



NZQA PASTORAL CODE OF PRACTICE SELF-REVIEW OF COMPLIANCE

OCTOBER 2023

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Rating of Implementation Stage: Well-Implemented

Process Required	MR Response/Evidence	Current Status
<p>Process 1: Strategic goals and strategic plans Clause 7 (1). Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will:</p> <p>(a) give effect to the outcomes sought and processes required by this code.</p>	<p>Mission Ready’s strategic business plan includes ‘Learner Goals’ with a statement of intent in relation to both, student achievement and student wellbeing and safety, and these statements are supported by short, medium, and long-term action plans. Additionally, learner wellbeing and safety outcomes (as defined in Clause 7 (1) of the Code) are addressed within Mission Ready’s Candidate Success Team Strategic Plan which includes a set of goals, and a series of key initiatives, processes, and actions that address each of the goals alongside key performance indicators. (There is no mention of student accommodation, as MR does not offer this facility). The recently published EER report acknowledges several illustrations of learner wellbeing and safety being viewed as a priority, including the Candidate Success and Engagement Team Strategy 2023 and the Candidate Success and Engagement lead role.</p>	Compliant
<p>(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.</p>	<p>Mission Ready’s strategy includes the social impact mission “To reduce the skills gap and increase diversity and inclusion in tech through education, awareness & accessibility initiatives”. The social impact goal is to invest in impactful activities that meet social outcomes to increase diversity, inclusion, and support for disadvantaged, with key performance indicators including enrolment, completion, and progression outcomes for Māori. These statements are supported by short, medium, and long-term action plans.</p> <p>MR’s Programme Director and Human Resources Partner coordinate internal capability building for MRHQ staff in this area. Key initiatives for 2023 include: the completion of Te Tiriti O Waitangi training by all key permanent staff members, and participation in a pilot with TAU (Auckland Council) that will enable Mission Ready’s strategy through introducing ambiculturalism</p>	Compliant

	and breathing Māori knowledge and impact into processes and experience journeys.	
<p>Clause 7 (2). Providers must –</p> <p>(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1)</p>	<p>Mission Ready’s overarching Strategic Business plan, the DEI strategy, and the Candidate Success Strategic Plan are reviewed and revised on an annual basis. Discussion on learner wellbeing and safety goals and outcomes is included in the relevant standing agenda items for leadership meetings, Academic Board, as well as relevant staff meetings such as programme annual and intake reviews.</p>	Compliant
<p>(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.</p>	<p>Mission Ready is an agile organisation with a focus on continuous improvement, so any recommended changes arising from discussion at various fora are updated as relevant within the strategic goals and plans and assigned to appropriate staff member(s) for action. Progress towards those recommendations is monitored as relevant through updates at Leadership, staff meetings, and Academic Board. Strategic goals and plans are usually updated annually, however if major changes are needed, these are made progressively.</p>	Compliant
<p>Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when –</p> <p>(a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1)</p> <p>(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).</p>	<p>The Candidate Success Lead plans and implements initiatives to gather learner voice (including the voice of key demographic priority groups such as Māori, Pasifika, learning disabilities, and women) through candidate surveys and regular telephone spot checks with learners on support, safety, and wellbeing issue; the results of these are reported weekly at programme delivery team meetings and formally at Academic Board and Leadership meetings. Regular feedback is also sought through engaging with community partners as well as industry stakeholders. Relevant discussion points from these mechanisms then feeds into the development and review of learner wellbeing and safety strategic goals and plans.</p> <p>The recently published EER report mentions strong evidence of regular learner feedback (including surveys) being considered in strategic planning. It also notes that there is currently no structure for directly/proactively working with candidates in developing learner wellbeing and safety strategic goals an recommends an approach complementing surveys to potentially provide more depth and insight (e.g., a focus group or the establishment of a representation model) that includes past and present candidates. This is being addressed through an action to form diverse focus groups or semi structured interviews by the Candidate Success Lead.</p>	Compliant
<p>Process 2: Self review of learner wellbeing and safety practices Clause 8 (1). Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of</p>	<p>On recommendation of the Quality Monitor and Academic Board, Mission Ready’s code administrator conducts a review of the quality of learner wellbeing and safety practices to achieve the outcomes and practices of this code on an annual basis.</p>	Compliant

<p>this code, at a frequency or by a date determined by the code administrator.</p>		
<p>Clause 8 (2). Providers must review their learner wellbeing and safety practices using –</p> <p>(a) input from diverse learners and other stakeholders; and</p>	<p>Learner wellbeing and safety practices are continually reviewed using input from learners and other stakeholders. Input from learners is sought through specific questions about wellbeing and safety in the survey completed by each learner at the middle and conclusion of their enrolled programme. These questions provide both, qualitative and quantitative data. From August 2023, reports on the data collected through these surveys include data disaggregated by diverse learner groups (in keeping with relevant privacy obligations), to ensure that diverse learner voices are included and considered. Additionally, the Candidate Success lead has created an evaluation plan to interview relevant diverse stakeholders by phone interview to triangulate the data from surveys and recommend actions as relevant.</p>	<p>Compliant</p>
<p>(b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups.</p>	<p>Mission Ready’s QMS outlines a process for management of learner complaints, including a requirement to formally document any learner complaints. This process is included in the candidate handbook. So far, there have been no formal learner complaints, however any review would also include a consideration of relevant data from complaints as and when they arise.</p> <p>Input from industry partners is also sought through feedback surveys at the end of each intake of the Level 6 programme which includes mentored work experience completed by learners at sponsoring partner organisations.</p>	<p>Compliant</p>
<p>Clause 8 (3). Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.</p>	<p>Any recommended adjustments resulting from previous and current reviews have been implemented in full.</p>	<p>Compliant</p>

<p>Process 3: Publication requirements Clause 9.</p> <p>Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available) –</p> <ul style="list-style-type: none"> (a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1). (b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and (c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8. 	<p>Mission Ready’s strategic goals and strategic plans for supporting learner wellbeing and safety practices are available to staff through relevant organisational documentation and discussed at staff fora and meetings. This information is made available to learners as a “Learner Welfare Provisions” section of the Candidate Handbook.</p> <p>Main findings of any reviews are also communicated with staff and stakeholders through appropriate channels.</p> <p>This information is now also published on the Mission Ready website.</p>	<p>Compliant</p>
<p>Process 4: Responsive wellbeing and safety systems Clause 10 (1).</p> <p>Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners’ wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.</p>	<p>MR’s Candidate Handbook includes a clearly documented process by which learners can provide feedback and express concerns about any safety or wellbeing issue. Community stakeholders and industry partners are encouraged to identify any such issues that may emerge during their interaction with learners. The Candidate Handbook makes specific reference to appropriate support and services available to learners should such an issue occur, and the Candidate Success Lead plays a key role in connecting with learners, identifying emerging concerns, and enabling learners to access culturally appropriate social, medical, and mental health services in a timely way.</p>	<p>Compliant</p>
<p>Clause 10 (2).</p> <p>Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –</p> <ul style="list-style-type: none"> (a) Te Tiriti o Waitangi (b) the provider’s obligations under this code (c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies (d) identifying and timely reporting of incidents of racism, discrimination, and bullying (e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting (f) privacy and safe handling of personal information 	<p>All key permanent staff members have undergone training on the Treaty of Waitangi through an online workshop in 2023.</p> <p>An annual Train the Trainer programme includes sessions on Pastoral Care, which are compulsory for all delivery team members, and strongly recommended for remaining staff members. These sessions include topics such as the regulatory context (the Code), welfare issues of diverse learner groups.</p> <p>In 2023, cultural competency is being built through Mission Ready’s Diversity, Equity, and Inclusion Policy and participation in the TAU Ambi-cultural Strategy pilot.</p> <p>Additional ongoing resources are made available to staff members through internal SharePoint sites such as the People and Culture “Induction” site and the “Trainer Resources” site.</p>	<p>Compliant</p>

<p>(g) referral pathways (including to local service providers) and escalation procedures</p> <p>(h) identifying and timely reporting of incidents and concerning behaviours</p> <p>(i) wellbeing and safety awareness and promotion topics including –</p> <ul style="list-style-type: none"> i. safe health and mental health literacy and support ii. suicide and self-harm awareness iii. promoting drug and alcohol awareness iv. promoting healthy lifestyles for learners. 	<p>The Candidate Success Lead conducts regular Mental Health Fitness check ins with candidates in all intakes at specified points through the delivery of the programme, in liaison with the trainers, and appropriate resources are shared across staff and learners in this context.</p> <p>The Candidate Toolkit site provides access to resources on topics outside of subject matter content, to support the learning journey, including wellbeing and safety awareness topics and resources for self-help.</p>	
<p>Clause 10 (3).</p> <p>Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including</p> <p>(a) making these plans readily available to learners when they begin their study</p>	<p>There is a formalised health and safety plan in place to guide expectations for learners whilst on Mission Ready premises, and this is documented in Section 12 of the QMS. The health and safety plan, including evacuation procedures etc. for the premises are shared onsite, and updated and reiterated on a regular basis.</p>	Compliant
<p>(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency</p> <p>(c) co-ordinating decision-making across the provider when responding to emergencies</p> <p>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies</p>	<p>MR's H&S policy is clearly set out in its Employee Handbook. Section 12.4 of the QMS requires all staff to consistently adhere to the requirements of that policy.</p>	Compliant
<p>(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and</p>	<p>This requirement is met through regular communications from MR's Candidate Success Lead and individual staff member responsibilities in this area are emphasised in Employee Handbook and annually scheduled Train the Trainer sessions.</p>	Compliant
<p>(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –</p> <ul style="list-style-type: none"> i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission) 	<p>An incident and emergencies manual is in place to guide appropriate action in response to any emergency situation; and to record the details should any such situation occur.</p>	Compliant

<p>ii. the follow-up de-briefing processes to support all learners and relevant staff</p>		
<p>(g) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.</p>	<p>No such incidents have occurred, and so no evidence of emergency incident management action is available at this stage. However, a process exists for reporting these through weekly, monthly, quarterly, and annual leadership team meetings as well as meetings of the Advisory and Academic Boards.</p>	<p>Compliant</p>

Outcome 2: Learner Voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Rating of Implementation Stage: Implemented

Process Required	MR Response	Current Status
<p>Process 1: Learner voice Clause 12. Providers must have practices for –</p> <p>(a) proactively building and maintaining effective relationships with diverse learner groups within their organisation</p>	<p>MRHQ has a dedicated Candidate Success Lead, charged with the provision of personalised pastoral care for learners, the development of strategies to improve student engagement, and for creating partnerships and initiatives that support diverse learners have equitable opportunities for success.</p>	Compliant
<p>(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices</p>	<p>The CSL and trainers work directly with learners to evaluate and support them through the learning journey, and gain feedback about how well the organisation’s strategic goals, plans, and practices on learner wellbeing and safety are serving diverse learners.</p>	
<p>(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities</p>	<p>Learner experience is evaluated via regular, comprehensive surveys and interpersonal feedback loops which enquire about learner wellbeing and suggestions. Weekly reviews of learner wellbeing and progress are held across all intakes, support for diverse learners is discussed and decisions made, and process/practices are adapted according to learner needs in real time.</p> <p>Staff members attend events (such as at marae, Pride events, and knowledge sharing at other organisations) to enable well-informed wellbeing and safety /strategy and practice. MRHQ invites other organisations promoting best diversity practice to workshop with staff and has also started engagement events with key speakers from diverse groups, such as women, Māori and Pasifika.</p>	
<p>(d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes</p>	<p>Regular surveys conducted by the CSL encourage learners to provide anonymous feedback that is fed to leadership and trainers for adapting decision making regularly. MRHQ also conducts ‘spot check’ with candidates to gauge preferences for upcoming decisions. The organisation has an ‘open door’ policy, where candidates can speak to the Candidate Success Lead or other relevant staff members at any time. Level 5 candidates participate fully in decision making processes regarding their mentored work experience at Level 6.</p>	Compliant
<p>(e) providing timely and accessible information to learners to increase transparency of providers’ decision-making processes.</p>	<p>The Student Handbook informs learners that they may request individual and confidential meetings with staff, and that they are encouraged to comment</p>	Compliant

	<p>anonymously on any aspect of their learning experience.</p> <p>There is an informal mechanism in place in which trainers regularly update candidates on what is happening at MRHQ and why. From 2023, a summary of survey results and resulting actions will be published for learners on their portal annually, for increased transparency about decision making resulting from learner voice initiatives.</p>	
<p>Process 2: Learner complaints Clause 13. Providers must –</p> <p>(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and</p> <p>(b) inform learners on how the complaint will be handled and how it is progressing</p>	<p>MR has established a formal and detailed policy and process for managing, recording, and annually reporting on student complaints (including but not limited to appeals against grade). This is clearly described in the organisation’s Quality Management System (QMS).</p> <p>There have, so far, not been any complaints.</p> <p>A summarised version of this policy is made available to learners via the Student Handbook.</p> <p>The Student Handbook confirms that MR will respond to all complaints in a timely and efficient manner. The language used in the Handbook reflects a strong commitment to culturally appropriate management processes.</p> <p>The Student Handbook also provides clear and unambiguous information in relation to several of these requirements. It confirms that any complainant may select an appropriate support person; and that complaints may be made either on behalf of an individual or on behalf of a group of complainants with similar concerns.</p>	Compliant
<p>(c) handle complaints in a timely and efficient way, including having practices that –</p> <ol style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint ii. consider the issues from a cultural perspective iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice) iv. comply with the principles of natural justice 		

<p>(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –</p> <ul style="list-style-type: none"> i. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes ii. addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint iii. providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process iv. providing the opportunity for groups of learners to make joint complaints 		
<p>(e) record complaints; and</p> <p>(f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on –</p> <ul style="list-style-type: none"> i. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) ii. learner experience with the complaints process and the outcome of their complaint 	<p>MRHQ has established a formal system of recording, and annually reporting on, the history of learner complaints management implemented over a financial year. There have so far not been any complaints.</p>	
<p>(g) promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider’s internal complaints process, the education quality assurance agency complaints process, the code administrator’s complaints process, and the Dispute Resolution Schemes</p>	<p>The Student Handbook provides clear and unambiguous information relating to the internal complaints process and educational quality assurance systems. It also clearly outlines the process to be followed if a learner wishes to escalate a complaint to the code administrator, the Dispute Resolution Scheme, or other relevant higher authority.</p>	<p>Compliant</p>

<p>(h) advise learners on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider's internal complaints process or outcome, including –</p> <ul style="list-style-type: none"> i. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman ii. how to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code. 		
<p>Process 3: Compliance with the Dispute Resolution Scheme Clause 14. Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.</p>	<p>MRHQ is familiar with the current Dispute Resolution Scheme provisions and requirements; any future student disputes will be managed in line with its documented conflict and complaints policies, and its proposed response actions validated through reference to the contemporary provisions and requirements of the Scheme.</p>	<p>Compliant</p>

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Rating of Implementation Stage: Implemented

Process Required	MR Response	Current Status
<p>Process 1: Safe and inclusive communities Clause 16 (1). Providers must have practices for –</p> <p>(a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse</p>	<p>MRHQ has established a formal policy and process for managing learner community safety. Discrimination and/or harassment practices are specifically identified as grounds for instigating a formal complaint, and linkages are made to the complaints management policy. A summarised version of these provisions is made available to learners via the Student Handbook. Staff contracts and handbooks outline that discrimination, racism, bullying and harassment at MRHQ is unacceptable.</p>	Compliant
<p>(b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse</p>	<p>The Student Handbook includes a ‘Code of Conduct’ section that formally states MR’s expectations related to personal and interpersonal standards of behavioural conduct. This section links to the above provisions for countering discrimination and/or harassment. Staff agree to undergo relevant training when onboarding with MRHQ.</p>	Compliant
<p>(c) promoting an inclusive culture across the learning environment</p>	<p>The “Code of Conduct” and “Learner Welfare Provisions” sections of the Student Handbook, when considered as an integrated policy statement, are clearly supportive of cultural inclusiveness and equity of opportunity for all learners.</p>	Compliant
<p>(d) upholding the cultural needs and aspirations of all groups throughout the learning environment</p>	<p>The Candidate Success Lead maintains partnerships with relevant organisations (including MPTT (Māori Pasifika Trades Training) Consortia, Social Labour Support, etc.).</p>	Compliant
<p>(e) providing all learners with information –</p> <ol style="list-style-type: none"> i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment ii. about the cultural, spiritual, and community supports available to them 	<p>The candidate toolkit provides resources for cultural support, and introductions are made to candidates to the relevant organisations. MRHQ also provides ad hoc events and community activities that promote the stated.</p>	Compliant
<p>(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.</p>	<p>While MRHQ is a largely digital learning forum, candidates are welcome to form study groups and come onsite any time within reason. Similarly, MRHQ hold regular celebrations where whānau and friends are welcome.</p> <p>MRHQ seeks to build physical and on-line learning environments that encourage interpersonal contact and relationship building, and its expectations of both staff</p>	Compliant

	and students in this regard are documented in the Student Handbook.	
<p>Process 2: Supporting learner participation and engagement Clause 17 (1).</p> <p>Providers must provide learners with opportunities to –</p> <p>(a) actively participate and share their views safely in their learning environment</p> <p>(b) connect, build relationships and develop social, spiritual and cultural network</p> <p>(c) use te reo and tikanga Māori to support Māori learners’ connection to identity and culture.</p>	<p>Candidates are actively encouraged to share their views with trainers, the candidate success team, the delivery team, sales, and the cofounders through both formal and informal mechanisms.</p> <p>MRHQ seeks to build physical and on-line learning environments that encourage interpersonal contact and relationship building, and its expectations of both staff and students in this regard are documented in the Student Handbook</p> <p>All key permanent staff members have undergone training on the Treaty of Waitangi through an online workshop in 2023.</p> <p>Māori learners can access culturally sensitive support from the Candidate Success Lead. Where necessary computing software can support this intention, all assignment responses may be presented in either English or te reo Māori. Several of the staff members including MRHQ co-founder Alan Khan make introductions to each new intake in te reo.</p>	Compliant
<p>Clause 17 (2).</p> <p>Providers must have practices for supporting learners through their studies, including –</p> <p>(a) enabling learners to prepare and adjust for tertiary study</p>	<p>All learners are sent information about the programmes including “how-to” instructions for software used within these programmes prior to programme start dates. All candidates participate in an initial induction and orientation day, where MRHQ’s expectations of tertiary study behaviours are communicated. A range of academic support services are identified in the Student Handbook, and learners are encouraged to seek assistance from those services and internally at MRHQ as necessary.</p>	Compliant
<p>(b) maintaining appropriate oversight of learner achievement and engagement</p>	<p>MRHQ maintains detailed records of learner achievement via the SELMA student management system.</p> <p>The candidate success lead tracks learner engagement on a weekly basis and members of the programme delivery team including trainers and candidate support staff members meet weekly to discuss learner achievement, engagement, and support needs.</p>	Compliant
<p>(c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues</p>	<p>Several opportunities are available for candidates to discuss and seek responses to issues impacting their ability to learn. The ‘Educational Support’ section of the Student Handbook encourages students to seek confidential and individual advice on any issue affecting their study.</p> <p>The delivery team including Trainers, Assistant Trainers, Programme Director, Programme Coordinator, and Candidate Success Lead are introduced to learners at the beginning of the programme during onboarding and orientation, and actively seek to remedy any candidate issues on an as-occurring basis. Formal feedback is</p>	Compliant

	<p>sought through confidential mid and end-intake surveys. Additional opportunities are available for in-person interaction with the candidate success lead, e.g.:</p> <ul style="list-style-type: none"> • Week 2 check-ins, where the CSL proactively reaches out to candidates to check in and provide support for any barriers to their learning and ability to succeed, • Mental health and fitness check-in sessions with each candidate group during the intake 	
<p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<p>In the first instance, the recruitment team advisers provide learners with advice on pathways for further study that Mission Ready programmes enable for them.</p> <p>During their enrolment in Mission Ready programmes, learners are provided access for participation in several career development events, memberships and partnerships available to them.</p> <p>The Level 6 programme is a direct way for learners to engage in career development through a mentored work experience at an industry sponsor. During and on completion of this programme, the Career Coach provides support and advice on job search and career development alternatives to candidates.</p> <p>Learners may also request an individual and confidential meeting with the Career Coach to discuss career development during their enrolment in any programme at Mission Ready. This information is also clearly stated in the Student Handbook.</p>	Compliant
<p>Process 3: Physical and digital spaces and facilities Clause 18. Providers must have practices for–</p> <p>(a) providing healthy and safe learning environments</p> <p>(b) identifying and, where possible, removing access barriers to provider facilities and services</p>	<p>MR's QMS contains a detailed health and safety policy section.</p> <p>Regular reviews (including the current annual code review process) are used to identify and respond to any potential threats to health and safety; and to identify and eliminate any unnecessary barriers to participation.</p> <p>MRHQ is a predominantly digital learning environment, so guidance on digital safety is an inherent component of learning.</p>	Compliant
<p>(c) involving learners in the design of physical and digital environments when making improvements</p> <p>(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.</p>	<p>Barriers to participation are addressed through the provision of loan laptops for learners where required. Student discounts, including for transport, are provided via a student ID and transport stickers.</p> <p>Feedback from all learners, including Māori learners, is regularly sought on their sense of safety and wellbeing in the learning environment. So far, no significant improvements have been identified in the physical or digital learning environments, but there is an intent to include diverse learner perspectives in any such improvements.</p>	

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

Rating of Implementation Stage: Well-Implemented

Process Required	MR Response	Current Status
<p>Process 1: Information for learners about assistance to meet their basic needs. Clause 20 (1). Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –</p> <p>(a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety (b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand (c) maintain a healthy lifestyle.</p>	<p>The Student Handbook advises learners that they may access the health and wellbeing services offered by Whakarongorau Aotearoa - physical health, mental health, and addictions support, and other organisations.</p> <p>Fresh fruit is available onsite and the regular mental fitness check ins conducted by the Candidate Success Lead includes practical tips for staying healthy and well.</p>	Compliant
<p>Clause 20 (2). If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.</p>	Not applicable	Not applicable
<p>Process 2: Promoting physical and mental health awareness Clause 21. Providers must have practices for –</p> <p>(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety (b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners</p>	<p>As noted earlier, Mission Ready’s Student Handbook informs learners of the physical and mental support services that are available to them, from both its own internal capabilities and through its partnerships with external social services agencies. It is also committed to providing a rapid and effective response to any physical and/or mental health challenges impacting its learners’ performance.</p> <p>The candidate success lead actively promotes credible and relevant good physical and mental health practices</p>	Compliant

	to learners through various initiatives, including but not limited to the mental fitness check ins.	
(c) supporting learners' connection to their language, identity, and culture; and	<p>Mission Ready's staffing complement reflects a wide variety of cultural backgrounds; and a subsequent enthusiasm for, and commitment to, cultural diversity is a critical component of organisational culture.</p> <p>The 'Support for Māori and Pasifika Students' section of the Student Handbook describes the support services available to learners who associate with these cultures.</p> <p>Furthermore, several partnerships and events that MRHQ connects candidates to provide personalised cultural support and awareness</p>	Compliant
(d) providing accurate, timely information and advice to learners about – <ul style="list-style-type: none"> i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services ii. how they can report health and safety concerns they have for their peers iii. how to respond to an emergency and engage with relevant government agencies iv. how they can make positive choices that enhance their wellbeing. 	<p>The Candidate Toolkit advises learners that they may access the health and wellbeing services offered by Whakarongorau Aotearoa - physical health, mental health, and addictions support, culturally responsive services, gender identity services. These are also listed on the candidate handbook.</p> <p>Available memberships, discounts and services are also promoted through the relevant channels on an ad hoc basis.</p> <p>The candidate handbook outlines ii. and iii., and the candidate success lead regularly promotes iv.</p>	Compliant
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</p> <p>Clause 22 (1).</p> <p>Providers must have practices for –</p> <p>(a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person</p>	The MRHQ enrolment application form includes a section that requires the identification of a nominated contact person and provides reasons for requesting this information. This information is kept on the candidate record in the student management system.	Compliant
(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety	The MRHQ enrolment application form includes a section that requires the identification of a nominated contact person and provides reasons for requesting this information.	
(c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the	Situations such as these are managed in accordance with section 11.4 of the QMS; the nature and severity of the situation determines the allocation of responsibility to manage it.	Compliant

disclosure is necessary to prevent or lessen a serious threat to the student's life or health		
(d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support	The 'Educational Support' section of the Student Handbook encourages students to seek confidential and individual advice on any issue affecting their study.	Compliant
(e) providing opportunities for learners to raise concerns about themselves or others in confidence	Early identification of learners who are either at risk, or are potentially capable of harming others, is dependent on the proactive watchfulness of front-line staff; early identification of any such concerns relating to a staff member requires an internal culture that supports learner 'whistle blowing'. Any reported incident is managed according to the 'Risk Management' section of MR's QMS, and specialist external partner agencies are used when the nature of reported concerns require them to be involved.	
(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it	The candidate success lead regularly monitors learners at risk and acts accordingly with personalised approaches and solutions.	
(g) identifying learners who are at risk of harming others, and <ul style="list-style-type: none"> i. having clear and appropriate pathways for assisting them to access services when they need it ii. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault 	Early identification of learners who are either at risk, or are potentially capable of harming others, is dependent on the proactive watchfulness of front-line staff; early identification of any such concerns relating to a staff member requires an internal culture that supports learner 'whistle blowing'. Any reported incident is managed according to the 'Risk Management' section of MR's QMS, and specialist external partner agencies are used when the nature of reported concerns require them to be involved.	Compliant
(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus	The 'Educational Support Provisions' section of the Student Handbook details the additional services available to those learners with any form of disability. Learners with known learning disabilities and wellbeing needs are supported individually on a case by case basis; their progress, wellbeing and support needs are monitored through regular engagement. MRHQ also plans to create and implement a Disability Action Plan in 2024.	Compliant
(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation.	An appropriate response to this requirement is a component of the management practices implemented in response to the type of situation discussed at Clauses 22(1)f and 22(1)g.	Compliant
(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.	The 'Withdrawals and Refunds' section of the Student Handbook details MR's policies related to interruption of study for reasons beyond the learner's control. MRHQ has a lenient and understanding approach to allowing candidates to access later intakes of a programme, when necessary, with processes in place for compassionate consideration.	Compliant
Clause 22 (2). Providers must have up-to-date contact	The MR enrolment application form for domestic learners includes a section that requires the	Compliant

details and next of kin for domestic tertiary learners under 18 and international tertiary learners.	identification of a nominated contact person and describes the reasons that this information is required. MR does not enrol international learners.	
Clause 22 (3). Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.	Situations such as these are managed in accordance with section 11.4 of the QMS; the nature and severity of the situation determines the allocation of responsibility to manage it.	Compliant
Clause 22 (4). Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.	This record is included as part of a risk register maintained by the Leadership team.	Compliant