

# TupuOra Institute of Learning: Tātaringa Āputa 2024 e ai ki ngā kawatau o te Education Code 2021.

TASK	OUTCOMES AND PROCESSES	WELL IMPLEMENTED Evidence	TO IMPLEMENT Evidence	RESPONSIBLE Who	2025 Plan When	SOURCES
<b>OUTCOME 1</b>						
<b>A LEARNER WELL BEING AND SAFETY SYSTEM</b> 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.						
<b>Process 1</b>						
<b>Strategic goals and strategic plans</b>						
1.1.1	Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation		Ka mahi taahi ki ngā māngai ā-kāhui ākonga ki te whakataua i ngā whakaarotau mō te tau 2025, ā, ka whakatauria tētahi mahere riterite ki te arotake.  Kua oti te mahere rautaki 2024 – 2025. Me whakatinana.	Mā te Pūkenga Matua rātou ko te Pou Ranga Whakaako, ko te Pou Toko Akoranga.  Mā te Pou Toko Akoranga.	Hune 2025  Noema 2024	Ngā mīniti o ngā hui ki ngā māngai; mahere arotake.  Mahere rautaki.
1.1.2	Providers must review their learner well-being and make amendments to their strategic goals and strategic plans		He rite anō ki tō runga ake nei.			
1.1.3	Providers must work proactively with learners and stakeholders (and document this work)	Kua rite ngā pepa arotake mō te kapinga o te hemeta ki te tuku atu.		Mā te Pou Aronui.  Mā te Pou Whakahihiri.	Thema 2024  Aperira 2025	Raraunga ākonga.  Ngā mīniti o ngā hui Pou Whakaheere
<b>Process 2</b>						
<b>Self-review of learner wellbeing and safety practices</b>						
1.2.1	Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code at a frequency and by a date as determined by the code administrator.		Ka mahi taahi ki ngā māngai ā-kāhui ākonga ki te whakataua i ngā whakaarotau mō te tau 2025, ā, ka whakatauria tētahi huringa riterite ki te arotake. Waihoki, ka whakahou i ngā pepa uiui hei whakaemiemi i ngā whakaaro e pā ana ki te kounga o ngā ratonga āwhina.	Mā te Pou Toko Akoranga rāua ko te Pou Aronui.	Hune 2025	Ngā Pou Whakaheere.
1.2.2	Providers must review their learner well-being and safety practices using input from diverse learners and other stakeholders and relevant quantitative and qualitative (including learner complaints) disaggregated by diverse learner groups		Ka whakahou i ngā pepa uiui kia whai kōwhiringa āpti mā ngā ākonga e titohua ai ngā rāngai ākonga kanorau.	Mā te Pou Toko Akoranga rāua ko te Pou Aronui.	Hanuere 2025	Raraunga ākonga.
1.2.3	Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.		Ka puritia e ngā Ratonga Ākonga ngā takunetanga me ngā mahi i whai ake ina whakapuakina ai e te ākonga.  (HWN: Ko ngā huarahi whakapuaki, ko ngā māngai, te Pou Whakahihiri, te Kaitiaki Taiao Ako, te pūnaha whakatakoto nawe me ngā Pūkenga/kaimahi.)	Mā te Pou Whakahihiri me ngā Ratonga Ākonga.	Hanuere 2025	Ratonga Ākonga; Waeture Mātauranga; Puka Ākonga; mīniti o ngā hui Pūkenga/kaimahi.
<b>Process 3</b>						
<b>Publication requirements</b>						
	Providers must make their strategic goals, reviews and self-review reports readily available, in accessible formats, to learners, staff and the general public, including on their websites.		Me whakairi te mahere rautaki ki te pae tukutuku a TupuOra Institute of Learning.	Mā te Pou Wānanga e whakarite te whakairinga.	Noema 2024	Pae tukutuku.
<b>Process 4</b>						
<b>Responsive wellbeing and safety systems</b>						
1.4.1	Providers must gather and communicate relevant information across the organisation and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all responsible steps to connect learners quickly to culturally appropriate social, medical and mental health services.		Ka puritia e ngā Ratonga Ākonga ngā takunetanga me ngā mahi i whai ake ina whakapuakina ana e te ākonga.  (HWN: Ko ngā huarahi whakapuaki, ko ngā māngai, te Pou Whakahihiri, te pūnaha whakatakoto nawe me ngā Pūkenga/kaimahi.)  Ki ngā hui haumarutanga, ka matapakina te oranga o te whare tapawhā, e mārama ai te katoa, e tika ai ngā mahi.	Mā te Pou Whakahihiri me ngā Ratonga Āwhina.  Mā te Pou Whakahihiri.	Hanuere 2025  Pepeure 2025	Ratonga Ākonga; Waeture Mātauranga; Puka Ākonga; mīniti o ngā hui Pūkenga/kaimahi.  Ngā mīniti o ngā hui haumarutanga
1.4.2	Providers must provide staff with ongoing training and resources tailored to their roles in the organisation.		Me whakarite ngā aromihi e kitea ai ngā wāhi hei whakangungu i ngā kaimahi katoa, otiā me whakarite hui whakangungu ā-roto ki te whakapakari i ngā kaimahi i roto i ngā kaupapa whānui.	Mā te Pou Ranga Whakaako, mā te Pou Whakaheere.	Hanuere 2025	Aromihi, ngā mīniti o ngā hui ohu whakaako/kaimahi
1.4.3	Providers must have plans for assisting learners, and responding effectively, in emergency situations, and report annually.		Me whakatū he Ohu Whakahauamaru, māna e pūrongo atu ki ngā Pou Whakaheere.  Me whakarite he mahere ohotata, he mahere whakahauamaru hoki mō ngā taiao ako (ki Hopuhopu, ki Wintec rānei)  Me whakatū ngā tohu ohotata ki ngā taiao ako (ki Hopuhopu, ki Wintec rānei).	Mā te Pou Wānanga.  Mā te Ohu Whakahauamaru.  Mā te Ohu Whakahauamaru.	Thema 2024  Hanuere 2025  Pepeure 2025	Ngā mīniti o ngā hui a te Ohu Whakahauamaru
<b>OUTCOME 2</b>						
<b>LEARNER VOICE</b> Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.						
<b>Process 1</b>						
<b>Learner voice</b>						
2.1	Providers must have practices for proactively building and maintaining effective relationships with diverse learner groups, develop, review and improve diverse learner wellbeing and safety strategic goals, strategic plans, and practices; provide formal and informal processes for actively hearing, engaging with and developing diverse range of learner voices and their communities; providing timely and accessible resources and accessible information to increase transparency of providers' decision-making processes.		Me whakarite ohu e rangona ai ngā whakaaro o ngā ākonga Ako Tawhiti, mā iQualify.  Ka rite tonu te hui taahi a ngā ākonga Mātūwaka, Whaikaha hoki ki te whakawhanaunga, ki te noho taahi hoki ki te Pou Whakahihiri.  Me whakatū ohu manukura (ākonga).	Mā te Pou Whakahihiri.  Mā te Pou Whakahihiri.  Mā te Pou Whakahihiri.	Noema 2024  Maehe 2025  Aperira 2025	Pepa uiui  Ngā pūrongo a te Pou Whakahihiri  Ngā mīniti o ngā hui ohu manukura
<b>Process 2</b>						
<b>Learner complaints</b>						
2.2	Providers must effectively respond to, and process complaints; inform learners how complaints will be handled and how it is progressing; handle complaints in a timely and efficient way.	He pūnaha whakatakoto nawe tā mātou, kei roto i ngā Waeture Mātauranga. Otiā ka āta whakamāramatia tēnei ki roto i ngā Puka Ākonga, ā, kei te SMS tēnei e iri ana.		Mā te Pou Whakahihiri.  Mā ngā Pou Ruruku.		Pūnaha whakatakoto nawe; Waeture Mātauranga; Puka Ākonga; pae tukutuku a TupuOra Institute of Learning  Pokapū kei te SMS.
<b>Process 3</b>						
<b>Compliance with the Dispute Resolution Scheme</b>						
2.3	Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	He pūnaha whakatakoto nawe tā mātou, kei roto i ngā Waeture Mātauranga. Otiā ka āta whakamāramatia tēnei ki roto i ngā Puka Ākonga, ā, kei te pae tukutuku tēnei e iri ana.		Mā te Pou Whakahihiri.		Pūnaha whakatakoto nawe; Waeture Mātauranga; Puka Ākonga; pae tukutuku a TupuOra Institute of Learning
<b>OUTCOME 3</b>						
<b>SAFE, INCLUSIVE, SUPPORTIVE, AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS</b> must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.						
<b>Process 1</b>						
<b>Safe and inclusive communities</b>						
3.1	Providers must have practices for reducing harm to learners resulting from discrimination, racism, bullying, harassment, and abuse; working with learner and staff to recognise and respond effectively; promoting inclusive culture; upholding cultural needs and aspirations of all groups.	Kei roto i te wāhanga Kōkūhanga Ākonga o te Puka Ākonga ngā kawatau mō ngā ākonga, kia ngākau māhaki tētahi ki tētahi. Ka mutu, ka whakamāramatia anō ēnei kawatau ki ngā hui pūrongo. Kei roto hoki i ngā Waeture Mātauranga aua kawatau anō rā, tae atu ana ki te pūnaha whakatakoto nawe.	Me hāngai ngā pepa uiui ki ngā ākonga Ako Tawhiti.	Mā te Pou Whakahihiri.  Mā te Pou Ranga Whakaako.	Noema 2024	Puka Ākonga; Waeture Mātauranga.  Pepa uiui.
<b>Process 2</b>						
<b>Supporting learner participation and engagement</b>						
3.2.1	Providers must provide learners with opportunities to actively participate and share their views safely, develop networks and use te reo and tikanga Māori	He whare takiura Māori tēnei. Ko te reo Māori, ko ngā tikanga Māori me ngā mātaipono Māori te tūpapa o ā mātou māhi katoa.	Ka whakatūria he kāhui ākonga ka whai wāhi ki ngā hui Pou Whakaheere.	Mā te Pou Whakahihiri.	Aperira 2025	Uaratanga; tauāki.  Ngā mīniti o ngā hui Pou Whakaheere

3.2.2	Providers must have practices for supporting learners through their studies, including: <ul style="list-style-type: none"> <li>o Appropriate oversight of adjustment to study, achievement and engagement;</li> <li>o Opportunities to discuss study and further pathways and career development, where appropriate.</li> </ul>	He akoranga tautoko ka tū i te wiki hei tautoko atu anō i ngā ākonga i roto i ā rārou akoranga. Me te aha, ia hemeta ka arotakenga ngā whiwhinga me ngā raranga ākonga o ia rāngai ākonga o ia hōtaka whakaako.  I roto i Te Rua Korotangi, ka rongō ngā ākonga i ngā arawātea hei whai mā rātou, otrā ka whai wāhi ki te Pou Whakahihiri ki te matapakī i ngā huarahi ako atu anō.	Mā te Pou Ranga Whakaako.  Mā te Pou Whakahihiri.		Ngā miniti a ngā hui
<b>Process 3 Physical and digital spaces and facilities</b>					
3.3	Providers must have practices for healthy and safe learning environments	Kei roto i te wāhanga Kōkūhanga Ākonga o te Puka Ākonga ngā kawatau mō ngā ākonga, kia ngākau māhaki tētahi ki tētahi. Ka mutu, ka whakamāramahia anō ēnei kawatau ki ngā hui pārongo. Kei roto hoki i ngā Waeture Mātauranga aua kawatau anō rā, tae atu ana ki te pūnaha whakatakoto nawe.	Me whakarite ngā pūnaha me ngā tukanga	Mā te Pou Whakahihiri.  Mā te Ohu Whakahaumaruru.	Puka Ākonga; Waeture Mātauranga.  Ngā miniti a ngā hui Ohu Whakahaumaruru; Waeture Mātauranga; Puka Ākonga.
<b>OUTCOME 4 LEARNERS ARE SAFE AND WELL support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.</b>					
<b>Process 1 Information for learners about assistance to meet their basic needs</b>					
4.1.1	Providers must have practices for enabling learners to identify and manage their basic needs	Kei roto i te Puka Ākonga ngā ratonga mā ngā ākonga e rārangī mai ana, he torowhānui te aronga ki ngā kaupapa pūtea, oranga, haumarutanga me te huhua noa atu.		Mā te Pou Whakahihiri, mā ngā Ratonga Āwhina	Puka Ākonga.
<b>Process 2 Promoting physical and mental health awareness</b>					
4.2	Providers must have practices for learners that improve their physical and mental health and wellbeing and safety	Kei roto i te Puka Ākonga ngā ratonga mā ngā ākonga e rārangī mai ana, he torowhānui te aronga ki ngā kaupapa pūtea, oranga, haumarutanga me te huhua noa atu.		Mā te Pou Whakahihiri, mā ngā Ratonga Āwhina.	Puka Ākonga.
<b>Process 3 Proactive monitoring and responsive wellbeing and safety practices</b>					
4.3.1	Providers must have practices for enabling learners to communicate health and mental health needs with staff, including Health and Safety concerns about others	Kei roto i te Puka Ākonga ngā ratonga mā ngā ākonga e rārangī mai ana, he torowhānui te aronga ki ngā kaupapa pūtea, oranga, haumarutanga me te huhua noa atu.		Mā te Pou Whakahihiri, mā ngā Ratonga Āwhina.	Puka Ākonga.
4.3.2	Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.	Ka puritia ēnei ki te SMS.		Mā ngā Pou Ruruku.	SMS.
4.3.3	Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding their wellbeing or safety.	Ka whakamahia ngā taipitopito kei te SMS e puritia ana, ā, ina whakapā atu ki ngā whānau, ka puritia hoki ērā ki te SMS.		Mā ngā Pou Ruruki.	SMS.
4.3.4	Providers must maintain a record of reported risks, including any concerns about this code.	Ka puritia ēnei ki te SMS.		Mā ngā Pou Ruruku.	SMS.