

Self-Review Report - Learner Safety & Wellbeing

Ignite Colleges
October 2024



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Summary of performance under each outcome

	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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Ignite Colleges, a Category One Private Training Establishment acquired by Skills Consulting Group in 2022, delivers practical and industry-relevant training. As a leading tertiary provider, we focus on creating strong employment pathways and fulfilling futures for our learners and their whānau, guided by our vision “To be a global leader in maximising human potential. This self-review will encompass all aspects of Ignite including Premier. Ignite is committed to maintaining the wellbeing of all learners through comprehensive support systems that ensure both domestic and international students are empowered to achieve their educational goals. Our holistic approach creates a positive learning environment focused on student success.</p> <p>The foundation of Ignite Colleges’ learner wellbeing and safety system is built on the fundamental understanding that student success requires a holistic approach that transcends academic achievement, encompassing personal, cultural, and professional development.</p> <p>As a PTE serving diverse learner communities across multiple delivery modes, we have developed a holistic, culturally responsive system that places learner wellbeing at the heart of everything we do.</p> <p>This system is anchored in our ten strategic objectives and is strengthened by our position within the Skills Group, allowing us to bring together best practices across all modes of delivery i.e work-based, online, face-to-face.</p>	<p>Ignite’s vision and purpose is implemented through:</p> <ul style="list-style-type: none"> – Holistic learner support using Te Whare Tapa Whā framework – Comprehensive Learner Success Plan – Strong industry partnerships – Multiple learning pathways and delivery modes that offer flexibility. <p>Ignite implements a comprehensive wellbeing framework based on Te Whare Tapa Whā’s four dimensions of health. Physical wellbeing (Taha Tinana) is supported through modern facilities and industry-standard equipment, while mental and emotional wellbeing (Taha Hinengaro) is addressed through Individual Learning Plans, regular monitoring, and dedicated mental health support services. Family and social wellbeing (Taha Whānau) is fostered through family engagement initiatives like Whanau nights and community connections, including industry partnerships and support networks. Spiritual wellbeing (Taha Wairua) is nurtured through cultural workshops, Te Reo and Tikanga integration, and personal development opportunities. This integrated approach ensures students receive holistic support that encompasses their physical, mental, social, and spiritual needs, creating an environment conducive to both academic success and personal growth.</p> <p>Disability Action Plan launched in 2023 outlines strategies and initiatives aimed at removing barriers and providing various accommodations to support learners with disabilities. The plan is built on five key workstreams with clear governance oversight, regular reporting to the Senior Leadership Team, and systematic review processes. Strategic alignment is ensured through integration of Te Tiriti o Waitangi principles, specifically Manākitanga (Participation), Kaitiakitanga (Protection), and Kotahitanga (Partnership).</p>

	<p>Central to our approach is the integration of Te Tiriti o Waitangi principles and the use of Te Whare Tapa Whā framework, ensuring cultural responsiveness is embedded throughout our support systems. This is exemplified through our Tihei Māori and Pasifika Strategy, which provides a structured approach to supporting the success of all learners while giving particular attention to the needs of Māori and Pasifika students.</p> <p>Our learner wellbeing and safety system is operationalised through several key initiatives, including our dedicated learner success team, enrolments team, career support services, and proactive monitoring systems. These are supported by robust quality assurance processes and regular stakeholder engagement, ensuring our practices remain relevant and effective.</p>	<p>The establishment of a dedicated Disability Advisory Group, supported by working groups for each workstream, ensures effective implementation and monitoring of support initiatives. The plan includes clear milestones, targets, and review cycles, with implementation plans monitored quarterly and annually using the “review, reflect, response” cycle. This structured approach demonstrates Ignite’s organisational commitment to creating an inclusive, accessible, and supportive learning environment for all learners.</p> <p>In contrast, the Learner Success Plan encompasses a broader scope, focusing on holistic support and enhancement of learning outcomes for all learners. This plan acknowledges the diversity of learners’ needs and backgrounds, including those with disabilities, and aims to create an inclusive and supportive learning environment for everyone.</p>
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	<p>Academic Regulations Framework</p> <p>Skills have developed a new Academic Regulations Framework that establishes clear, consistent standards for academic governance across all our educational programmes. This framework ensures that academic policies and procedures are aligned with best practices and regulatory requirements, providing a solid foundation for maintaining educational quality and compliance.</p> <p>To enhance academic governance, we have established a new Academic Committee structure with specialised sub-committees. These bodies oversee various aspects of our academic operations, including curriculum development, assessment practices, and student progression. This structure will ensure more focused attention on key academic areas and facilitate better decision-making processes.</p> <p>Quality Management System drive continuous improvement in our educational and operational processes. The QMS provides a systematic approach to managing quality across the organisation, including regular audits, performance monitoring, and improvement initiatives. The Framework provides clear policies and procedures, staff training requirements, resource allocation, risk management processes.</p> <ul style="list-style-type: none"> • Academic Committee oversight of wellbeing and safety • Strategic goals and plans that honor Te Tiriti o Waitangi • Integration of wellbeing across all operations • Regular review and improvement cycles • Clear accountability structures. <p>Organisational structure: Academic Committee governance Quality Management System Clear staff roles and responsibilities Documented policies and procedures Regular reporting mechanisms</p> <p>Key Implementation Mechanisms include: Regular self-review processes Staff training and development Emergency response procedures Monitoring and reporting systems Continuous improvement practices.</p>	<p>The connection lies in the shared values of equity, accessibility, and support for all learners. By aligning these two plans, we ensure that our efforts to promote learner support and success are comprehensive and inclusive, addressing the unique needs of learners with disabilities while fostering an environment where every learner can achieve.</p> <p>Ignite implemented several initiatives to support learners in these areas, including: Employment and Careers team develop partnerships with employers, community, Iwi and industry bodies to gain valuable feedback and insight along with creating learning and work opportunities for learners. The team will implement a structured and meaningful partnership engagement plan in 2025 that is programme focused and provides employment opportunities (general and programme related), community projects and graduate feedback.</p> <p>Skills up: Drop-in service dedicated to computer/technical skills - optional and additional service open to all students wishing to enhance and strengthen their computers skills including Microsoft training.</p> <p>Real life Learning experiences - practical learning in real life situations with many examples including a Pink Ribbon breakfast supporting a charitable cause. Giving students a sense of ownership and responsibility as well as giving back to the community.</p> <p>Health and Safety Management Plan outlines a comprehensive health, safety and wellbeing system with clear roles and responsibilities, policies, procedures, and practices to support learner safety and wellbeing. This demonstrates a whole provider approach. The Plan is reviewed annually and when there are significant changes, input from health and safety committees and learner representatives is requested.</p> <p>Key policies and information are published and made available to learners and stakeholders via an online portal (Kapua) and around the campuses for transparency.</p> <p>The emergency and evacuation drill was conducted at the Ignite site in Wiri on May 24, 2024, by South Pacific Fire Protection (SPFP). Regular emergency preparedness drills help ensure that learners are aware of evacuation procedures and can respond effectively in the event of an emergency.</p> <p>Risk Management: The drill allows the site to test its emergency response plans and identify any areas for improvement.</p> <p>This proactive approach to risk management helps Ignite fulfil its duty of care towards learners.</p> <p>Learner Wellbeing: Ensuring learners' physical safety and security is a crucial aspect of their overall wellbeing. The drill contributes to creating a safe and supportive learning environment for all learners.</p>
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<p>Outcome 2: Learner voice</p>	<p>Ignite Colleges recognises that effective learner voice mechanisms are fundamental to maintaining a responsive, inclusive, and high-quality educational environment. Our implementation of Outcome 2 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 demonstrates our commitment to understanding and responding to diverse learner voices in ways that uphold their mana and autonomy.</p> <p>Our approach to learner voice is multifaceted and deeply embedded within our organisational culture. Through the Nesian Waka programme, regular Student Council meetings, Talanoa and Korero mai sessions, and comprehensive survey systems, we create multiple channels for learners to share their experiences, concerns, and suggestions. This is complemented by our industry partnerships and community connections, ensuring that learner feedback is contextualised within broader stakeholder perspectives.</p> <p>Central to our learner voice framework is the principle of cultural responsiveness, reflected in our Tihei Māori and Pasifika Strategy. By integrating Te Tiriti o Waitangi principles and using the Te Whare Tapa Whā framework, we ensure that our engagement with learners is culturally appropriate and meaningful. This is particularly important given our diverse student demographic, which includes significant representation from Māori and Pasifika communities.</p> <p>Our learner voice system is supported by clear processes for complaints resolution and continuous improvement.</p> <p>Ignite reviewed learner feedback cycle in 2024 and will implement the following changes to how we survey learners:</p> <ul style="list-style-type: none"> First impressions surveys Student satisfaction survey Graduate destination tracking. <p>This provides valuable insights that directly inform our strategic planning and operational improvements. This systematic approach ensures that learner voices not only are heard but actively shape the development and enhancement of our educational programmes and support services.</p>	<p>Ignite conducted a series of surveys in 2024.</p> <p>Survey 1 was conducted December 2023- January 2024:</p> <ul style="list-style-type: none"> 81% of respondents were satisfied with the pre-course information, website, staff advice, and the overall enrolment process. 75% of respondents were satisfied with the course organisation, timetable, tutor feedback, support services, assessment schedule, and their overall feelings after enrolling. 89% of respondents were satisfied with the tutors, particularly teaching content, opportunities to learn and apply knowledge, availability to provide support, fair treatment, feedback, use of technology, and encouraging participation. 80% of respondents were satisfied with the assessments, assessment requirements, methods, markings, workload, teaching materials, and their relevance to their career path. 73% of respondents were satisfied with the self-directed learning support, learning environments, and resources provided. <p>In summary, the data indicates that many respondents (over 73-89%) were satisfied across various aspects of their experience at Ignite, including pre-enrolment, course delivery, tutor performance, assessments, and learning resources. This indicates that Ignite is performing well in meeting the expectations and needs of its learners.</p> <p>Survey 2 was conducted in April 2024:</p> <p>Overall, the survey results indicate very high levels of student satisfaction across various aspects of the Ignite experience:</p> <ul style="list-style-type: none"> 84% of respondents were satisfied with the pre-course information, website, staff advice, and the enrolment process. 82% were satisfied with the course organisation, timetable, tutor feedback, support services, assessment schedule, and their positive feelings after enrolling. An exceptional 91% of respondents were satisfied with the quality of teaching, including content, organisation, explanations, learning opportunities, tutor availability and support, fair treatment, detailed and prompt feedback, use of technology, and encouragement of participation. 85% were satisfied with the assessments, requirements, methods, workload, teaching materials, and their relevance to career goals. 78% were satisfied with the self-directed learning support, learning environments, and resources provided.
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	<p>Academic Regulatory Framework establishes:</p> <ul style="list-style-type: none"> • Formal feedback mechanisms • Student representation processes • Regular consultation requirements • Action planning from feedback • Partnership approaches <p>Complaints implemented through:</p> <ul style="list-style-type: none"> • Clear complaints procedures • Accessible reporting systems • Fair resolution processes • Appeals mechanisms • Regular reporting requirements <p>Framework provides communication for:</p> <ul style="list-style-type: none"> • Regular student feedback • Multiple communication pathways • Cultural responsiveness • Transparent decision-making • Information sharing <p>Continuous Improvement:</p> <ul style="list-style-type: none"> • Regular review of feedback • Action on student input • System improvements • Policy updates • Service enhancements 	<p>In summary, the survey results demonstrate elevated levels of student satisfaction, with most respondents (over 78-91%) expressing agreement or strong agreement across all measured areas. This indicates that Ignite is delivering an exceptional educational experience that is highly valued by its learners.</p> <p>As a result of the above feedback, Ignite will introduce in 2025 “first impressions” surveys to capture feedback from students right at the start of their educational journey. This allows Ignite to get an early understanding of students’ initial perceptions, experiences, and any concerns they may have.</p> <p>Ignite will continue to conduct student satisfaction surveys to understand how learners are experiencing various aspects of their education. This provides ongoing feedback that allows Ignite to monitor and improve the quality of its programmes, support services, and overall learner experience in a timely manner.</p> <p>We have also refined our tracking destinations of its graduates after they complete their studies. This systematic methodology allows Ignite to gather, analyse, and evaluate comprehensive data regarding graduate employment outcomes and progression pathways, enabling evidence-based decision-making and continuous improvement.</p> <p>The graduate destination data provides valuable insights to inform programme relevance, career services, and the overall effectiveness of Ignite’s educational offering.</p> <p>These recent changes will:</p> <ul style="list-style-type: none"> • Enhance responsiveness to student needs and concerns throughout the learner journey. • Continuously monitor and improve the quality of the educational experience. • Evaluate the long-term outcomes and impact of Ignite’s programmes on graduates. • Use data-driven insights to inform strategic decision-making and continuous improvement efforts. <p>By implementing a more comprehensive learner feedback process, Ignite is putting the student experience at the centre of its operations and using that feedback to drive ongoing enhancements.</p> <p>The drop-in centres offer workshops and support in areas such as technology, language, and referencing skills.</p> <p>The workshops and support sessions are developed based on trends and feedback from classes/ groups to target the specific needs of students. The Skill-UP drop-in centre was introduced to provide additional academic support and skills development opportunities to address barriers to achievement issues.</p> <p>Future workshop topics and support services at the drop-in centre will be developed according to the ongoing trends and needs identified by staff to continuously support students’ academic goals.</p>
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	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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Ignite Colleges is committed to fostering learning environments that support positive learning experiences for all learners across our diverse programme portfolio. Our implementation of Outcome 3 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 reflects our dedication to creating safe, inclusive, supportive, and accessible spaces that enhance learning outcomes and student wellbeing.</p> <p>Our approach to learning environments is comprehensive, encompassing both physical and digital spaces across multiple modes of delivery - face-to-face, distance, work-based, and blended learning. This multi-modal strategy is particularly significant given our position within the Skills Group, allowing us to leverage best practices across all delivery methods while ensuring consistency in safety, inclusivity, and accessibility standards.</p> <p>Cultural safety is paramount in our learning environments, underpinned by our Tihei Māori and Pasifika Strategy and the integration of Te Tiriti o Waitangi principles. This is evident through initiatives such as the Nesian Waka programme, cultural celebrations, and the incorporation of te reo and tikanga Māori into our learning spaces. Our commitment to cultural responsiveness creates environments where learners can authentically connect with their identity and culture while engaging in their educational journey.</p> <p>Our facilities are regularly upgraded to ensure they meet industry standards and learner needs, while our digital platforms are designed to provide accessible, engaging learning experiences. The Skill-UP drop-in centre and various support services ensure that learners have access to the resources and assistance they need to succeed.</p> <p>This holistic approach to learning environments is further strengthened by our strong industry partnerships and community connections. These relationships ensure our learning spaces reflect current industry practices while maintaining strong pathways to employment, making our environments both practical and purposeful.</p>	<p>Our approach to fostering safe, inclusive, and accessible learning environments, both physical and digital support positive experiences for diverse learner groups. The mural artwork at the Manukau campus symbolises Ignite's value of Māori culture as part of a shared culture. The artwork celebrates diversity, people, and individual creativity promoting an inclusive culture.</p> <p>The collaboration with local Iwi and incorporation of their stories (pūrakau) and cultural values (e.g. whai rawa) demonstrates practices to uphold the cultural needs and aspirations of diverse learner groups. The mural artwork at the Manukau campus is an example of promoting an inclusive culture that celebrates diversity and inspires learners. The Māori-led programme (integrate Māori content across the organisation) is led by Head of Māori and Pasifika team.</p> <p>In the digital space, the practices around welcome emails, learner notifications, communication channels, and accessibility features (e.g. font choice, voice assistance) show efforts to identify and remove barriers to digital learning environments. Ignite has changed documents and assessment fonts to Arial 11 based on feedback from the Literacy and Numeracy team also reflects efforts to identify and remove barriers, making the digital environment more inclusive for learners with dyslexia.</p> <p>The pilot testing of the Learning Hive platform (LMS) involves learners in the design of digital environments to support positive learning experiences.</p> <p>Ignite is working on a transition plan to move material onto the Learning Hive platform, which is their preferred Learning Management System (LMS). One of the key features that will be implemented is a voice assistance feature. This voice assistance feature provides support for learners with certain learning difficulties, as well as those with limited digital skills. By enabling learners to speak their answers instead of typing, this feature helps minimise barriers and creates a more inclusive digital environment.</p> <p>Ignite organises and informs learners about various cultural activities and celebrations throughout the year to recognise the diversity of learner community. These activities included:</p> <ul style="list-style-type: none"> • Pink Shirt Day (February 28th) - Antbullying day • Pink Ribbon Breakfast (May 23rd) - Breast cancer awareness • Samoan Language Week (May 26th to June 1st) • Matariki (June 28th) • Cook Islands Language Week (August 4th to August 10th) • Tongan Language Week (September 1st to 7th)

		<ul style="list-style-type: none"> • Māori Language Week (September 14th to 21st) • Mental Health Awareness Week (September 23rd to 29th) • Fijian Language Week (October 6th to 12th). <p>Safe and Inclusive Communities:</p> <p>Collaborating with organisations like Migrant Service supports the needs of its diverse learner population, including international and migrant students.</p> <p>Partnering with groups focused on areas like mental health (Industry Hauora) and gender equity (Dress for Success) helps create a more inclusive campus environment that caters to the varied needs of learners.</p> <p>Supporting Learner Participation and Engagement:</p> <p>Connections with organisations like the Solomon Group and Raukura Hau Ora o Tainui provide opportunities for Māori and Pasifika learners to engage with their cultural identities and communities.</p> <p>Overall, Ignite’s community partnerships demonstrate a holistic approach to fostering safe, inclusive, and culturally responsive learning environments that aligns with the intent of Outcome 3. These collaborative relationships help expand the resources and support available to Ignite’s diverse learner population.</p> <p>Ignite Colleges is holding a Careers Expo on November 14, 2024. Organisations from various industries that Ignite provides training for will be present at the expo, including healthcare, cookery, hospitality, security, and defence</p> <p>Matariki Celebration at Lower Hutt, Wellington Site:</p> <ul style="list-style-type: none"> • Tutors and students worked together to prepare a hangi pit and enjoyed a feast to celebrate Matariki (Māori New Year). • This was a way for the campus community to embrace Māori culture and traditions, celebrating the event in unity. <p>Nail Technician Students Give Back to the Community:</p> <ul style="list-style-type: none"> • On July 2, 2024, nail technician students from the Lower Hutt campus gave mini manicures and pedicures to the elderly residents of the Elderslea Oceania Health Care Home. • This allowed the learners to give back to the local community.
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		<p>Met Gala-Themed Student Competition:</p> <ul style="list-style-type: none"> • During September 2024, Ignite hosted a competition for Barbering, Hairdressing and Nail Tech students across their campuses. • Students had to submit photos showcasing their creativity and skills following a “Met Gala” theme. • The results and feedback were shared during a live online event. <p>These initiatives foster learning environments that are safe, inclusive, and supportive of positive experiences for diverse learner groups. By incorporating cultural celebrations, community engagement, and competitive opportunities, Ignite’s multifaceted approach creates an educational experience that celebrates diversity and empowers students.</p> <p>In June 2024, Careers and Employment team, organised a recruitment event.</p> <p>As part of this event, a Māori Kaupapa service Te Roopu Taurima was hosted at Ignite Colleges.</p> <p>Te Roopu Taurima interviewed Ignite’s Level 2 and Level 3 healthcare students. The recruitment drive resulted in some of the interviewed students and then offered entry-level part-time employment opportunities. Hosting the Māori Kaupapa service, Te Roopu Taurima, on campus, Ignite is providing learners with opportunities to engage with their cultural identity and community. The recruitment drive and resulting job offers for Ignite’s healthcare students highlights Ignite’s commitment to supporting positive learner outcomes, including successful transitions to the workforce and that support diverse learners’ educational and career goals.</p>
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<p>Outcome 4: Learners are safe and well</p>	<p>Ignite Colleges takes a comprehensive and proactive approach to supporting learner safety and wellbeing across all aspects of the student journey. Our implementation of Outcome 4 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 reflects our commitment to providing holistic support that enables learners to manage their physical and mental health while achieving their educational goals.</p> <p>Central to our approach is the integration of Te Whare Tapa Whā framework, which ensures wellbeing is addressed through physical, mental, social, and spiritual dimensions. This holistic framework is supported by dedicated support teams, proactive monitoring systems, and strong industry and community partnerships that create a comprehensive safety net for all learners.</p> <p>Our support system recognises the diverse needs of our learner population, which includes significant representation from Māori and Pasifika communities, as well as learners across various delivery modes including face-to-face, online, and work-based learning. This diversity requires flexible and culturally responsive support mechanisms that can be tailored to individual learner needs while maintaining consistency in care quality.</p> <p>Support available to learners can be accessed through the Tihei site in Sharepoint: https://skillsorg.sharepoint.com/sites/Tihei</p>	<p>Safe365 is an integrated digital tool that Ignite uses to streamline and centralise multiple health and safety processes, including hazard reporting, inspections, incident management, and performance tracking. This enables real-time reporting, data analysis, and communication related to safety events and activities across the organisation.</p> <ul style="list-style-type: none"> • Safe365 has a mobile app that allows staff and learners to report hazards directly. The app makes it convenient for learners and staff to quickly log any safety concerns they observe. The relevant Tutor logs any hazards/ incidents on behalf of the learner. • Workplace inspection audits are recorded and tracked within the Safe365 system. Safe365 serves as a central repository for storing and managing audit data. • Incident investigations and corrective actions are recorded in Safe365. This allows Safety teams to document incidents, analyse trends, and monitor the completion of remedial actions. • The Safe365 system generates a “24-Hour Event Report” that is reviewed by designated Skills safety personnel. This report provides a daily summary of any safety incidents or events logged in the system. <p>The tool can facilitate the proactive identification and timely response to learner wellbeing needs. By making it easy for learners to report concerns and for staff to intervene early, Safe365 helps Ignite fulfil the preventative, learner-centered pastoral care approach.</p> <p>Student Handbooks incorporates the health and safety support and policies for all learners. The handbooks invite learners to adhere to Health and Safety policy at Ignite campuses.</p> <p>Fire wardens and first aiders are appointed for each campus/ premises. They receive specific internal training for their roles and regular refresher training is provided, as appropriate. Six-monthly evacuation drills are carried out to ensure fire alarm systems are functional and evacuation procedures are well-practiced. Drills initiate a full evacuation of workers, visitors, and contractors to the designated assembly points. A review meeting with Area Wardens and staff is held after each drill to identify any issues or areas for improvement. Evacuation drill results and any proposed changes to the Emergency Management Plan are reported to the Health & Safety Committee.</p> <p>The Building Evacuation Plan is posted on the classroom bulletin boards and explained during student induction. Designated staff are health and safety officers, fire wardens, and first aiders. First aid kits and monitored by health and safety officer. These are located at various locations around the campuses.</p>
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The following table shows some of the services available for Learner:		<p>Support services (where applicable) provide information specific to each site/area that states a list of services on display on the learner notice board, covering housing, financial and budgeting support, mental health support, family planning/ pregnancy support/STD clinics/AA/Drug counselling/ Salvation Army/medical care, with contact names and numbers.</p> <p>Ignite provides a clear and appropriate pathways for assisting learners to access external support services when needed. We have established a referral relationship with Raukura Hauora O Tainui, a professional counselling service, we are proactively ensuring learners who need support can be promptly connected to the appropriate help.</p> <p>Ignite has established a comprehensive framework to support student success and safety. The system begins with Individual Learning Plans at enrolment, ensuring each student's progress is tracked through regular check-ins by tutors and assessors, with additional pastoral care support available. To maintain a safe learning environment, detailed codes of conduct are documented in learner handbooks, outlining procedures for addressing any harmful behaviour affecting staff, learners, or tutors.</p> <p>Based on the TEC Audit Report (23 October 2024) The report outlined systematic processes for gathering student feedback, monitoring progress, and implementing support based on learner needs. The audit revealed strong evidence of student engagement mechanisms and responsive support systems.</p>
Service	Provider	
Hauora Ora (wellness)	Raukura Hau Ora oo Tainui	
Smoke Free Support	Counties Manukau DHB	
Tupu Aotearoa	Solomon Group	
Employment support	In Work NZ	
	Idea Services	
	Connected NZ	
	Partner Rest homes and restaurants	
Driver licensing	In Work NZ	
Academic Support	Ignite Colleges	
Community Alcohol and Drug Support services	CAD - on request or referral	
International Services	Migrant services	
Dressing for Employment	Dress for success	
Diabetes Mobility Van visits on campus and do random blood sugar testing	Diabetes NZ	

	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)
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>Students receive information from agents and the international team before entering a contract with Ignite Colleges.</p> <p>Ignite’s implementation of Outcome 9 demonstrates a comprehensive pre-enrolment information and support system for international students. Through their international team and approved agents, learners receive detailed information about programmes, academic progression requirements, employment opportunities, and living costs before entering any contracts. Essential information is provided through multiple channels including the student handbook, which covers DRS rules, transportation, accommodation guidance, and tenancy regulations.</p> <p>The online campus video showcases facilities and services, ensuring students have a clear understanding of the learning environment. Quality assurance is maintained through rigorous agent management, including reference checks and formal contracts, with ongoing monitoring by the international team. This structured approach ensures international students are well-informed and supported throughout their educational journey at Ignite, from initial inquiry through to enrolment.</p>	<p>The Global Education Partnerships and Business Development team manages information provided to international learners. The team maintains constant communication with international students, addressing their needs and responding to requests.</p> <p>An International Student Manager, appointed in March 2024, oversees and coordinates various activities including:</p> <ul style="list-style-type: none"> • Receiving information • Providing updates • Disseminating relevant information to stakeholders. <p>Marketing and sales team content is based on product information templates completed by:</p> <ul style="list-style-type: none"> • Quality Assurance team • Operations (Programme Managers) • Management team. <p>The international team maintains agent quality through multiple channels: conducting site visits, delivering online sessions, distributing regular newsletters about programme and policy changes, providing ongoing training for skill development, and ensuring agents utilise Education NZ’s online resources. This comprehensive approach ensures agents have current information to support international students effectively.</p> <p>International Survey 2024 also highlighted:</p> <ul style="list-style-type: none"> ▪ The pre-enrolment process appeared to function as desired, providing the vast majority (94%) of students with clear, sufficient and accurate information. <p>Most had received the enrolment pack including information relevant information and insurance requirements (88%), information on withdrawals and refunds (88%), and understood attendance requirements for students and behaviours or actions that can lead to termination of enrolment (99%).</p> <ul style="list-style-type: none"> • Awareness of pastoral care support was high, with almost all students aware of information on health and counselling provided in the student handbook (95%) and knowing who to contact outside regular hours. Most students indicated they were happy with their current accommodation arrangements (97%) and reported that someone had discussed future study or work pathways with them (81%). • Most students were aware of the complaints and grievance process, knew who to speak to if they have a complaint (95%) and that a copy of the Complaints/ Grievance process is provided in their Student Handbook and in classrooms (84%).

		<p>Sentiments expressed in open-ended comments were generally positive, and highlighted that students are drawn to Ignite College for its strong reputation, supportive environment, affordability, and flexible, career-oriented study options.</p> <p>Currently, the Global Education Partnership and Business Development team oversees agent relationships with Ignite. The agent selection criteria are clear and managed by the Global Education Partnership and Business Development Lead. The process is under review, with a new process to be implemented in 2025.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>Ignite implements comprehensive entry assessment processes including student interviews, documentation review, and academic evaluations. Ignite provides first-year insurance coverage and maintains NZQA-compliant policies. Staff are regularly updated on immigration requirements to ensure compliance and student support.</p>	<p>Ignite maintains comprehensive verification processes for international students' documentation, including English proficiency, qualifications, visas, and insurance. The system ensures appropriate programme placement and monitors compliance requirements, with clear communication channels and regular status checks.</p> <p>English proficiency and relevant qualification documents are verified and uploaded in Wisenet for student record. Learners are enrolled in the programme that best suits their needs as seen through qualification completion of international learners. Learners have current and valid visa and insurance - sighting visa on passport. Insurance requirements are explained in the offer letter. Students are notified via email 10 weeks prior to expiry.</p> <p>The TEC Audit Report (October 2024) attested Ignite's comprehensive approach to managing international student needs and wellbeing through robust systems and processes. The organisation utilises effective Student Management Systems (Wisenet) and SELMA) for documentation and monitoring, supported by strong quality assurance processes.</p> <p>Ignite demonstrates above sector median achievement and strong parity outcomes. Evidence includes Individual Learning Plans, regular progress tracking, pastoral care, and work placement support, ensuring students receive comprehensive assistance throughout their educational journey. This systematic approach, combined with strong industry partnerships and clear progression pathways, reflects Ignite's commitment to maintaining high-quality educational outcomes for international students.</p>

<p>Outcome 11: International learners receive appropriate orientations, information, and advice</p>	<p>The strategic focus emphasises quality education through student-centered approaches, including comprehensive orientation, regular progress monitoring, and career preparation. With cultural safety as a priority, Ignite provides culturally responsive support, ensuring international students have access to necessary services, industry connections, and clear pathways to employment. This integrated approach ensures international students' safety, wellbeing, and success throughout their educational journey</p>	<p>International Survey 2024:</p> <p>Orientation with Ignite Colleges was highly rated by students, with almost all (97%) finding this useful to some degree, and 7-in-10 (71%) rating this 'very useful'.</p> <p>Ignite provides a three-tiered support framework for international students that begins with orientation, transitions into ongoing support, and maintains regular communication channels throughout their study journey.</p> <p>The framework includes:</p> <ol style="list-style-type: none"> 1. Orientation Phase: <ul style="list-style-type: none"> • Detailed campus familiarisation • Virtual campus tour access • Support services introduction • Cultural and safety briefings 2. Continuous Support: <ul style="list-style-type: none"> • Personalised learning plans • Academic monitoring • Additional learning assistance • Cultural engagement opportunities • Career development support 3. Active Communication: <ul style="list-style-type: none"> • Newsletter updates • Student representation • Cultural integration activities • Professional networking • Employment readiness <p>This integrated approach ensures international students receive comprehensive support from arrival through to employment, with clear pathways for assistance and engagement throughout their educational journey.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>N/A - We do not have international learners younger than 18yrs. We also do not offer accommodation.</p>	

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	<p>Key actions include conducting annual reviews of the Student Wellbeing Policy and Critical Incidents Policy, establishing a process to share health and safety register results with the quality team, and publishing the annual self-review report on learner wellbeing practices.</p> <p>Ignite Colleges also plans to take a phased approach to rolling out the student portal to ensure a smooth transition for learners</p>
Outcome 2: Learner voice	<p>Strengthen learner voice mechanisms.</p> <p>Ignite Colleges will create action plans to monitor the implementation and actions taken based on learner feedback, establish a dedicated committee to address feedback appraisals. Review and update the Continuous Improvement Self-Assessment Policy and roll out an Annual Programme Review Template.</p>

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Review the process to actively involve learners, including Māori representatives, in the design and improvement of physical and digital learning environments. Ignite will also gather feedback from learners to understand their needs and preferences related to these spaces.</p>
Outcome 4: Learners are safe and well	<p>The key actions include conducting policy reviews for the Student Wellbeing Policy and Risk Management Policy, refining a process to identify and support learners at risk, and informing relevant staff about any policy changes and providing professional development sessions on student safety and risk management.</p>

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	<p>Review and update the Student Wellbeing and Safety Policy to ensure it adequately addresses the distinct needs of international learners and develop a clear process to support international students during challenging and tricky situations.</p>
Outcome 9: Prospective international tertiary learners are well informed	<p>The actions focus on timely communication of programme changes, ensuring website information is current, developing programme-specific handbooks, and reviewing the agent management process to enhance the support provided to prospective international learners.</p>
Outcome 10: Offer, enrolment, contracts, insurance, and visa	<p>Conduct an annual review of processes to maintain compliance and update the website to make the information about the code more readily accessible to learners.</p>
Outcome 11: International learners receive appropriate orientations, information, and advice	<p>The key actions involve reviewing the student handbook to ensure it reflects the overall policies and programme-specific information for international learners and incorporating international learner feedback into the overall learner satisfaction survey process.</p>
Outcome 12: Safety and appropriate supervision of international tertiary learners	<p>The key actions involve reviewing the student handbook to ensure it reflects the overall policies and programme-specific information for international learners and incorporating international learner feedback into the overall learner satisfaction survey process.</p>

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	<p>Policy Review & Updates:</p> <ul style="list-style-type: none"> Annual review of Student Wellbeing Policy required <p>Monitoring & Reporting:</p> <ul style="list-style-type: none"> Health and safety register sharing with quality team Annual self-review report publication Critical incident reporting process. <p>Establish a process to share results from the health and safety register with the quality team.</p> <p>Publish the annual self-review report of learner wellbeing practices.</p>	QA Health and Safety Committee	30/03/2025	Monthly action plan reporting	<p>Health and Safety Audit Report</p> <p>Critical Risk Register</p> <p>Up-to-date and accurate published information via Ignite websites.</p>
	Student Portal -phased approach allow for proper planning, testing, and gradual deployment to ensure a smooth transition for learners	Digital and Technology Director of Vocational Training (Ignite)	30/06/2025	monthly action plan reporting on the progress of the student portal implementation.	<p>Satisfaction surveys</p> <p>Measure utilisation and engagement (levels of adoption and usage rates)</p>
	Changes to policies and student handbook, and bulletin boards	Quality Team Marketing Team	30/03/2025	Quarterly review	

Outcome 2: Learner voice	Continuous Improvement Self-Assessment Policy	Academic Committee	30/01/2025	Review channels to report on the progress, challenges, and outcomes of learner satisfaction.	Learner engagement and representation
	Roll out Annual Programme Review Template	Academic Committee	30/01/2025	Incorporate learner voice and feedback mechanisms	Feedback from Programme Managers
	Conduct Staff training to support the roll out of the policy	Quality team	30/02/2025	Monthly action plan reporting	Gain feedback through online and face to face QA sessions
	Review Student Handbook (Identify a diverse group to participate in the pilot review)	Quality Team Programme Managers	30/01/2025	Monthly action plan reporting	Feedback from learners accessibility and usability Alignment with quality policy and processes

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	Review the process to actively involve learners, including Māori representatives, in the design and improvement of physical and digital learning environments	Campus Manager Head of Māori and Pasifika Head of Learning and Design	30/08/2025	Incorporate discussions into Student Council Meetings. Quarterly action plan reporting	Gather feedback from learners through surveys, student council meetings to understand their needs, preferences, and pain points related to the physical and digital learning environment.
Outcome 4: Learners are safe and well	Conduct policy reviews for the Student Wellbeing Policy and Risk Management Policy	Health and Safety Committee	30/06/2025	Monthly action plan reporting	Review process to identify and support learners at risk. Review Pastoral Care Records
	Inform relevant staff of any policy changes, schedule sessions on student safety and risk management	Health and Safety Committee	30/06/2025	Monthly action plan reporting	Review reporting of Risks and Concerns

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Review and update the Student Wellbeing and Safety Policy to ensure it adequately addresses the distinct needs of international learners	Health and Safety Quality Team International Team	30/04/2025	Monthly action plan reporting	Completion of the policy review and implementation of necessary updates. feedback from international students on the relevance and effectiveness of the updated policy
	Review and document a process to support international learners during challenging and difficult situations	International Team	30/05/2025	Monthly action plan reporting	Establish a well-defined support process that is communicated to all relevant staff. Positive feedback from international students on the availability and effectiveness of the support provided during challenging situations. Evidence of staff awareness and understanding of the support process
Outcome 9: Prospective international tertiary learners are well informed	Programme changes to be communicated across the organisation	Quality Team	30/02/2025	Monthly action plan reporting	Ensuring timely communication of programme changes across the organisation
	Programme information in website to be updated	Marketing Team	30/02/2025	Monthly action plan reporting	Ensuring timely communication of programme changes across the organisation
	Develop programme specific handbooks incorporating internal rules and support systems	QA team Programme Managers	30/04/2025	Monthly action plan reporting	Reviewing and updating the student handbook to reflect both overall provider policies and specific programme details
	Review current process of monitoring and managing agent and make amendments, as required	International team	30/05/2025	Monthly action plan reporting	Enhancing the current agent management process, including selection criteria, monitoring procedures, and regular training updates.

Outcome 10: Offer, enrolment, contracts, insurance and visa	Annual review of processes in place to maintain compliance	International Team Registry Team	30/06/2025	Monthly action plan reporting	feedback from international students through surveys to assess their satisfaction with the processes
	Website update and revision to make the Code readily accessible	Marketing team Quality Team	30/01/2025	Monthly action plan reporting	Verify that the website updates have been completed to make the code information more accessible to learners. learner feedback on the accessibility of the code information
Outcome 11: International learners receive appropriate orientations, information and advice	Conduct a review of the student handbook to ensure it appropriately reflects the overall policies and programme-specific information for international learners Review the learner satisfaction survey process and incorporate international learner-specific questions to gather more targeted feedback	Quality team International team	30/12/2024	Monthly action plan reporting	Completion of the handbook review and implementation of necessary updates. Feedback from the Student Council on the revised handbook Inclusion of international learner-specific survey questions. Evidence of actions taken based on the international learner feedback
Outcome 12: - N/A Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners below 18. We also do not offer accommodation.				