



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
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Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	Employment Focus Ltd., Trading as PBRs		MoE number	7455	
Code contact	Name	Jun Kim		Job title	General Manager
	Email	Jun.kim@pbrs.ac.nz		Phone number	027 524 1840
Current enrolments	Domestic learners	Total #	# 0	18 y/o or older	# 0
				Under 18 y/o	# 0
	International learners	Total #	#52	18 y/o or older	#52
				Under 18 y/o	#0
Current residents	Domestic learners	Total #	# N/A	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	# N/A	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Jun Kim, General Manager Kathy Ku, Administration Manager Jaya Arul Samji: Marketing Manager				

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 / <u>Implemented</u> / Developing / Early stages
Outcome 2: Learner voice	<u>Well implemented</u> / 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 / <u>Implemented</u> / Developing / Early stages
Outcome 4: Learners are safe and well	<u>Well implemented</u> / Implemented / Developing / Early stages

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<u>Well implemented</u> / Implemented / Developing / Early stages
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<u>Well implemented</u> / Implemented / Developing / Early stages
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<u>Well implemented</u> / Implemented / Developing / Early stages
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<u>Well implemented</u> / Implemented / Developing / Early stages
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	Well implemented / <u>Implemented</u> / Developing / Early stages

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	<p>PBRS has developed Strategic Plan and QMS (policies and procedures) based on the stakeholders' feedback, SWOT report, international students market trends, government policies, and pandemic polices which prioritises students' health and safety / wellbeing.</p> <p>PBRS has a dedicated student support team that includes the General Manager, Administration & Student Service Manager and Marketing Managers. SMT monitors the wellbeing of all PBRS students and student support members addresses their needs. Each team members' KPI and individual goals, and the collective team's objectives are discussed monthly and are based on the outcomes of the Education Code.</p> <p>Classroom visits are held regularly and proactively offer guidance and advice on student services and pastoral care issues.</p>	<p>PBRS Strategic Plan PBRS QMS Policies and Procedures SMT meeting QA meeting General staff meeting (Departmental goals are based on the Code outcomes) Staff one on one meting reports Health and safety meeting minutes (Management / QA team updates QMS annually based on staff, students' feedback, survey, and government polices / guidelines, Student service staff members KPI are based on the Code outcomes so that each staff members support students' wellbeing and safety system effectively) Emergency management plan (We have policies and procedures that we effectively assist our students in emergency) Orientation PPT, survey reports The Code review report The Code monitoring report from NZQA EER report</p>
Outcome 2: Learner voice	<p>We actively seek and welcome student feedback, and the data is analysed and compared term-on-term.</p> <p>Improvements in our service and delivery are acknowledged by the students. In addition to regular satisfaction surveys, where their needs are assessed, students are asked to rate their overall satisfaction of the programmes and their experience with PBRS in an Exit Survey. The outcomes are</p>	<p>Student surveys and its annual schedule Survey reports QA meeting minutes Self-assessment brief report EER report Class visit schedule Student feedback based on class visit.</p>

	<p>discussed at Quality meetings where variances and anomalies are investigated and explained.</p> <p>Student service team proactively approach our students first, so student service team work with our students directly. Marketing and student support team visit student classroom routinely to proactively explain our Complaint process. Marketing staff provide Languages services</p> <p>All students' complaints received are processed, responded to and followed up. All records are maintained on file. The student's complaints report goes to the Senior Management Team meeting to review. A timely follow up will be conducted by a SMT member if required Any complaints are kept confidential</p>	<p>Meeting notes Orientation ppt 100 reasons email Posters Complaint Forms available at the reception area Orientation welcome Pack, Student Handbook, Cultural activities and awareness among students and staff. Employment Support Services (1/1 meeting) Class visit</p> <p>Each marketing and admin staff communicate with their own market students to ensure international students can easily communicate with staff members. Students can have a one-on-one meeting with our Employment Support Services advisor or General manager to get the appropriate advice, or with individual student who need career support</p> <p>Class visits are held regularly and proactively offer guidance and advice on student services and pastoral care issues.</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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>PBRs proactively determines if students have concerns (class visits and / one-on-one feedback), and student support staff takes care of issues swiftly. The QA/SMT members review PBRs student input using a Survey list. The Orientation Survey shows that students are made aware of their privileges under the code. Each term, PBRs students are met in their class to answer any queries or doubts including providing them with the opportunity to address any concern they have.</p> <p>During orientation, a brief is given on where and what information is available that makes a learner’s experience feeling inclusive, safe and looked after. This is repeated before and after the enrolment process and every term during class visits, along with how a student can ask for help from the signatories.</p> <p>Students are told about our physical and digital services, including who to contact if they have questions. A dedicated services number is assigned to the learner's study period where they can reach out 24/7. This is included in the information given to PBRs students during pre-enrolment, enrolment and while they are learning.</p>	<p>PBRs provides its students with an environment that is both secure and welcoming to people of all backgrounds. Staff are involved in the learner experience from pre-enrollment all the way through post-study, and their services and conduct are monitored by providing appropriate information in the beginning and then following it up with class visits, one-on-one meetings, student surveys and feedbacks, student rep meetings, staff general meetings, and staff workshops. This makes the learner experience more positive.</p> <p>The Code review, action plan based on student feedback via survey, class visit including,</p> <ul style="list-style-type: none"> ● QMS (1. Student information and Services) review: QA meeting, report based on student feedback. Eg. Under 18 student monthly meeting, Orientation, ● Senior Management Team Meeting Minutes, QA Meeting Minutes, Staff One on One Meeting reports, General Meeting Minutes. ● The code report. ● PBRs Strategic Business Plan (Renewed Focus: Building for Educational Success 2021 – 2023) Reviewed Jan 2021 ● PBRs Vision, Mission, Strategies, Values ● Orientation Presentation, PBRs Website, Student Welcome Email, Agent Training Manual

	<p>Staff one-on-ones examine plans and values and give their feedback on strategic initiatives to enhance learner experience.</p> <p>Personnel Individual goals (or KPI) assist the Education Code's organisational goals and initiatives.</p> <p>Our late EER report KEQ 6 also reflects on what we do including</p> <ul style="list-style-type: none"> ● Student service staff goals/KPI based on student safety and wellness (monitored biweekly). ● The Code determines departmental goals (team meeting) ● Staff yearly reviews code action plans. ● Annual QMS updates ● Staff, student feedback, survey, and government policies/guidelines 	<ul style="list-style-type: none"> ● Class Visit Notes, Surveys and Student rep meetings
<p>Outcome 4: Learners are safe and well</p>	<p>PBRS takes an effective approach to learner safety and wellbeing. Our strategic plan, QMS and student handbook identifies our commitment to student focus as a signatory.</p> <p>Our admin team proactively identifies if our learner declares their medical condition on the application form.</p> <p>Learners are given the opportunity to feel inclusive and supported, especially in terms of mental health, safety and wellbeing, these are addressed during orientation, student handbooks, and websites, which ensure that our learners know what support is available to them.</p> <p>PBRS offers students the opportunity to speak with someone in confidence about their questions or concerns. We can also</p>	<p>“PBRS appropriately supports and involves students in their learning. A core support team ensures that students are aware of support available and have access to support services (KEQ 1.4 of NZQA EER report 2022)”. while the above statement supports what we do, other evidence including the below demonstrate that PBRS has an effective process to ensure learners and safe and well,</p> <ul style="list-style-type: none"> ● Mental Health Support contact details available in our student handbook, website, and orientation PPT. ● Class visit every term to ensure learners have any concerns. ● QMS 1.12, 3.5, 1.8 Policies and Procedure

	<p>provide contact information for external agencies if necessary. By engaging in class and learner visits every term, PBRS proactively identifies international learners at risk or with special needs.</p> <p>Our administration manager proactively communicates safety and wellbeing information to all our learners during break times, (e.g., water safety and beach safety). In addition, the support team is still available 24/7 on the back of student ID cards for emergency situations.</p>	<ul style="list-style-type: none"> • 24/7 emergency staff contact details are provided at the back of student ID card. • One on One – Learners are welcome to chat with us with any queries they may have. • Application form - PBRS proactively identified if learner needs extra support when medical condition has mentioned in the application form.
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	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)
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>Please see summaries of performance for Part 3 and 4 As an international education provider, all our practices and policies are designed for the international students **PBRs has no domestic students.</p>	
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>PBRs makes sure that off-shore and on-shore agents and on-site marketing managers have the help they need to give current and accurate information about course costs, entry requirements, programme length, student support services, teaching quality and performance, EER category status, student satisfaction, employment opportunities, and the potential earnings of graduates with a certain qualification.</p> <p>Inline with our QMS policy 1.1 & 3.19 version 3.1; Marketing information and enrolment information that is made available to the prospective student is reviewed regularly to ensure it is accurate, realistic and useful in supporting the enrolment decision in order to meet and exceed the requirements of the Education (Pastoral Care of International Students) Code of Practice 2021</p> <p>Our Prospectus, website and Agent Training Manual are evaluated from time to time and any changes examined to market information, policy announcement and changes are reviewed and prioritised to be updated to the Prospectus, website and training manuals – providing students with up</p>	<p>Each term through the study that we gather from agents, students which are collected through survey, Orientation and seminars –This gives us a better understanding that the information provided by PBRs is accurate and adheres to the Code. The Student Survey taken during Orientation shows us that the process is effective.</p> <p>One-on-one reports to the GM, PBRs Strategic Plan and QMS 1.2 version 3.1 & 3.19 – Student Information and Services, PBRs takes strong measures to ensure students are given correct and up-to-date information during pre-enrollment so they can make an informed learning decision. Our Orientation survey shows that the information provided has met the expectation of our international students. It also proves that data given to International Students is clear, precise and adequate.</p> <p>We make sure our learners get the proper information whether they enrol through an agency or directly.</p> <p>Other evidence of documents like those below are available to support the statement “Our learners are well informed”.</p>

	<p>to date and accurate information, according to the QMS Policy 1.1 version 3.1.</p> <p>All the PBRS Advertisements have to adhere to our guidelines and can be advertised only on approval by the General Manager, Hence the content provided is accurate to the code.</p>	<ul style="list-style-type: none"> ● The school brochures cover all programme information including: eligibility, entry requirements, programme content, and intake start dates. ● Emails of information sent to agents included to provide detailed programme information that they can in turn provide to prospective students and their families. ● Students and agents' surveys to find out whether our services have been met the requirements of students or their parents ● Our website provides accurate and up to date information on programmes, living costs, and graduates feedback which includes success stories and employment support services. The Prospectus, newsletters, application form, student handbook can be downloaded from our website. ● Social media pages, Email Newsletters, ● Our International Prospectus and agent training materials - which includes all our course information, learning outcomes and possible employment opportunities or next study step, student handbook and pre-departure guide (welcome pack) includes information on living costs, DRS, Code download information links, NauMai website, Complaints procedure, Refund and Withdrawal policy, EER Report information, DRS Poster.
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<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>It is effective as we have implemented procedures that working very well and will continuing on regular basis</p> <p>Entry requirements include academic capability and English proficiency and are stated on the application form, website and prospectus. During agent training, our marketing manager thoroughly explains all the information.</p> <p>The administration staff will review all completed application forms and ensure that English proficiency is verified before offers are released.</p> <p>Learner's parents or legal guardians will be required to complete additional documents if the learner is under 18 years of age. PBRS strictly follow the disciplinary action which is process by admin manager and monitored by General Manager.</p> <p>Please refer to QMS 1.8 Student behaviour and expectations</p> <p>PBRS is strictly with student visa and Insurance policies and is well informed at the orientation. No visa, No Insurance NO CLASS.</p> <p>Refer to QMS 1.3 Visa Verification Process - If a learner starts a course before the date stated on his/her student visa, then the PTe has breached the Immigration Act 2009.</p> <p>Our refund policies comply with all statutory requirements including The Education Act 2020, NZQA's Student Fee Protection Rules 2021. All the tuition fees are secured and protected through the Public Trust Account.</p>	<p>PBRS has a rigorous procedure to ensure the outcome stated is thoroughly monitored, Our recent EER Report also is an evidence to our standards (KEQ 1.4 "The student voice is actively sought, valued and utilised by PBRS.), Other evidences include,</p> <ul style="list-style-type: none"> • Signed application form so that learner will understand the Term and Conditions • Student handbook (All the relevant information related to outcome 10) • QMS 1.1 & 1.2 (Student information, Enrolment and Entry) discussed it at our General meeting • Outcome 10 is part of our agenda discussion in our General meeting minutes • Under 18 forms to be signed by parents or guardian • LTSS database - All our learner contact details includes visa expiry date, insurance policy number with start and end date will be record in our LTSS database. • Student must have valid student visa or insurance before they allow to attend the class • As a result, we are in compliance. In every intake, the admin manager completes an Internal Audit compliance check. • Withdrawal refund and policies are specified in the application form, website, student handbook and mentioned at the orientation.
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<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>PBRS is committed to ensure that all international learners who are enrolled have the opportunity to participate in a well-designed and age-appropriate programme that provides the information and advice necessary for learners.</p> <p>Important information such as PBRS policy and student support services are delivered to our international learners. Furthermore, before the end of the orientation there will be a quiz to see how well our learners understood, ensuring they do understand all the policy.</p> <p>Health and safety, Grievance procedures and the procedure for termination of enrolment will be thoroughly explained. It's cover in our Student handbook, and refer to QMS 1.15 and 3.13.</p> <p>Student handbook is provided on the orientation day for student to keep</p> <p>PBRS has student support team that is available for learners 24/7 in case of emergency. Name and contact details can be found at the back of student ID card.</p> <p>Student support can be related to:</p> <ul style="list-style-type: none"> • Personal reasons • Attendance issue • Cultural issues (bullying or just feeling home sick. Our student service team will support and guide our learners, so they feel safe and supported). <p>Our student service team member maintains an open-door policy to our learners during operating hours or can be accessed by phone after hours.</p>	<p>PBRS's QMS and its policies are in accordance with Pastoral care of International Tertiary Learners Code of Practice 2021.</p> <ul style="list-style-type: none"> • Health and Safety, Student Support Services and Employment Support is included in our Orientation PPT. • Our students will be asked to complete an orientation survey at the end of the orientation to assess their satisfaction with the performance of their agents. • Every term Admin manager completes an Internal Audit compliance check, this includes that all the information given prior to enrolment is documented and meets with the code expectations of a signatory. • Student handbook and other materials that are given out to the student folder. • Employment Support Services provides information for students re: finding suitable employment and career and further study prospect after graduation.
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	<p>External support agencies contact details, website is listed in the Student handbook when our learners needed.</p> <p>Every term marketing team/pastoral care team member will visit each class to meet with learner and update information if needed, ensure that our learner have easy access to if needed any advice or support.</p> <p>PBRs ensure our International tertiary learners received all the information.</p>	
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>PBRs staff make sure students' parents read and understand all information regarding the selected course /s, school policies (especially policy about under 18 students) and enrolment terms and conditions.</p> <p>-The Enrolment Form must be signed by at least one of the student's parents (to make sure a copy of a personal ID is required).</p> <p>- parents must sign the Parent Declaration Form. One of the boxes about accommodation must be ticked when the form is signed.</p> <p>-If the selected accommodation is Designated Caregiver, two forms below must be signed and submitted:</p> <p>- The Indemnity Document for Students Living with a Designated Caregiver - need to be signed by at least one of the student's parents. Designated Caregiver must be a person who can stay in New Zealand legally before the student turns into 18 years. Evidence is required.</p> <p>- Parents' contact details including Address, telephone number, e-mail must be provided.</p> <p>- Meet the student monthly to ensure the accommodation is appropriate Designated care giver understands that PBRs will monitor student and its accommodation regularly and</p>	<p>Application form, Indemnity form Under 18 forms Staff meeting minutes LTSS notes, Email, and other communications with caregiver, Month report QMS Policy 1.14 Under 18 Students</p> <p>PBRs do not enrol under 18 years old students before we have assessed the under 18 below forms. Application form and learning contract explain their right and obligations to follow for under 18 students</p> <ul style="list-style-type: none"> • Indemnity Documents for Students living with a designated caregiver • International students designated caregiver agreement • Parent declaration forms for Under 18 students <p>Above documents inform the student's parents of student rights and obligations.</p>

	<p>physically hold meeting both with designated caregiver and student.</p> <ul style="list-style-type: none">- At least 2 designed staff members look after each under 18 students Marketing manager / Student service manager	
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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	<ul style="list-style-type: none"> PBRS has applied the Change of ownership to NZQA (6 Oct 23). The new governance group's business plan and strategic plans needs to be developed, must consult with related internal and external stakeholders New governance's business plan has no strategic plan or goals on how PBRS contribute to an education system that honours Te Tiriti o Waitangi PBRS need to provide ongoing staff trainings about Te Tiriti o Waitangi and other Clause 10 (2) requirements
Outcome 2: Learner voice	<ul style="list-style-type: none"> PBRS needs to re-establish Student Rep meetings. And provide resources and training to support them to develop the necessary skills to enable them to participate fully in decision-making processes

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	<ul style="list-style-type: none"> No parents, friends, alumnus or guardians have been invited to PBRS to support existing learners in inter-cultural events in 2022 and 2023 No ongoing training for Te Tiriti o Waitainga to students and staff
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> We have the required practices for identifying learners who are at risk of harming others in place (Process 3. Clause 22,1). We provide the related information so the student report us any learners who may harm others. but we do not have guidelines and practice for having clear and appropriate pathways for assisting them to access services when they need it We have the required practices for responding to disruptive and threatening behaviour in place, but we did not have on going staff trainings in order for them to follow and understand the disciplinary process for such disruptive and threatening behaviour in the campus.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
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<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>See above</p>
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>As a signatory, we want to make sure that agents give more information and share what they've learned about our services with potential students, in line with what the Code and our QMS expect.</p> <p>One of our previous years' action plan was to give Agents a quiz to make sure they know the code and understand what we expect of them. But we could not conduct this event last year due to staff shortage and number of agents have closed their businesses temporarily due to border closer. But we have a plan to conduct this event this year. This will be followed up with an email letting them know what they did well and how well they understood the PBRS process and the Code of Practice 2021. (i.e, The code award)</p> <p>We think that this will not only close the GAP that was found, but also increase the student satisfaction of students who enrol at PBRS through education consultants.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<ul style="list-style-type: none"> • We need to advice more effectively on how to access information and support regarding employment via orientation, email, and employment support 1/1 meetings (Under Clause 48 (h)(iv)(c) (d)) and ensure our learners have appropriate information about working rights in New Zealand. (not during the orientation only)
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<ul style="list-style-type: none"> • We check caregiver's passport and police vet but do not have required practice for checking persons (other than host family) who resides at the same accommodation (temporarily and/ or will be reside)

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	Revise the Strategic plan for 2023 - 2025 with new governance members	SMT	March 2024	SMT priority task list	Updated documents
	Ongoing staff training sessions in relation to <ul style="list-style-type: none"> • Te Tiriti o Waitangi • identifying and timely reporting of incidents of racism, discrimination, and bullying; physical and sexual violence prevention, privacy and safe handling of personal information • wellbeing and safety awareness and promotion topics including safe health and mental health literacy and support / suicide and self-harm awareness / promoting drug and alcohol awareness / promoting healthy lifestyles for learners. 	Jun	Ongoing (every term)	SMT and QA meeting action item	Staff feedback

Outcome 2: Learner voice	Re-establish Student Rep meeting. And include below <ul style="list-style-type: none"> • Student reps to be a part of QMS and Strategic plan review panels / consultation group • inviting student reps to SMT meetings • SMT members to join Student Rep meeting update new / proposed policies and guidelines and have their feedback 	Jun	March 2024	GM to monitor and participate with Student rep meetings	Meeting minutes
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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	feedback system (followed by the Class visit in Week 3 – 4) will ensure that students are informed about the practicums and practices PBRs offers and that their feedback is incorporated after each class visit about their understanding in the areas of; P1, C16(1) (b),(e),(f) (a) reducing harm to learners resulting from discrimination,	Jaya	March 2024	General Staff meeting review One on One Meeting with GM	A survey after the class visit will determine that students have understood the process and practicums of PBRs. (action plan from previous year)

	<p>racism, bullying, harassment, and abuse</p> <p>(b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse</p> <p>providing all learners with information that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment;</p>				
Outcome 4: Learners are safe and well	<p>Mental health workshop to provide more opportunity to identify any students who may need any mental / physical health support.</p> <ul style="list-style-type: none"> Encourage our learner to participate with the Mental Health Awareness week and other related campaigns and events so our learner understands and where to seek help after information are given 	Kathy	June 2024	<p>General Manager to monitor via One on One meeting report</p> <p>General meeting (Action item)</p>	<p>Readily available information in the form of brochures and posters to put at the classroom</p>

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Please see Action plans for Outcome 1,2,3. As an international education provider, all our practices are designed for the international students				
Outcome 9: Prospective international tertiary learners are well informed	<p>The online Code Quiz to the agents</p> <p>Agents will be assessed through the training provided about the procedures and practices of PBRs's methodism. (P2, C38,(c),(d - i,ii),(e)</p> <ul style="list-style-type: none"> Accordingly present an agent award through an email recognising their strengths and understanding of PBRs's process involving the Code of Practice 2021 (i.e, The code award) 	Jaya	April 2024	Marketer 1/1 meetings with GM	<p>Feedback from the quiz will give appropriate and needed training to be added into Agent Training Manual.</p> <p>(Action item from the previous year)</p>
Outcome 10: Offer, enrolment, contracts, insurance and visa	Immigration workshop by immigration lawyer or LIA to provide more information on newly introduced INZ polices.	Jaya	March, July 2024		

<p>Outcome 11: International learners receive appropriate</p>	<p>Provide most updated Employment support information (PBRS Employment Service handbook) and advice on how to access information and support regarding employment via orientation, email, and employment support 1/1 meetings (Under Clause 48 (h)(iv)(c) (d))</p> <ul style="list-style-type: none"> • Ensure our learners have appropriate information about working rights in New Zealand. <p>Information on Workplace exploitation or misconduct by employers, and reporting system https://www.employment.govt.nz/resolving-problems/types-of-problems/migrant-exploitation/</p>	<p>Kathy</p>	<p>March 2024</p>	<p>General Manager to monitor via One on One meeting report</p> <p>General staff meeting</p> <p>Employment 1/1 support meeting (student and GM)</p>	<p>PBRS Employment support handbook</p>
	<p>Conduct employers feedback survey– this survey has not been continued since last year due to staff shortage and the closure of business during pandemic period</p>				
<p>Outcome 12: Safety and appropriate supervision of</p>	<p>Complete caregiver’s reference check during the pre-enrolment process - Clause 54(1)(b)</p> <ul style="list-style-type: none"> • the residential caregiver’s current or previous employer, professional body, • the licensing authority that is relevant to the residential caregiver’s business or professional activities • a person who is not related to the residential 	<p>Jun, Kathy</p>	<p>2024</p>	<p>GM’s 1/1 meetings with Admin manager</p> <p>General staff meeting (action plan list)</p>	<p>Complete all these required documents before process the unconditional offer (action plan from previous year – PBRS had no homestay and under 18 students)</p>

