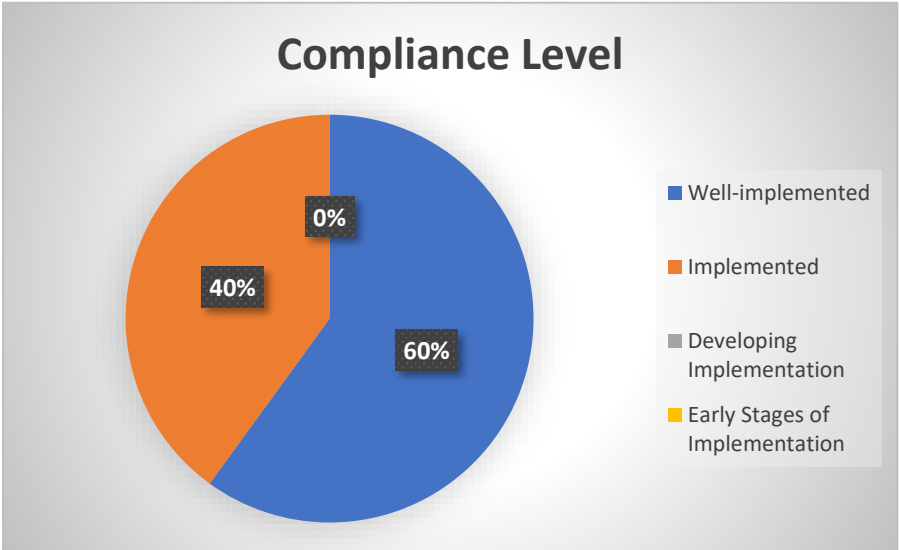
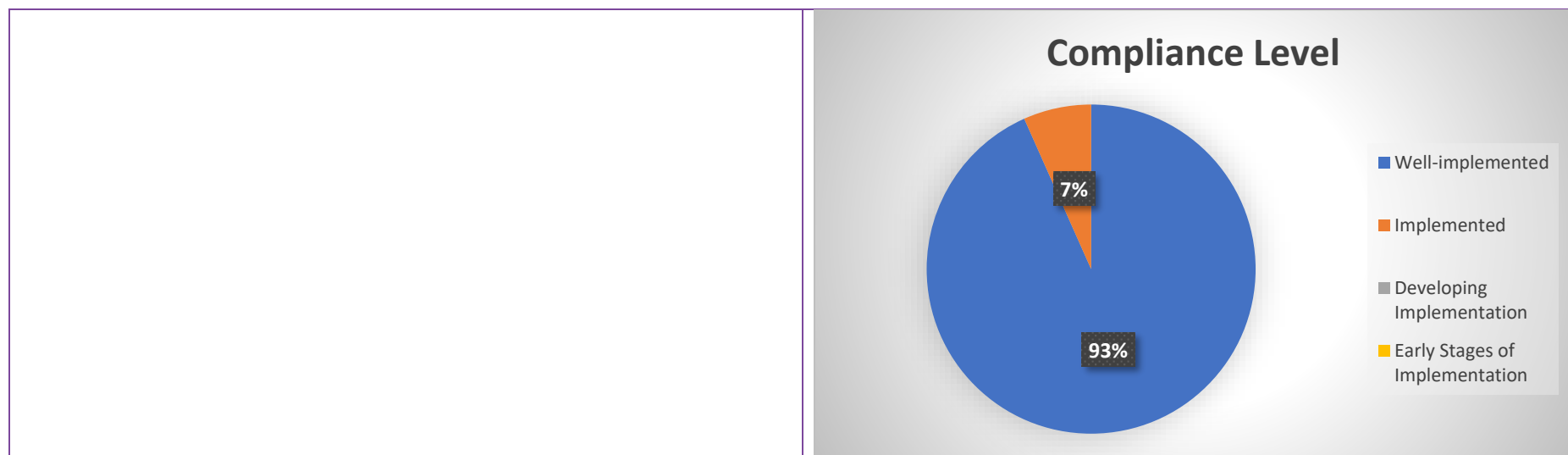


TEO information

TEO Name	Dairy Training Ltd			MoE number	7699
Code contact	Name	Jenny Sinclair		Job title	Operations Manager
	Email	Jenny.sinclair@dairynz.co.nz		Phone number	02718004406
Enrolments 2024 To Date	Domestic learners	Total #	279	18 y/o or older	279
				Under 18 y/o	1
Report author(s)	Jenny Sinclair				

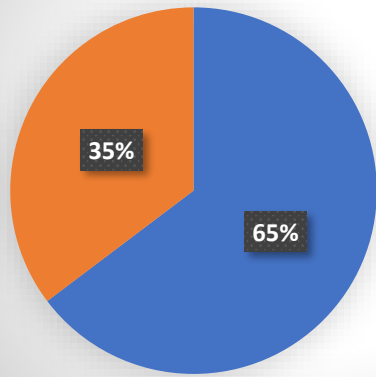
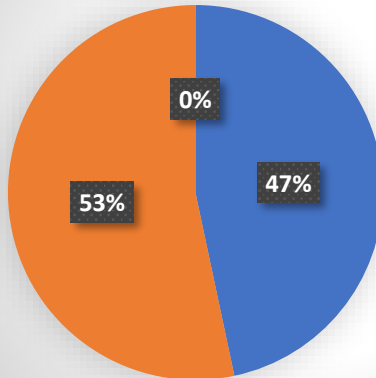
Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages  Compliance Level - Well-implemented (60%) - Implemented (40%) - Developing Implementation (0%) - Early Stages of Implementation
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages



Wellbeing and safety practices for all tertiary providers

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

	Compliance Level  - Well-implemented - Implemented - Developing Implementation - Early Stages of Implementation
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages Compliance Level  - Well-implemented - Implemented - Developing Implementation - Early Stages of Implementation

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 delivery of formal qualifications and micro-credentials to non-formal 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 practices and 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 online 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 online courses run weekly. The number of contact days varies between 3 and 4 days however overall, the contact time between learners and tutors is limited. Contact time remains a consideration in our 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.

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)
Outcome 1: A learner wellbeing and safety system	DTL completed a gap analysis of our provision against the Code of Practice Plan for Wellbeing, Safety and Health of learners in 2022. 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. We identified the need to tie our wellbeing and safety systems and activities together through the development of a Code of Practice Strategic Plan. The plan was completed in 2023 and enables 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.	Evidence of our Wellbeing and Safety System Our Code of Practice Plan for Wellbeing, Safety, and Health is in place and incorporates the following: 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. Policies and Procedures around learner health and wellbeing include: • Pastoral care • Tutor Safety Check • Supporting Learner Health

		• Te Tiriti o Waitangi • Farm visits and off-site fieldtrips • Harassment • Health and Safety • Privacy • Social Media • Staff code of conduct • Student code of conduct • Complaints Procedure • Student induction Policies and procedures are reviewed annually in May. Student Handbooks gives general guidelines and information around: • Assistance • Complaints process including links to the DTL complaints form and Complaints about Education Providers • Learning Environment • Literacy and Numeracy support options • Support • Health, Safety and Wellbeing including links to support websites and incorporating the Te Whare Tapa Wha model of health developed by Sir Mason Durie. • Access to a condensed version of the DTL Code of Practice Strategic Plan. Tutors make learners aware of the availability and location of student handbooks in our Learner Management System during the first course day.
--	--	--

		Tutor Manual includes information for tutors on where to access information about learner wellbeing, health, and safety. 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. 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. A learner mentor is also available to DTL learners. The mentor's contact details and a description of their role is provided on every timetable and on the learner platform, Cloud Assess. Surveys – 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. Surveys can be sorted on various criteria such as ethnicity, age, gender, disability etc to enable consideration of the feedback from diverse learners. Survey results are reviewed by DTL management to identify areas for improvement. 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. 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. Enrolment Form collects information required by third parties such as TEC and NZQA. In addition, the form requires agreement with course entry eligibility requirements and privacy agreement. Age, ethnicity, and information relating to health, disability, and learning difficulties is collected to enable us to connect with diverse learners in order to hear their needs and suggestions. Tutor Selection - Tutors are involved in the industry and therefore they understand industry stresses and pressures. The Safety Checking of Tutors policy is followed to keep learners safe and well, to meet the requirements of the vulnerable children's act (2014) and to uphold the integrity of DTL as a trustworthy training provider. Tutor Development and Resources relevant to Wellbeing, Health, and Safety: • 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), Rural Support Trust and Farm Strong (2023) • 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. • Policies relating to Wellbeing, Health and Safety are available to tutors via the Learner Management System. New policies are introduced to tutors at tutor meetings. Complaints Management • Process for complaints outlined in a flow diagram in the student handbooks and includes links to the DTL complaints form, and the NZQA Complaints about Education Providers • 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 considered resolved once the learner is satisfied with the solution and the Academic Board
--	--	--

		has reviewed and discussed the complaint and accepted outcome. 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. 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. Māori Engagement & Tutor Training • 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:
--	--	--

		– The need for cultural competency. Train the trainer to 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. – 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. • Meetings with Dairy NZ Māori Development advisor 2024 relating to connecting with ākonga Māori, learner mentor/pastoral care, availability of resources, understanding Te Tiriti o Waitangi. Minutes kept. • Tutors provided with Te Tiriti o Waitangi video to help with understanding. • Tutors attended online workshop Applying Ako in Your Practice – provided by Ako Aotearoa. June & September 2024. • 2025 Tutor Conference session with DairyNZ Kaiakiaki Māori Development Advisor on Inclusion and Engagement in the Classroom. Resources • Te reo Māori assessment policy • Te Tiriti o Waitangi policy • Online training tips – Māori Learner Success. Training provided to tutors via online.
--	--	---

		• DTL's Cultural Awareness Strategy document – The Best of All Worlds. • Ben Purua introductory video (shown at every course) Code of Practice Strategic Plan Review Monthly reminders in DTL Operations Manager Calendar ensure regular checks of the Learner Wellbeing, Health and Safety plan to ensure requirements and actions are being addressed as planned. Activities that provide information used in reviewing the plan include: • End of course surveys • Phone surveys • Surveys of people who enrolled but didn't complete their course • Tutor end-of-course-day feedback • Tutor meeting agenda item to review W, H, & S issues/occurrences/concerns • Meetings with stakeholders including PrimaryITO, Wintec, DairyNZ Māori Development advisors • DTL Academic Board • Complaints, their management and outcomes • Documents including policies, procedures, student handbooks, tutor manuals • Discussions, emails, and phone calls between DTL staff, tutors, and (if appropriate) PrimaryITO and Wintec staff. Annual self-review report completed in October and is published on the DTL website.
--	--	---

		Training and Resources 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 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. Training completed in 2024 has included: • Literacy and numeracy support training • Cultural competency training – “Applying Ako in Your Practice” • Phriendly Phishing – cyber security training for all tutors (TEC funded programme running over 2 years from April 2024). • Te Tiriti o Waitangi YouTube video • Tutor meetings for each course level. Ops manager update provided at each meeting and includes discussion related to our responsibilities under the Education Code of Practice. • First aid certificates - must be current Training completed in 2025 has included: • Feb tutor meetings included information around tutor requirements under the CoP. • Cultivating a safe learning environment in the classroom and on farm. • Inclusion and engagement in the classroom.
--	--	--

		Resources related to Health, Safety and Wellbeing available in our Learner Management System and internal I:Drive include: • Policies, procedures, risk register, reporting forms, emergency procedures, emergency contact numbers for DTL admin and wellbeing agencies • Student handbook and tutor manual • Tech-enabled learning website with resources for online course delivery (including culture specific resources) Our plans for assisting learners and responding to critical incidents or emergency situations were reviewed in 2023. The plans are as follows: • Tutors discuss health, safety, and wellbeing with learners on the first course day, including what to do in the event of an emergency. • Tutors are required to hold current first aid certificates to enable them to respond to health emergencies appropriately. • Emergency contact numbers are available in the student handbook including DTL admin staff numbers and health and wellbeing agencies. • Emergency procedures (management) are outlined in the Emergency Procedures document available in the Health and Safety folder on Daisie SharePoint. • Completion of Accident and Near Hit Reports, stored in the DTL I-drive Health and Safety folder. We have experienced no critical incidents or emergency situation is the past year.
--	--	--

Outcome 2: Learner voice	Dairy Training Ltd recognises the importance of understanding and 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. 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.	Trusting Relationships – Tutors use various means to connect with learners and build a 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. Relationship building may include: • 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. 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. 2024 Survey results show a very high level of satisfaction with feeling respected, the class culture, respect for individual needs, safety from racism, bullying, harassment and abuse, ranging from 91% to 100% agreement. Student handbooks give general guidelines and information around the following:
--	--	---

		• Assistance • Complaints process including links to Learner guide to complaints Study Complaints • Wellbeing including links to support websites • Complaints process. Complaints – the process is made clear in the student handbook. If complaints are escalated to the DTL operations manager, appropriate action is taken and then recorded in the complaints document. Complaints are not considered closed until their management has been discussed by the academic board. The complaints process was reviewed in 2023 to improve record keeping. Records now include the course code, tutor, complainant, required actions/handling of the complaint and outcomes including dates, people involved, result/resolution. See Action Plan section below for further plans for improvement. In the past year, November 2024 to October 2025, no complaints have been received.
--	--	--

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	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. Policies, procedures, the Student Handbook, and Tutor Manual facilitate safe and inclusive learning environments for all learners. DTL provides all courses free of charge and in a way that suits the majority of our learners. This involves mainly in-person classes with some online options available for geographically diverse learners. Tutor training is provided on keeping learners safe and well. Survey results show that most learners do feel safe and supported in our learning environments.	2025 Survey results show a very high level of satisfaction with feeling respected, the class culture, respect for individual needs, safety from racism, bullying, harassment and abuse, ranging from 96% to 99% agreement. 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. 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 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. 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. 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.
---	---	---

		Online 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. DTL practices related to this outcome include: • The following policies – Tutor Safety check – Supporting learner health – Harassment – Staff code of conduct – Student code of conduct – Pastoral Care – Privacy – Student complaints – Te Reo Māori assessment – Te Tiriti o Waitangi • Student handbook with sections on: – Behaviour & respect – Complaints – Harassment – Learning environment – Special assistance – Learner support – Health, Safety and Wellbeing (Te whare tapa wha) • An introductory video played at the beginning of every new course, encouraging learners to speak up if they have any questions or concerns. • First course day introductions including icebreaker activities and class day guidelines to highlight the
--	--	---

		value of whanaungatanga (relationship) and mahi rōpū (teamwork) in learning. • Beverages (tea, coffee, milo) on offer at in-person classes. • Providing learners with information on further training opportunities to suit their career steps. • Contracting a learner mentor to provide pastoral care for DTL learners.
Outcome 4: Learners are safe and well	DTL learners are employed in the Primary Industry and attend classes for up to 4 – 5 hours per fortnight or month, over a duration of 6 to 12 weeks, depending on the course. DTL does not have a role in providing accommodation or help with access to community or public services. Contact with learners is brief and infrequent, and learners tend to have other avenues for sharing health and wellbeing concerns. DTL provides support for learners to manage their physical and mental health in a number of ways, including through policies, resources, connection with others, DTL staff support. DTL collects details of an emergency contact person when learners are enrolling in our TEC funded courses.	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. Taking the low contact hours into account, DTL provides support for learners to manage their physical and mental health in a number of ways. These include: • 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 interaction and discussion with other farmers in class to embrace 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.

		• Encouraging learners to let tutors or training advisors know if they are struggling or have concerns around health & wellbeing. Staff training and resources to help keep learners safe and well include: • The Supporting Learner Health policy which outlines practices for supporting health as well as circumstances in which a learner's emergency contact person will be contacted in relation to health and wellbeing. Learner's contact person details are collected during enrolment and are kept in the student management system, Educate Plus. • Provision of links to De-escalating high-stress situations at work: 4 stages to aggression, 4 responses (wsps.ca) and the Mental Health Foundation • 2025 training has included: ○ Cultivating a safe learning environment in the classroom and back on farm ○ Inclusion and engagement in the classroom • Hazard and Risk Register which contains: ○ Practices around management of bullying, harassment, and aggressive behaviour. ○ Practices around de-escalating situations. ○ Stress signs and control measures • End-of-course-day tutor feedback form to DTL admin requires reporting of any issues Critical Incidents: There have been no critical incidents in DTL courses between November 2024 and October 2025.
--	--	--

--	--	--

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	No gaps in compliance have been identified for Outcome 1. All clauses have been implemented or well-implemented.
Outcome 2: Learner voice	- No gaps in compliance have been identified for Outcome 2. All clauses have been implemented or well-implemented. - Continuing work on Outcome 2, Process 1, Clause 12 b) - Strengthen practices for working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	- No gaps in compliance have been identified for Outcome 3. All clauses have been implemented or well-implemented. - Continuing work on Outcome 3, Process 1, Clause 16(1) b) – Improve how we work with learners and staff to recognise and respond to discrimination, racism, bullying, harassment and abuse. - Continuing work on Outcome 3, Process 1, Clause 16(1) d) Improve how we uphold the cultural needs and aspirations of all groups throughout the learning environment.
Outcome 4: Learners are safe and well	No gaps in compliance have been identified for Outcome 4. All clauses have been implemented or well-implemented.

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/Expected outcomes
Outcome 2: Learner voice	<i>Outcome 2, Process 1, Clause 12 b) & d) Strengthen practices and resources to capture learner voice in reviewing and improving our learner wellbeing and safety plans and practices.</i> In addition to actions already taken, consult Māori development advisor on opportunities for improvement.	DTL Ops Manager and Māori development advisor	August 2026	Keep notes of discussions and create a plan for improvement actions.	Opportunities for improvement identified. Plan for improvement developed and actions underway.

--	--	--	--	--	--

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success/Expected outcomes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<i>Outcome 3, Process 1, Clause 16(1) b) & d)– Further tutor training on recognising and responding to cultural needs and aspirations, along with how to avoid discrimination, racism, bullying, harassment and abuse in class.</i>				Tutors continue modelling a culture of respect for all and being firm about adherence to codes of conduct.
	Contracted mentor to report to DTL Ops Manager with any learner concerns related to culture and/or discrimination, or any other common and/or emerging concerns.	Mentor DTL admin Māori development advisor DTL staff	From November 2025	Records of meetings and tutor training booked	DTL takes action when common and/or emerging concerns arise e.g. discuss concerns one-on-one with tutors as appropriate, plan tutor training and upskilling.
	Discuss concerns with Māori Development Advisor as well as wider DTL team and plan appropriate further training.		February 2026		

