

The Education (Pastoral Care of Tertiary and International Learners)

Code of Practice 2021

Bakels Training Organisation – Self Review Report 2024

Bakels Training Organisation is a Category 1 PTE, first registered with the New Zealand Qualifications Authority (NZQA) on 1st October 2010. In 2021 Bakels Training School applied to NZQA and successfully gained programme approval and accreditation for programmes leading to:

- New Zealand Certificate in Trade Baking Level 3 (Craft or Plant) – NQA Ref: 2696
- New Zealand Certificate in Trade Baking Level 4 (Plant) – NZQA Ref: 2697
- New Zealand Certificate in Trade Baking Level 4, with strands in Bread, Cake and Biscuit, or Pastry – NZQA Ref: 2698

The Code of Good Practice for New Zealand Apprenticeships is upheld by all our employers who ensure that the learner is trained effectively while on the job. This training will also reflect the skills and knowledge being acquired through Distance and Block Course learning.

Bakels Training School supports learners to understand their commitment to apprenticeship training. Any issues or concerns of learners are dealt with promptly in an open style of communication that is modelled by Bakels Training School to the student and employer. Bakels provides support to ensure that all learners receive quality pastoral care and educational support that is responsive to a learner's changing needs. Bakels also provides the employer with information and resources to support workplace learning. Communication aims to be effective and constructive which assists with maintaining progress of all learning against learner training plans.

It is important to note that Bakels is an international brand. The New Zealand division is the only one within the company to own and operate a training school. This distinction is significant as it highlights the investment made by both NZ Bakels and Bakels as an international company in recognising training as the key to ensuring a future supply of quality bakers for industry.



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

Bakels Training School

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

*(We sub-contract to Competenz/Te Pukenga who are signatories to the Code of Practice 2021 – all our learners including non-domestic work visa learners are enrolled through Competenz/Te Pukenga).

Please see note below in Outcome 1 – note that we are not international agents and offer bakery training to employed bakery learners who meet all the required enrolment conditions set by Competenz/Te Pukenga – including work visa length and programme duration.

	Rating
<p>*Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	Well implemented / Implemented / Developing / Early stages
<p>*Outcome 9: Prospective international tertiary learners are well informed</p>	Well implemented / Implemented / Developing / Early stages
<p>*Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	Well implemented / Implemented / Developing / Early stages (N/A)
<p>*Outcome 11: International learners receive appropriate orientations, information and advice</p>	Well implemented / Implemented / Developing / Early stages
<p>*Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p><i>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.</i></p> <p>Bakels Training School</p> <p>At Bakels we believe in high quality and that when all aspects of our provision to stakeholders from enrolment processing through to qualification achievement reflect this value, then the resulting graduates will be an asset to the continuance of the baking industry.</p> <p>Our training is offered to learners employed in the baking industry and delivered through on-the-job, distance assessments and on-site yearly one week block courses. Wrap-around-care is provided to our learners from enrolment through to completion by our dedicated administration team, bakery advisors, employers and tutorial team.</p> <p>Bakels Training Organisation is a Category 1 PTE and has been providing training to the baking industry since 2002. We successfully gained programme approval in 2021 and accreditation to deliver the New Zealand Certificate in Trade Baking Levels 3 and 4 in both Plant and Craft. <u>We sub-contractor for Te Pūkenga and as Te Pūkenga is a signatory to The Education (Pastoral care of tertiary and International</u></p>	<ul style="list-style-type: none"> • Bakels Training School visions and values • Block course site daily sign-in documented H&S policies and day one induction. • Block course tutor support for individual students with any identified challenges and/or learning difficulties. • SOP's training for use of all equipment • Pastoral care visits to learners and their business completed five weekly by bakery advisors – details uploaded to SELMA. Training school administrators advised of any follow up concerns. • Employers, student and Bakels Training School (Advisors) are involved in a tripartite learning relationship. • Welcome email at time of enrolment and follow up communications. • Teaching tutors hold relevant qualifications in Adult Education & Training, Health, Disability, Aged Support, Domestic Violence Programme: 'Living Without Violence.' • Staff are required to attend Rapid Global refresher courses to maintain H&S awareness and policy compliance.

Learners) Code of Practice 2021, we are able to enrol learners on working visas to train with us through Competenz– we do not provide accomodation at any of our block course delivery sites which include; Auckland, Palmerston North and Christchurch.

Learners are invited to declare any learning or health related disabilities that may impact upon their learning at enrolment. Where a learning difficulty has been declared by the learner, we ensure that tutors are made aware and that appropriate support is provided during block courses. As an administration team, we work with employers, learners and bakery advisors to monitor assessment completion progress so that we can offer support in a timely manner thus reducing the potential risk of learner withdrawal.

All our bakery advisors hold 4098 which enables them to provide support to learners during their five-weekly pastoral cycle visits, offering assessment guidance and on-site verifications where required. Any issues or concerns that are identified during these visits are added to the stakeholder portal on SELMA, our student management system, then followed up by the administration team. Learners are able to contact the administration team directly to discuss any challenges they may be having with their training. These concerns are managed confidentially unless they relate to a direct health and safety issue that may pose a direct threat to the learner or others.

Learners are required to complete a daily attendance sheet when attending block courses and provide up to date contact details in case of an emergency. Learners who are under 18 and have travelled out of town to attend the block course are required to add details concerning

- Ensuring that training school administrators are compliant with NZQA rules and regulations concerning management of student data.
- IT policies restricting company access of digital data to specific teams only.
- Attendance by Training School team of relevant NZQA workshops and other professional development opportunities.
- Student Handbook provided to all learners at enrolment.
- A qualified first-aider is on site during block course.
- Student contact details are listed on SELMA and updated as advised.
- Learners who behave in any way deemed as inappropriate during a block course will be removed from the programme.
- Comms with employers – we ensure that those under 18 have identified where they are staying during block courses in case of emergency

	<p>accommodation, to ensure that we are able to locate them in the event of an emergency.</p> <p>On day one of block course, a robust health and safety induction is conducted by the delivery tutor which learners are required to comply with. No tolerance is allowed at any of our delivery sites for violence, bullying (physical, verbal, media) or any type of anti-social behaviour. Employers will be advised immediately if any of these issues arise and learners will be required to leave the course. A re-booking will not be guaranteed and further withdrawal action may occur dependent upon the circumstances of the offence.</p>	
<p>Outcome 2: Learner voice</p>	<p><i>Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</i></p> <p>Bakels Training School</p> <p>Stakeholder surveys are distributed each year to current learners, recent graduates and employers to provide data for our continuous improvement strategic objective. Where any issues or concerns are identified by learners, these are followed up by the administration team and discussed during the Bakels Training School self-assessment meetings which are documented.</p> <p>Learners are provided with a student handbook at enrolment which details our complaint process and information on the Tertiary Education Disputes Resolution service. Learners are able to contact the training school email and text service at any time to share any concerns or challenges they are experiencing in their training. The administration team follow up any messages during normal office working hours of 7.30 – 4.00 Monday to Friday. Learners hold the contact details of their</p>	<ul style="list-style-type: none"> • Three year block courses are scheduled by cohort to support the sharing of ideas and enhance a positive learning environment for learners. • Pastoral care visits are carried out by bakery advisors on a five-weekly schedule. These visits provide learners the opportunity to ask questions regarding their assessments or other training issues and receive the advice and support of a qualified baker. • All our bakery advisors are qualified bakers and hold 4098 to enable them to support learners and their employers on-the-job and carry out verifications/assessing where required. • Block courses – end of course evaluation feedback and analysis of feedback to improve our services. Feedback is provided in an anonymous format. • Block course observations by tutor are carried out with the opportunity to provide direct and in-real-time feedback to learners to support improvement

bakery advisors and may contact them outside of these hours where necessary to discuss an urgent training concern.

All learners are invited to provide block course evaluation feedback at the end of their attended course to support the continuous improvement strategic objective of Bakels Training School.

Learners are provided with an updated yearly training plan at each enrolment anniversary. These plans advise learners of what they have completed, what is remaining and clearly depict their progress towards their training goals. When assessments are received and marked learners are advised by an administrator via email and congratulatory emails are sent when any assessment has been achieved successfully. Employers and bakery advisors are also copied into these emails.

Bakels as an organisation maintains an open-door policy which extends to our learners both on-site at block courses and when they are visited by their bakery advisors, or have a question for the administration team. Our learners remain at the centre of everything we do here at Bakels Training School – they represent the future of the baking industry.

and increased understanding of assessment requirements.

- Enrolment forms and information provided to learner at enquiry and enrolment.
- Student Handbook which contains information on how the complaint process operates at Bakels Training School and support on who to contact.
- Resits & results process directly informs students and their employers when an assessment is achieved or requires additional evidence.
- Maintaining website and uploading relevant information where required
- Tertiary Education Disputes Resolution service information provided to learners at enrolment.
- Advisory Board bi-annual meetings are held with the board, Bakels Training School admin team and
- Maintaining student confidentiality and advising employer where appropriate if a students safety is at risk according to the code.
- Annual stakeholder surveys including current learner feedback.
- Regular self-assessment meetings for the training school team to discuss continuous improvement in our processes,

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	<p><i>Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.</i></p> <p>Bakels Training School</p> <p>All our learners, including any on working visas, are adults who must be employed in a bakery for a minimum of 30 hours per week. Our block course tutors deliver the training to our learners in a respectful, collaborative and engaging environment that reflects awareness of the prior knowledge and life experience learners contribute to the block course space.</p> <p>Diversity is valued at Bakels Training School and our tutors are highly experienced experts in their field who share their knowledge and deliver training in an inclusive manner to support the growth of a positive training environment for the attendees during their week on-site. Co-operative learning is encouraged as learners progress through the three-years of their training with us, remaining in the same cohort where possible.</p> <p>We are committed to supporting our Māori learners with manaakitanga, whanaungatanga and Kotahitanga as well as the best possible teaching and learning we can provide. At Bakels Training Organisation, we believe that our work-based delivery model and the co-operative learning opportunities created through the block course</p>	<ul style="list-style-type: none"> • Zero tolerance policy for bullying etc at block courses – involving employers if there are any identified risks or issues while on site • Encouraging students to share their cultural values during block courses to promote inclusivity • Working to create resources to support tikanga Maori with relevant stakeholders. • Utilising text function and encouraging learners to text the training school for assessment advice or support if they are not comfortable phoning directly. Bakery hours can make it difficult for learners to contact us when at work, the text service provides an accessible option for them. • Students do contact us regarding issues they are having with training – we are mindful of the boundary between training issues and employment issues, we engage the bakery advisor where appropriate. • Students are not progressed into the next year of training unless they have completed an appropriate level of completion according to their training schedule. Issues impacting training progress are identified during pastoral care visits and the monthly inactive spreadsheet update. The Training School team are committed to providing a caring

Bakels Training School

	<p>environment, is supportive of Māori teaching methods such as Tuākana tēina.</p> <p>Training materials are provided to learners at enrolment and at their enrolment anniversary. Learners bring these materials to block course and are supported with any outstanding assessments by our qualified and supportive trainers.</p>	<p>and quality based learning experience for all our enrolled learners.</p>
<p>Outcome 4: Learners are safe and well</p>	<p><i>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.</i></p> <p>Bakels Training School</p> <p>Bakels Training School supports learners to understand their commitment to apprenticeship training and encourages completion of assessments in a timely way according to the learner contract. Any issues or concerns are dealt with promptly in an open style of communication that is modelled by the Bakels Training School team to the student and employer. Bakels provides support to ensure the learner receives quality pastoral care and educational support that is responsive to a learner’s changing needs.</p> <p>The student handbook provided at enrolment provides information on the complaint process and how to contact the Tertiary Education Disputes Resolution service. The regular visits provided by the learner’s Bakels Bakery Advisor, strong communication links between the advisors, the Bakels Training School team and learners employer provides a supportive, safe, stable network focused on learner success.</p>	<ul style="list-style-type: none"> • Student handbook provides relevant information and contacts to learners at enrolment. The complaint process and other Tertiary Education Disputes Resolution service information is also provided to learners at enrolment. • Our block course tutorial team are experienced tutors who are able to provide a supportive and professional environment for learners to train in. Any problems or issues that arise during block course are responded to and resolved with the full support of a dedicated administration team. • We have the facility to place training on hold for learners who are experiencing stress or challenges in the workplace or home that are impacting upon their training. • Health and safety risks/incidents are recorded as per the health and safety policies of NZ Bakels • Literacy & numeracy test conducted at enrolment to assess and provide an appropriate level of support to learners based on the results. • Matrix reports are provided by Competenz/Te Pukenga for all our learners (including any work visa learners) and are completed each month by the



Bakels Training School

	<p>As part of our sub-contractor agreement with Competenz/Te Pūkenga, we are required to monitor the employment status of all enrolled learners each month. We are provided with a report that details whether learners are active or inactive and we are required to advise Competenz/Te Pūkenga of any concerns or issues that may impact a learners enrolment including any visa changes etc for those few learners who are enrolled on a work visa.</p>	<p>training school admin team as part of our sub-contractor arrangement. These reports help to identify learners who are inactive and help provide a wrap-around approach to supporting learners to get back-on-track with their assessments</p>
--	---	--

Bakels Training School

	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 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	As part of our sub-contractor agreement with Competenz/Te Pūkenga we are able to enrol learners who are employed on work visas as TP are signatories to the code of pastoral care 2021. There are strict regulations and requirements concerning visa length and the learners work visa must be of a duration that allows for them to finish their qualification with us. Our visa learners are included in the monthly matrix report provided by Competenz/Te Pūkenga.	Our visa learners when attending block courses are required to provide up to date contact details in the same manner as our domestic learners. We provide support for any learners identified as having English as a second language and our block course tutors ensure that all aspects of training and the required health and safety induction process is understood and completed.
Outcome 9: Prospective international tertiary learners are well informed	Any learners who enquire through our website or who are currently employed with one of our current employers, are provided with the information regarding non-domestic fees etc at time of enquiry. We are not international agents and do not recruit overseas learners. All learners must be employed for a minimum of 30 hours per week at enrolment.	Information provided to non-domestic learners is current and includes the fee structure and information regarding the required length of work visa in order to study with us.
Outcome 10: Offer, enrolment, contracts, insurance and visa	N/A – we are not international agents – our learners are enrolled through Competenz/Te Pūkenga who are signatories to the Code of Practice 2021. We are invoiced by TP for the international learner fees.	Enrolment information is provided to learners at enquiry – we do not provide work contracts or arrange visas for learners – our students are employed already with bakeries working a minimum of 30 hours per week. All non-domestic learners are enrolled with Competenz/Te Pūkenga approval only.
Outcome 11: International learners receive appropriate orientations, information and advice	Our learners when attending block course from outside of their local area are provided with support to navigate any language barriers that may occur. Learners are required to provide up to date contact information. All learners receive the student handbook at enrolment which contains relevant support information and any learners paying their own fees are required to pay these through The Public Trust fee protection scheme.	Training advice is provided to learners through the admin team and the learners employer. We are not authorised to advise learners on issues that are beyond the scope of their training relationship with us.



Bakels Training School