

Section 7 - Learner Support (Pastoral Care)

Purpose

The purpose of this quality section on Learner Support is to ensure all our learners wellbeing is maintained and they have a positive experience so they can achieve at a high level. Learners have access to safe and inclusive learning environments and clear entry criteria and that appropriate support is freely available and provided as required at any time during the trainee's involvement with ACTS.

Responsibilities

■ *General*

The Training Manager and Training Administrator are responsible for ensuring that all policies and procedures relevant to our Learner's Pastoral Care are implemented.

■ *Policy Making and Implementation*

The following groups / individuals have responsibility for making and implementing policies and procedures relating to the learning environment:

Policy and Procedure	Policy Responsibility	Implementation Responsibility
7.1.0. Learner wellbeing & safety	Management Team	Training Manager/ Training Administrator
7.2.0. Learner voice	Management Team	Training Manager/ Training Administrator
7.3.0. A safe inclusive and supportive learning environment.	Management Team	Training Manager/ Training Administrator
7.4.0. Learners are safe and well.	Management Team	Training Manager/ Training Administrator

■ *Monitoring*

The Training Manager and Training Administrator are responsible for monitoring compliance with the Avon City Training Services' learning environment policies and procedures.

■ *Evaluation*

The effectiveness of learning environment policies and procedures is evaluated by the Management Team.

■ *Review*

Learning environment policies and procedures are reviewed by the Management Team and any changes or actions required are included in the Quality Improvement Plan (QD2-5).

Performance Standards

Objectives relevant to this section	
<ul style="list-style-type: none"> - to provide quality information and support that will empower learners to make informed decisions about career options and skill development and to provide encouragement and support for the achievement of learning goals. - to support multiculturalism; to recognise and uphold the principles of Te Tiriti o Waitangi (Treaty of Waitangi) and to promote equal opportunity for all learners and personnel. 	
Key Performance Indicators	
KPI 7-1	Strategic plans and goals are in place.
KPI 7-2	Learner wellbeing and safety practices are reviewed.
KPI 7-3	Publication requirements.
KPI 7-4	Responsive safety and wellbeing systems are in place.
KPI 7-5	Learner voice.
KPI 7-6	Learner's complaints and disputes are addressed promptly and appropriately.
KPI 7-7	Compliance with the Dispute Resolution Scheme.
KPI 7-8	Learners have a safe and inclusive environment.
KPI 7-9	Learners are encouraged to engage and participate.
KPI 7-10	Learners have information & support for their physical and mental awareness.
KPI 7-11	Learners have information & support for their physical and mental awareness.
KPI 7-12	Proactive monitoring and response to safety and wellbeing practices.

Policies & Procedures

7.1.0 Learner wellbeing & safety

7.1.1 Strategic plans and goals are in place

Policy – Our plans and goals are working for our learners so they are engaged, participating and are safe in our learning environment.

Ensure our induction and orientation of the students to the learning environment is concise, accurate and understood by our learners. We are constantly monitoring the student's engagement, participation, behaviour, and achievement. If staff detect any issues, they will inform the Training Manager or Training Administrator so support can be given to the learner. Ensure conversations, strategies that have been put in place to support the learner are documented in the SMS

7.1.1 Learner wellbeing and safety practices are reviewed

Policy - Learners and stakeholders have input to enhance and improve our plans and goals.

We will gather feedback from Learners (End of Course Surveys) and our Stakeholders (School surveys and Employer surveys) so we can review to identify any trends, this will allow us to support learners and stakeholders or implement any changes to our training programmes. We will keep accurate records so we can monitor and reflect feedback so we can report these findings at the management meetings.

Any changes will be discussed with staff, collectively changed in any of the training programmes, any resources and training will be given to staff to ensure we are supporting learner safety and wellbeing. Learners with learning disabilities are given a support learning teacher by the schools, while they are participating.

7.1.3 Publication requirements

Policy – Safety and wellbeing plans and goals will be available to our learners, stakeholders, training staff and to the public.

Current and updated goals and plans will be made available to our Learners (*Learner Handbook*), Stakeholders (*MOU-Memorandum of Understanding and/or MOA-Memorandum of Agreement*) and the Public (*Website*).

7.1.4 Responsive safety and wellbeing systems

Policy – Clear guidelines are in place to respond to any safety and wellbeing problem that may occur for our learners.

Our Harassment Policy is in the Learner Handbook so we need to ensure our induction and orientation of the students to the learning environment is concise, accurate and understood by our learners.

Ensure our training staff are well informed and are aware of ***The Learner Incident Response Plan*** to deal with any learner serious incident, safety and/or wellbeing issue that arises during the courses. The communicate the issue to the Training Manager and/or Training Administrator so they can support or contact the appropriate people to support the learner.

7.2.0 Learner voice

Policy – To work with Learners to understand and respond to their safety and wellbeing concerns.

The *MOU* and *MOA Agreement* we returned from the school has been completed and signed correctly so that any school staff understand and acknowledge that the *Learner Enrolment Form* has been completed accurately, if a student has any learning, physical and or mental issues these have been noted in the enrolment form. This will ensure that we can ensure we can support the student while they are on our training programme.

The Training Administrator will check all the Learners Enrolment Forms for the Programme they are enrolled on and record on the Attendance Register any physical and /or mental problems a student has so support can be given to ensure their experience on the course is a positive one.

Staff are constantly monitoring the student's engagement, participation, behaviour, and achievement. If staff detect any issues, they will inform the Training Manager or Training Administrator so support can be given to the learner.

Our Dual Enrolment (Trades Academy) learners have a meeting at the start of each term with the Training Manager to discuss their End of Term Report, ensure they are progressing well, to discuss how they are enjoying the course, environment, fellow students if they require help and how they are feeling.

7.2.1 Learner's complaints and disputes are addressed promptly and appropriately

Policy - ACTS will ensure any learners complaints are handled sensitively and in a timely manner

If trainees have a dissatisfaction about any aspect of their training, the way in which they are treated, harassment, or a lack of support, they are encouraged to express those concerns by way of:

- raising the issue/concern with their immediate support person / tutor for informal resolution, or,
- a formal complaint to any of the people responsible for their support. A list of their sources of support is identified in the Trainee Handbook supplied and discussed at induction.

A formal complaint must be submitted in writing (*a 'Complaint Advice form' (QD6-13) has been developed for this purpose*). Whoever receives it should pass it immediately to the Training Manager or Training Administrator. Assistance will be given to a learner to sensitively help them to put their complaint in writing where the complaint has been made verbally.

A full investigation can only be carried out if the complaint is set down in writing.

Following investigation of the complaint and any subsequent action, the resolution will be communicated to the complainant in a timely and respectful manner. Appropriate follow-up will be planned and actioned to ensure the resolution was appropriate and acceptable for the learner.

Where the complaint was received through an external body (*e.g.: School, MOE, TEC, WorkSafe NZ, NZQA*), the outcome result will be advised accordingly.

7.2.2 Compliance with the Dispute Resolution Scheme

Policy - ACTS will ensure it has a transparent complaints procedure and learners will be fully informed during induction and their time on the training programmes of the procedure and the rights available to them.

On the first day of their training course, all learners participate in an induction and orientation process that provides them with the information needed to ensure a safe and positive start to their training with ACTS.

Information is provided to each learner in the form of a Trainee Handbook (QD6-1) which contains detailed information about:

- Avon City Ford
- Health & Safety policy
- Emergency & Safety procedures
- Code of Conduct
- Harassment policy
- Complaints procedure
- Disciplinary procedure
- Assessment
- Help Referral
- Company policy

Information about Dispute Resolution is in the Trainee Handbook and it is also available on our website.

7.3.0 A safe inclusive and supportive learning environment

7.3.1 Learners have a safe and inclusive environment

Policy - ACTS will inform learners to respect the rules but more importantly respect each other by not bullying, harassing, or discriminating other students or training staff

On the first day of their training course all learners participate in an induction and orientation process designed to equip them with essential information for a safe and positive start at ACTS. Each learner receives the Trainee Handbook (QD6-1), which includes comprehensive guidelines to ensure a supportive and inclusive environment throughout their training.

7.3.2 Learners are encouraged to engage and participate

Policy - ACTS will ensure an inclusive environment for all learners, learners are aware of the rules in our environment but most of all respect, understand and embrace other learners.

Learners are expected to be supportive of each other in achieving their educational goals. No learner has the right to impede the learning of another learner and learners are expected to always demonstrate respect for others.

Our tutors encourage the learners to work together and support each other in their training groups. This usually builds up positive relationships, peer support, creates acceptance and inclusive environment for the students. This environment praises learner's achievement, improvement in their confidence with their knowledge and/or practical skills.

ACTS offers a full learner support and guidance service which is achieved through internal personnel support, family/whanau, cultural support, information about and assisted access to appropriate external welfare agencies and industry groups, publication and enforcement of ACTS rules and regulations, and the application of disciplinary and complaint procedures.

7.3.3 Learners have a safe environment

Policy - ACTS will ensure the learning environment is physically and digitally safe for all our learners.

Tutors coach the learners how to perform tasks in a safe manner, ensuring they wear the correct PPE and understand how to use the equipment and tooling to complete the task. When students perform the tasks themselves, they are monitored and guided through the process by the Tutor.

While students are on course, we have a strict digital device and cell phone policy so effectively they are not available while the students are training, cell phones can be used by the learners in their morning and lunch breaks. Learners are informed that if they are expecting a call from family/whanau or other person, inform the tutor so they can remove themselves from training area to take the call.

7.3.4 Learners have support for their basic needs

Policy – ACTS will ensure the learning environment is safe, supportive, inclusive and students have access to resources for their basic needs.

We are committed to creating a learning environment that is not only safe but also supportive and inclusive for all our students. Our policy is designed to ensure that every aspect of our training facilities, whether for theoretical or practical training, meets standards of safety and cleanliness. We prioritise providing students with the necessary resources to meet their basic needs and ensure a conducive learning atmosphere. This includes maintaining well-ventilated, clean, and safe classrooms and workshops to foster an effective and engaging educational experience. We ensure that our learners well-being is observed and monitored, our staff will carefully interact with the learner to assist if they can and/or advice the Training Manager or Training Administrator to support the learner so they can get the right people involved to find a solution

7.4.0 Learners are safe and well

7.4.1 Learners have information and support for their physical and mental awareness

Policy – ACTS will ensure that learners have access to any information to support our learners for their physical and/or mental awareness.

On the first day of their training course, all learners participate in an induction and orientation process that provides them with the information needed to ensure a safe and positive start to their training with ACTS. Information is provided to each learner in the form of a Trainee Handbook (QD6-1) which contains detailed information they need to know while they are on sight. At the back of the Trainee Handbook there is a list of organisations to contact in an emergency or if the learner needs to contact a support or a government agency

7.4.2 Proactive monitoring and response to safety and wellbeing practices

Policy - ACTS will ensure that we have good systems in place and staff are trained to respond to learner safety and wellbeing.

We have a robust Health & Safety system in place where we have a Health & Safety Co-ordinator who oversees the day-to-day operations on site. We also have a good number of First Aiders on site, our Health & Safety Co-ordinator and Service Operations Manager are Mental Health First Aiders. We also have a LIRP (Learner Incident Response Plan), if it must be activated.

We ensure that our learners well-being is observed and monitored, our staff will carefully interact with the learner to assist if they can and/or advice the Training Manager or Training Administrator to support the learner so they can get the right people involved to find a solution

Learners attending our courses are informed about the use of their mobile phones, they are only allowed to be used at morning break and lunch times. Learners are not given access to our Wi-Fi so this also restricts time on their devices. If learners are required to use digital devices, we will supply them to the students so they can complete what tasks they have been set.

We also have a have in place a Workshop Risk Assessment Management Strategy that is updated bi-annually. This document is attached to our MOU's and MOA's to the schools that engage training with us with us for the year.

Our Tutors work closely with our learners so they are continually monitoring learners' behaviour, engagement, and achievement. If the Tutor notices an issue, they will sit down with the learner to discuss what the problem is so they can find a solution to it and support the learner, if they can. If they cannot, they will inform the Training Manager or Training Administrator so support can be given to the learner.

Resources

Documents

Records

Standard Procedures & Forms