

TEO information

TEO Name	Dairy Training Limited			MoE number	7699
Code contact	Name	Jenny Sinclair		Job title	Operations Manager
	Email	Jenny.sinclair@dairynz.co.nz		Phone number	02718004406
Current enrolments	Domestic learners	Total	226	18 y/o or older	226
				Under 18 y/o	0
	International learners	Total	0	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Jenny Sinclair				

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	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

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

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)	Gaps Identified gaps in compliance with key required processes	Actions
Outcome 1: A learner wellbeing and safety system	<p>DTL completed a gap analysis of our provision against the Code of Practice for Wellbeing, Safety and Health of learners in 2021.</p> <p>We determined that our wellbeing and safety system is multi-faceted to provide a robust, wrap-around structure of support, care for, and connection with our learners. This system consists of relevant policies, procedures, documents, resources, tutor training, collaboration with stakeholders, review, and improvement.</p> <p>We identified the need to tie our wellbeing and safety systems and activities together with the development of a Code of Practice Plan for on-going monitoring, review, and responses to ensure that we continue to give effect to the outcomes sought and the processes required by the code.</p>	<p>Evidence of our Wellbeing and Safety System Our Code of Practice Plan for Wellbeing, Safety, and Health is in place and incorporates the following:</p> <p>DTL Roadmap – Our strategic roadmap provides an overview of Dairy Training Ltd, outlines our 5-year journey (plan) and includes learner focus priorities and plans. The roadmap takes stock of Dairy Training’s role in the industry, our values, our learners, stakeholders, commitments, plans, priorities, and opportunities to make improvements for our learners and our business. Our plan commits to supporting underserved learners, with identification of opportunities for improved outcomes and actions to achieve these. The roadmap also details plans to strengthen capability around supporting learners for improved outcomes.</p> <p>Policies and Procedures around learner health and wellbeing include:</p> <ul style="list-style-type: none"> • Complaints • Emergency Procedures 	<p>DTL’s Code of Practice Wellbeing, Health and Safety Plan has not been published for access by learners and stakeholders.</p> <p>A system to ensure regular review of the learner wellbeing and safety practices</p>	<p>A summarised version of the plan has been developed and will be published on the DTL website by the end of October 2023.</p>

		<ul style="list-style-type: none"> • Farm visits and off-site fieldtrips • Harassment • Health and Safety • Pastoral care • Privacy • Social Media • Staff code of conduct • Student code of conduct • Student induction • Te reo Māori assessment <p>Policies and procedures are reviewed annually in May.</p> <p>Student Handbook gives general guidelines and information around:</p> <ul style="list-style-type: none"> • Assistance • Complaints process including links to Tertiary Education Disputes Resolution Website. • Learning Environment • Support • Wellbeing including links to support websites <p>Student handbooks are reviewed and updated annually in January. Links to wellbeing sites have been added in 2023.</p> <p>Tutor Manual includes information for tutors on where to access information about learner wellbeing, health, and safety.</p>		<p>In the Student Handbooks, inform learners that they can access the Wellbeing, Health and Safety plan on the DTL website by end of October 2023</p>
--	--	---	--	---

	<p>Pastoral Care is provided by PrimaryITO in the case of Wintec and PrimaryITO courses that DTL has been contracted to deliver. Concerns around wellbeing and safety are communicated quickly between tutors, DTL staff and Training Advisors via text, phone calls or emails.</p> <p>For DTL owned courses pastoral care is provided by tutors in the form of emails, texts, phone calls, and before and after class in-person availability. DTL admin team provides support as required in the form of emails, phone contact.</p> <p>Surveys - In relation to learner wellbeing, health and safety, end-of-course surveys now include questions around the learning environment, accessibility of tutors, tutor understanding and respect of cultural, physical, and learning needs, personal safety, and wellbeing, along with suggestions for improvement. These questions were added in early 2023. Survey results are reviewed at least quarterly by DTL management to identify areas for improvement.</p> <p>Phone Surveys – Graduate surveys include questions on application of learning, positive experiences in the course, areas for improvement in the course, future training plans, course promotion to others.</p> <p>Surveys results are used in conjunction with the end-of-course surveys to build a picture of the satisfaction and experiences of learners. This information guides DTL’s decisions and actions</p>	<p>Review end-of-course survey questions at least annually to ensure the questions are relevant and providing DTL with valuable information about courses, tutors, venues, classroom environment, wellbeing, and safety.</p>	<p>Annually in January</p>
--	--	--	----------------------------

		<p>around learner wellbeing, health, and safety, encompassing tutor selection, tutor training and development, course content and resources, venue selection, and pastoral care.</p> <p>Tutor Selection - Tutors are involved in the industry and therefore they understand industry stresses and pressures. Tutors undergo police checks if they are to be teaching learners under the age of 18. DTL has registered for police checking. None of the DTL owned courses allow anyone under the age of 18 to enrol. Primary/TO courses occasionally have younger learners at level 3. The Wintec Rural Animal Technician (RAT) course may have people under the age of 18.</p> <p>Tutor Development and Resources relevant to Wellbeing, Health, and Safety:</p> <ul style="list-style-type: none"> • First Aid training. All tutors are required to hold basic first aid certificates. A spreadsheet of First Aid certificate status is kept. • Annual conferences include sessions to upskill tutors in cultural competency, engaging Māori learners, delivery techniques to provide for different learning styles. • Mental health for farmers conference topics eg Good Yarn Workshops (2018), 	
--	--	---	--

		<p>Rural Support Trust and Farm Strong (2023)</p> <ul style="list-style-type: none"> • Tutor resources and training for engaging Māori learners. • Tutor handbooks • Tutor observation – Operations manager carries out on-the-job checks of contracted tutors to assess competency, rapport with learners, adherence to policies. <p>Complaints Management</p> <ul style="list-style-type: none"> • Process for complaints outlined in a flow diagram in the student handbooks and links to the Tertiary Education Disputes Resolution Website are provided. • Complaints managed in the first instance by DTL Operations Manager and then as appropriate to find a resolution. • Complaints collated by DTL Operations Manager and reported to the Academic Board at quarterly meetings. Complaints are not considered resolved until the learner is satisfied with the solution and the Academic Board has reviewed and discussed the complaint and accepted outcome. <p>Te Tiriti o Waitangi Dairy Training is committed to honouring Te Tiriti o Waitangi principles of partnership, protection, and participation, in our role as a tertiary education provider.</p>	<p>Reporting of complaints to learners, other stakeholders, and the code administrator in terms of:</p> <p>The number and nature of complaints, outcomes, disaggregated by diverse learner groups (if practicable) and the learner experience with the process and outcome.</p>	<p>Annually by the end of October in conjunction with the Self-review report.</p>
--	--	--	---	---

	<p>We have been proactive in engaging with diverse ākonga and stakeholders to build our understanding of their needs and identify ways to deliver on these.</p> <p>Engagement</p> <ul style="list-style-type: none"> • Māori Learner Success project, May 2022. – prepared in conjunction with QCONZ to identify issues and potential mitigation strategies to improve Māori learner outcomes. • Eastern BOP Māori Dairy Cluster programme 2019 – 2022 which was co-funded by MPI and DairyNZ. DTL delivered the “Write a business plan” course as part of the project and received feedback which can help guide further training with ākonga Māori. • Kai and a Korero – Hui Series run by DairyNZ in 2023 to create connections between Māori dairy farmers and trustees throughout the North Island, and DairyNZ, Dairy Training Ltd (DTL), Muka Tangata, PrimaryITO and Fonterra. The focus was on building whanaungatanga (relationships), highlighting the resources and support available in the industry and to encourage a culture of Kotahitanga (unity and collaboration) going forward. Key insights related to DTL were: <ul style="list-style-type: none"> ○ The need for cultural competency. Train the trainer to 	<p>Seek guidance and support in catering for the needs and priorities of ākonga Māori in our courses.</p>	<p>DTL has requested guidance from DairyNZ Māori Development Advisors – An advisor will be available from February 2024</p> <p>Investigate employing a Māori mentor to provide learner support in class and/or individually – February 2024</p>
--	--	---	---

		<p>suit ākonga Māori including processes, systems, pedagogy. Many Māori learners have strong kinaesthetic learning styles so the recommendation was that training should be delivered on the land (Marae or farm) and be hands on and practical.</p> <ul style="list-style-type: none"> ○ Pastoral care should include the use of mātauranga Māori (Māori knowledge) and tikanga Māori (practices and behaviours). ○ Career progression options must be identified and promoted to ākonga Māori. <p>Resources</p> <ul style="list-style-type: none"> ● Te reo Māori assessment policy (P&P doc page 66, pg 7 student handbook) ● Zoom training tips – Māori Learner Success. Training provided to tutors via zoom. ● DTL’s Cultural Awareness Strategy document – The Best of All Worlds ● Ben Purua introductory video (shown at every course). 		
	<p>Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p>	<p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p>	<p>Gaps Identified gaps in compliance with key required processes</p>	<p>Actions</p>
<p>Outcome 2:</p>	<p>Dairy Training Ltd recognises the importance of understanding and</p>	<p>Trusting Relationships – Tutors use various means to connect with learners and build a</p>	<p>Improve our processes around</p>	<p>DTL has requested guidance from</p>

<p>Learner voice</p>	<p>responding to diverse learner voices in relation to wellbeing and safety. We have avenues to hear and engage with learners and have been actively working alongside relationship partners to improve our engagement with diverse learners.</p> <p>Complaints procedures are made clear to our learners and there is a system for hearing and handling complaints. Complaints are dealt with quickly and are reported to the DTL academic board for discussion and closure. Avenues are made available to learners if complaints cannot be satisfactorily resolved by DTL.</p>	<p>trusting, respectful relationship with them. Learners are more likely to voice concerns if they have a trusting relationship with the tutor. Guidelines around this are included in the Tutor Manual.</p> <p>Relationship building may include:</p> <ul style="list-style-type: none"> • Emails/phone calls • First class introductions and icebreaker activities • Availability 30 minutes before and after classes for one-on-one discussions • Setting of ground rules in class around confidentiality, respect or others’ ideas and opinions, behaviour. • Introductory video encouraging learners to speak up/talk to tutors if they need any help. <p>Surveys – Links to electronic end-of-course surveys are provided to capture learner feedback on the course content and delivery, tutor capability, support and accessibility, class culture, environment, safety, concerns, and ideas for improvement. Results are reviewed by DTL Operations Manager to identify areas for improvement.</p> <p>Student handbooks give general guidelines and information around the following:</p> <ul style="list-style-type: none"> • Assistance 	<p>working with, and hearing from diverse learners to develop, review and improve learner wellbeing and safety strategic goals, plans and practices.</p> <p>Capture feedback from diverse</p>	<p>DairyNZ Māori Development Advisors – An advisor will be available from February 2024</p> <p>Operations manager to sort results of surveys to identify</p>
-----------------------------	--	--	---	--

	<ul style="list-style-type: none"> Complaints process including links to Tertiary Education Disputes Resolution Website. Wellbeing including links to support websites Complaints process. <p>Complaints – the process is made clear in the student handbook. If complaints are escalated to the DTL operations manager, then appropriate action is taken and then recorded in the complaints document. Complaints are not considered resolved until their management has been discussed by the academic board.</p> <p>In the past year, November 2022 to October 2023, DTL has received 3 complaints. Two complaints were from NZ Europeans, one was anonymous.</p> <ol style="list-style-type: none"> Complaint: Tutor quality and preparedness. Result: Tutor no longer contracted by DTL. Tutor resources improved to standardise delivery. Complaint: Slow return time on marking and feedback for assessments. Result: Tutor reminded of responsibilities and commitments around marking, reporting, and feedback. Tutor sent results, feedback, and apology email to learner. Complaint for the same tutor and class as above. Result as above. 	<p>learners in our surveys.</p>	<p>feedback from diverse learners and identify any common suggestions and/or concerns voiced. Report findings to AB at quarterly meetings. Modify practices as appropriate.</p> <p>Send reminder to all tutors as to responsibilities and commitments for marking, reporting, and feedback to learners. November 2023.</p>
--	---	---------------------------------	--

--	--	--	--	--

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)	Gaps Identified gaps in compliance with key required processes	Actions
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>As a category 1 provider, DTL has a proven ability to foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.</p> <p>The Māori Learner Success project – prepared in conjunction with QCONZ has helped to identify issues and potential mitigation strategies to improve Māori learner outcomes. Out of this project positive steps have been taken to improve the learning experience of diverse learners.</p> <p>Because our learners are farmers, DTL’s policy is to provide tutors who are also farmers or are closely associated with the farming industry. This promotes connection between the learners and tutors and helps to</p>	<p>Māori Learner Success Project steps implemented:</p> <ul style="list-style-type: none"> • Introductory video with Ben Purua, encouraging learners to speak up if they need help. • Assessments can be submitted in te reo Māori if desired. • Online tutor training with Maria Huata covering two key topic areas: <ul style="list-style-type: none"> ○ How to incorporate the principles of Manaaki, Mahaki, Mahi and Aroha ○ Tips and tricks for zoom ○ A recording of this training has been provided to tutors via our sharepoint system. <p>Dairy Training has developed a cultural awareness strategy for the organisation that aligns Māori values into the context of delivery, the teaching, and the learning methods Dairy Training embraces. This has been shared with tutors at conference and is in the DTL DAISIE sharepoint.</p>	<p>Check-ins for learners at the early stages of their course to identify any issues or challenges.</p> <p>The tutor group lacks capability around catering for needs of ākonga Māori. Investigate offering a Māori mentor as mentioned above but also use this mentor to guide and upskill tutors in tikanga Māori and te reo Māori and</p>	<p>Tutors to encourage learners to talk to them one-on-one or to call or text after the first class to give feedback.</p> <p>Instigate the use of “pass out” slip at the end of each course day, requiring learners to jot down one thing they enjoyed, one thing they struggled with and one thing they would like changed and hand it to the tutor before leaving.</p> <p>Guidance from DairyNZ Māori Development</p>

	<p>build learning environments where learners feel valued, understood and respected. Tutors use a variety of learning activities to provide for different learning styles. Learners are also encouraged to connect with and support others in the class, building a safe, inclusive culture.</p> <p>DTL favours face-to-face learning. Classes are provided in locations that are close to learners, with venues checked for suitability before bookings are made.</p> <p>With the vast majority of our learners employed in the Dairy Industry, classes are timetabled to fit between milking times and are timetabled once per week, fortnight or month.</p> <p>Zoom classes are provided to accommodate learners who may be geographically, or time challenged. Some of these are provided in the evening to fit around learners' day jobs.</p> <p>DTL practices related to providing safe, inclusive, supportive, and</p>	<p>This document guides tutors in creating an inclusive culture across the learning environment.</p> <p>DTL's stance on harassment is made clear to tutors via the Harassment Policy and to students via the student handbook. Harassment will not be tolerated and learners are encouraged to seek help if they have concerns around this.</p> <p>A venue selection checklist is used to ensure venues are accessible, comfortable, safe and fit for purpose.</p> <p>DTL's tutor recruitment policy and procedures guide on selection of tutors to fit the needs of the learners. Tutor induction and the tutor development programme help to provide learners with high quality, knowledgeable tutors who are engaging and innovative.</p> <p>DTL has used understandings gained from a collaborative "Tech Enabled Learning" project to inform on how to support tutors in effective delivery of online classes. DTL has been proactive in upskilling tutors in the use of zoom, providing training along with access to the "Technology Enabled Learning" online tools for tutors. 2023 Tutor Conference included a session on engaging learner on zoom.</p>	<p>engaging ākongā Māori.</p>	<p>Advisors in February 2024 will help to determine the best way to upskill the tutor group.</p> <p>A potential mentor has been identified but how to make the best use of this person is yet to be determined. Consult DairyNZ Māori Development advisors on this.</p>
--	---	--	-------------------------------	---

	<p>accessible physical and digital learning environments include:</p> <ul style="list-style-type: none"> • The following policies <ul style="list-style-type: none"> ○ Harassment ○ Staff code of conduct ○ Student code of conduct ○ Pastoral Care ○ Privacy ○ Student complaints ○ Te Reo Māori assessment • Student handbook with sections on: <ul style="list-style-type: none"> ○ Behaviour ○ Harassment ○ Special assistance ○ Learner support ○ Health and Wellbeing • Ben Purua induction video to communicate what students can expect during class. • First course day introductions include icebreaker activities and class day guidelines to 			
--	--	--	--	--

	<p>highlight the value of whanaungatanga (relationship) and mahi rōpū (teamwork) in learning.</p> <ul style="list-style-type: none"> • Beverages (tea, coffee, milo) on offer at in-person classes. • Learners are provided with information on further training opportunities to suit their career steps. 			
	<p>Summary of performance, based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p>	<p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p>	<p>Gaps Identified gaps in compliance with key required processes</p>	<p>Actions</p>
<p>Outcome 4: Learners are safe and well</p>	<p>DTL learners are employed in the Primary Industry and attend classes for up to 2 hours per week, or 4 – 5 hours per fortnight or month. DTL does not have a role in providing accommodation or help with access to community or public services. This means that contact with learners is brief and infrequent, and learners tend to have other avenues for sharing health and wellbeing concerns.</p> <p>Taking the low contact hours into account, DTL provides support for learners to manage their physical</p>	<p>Learners are provided with contact details of tutors and DTL administration staff and they are encouraged to make contact with any concerns. Contact details are included on the course timetable, in the student handbook, on the DTL website and on the DTL learner platform, Intuto.</p> <p>Learner’s contact person details are collected during enrolment and are kept in the learner management system, Educate Plus.</p> <p>Hazard and Risk Register developed in December 2023 and presented to tutors in February 2023 tutor meetings. The register contains:</p> <ul style="list-style-type: none"> • Practices around management of bullying, harassment, and aggressive behaviour. 	<p>Provide guidance to tutors on identifying learners at risk and how to access appropriate support for these learners. Practices are not clear to help tutors and DTL staff with:</p> <ul style="list-style-type: none"> • Identifying at risk learners and protecting learners and staff from harm from 	<p>Seek guidance from DairyNZ HR staff in December 2023 to help prepare SOPs for supporting learners to manage their physical and mental health through information and advice, and how DTL staff and tutors will identify and respond to learners who need additional support. Include guidance on the circumstances upon which a</p>

	<p>and mental health in a number of ways. These include:</p> <ul style="list-style-type: none"> • Providing guidance around health and wellbeing, including links to support agencies, in the student handbook. • Encouraging learners in the face-to-face classes to connect with others in the class and share both good and bad experiences. • Encouraging learners to let tutors or training advisors know if they are struggling or have concerns around health & wellbeing. <p>DTL collects details of a contact person when learners are enrolling in our TEC funded courses.</p>	<ul style="list-style-type: none"> • Practices around de-escalating situations. • Stress signs and control measures <p>Critical Incidents: There have been no critical incidents in DTL courses between November 2022 and October 2023.</p>	<p>other learners.</p> <ul style="list-style-type: none"> • Knowing when and how to take action around concerns for learners. • Responding to disruptive behaviour in a sensitive way. <p>It is not clear as to when a learner's contact person should be contacted.</p>	<p>learners' contact people would be contacted and what information would be disclosed.</p>
--	---	---	--	---