



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

NZQA

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.

TEO information

| | | | | | |
|---|---|----------------------------------|----|------------------------|------------------------|
| TEO Name | Equilibrium by Elite Limited (trading as Evolution School of Beauty, Massage and Spa) | | | MoE number | 7902 |
| Code contact | Name | Heather Pryor | | Job title | Quality Assurance Lead |
| | Email | heather@evolutionschoolwhg.co.nz | | Phone number | 09-4386583 |
| Current enrolments (as at October 1st 2024) | Domestic learners | Total # | 36 | 18 y/o or older | 21 |
| | | | | Under 18 y/o | 15 |
| | International learners | Total # | 0 | 18 y/o or older | 0 |
| | | | | Under 18 y/o | 0 |
| Current residents | Domestic learners | Total # | 0 | 18 y/o or older | 0 |
| | | | | Under 18 y/o | 0 |
| | International learners | Total # | # | 18 y/o or older | 0 |
| | | | | Under 18 y/o | 0 |
| Report author(s) | Heather Pryor | | | | |

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

NOTE that the feedback from staff is in normal font, and the feedback from the ākonga is in italics

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) |
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| <p>Outcome 1: A learner wellbeing and safety system</p> | <p>Evolution School provides an effective wellbeing and safety system for its ākonga.</p> | <p>Feedback from staff:</p> <p>Feedback from ākonga evaluations (every 10 weeks and at exit); four-weekly ‘check-ins’; comments in the suggestion box; the staff’s electronic ‘communications’ Gmail space for any ākonga’ issues that staff are aware of and how dealt with; our online student supporter/educator provides learning support to ākonga; have groups’ Facebook pages for encouragement, motivation, and to help with learning; multiple text messages and Messenger messaging conversations to check in with anything of concern going into the staff’s electronic ‘communications’ Gmail space; ‘Wellness Wednesdays’ when some form of wellbeing is covered – for example a meditation exercise to all do together; all ākonga complete an Infection Prevention Module, a Mental Health Awareness module, a Healthy Eating module, and a Trans-gender module - all via e-learning. Te Whatu Ora are coming in in October this year and in March 2025 come to facilitate a Sexual Wellbeing training session.</p> <p>We review and update our QMS every year.</p> <p>All staff-related documents such as role descriptions, CVs and police checks are retained in the staff folders.</p> |

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| | | <p>Regarding the safety of the environment the School is located in, the building WOF is held on-site as is the associated maintenance checks register. Monthly checks are completed and signed off (when the Council and Fire Inspectors carry out their annual checks).</p> <p>The complaints procedure and the Tertiary Education Disputes resolution process are covered off in the Student Handbook and are highlighted during Induction.</p> <p>The range of evaluation forms used during the life of each programme have a question in them to do with the complaints procedure.</p> <p>The monthly meetings that ākonga are invited to attend is an opportunity to air concerns. Minutes are taken and retained.</p> <p>There is a 'suggestions and compliments' box on the lunch table. Often ākonga submit 'love' notes about how great the staff are which are always great to read. This year an ākonga asked if we can use an electronic device for 'client' consultations to make it easier for clients to complete (rather than hand writing on a hard copy client form). This involves buying a few tablets and we are in the process of doing that.</p> <p>The School has a Health and Safety folder where any incidents or complaints are recorded. No formal complaints have been made in the last seven years, and there have been no critical incidents or emergencies since 2017.</p> |
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| | | <p>Staff have an open trusting relationship with their ākongas so ākongas feel safe to go to staff at any time with any concerns.</p> <p><i>Feedback from ākongas:</i> <i>We can go to our tutors for almost anything. Our tutors communicate with us a lot.</i></p> <p><i>We are supported and encouraged, and offered extensions if we need extra time for assessments.</i></p> <p><i>We are asked for feedback via the monthly evaluation forms, and we have an ākongas rep for each programme who is invited to attend the monthly Management meetings.</i></p> <p><i>We know we are listened to no matter how we communicate with the staff. We were given a lot of information at Orientation about letting staff know if we need help.</i></p> <p><i>Feedback from one ākongas: 'I've had issues come up in my personal life which, without the support of my tutors, could have stopped my success at the course – I have overcome many hurdles and am succeeding at the course'.</i></p> |
| <p>Outcome 2: Learner voice</p> | <p>Evolution School is effective in enabling the learner voice by providing several avenues for feedback.</p> | <p>Feedback from staff: Evolution School gains feedback from the ākongas via evaluations every 10 weeks plus on completion, and conducting polls which get a better response; monthly meetings and invite ākongas to join these, and to contribute if they want to; morning check-ins at the start of each day; private messaging to group or to an individual; suggestions</p> |

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| | | <p>& compliments box; reviews. All staff read the evaluations and these are then discussed at the monthly meetings, noting any patterns or trends, and discussing what improvements to make.</p> <p>Because the classes are small there's always opportunity to gain a sense of any issues a ākonga may have; learn a lot from ākonga during organic conversations about things that are going on/bugging them. A feedback log is kept, noting actions taken.</p> <p><i>Feedback from ākonga: We are asked for feedback via regular evaluation forms.</i></p> <p><i>There is a suggestion box on the table that we can put suggestions into and we know our feedback is heard.</i></p> <p><i>We are comfortable going to the School Manager for help too.</i></p> |
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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 | Evolution School is effective in providing a safe, inclusive, supportive and accessible physical and digital learning environment. | <p>Feedback from staff:</p> <p>Staff sense no discrimination of any type. The Beauty Therapy ākonga tend to be younger and to have come straight from a range of schools so there is sometimes, and only initially, a bit of jostling because of the school each comes from but this disappears after a short time. At the Induction days and during the time of the programmes, ākonga are reminded that staff are there to help them, and that ākonga are encouraged to, at any time they are unsure or unwell or know of one or more other ākonga who are unwell or unsure, let a staff member know so that the ākonga(s) can be supported.</p> <p>A diverse range of speakers are brought into the School to speak to/with the ākonga on a range of topics such as selfcare, wellbeing, personal growth. Ākonga are advised about these topics ahead of time and can choose to attend or not. (e.g./ if there is a very spiritual speaker coming in and we a have strict religious ākonga we let them know beforehand).</p> <p>During the induction for new intakes, staff cover the need for each to be respectful of the other ākonga and staff. If one or more staff notice/sense a cause for concern, then they act quickly and sensitively to assist/guide/resolve.</p> <p>A list of useful local experts and contacts is available in the Induction Day booklet, as well as in the Student Handbook, and some useful contacts are in the toilets too.</p> |

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| | | <p>Staff incorporate some te reo Maori into their greetings/farewells and into their lessons (e.g. parts of the body) but some are concerned that they may pronounce the words incorrectly. There are labels in both Maori and English on the side of the fridge, and on classroom doors. The School's Values (in its Strategic Plan) are in Maori in artwork on walls in the main entrance.</p> <p>At the Kaitaia Campus where the Makeup and Skin Care programme is also delivered, the in-class sessions incorporate karakia and waiata. At the Whangarei Campus the Wellness and Relaxation Massage classes start each session with meditation and intention setting; the Beauty Therapy and the Makeup and Skin Care are aiming to incorporate daily affirmations. Tutors talk with their akonga about general health and wellbeing and basic things in terms of hygiene and sexual health, and direct them to appropriate (sometimes pop-up) clinics when appropriate.</p> <p>Have made plans for ākonga needing extra support to come in on a Friday so they can practice their skills in the classroom. Have also put in place practical and e-learning individual achievement plans.</p> <p>Ākonga are given extensions to complete their modules (theory and practicals) and, if necessary, will slot them into a subsequent module to help get to module/programme completion.</p> <p>Ākonga' progress and results are discussed during and at the end of each teaching period, as is the Graduates' Destination Sheet and the SDR/enrol pro-data. Staff look</p> |
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| | | <p>at 3-year cycles when they review each programme to see if there are any patterns.</p> <p><i>Feedback from ākonga:</i> <i>Akonga are aware of the posters and signs in te reo Maori but do not hear much te reo Maori spoken.</i></p> <p><i>Akonga feel well supported.</i></p> |
| <p>Outcome 4: Learners are safe and well</p> | <p>Evolution School is effective in ensuring its ākonga are safe and well.</p> | <p>Feedback from staff: We ask our ākonga in their evaluations - do you feel safe, do you feel your social and spiritual wellbeing is supported and we also ask about ākonga voice - do you feel your opinions and voice are heard and to date we have had 100% satisfaction. We also ask them whether, apart from messenger, dedicated emails, phone, Facebook groups, Instagram messenger and suggestions box, there are any other ways you need to be able to contact us and all said 'no'.</p> <p>One of the assignments ākonga have to do is to create a healthy eating plan for themselves and for their whanau. When ākonga work on clients (massage, beauty treatments, nails), as part of the consultation they have to talk with the clients about what to eat and drink to improve skin, nails. Each morning, for in-person lessons, Wellness and Relaxation Massage ākonga begin with stretches then meditation, then send (virtually) their love to somebody, then say three things they are grateful for and what their intention is for the day. They have shared lunches and there they'll discuss what they have brought in and the healthy and not-so healthy aspects of the food.</p> |

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| | | <p>Staff take ākonga out for walks to look in on various businesses to discuss merchandising, advertising.</p> <p>We work with awareness of the Principles of aiming to incorporate Te Whare Tapa Wha and Te Wheke and know that even non-Maori have similar needs to ensure their wellbeing, and have a guest speaker come in to speak about the four strengthening their own four pillars.</p> <p>Guest speakers for Wellness and Relaxation Massage classes include Tanya from Yoga Circle who also speaks to the ākonga about self-care, use of essential oils and essential fatty acids, and physical nutrition; Darlene from Intuitive Seer who covers stress management and meditation techniques. A Sexual Health Nurse is booked to come in and speak with the akonga late October, and the Skin Cancer Surgeon will, in early November, provide a presentation of what to look for, revision on the layers of the skin and how sunscreen works, and what to do if you see someone with something suspicious.</p> <p>A log of workshops/guest speakers is kept on the monthly schedules and lesson plans. Akonga complete an evaluation form at the end of each of the guest speaker session to determine if they are gaining benefits from the speakers.</p> <p>The programmes organically/inherently cover a range of topics to do with wellbeing and safety. These are practiced daily as part of the programmes.</p> <p>Content in the curriculum is very much wellness-based, and content includes managing stress and about the mind-body connection.</p> <p>At the beginning of each week a fruit bowl is provided on the lunch table for ākonga.</p> |
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| | | <p><i>Feedback from ākonga:</i> <i>We have not seen any evidence of discrimination. We all feel safe.</i></p> <p><i>There is always fresh fruit available on the table and there is always water available.</i></p> <p><i>Our tutor encourages us to meditate/do yoga.</i></p> |
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Findings from gap analysis of compliance with key required processes

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

| | Identified gaps in compliance with key required processes |
|--|---|
| Outcome 1: A learner wellbeing and safety system | |
| Outcome 2: Learner voice | |

Wellbeing and safety practices for all tertiary providers

| | Identified gaps in compliance with key required processes |
|---|--|
| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | Ākongā commented that they do not hear much te reo Māori spoken. |
| Outcome 4: Learners are safe and well | |

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|--|----------------------|-------|----------|------------------------------------|---------------------|
| Outcome 1: A learner wellbeing and safety system | | | | | |
| Outcome 2: Learner voice | | | | | |

Wellbeing and safety practices for all tertiary providers

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|---|--|----------|----------|--|---|
| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | Staff have committed to using more te reo Maori in their work, and aim to incorporate blessing in te reo Maori too. Staff are learning their pepeha. Almost all module names are in both in English and Maori. | Director | 2025 | Staff incorporating more te reo Maori into their daily work. | Akonga hear more te reo Maori spoken in the School. |

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| | Staff will maintain contact with local iwi via their students and their whanau who are Maori and who belong to local iwi. | | | The team will continue to communicate with their students and their whanau who belong to local iwi. | Local iwi will continue to be invited to provide input into the School and what/how it provides. |
| Outcome 4: Learners are safe and well | | | | | |

Complaints

Evolution School defines 'complaint' as being 'an objection to something that is unfair, unacceptable, or otherwise not up to normal standards' (obtained from <https://www.vocabulary.com/dictionary/complaint> on September 24th 2024).

The School's process for making a complaint is outlined in the Student Handbook with the process to follow being: first talk about with the relevant person; if not resolved then take it to the relevant tutor; if not resolved then take it to the Manager; if not resolved then take it to NZQA or TEDR (links with information are provided). Students are also reminded of this process via Orientation days.

No formal complaints have been made in the last seven years.

Critical Incidents

Evolution School defines 'critical incident as being 'a traumatic event which causes serious distress or harm to a student which may have an impact on one or more of the School, its staff, its ākongā, and/or the wider community (adapted from https://www.aut.ac.nz/_data/assets/pdf_file/0007/926989/Student-Critical-Incident-Annual-Report-2023-V2.pdf on September 24th 2024).

The School's process for dealing with a critical incident is outlined in the Staff Handbook. Staff are also reminded of this via induction days and Management

There have been no critical incidents or emergencies since 2017.