



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!

## TEO information

TEO Name	AGC Training		MoE number	9294	
Code contact	Name	Clive Cornford		Job title	Acting CE
	Email	clive@agctraining.co.nz		Phone number	021800340
Current enrolments	Domestic learners	Total #	# 256	18 y/o or older	# 20
				Under 18 y/o	# 236
	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 #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Clive Cornford and Cherie Selby				

## 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	Implemented
Outcome 2: Learner voice	Developing

### Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Implemented

## 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>AGC Training is working hard to strengthen its learner wellbeing and safety systems. This work is informed by our Quality Improvement Plan, Learner Outcomes Improvement Plan both of which are a product of our strategic planning process and our Investment Plan. Oversight of the our learner wellbeing and safety system now rests with a newly created Learner Support Leadership Team led by the Learner Services Manager. This group is charged with driving an 'all of staff' approach to identifying and meeting the needs of learners. In order to meet the needs of learners AGC Training is working hard to secure robust partnerships with community-based service providers to ensure that learners can be</p> <p>Strong relationships with our partner schools provide wrap around services for learners on our secondary-tertiary programmes.</p> <p>Our Health and Safety system was reviewed and revamped in 2024 with the assistance of an external consultant. Responsibility for implementing these processes now sits with the new reconfigured Health and Safety committee.</p>	<p>The AGC Board provide direction to and oversight of our strategic/annual and quality improvement plans. Progress against these plans is reported on monthly to the Board.</p> <p>The Learner Support Leadership group established in 2024 is the main vehicle for monitoring the effectiveness of process and practices relating to learner wellbeing and safety together. It is leading the organisation self-assessment with respect to the Pastoral care code.</p> <p>The Health and Safety committee has been reconfigured in 2024 and is conducting a review of practice across the organisation. New policies and processes are being developed. The critical incident response plan has been updated and is currently out with members of the committee for review.</p> <p>Focus for 2025 – to improve processes for capturing of evidence by staff for reporting to Leadership and to continue to strength our relationships with community based service providers and local Māori.</p>
Outcome 2: Learner voice	<p>Small class sizes characterise AGC Training delivery and tutors develop strong supportive relationships with their learners. These daily engagements provide regular opportunities for capturing student</p>	<p>In 2024 a 'first-impressions' survey conducted after orientation was added to the mid-year and end of year surveys. Results from these surveys are analysed and distributed to staff and reported to the Board.</p>

	<p>issues. These informal processes are supported by regular learner surveys and learners are advised through the student hand book and posters of other ways to register issues, concerns or complaints with the organisation.</p> <p>The AGC Training cultural advisor frequently visits students in class and provides a channel for Māori and Pasifika learners to share their voice outside of the formal channels.</p>	<p>They also inform annual programme reviews.</p> <p>Posters have been produced and distributed across the campus to illustrate the different ways in which student concerns and complaints are managed at AGC. Policies and processes have been reviewed and updated in 2024.</p> <p>Identified gap – feedback to learners of survey results and any actions that result from it need to be strengthened.</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>AGC Training’s Cultural Advisor provides advise to leadership and tutor teams on ensuring that our learning environment is safe and supportive. Our student profile is youthful, with ca. 50% identifying as Māori.</p> <p>Food and beverages are provided to learners each day and the end of each term is celebrated with food and social activities.</p> <p>AGC Training provides transport to learners to get to class each day through a fleet of mini busses that pick students up from their home and take them back home at the end of the day.</p> <p>We have strengthened processes for identifying learners at risk of non-completion and referring them to the Learner Services Manager for follow up. These processes have already led to students successfully completing their qualification rather than withdrawing or being withdrawn.</p>	<p>Our Health and Safety committee meet and report monthly to the Leadership Team and these reports are monitored by the Board.</p> <p>AGC Training uses Microsoft TEAMS to ensure information is available on demand to tutors and staff. The Student Handbook and Posters in the classroom provide information to learners about the services available to them and the policies and procedures in place for ensuring a safe and inclusive environment for study.</p> <p>Improvements – AGC Training is working with external community service organisations to upskill staff on issues such as mental health, addition and conflict management. These agencies will also provide support and workshops for learners.</p> <p>Gap – More work is required to monitor and optimise the AGC Training digital environment to ensure that it provides effective and safe environments for information exchange and views.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Health and safety systems and processes have been updated at AGC Training in 2024 and the Health and Safety Committee has a clear mandate for monitoring and reporting on these matters to the Leadership Team.</p>	<p>Morning Health and Safety ‘toolbox’ meetings are held with students at the start of class each day to ensure that hazards and risks relating to the activities of the day are identified and understood.</p>

	<p>Health, Safety and Wellbeing policies are reviewed on a regular basis as part of the ongoing QMS policy review.</p> <p>Tutors work with individual students to identify needs and barriers to success. Tutors are upskilled in identifying and addressing needs through regular informal and formal PD. The AGC Training Cultural Advisor is available to assist tutors and the students.</p> <p>Tutors can escalate issues to the learner service manager. If the student is enrolled in a secondary-tertiary programme the Learner Services Manager will work with the relevant partner school to address the matter. For all other students the Learner Services manager can draw the expertise of external service providers we collaborate with</p>	<p>AGC Training is working to formalise relationships with external agencies to support tutors and students.</p> <p>Through ongoing Professional development we seek to strengthen processes for management of disruptive behaviours and to ensure that learning spaces are safe. These processes and the quality of information available to staff and students are being overseen by the Learner Support Leadership Group and are being reported on via the Leadership Team to the Board through the Quality Improvement Plan.</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	The revised Critical Incident and Emergencies procedures plan and underpinning processes need to be socialised and understood by all staff and students.
Outcome 2: Learner voice	Better and more timely information to students is required to ensure they understand how their feedback influences decision making.

### 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	More work is required to monitor and evaluate AGC Training digital environment to ensure that is safe, accessible and inclusive. Student input in to this work is required.
Outcome 4: Learners are safe and well	Systems and processes for capturing evidence and reporting on learner safety are to be kept under constant review.  Relationships with community based service providers to be formalised.



## 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	Staff PD Critical Incident and Emergencies procedures plan and underpinning processes	CE	March 2025	Health and Safety Committee monitoring	Staff understand their individual responsibilities and required actions as defined in the plan
Outcome 2: Learner voice	Better and more timely information to students is required to ensure they understand how their feedback influences decision making.	Learner Services Manager	February 2025	Monitoring by the Learner Support Leadership Group	Updated student handbook At least two Student forums held per subject area in 2025

### 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	Monitor and evaluate AGC Training digital environment to ensure that is safe, accessible and inclusive. Student input in to this work is required.	CE	August 2025	Report to the leadership team and Board	Safe practice guidelines produced and communicated to staff and students.

Outcome 4: Learners are safe and well	Systems and processes for capturing evidence and reporting on learner safety are to be kept under constant review.	Learner Services Manager	August 2025	Progress reports to the Leadership team	All relevant policies reviewed and revised policies approved by Board.
	Relationships with community based service providers to be formalised.	CE	August 2025		MOUs in place