

Code of Practice -2023 Self Review Report

With the new code effective from January 2022, there has been an ongoing implementation of the code in the school.

We have been continuously analysing the gaps from the new code from 2022, we feel it is an ongoing process of evaluation and review.

2023 Status on Action Plan

International learners	<ul style="list-style-type: none">• Programme information has been reviewed and updated to ensure material available to prospective learners supports their decision-making process.• Re connecting with the existing and new agents - monitoring the agents from feedback from learners on their agent experience.
Student Voice	<ul style="list-style-type: none">• Response rates across all surveys have been maintained at a high rate and learner participation has been promoted via regular communication.• The Student Rep meetings with the Programme Leader has been re-established.• Communication with learners regarding implementation of their feedback has been enhanced.• Survey methodology has been reviewed and updated as required.
Cultural Competence	<ul style="list-style-type: none">• Cultural Competency for all staff is planned for PD 2024.• Māori modules embedded in courses in the new degree programme run by Māori staff• School is negotiating a partnership with a Māori school on enhancing the culture.
Effective Teaching	<ul style="list-style-type: none">• Staff PD sessions have been run every semester• Regular teacher meetings with Programme Leader and clinical meetings with Clinic Coordinator• Journal Club, twice per semester as ongoing research development for teachers• Teacher observation practice in place• Regular feedback from learners has been collected – expected internal benchmarks have been exceeded
Māori and Pasifika success	<ul style="list-style-type: none">• External Māori Advisory Committee has been established to obtain information from the community and guidance to the school.• Feedback from community stakeholders has been incorporated into course and assessment design as well as teaching methodologies.• We are negotiating with a Māori school to build on our existing practices.• Staff cultural competence is embedded in modules of our new programmes.

Learners with disability	<ul style="list-style-type: none"> • Disabled learner achievement is being monitored. • Learner Study Plans will be implemented as required.
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Embedding our Code Approach

The Code of Practice at the school adoption takes the code outcomes and focuses on five objectives to capture the code's intent. It also positions Te Tiriti o Waitangi and our Ngā mātāpono as central to delivering positive code outcomes for our learners.

This approach has been positive resulting in benefits:

- Supporting simpler communication with staff and learners about the code.
- Enabling the development of shared understanding of the code across staff and learners.
- Focusing our methods for capturing learner feedback on our code performance.
- Enforcing our delivery of staff training and professional development.

We will continue to implement our approach to the code in this way and will of course review our performance and its ongoing efficacy.

Performance Snapshot

Data presented in this report represents the feedback from learners and graduates between July 2022 and July 2023. Achievement data covers 3 semesters. Where relevant a +/- value is provided in comparison to the previous reporting period.

Measuring Success

KPI for school	Performance
New learners know where to access support services – rating at greater than 80%	✓
New learners feel safe, secure, valued and welcome – rating at greater than 80%	✓
Learner feedback on exit rates our learning environment at greater than 80%	✓
Learners rate the quality of teaching positively – greater than 80%	✓
Response rates across all surveys are at +60%	✓
Graduates registered with Industry greater than 80%	✓
Graduates in employment greater than 80%	✓

We have met/exceeded our internal benchmark across all performance indicators above. Noting that the response rate in most of our surveys is well above this benchmark.

Ensuring success for all learners including Māori/Pasifika learners remains a key focus area for us and we will continue to work towards parity over the years to come. It also means finalising negotiations and working with the Māori school and communities to better understand other lenses through which success may be viewed.

We understand that quality teaching is fundamental to the learner experience and success, and this remains an organisational focus area with teacher training, upskilling and development prioritised.

Student Enrolments

We regularly review our induction/orientation processes and learner feedback is positive in terms of their readiness to get started. Regular communication with learners has reinforced messaging around our support services and how to access them.

The information provided during enrolment discussions will be regularly reviewed to ensure prospective learners fully understand the programme being considered and that this aligns with

their expectations and study motivations. We note that all information available via the website and other published collaterals has been reviewed.

Learner Complaints

We value learner perspectives and promote opportunities for voice. These include both formal and informal channels for communication, input, and feedback. In considering what constitutes a formal complaint we have been careful to differentiate this from those occasions when a learner is simply providing feedback.

A complaint can relate to any problem or grievance a learner may have which involves their experience at the school. In such instances our aim is to support the learner and to aim at a successful resolution of the matter raised. We also encourage learners to bring support or representation if they wish. This could be a classmate, friend, counsellor, or a member of family/whānau.

A problem or grievance is recorded as a formal complaint if it escalates to the management team or directly to the DRS or NZQA. There was one complaint in 2023 relating to cancellation of an intake in 2023 to NZQA which has been resolved and closed.

The range of opportunities learners must express voice both formally and informally likely supports a free flow of feedback and mutual communication that minimises escalation of any concerns. We continue to promote learner voice while also reminding learners of our complaints process. This is via student reps and learner handbook.

Critical Incidents

The wellbeing of our people is of great importance, and we all play a role ensuring our campuses are healthy and safe. Despite the best efforts of any organisation critical incidents can occur and we understand that it is essential that we have in place procedures to manage such occurrences.

We have drawn on the Health and Safety at Work Act 2015 to define a critical incident. A critical incident is a notifiable event and includes:

- If someone dies resulting from our activities.
- If someone is admitted to hospital for immediate treatment because of a serious injury or illness resulting from our activities.
- If someone's health and safety is exposed to a serious and immediate risk because of an unplanned or uncontrolled incident e.g. the collapse of a building, the escape of gas, an explosion.

Over the course of 2022 and so far in 2023 we have had no critical incidents. While our onsite activities pose minimal risk, we are committed to providing a safe and secure environment for our learners. On our sites we look to ensure not only the physical safety of our learners, but we also prioritise their mental health and wellbeing.

Summary of Self-Assessment

2023-2024 Action Plan

Based on our self-review the following action plan has been established.

Meeting all staff for improving Learner outcomes, supporting pastoral care of students. The staff will be given all self-assessment templates for evaluating to be reviewed as a team aligning the school processes to the new code in 2024.