



# Code Review Report

October 2022

## PASSRITE CODE REVIEW REPORT REVIEW PAGE

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<b>Date of Full Review:</b>	October 2022
<b>Next Full Review:</b>	May 2023
<b>Document Last Updated:</b>	31/10/2022



### Whakatakinga/Introduction to PassRite as a PTE:

**PassRite Driving Academy does not receive funding through TEC, nor does it enrol international students**

PassRite Driving Academy Limited is a leading Private Training Establishment offering (primarily) driver licensing, endorsements and transport-related courses.

PassRite was formed in 1990 by the present Founding Director, Fred Bardon; his vision for the company and the industry's future has helped PassRite achieve its present position in the Driver Training market place. Fred (as a Director) remains actively involved in the business today.

With a professional skill base, the PassRite team delivers Driver Education courses covering all classes of driver licensing and provides training and assessing for driver licensing and endorsements.

PassRite Driving Academy is a category two NZQA Private Training Establishment (PTE), with close ties to the transport and related industries.

PassRite specialises in short courses focused around driver licensing and endorsements. In addition to this, other courses relating to the transport and associated industries are provided. These are generally half day or full day courses.

The courses are mandated by the various governing bodies recently undergone a reform of vocational education (ROVE) now known as workforce development councils (Hanga-aro-rau, Waihangā Aro Rau) and Te Pūkenga, NZTA (Waka Kotahi).

**Outcome 1: A learner wellbeing and safety system**

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Process: Strategic goals and strategic plans				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> <li>✓ To supplement our existing, comprehensive health and safety practises, PassRite has developed a specialised set of strategic goals specific to our learners. These objectives are described, along with our plans for achieving them.</li> <li>✓ PassRite has been successful in involving stakeholders and learners, particularly through focused feedback surveys.</li> <li>✓ Due to the short duration of our courses and the brief time that students spend on PassRite sites, PassRite finds this style of engagement to be quite beneficial.</li> <li>✓ The quantity of responses and favourable feedback we received from our focused survey for our strategic plan for learner wellness and safety show that PassRite effectively interacts and continues working with learners and stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder Feedback Reports</li> <li>✓ Meeting Minutes:                             <ul style="list-style-type: none"> <li>- Quality Management</li> </ul> </li> <li>✓ Strategic Plan available:                             <ul style="list-style-type: none"> <li>- PassRite Website</li> <li>- PassRite Facebook</li> <li>- PassRite Classrooms</li> <li>- Student handbook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of Monitoring engagement</li> <li>✓ Implementing a suggestion/comments box in reception provides another option for learner/stakeholder voice to be captured</li> </ul>
Process: Self-Review of learner wellbeing and safety practices				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	<ul style="list-style-type: none"> <li>✓ PassRite believes that our current procedures and practises are successful in reviewing our system for learner wellbeing and safety.</li> <li>✓ Learner wellbeing and safety procedures are currently reviewed by both PassRite's health and safety and quality management teams.</li> <li>✓ PassRite has a high level of confidence in our procedures and practises, which is evidenced by the low number of reported incidents.</li> <li>✓ This is a direct result of PassRite's existing comprehensive health and safety plan's excellent implementation and high success in eradicating, preventing, and reducing harm to students, visitors, and staff.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder feedback, Compliments &amp; Complaints</li> <li>✓ Meeting Minutes:                             <ul style="list-style-type: none"> <li>✓ Quality Management</li> <li>✓ Trainers Days</li> </ul> </li> <li>✓ Licensee Conference</li> <li>✓ Health &amp; Safety Meeting Minutes</li> <li>✓ Meeting Schedule</li> <li>✓ Health &amp; Safety Incident Reports</li> <li>✓ Annual Reviews:                             <ul style="list-style-type: none"> <li>✓ QMS</li> <li>✓ SOPS</li> <li>✓ COURSE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring review practices and learner/stakeholder engagement</li> </ul>

Process: Publication requirements				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	<ul style="list-style-type: none"> <li>✓ PassRite currently publicise the following documentation online and display on site:               <ul style="list-style-type: none"> <li>- Complaints &amp; appeals processes</li> <li>- PassRite Quality Management System</li> <li>- Our learner wellbeing and learner strategic goals</li> <li>- PassRite's Quality Management system</li> <li>- PassRite's Treaty of Waitangi Policy</li> </ul> </li> <li>✓ PassRite Reviews and comments can be located:               <ul style="list-style-type: none"> <li>- Social Media Platforms</li> <li>- Google Reviews</li> </ul> </li> <li>✓ PassRite find that current practices meet the publication requirements set out in the code and are effective.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Code Review Report</li> <li>✓ Quality Management Meeting Minutes</li> <li>✓ Learner/Stakeholder Feedback</li> <li>✓ Public &amp; Learner Reviews:</li> <li>✓ Social Media Platforms (Facebook)</li> <li>✓ Google Reviews</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner achievement statistical reports 2022 to be publicised on our website by January 31<sup>st</sup> 2023</li> <li>✓ Learner &amp; Stakeholder Feedback statistical report 2022 to be publicised on our website by January 31<sup>st</sup> 2023</li> <li>✓ Compliments &amp; Complaints 2022 statistical report to be publicised on our website by 31<sup>st</sup> January 2023</li> <li>✓ 2022 Annual Health &amp; Safety Report statistical to be Publicised by January 31<sup>st</sup> 2022</li> </ul>
Process: Responsive wellbeing and safety systems				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	<ul style="list-style-type: none"> <li>✓ Our low number of reported occurrences is a direct result of PassRite's current comprehensive health &amp; safety plan's successful implementation and high effectiveness in eradicating, preventing, and decreasing harm to students, visitors, and employees.</li> <li>✓ In the past 24 months, PassRite has not come across any events that have raised serious concerns or necessitated PassRite intervening and connecting students to support services.</li> <li>✓ Refer to SOPS #30, #31 in our Standard Operating Procedures Manual to quickly find the process that PassRite staff can use in the event that an issue occurs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Correspondence emails (staff/Licensees)</li> <li>✓ Meeting Minutes:</li> <li>✓ Quality Management</li> <li>✓ Licensee Conference</li> <li>✓ Trainers Days</li> <li>✓ Standard Operating Procedures Manual</li> <li>✓ QMS Document</li> <li>✓ Health &amp; Safety Incident Reports</li> <li>✓ Student Handbook</li> <li>✓ Mental wellbeing Brochures Available onsite</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Student Support on Website</li> </ul>		
<p>How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?</p>	<ul style="list-style-type: none"> <li>✓ The staff at PassRite has first aid training and receives refresher training every two years.</li> <li>✓ Emergency evacuation drills are conducted by PassRite as part of our comprehensive health and safety plan.</li> <li>✓ Staff-site orientations</li> <li>✓ The Quality Management Team has completed an Intuto online study to become familiar with the principles outlined in "Te Tiriti o Waitangi" and what this means in a tertiary education setting.</li> <li>✓ Instructors hold US 7091 (establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting).</li> <li>✓ All employees have access to and are informed about: <ul style="list-style-type: none"> <li>- Learner well-being and safety strategic plan; PassRite Quality Management System; PassRite policies; PassRite health and safety procedures;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ First Aid Certification</li> <li>✓ Health &amp; safety Plan</li> <li>✓ Instructor ROL's</li> <li>✓ Staff Professional Development Plans</li> <li>✓ QMS</li> <li>✓ Standard Operating Procedures</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Privacy Act 2020</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue to engage with staff through informative meetings or notifications via email</li> </ul>
<p>How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?</p>	<ul style="list-style-type: none"> <li>✓ Fortunately, PassRite has not encountered any significant incidents that necessitated a full emergency response. However, PassRite has a thorough health and safety policy, plan, and practises that are very effective at preventing and responding to all incidents that occur. Based on the drills that are conducted, we can confirm that PassRite Staff have the skills and knowledge necessary to effectively respond to an emergency situation that arises.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health &amp; Safety Plan</li> <li>✓ Incident Reports Register</li> <li>✓ Emergency Response Plan</li> <li>✓ Standard Operating Procedures</li> <li>✓ Health &amp; Safety Meeting Minutes</li> <li>✓ PPE Gear Available to all Learners whilst on site</li> <li>✓ First Aid kits &amp; Fire extinguishers in every PassRite vehicle and on PassRite sites</li> <li>✓ Emergency Response folders in every vehicle</li> <li>✓ First Aid Trained Staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of Health &amp; Safety awareness and importance</li> </ul>

<p>How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?</p>	<ul style="list-style-type: none"> <li>✓ PassRite treats every incident seriously and has a thorough health and safety policy, plan, and processes in place that are very effective in preventing and managing any incidents that do occur.</li> <li>✓ Fortunately, PassRite has not encountered any catastrophic incidents that necessitated a full emergency response.</li> <li>✓ Our health and safety plan is a crucial component of PassRite in all respects.</li> <li>✓ PassRite organises regular health and safety meetings, and any incidents that do occur are reported to the entire team and any relevant parties.</li> <li>✓ The few incidents that have happened are often first aid-related and called for a small plaster due to a small cut. PassRite has not experienced any big incidents that have required emergency service assistance and reporting to PassRite stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health &amp; safety plan</li> <li>✓ Incident reports register</li> <li>✓ Emergency Response Plan</li> <li>✓ Standard Operating Procedures</li> <li>✓ Meeting minutes:</li> <li>✓ Health &amp; Safety</li> <li>✓ Trainers Days</li> <li>✓ Quality Management</li> <li>✓ Correspondence</li> </ul>	<p>✓ Well Implemented</p>	<p>✓ Continuity of Health &amp; Safety awareness and importance</p>
<p>Process: Overall self-review - Outcome 1: A learner wellbeing and safety system</p>				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
<p>How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?</p>	<ul style="list-style-type: none"> <li>✓ PassRite works effectively with all personnel to make sure that policies, processes, and practises are adequately addressed prior to Full Implementation.</li> <li>✓ All employees and licensees have access to all PassRite policies, practices, and procedures and have been informed of the requirements from the code.</li> <li>✓ PassRite's health and safety policies, procedures, and plan are adopted by all staff members, who also fully comprehend them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meetings:</li> <li>✓ Licensee</li> <li>✓ Trainers Days</li> <li>✓ Quality Management</li> <li>✓ Health &amp; Safety</li> <li>✓ Staff Feedback</li> <li>✓ Standard Operating Procedures</li> <li>✓ Quality management System</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Student Handbook</li> <li>✓ Statement of approval conditions</li> <li>✓ Industry Codes of Best practice</li> <li>✓ PassRite Code of Conduct</li> </ul>	<p>✓ Well Implemented</p>	<p>✓ Continuity of monitoring and review</p>

<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<ul style="list-style-type: none"> <li>✓ We constantly review learner/stakeholder input from targeted surveys following courses as part of our Quality Management meetings. Feedback from learners and other stakeholders has been extremely helpful in ensuring us that PassRite's strategic plan for learner wellness and safety is understandable and transparent.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meetings:</li> <li>✓ Quality Management</li> <li>✓ Learner/Stakeholder Feedback reports</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<ul style="list-style-type: none"> <li>✓ PassRite has developed a Treaty of Waitangi policy that explains how it maintains the principles of Te Tiriti o Waitangi and has accepted the three key concepts of equality, participation, and protection throughout our learning settings and business-related areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ PassRite's Treaty of Waitangi Policy</li> <li>✓ Student handbook</li> <li>✓ Quality Management System</li> <li>✓ Standard operating Procedures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<ul style="list-style-type: none"> <li>✓ Confirmed by our learner/stakeholder feedback, low number of health &amp; safety incident reports and low number of complaints it is evident PassRite's learner wellbeing &amp; safety strategic goals effectively align with our current Practices.</li> <li>✓ PassRite's purpose has always been "to continually strive to be a leader within the driver training industry by providing compliant, honest, fair &amp; quality Training and Assessment" and to achieve compliant, honest, fair &amp; quality training and assessment with our learners, learners need to be safe, included, engaged in the learning environment and provided quality training by qualified and experienced instructors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner wellbeing &amp; safety strategic plan</li> <li>✓ Treaty of Waitangi policy</li> <li>✓ Quality Management System</li> <li>✓ Standard operating procedures</li> <li>✓ Student handbook</li> <li>✓ PassRite Mission Statement</li> <li>✓ Learner/Stakeholder feedback</li> <li>✓ Student Achievement Reports</li> <li>✓ Health &amp; Safety Incident Register</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>

## Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Process: Learner Voice				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	<ul style="list-style-type: none"> <li>✓ PassRite engage through targeted feedback and surveys to both learners and key stakeholders post course which captures diverse learner voice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder Feedback</li> <li>✓ Complaints register</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>
Process: Learner Complaints				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we work with learners to effectively respond to, and process complaints?	<ul style="list-style-type: none"> <li>✓ Minimal complaints have been made against PassRite, and those that have been answered and looked into, and/or resolved within 48 hours.</li> <li>✓ Currently complaints remain low and have not surpassed PassRite's management Team which confirm our current process and practice are effective.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complaints Register</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	<ul style="list-style-type: none"> <li>✓ PassRite's current practice is highly effective as the complaints and appeals procedures at PassRite are made clear across our locations, online, in our student handbooks, and in every PowerPoint presentation for a course.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complaints/Appeals &amp; Disputes resolution scheme processes available:</li> <li>✓ Displayed on site</li> <li>✓ In Student Handbook</li> <li>✓ Complaints/appeals process in Classroom presentations</li> <li>✓ PassRite Website</li> <li>✓ Student Notice Board</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of current practices and monitoring</li> </ul>
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	<ul style="list-style-type: none"> <li>✓ PassRite's existing practices are effective for the minimal complaints we receive</li> <li>✓ Annual Statistical Reports will be made available from January 31<sup>st</sup> 2023 on our website</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compliments &amp; Complaints register</li> <li>✓ Standard Operating Procedure #17</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring &amp; reviews</li> <li>✓ Learner &amp; Stakeholder Feedback statistical report 2022 to be publicised on our website by January 31<sup>st</sup> 2023</li> <li>✓ Compliments &amp; Complaints 2022 statistical report to be publicised on our website by 31<sup>st</sup> January 2023</li> </ul>

Process: Compliance with the Dispute Resolution Scheme				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	<ul style="list-style-type: none"> <li>✓ Disputes resolution scheme is on website, displayed on site, available to learners in student handbook.</li> <li>✓ PassRite fortunately have not had any complaints or disputes needing to be referred however PassRite's Quality Management Team and Management are familiar with the disputes scheme for tertiary education.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Posters up around PassRite site</li> <li>✓ Meetings:</li> <li>✓ Trainers Day</li> <li>✓ Quality Management</li> </ul>	✓ Well implemented	✓ Continuity of monitoring and review
Process: Overall self-review - Outcome 2: Learner voice				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	<ul style="list-style-type: none"> <li>✓ All of our learners benefit from PassRite's extremely effective methods, strategies, and policies.</li> <li>✓ When necessary, PassRite provides one-on-one instruction.</li> <li>✓ Smaller class sizes provide more trainer-student connection and support throughout the learning process.</li> <li>✓ PassRite offers the option for students to bring translators reader-writers that are non-family members of the student.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Health and safety form part of every course introduction</li> <li>✓ PPE Gear Provided for all students</li> <li>✓ Student Handbook</li> <li>✓ Standard operating procedures</li> <li>✓ Quality Management System</li> <li>✓ Learner/Stakeholder Feedback</li> <li>✓ Learner Achievement Reports</li> </ul>	✓ Well Implemented	✓ Continuity of monitoring and review
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>✓ At our quality meetings, learner feedback is examined.</li> <li>✓ Equipment and vehicles are regularly inspected for safety, and they are kept in good condition.</li> <li>✓ There are few incident reports and few students who express worries about their wellbeing during short courses.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder Feedback Reports</li> <li>✓ Learners have direct contact with Instructors &amp; Management</li> <li>✓ Meetings:</li> <li>✓ Quality management</li> <li>✓ Health &amp; safety</li> <li>✓ Trainers Days</li> <li>✓ Health &amp; Safety Incident Report register</li> </ul>	✓ Well Implemented	✓ Continuity of monitoring and review
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>✓ PassRite has developed a Treaty of Waitangi policy that explains how it maintains the principles of Te Tiriti o Waitangi and has accepted the three key concepts of equality, participation, and protection throughout our learning settings and business-related areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Standard operating Procedures</li> <li>✓ Quality Management System</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Student handbook</li> </ul>	✓ Well implemented	✓ Continuity of monitoring and review

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> <li>✓ Confirmed by our learner/stakeholder feedback, low number of health &amp; safety incident reports and low number of complaints</li> <li>PassRite's learner wellbeing &amp; safety strategic goals effectively align with our current Practices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder Feedback</li> <li>✓ Quality Management System</li> <li>✓ Standard Operating Procedures</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Health &amp; Safety Incident Reports Register</li> <li>✓ Student Handbook</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring and review</li> </ul>
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### Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Process: Safe and Inclusive communities				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	<ul style="list-style-type: none"> <li>✓ Open class discussions through each course</li> <li>✓ Instructors derive from within the transportation industry which enables relatable experiences with learners and instructors</li> <li>✓ PassRite's Code of conduct sets the expectations from both learners and instructors</li> <li>✓ It is evident when the learning environment is safe, inclusive learners are more engaged in the learning taking place and successful outcomes are achieved which is supported by PassRite's high learner achievement rate.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Trainer Profiles:</li> <li>✓ Assessor Register</li> <li>✓ Record of Learning</li> <li>✓ CV's</li> <li>✓ Standard operating procedures</li> <li>✓ Quality Management System</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Learner Achievement Reports</li> <li>✓ Student handbook</li> <li>✓ Adult education unit standards held by PassRite instructors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring</li> </ul>
Process: Supportive learner participation and engagement				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	<ul style="list-style-type: none"> <li>✓ PassRite's comprehensive health and safety plan, which is supported by standard operating procedures, a robust quality management system, industry best practices, industry expertise, PassRite's purpose, and a specially designed learner wellbeing and safety plan, is very successful at encouraging students to engage with and participate in the learning environment. High learner achievement rates are proof that the existing strategies work. Feedback from learners and stakeholders is</li> </ul>	<ul style="list-style-type: none"> <li>✓ PPE Gear available to all learners whilst on site</li> <li>✓ Standard operating Procedures</li> <li>✓ Quality Management System</li> <li>✓ Learner Achievement Reports</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Student handbook</li> <li>✓ Health &amp; Safety Plan</li> <li>✓ Course Intro Health &amp; Safety Procedures</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring &amp; reviews</li> </ul>

	<p>additional proof that our existing procedures work.</p> <ul style="list-style-type: none"> <li>✓ Achievement rates, positive experience comments, and the low number of reported incidents all demonstrate how well students were supported throughout the whole learning process.</li> <li>✓ Smaller class sizes, one-on-one practical training and assessment sessions, the use of Te Reo, the acceptance of learning aids (translators, readers, and writers), and the introduction of our online learning platform have all demonstrated their efficacy in fostering student engagement.</li> </ul>			
<b>Process: Physical and digital spaces and facilities</b>				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	<ul style="list-style-type: none"> <li>✓ The present methods used by PassRite are quite successful in keeping all learners' physical and digital environments and facilities safe, wholesome, and easily accessible.</li> <li>✓ Regular facility cleaning performed by a third party</li> <li>✓ Regular inspections of vehicles, machinery, and equipment; twice-yearly branch moderations/inspections</li> <li>✓ Inclusion of digital teaching resources in the learning environments (tablets, starboards), the availability of PPE gear for students to use while on-site, the use of an online learning platform (Intuto) for self-driven training, the Code of Conduct, and the low number of incidents reported indicate that current procedures and practises are working.</li> <li>✓ Promotion of Health &amp; Safety Procedures during course presentations</li> </ul>	<ul style="list-style-type: none"> <li>✓ Branch moderation Reports</li> <li>✓ Health &amp; Safety Plan:</li> <li>✓ Incident Reports Register</li> <li>✓ Quality Management System</li> <li>✓ Learner feedback</li> <li>✓ Student Achievement Reports</li> <li>✓ Student Handbook</li> <li>✓ Course Intro Health &amp; Safety Procedures</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Adult education unit standards held by PassRite instructors</li> <li>✓ PPE Gear available to all learners whilst on site</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring &amp; reviews</li> </ul>

Process: Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	<ul style="list-style-type: none"> <li>✓ PassRite effectively foster safe and inclusive learning environments that engage with all learners which is reflected by PassRite's high learner achievement rates.</li> <li>✓ Interactive group learning,</li> <li>✓ Instructors derive from within the transportation industry which enables relatable experiences with learners and instructors</li> <li>✓ PassRite Instructors hold Adult education unit standards</li> <li>✓ PassRite's Code of conduct sets the expectations from both learners and instructors</li> <li>✓ It is evident when the learning environment is safe, inclusive learners are more engaged in the learning taking place and successful outcomes are achieved which is supported by PassRite's high learner achievement rate.</li> <li>✓ Positive feedback reports confirming the learner experience have been positive</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner Feedback</li> <li>✓ Learner Achievement Reports</li> <li>✓ Student Handbook</li> <li>✓ Quality Management system</li> <li>✓ Standard operating Procedures</li> <li>✓ Trainer Profiles:</li> <li>✓ - Assessor Register</li> <li>✓ Record of Learning</li> <li>✓ CV's</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Adult education unit standards held by PassRite instructors</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continuity of monitoring &amp; reviews</li> </ul>
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>✓ PassRite have highly effective processes and practices that are effective in accessing and reviewing our learner feedback.</li> <li>✓ Reviewed learner feedback targeted to their experience at PassRite was positive.</li> <li>✓ Low number of incidents reports filed which indicate the learning environment is safe</li> <li>✓ Any complaints and concerns that have been raised by learners have been resolved within 48hours by PassRite's Management and have not progressed any further.</li> <li>✓ Supplementary learning resources are provided prior to course commencement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner feedback reports</li> <li>✓ Health &amp; Safety incident register</li> <li>✓ Standard operating Procedures</li> <li>✓ Quality Management system</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Student Handbook</li> <li>✓ Meetings:</li> <li>✓ Quality Management</li> <li>✓ Trainers Days</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-going Monitoring &amp; Review</li> </ul>

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>✓ PassRite has developed a Treaty of Waitangi policy that explains how it maintains the principles of Te Tiriti o Waitangi and has accepted the three key concepts of equality, participation, and protection throughout our learning settings and business-related areas.</p>	<p>✓ Treaty of Waitangi Policy          ✓ Standard operating Procedures          ✓ Quality Management System          ✓ Health &amp; Safety Policy          ✓ Student handbook</p>	<p>✓ Well implemented</p>	<p>✓ On-going Monitoring &amp; Review</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>✓ Confirmed by our learner/stakeholder feedback, low number of health &amp; safety incident reports and low number of complaints PassRite’s learner wellbeing &amp; safety strategic goals effectively align with our current Practices.</p>	<p>✓ Learner/Stakeholder Feedback          ✓ Quality Management System          ✓ Standard Operating Procedures          ✓ Treaty of Waitangi Policy          ✓ Health &amp; Safety Policy          ✓ Health &amp; Safety Incident Reports Register          ✓ Student Handbook</p>	<p>✓ Well implemented</p>	<p>✓ On-going Monitoring &amp; Review</p>

**Outcome 4: Learners are safe and well**

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Process: information for learners about assistance to meet their basic needs				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	<ul style="list-style-type: none"> <li>✓ Mental Health, Financial assistance and social service information are available:                             <ul style="list-style-type: none"> <li>- Student Handbook</li> <li>- Brochures on site</li> <li>- Student Support on our Website</li> </ul> </li> <li>PassRite finds this method is most effective as learners are only on courses for a short amount of time and without a learner raising concern it can be difficult to identify.</li> <li>✓ In terms of basic needs for courses PassRite provide supplementary pre-course resources prior to course commencement.</li> <li>✓ Learning needs are captured upon enrolment and the appropriate support is provided (allowance of translator/reader-writer) or (1-1 training)</li> <li>✓ PassRite have been very fortunate to not have any concerning incidents requiring connection to social and community services however, processes are in place should any incidents that require connecting learners to services, in which staff have full capability to assist.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student Handbook</li> <li>✓ Posters/Brochures</li> <li>✓ Student Support Page (PassRite website)</li> <li>✓ Standard operating Procedures</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management System</li> <li>✓ Meetings:</li> <li>✓ Trainers Days</li> <li>✓ Quality Management</li> <li>✓ Health &amp; Safety Incidents Register</li> <li>✓ Enrolment Forms (Learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care Cards</li> </ul>
Process: Promoting physical and mental health awareness				
KEQ	FINDINGS	EVIDENCE	RESULT	Improvements
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	<ul style="list-style-type: none"> <li>✓ Mental Health, Financial assistance and social service information are available:                             <ul style="list-style-type: none"> <li>- Student Handbook</li> <li>- Brochures on site</li> <li>- Student Support on our Website</li> </ul> </li> <li>✓ PassRite hasn't encountered any incidents that call for contacting social, emergency or community services. If any instances occur that call for referring students to services, protocols are in place, and staff is fully capable of helping.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student Handbook</li> <li>✓ Posters/Brochures</li> <li>✓ Student Support Page (PassRite website)</li> <li>✓ Standard operating Procedures</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management System</li> <li>✓ Meetings:</li> <li>✓ Trainers Days</li> <li>✓ Quality Management</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care Cards</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Health &amp; Safety Incidents Register</li> <li>✓ Enrolment Forms (Learning needs)</li> </ul>		
<b>Process: Proactive monitoring and responsive wellbeing and safety practices</b>				
<b>KEQ</b>	<b>FINDINGS</b>	<b>EVIDENCE</b>	<b>RESULT</b>	<b>Improvements</b>
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	<ul style="list-style-type: none"> <li>✓ Due to the short duration of PassRite courses, Learning needs are captured upon enrolment and the appropriate support is provided (allowance of translator/reader-writer) or (1-1 training)</li> <li>✓ High learner achievement rates confirm learners are supported in the learning, the environment is safe and inclusive.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standard operating procedures</li> <li>✓ Student Handbook</li> <li>✓ Health &amp; safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management system</li> <li>✓ Learner Feedback</li> <li>✓ Learner Achievement Rates</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care Cards</li> </ul>

<b>Process: Overall self-review - Outcome 4: Learners are safe and well</b>				
<b>KEQ</b>	<b>FINDINGS</b>	<b>EVIDENCE</b>	<b>RESULT</b>	<b>Improvements</b>
How effectively do we support learners to manage their physical and mental health through information and advice?	<ul style="list-style-type: none"> <li>✓ PassRite have well implemented practices, procedures and policies that are highly effective in supporting learners to gain access to information to manage their physical and mental health.</li> <li>✓ PassRite have made information accessible: <ul style="list-style-type: none"> <li>- Student Support Page of our website</li> <li>- Student Handbook</li> <li>- Brochures on site</li> </ul> </li> <li>✓ In terms of basic needs for courses PassRite provide supplementary pre-course resources prior to course commencement.</li> <li>✓ Learning needs are captured upon enrolment and the appropriate support is provided (allowance of translator/reader-writer) or (1-1 training)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student Handbook</li> <li>✓ Posters/Brochures</li> <li>✓ Student Support Page (PassRite website)</li> <li>✓ Standard operating Procedures</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management System</li> <li>✓ Meetings:</li> <li>✓ Trainers Days</li> <li>✓ Quality Management</li> <li>✓ Health &amp; Safety Incidents Register</li> <li>✓ Enrolment Forms (Learning needs)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Well Implemented</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care cards</li> </ul>

<p>How effectively do our current practices identify and respond to learners who need additional support?</p>	<ul style="list-style-type: none"> <li>✓ In terms of basic needs for courses PassRite provide supplementary pre-course resources prior to course commencement.</li> <li>✓ Learning needs are captured upon enrolment and the appropriate support is provided (allowance of translator/reader-writer) or (1-1 training)</li> <li>✓ High learner achievement rates confirm learners are supported in the learning, the environment is safe and inclusive.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standard operating procedures</li> <li>✓ Student Handbook</li> <li>✓ Health &amp; safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management system</li> <li>✓ Learner Feedback</li> <li>✓ Learner Achievement Rates</li> </ul>	<p>✓ Well implemented</p>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care Cards</li> </ul>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<ul style="list-style-type: none"> <li>✓ PassRite have highly effective processes and practices that are effective in accessing and reviewing our learner feedback.</li> <li>✓ Reviewed learner feedback targeted to their experience at PassRite was positive.</li> <li>✓ Low number of incidents reports filed which indicate the learning environment is safe</li> <li>✓ PassRite hasn't encountered any incidents that call for contacting social or community services. If any instances occur that call for referring students to services, protocols are in place, and staff is fully capable of helping.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Standard operating procedures</li> <li>✓ Student Handbook</li> <li>✓ Health &amp; safety Policy</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Quality Management system</li> <li>✓ Learner Feedback</li> <li>✓ Learner Achievement Rates</li> </ul>	<p>✓ Well Implemented</p>	<ul style="list-style-type: none"> <li>✓ Ongoing monitoring</li> <li>✓ On-going professional development for staff</li> <li>✓ Implementation of Care Cards</li> </ul>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<ul style="list-style-type: none"> <li>✓ PassRite has developed a Treaty of Waitangi policy that explains how it maintains the principles of Te Tiriti o Waitangi and has accepted the three key concepts of equality, participation, and protection throughout our learning settings and business-related areas.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Standard operating Procedures</li> <li>✓ Quality Management System</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Student handbook</li> </ul>	<p>✓ Well Implemented</p>	<p>✓ On-going Monitoring</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<ul style="list-style-type: none"> <li>✓ Confirmed by our learner/stakeholder feedback, low number of health &amp; safety incident reports and low number of complaints PassRite's learner wellbeing &amp; safety strategic goals effectively align with our current Practices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Learner/Stakeholder Feedback</li> <li>✓ Quality Management System</li> <li>✓ Standard Operating Procedures</li> <li>✓ Treaty of Waitangi Policy</li> <li>✓ Health &amp; Safety Policy</li> <li>✓ Health &amp; Safety Incident Reports Register</li> <li>✓ Student Handbook</li> </ul>	<p>✓ Well Implemented</p>	<p>✓ On-going Monitoring &amp; Review</p>

Appendix 1: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p> <ul style="list-style-type: none"> <li>• <b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No</b> or <b>limited</b> reporting processes from self-review</li> </ul>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p> <ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<p><b>Implemented</b> The Code is implemented</p> <ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<p><b>Well-implemented</b> The Code is well-implemented</p> <ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>
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