Self- review Report 2024

Learner Wellbeing and Safety

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Self-review report

The following report summarises the Arise Academy self-review of performance against the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Arise Academy is a recently NZQA registered provider (2022) and has conducted a self-review against the code in 2023 and 2024. Arise Academy does not currently have any International Learners or provide student accommodation; therefore, this self-review and report addresses Outcomes 1-4 only.

TEO information

TEO Name	Arise Academy Ltd			MoE number	7201
Code contact	**Name**	Debbie Martindale		**Job title**	Chief Executive
	Email	debbiem@ariseacademy.ac.nz		**Phone number**	021 222 1642
Current enrolments	**Domestic learners 1st Jan 2024 – 30th Sept 2024**	**Total #**	31	**18 y/o or older**	24
				Under 18 y/o	7
	International learners	**Total #**	# Nil	**18 y/o or older**	#Nil
				Under 18 y/o	#Nil
Current residents	**Domestic learners**	**Total #**	31	**18 y/o or older**	24
				Under 18 y/o	7
	International learners	**Total #**	#Nil	**18 y/o or older**	#Nil
				Under 18 y/o	#Nil
Report author(s)	Debbie Martindale, Chief Executive, Arise Academy Ltd.				

Stage of implementation for each outcome

The following ratings against key outcomes indicate the stage of implementation that most reflects Arise Academy current practice and outcomes achieved, based on NZQA guidelines.

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

About Arise Academy

Arise Academy (Arise) is an approved and registered PTE founded through the Jagriti Foundation; a registered Charitable Trust based in New Zealand (CC55188). Jagriti Foundation established Arise Academy Ltd as a charitable company (CC58793) to deliver connected pathways of NZQA approved programmes for Health and Wellbeing, Mental Health and Addiction, Peer Support and Homebased Early Childhood Education. These align to the current high priority needs of the Tertiary Education Strategy and Government for our national delivery and niche regions of Rodney, North Shore and Waitakere along with the sector needs represented by Toitū te Waiora the Workforce Development Council.

Arise Academy Ltd has Public Trust fees protection and is an approved NZQA signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Our Mission

Arise celebrates individuals and is dedicated to enabling learning, growth and achievement that supports purpose, passion and difference-making in communities.

Our vision
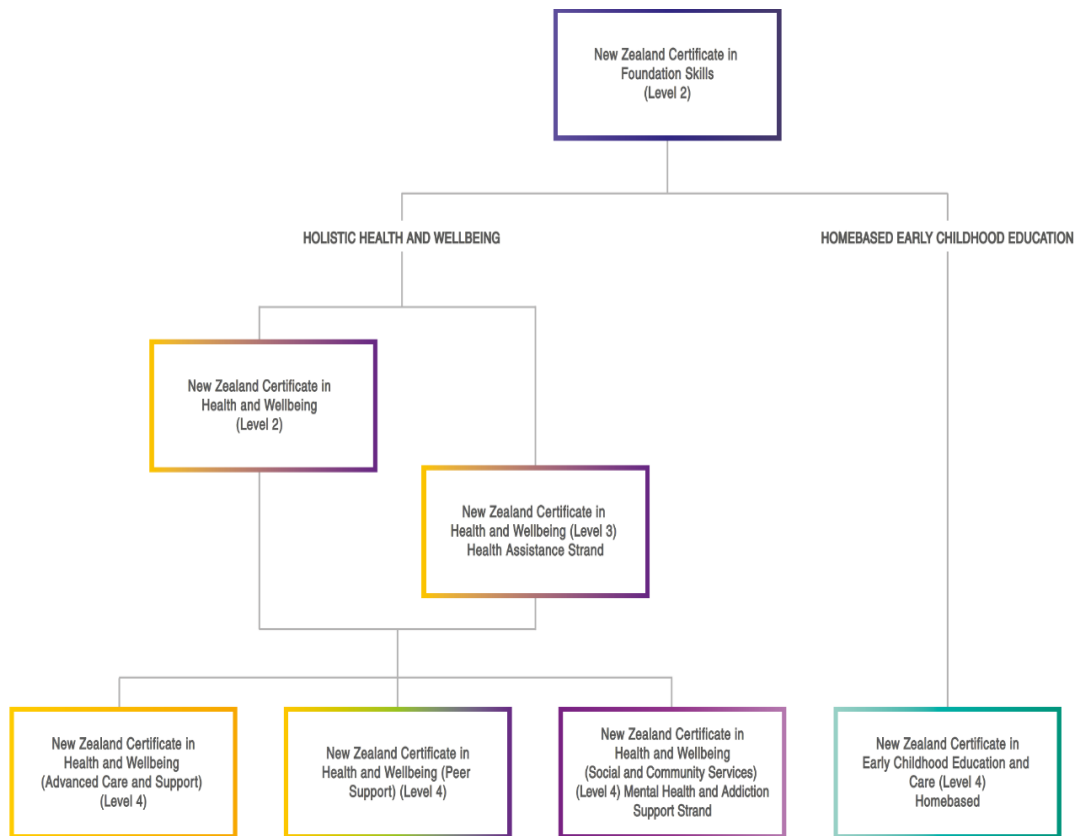
Our vision is three-fold:

- To provide accessible, relevant and empowering education choices to enable better provision of health and wellbeing support services in Aotearoa New Zealand.
- To equip homebased early childhood carers and educators with access to deeper knowledge, practice and qualifications to further their careers and support the development of tamariki in Aotearoa New Zealand.
- To enable and foster hope and improved recovery towards sustainable living for those with lived experience in addiction and mental health conditions.

Our Values

- **Wellbeing *(Hei Oranga)*** - A focus on individual needs, nurturing interests, passions and gifts as we enable rangatiratanga – self leadership to support children, whānau and communities.
- **Relationships *(Whakawhanaungatanga)*** - A heart for nurturing learner and community relationships, celebrating diverse cultures, connectedness and collaboration in the spirit of manaakitanga.
- **Learning *(Akoranga)*** - A commitment to enabling access to culturally inclusive education and purposeful personal growth, empowering learners to become lifelong learners.

Our programmes and pathways

Our family of seven NZQA approved and WDC endorsed programmes support foundational entry level learners through to skilled workers.

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                    ┌─────────────────────┐
                    │ New Zealand Certificate in │
                    │   Foundation Skills   │
                    │      (Level 2)        │
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HOLISTIC HEALTH AND WELLBEING   HOMEBASED EARLY CHILDHOOD EDUCATION

New Zealand Certificate in
Health and Wellbeing
(Level 2)

New Zealand Certificate in
Health and Wellbeing (Level 3)
Health Assistance Strand

New Zealand Certificate in
Health and Wellbeing
(Advanced Care and Support)
(Level 4)

New Zealand Certificate in
Health and Wellbeing (Peer
Support) (Level 4)

New Zealand Certificate in
Health and Wellbeing
(Social and Community Services)
(Level 4) Mental Health and Addiction
Support Strand

New Zealand Certificate in
Early Childhood Education and
Care (Level 4)
Homebased

Continuous improvement

Arise Academy has a strong culture of continuous improvement embedded in its practices. From the inception of Arise we have conducted in depth consultation with key stakeholder groups including learners, Māori and Pasifika, Disabled and Lived Experience peer providers to inform the why, what, how and when Arise would support its sectors, learners and regions.

We are always looking for ways to enhance the learner experience and support underserved learners. Our Continuous Improvement allows us to monitor progress and ensure actions are completed, driving ongoing improvements in our programmes and learner outcomes.

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 **Well implemented**	*At Arise, learner wellbeing and safety are foundational to our approach. Our comprehensive policies and procedures address the physical, digital, emotional, and emergency safety of all learners, ensuring that their study with Arise is not only educational but also secure and supportive.* Our daily practices, support systems, policies and procedures to support learners, their employers and stakeholders include: • 2023-2024 Business Plan (reviewed annually) • A strong commitment to Te Tiriti o Waitangi • Normalisation of Te Reo Māori • Courses covering cultural communication and tikanga • Health and wellbeing models of Te Whare Tapa Whā and Fonofale. • A Learner Success Plan (including our inclusive approach to Disability strategy and actions). • Up to date research, information and professional development for teaching staff • An additional learning online course for Learners • Learner IT support and emergency help line. • Safe online learning system • Online discussions forums.	Strategic and business planning is developed in consultation with Governance and informed by stakeholder and learner needs. Learner resources were reviewed at the end of 2023 as part of our Pilot Programmes evaluation. All programmes were NZQA approved and WDC endorsed in November 2022. The 2023 Learner Voice project provided a thorough analysis of our learners which has informed continuous improvements. The pilot programmes demonstrated strong progression, particularly for underserved learners. Parity of achievement has been excellent both within and across programmes, and continuous improvement were enhanced by feedback from learners and workplaces. The final 2024 update confirms all learners have met programme and assessment requirements, including work experience tasks.

	• Workplace experience in an approved environment • Signed workplace agreement • End of course surveys • Regular Pastoral care contact and if need be, referral to external services • Emergency Procedures and Critical Incident Response. • A culture of Continuous Improvement (CI) and feedback and a regular cycle of CI monitoring and review.	Our Learner Success Plan have since been reviewed and finalised with Governance endorsement. QMS policies and procedures are reviewed annually, or as updates are required or changes to regulations. Learners have access to online help including contacts, support and information, and emergency help lines. Continuous Improvement is informed by learner feedback, stakeholder feedback, tutor feedback and external benchmarking.
Outcome 2: Learner voice **Well implemented**	*At Arise, we recognise the importance of learner voice in shaping the educational experience and ensuring that it meets the needs of all learners, particularly those from underserved communities. We have implemented a variety of mechanisms to capture, review, and act on learner feedback to continuously improve our programmes and support services.* Our daily practices, support systems, policies and procedures to support learners, their employers and stakeholders include: • Ensuring that the voices of our underserved learners, including Māori, Pasifika, and learners with disabilities, are heard. • Learner surveys • Online discussions • Tutor emails • Coursework learner reflections • Pastoral care contact • Advisory group	Our culture of continuous improvement encourages feedback and responds quickly to complaints from learners and stakeholders. To support learners, we have several methods of capturing learner feedback and ensuing the learner feedback is used to inform our policies and processes, teaching practices, programme reviews, course materials, support to learners etc.

	• Learner complaints process Arise is committed to acting on learner feedback to make tangible improvements. All feedback is reviewed and logged.	

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 **Well implemented**	*At Arise, we are dedicated to reducing the stigma, bias and discriminatory harm that can be experienced by our under served and lived/care experienced learners in their communities by creating safe, inclusive, supportive, and accessible learning environments that cater to the needs of all learners. Whether learners engage in our digital learning platform or complete their workplace experiences, we ensure their safety, wellbeing, and inclusion are prioritised. Through our programmes, we foster environments that promote flexibility, cultural responsiveness, and proactive support.* Our daily practices, support systems, policies and procedures to support learners, their employers and stakeholders include: • A safe and inclusive digital learning environment • A digital learning platform that provides privacy, safety, and flexibility • Support to learn how to use our LMS • Tutor professional development supporting the successful achievement of learning for disabled learners. • Face to face learner support (when needed) • Individualised learning and progress monitoring • Workplace skills achievement monitoring • Prioritisation of secure collection and storage of learners information through our LMS and SMS	Learner progression in all programmes are showing good evidence towards parity of achievement. Learners and staff are provided with guidance on learning and working digitally and all staff home offices are designed and monitored to meet WorkSafe ergonomic requirements. Learners have achieved well in the online learning environment and integrated their learning well in the workplace. Health, safety and wellbeing is actively monitored and any incidents or near misses recorded and reported in our Board meetings.

	- Robust security protocols, including password-protected access limited to authorised personnel - Arise PD for the team on online security and safety - Assessments of workplace experience providers - Signed workplace agreements - Learner wellbeing and follow up recorded - Health and safety policies and procedures	
Outcome 4: Learners are safe and well **Well implemented**	*At Arise, we prioritise the wellbeing and safety of all our learners. As a specialist training provider in health and wellbeing our programmes are designed to foster resilience, self-management, and holistic wellbeing. Through proactive support, risk management, and a focus on individual needs, we ensure that learners feel safe, supported, and empowered to succeed in both their personal and professional lives.* Our daily practices, support systems, policies and procedures to support learners, their employers and stakeholders include: - A strong commitment to Wellbeing (Hei Oranga) and self-leadership. - Learner interviews on enrolment - Pastoral care contact - Learner wellbeing and follow up recorded - Referral to external services when required - Health and safety policies and procedures	Our processes for identifying learner support are supported by our Learner Success Plan and our Enrolments policy and processes. Learner health and wellbeing is monitored with learners throughout their programme of study and additional tutor support and extensions (when required) have aided learner progression. Learners are equipped with knowledge and self-management practices as part of their learning in all Arise Academy programmes.

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	In preparation for enrolling international learners in 2025, a further website and learner handbook review will be undertaken to ensure our International learner information is easily accessible, robust and user friendly.
Outcome 2: Learner voice	Analysis of current graduate surveys to be further improved with the addition of a quantitative rating scale, enabling us to gather more structured data and enhance our ability to analyse and report on trends.

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	To further strengthen our commitment to inclusiveness, we will ensure that all new tutors complete disability confidence training as part of their induction, and those who have not yet done so will be upskilled accordingly.
Outcome 4: Learners are safe and well	To further strengthen our cultural support to learners, we are creating a dedicated email address for cultural support, which will be promoted in our Learner Handbook and during our introductory information. To enhance support for learners in the Peer Support Programme, we will strengthen the whanau support for learners by aiding contacts and connection.

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	Review and update: • QMS Policies and Procedures • Website and learner handbook	Operations Manager Programme Manager Chief Executive Operations Manager Senior Advisor (International)	Annually December 2024	Arise QMS Policy and Procedures Project Plan	• Easy access to information supporting inclusivity, learner support, wellbeing and health and safety of self and others • Written and verbal feedback from Learners that impacts the review • Learner awareness of acceptable behaviours in a digital and workplace learning situation • Promotion of an inclusive culture to learners, stakeholders and other interested parties • Learner survey results • Course and qualification completion rates
Outcome 2: Learner voice	Review and update: • QMS Policies and Procedures • Graduate Surveys	Operations Manager Programme Manager Chief Executive Operations Manager Programme Manager	Annually	Arise QMS Policy and Procedures Graduate Surveys	• The public, learners and stakeholders are aware of feedback opportunities via website

| | | | December 2024 | | • Learners and stakeholders are aware of the process and avenues for formal complaints.
• End of Course/Programme survey results
• Written and verbal feedback from Learners
• Advisory Group Learner Feedback
• Updated Graduate Surveys |

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	Review and update: • QMS Policies and Procedures • Learning online course Professional Development • Disability confidence training for tutors	Operations Manager Programme Manager Chief Executive Programme Manager	Annually December 2024 and ongoing	Arise QMS Policy and Procedures Review and update Tutor PD logs	• Learners are aware of the polices and processes with regards to digital requirements and safety. • End of Course/Programme survey results • Written and verbal feedback from Learners • Advisory Group Learner Feedback • Arise tutors 100% completion of disability confidence training

Outcome 4: Learners are safe and well	Updates: • Create a dedicated email address for cultural support • Update whānau support details	Operations Manager	December 2024	• Monitor emails to dedicated email address, ensure promoted in Learner Handbook • Track learner success, course completion and retention rates	• Dedicated email address for cultural support, and promote it in the Learner Handbook • Completion and retention rates of the Peer Support Programme, as well as increased engagement between learners and their designated support persons throughout their studies.