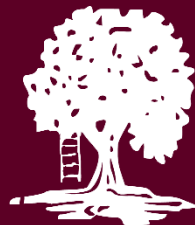# Tree House
Code of Practice Self-Review Report – 2023

TREE HOUSE

TEO information

TEO Name	Bernard and Ya Holdings Limited trading as Tree House			MoE number		7851	
Code contact	Name	Sarah Riches		Job title		Commercial Director	
	Email	sarah.riches@aspire2.ac.nz		Phone number		021 891 036	
Current enrolments	Domestic learners	Total #	14	18 y/o or older		13	
				Under 18 y/o		1	
	International learners	Total #	0	18 y/o or older		0	
				Under 18 y/o		0	
Current residents	Domestic learners	Total #	n/a	18 y/o or older		n/a	
				Under 18 y/o		n/a	
	International learners	Total #	n/a	18 y/o or older		n/a	
				Under 18 y/o		–	
Report author(s)	Sufia Farooq						

Action plan – Organisational structures to support a whole–of– provider approach to learner wellbeing and safety (2022– 2023) updates

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 1: A learner wellbeing and safety system	Students are encouraged to form support groups, such as study groups, and interest groups – a process to be developed with Tutors	Site Managers	Next intake (October 2023)	Development of support groups	First impression survey Tutor feedback Student progress hui	Completed
	Guest speakers from various organisations are invited; this could be strengthened by tailoring more to the direct needs of the learners	Learner success coach	Ongoing	Analysis of needs/support – completed Inviting guest speakers according to the nature of the support– In the process	Programme evaluation survey	ongoing
Outcome 2: Learner's voice	Student rep hui The gap analysis Identified that student rep hui minutes have not been circulated to all tauira	Site Managers	Next student rep hui	To ensure all students receive hui minutes, an email will be sent to all tutors and a follow-up meeting will be conducted to ensure hui minutes are circulated to all tauira	We will measure this by feedback from tutors, student rep hui minutes and site managers check-in with the tauira	Completed

	Actions to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update
Outcome 3: Safe, inclusive, supportive, andaccessible physical and digital learning environments	Overall good processes in place, however feedback indicates thatthe process could be improved	Site Manager	Next induction	Information forinduction will be reviewed All the relevant information hasbeen provided to our students	First impression survey Tutor and student enrolment team feedback	Completed
Outcome 4: Learners are safe and well	Community and social interest groups are promoted to the learners	Learner success coach and Site Managers	Next induction	Community and social interest groups are promoted to learners	First impression surveys Student progress hui Complaints Register	Completed

Tree House definition for Critical incident and Complaints

A critical incident is any notifiable incident, illness, injury, or death that has occurred within our facilities. This encompasses situations such as:

- In the event of someone losing their life at our premises
- Hospitalisation for severe injury or Illness: When an individual requires immediate admission to a hospital due to a significant injury or severe illness that has occurred at our premises (incident due to condition of the work site/practical event, the way the work activity is organised)
- Immediate and substantial risk to health and safety: Instances where an unanticipated or uncontrolled incident occurred at our premises, such as a building collapse, gas leak, or explosion, places an individual's health and safety in immediate jeopardy.

In summary, a critical incident involves notable events, injuries, or fatalities occurring on our premises, including death resulting from our actions or any activities that has been taken has led to these notifiable events. In such situations, we will be reporting to WorkSafe immediately in accordance with the Tree House incident and accident reporting procedures.

Reference – https://www.worksafe.govt.nz/notifications/what-events-need-to-be-notified/#lf-doc-39637

Complaints and critical incidents reporting and publishing data in your self-review report (nzqa.govt.nz)

Critical incidents 2022

In 2022 and so far in 2023 there have been no critical incidents that were notifiable events. We will continue to monitor risks, promote awareness, and provide a safe and secure environment for our tauira.

Complaints

In accordance with the Tree House policy, should a student encounter any concerns or problems that persist even after an informal complaint meeting and procedure have been attempted, the next step is to elevate the matter to the Programme Manager by submitting a formal complaint. This formal complaint process entails completing the required documentation and following the Tree House complaints procedure.

A problem or grievance is recorded as a formal complaint if it escalates to the Programme Manager or directly to the DRS or NZQA.

Complaints 2022

Over the year 2022 and so far in 2023, we have received no formal complaint

Stage of implementation for each outcome

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

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

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

Wellbeing and safety practices for all tertiary providers

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

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Bernard & Ya Holdings Limited trading as Tree House is a New Zealand Qualifications Authority (NZQA) registered and accredited Private Training Establishment and is a category 1 provider based in Auckland and Wellington. We work predominantly with people interested in the hospitality, retail and security industries at the foundation level, along with increasing the skill level of those currently working with customers in these sectors. We believe in making real connections between learning and industry employment in the industries we service and help develop. Our programmes focus on our learners gaining the key skills, confidence and attitude they need to secure and retain sustainable employment and core knowledge as a basis for further education. We are founded on the principle of ka mahi, ka ora (to work is to live), we support each individual to recognise and develop their potential.	We are confident that we have well-implemented learner wellbeing and safety system practices based on the below analysis: The first impression survey that was conducted in 2023 shows that. Based on 4 student response • 4 out of 4 tauira have either agreed or strongly agreed that the enrolment process was easy. • 4 out of 4 tauira have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start. • 4 out of 4 tauira students have either agreed or strongly agreed that Tree House have made it easy to settle in the first few days. • 3 out of 4 tauira students have either agreed or strongly agreed that they have flexibility and proactive supports for

	We take all necessary measures to support their wellbeing throughout their time at our premises, from the initial enrolment process to the completion of their programme. Our strategic pillars framework is embedded into our strategic action plan. Overview of the Strategic Action Plan 1. Grow through partnership – Whanaungatanga 2. Develop Powerhouse Teams – Pukengatanga 3. Own Employment – Rangatiratanga 4. Super Serve our participants and employers – Manaakitanga 5. Be Guardians of Excellence – Kaitiakitanga The strategic goals have been developed by the executive team through consulting with the relevant stakeholders. We show our commitment to Te Tiriti o Waitangi by demonstrating protection, partnership, and participation with our Tauira, kaimahi and other external stakeholders. We believe we have well–implemented practices in place based on the below. We conduct mihi whakatau/induction to welcome new Tauira and provide comprehensive information about their program, health and safety, and support services. We guide Tauira in creating an individual learning plan.	their wellbeing. Learner focus group: A focus group survey was conducted with all the Tree House students and 100% of students have agreed that students in Tree House, • On campus they feel safe and secure in class. • They feel respected and valued. • They know whom to go for the academic matters. • They received all information prior to enrolment. • They know whom to contact for leaner support. • The programme met their expectations. • They were given all information about the programme. • They received induction about health and safety, exit points, programme specific information.

	Bilingual Support: We offer language support in various languages, including Pasifika languages, Te Reo, and Indian dialects. We also hold regular health and safety meetings to ensure our tauira and staff are safe. Our staff receives professional development in various areas. We also receive support from external organisations for financial assistance, emergency housing, food parcels, counselling services etc. We provide clear and accurate information about programs, fees, procedures, and safety guidelines on our website and update marketing materials as needed. We have a risk management and reporting process to identify, minimize, or eliminate risks, including updating risk registers. Additionally, we have Tuhonotanga and Pasifika strategy team advisors to provide support to our learners.	
Outcome 2: Learner voice	Strategic goals and plans aligned to the outcome – Grow through partnership– Whanaungatanga. We strive to ensure that our students' voices are heard and that their feedback and opinions are taken into consideration. All survey data is analysed and made available for any relevant staff to view.	We are confident that we have well-implemented practices to understand and respond to diverse learner voices and wellbeing safety needs that uphold their mana and autonomy.

Student feedback is collated accordingly, and the feedback is provided as and when required.

Survey that are conducted include:
- First impression (Within the first two weeks of the course)
- Programme evaluation (two weeks before they complete the programme of study)
- Graduate (after 3 to 6 months of their course completion)
- Assessment hui.
- Learner voice

We have open door policy and students are made aware of whom to contact for support or complaints. The complaints process, policies and procedures related to academic conduct and other relevantpolicies are displayed in all classrooms.

We take all practicable steps to ensure that students' information and any information that can affect their mana is kept confidential.

The code of conduct and DRS information is provided to Tauira during induction and also in the student handbook.

Complaints, incidents, and near misses are documented and reported to Site Managers and the Operation Manager for follow-up, action plans, and risk mitigation.

The programme evaluation survey feedback analysis shows that:

- 3 out of 4 tauira have either agreed or strongly agreed that they feel culturally and socially accepted here.
- 3 out of 4 tauira have either agreed or strongly agreed that the atmosphere in campus is good
- 4 out of 4 tauira have either agreed or strongly agreed that there is flexibility and proactive supports for their wellbeing

Tutor feedback: code session 2023

"Students are always given opportunities to speak with the tutors if they have any issues."
"We try to foster environment to make them feel safe and by showing inclusiveness of all cultures."

"Yeah, we also have the student Rep hui and we always encourage our students to keep in mind anything that we can do to prioritize their health and safety in the classroom environment.

Student rep hui minutes: Student rep hui are held fortnightly/monthly on an ongoing basis.
The changes that were implemented due to student rep hui.

Changes that have been implemented based on student rep hui: 2023
- Student kitchen has been revamped (Manurewa campus)

		- Extra cutlery and crockery (Manurewa campus) - More attention to student inductions - Additional stand-alone air cons have been purchased (Manurewa campus) - Car parking (liaison with church for students to park their cars) (Manurewa campus).

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	Strategic goals and plans aligned to the outcome – Guard excellence– Kaitiakitanga and Develop Powerhouse Teams–Pukengatanga We provide safe, supportive, and accessible physical environments to all by ensuring all Tauira needs are considered and met. We provide Kaitiakitanga (excellence, guidance and protection) to all our Tauira and kaimahi by implementing and following the best practices. We do this by: • Ensuring physical security to create a safe and respectful learning environment.	We are confident in our processes and practices based on feedback from our Tauira (student rep hui), tutors, health and safety minutes, programme evaluation and first impression survey feedback, outcomes, and retention data. The first impression survey analysis for 2023 shows that, • 3 out of 4 tauira have either agreed or strongly agreed that their learning environment is safe and supportive (physically and emotionally).

	• Promoting health, hygiene, hazard management, and safe practices, including tutor upskilling. • Offering courses that cater to diverse learner needs and promote inclusive classroom practices. • Providing mental health and social service support, along with digital resources • Arranging effective classroom layouts and implementing policies to support learner participation and engagement, including using various teaching methods and activities. • Conducting regular student progress reviews and providing timely feedback. • Displaying important information and policies in our classrooms for easy reference. • Classroom layout promotes effective learning. • Policies and procedures are in place to support learner participation and engagement. • Timely feedback is provided to tauira by the tutor	• 3 out of 4 tauira have either agreed or strongly agreed that they have been supported to meet their physical and mental health (Physical, emotional, mental, spiritual) • 4 out of 4 of tauira have either agreed or strongly agreed that website was helpful. • 2 out of 4 of tauira have either agreed or strongly agreed that this is an inclusive environment free from racism and discrimination and connects us socially and culturally. • 3 out of 4 students have either agreed or strongly agreed that their induction included: being shown facilities, use of equipment, Health and safety, evacuation procedure and introductions to class members and staff. • 3 out of 4 students have either agreed or strongly agreed that the student and programme handbook was explained to me (expectations, programme requirements, health and safety, toolbox meetings, class hours, SDL, etc.) Tutor feedback: Code session 2023 "We provide emotionally and physically safe space for our tauira and clients." "So, people in my class, appreciate being able to share, the knowledge of their culture and, they appreciate the fact that other people are willing to listen and to learn that we have that environment, that it's a safe space to be able to talk

| | | about what your culture values, your cultures, customs and traditions."

Learner focus group: A focus group survey was conducted with all the Tree House students and 100% of students have agreed that students in Tree House,

- The campus environment was safe.
- Feel culturally accepted here.
- Everyone on campus is friendly and support them if they need any assistance.
- Students know whom to go for any support.
- Tree House listens to student feedback
- Tree House have supported networks to support their studies.
- Feel more confident and have improved my skills. |
|---|---|---|
| Outcome 4:
Learners are safe and well | Strategic goals and plans aligned to the outcome – Guard excellence– Kaitiakitanga and Rangatiratanga – Own employability.

We keep our learners safe by
• Keeping them informed about policies and procedures.
• Ensuring learner voices are heard.
• Having an open–door policy for our learners
• Ensuring all required resources are available to our learners including links, contact details for external organisations. | We are confident that we have well–implemented process and procedures in place to manage physical and mental health through information and advice and identify and respond to learners who need additional support.

Programme evaluation survey feedback
• 3 out of 4 tauira have either agreed or strongly agreed that they feel culturally and socially accepted at Tree House.
• 3 out of 4 tauira have either agreed or strongly agreed that Māori concepts were explained (e.g. Karakia, waiata, pepeha etc.) |

	- Our tutors are supported to identify any support tauira needs and escalate them to related team for support. - The information is displayed on walls and notice board. - Using various channels to obtain tauira feedback surveys, assessment hui, learner voice and feedback from stakeholders. - Ensure our tauira receive support for their personal needs. - Support with travel assistance and employment - Promoting physical and mental health well-being in class - Proactive monitoring and responsive well-being and safety practices. - Supporting learners with learner differences and any disability We aim to create an environment where every learner feels valued, respected, and fully integrated into the learning community. We strive to create an environment where all learners can thrive and have equal opportunities to succeed in their educational journeys.	3 out of 4 tauira either agreed or strongly agreed that Tikanga Māori was evident e.g., showing respect, not sitting at the table etc. Support received such as Travel assistance (Hop cards, van runs, vouchers etc.), breakfast support, personal needs support with kai, assistance/support from learner success coach, licence support, academic support etc. Learner voice feedback: "Enjoying their course and they have enough support available for them". "We feel valued and respected". "We feel confident, and we can always raise our opinions to our tutor". "Leaner success coach supports us". "Career expo and guest speaker visit has broadened their expertise."

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	Accessing qualitative data for students' complaints/incidents – At present, this sits with the Operations Manager.
Outcome 2: Learner voice	PD sessions/resources on bullying discrimination

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	Supporting learners with dyslexia Updating incident near miss report and investigation form Update QMS – Incident and accident procedures by including publishing requirements in Develop disability action plan (however it's not required by TEC to submit a disability action plan, since we don't meet the funding threshold)
Outcome 4: Learners are safe and well	Build more networks to access more transitional housing Information about mental health first aiders- site specific to be included in Notice board. Cultural competency training for all staff

Summary of action plan – 2023

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	Qualitative data for students' complaints and incidents to be available easily for all staff to access.	Operation Manager	October – Met (updated)	The details about complaints incidents and accident will be available to all staff, the link will be included in the incident and accident procedure	Updated Policy and procedure
	The information about the incident and hazard register is circulated to all relevant staff	Education Manager	October	Updated procedure – circulated by Compliance Manager Email to all tutors – Education Manager	Staff and tutor feedback
Outcome 2: Learner voice	Tutors require further PD sessions/resources on bullying discrimination	Education Manager	Now	Link for workshop sen ton 28th August Education Manager to follow up with tutors and gain feedback – next session	Tutor feedback Programme Manager feedback Tauira feedback

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	Supporting learners with dyslexia and upskilling tutor	Education and tutorial team	2024	Dyslexia Awareness workshop – August	Gain accreditation with Ako Aotearoa – Dyslexia friendly quality Mark
	Update QMS – Incident and accident procedures by including publishing requirements in accordance with the new code requirements	Education Manager	October 2024	Understanding dyslexia workshop with Mike Style – October Gain dyslexia friendly quality mark with Ako Update QMS document	Tutor and student feedback Survey feedback Updated QMS document Staff feedback
	Develop a disability action plan (however it's not required by TEC to submit a disability action plan since we don't meet the funding threshold)	Education Director/CEO	October 2024	Update QMS document	Updated document Staff feedback
Outcome 4: Learners are safe and well	Build more networks to access more transitional housing.	Learner success Manager	2024	Learner success Manager to work with external stakeholders to ensure there are transitional housing for our tauira	Tutor and student feedback Survey feedback

| | Information about mental health first aiders– site specific to be included in Notice board | Programme/Site Manager | October | To update the notice board with the information about mental health first aiders | Student and tutor feedback |
| | Cultural competency training for all staff | Māori and Pasifika strategy team | Ongoing | Training on Te whare tapa wha and marae visit – completed.

Cultural competency workshop on Tikanga practices and Pasifika cultural competency. | Staff voice |