Arise Academy Ltd

Self-review Report 2023

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 Code.

Arise Academy is a newly NZQA registered provider. We do not provide student accommodation or enrol international learners, 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 2023 – 30th Sept 2023**	**Total #**	15	**18 y/o or older**	15	
				Under 18 y/o	#Nil	
	International learners	**Total #**	# Nil	**18 y/o or older**	#Nil	
				Under 18 y/o	#Nil	
Current residents	**Domestic learners**	**Total #**	#Nil	**18 y/o or older**	#Nil	
				Under 18 y/o	#Nil	
	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
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

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

About Arise Academy

Arise Academy 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 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 high priority needs of the Tertiary Education Strategy, the National and Regional Skills Leadership Groups for our niche delivery regions of Rodney, North Shore and Waitakere and the national sector needs represented by Toitū te Waiora the Workforce Development Council.

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

Our vision and values

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 *(Whakawhānaungatanga)* – 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. At Level 2 we have embedded literacy and numeracy programmes and at Level 4 we have interconnected programmes that allow for learning transfer and multiple specialisations.

Our learners

Our learners are diverse, many are local to our regions. We work with high percentages of Māori, Pasifika and women and provide support for those who have experienced prior learning and life challenges.

Continuous improvement

From the inception of Arise Academy 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 Academy would support its sectors, learners and regions. This process embedded a culture of continuous improvement that is logged, monitored and reviewed.

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of our performance	How do we know?
Outcome 1: A learner wellbeing and safety system	**Well implemented** Arise Academy has a 2023-2024 Business Plan with strategic goals and operational goals and actions aligned to TES and a learner centric focus on learner achievement, support and accessible, flexible learning environments to meet the needs of our largely under-served learners. We have a strong commitment to Te Tiriti o Waitangi in our Governance (Director – Māori & Pacific), our Advisory Group membership includes cultural and disability representation as well as sector representation. We support normalisation of Te Reo Māori throughout all communications and learner resources. All our programmes include cultural communication and tikanga along with holistic health and wellbeing models. Our strategy for supporting Māori learners and connecting the learner experience with whānau, hapū and Iwi embraces the guiding principles (Ministry of Education) and Ka Hikitia. In early 2023 we drafted a Learner Success Plan and a Strategic Disability Action Plan. These were developed to support our pilot programme	Strategic and business planning is developed in consultation with Governance and informed by stakeholder and learner needs. The Business Plan includes our vision and values and our commitment to Te Tiriti o Waitangi. Learner resources are reviewed annually as part of programme evaluation. All programmes were NZQA approved and WDC endorsed in November 2022. Our Learner Success Plan and Disability Action Plan will be reviewed for 2024 learner support. QMS policies and processes support the process from enquiry to enrolment, course welcome through to learner achievement. These have been updated in 2023 through self-review and feedback processes. Learners have just in time online access to Arise Academy contact support and information on emergency and help lines in the learner support tools and online. Continuous Improvement is informed by learner feedback, stakeholder

| | operational implementation and learner support systems. A key purpose of our pilot programmes has been to capture our learner voice feedback at key stages from enrolment through to completing each course and then overall satisfaction with the learning experience.

The learner support policies and procedures (including cultural support) and the portfolio of Arise Academy programmes support our teaching staff with relevant, up to date research and information to support both their own and their learners wellbeing needs including Te Tiriti o Waitangi (in the health and education sector) appreciating diversity and practicing inclusion with cultural competence.

Learners are learning online and in the workplace not in classroom situations. They are supported with Arise Academy contact support and information on emergency and help lines in their online and downloadable learner support tools along with our website. Tutors take an active interest learners wellbeing with proactive and collaborative learner follow ups and support solutions.

We have policy and procedures for emergency and critical responses. To date in the 2023 pilot programmes and Arise Academy operations we have had no emergency and critical incidents to report.

Arise Academy has a culture of Continuous Improvement and feedback from all stakeholders including learners is captured and supports the monitoring of actions and their further review to check if solutions are working well. | feedback, tutor feedback and external benchmarking.

Summary of Evidence for Outcome 1:
• Business Plan 2023-2024
• Learner Success Plan
• Disability Action Plan
• QMS relevant policies and processes
• Continuous Improvement Log
• Learner Voice Pilot Programme Report
• Learner Support Handbook |
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Outcome 2: Learner voice	**Well implemented** Arise Academy pilot programme learner groups represent some of the diversity we expect across all our programmes in 2024. Their learner voice has been captured in our Pilot Programme feedback loops and informs our Continuous Improvement. Our level 2-4 programmes in Foundation Studies, Health and Wellbeing, Mental Health and Addiction and Peer Support assist a range of youth (over 16) and adults who are learning within their own recovery journeys, building resilience and wellbeing in mental health and addiction, and other disabilities or challenges to empower sustainable living. Our ECE Level 4 (Homebased) programme has attracted a high number of Pasifika learners and this will continue through established relationships in 2024. Our learner support has helped these learners to become more digitally competent and to further develop their English language communication as for many English is a second language. Our Arise Academy Advisory Group membership includes a learner voice to ensure input and feedback in advisory discussions, reviews and decisions. Learners have a range of ways they can lodge a complaint and complaints are responded to immediately following the Complaints and appeals policy and process. This is supported with information in the Learner Support handbook and on the website. Feedback and complaints that are linked to improvement actions are logged and monitored for resolution in our ongoing Continuous	Our Learner Voice Pilot Programme Report demonstrates the diversity of engagement and progressive capturing of learner feedback. The additional learner support actions have impacted positively on learner retention and success in their progression. Our culture of continuous improvement encourages feedback and responds quickly to complaints from learners and stakeholders. This is captured in our ongoing Continuous Improvement Log and evaluated for trends, impacts and successful resolutions. Summary of Evidence for Outcome 2: • QMS relevant policies and processes files:- Complaints policy; Māori and Pasifika policy; Discrimination and harassment policy. • Learner Course Satisfaction Survey forms • Continuous Improvement Log • Learner Voice Pilot Programme Report • Learner Support Handbook

	Improvement Log. There is easy access through our website, stakeholder and learner support processes. This includes a formal process for making a complaint and the next steps available with Arise Academy and/or NZQA.	

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** Arise Academy passion is to reduce the stigma, bias and discriminatory harm that can be experienced by our vulnerable lived/care experienced learners in their communities. Our learning environment offers these learners a safe, privacy protected and flexible learning experience supported by tutors who can relate to and understand their development, challenges and life journeys. Individualised learning is key to their success. Our programmes are structured to support and monitor learner progression and tutors proactively follow up with learners to aid progression or agree solutions to address any barriers to progression they may be experiencing in or outside of their study. Our group learning activities and workplace skills application encourages and fosters the integrated connection of peer learner support, cultural and workplace support with tutor support. The digital learning environment is supportive and empowering for all learners. We provide hands-on guided learning to help learners navigate how to learn, communicate and exchange ideas with other learners in the online platform. Learners individual and group learning needs are supported through flexible mechanisms that work for their life and study timeframes and goals.	In our pilot programmes we have had instances where learners have needed additional support to deal with life circumstances such as health issues, workload issues and mental wellbeing impacts. These have been talked through with their tutor confidentiality and solutions agreed. Learner progression analysis is demonstrating very good parity of access, participation and achievement. Learners and staff are supported with guidance for safe work practice in accordance with Worksafe ergonomic requirements. Learners have achieved well in the online learning environment and integrated their learning well in the workplace. Digital competence has increased and the tutor support towards this has been highly valued by both learners and workplaces. Health, safety and wellbeing is actively monitored and reported routinely through to Board level. To date we have had no incidents or near misses reported by staff or learners. Summary of Evidence for Outcome 3: • QMS relevant policies and processes files: learner support; learner wellbeing; health, safety and wellbeing culture guidelines and policy;

	Learner and staff health, safety and wellbeing is supported by our Health, Safety and Wellbeing strategy, policy and processes. In addition, our Programme Leader is a registered nurse, has worked in early childhood education and care and has also assisted in the addiction recovery and rehabilitation field.	emergency and critical response policies and procedures. • Learner Voice Pilot Programme Report 2023 • Health and Safety Incident Reporting 2023
Outcome 4: Learners are safe and well	**Well implemented** Arise Academy is a specialist training provider in health and wellbeing. We live our values with our staff and learners – particularly our value of **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. Our vision to enable sustainable living through knowledge and self-management of holistic wellbeing drives our learner support. Holistic wellbeing and improving resilience through self-management is threaded through all our programmes along with appreciating diversity, inclusion and cultural awareness and communication practices. Our enrolment and workplace support requirements ensure multiple points of contact in the case of emergencies and mental, physical and/or social support needs. All Arise Academy learners are over 18 years of age. Learner needs are identified in their pre-enrolment confidential discussion to ascertain programme fit and any additional learning support, disability support and/or cultural support they might need.	Our processes for identifying learner support needs pre-enrolment and our enrolment requirements and post enrolment data storage are supported by our Learner Success Plan; our Disability Action Plan and our Enrolments policy and processes. These are monitored and reviewed by annual processes and/or at milestone intervals. Learner health and wellbeing is monitored with learners throughout programme progression and additional tutor support is proactively provided to assist learner parity of achievement. Learners are equipped with knowledge and self management practices as part of their learning in all Arise Academy programmes. Summary of Evidence for Outcome 4: • QMS: relevant policies and procedures files: enrolment policy; learner support policy; learner wellbeing policy; health, safety and wellbeing culture guidelines and policy; risk management policy) • Learner Voice Pilot Programme Report 2023 • Relevant course descriptors (learning on holistic wellbeing and self-management; cultural)

	Our risk management approach includes policy and operational management linked to our Learner Success Plan and Disability Action Plan.	• Learner Support Handbook • Health and Safety Incident Reporting 2023

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	2023 year end review and evaluation of : • Learner Success Plan • Disability Action Plan • Policies, processes and support mechanisms	Leadership group Advisory Group	December 2023 - Feb 2024	Project plan, regular and milestone reviews	• all learners and stakeholders have easy access to information supporting inclusivity, learner support, wellbeing and health and safety of self and others
Outcome 2: Learner voice	2023 year end review and evaluation of : • communication, feedback and complaints systems and processes •	Leadership group with learner voice input.	Progressively develop Nov – Feb 2024	Project plan, regular and milestone reviews	• The general public, learners and stakeholders have increased feedback opportunities • Learners and stakeholders have easy and equitable avenues for formal complaints.

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	2023 year end review and evaluation of: • public information • learner support information	Leadership group Advisory Group	Nov – Feb 2024	Project plan, regular and milestone reviews	• Information and tools are collaboratively reviewed, updated and inclusive. • Relevant documents are publicly accessible for potential learners, their whānau and stakeholders.
Outcome 4: Learners are safe and well	2023 year end review and evaluation of: • Risk management documentation and operational procedures	Leadership group Advisory Group	Feb 2024	Project plan, regular and milestone reviews	• Risk management documentation and operational procedures continue to support all learners across all programmes and services.