



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Evolution School of Beauty, Massage & Nails' self-review report

TEO information

TEO Name	Equilibrium by Elite Limited (trading as Evolution School of Beauty and Massage)			MoE number	7902
Code contact	Name	Heather Pryor		Job title	Quality Assurance Lead
	Email	heather@evolutionschoolwhg.co.nz		Phone number	09 438 6583
Current enrolments	Domestic learners	Total #	34	18 y/o or older	23
				Under 18 y/o	11
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Report author(s)	Heather Pryor				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Evolution School's structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

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

Summary of performance under each outcome

NOTE that the feedback from staff and the community is in normal font, and the feedback from the ākongā (students) is in italics

Evolution School's 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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Evolution School provides an effective wellbeing and safety system for its ākongā.</p>	<p>Feedback from staff: Feedback from ākongā evaluations (every 10 weeks and at exit); four-weekly 'check-ins'; comments in the suggestion box; the staff's electronic 'communications' Gmail space for any ākongā issues that staff are aware of and how dealt with; Anna provides learning support to ākongā; have groups' Facebook pages for encouragement, motivation, and to help with learning; multiple text messages and Messenger messaging conversations to check in with anything of concern going into the staff's electronic 'communications' Gmail space; 'Wellness Wednesdays' when some form of wellbeing is covered – for example a meditation exercise to all do together; all ākongā complete an Infection Prevention Module, a Mental Health Awareness module, a Healthy Eating module, and a Trans-gender module - all via e-learning.</p> <p>We review and update our QMS every year. All staff-related documents such as role descriptions, CVs and police checks are retained in the staff folders.</p> <p>Regarding the safety of the environment the School is located in, the building WOF is held on-site as is the associated maintenance checks register. Monthly checks are completed and signed off (when the Council and Fire Inspectors carry out their annual checks).</p>

		<p>The complaints procedure and the Tertiary Education Disputes resolution process are covered off in the Ākonga Handbook and are highlighted during Induction.</p> <p>The range of evaluation forms used during the life of each programme have a question in them to do with the complaints procedure.</p> <p>The monthly meetings that ākonga are invited to attend is an opportunity to air concerns. Minutes are taken and retained.</p> <p>There is a suggestion box on the lunch table. A recent suggestion for improvement was to have a steam mop to assist with floor cleaning after treatments. There is now a steam mop that ākonga use.</p> <p>The School has a Health and Safety folder where any incidents or complaints are recorded. No formal complaints have been made in the last five years, and there have been no critical incidents or emergencies since 2017.</p> <p><i>Feedback from ākonga:</i> <i>Felt welcomed and encouraged from day one. Every day we are asked how we are. We really appreciate the way our good work is acknowledged via many avenues: in person, posts on Facebook, email, Instagram.</i> <i>We are confident that if we sensed one of us was needing help we would be able to receive/provide support and/or the tutors would be able to provide support.</i> <i>We have a strong connection with all of the staff and want to keep coming back to class.</i></p>
--	--	--

		<p><i>We feel safe – to the extent that we know if our class is the last in the building for the day, that the front and back doors to ensure our safety.</i></p> <p><i>We know we can make a complaint in a face-to-face situation or via the suggestion box, and would be comfortable doing that. If there were complaints made we are confident that they would be dealt with quickly and effectively. We are aware of the complaint’s process and know that it is outlined in the Student Handbook.</i></p> <p><i>We are excited to come to class; find the topics we are learning about uplifting and positive; leave each day happy having learnt a lot . We are provided with resources to refer to outside of class time, and really appreciate the online help from Anna. We enjoy the opportunity to practice on ‘clients’ and value the feedback given by the them.</i></p>
<p>Outcome 2: Learner voice</p>	<p>Evolution School is effective in enabling the learner voice by providing several avenues for feedback.</p>	<p>Feedback from staff: Evolution School gains feedback from the ākonga via evaluations every 10 weeks plus on completion, and conducting polls which get a better response; monthly meetings and invite ākonga to join these, and to contribute if they want to; morning check-ins at the start of each day; private messaging to group or to an individual; suggestions & compliments box, reviews. All staff read the evaluations and these are then discussed at the monthly meetings, noting any patterns or trends, and discussing what improvements to make.</p> <p>Because the classes are small there’s always opportunity to gain a sense of any issues a ākonga may have; learn a lot from ākonga during organic conversations about things that are going on/bugging them. For example it was during one of these conversations during a break time that staff learnt</p>

		<p>that it was offensive to a ākongā to put the tea towels with the face cloths and foot cloths in the laundry basket so now there is a separate basket for each of the various types of towels/cloths. New ākongā in a subsequent intake commented on being very impressed with the separation of these.</p> <p>Another example is when the ākongā had an Infection workbook to complete online but the platform that it was set on was cumbersome (ākongā had to take screenshots to enable uploading) ...on hearing angst amongst the ākongā, Anna then changed the format of the content into a quiz to be completed via Google Form instead which was much easier for the ākongā to use and complete. A feedback log is kept, noting actions taken.</p> <p><i>Feedback from ākongā:</i> <i>We are asked for feedback both in a one-to one/face-to-face situation, while out as a group for a coffee group (much appreciated and enjoyed), and also via regular evaluation forms. There is a suggestion box on the table that we can put suggestions into and we know our feedback is heard as we have seen our suggestions taken up. For example, one of us asked for colouring books and pencils to use during break time and they were provided the next week. Another example is that we asked for the massage routine to be altered and this was put into place. We are aware that different learning styles are catered for with in-class discussions, online chats, videos to watch, and readings provided.</i></p>
--	--	---

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Evolution School is effective in providing a safe, inclusive, supportive and accessible physical and digital learning environment.	<p>Feedback from staff:</p> <p>Staff sense no discrimination of any type. The Beauty ākonga tend to be younger and to have come straight from a range of schools so there is sometimes, and initially, a bit of jostling because of the school each comes from but this disappears after a short time.</p> <p>At the Induction days and during the time of the programmes, ākonga are reminded that staff are there to help them, and that ākonga are encouraged to, at any time they are unsure or unwell or know of one or more other ākonga who are unwell or unsure, let a staff member know so that the ākonga(s) can be supported.</p> <p>A diverse range of speakers are brought into the School to speak to/with the ākonga on a range of topics such as selfcare, wellbeing, personal growth. Ākonga are advised about these topics ahead of time and can choose to attend or not. (e.g./ if there is a very spiritual speaker coming in and we a have strict religious ākonga we let them know beforehand. This particular ākonga did not attend the meditation sessions initially as she believed they were against her religious beliefs. We explained the mindfulness and stillness benefits and so she joined in)</p> <p>During the induction for new intakes, staff cover the need for each to be respectful of the other ākonga and staff. If one or more staff notice/sense a cause for concern, then they act quickly and sensitively to assist/guide/resolve.</p>

		<p>A list of useful local experts and contacts is available in the Induction Day booklet, as well as in the Student Handbook,, and some useful contacts are in the toilets too.</p> <p>Staff incorporate some te reo Maori into their greetings/farewells and into their lessons (e.g. parts of the body) but some are concerned that they may pronounce the words incorrectly. There are labels in both Maori and English on the side of the fridge, and on classroom doors. The School's Values (in its Strategic Plan) are in Maori in artwork on walls in the main entrance.</p> <p>Staff work really hard to support, encourage and engage their ākongā, and where practical and if necessary, allow ākongā to study from afar and come in to the School at agreed times to complete the practical aspects. Two such ākongā have this arrangement currently where they study from afar, collecting verified evidence of completed practicals (working on clients) then coming in to complete two weeks of summative assessments.</p> <p>Ākongā are given extensions to complete their modules (theory and practicals) and, if necessary, will slot them into a subsequent module to help get to course/programme completion.</p> <p>Ākongā' progress and results are discussed during and at the end of each teaching period, as is the Graduates' Destination Sheet and the SDR/enrol pro-data. Staff look at 3-year cycles when they review each programme to see if there are any patterns.</p> <p><i>Feedback from ākongā:</i></p>
--	--	---

		<p><i>We have not seen any evidence of discrimination. If there was we are confident that it would be dealt with respectfully – it would not be ‘brushed under the carpet’. There are so many support systems in place and whenever help is requested it is provided. During the check-ins and via the regular evaluations we are asked how we feel. There is a lot of support around</i></p> <p><i>With regards to the Treaty of Waitangi, not all staff use te reo Maori, not even basic greetings. Staff could use karakia and waiata to open and close a space, especially the Massage Room, and to commence/close Induction Days and other events/activities.</i></p>
<p>Outcome 4: Learners are safe and well</p>	<p>Evolution School is effective in ensuring its ākongā are safe and well.</p>	<p>Feedback from staff: We ask our ākongā in their evaluations - do you feel safe, do you feel your social and spiritual wellbeing is supported and we also ask about ākongā voice - do you feel your opinions and voice are heard and to date we have had 100% satisfaction. We also ask them whether, apart from messenger, dedicated emails, phone, Facebook groups, Instagram messenger and suggestions box, there are any other ways you need to be able to contact us and all said ‘no’.</p> <p>One of the assignments ākongā have to do is to create a healthy eating plan for themselves and for their whanau. When ākongā work on clients (massage, beauty treatments, nails), as part of the consultation they have to talk with the clients about what to eat and drink to improve skin, nails. Each morning, for in-person lessons, ākongā begin with stretches then meditation, then send (virtually) their love to somebody, then say three things they are grateful for and what their intention is for the day.</p>

		<p>They have shared lunches and there they'll discuss what they have brought in and the healthy and not-so healthy aspects of the food.</p> <p>Staff take ākongā out for walks to look in on various businesses to discuss merchandising, advertising.</p> <p>We work with awareness of the Principles of aiming to incorporate Te Whare Tapa Wha and Te Wheke and know that even non-Maori have similar needs to ensure their wellbeing, and have a guest speaker come in to speak about the four strengthening their own four pillars.</p> <p>Guest speakers for classes include Tanya from Yoga Circle who also speaks to the ākongā about self-care, use of essential oils and essential fatty acids, and physical nutrition; Darlene from Intuitive Seer who covers stress management and meditation techniques.</p> <p>A log of workshops/guest speakers is kept on the monthly schedules and lesson plans.</p> <p>The programmes organically/inherently cover a range of topics to do with wellbeing and safety. These are practiced daily as part of the programmes.</p> <p>Content in the curriculum is very much wellness-based, and content includes managing stress and about the mind-body connection.</p> <p>At the beginning of each week a fruit bowl is provided on the lunch table for ākongā.</p> <p><i>Feedback from ākongā:</i> <i>We are encouraged from day one to eat healthily and to keep hydrated with water. There is always fresh fruit available on the table and there is always water available.</i> <i>There is a module coming up in the programme that covers healthy choices for wellbeing.</i></p>
--	--	---

		<p><i>We commence our on-site days with meditation, and our tutor practices what she teaches so is a great example of how to look after ourselves.</i></p> <p><i>We know they can make use of the massage chair.</i></p> <p>Feedback from community: Expressing support and understanding of the School's key position in the Northland community to provide manaaki and awhina.</p>
--	--	--

Findings from gap analysis of compliance with key required processes

Evolution School's 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	
Outcome 2: Learner voice	

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	Ākongā commented that staff could make more of an effort to at least use basic greetings in Maori. Staff have committed to using more te reo Maori in their daily work and will be incorporating karakia and waiata to commence/close Induction Days, meetings and special events. Staff are learning their pepeha, and also aim to have all course names in English and in Maori – currently underway. Staff will try again to make contact with the local iwi (have tried in the past but no relationship established yet).
Outcome 4: Learners are safe and well	

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Evolution School's 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	Have asked Te Whatu Ora to come and facilitate a Sexual Wellbeing training session for, ideally, twice a year waiting to hear back from Te Whatu Ora with some dates.	Lorna leading along with a whole of organisation approach	By the end of 2024	We've engaged an external QA lead who will monitor progress	Te Whatu Ora will come and facilitate a Sexual Wellbeing training session for, ideally, twice a year in 2024.
Outcome 2: Learner voice					

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	<p>a) We are committed to using more te reo Maori in our daily work.</p> <p>b) We aim to use karakia/waiata to commence/close our Induction Days, on-site teaching days, special events, shared lunches.</p> <p>c) Our aim is to have all course</p>	Lorna leading along with a whole of organisation approach	By the end of 2024	We've engaged an external QA lead who will monitor progress	<p>We have a number of students and graduates who are Māori from our rohe and who advise us on things Maori.</p> <p>Our ākonga will provide more positive feedback on staff upholding the principles of Te Tiriti o Waitangi throughout our learner wellbeing</p>

	<p>names in English and in Maori – this is currently underway.</p> <p>d) We will continue to take advice from our students and graduates from our local iwi.</p>				<p>and safety practices.</p> <p>From here on in, staff are generating their own pepeha; we will aim to use karakia and/or waiata to start and/or finish our on-site days, induction days, special events, and shared lunches.</p> <p>Continued satisfaction on the students' evaluations (every 10 weeks and on completion), on on feedback from 'clients', guests, visitors.</p> <p>Course names will be in the two languages.</p>
<p>Outcome 4: Learners are safe and well</p>					