

# Strategic Plan for Learner Wellbeing, Health, and Safety

March 2023

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*The following document is a summary of our more detailed strategic goals and strategic plans for supporting the wellbeing and safety of our learners.*

## About Dairy Training Ltd

Dairy Training Limited (DTL) is a Private Training Establishment (PTE) delivering a mix of training opportunities to increase the capability of farmers. From formal qualifications to informal and non-formal short courses and workshops, DTL provides training opportunities for all levels of experience within a dairy production system across New Zealand's farming regions.

As a subsidiary of DairyNZ, industry good is at the forefront of DTL's strategic positioning in the industry to create opportunities for farmers to grow their capability to run and maintain profitable and sustainable farm businesses.

DTL is different to many other training organisations serving the sector in that its tutors are primarily working farmers. This ensures that they are credible with learners and up to date with industry changes.

## Our role

DTL provides a learning experience that delivers the best possible outcomes to employers and learners, meeting the ongoing needs of New Zealand Agribusiness.

## Dairy Training Ltd achieves this by:

- Providing vocational training that is delivered with energy and passion,
- Creating a learning environment that is entertaining and inclusive,
- Being aware of what our clients and stakeholder's needs are,
- Deliver training which aligns with industry needs.

## Our learners and contact time:

DTL learners are employed in primary industry businesses and choose to attend off-job vocational training provided by DTL. Training may be face-to-face or via zoom and is provided outside of most dairy farm milking times to support attendance e.g. between 10.00am and 2:30pm or, less commonly, in the

evening from 7.00pm to 9.00pm. Course duration and schedules vary depending on the programme. Generally, face-to-face courses run once/fortnight and zoom courses run weekly. The number of contact days varies between 3 and 9 days however overall, the contact time between learners and tutors is limited. Contact time remains a consideration in preparing this learner wellbeing and safety system because plans and procedures must be appropriate to the ability to influence health, safety, and wellbeing with limited contact time.

## Goal and objectives for our learner wellbeing and safety system

Goal	Objectives
<p><b>To provide safe, inclusive learning environments, catering for the diverse needs of our learners, throughout their training with Dairy Training Ltd.</b></p> <p>(“The code aims to enable learners’ academic success through promoting wellbeing and safety”)</p>	<ul style="list-style-type: none"> <li>• To aid academic achievement through maintaining a robust system of supporting learner wellbeing, health, and safety.</li> <li>• Issues that are important to learners and their communities are identified, and plans and practices to manage, mitigate, or deal with these issues are developed and implemented.</li> <li>• DTL staff and contractors are provided with on-going training and support in delivering positive training experiences for diverse learners and other stakeholders.</li> </ul>
<p>To achieve this goal we will:</p> <ul style="list-style-type: none"> <li>• Create and maintain a strategic plan for learner wellbeing and safety, which recognises and responds to the needs of all learners.</li> <li>• Engage with stakeholders, including diverse learner groups to understand and recognise their needs.</li> <li>• Schedule quality self-review of the plan to ensure that actions are monitored and completed, and new requirements are identified and catered for.</li> <li>• Provide DTL staff and contract tutors with training and resources to build their understanding of Te Tiriti o Waitangi, grow their cultural competency and help them to optimise wellbeing, health, and safety of their diverse learners.</li> <li>• Make our plans, actions, and achievements against plans accessible to all interested parties.</li> </ul>	

## Wellbeing, Health, and Safety Strategy

Outcomes:

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.
2. **Learner voice** – Providers understand and respond to learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.
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.
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 attention.

### Plan

The following documents provide the overview to the Dairy Training Ltd Wellbeing, Health, and Safety strategy, outlining the management of, and commitment to upholding Wellbeing, Health, and Safety of our learners.

Dairy Training Ltd Wellbeing, Health and Safety Plan including target outcomes, performance summary, action required, due dates and review/responses.

#### **Policies and Procedures** related to Wellbeing, Health, and Safety:

- Health, Safety, and Wellbeing Policy
- Emergency procedures
- Pastoral care
- Farm visits and off-site fieldtrips
- Harassment
- Health and Safety
- Privacy
- Social Media
- Staff code of conduct
- Student code of conduct
- Complaints
- Student induction
- Te reo Māori assessment

<b>Do</b>	The following tools, processes and learnings are used to implement the Wellbeing, Health and Safety Plan and policies			
	<p><b>DTL Roadmap</b> – 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><b>Student Handbooks</b> gives general guidelines and information around:</p> <ul style="list-style-type: none"> <li>● Assistance</li> <li>● Complaints process including links to Tertiary Education Disputes Resolution Website.</li> <li>● Learning Environment</li> <li>● Literacy and Numeracy support options</li> <li>● Support</li> <li>● Wellbeing including links to support websites</li> </ul>	<p><b>Tutor Manual</b> includes information for tutors on where to access information about learner wellbeing, health, and safety.</p>	<p><b>Pastoral Care</b> 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><b>Health and Safety Resources</b></p> <p>Included in DTL H&amp;S Folder and on Daise SharePoint system:</p> <ul style="list-style-type: none"> <li>● Health, safety, and wellbeing policy</li> <li>● Emergency procedures</li> </ul>	<p><b>Tutor Selection</b> - Tutors are involved in the industry and therefore they understand industry stresses and pressures.</p> <p>Tutors undergo police checks if they are to be teaching learners</p>	<p><b>Tutor Development and Resources</b> relevant to Wellbeing, Health, and Safety:</p> <p>Tutors are contractors and as such, are expected to commit to upskilling themselves to fulfil all requirements of their roles. In addition, DTL provides training at</p>		

	<ul style="list-style-type: none"> <li>• Hazard and Risk Register (including a link to tips for de-escalating a situation.)</li> <li>• Accident and Near Hit report form and records</li> </ul>	<p>under the age of 18. DTL has registered for police vetting.</p> <p>None of the DTL owned courses allow anyone under the age of 18 to enrol.</p> <p>Primary/TO courses occasionally have younger learners at level 3.</p> <p>The Wintec Rural Animal Technician (RAT) course may have people under the age of 18.</p>	<p>annual tutor conferences and at twice yearly meetings to enhance tutor ability to support learner wellbeing and safety. DTL also provides a range of resources related to wellbeing and health of learners.</p> <ul style="list-style-type: none"> <li>• First Aid training. All tutors are required to hold basic first aid certificates. A spreadsheet of First Aid certificate status is kept.</li> <li>• Annual conferences include sessions to upskill tutors in cultural competency, engaging Māori learners, delivery techniques to provide for different learning styles.</li> <li>• Mental health for farmers conference topics eg Good Yarn Workshops (2018), Rural Support Trust and Farm Strong (2023)</li> <li>• Tutor resources and training for engaging Māori learners.</li> <li>• Tutor handbooks</li> <li>• Tutor observation – Operations manager carries out on-the-job checks of contracted tutors to assess competency, rapport with learners, adherence to policies.</li> </ul>	
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	<p><b>Honour Te Tiriti o Waitangi</b></p> <p>Continue to take or create opportunities to honour Te Tiriti o Waitangi in our training through:</p> <ul style="list-style-type: none"> <li>• Train the trainer: <ul style="list-style-type: none"> <li>– Provide tutor training in aspects of cultural competency at annual conference.</li> <li>– Build portfolio of resources to support provision of training that optimises success of ākongā Māori.</li> <li>– Contract a Māori mentor/advisor for tutors to contact for support and advice in engaging ākongā Māori</li> </ul> </li> <li>• DTL collaborate with DairyNZ Māori Development Advisors for guidance and support in catering for the needs and priorities of ākongā Māori in our courses.</li> <li>• Investigate offering a Māori mentor to provide learner support in class and/or individually.</li> <li>• Regularly remind tutors of the resources (including human resources) available to them to</li> </ul>	<p><b>Engagement with Māori learners and stakeholders</b></p> <p>Key insights from engagement:</p> <ul style="list-style-type: none"> <li>• The need for cultural competency. Train the trainer to suit ākongā 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.</li> <li>• Pastoral care should include the use of mātauranga Māori (Māori knowledge) and tikanga Māori (practices and behaviours).</li> <li>• Career progression options must be identified and promoted to ākongā Māori.</li> </ul>	<p><b>Learner Voice</b></p> <ul style="list-style-type: none"> <li>• For training provided under contract to PrimaryITO and/or Wintec, tutors and training advisors (TAs) work together to build and maintain supportive relationships with diverse learners.</li> <li>• At the commencement of class, tutors take time to introduce themselves and use ice-breaker activities to help learners introduce themselves and to meet each other.</li> <li>• Tutors are available for 30 minutes before and after face-to-face classes for one-on-one discussion.</li> <li>• For training provided under contract to PrimaryITO and/or Wintec, tutors and training advisors (TAs) work together to build and maintain supportive relationships with diverse learners.</li> <li>• End-of-course surveys capture learner feedback on the course content and delivery, tutor capability, support and accessibility, class culture, environment, safety, concerns, and ideas for improvement.</li> </ul>	<p><b>Inclusive Culture</b></p> <ul style="list-style-type: none"> <li>• Ben Purua induction video to communicate what students can expect during class.</li> <li>• First course day introductions include icebreaker activities and class day guidelines to highlight the value of whanaungatanga (relationship) and mahi rōpū (teamwork) in learning.</li> <li>• Beverages (tea, coffee, milo) on offer at in-person classes.</li> <li>• Tutors encourage in-class discussion and knowledge sharing. Class culture is supportive and respectful.</li> </ul> <p><b>Supporting Resources</b></p> <ul style="list-style-type: none"> <li>• Zoom training tips – Māori Learner Success. Training provided to tutors via zoom.</li> <li>• DTL’s Cultural Awareness Strategy document – The Best of All Worlds.</li> <li>• Ben Purua introductory video (shown at every course).</li> <li>• TEC Tech-Enabled learning website with resources for online course delivery (including culture specific resources).</li> </ul>
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	<p>improve the learning experiences of ākongā Māori.</p>			
	<p><b>Accessible Learning Environments</b></p> <p>Course venue selection &amp; use policy and checklist (Disabled access, appropriate facilities) is used to guide DTL admin on selection of appropriate venues.</p> <p>Classes are provided in locations that are close to learners or, if demand exists, provided by zoom. The vast majority of our learners are dairy farmers. Classes are provided between milking times and timetabled once/week, fortnight, or month.</p> <ul style="list-style-type: none"> <li>• Evening classes have been offered online for students who have difficulty accessing during the day (e.g., facilitating student circumstances).</li> <li>• TEC funded courses run by DTL are advertised on our website. Learners can select location, face-to-face or zoom options.</li> <li>• To provide accessible resources, all DTL courses, as well as courses delivered on behalf of Wintec, have the course information and learner</li> </ul>	<p><b>Helping Learners Adjust to Study</b></p> <p>PrimaryITO provide pastoral care for learners adjusting to study at Level 3 &amp; 4. Mostly, students entering other courses have already completed some form of tertiary study.</p> <p>Tutors are available to be contacted by students to address any issues via phone, text, email or in-person prior to and after class. Dairy Training administrators can be contacted by phone or email addresses published in Student Handbooks.</p>	<p><b>Pathways to Further Study</b></p> <ul style="list-style-type: none"> <li>• At the end of each course, tutor and/or PrimaryITO share information on further training opportunities.</li> <li>• Direct learners to DairyNZ website&gt;Dairy Farm Career Pathways Standard Roles. This document outlines the capabilities required at each career step. Learners can seek training in their areas of need.</li> <li>• DTL website advertises courses and who they are appropriate for.</li> <li>• Scarlatti manages the DTL mailing list and emails contacts about upcoming courses.</li> <li>• DTL admin collects leads from website enquiries and emails leads about upcoming courses.</li> </ul>	<p><b>Support in Keeping Learners Safe and Well</b></p> <p>DTL provides vocational training and therefore has limited contact time with learners. The following may be employed in supporting learner wellness and safety.</p> <ul style="list-style-type: none"> <li>• Encouraging interaction and discussion with other farmers in class is our main way of providing opportunities that improve mental health and wellbeing.</li> <li>• The student handbook provided to all learners includes links to health and wellbeing support agencies, including farming specific agencies such as Farm Strong and Rural Support Trust.</li> <li>• Encouraging interaction and discussion with other farmers in class embraces the principle of Kotahitanga (unity and collaboration) and is DTL’s main way of providing opportunities that improve mental health and wellbeing. Tutors have been encouraged to use techniques that optimise tuakana teina (peer to peer) learning.</li> </ul>

	<p>notes loaded onto the Intuto learner platform</p> <p>Scarlati's <i>"Technology-enabled learning – Lessons from lockdown (2021)"</i> prepared on behalf of Dairy Training, Wintec and PrimaryITO, considered challenges for Māori and English as a Second or Other Language learners in on-line learning situations. It was found that for a variety of reasons online classes do not align well with the needs of Māori and ESOL learners. Most of our classes are run in person.</p>			<ul style="list-style-type: none"> <li>• Attending classes with other farmers provides an opportunity for learners to share experiences, both good and bad. This can help with mental health and wellbeing.</li> <li>• Support for learners whose study has been disrupted by circumstances outside their control is managed on a case-by case basis as appropriate. Options may include entry into a later course, due date extension on assessment/s.</li> </ul>
	<p><b>Support for Disabled Learners</b></p> <p>DTL admin and tutors work together to identify satisfactory options for disabled learners or those affected by health and wellbeing difficulties as needed.</p> <p>Physically disabled learners are extremely rare in dairy industry vocational training courses due to dairy being a physically demanding job that may not suit all people.</p>			
<b>Check</b>	The following methods and tools are used to monitor, measure, and evaluate the Wellbeing, Health and Safety Plan			



	<p><b>Surveys</b> – In relation to learner wellbeing, health and safety, end-of-course surveys 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. Survey results are reviewed by DTL management to identify areas for improvement.</p>	<p><b>Phone Surveys</b> – 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 around learner wellbeing, health, and safety, encompassing tutor selection, tutor training and development, course content and resources, venue selection, and pastoral care.</p>	<p><b>Student Complaints Management</b></p> <ul style="list-style-type: none"> <li>• Student complaints procedure included in DTL policy document under “Student complaints” and the student handbooks include complaints process and flowchart.</li> <li>• Tertiary Education Disputes Resolution Website link is included in student handbooks.</li> <li>• Complaints that cannot be easily dealt with by the tutor go to the DTL Operations Manager and are handled as appropriate.</li> <li>• Operations manager collect and respond to all complaints in a timely manner (preferably within a day of receipt). Manage complaints as appropriate.</li> <li>• Complaints collected through end-of-course surveys are anonymous however appropriate actions will still be taken to remedy issues raised.</li> <li>• Complaints are recorded in the Complaints Record spreadsheet in the DTL I-Drive, in the Administration Folder.</li> <li>• Complaints are taken to quarterly Academic Board meetings to discussion and review of the handling of the</li> </ul>	<p><b>Emerging Concerns</b></p> <p>The following processes are used to gather and communicate relevant information to identify emerging concerns about learner wellbeing and safety and to connect learners with appropriate help and support:</p> <ul style="list-style-type: none"> <li>• Tutors are available before and after class to hold one-on-one discussions with learners. Concerns arising from discussion and/or in-class behaviour/conversations will be reported as appropriate below. Appropriate helping agencies and contact details are included in the Student Handbook.</li> <li>• End of course day feedback form captures concerns. Tutors also contact DTL Admin and (if appropriate) PrimaryITO and/or Wintec for urgent and important issues/concerns.</li> <li>• Discussion, emails, phone calls between tutors, DTL admin and (if appropriate) PrimaryITO and/or Wintec for important issues/concerns.</li> <li>• Fortnightly meetings between DTL/PrimaryITO/Wintec staff</li> </ul>
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			<p>complaint. Complaints are not considered resolved until reviewed by the Academic Board and handling approved.</p>	<p>offers opportunity to discuss any concerns.</p>
	<p><b>Hearing from Diverse Learners</b></p> <p>The following activities provide information from diverse learners and other stakeholders that can be used in reviewing DTL’s wellbeing and safety practices:</p> <ul style="list-style-type: none"> <li>• End-of-course surveys can be sorted according to ethnicity and age. The surveys capture learner feedback on the course content and delivery, tutor capability, support and accessibility, class culture, environment, safety, concerns, and ideas for improvement.</li> <li>• Phone survey results from graduates and other stakeholders including employers, DairyNZ, Wintec CASPI staff, DairyNZ Māori Development Advisors, PrimaryITO Dairy Sector leaders.</li> <li>• Phone surveys of diverse learners (identified by enrolment information).</li> </ul>	<p><b>Oversight of Achievement</b></p> <ul style="list-style-type: none"> <li>• Tracking of achievement and results is done by tutors and entered in DAISIE sharepoint.</li> <li>• Results transferred to Educate Plus – NZQA approved management system </li> <li>• Results of learners enrolled in PrimaryITO and/or Wintec courses, delivered by Dairy Training, are made available to those organisations and their staff maintain oversight of the learner achievement.</li> <li>• Results for DTL owned courses are reported to the Academic Board at quarterly meetings with discussion around pass rates, withdrawals, non-completions and how to optimise pass rates.</li> <li>• Results are reported to the DTL board and completion targets are set by the board annually.</li> <li>• All learners are surveyed at the end of courses to identify the positives, negatives and opportunities for improvement</li> </ul>	<p><b>Tutor Observation</b></p> <p>DTL Operations manager (or nominated other) carries out on-the-job checks of contracted tutors to assess competency, rapport with learners, adherence to policies.</p>	

	<ul style="list-style-type: none"> <li>• Surveys of people who did not complete DTL owned courses.</li> <li>• Complaints and their management are recorded by the Operation Manager in Admin&gt;Student complaints&gt;Complaints record.</li> </ul>	<p>to the courses, delivery and classroom environment.</p> <ul style="list-style-type: none"> <li>• Non- completers are surveyed at the end of each semester (July and January) to determine the barriers to completion. Results are reported to the DTL Academic Board with discussion and planning around removing barriers.</li> </ul>		
<b>Act</b>	Dairy Training reviews its performance, and plans for improvement in its management of Wellbeing, Health, and Safety of our learners			
	<p><b>Self-review of Code of Practice Wellbeing, Health, and Safety plan</b></p> <p>Review of the Learner Wellbeing, Health, and Safety plan will be done annually unless specified in the Plan.</p> <p>Review will include a date and record of the outcome or response, and action due dates.</p> <p>Review of individual components of the plan e.g. Policies, may be on a different cycle.</p> <p>Annually, by the end of October, a self-review report is prepared to provide a summary of performance under each outcome. The self-review report</p>	<p><b>Policy review</b> – annually in May</p>	<p><b>Health and Safety resources review</b> – annually in December</p>	<p><b>Complaints Review</b></p> <p>Report complaints to AB quarterly. AB to review, discuss and if appropriate, accept outcome or suggest further action to take</p>

	<p>is available to learners, staff, and the general public.</p> <p>Complete the self-review attestation for non-university tertiary education providers and submit to NZQA via their approved link.</p>			
	<p><b>Review end-of-course survey questions</b> at least annually to ensure the questions are relevant and providing DTL with valuable information about courses, tutors, venues, classroom environment, wellbeing, and safety. Review annually in January</p>	<p><b>Assess survey results</b> at least quarterly before Academic Board (AB) meetings. Report results to AB. In relation to learner wellbeing, health, and safety identify any concerns and plan management of these.</p>	<p><b>Check Resources</b></p> <p>Check that resources are relevant and up to date annually in January.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>● Student Handbooks</li> <li>● Tutor Manual</li> </ul>	<p><b>Tutor Quality Checks</b></p> <ul style="list-style-type: none"> <li>● On-the-job observation of tutors annually</li> <li>● Review of survey results related to tutor performance at least quarterly in February, May, August and November.</li> <li>● End of class day feedback from tutors – checked weekly by Operations Manager.</li> <li>● Moderation of marking and feedback in January and September annually.</li> </ul>