

## Summary report regarding Self Review of the Tertiary Code of Practise for attestation November 2023

The College has undertaken extensive self-review exercises in relation to the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021** during both 2022 and 2023 as part of the ongoing assessment regarding the implementation of the new Code.

As part of these exercises and in preparation for ensuring compliance for the purposes of Attestation on 1 November 2022 and again in November 2023 the College has conducted the following self-review exercises.

1. Completed a review of the Code of Practise Gaps Analysis which comprised a major and comprehensive review process in semester one of 2022 analysing the implementation of the Domestic Code requirements and any identified gaps in implementing this process. This was concluded in July 2022.
2. Completed an overview of the Monitoring Tool 2022 Academic Year summary report produced at the end of semester one by the Deputy CEO quality assurance assessing the strengths identified, the improvements needed and the effectiveness in relation to meeting outcome requirements College wide for the first 5 Outcomes of the **Education Pastoral Care of Tertiary and International learners Code of Practice 2021**. This report details significant changes made to the QMS because of the Gaps Analysis completed along with strengths identified and key areas implemented, the improvements needed and the effectiveness in meeting required outcomes.
3. Completed a full review of the international section of the **Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021** – This review is held on file and was used to attest Code compliance in November 2022.
4. Completed a full self-review in 2023 of both Outcomes 1 to 4 being the “domestic” or student wellbeing section of the new code plus a full self-review analysis of Outcomes 13 to 22 being the aspects of the code relating most to international students. Detailed analysis of compliance with these aspects of the code are held on file including areas needing improvement.

As noted, the College has carried out extensive self-review over the past 18 months in ensuring the appropriate implementation of the new code applying to all enrolled students from January 2022. These self-reviews have confirmed that overall, the Code of Practice has been both well implemented and complied with.

In addition, and as a part of implementation, the College has also worked with staff ensuring a clear understanding of requirements under the new Code of Practice providing input at each professional development day scheduled for October 2021, February 2022, April 2022 and in July 2022 as well as at the February, April, and October PD days in 2023. This input has both targeted informing staff of new requirements and seeking feedback and constructive implementation ideas in relation to well-being outcomes of the Code.

Staff independently rated the College highly in terms of implementation of the new Outcome 3 of the Code in a survey conducted twice through a PD Day – also suggesting improvements that could be made as a part of implementation. A workshop run with staff at the July 2022 PD Day also returned useful academic and pastoral care ideas for consideration in ensuring continuous improvement of these aspects as paramount in consideration of ongoing requirements.

In addition to the above the College underwent a full EER review in August 2022. This draft report noted that the self-review of the Code of Practice 2021 was a sound process involving relevant staff and that the Code Gap analysis implemented in 2022 strengthened practises. Responsibilities for the Code of Practice are managed well. A sample of international student files checked by the evaluation team met NZQA rules and Code of Practise expectations.

In summary extensive self-review was completed in 2022 and the subsequent self-review activities continued in 2023 have ensured that the new **Education Pastoral Care of Tertiary and International learners Code of Practice 2021** has been thoroughly and well implemented overall. All self-reviews completed have identified considerable areas of strengths and as expected some areas of improvements which could be needed.

As part of self-review, the College Complaints policy was subject to review because of student complaints to NZQA in 2022. NZQA made some recommendations about change and clarification to the policy and subsequently these changes were implemented. This 2023 self-review has included assessing these changes in terms of their implementation. This year the College received 7 complaints which were classified as formal complaints and dealt with under the Complaints Policy.

All were successfully dealt with procedurally and resolved after following due process. Reflection indicates that the changes made to the policy and processes have led to greater clarity of procedures and ensured satisfactory outcomes and resolution.

Below is a summary of complaints and critical incidents report for 2023.

#### Complaints Data Analysis

	Received	Investigated	Resolved	Withdrawn	On-going
<b>Total</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>1</b>	<b>0</b>
<b>Complaints/Programme Area</b>	BHSc- 4 Massage L6-3			Massage L6-1	
<b>Gender</b>	Female- 6 Male- 1				
<b>Ethnicity</b>	European- 3 Chinese- 4				

#### Critical Incidents Record

Type	Investigated	Resolved
Incidents in clinic	2	2

We had two minor incidents in the clinic environment related to health and safety which were carefully handled and managed, risk was eliminated promptly. No further safety breaches were reported.

The data provided could not be further disaggregated due to privacy concerns.

As is always the case in a self-review some areas requiring improvement are identified as part of the process. The improvements targeted for implementation by mid-2024 are included in the table below:

### Summary of Improvement Action plan

	Action/s to be taken	Measures of success
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>While delivery of student wellbeing and safety practises is excellent there is a need to consolidate the Strategic Goals and Plans into one policy document to provide an overview and summary for future review and development</p> <p>Also need to consider and expand inputs regarding publication requirements.</p> <p>Recognition of a need to consider 10.3 (F) in more detail and review emergency procedures including possibly consolidating into one manual.</p>	<p>Consolidated strategies and goals policy document produced.</p> <p>Publication requirements are defined and met.</p> <p>Initially a review of emergency procedures requirements and decisions about what change, and development is required to meet requirements under 10.3</p>
<b>Outcome 2:</b> Learner voice	<p>All elements of Learner voice are implemented, and the College is fully compliant with these processes. No action required.</p>	
	Action/s to be taken	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Increase frequency of community events with Māori communities</p> <p>Continued inputs with staff and students to ensure inclusiveness is maintained at current high levels.</p> <p>Ensuring continuation of specific support for groups such as the provisions of a Korean counsellor and Maori/Pasifika representation and support</p>	<p>Increased marae-based community events</p>
<b>Outcome 4:</b>	<p>Consider arranging and providing seminar inputs from for example Asian Community</p>	<p>Inclusion in staff PD days or student focused seminars.</p>

Learners are safe and well.	<p>Services to add to students' knowledge regarding mental wellbeing and health services.</p> <p>Continue with graduate support seminars for students and also with industry representatives to assist the students to prepare to be competent practitioners.</p> <p>Continue encouraging students to participate in industry ongoing education events.</p> <p>Records regarding process 1 (b) need expanding to provide guidance on this to Student Services staff</p>	Development of the required guide plus examples for a short staff manual for student services staff.
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The full evaluative reports on each of Items Outcomes 1 to 4 and Outcomes 13 to 22 should be referred to as a part of this self-review for Attestation.

## Summary of the assessment of stage of Implementation for each Outcome from 1 to 4 and of Part 7 of the Code.

### I. Stage of implementation for each outcome reviewed.

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 I.

#### Parts 1 to 4 of the Code – New Wellbeing Outcomes for all students and Part 7 (international students)

Outcome	Rating
<b>Outcome 1:</b> Learner wellbeing and safety system	Well implemented / Implemented
<b>Outcome 2:</b> Learner Voice	Well implemented
<b>Outcome 3:</b> Safe Inclusive supportive and accessible physical and digital learning environments	Well implemented
<b>Outcome 4:</b> Learners are safe and well.	Implemented
<b>Outcome 13:</b> Marketing and Promotion	Well implemented
<b>Outcome 14:</b> Managing and Monitoring Education Agents	Well implemented / Implemented
<b>Outcome 15:</b> Offer, enrolments, contracts, and insurance	Well implemented
<b>Outcome 16:</b> Immigration Matters	Well implemented
<b>Outcome 17:</b> Orientation	Well implemented
<b>Outcome 18:</b> Safety and Wellbeing	Well implemented / Implemented

<b>Outcome 19:</b> Learner support, advice, and services	Well implemented
<b>Outcome 20:</b> Managing withdrawal and closure.	Well implemented / Implemented
<b>Outcome 21:</b> Dealing with Complaints	Well implemented / Implemented
<b>Outcome 22:</b> Dispute resolution scheme	Well implemented

**Reported completed 4 October 2023**

