places which can lead to confusions in some cases. We are currently reviewing the QMS to ensure that processes are easy to understand and where possible less complex.</p> <p>We remain committed to ensuring that our wellbeing and safety practices are not only compliant but also exemplify best practices in the education sector, providing a safe, inclusive, and supportive environment for all our learners.</p>	<p>Compliant</p>

<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>	<p>Learner Me actively involves diverse learners and stakeholders in the review of our wellbeing and safety practices. This participation is crucial in ensuring that our practices align with the real-world experiences and needs of our student body.</p> <p>Our approach includes:</p> <p>Regular Feedback Mechanisms: We have established regular channels for feedback, encouraging students to offer suggestions and comments throughout their learning journey, as well as through end-of-course surveys.</p> <p>Responsive Practices: While we actively solicit feedback, we acknowledge the need to enhance our systems for collating and analyzing this data systematically. This improvement will ensure that the feedback directly informs and refines our wellbeing and safety practices.</p> <p>Staff Development: Recognizing the value of staff contributions to the review process, we are focusing on further development of staff and contributing processes. This includes increasing staff awareness of the Code requirements to bolster our self-assessment practices and the subsequent review of our programs.</p> <p>Engagement with External Stakeholders: Through our MOUs with iwi and community organizations, we ensure that stakeholder feedback is also integrated into our review process.</p> <p>Actionable Insights: We are committed to transforming the feedback we receive into actionable insights that will enhance our learner wellbeing and safety practices.</p> <p>Through these efforts, Learner Me demonstrates a commitment to continuous improvement informed by the diverse voices of our learners and the valuable input of our stakeholders.</p>	<p>Compliant</p>
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<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>	<p>Learner Me's Quality Management System (QMS) articulates a robust process for the management of learner complaints, which mandates the formal documentation of any such complaints. This process is detailed in our candidate handbook, ensuring that all learners are aware of how to raise and resolve issues.</p> <p>To date, Learner Me has not received any formal learner complaints, attesting to the effectiveness of our proactive and supportive educational environment. Nonetheless, our review mechanisms are designed to incorporate relevant data from complaints should they arise. This inclusion is critical to our commitment to continuous improvement and responsiveness to our learners' needs.</p> <p>The QMS framework and our no-complaint record reflect Learner Me's dedication to maintaining high standards of learner wellbeing and safety, consistent with our privacy obligations and attentive to the needs of diverse learner groups.</p>	<p>Compliant</p>
<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>	<p>In compliance with Clause 8 (3), Learner Me ensures that any deficiencies identified in the learner wellbeing and safety practices are addressed promptly and effectively. Our process involves:</p> <p>Ongoing Evaluation and Improvement: Deficiencies in practices are identified through our continuous self-review mechanisms, which include the analysis of data from learner surveys and assessments, as well as stakeholder feedback.</p> <p>Quality Management System (QMS): Our QMS outlines a clear process for addressing deficiencies, which involves updating our strategic goals and plans to reflect necessary changes.</p> <p>Timely Actions: Amendments to practices or strategies are made within a reasonable timeframe following their review. If there are major changes required, these are implemented progressively to ensure minimal disruption to learner wellbeing and safety.</p>	<p>Compliant</p>

	<p>Documentation and Transparency: All actions taken to address deficiencies are formally documented, providing a transparent record of our commitment to continuous improvement.</p> <p>Learner and Stakeholder Involvement: Learners and stakeholders are actively involved in the review process, ensuring that our action plans are informed by the diverse experiences and needs of our community.</p> <p>Feedback Integration: We integrate feedback from the recent External Evaluation and Review (EER) into our action plans, ensuring that our practices not only meet current standards but are also aligned with best practice recommendations.</p> <p>Through these structured and responsive processes, Learner Me maintains a high standard of learner wellbeing and safety practices that are in line with the expectations of the Code.</p>	
<p>Process 3: Publication requirements 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> <ul style="list-style-type: none"> (a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1). (b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and <p>self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.</p>	<p>Learner Me ensures transparency and accessibility of our strategic goals, plans, and self-review reports in the following ways:</p> <p>Accessible Documentation: All strategic goals and strategic plans are documented in a clear and accessible manner, available to our staff.</p> <p>Website Publication: These documents, including any revisions, are published on our official website, ensuring easy access for all stakeholders.</p> <p>Updated Self-Review Reports: Self-review reports that evaluate the quality of our learner wellbeing and safety practices are also made available, reflecting our ongoing commitment to improvement and accountability.</p> <p>Continuous Update: In line with Clause 9 requirements, any updates or revisions to our strategies or plans are promptly reflected in the publicly available documents.</p>	<p>Compliant</p>

	<p>Engagement and Feedback: We actively seek feedback on the accessibility and usefulness of these documents to ensure they meet the needs of our diverse community.</p> <p>Through these practices, Learner Me upholds our commitment to the Code's publication requirements, ensuring our strategic approach to learner wellbeing and safety is open, transparent, and continuously improving.</p>	
<p>Process 4: Responsive wellbeing and safety systems Clause 10 (1).</p> <p>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 appropriate social, medical, and mental health services.</p>	<p>Learner Me has established a responsive and integrated system for identifying and addressing learner wellbeing and safety concerns:</p> <p>Comprehensive Information Gathering: Our needs assessment system, which begins before learners start their education, allows us to understand and cater to the individual needs of our learners, especially those requiring additional support.</p> <p>Ongoing Support: Daily check-ins by our pastoral care team are conducted for learners needing extra support, focusing on their overall wellbeing, which includes monitoring their academic progress and personal challenges.</p> <p>Wellness Surveys: We implement weekly wellness surveys that track key wellbeing indicators such as eating habits, sleep, and stress levels. This enables us to quickly identify and respond to any emerging concerns in our learners' lives.</p> <p>Culturally Appropriate Services: We prioritize connecting learners with culturally appropriate services, ensuring our responses are sensitive to the diverse cultural backgrounds of our learners.</p> <p>Documentation: The process for managing learner complaints, including the requirement for</p>	<p>Compliant</p>

	<p>formal documentation, is outlined in our candidate handbook. While we have had no formal learner complaints, our system is ready to integrate this data into our reviews as necessary.</p> <p>Action and Documentation: Following any review, we take timely and appropriate action to address any identified deficiencies. All actions are thoroughly documented within our QMS and are informed by the feedback received through our various monitoring systems.</p> <p>Feedback from EER Report: The recent EER report acknowledges our proactive systems and the positive feedback from NZQA regarding our practices. This external validation reinforces our commitment to maintaining a safe and supportive environment for all learners.</p> <p>Through these practices, Learner Me ensures that concerns about learner wellbeing and safety are identified and addressed promptly, with a dedicated approach to providing support that is culturally sensitive and attuned to the unique needs of each learner.</p>	
<p>Clause 10 (2). Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –</p> <ul style="list-style-type: none"> (a) Te Tiriti o Waitangi (b) the provider’s obligations under this code (c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies (d) identifying and timely reporting of incidents of racism, discrimination, and bullying (e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting (f) privacy and safe handling of personal information 	<p>Learner Me places high importance on equipping our staff with the necessary ongoing training and resources tailored to their specific roles within our organization, including but not limited to:</p> <ol style="list-style-type: none"> 1. Understanding of Te Tiriti o Waitangi: We ensure that all staff have a good understanding of Te Tiriti o Waitangi, which is fundamental to operating in New Zealand and critical for respecting the partnership with Māori that Te Tiriti o Waitangi establishes. We use a mix of external workshops and regular open discussion session with our Iwi Liasions. 2. Obligations Under the Code: We identified that some of the staff werent upto speed with the code even though the services provided were above code standards. Now Staff are regularly trained on Learner Me's obligations under the Code, ensuring that our practices are not only compliant but also exemplify best practices in supporting learner wellbeing and safety. 	<p>Compliant</p>

<p>(g) referral pathways (including to local service providers) and escalation procedures</p> <p>(h) identifying and timely reporting of incidents and concerning behaviours</p> <p>(i) wellbeing and safety awareness and promotion topics including –</p> <ul style="list-style-type: none"> i. safe health and mental health literacy and support ii. suicide and self-harm awareness iii. promoting drug and alcohol awareness iv. promoting healthy lifestyles for learners. 	<p>3. Cultural Competencies: We provide training to understand the welfare issues of diverse learner groups, enhancing staff cultural competencies, and ensuring they can offer support that is respectful and appropriate to all learners.</p> <p>4. Addressing Discrimination and Violence: Our staff are trained to identify and respond promptly to incidents of racism, discrimination, bullying, as well as physical and sexual violence, supporting a culture of disclosure and reporting.</p> <p>5. Privacy and Information Handling: Training on privacy and the safe handling of personal information is integral to our operations, ensuring all staff manage learner information securely and in accordance with privacy legislation.</p> <p>6. Referral Pathways and Escalation Procedures: Staff are well-versed in referral pathways to local service providers and understand the correct escalation procedures to ensure learners receive the support they need without delay.</p> <p>7. Wellbeing and Safety Promotion: We also cover a broad range of wellbeing and safety awareness topics in staff training, including health and mental health literacy, suicide and self-harm awareness, drug and alcohol awareness, and promoting healthy lifestyles among learners.</p> <p>The recent EER report and feedback from NZQA affirm the effectiveness of our training programs, highlighting the positive impact on our learners and the wider community. Our commitment to ongoing staff development ensures that our team is not only knowledgeable but also empowered to actively contribute to the wellbeing and safety of our learners.</p>	
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<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</p>	<p>Learner Me has a structured approach to assisting learners in emergency situations, ensuring plans are comprehensive and accessible from the onset of their studies. These emergency preparedness plans are detailed and readily available to learners, emphasizing Learner Me's commitment to safety and responsiveness. This proactive stance on emergency planning showcases Learner Me's dedication to creating a secure learning environment, ensuring all learners and staff are well-informed and prepared for any eventualities.</p>	<p>Compliant</p>
<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</p> <p>(c) co-ordinating decision-making across the provider when responding to emergencies</p> <p>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies</p> <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>(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –</p>	<p>Learner Me has implemented a comprehensive approach to ensure the safety and preparedness of our learners and staff in emergency situations:</p> <p>Accessible Emergency Plans: All students receive a detailed Health & Safety briefing as part of their orientation program, which includes emergency response plans. This ensures that learners are familiar with procedures from the beginning of their study.</p> <p>Staff Preparedness: Learner Me ensures that there are always suitably prepared staff members available to be contacted by learners in the event of an emergency. This includes training staff in emergency response protocols and maintaining an up-to-date contact list for all emergency personnel within the institution.</p> <p>Coordinated Decision-Making: We have established a clear framework for coordinated decision-making across the provider when responding to emergencies. This ensures a unified and effective response to any situation, with clear lines of communication and responsibility.</p> <p>Information Dissemination: Learner Me prioritizes the dissemination of timely, accurate, consistent, and accessible information to learners and staff during emergencies. This is achieved through multiple communication channels,</p>	<p>Compliant</p>

<p>i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission)</p> <p>ii. the follow-up de-briefing processes to support all learners and relevant staff</p>	<p>including our learning management system, email alerts, and social media updates, to ensure that all parties are well-informed and can respond appropriately.</p> <p>Regular Reviews and Updates: Our Health & Safety policies, including emergency response plans, are outlined in the QMS 6 Health and Safety section and are subject to regular reviews by an external provider, with the latest review conducted in 2023. This process ensures that our policies and plans remain current and effective.</p> <p>Through these measures, Learner Me demonstrates a proactive and comprehensive approach to ensuring the safety and preparedness of our learning community in emergency situations, reflecting our commitment to the wellbeing of all members of our institution.</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>No such incidents have occurred, and so no evidence of emergency incident management action is available at this stage. However, a process exists for reporting these through weekly, monthly, quarterly, and annual leadership team meetings as well as meetings of the Board.</p>	<p>Compliant</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.

Rating of Implementation Stage: Implemented

Process Required	MR Response/Evidence	Current Status
<p>Process 1: Learner voice Clause 12. Providers must have practices for –</p> <ul style="list-style-type: none"> (a) proactively building and maintaining effective relationships with diverse learner groups within their organisation (b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices (c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities 	<p>Learner Me emphasizes active engagement with diverse learner voices through several key practices, aligning with the detailed engagement strategies seen in other institutions' self-review reports. These include:</p> <ol style="list-style-type: none"> 1. Personalized Pastoral Care: Provision of personalized support to students, focusing on engagement and equitable opportunities for success. 2. Direct Engagement for Feedback: Collaboration with learners to understand and enhance their experience and wellbeing through surveys, feedback loops, and regular reviews. 3. Community and Industry Partnership: Participation in events and workshops to foster wellbeing and safety strategies informed by diverse perspectives. 4. Transparent Communication: Regular updates and surveys to ensure decision-making processes are informed by learner feedback, maintaining an open-door policy for direct communication. <p>These initiatives underscore Learner Me's commitment to a learner-centered approach, fostering an inclusive environment that respects and uplifts the voices of all students.</p>	Compliant
<ul style="list-style-type: none"> (d) providing timely and accessible resources to learners to support them and their learner 	<p>To enhance learner participation in decision-making processes, Learner Me has undertaken the following</p>	Compliant

<p>communities to develop the necessary skills to enable them to participate fully in decision-making processes</p>	<p>initiatives:</p> <ol style="list-style-type: none"> 1. Timely and Accessible Learning Resources: Learner Me ensures all learners have access to comprehensive resources from the outset of their education journey. These resources are designed to equip learners with the knowledge and skills necessary for active participation in decision-making processes. They cover a range of topics, from understanding governance structures within Learner Me to effective communication and advocacy techniques. 2. Skills Development Workshops: We organize workshops and seminars focused on developing critical thinking, leadership, and decision-making skills. These sessions are facilitated by experienced educators and industry professionals, ensuring learners receive practical and valuable insights. 3. Digital Platforms for Engagement: Learner Me utilizes digital platforms to provide learners with continuous access to materials and forums where they can engage in discussions, share ideas, and participate in decision-making processes. These platforms are accessible and user-friendly, enabling broad participation across our diverse learner community. 4. Feedback and Consultation Processes: We have formalized feedback mechanisms and consultation processes that allow learners to voice their opinions and suggestions on matters affecting their wellbeing and education. This includes regular surveys, feedback sessions, and open forums, where learners can contribute to the development and review of policies and practices. 5. Representation on Decision-Making Bodies: Learner Me supports and facilitates the representation of learners on key decision-making bodies within the institution. This ensures that learners have a direct role in shaping the educational and wellbeing strategies that affect them. 	
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<p>(e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.</p>	<p>Learner Me is committed to maintaining open lines of communication and fostering a transparent learning environment. Our approach includes several key practices to ensure learners are well-informed and supported throughout their educational journey:</p> <ol style="list-style-type: none"> 1. Student Handbook: Our Student Handbook is a comprehensive resource that outlines the availability of individual and confidential meetings with staff. This ensures that learners are aware they can seek personalized support and guidance whenever needed. 2. Encouragement for Anonymous Feedback: We actively encourage learners to provide anonymous feedback on any aspect of their learning experience. This practice is vital for creating a safe space where learners feel comfortable sharing their thoughts and concerns without fear of repercussions. 3. Informal Updates: Trainers and staff regularly inform learners about developments within Learner Me, including updates on organizational changes, new initiatives, and the rationale behind certain decisions. This ongoing communication helps to build a sense of community and keeps learners engaged with the institution's evolving landscape. 4. Annual Publication of Survey Results: Starting in 2023, we have committed to publishing a summary of survey results and the actions taken in response to this feedback on the learner portal annually. This initiative is aimed at enhancing transparency regarding how learner input directly influences decision-making and improvements within Learner Me. <p>These practices demonstrate Learner Me's dedication to fostering an inclusive and responsive educational environment, where learner feedback and wellbeing are prioritized.</p>	<p>Compliant</p>
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<p>Process 2: Learner complaints Clause 13. Providers must –</p> <ul style="list-style-type: none"> (a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and (b) inform learners on how the complaint will be handled and how it is progressing (c) handle complaints in a timely and efficient way, including having practices that – <ul style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint ii. consider the issues from a cultural perspective iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice) iv. comply with the principles of natural justice (d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for – <ul style="list-style-type: none"> 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 ii. addressing barriers to accessing this information (for example, due to 	<p>Learner Me has established a comprehensive and culturally sensitive complaints management process, highlighting our commitment to responsiveness, transparency, and justice in handling complaints. This approach is characterized by:</p> <ol style="list-style-type: none"> 1. Direct Engagement: We ensure efficient and empathetic handling of complaints by working directly with learners and their support people, providing them with regular updates on the progress and outcomes. 2. Complexity and Cultural Sensitivity: Our process is adept at managing complaints across a spectrum of complexity, integrating culturally responsive methods and emphasizing traditional approaches like restorative justice to resolve issues respectfully. 3. Accessibility and Support: The complaints procedure is designed to be easily accessible, with clear guidelines available to learners and their support persons, ensuring an understanding of the process and available support at every stage. 4. Transparent Reporting: We have a policy to maintain detailed records of all complaints, and an annual report summarizing the number, nature, and resolution of complaints is disseminated to our management team, learners, stakeholders, and the code administrator, enhancing transparency. 5. Continuous Improvement: Insights from the complaints process are used to drive improvements in our practices and policies, informed by feedback and our recent EER report which commended our effective engagement and management. 6. Clear Documentation in QMS and Student Handbook: The complaints management process is meticulously outlined in our Quality Management System (QMS) for staff reference, and a summarized version targeted at students is provided in the student handbook, ensuring all stakeholders are informed of the procedure. 7. Record of Complaints: To date, Learner Me has not received any complaints, demonstrating the effectiveness of our 	<p>Compliant</p>
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<p>language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint</p> <p>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</p> <p>providing the opportunity for groups of learners to make joint complaints</p>	<p>approach and the satisfaction of our learners and stakeholders with our processes and educational offerings.</p> <p>Our dedication to upholding the highest standards in pastoral care is reflected in our proactive and student-centered complaints management approach, ensuring a supportive and respectful environment for all learners.</p>	
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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.

Rating of Implementation Stage: Implemented

Process Required	MR Response/Evidence	Current Status
<p>Process 1: Safe and inclusive communities</p> <p>Clause 16 (1). Providers must have practices for –</p> <ul style="list-style-type: none"> (a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and (b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and (c) promoting an inclusive culture across the learning environment; and (d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and (e) providing all learners with information – <ul style="list-style-type: none"> i. that supports understanding, acceptance, and connection with all 	<p>Learner Me is committed to fostering a safe and inclusive community that actively reduces harm and promotes understanding, acceptance, and connection among all learners. Our approach to ensuring a respectful and supportive environment encompasses several key practices:</p> <ul style="list-style-type: none"> ● Anti-Discrimination Policies: We have established comprehensive policies to combat discrimination, racism (including systemic racism), bullying, harassment, and abuse. These policies are communicated to both learners and staff during orientation sessions and are readily accessible on our learning platform and in the student handbook. ● Inclusive Culture Promotion: Learner Me actively works to promote an inclusive culture across our digital learning environment. This includes regular awareness campaigns, workshops, and events that emphasize the value of diversity and inclusivity. Our programming includes activities that uphold the cultural needs and aspirations of Māori, Pasifika, and other minority groups, ensuring that our learning environment is reflective of New Zealand's diverse society. ● Information Accessibility: We provide learners with comprehensive information that supports understanding and connection among all learners. This includes resources on cultural competency, the importance of an inclusive learning environment, and details on available cultural, spiritual, and community 	<p>Compliant</p>

<p>learners, and collective responsibility for an inclusive learning environment; an</p> <p>ii. about the cultural, spiritual, and community supports available to them; and</p> <p>(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.</p>	<p>supports.</p> <ul style="list-style-type: none"> ● Accessible Learning Environments: Learner Me designs its online learning platform and physical spaces (where applicable) to be welcoming and accessible, promoting interaction and relationship-building among learners. Our digital platforms offer features that allow learners to connect with peers, participate in group activities, and access support services easily. ● Staff Training and Learner Engagement: Our staff undergo regular training to recognize, respond to, and prevent instances of discrimination, bullying, and harassment. We also encourage and facilitate learner and staff collaboration to continually improve our practices and promote a culture of respect and inclusivity. <p>In addition to the previously mentioned initiatives, Learner Me's Student Handbook features a dedicated "Student Behaviour" section. This section outlines the expectations from learners regarding their conduct within our learning community. It emphasizes the importance of mutual respect, responsibility, and accountability in fostering a safe and supportive educational environment. By clearly stating these expectations, we aim to ensure that all learners understand their role in maintaining a respectful and inclusive culture.</p> <p>Moreover, our strategic goals related to learner wellbeing are integral to the Student Handbook. These goals underscore our commitment to not only academic excellence but also to the holistic wellbeing of our learners. By embedding our wellbeing objectives within the handbook, we make our commitment to a safe, inclusive, and supportive learning environment transparent to our learners, staff, and stakeholders. This holistic approach ensures that wellbeing is woven into the fabric of our educational provision, reflecting our dedication to upholding the cultural needs and aspirations of all groups throughout the learning environment.</p> <p>These practices are informed by feedback from learners, outcomes of internal reviews, and collaborations with external partners and stakeholders. Learner Me's commitment to reducing</p>	
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	harm and promoting a supportive and inclusive learning environment is a core aspect of our educational philosophy and operational practices.	
<p>Process 2: Supporting learner participation and engagement Clause 17 (1).</p> <p>Providers must provide learners with opportunities to –</p> <ul style="list-style-type: none"> (a) actively participate and share their views safely in their learning environment (b) connect, build relationships and develop social, spiritual and cultural network <p>use te reo and tikanga Māori to support Māori learners' connection to identity and culture.</p>	<p>Learner Me recognizes the importance of providing learners with opportunities for active participation, relationship-building, and cultural connection within their learning environment. To this end, we have implemented several practices:</p> <ul style="list-style-type: none"> ● Active Participation and Safe Sharing: We encourage all learners to actively participate and share their views safely within our learning environment. Through our online forums, collaborative projects, and feedback sessions, learners have ample opportunities to express their opinions and contribute to the learning community. Our policies ensure that this participation occurs in a respectful and safe environment, where every voice is valued. ● Building Relationships and Networks: Connecting with others and building relationships are fundamental to our educational approach. We facilitate the development of social, spiritual, and cultural networks through various activities, including group projects, cultural events, and social gatherings (both virtual and physical). Our aim is to foster a sense of belonging and community among our learners. ● Te Reo and Tikanga Māori: In alignment with our commitment to supporting Māori learners' connection to their identity and culture, Learner Me incorporates te reo and tikanga Māori into our learning environments. Our Iwi Liaison staff, present at both campuses, play a pivotal role in bringing a regular Māori voice to the organization. They engage with our students weekly, facilitating discussions that enable learners to explore and understand their whakapapa. This engagement is further supported by the close relationship we maintain with local iwi, as highlighted in our EER report. <p>These initiatives demonstrate Learner Me's dedication</p>	Compliant

	<p>to supporting learner participation, engagement, and cultural connectivity. By providing these opportunities, we strive to create an enriching and inclusive educational experience that honors and supports the diverse backgrounds and aspirations of all our learners.</p>	
<p>Clause 17 (2). Providers must have practices for supporting learners through their studies, including –</p> <p>enabling learners to prepare and adjust for tertiary study</p>	<p>Learner Me is committed to supporting learners throughout their studies with a variety of practices aimed at enabling them to prepare for and adjust to tertiary education:</p> <p>Comprehensive Orientation Programs: We offer extensive orientation and transition programs that introduce new students to tertiary study's demands. These cover essential topics like academic skills, time management, and navigating the digital learning environment.</p> <p>Academic and Pastoral Support: Our support services include academic advising, tutoring, and counseling to address both academic and personal challenges. This holistic support framework ensures learners have the resources they need to succeed.</p> <p>Cultural Engagement and Support: Through initiatives like our Iwi Liaison officers and enabling te reo Māori on all devices, we foster an inclusive environment that respects and celebrates cultural diversity, with a particular emphasis on supporting the connection of Māori learners to their identity and culture.</p> <p>Feedback-Informed Practices: Our support mechanisms are continuously refined based on learner feedback and outcomes from our internal and external evaluations, such as our EER report, to ensure they effectively meet learners' evolving needs.</p> <p>By implementing these strategies, Learner Me aims to create a nurturing and inclusive learning environment that enables all students to thrive academically and personally.</p>	Compliant
<p>(b) maintaining appropriate oversight of learner achievement and engagement</p>	<p>Learner Me maintains detailed oversight of learner achievement and engagement through our use of the Tuple Student Management System (SMS). This</p>	Compliant

	<p>system has served as our primary tool for recording and monitoring learner progress to date. As a provider specializing in technology training, we've observed that many existing SMS solutions are more focused on regulatory compliance than on enhancing student engagement and overall experience.</p> <p>Acknowledging this gap, Learner Me has initiated the development of our own student management system tailored to provide an enhanced experience for both students and staff, while also facilitating more efficient compliance reporting. Starting in 2024, we successfully implemented phase 1 of this ambitious project, significantly improving the enquiry to enrolment experience for our learners.</p> <p>We are eagerly anticipating the rollout of Phases 2 and 3, which include the integration with our Learner Management System and the launch of a dedicated student app in 2024. These developments are aimed at enriching the student learning journey and building a more engaging and connected community.</p> <p>Additionally, our student success team, which includes members from the program delivery team, trainers, and support staff, meets weekly to discuss learner achievement, engagement, and support needs. A weekly report highlighting any issues related to attendance or engagement is provided to the CEO, who is an active member of the student success team.</p> <p>This proactive approach ensures that Learner Me remains at the forefront of delivering a supportive and technologically advanced educational experience, reflecting our ongoing commitment to student achievement and engagement.</p>	
<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</p>	<p>Learner Me is committed to supporting our learners through accessible, confidential avenues for discussing any study-related issues:</p> <p>Guided Support: Our Student Handbook details support processes within 'Student Learning and Academic Support' and 'Student Pastoral Care and Support' sections, directing learners to the appropriate channels for confidential assistance.</p> <p>Confidential Channels: We offer multiple</p>	<p>Compliant</p>

	<p>confidential avenues for support, including private consultations with dedicated staff, ensuring learners feel comfortable seeking help.</p> <p>Proactive Support Monitoring: Through weekly team meetings and engagement tracking, we promptly identify and address any learner concerns, ensuring a responsive support system.</p> <p>Tailored Responses: We provide customized support, including academic guidance, wellbeing resources, or study adjustments, tailored to individual learner needs.</p> <p>Feedback-Driven Improvement: Continual feedback collection on our support services allows us to refine and enhance our approach, ensuring we meet our learners' needs effectively.</p> <p>This approach ensures a nurturing environment where all learners can confidently address their challenges and receive the support they need to succeed.</p>	
<p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<p>Learner Me actively supports students' academic and career progression by offering:</p> <p>Personalized Career Advisory: Sessions with our team help identify future study and career paths, available from enrolment throughout the student's journey.</p> <p>Industry Connections: Access to events and workshops through our IT industry and educational partnerships, enhancing career development opportunities.</p> <p>Practical Experience: Programs include work placements for real-world experience, supported by our industry partners.</p> <p>Career Coaching: Tailored advice on job search strategies, enhancing employability for students transitioning to work or further education.</p> <p>Resource Accessibility: The Student Handbook and online platforms detail available career services, ensuring learners can navigate their future options effectively.</p> <p>Our approach ensures learners are well-equipped for their next steps, whether in further education or career advancement.</p>	<p>Compliant</p>

<p>Process 3: Physical and digital spaces and facilities Clause 18. Providers must have practices for–</p> <p>(a) providing healthy and safe learning environments (b) identifying and, where possible, removing access barriers to provider facilities and services (c) involving learners in the design of physical and digital environments when making improvements (d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.</p>	<p>At Learner Me, we are committed to fostering healthy, safe, inclusive, and accessible physical and digital learning environments that cater to the diverse needs of our learners. Our practices include:</p> <p>(a) Healthy and Safe Learning Environments: We prioritize the health and safety of our learners by adhering to rigorous safety protocols and continuously assessing and improving our facilities and digital platforms to ensure they meet the highest standards of safety and wellness.</p> <p>(b) Removing Access Barriers: Learner Me is dedicated to identifying and, where possible, removing barriers to our facilities and services. This includes ensuring that our physical spaces are accessible to learners with disabilities and our digital resources are user-friendly for all students.</p> <p>(c) Learner Involvement in Design: We actively involve learners in the design and improvement of both physical and digital environments. Through feedback mechanisms and participatory design sessions, learners contribute to the development of spaces and platforms that best meet their learning needs.</p> <p>(d) Engaging with Māori: In alignment with our commitment to Te Tiriti o Waitangi, we engage with Māori learners and involve them in the design of our environments. This collaboration ensures that our learning spaces are culturally responsive and supportive of Māori learners' identity and cultural needs.</p> <p>Our approach to maintaining and improving our learning environments is reflective of our broader commitment to inclusivity, wellbeing, and the success of all our learners.</p>	<p>Compliant</p>
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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.

Rating of Implementation Stage: Implemented

Process Required	MR Response/Evidence	Current Status
<p>Process 1: Information for learners about assistance to meet their basic needs. 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> <p>(a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety</p> <p>(b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand maintain a healthy lifestyle.</p>	<p>Learner Me ensures that all learners, including prospective ones, can identify and manage their basic needs—housing, food, and clothing—by providing comprehensive, timely, and tailored information on how they can:</p> <p>(a) Access Services for Wellbeing and Safety: We guide learners to access both in-provider and community or public services designed to help them maintain reasonable standards of material wellbeing and safety. This includes partnerships with local organizations to provide learners with direct links to support services.</p> <p>(b) Accommodation and Tenant Rights: While Learner Me does not directly offer advice on accommodation and tenant rights, our pastoral staff are equipped with resources to support learners in these areas. We collaborate with community organizations to offer Q&A sessions, helping learners understand their rights and obligations as tenants in New Zealand.</p> <p>(c) Maintaining a Healthy Lifestyle: Promoting a healthy lifestyle is integral to our learner support system. We offer workshops and resources on nutrition, exercise, and mental wellbeing, ensuring learners have the information they need to make healthy choices. In addition to speakers from community organizations, Learner Me invites experts from organizations like Rainbow Youth and Sexwise to hold educational sessions on safe sex and related topics, promoting a healthy lifestyle among our learners.</p>	

	<p>Through these practices, Learner Me commits to a supportive learning environment where learners' basic needs are acknowledged and addressed, fostering their overall wellbeing and safety.</p>	
<p>Process 2: Promoting physical and mental health awareness Clause 21. Providers must have practices for –</p> <ul style="list-style-type: none"> (a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety (b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners 	<p>Learner Me actively fosters a supportive learning environment that emphasizes the physical and mental wellbeing of our learners. Our practices include:</p> <p>(a) Opportunities and Experiences for Health and Wellbeing: We host a range of activities and workshops focusing on physical and mental health, such as stress management, mindfulness, and fitness sessions, to promote holistic wellness. We collaborate with external partners to facilitate sessions on healthy living, mental resilience, and accessing support services.</p> <p>(b) Health Awareness Promotion: Information on health and wellbeing is integrated into our communication channels, providing learners with tips and resources on maintaining a healthy lifestyle. We emphasize credible practices for good physical and mental health that are relevant to our learners' needs. Collaborations with community organizations allow us to bring in speakers and experts on topics such as safe sex education and mental health, enhancing the relevance and impact of our health promotion efforts.</p> <p>These initiatives, demonstrate Learner Me's commitment to not only educating our learners in their chosen fields but also in supporting their overall wellbeing, ensuring they have the knowledge and resources to maintain their health and safety while studying with us and beyond.</p>	
<ul style="list-style-type: none"> (d) providing accurate, timely information and advice to learners about – <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 	<p>Learner Me ensures that all learners receive comprehensive information and advice to manage their health, safety, and wellbeing effectively:</p> <p>(i) Accessing Medical and Mental Health Services: Our Student Handbook details how learners can access both internal and external medical and mental health services, including culturally responsive services. We guide learners to local community and public health</p>	

<p>ii. how they can report health and safety concerns they have for their peers</p> <p>iii. how to respond to an emergency and engage with relevant government agencies</p> <p>iv. how they can make positive choices that enhance their wellbeing.</p>	<p>services and provide information on accessing support from organizations like Whakarongorau Aotearoa, which offers a wide range of health services.</p> <p>(ii) Reporting Health and Safety Concerns: We educate learners on the procedures for reporting health and safety concerns regarding their peers, emphasizing the importance of a supportive and responsive community. Regular sessions and updates in the Student Handbook ensure learners are aware of how to voice concerns safely.</p> <p>(iii) Emergency Response and Government Agencies Engagement: Learners are provided with clear instructions on responding to emergencies and engaging with relevant government agencies. Our orientation sessions and the Student Handbook include emergency contact numbers, procedures, and guidance on engaging with agencies like New Zealand Police and Ministry of Health.</p> <p>(iv) Making Positive Wellbeing Choices: Through workshops, seminars, and the distribution of educational materials, we promote awareness of practices that enhance physical and mental wellbeing. Our partnerships with external organizations enable us to offer sessions on safe sex education, mental health, and more, assisting learners in making positive choices for their health.</p> <p>These practices ensure Learner Me's commitment to the holistic wellbeing of our learners, equipping them with the knowledge and resources to manage their health and safety proactively.</p>	
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</p> <p>Clause 22 (1).</p> <p>Providers must have practices for</p> <p>–</p> <p>(a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person</p>	<p>Our enrolment application form includes a section that requires the identification of a nominated contact person and provides reasons for requesting this information. This information is kept on the candidate record in the student management system.</p>	

<p>(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety</p>	<p>Our enrolment application form includes a section that requires the identification of a nominated contact person and provides reasons for requesting this information.</p>	
<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</p>	<p>Situations such as these are managed in accordance without QMS; the nature and severity of the situation determines the allocation of responsibility to manage it.</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</p>	<p>The Student Pastoral Care and Support section of the Student Handbook encourages students to seek confidential and individual advice on any issue affecting their study.</p>	
<p>(e) providing opportunities for learners to raise concerns about themselves or others in confidence (f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it (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 ii. protecting learners and staff who experience harm</p>	<p>Learner Me is committed to providing a supportive environment where learners feel safe to raise concerns about themselves or others confidentially. Our approach includes:</p> <ol style="list-style-type: none"> 1. Confidentiality in Communication: The 'Educational Support' section of our Student Handbook encourages students to seek confidential advice on any issue affecting their study. This ensures that learners can communicate their concerns without fear of judgment or reprisal. 2. Proactive Engagement: Our candidate success lead, along with the programme delivery team, including trainers and candidate support staff, meets weekly to discuss learner achievement, engagement, and support needs. This proactive engagement strategy ensures that any potential concerns are identified and 	

<p>from other learners and/or staff, including sexual assault</p>	<p>addressed promptly.</p> <ol style="list-style-type: none"> 3. Multiple Channels for Raising Concerns: Learners have several opportunities to raise concerns in confidence. Apart from the formal mechanisms outlined in our Student Handbook, informal check-ins and mental health sessions are conducted to foster an open and supportive dialogue between learners and staff. 4. Support for Barriers to Learning: Early in the programme, the candidate success lead conducts Week 2 check-ins to identify and address any barriers to learning, ensuring that learners feel supported in raising any concerns they might have about themselves or others. <p>Through these measures, Learner Me ensures that learners have multiple avenues to raise concerns in confidence, supported by a culture of proactive engagement and responsiveness to their needs.</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</p>	<p>Learner Me is dedicated to accommodating the learning needs of disabled learners or those affected by health and wellbeing difficulties, ensuring their access to education both on-campus and off-campus. Our approach includes:</p> <p>Individual Support Plans: Tailored support plans are developed for learners with disabilities or health and wellbeing difficulties, emphasizing personalized learning strategies, resources, and assistive technologies.</p> <p>Alternative Learning Arrangements: For study off-campus, Learner Me facilitates flexible learning options, including online learning platforms and remote access to course materials, to ensure learners can continue their education without disruption.</p> <p>Accessibility Resources: We provide accessible learning materials and tools, such as screen readers, text-to-speech software, and materials in alternative formats, to support diverse learning needs.</p>	

	<p>Coordination with External Support Services: Learner Me collaborates with health and disability services in the community to ensure learners have access to the support they need. This includes referral arrangements to specialized services and facilitating communication between these services and the learners.</p> <p>Regular Check-ins and Support: The Pastoral Care Lead and educational support staff conduct regular check-ins with learners, offering continuous support and adjustments to their learning plans as needed. For learners with high needs, alternative day check-ins are scheduled, while fortnightly check-ins are arranged for others.</p> <p>Through these measures, Learner Me strives to create an inclusive educational environment that respects and responds to the individual needs of all learners, facilitating their success and wellbeing throughout their educational journey.</p>	
<p>(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation.</p>	<p>In response to the requirement of addressing disruptive and threatening behavior in a manner sensitive to a learner's situation, Learner Me has implemented comprehensive practices:</p> <ol style="list-style-type: none"> 1. Pastoral Care Framework: Our approach is rooted in a pastoral care framework that emphasizes understanding and empathy towards the individual circumstances of learners. The 'Pastoral Care and Support' section in the Student Handbook outlines how learners can report incidents confidentially. 2. Proactive Monitoring: The Pastoral Care Lead, alongside the program delivery team, monitors behavior and engagement to identify and intervene early in situations that might escalate into disruptive or threatening behavior. This proactive approach ensures issues are addressed sensitively and appropriately. 3. Personalized Support Plans: For learners exhibiting disruptive behavior, personalized support plans are developed, considering their unique circumstances and needs. This might involve counseling, mediation, or connecting them with external support 	

	<p>services.</p> <ol style="list-style-type: none"> 4. Educational Workshops: Regular workshops on conflict resolution, emotional intelligence, and respectful communication are conducted to foster a positive and respectful learning environment. 5. Incident Management Protocol: In cases of serious disruptive or threatening behavior, Learner Me follows a clear incident management protocol outlined in our Quality Management System (QMS). This protocol ensures a balanced and fair response, prioritizing the safety and wellbeing of all learners while being sensitive to the individual's situation. 6. Restorative Practices: Where appropriate, Learner Me employs restorative practices aimed at repairing harm and restoring relationships. This approach encourages accountability and learning from the incident, contributing to a supportive community culture. <p>Through these measures, Learner Me is committed to maintaining a learning environment that is safe, supportive, and responsive to the diverse needs and situations of our learners.</p>	
<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>	<p>Learner Me's response to supporting learners whose study is interrupted due to circumstances outside their control and ensuring an inclusive, accessible re-entry process for their transition back into tertiary study is founded on a compassionate and flexible approach. We recognize the impact that unexpected disruptions can have on our learners' educational journeys. Therefore, our policies and procedures are designed to offer comprehensive support during these times and facilitate a smooth transition back into their studies.</p> <p>Key Practices Include:</p> <ol style="list-style-type: none"> 1. Flexible Learning Options: We offer flexible learning arrangements, including online learning platforms and the option to pause and resume studies, to accommodate learners facing temporary interruptions. 2. Comprehensive Support Services: Our 	

	<p>Pastoral Care team provides targeted support to learners experiencing interruptions, guiding them through their options and the re-entry process. This includes personalized counseling sessions and linking them to additional support services as needed.</p> <ol style="list-style-type: none"> 3. Re-entry Planning: For learners ready to return to their studies, we develop individualized re-entry plans that consider their academic and wellbeing needs. These plans are crafted in close consultation with the learner to ensure they feel fully supported upon their return. 4. Communication and Engagement: We maintain open lines of communication with learners during their interruption, ensuring they are kept informed about changes, upcoming enrollment periods, and any new support services available. 5. Academic Consideration: Our academic team works closely with returning learners to review their progress and adjust their study load or provide additional academic support where necessary. <p>Through these practices, Learner Me ensures that learners facing disruptions have the support and resources they need to overcome challenges and successfully reintegrate into their studies, upholding our commitment to providing a nurturing and inclusive learning environment for all.</p>	
<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>	<p>To comply with Clause 22 (2), ensuring we have current contact details and next of kin for domestic learners under 18 and international learners, Learner Me implements the following key measures:</p> <p>During Enrollment: We require all applicable learners to provide comprehensive contact and next of kin information, clearly communicated in our enrollment documentation.</p> <p>Data Verification: Annually and at each term's start, we conduct a verification process to confirm that we hold current information, reaching out to learners to confirm or update their details as necessary.</p>	

<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>	<p>Learner Me employs a robust and sensitive protocol. We prioritize clear communication and respect for the privacy and dignity of our learners. Our Pastoral Care Lead is responsible for initiating contact with the next of kin, ensuring that such communications are conducted with empathy and discretion. This process is embedded within our wider pastoral care strategy, aimed at supporting the holistic wellbeing of our learners. Regular training sessions equip our staff with the skills needed to handle sensitive issues appropriately, ensuring that the welfare of our learners is always at the forefront of our actions.</p>	
<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>	<p>Learner Me has established a comprehensive risk management system. This system includes a dedicated risk register that documents all reported concerns, actions taken, and outcomes. The register is maintained by our Leadership team and is reviewed regularly to identify patterns, assess the effectiveness of interventions, and inform continuous improvement efforts. This practice not only aids in ensuring compliance with the code but also enhances our proactive approach to managing and mitigating risks within our learning community.</p>	