Quality Consultants New Zealand Limited (QCONZ PTE)

Background

The Code of Practice for the pastoral care of domestic tertiary and international learners (The Code) sets out expectations for Private Training Establishments (PTEs) to meet learner safety and wellbeing requirements. QCONZ PTE provides tertiary education for domestic learners and are a signatory to the Outcomes 1 – 4 of The Code. QCONZ PTE does not provide accommodation, however, is developing services to international learners (Outcomes 8-11 of The Code) for pilot in 2025.

The Code Outcomes:

- Outcome 1: A learner wellbeing and safety system
- Outcome 2: Learner voice
- Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments
- Outcome 4: Learners are safe and well

New

- Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners
- Outcome 9: Prospective international tertiary learners are well informed
- Outcome 10: Offer, enrolment, contracts, insurance and visa
- Outcome 11: Internationals learners receive appropriate orientations, information and advice

Background

QCONZ was founded in 1999 and provides consultancy, audit, training and digital services to primary industries. We design and deliver bespoke vocational training for industry and NZ government bodies, and work closely with our provider, Training Centric Limited, to deliver face-to-face formal and non-formal training. We aim to provide learning experiences that are timely, accurate and relevant for our industries.

We achieved Category 1 status with NZQA in 2022 and work to continually improve our service provision. We significantly reduced our number of learners in 2023 which has enabled us to concentrate provision from enrolment to completion, with full control over programme content and resources.

In 2025 we are developing resources to provide for a subset of international learners who are recommended for training via industry and NZ government bodies. We are currently undergoing the code development and application processes for these learners. Learning will be between 2 and 5 days (no more than one week spent with us on New Zealand soil) Our goals include this stage of development.

QCONZ Strategic Plan for Learner Wellbeing

Our Purpose

Providing ethical, sustainable, quality solutions

Support Diversity

To ensure all learners are provided with equal opportunity and access to resources and support.

Diversity Goal

Increase awareness of diversity, provide open feedback and review channels that enable continual improvement in access for all.

Safe Environment

To provide physical and online learning environments that meet New Zealand Wellbeing, Health and Safety legislation.

Safety Goal

Continue to monitor and seek feedback to ensure we exceed our requirements. Encourage review and reporting to seek ways to improve.

Promote Wellbeing

To provide information and supports to encourage learner wellness.

Wellbeing Goal

Create/increase wellbeing resources, platforms and channels for learners to build wellness and resilience.

Our Mission

To provide knowledge and service
Mātauranga

To help care for and sustain our natural resources
Kaitiakitanga

To support communities nationwide
Hapori

2024 Strategic Plan for Learner Wellbeing, Health, and Safety

Goal 1	Objectives
To provide safe, inclusive learning environments, catering for the diverse needs of our learners, with a whole-of-provider approach. (Code of Practice Outcome 1)	• To effectively work with our learners to continually develop and review our wellbeing and safety goals and strategic plans. • Effectively gather and communicate information across our organisation to identify emerging concerns and put timely support in place. • Provide on-going training and support to tutors, to enable them to deliver safe and inclusive workshops/assessments.

To achieve this goal, we will:

- Improve our current reporting, feedback and review processes to ensure we understand how well we are delivering now, and what we can do to improve future delivery.
- Engage with diverse learner groups and industry stakeholders to understand both learner and industry needs, and how to incorporate what may be contradictory requirements into our content and delivery e.g. weighting of blended learning components (workshop days v online delivery v self-led learning v on-job evidence gathering).
- Review our reporting and communication processes in March 2025 to create improvement and increase tutor awareness of available support.
- Review and improve diversity resources and SOPs including Māori World View and application of Te Tiriti of Waitangi, Learners supports, diversity and external safety and wellbeing resources for Learners.
- Investigate, source and/or create additional tutor training for safe/inclusive delivery and assessment.

Goal 2	Objectives
To understand and respond to diverse learners, and their wellbeing and safety needs, in a way that upholds their mana and autonomy. (Code of Practice Outcome 2)	• To effectively work with our learners to understand the diversity represented in our learning cohorts and how this affects programme delivery. • To create inclusive learning environments that support wellness, safety and progression while maintaining the dignity of tutors and learners. • To provide a complaints process that supports natural justice, privacy, academic integrity and learner mana.

To achieve this goal, we will:

- Proactively seek feedback and explore opportunities to engage with learners when developing programmes, content and assessments.

- Continually review data and statistics to understand trends, achievements and gaps in our delivery/service.

- Improve our diversity resources and increase understanding of cultural practices and models.

- Actively investigate and observe alternate modes of delivery and assessment, including support of other languages, learning capabilities, cultural and personal diversity, and work/study life balance.

- Continually Review our complaints and incidents processes and provide up-to-date information to tutors/learners on the Dispute Resolution Services provided.

Goal 3	Objectives
To provide safe, inclusive, supportive and accessible learning environments. (Code of Practice Outcome 3)	• To create online delivery models that caters for different learning styles and needs. • To create inclusive workshop learning environments that recognize and respond to discrimination (racism, bullying, harassment and abuse). • To provide pre and post course information and learning opportunities that support progression and wellbeing.

To achieve this goal, we will:

- Recognise and utilise appropriate Learning Models that are distinct to the individual courses e.g. Pouwhiri for all workshops, Poutama/Ako/Tuakana-Teina for Milking Machine Testing.
- Develop tutor resource materials to support their workshop delivery and assessment processes.
- Recognise that Adult andragogy requires support for self-directed learning and acknowledge the skills/knowledge/competencies learners bring to the courses.
- Ensure venues meet local council and NZQA requirements with safe meeting environments and health/safety protocols in place.
- Provide critical incident and accident processes and support for tutors and learners throughout the duration of enrolment.

Goal 4	Objectives
To provide Learners with information on physical and mental health support that are available to them. (Code of Practice Outcome 4)	- To provide learners with information on local and national services. - To create free resources related to eating healthily, mental health - work ready, study ready. - To create learning environments that recognise at risk learners and provide them safe avenues to seek support. - To maintain a risk and hazard register that recognizes mental and physical health issues, with appropriate response examples.

To achieve this goal, we will:

- Continue to grow our library of support links and information
- Create free modules accessed online
- Update processes for contacting learner designated support persons (enrolment form)
- Consult with tutors on best ways to provide safe places or processes for designated support persons to support learners to share concerns/issues.
- Include mental and physical health in PTE risk register with suggested appropriate support options to minimize or eliminate.

Goal 6	Objectives
To provide additional wellbeing and safety practices for international learners. (Code of Practice Outcome 8-11)	• To recognize and respond to specific international learner wellness needs whilst they study in New Zealand. • To create resources, forms, content that ensures international learners are well informed pre-enrolment, duration of course and post enrolment. • To create study offer, enrolment, contracts, insurance and visa that inform the decisions of learner, tutor, support and administration services. • To create orientation programme and course information that promotes achievement, wellbeing and safety.

To achieve this goal, we will:

- Engage with EducationNZ, ImmigrationNZ, ITENZ International Learner Provider Group, Government Agencies, Industry Bodies and International Students to gain understanding of their needs, what supports we can put in place, and how we can create relevant information for them.

- Work with NZQA to ensure we are providing the correct forms, resources and communication to ensure a prospective learner is well informed prior to, during and post enrolment. Create international student review and feedback systems that include learners and tutors.

- Work with NZQA to ensure our offer, enrolment, contracts etc include the appropriate information and support.

- Work with tutor to create orientation programme and course information. Create pilot review and feedback system.

- Include visiting, non-formal vets/machine testers in non-formal MMT course format to seek feedback on whether the course would meet Australian Learner needs and what content may need to be built or adjusted.

- Run pilot of Milking Machine Testing Course with enrolled International Students

- Conduct robust feedback and review process of pilot with recommendations and actions shared with NZQA prior to inviting International Learners to courses.