

# Code of Practice -2024 Self Review Report

With the ongoing implementation of the Code effective from January 2022, our school continues to evaluate and adapt our policies and procedures to align with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. We have focused on addressing learner wellbeing and safety through a whole-of-provider approach, ensuring strategic alignment with Te Tiriti o Waitangi and enhancing cultural competence.

## 2024 Status on Action Plan

International learners	<ul style="list-style-type: none"> <li>• Programme information has been further refined to support informed decision-making for prospective learners.</li> <li>• Engagement with education agents has been strengthened, including consistent monitoring based on learner feedback.</li> </ul>
Student Voice	<ul style="list-style-type: none"> <li>• Learner survey response rates remain high, with ongoing efforts to promote engagement.</li> <li>• Student Representatives have been elected for each cohort, with regular meetings scheduled to facilitate ongoing dialogue between learners and the Programme Leader.</li> <li>• Improvements have been made in communicating responses and actions taken based on learner feedback.</li> </ul>
Cultural Competence	<ul style="list-style-type: none"> <li>• Professional Development (PD) sessions focused on cultural competence have been scheduled for 2024.</li> <li>• A partnership with a Māori school is being finalised to further enhance cultural inclusivity</li> <li>• Several cultural events have been hosted to celebrate diversity and foster inclusivity, alongside workshops promoting cultural awareness and respect among staff and students.</li> </ul>
Effective Teaching	<ul style="list-style-type: none"> <li>• Professional Development sessions for staff remain consistent, with clinical meetings and observation practices in place.</li> <li>• The Journal Club continues to support teachers in research development and knowledge-sharing.</li> <li>• Learner feedback mechanisms exceed internal benchmarks, ensuring continuous improvement</li> </ul>
Māori and Pasifika success	<ul style="list-style-type: none"> <li>• The External Māori Advisory Committee remains active in providing community insights and guiding educational practices.</li> <li>• Signed an MOU with Māori schools to strengthen current practices and align teaching methodologies with Māori perspectives.             <ul style="list-style-type: none"> <li>• Cultural competence modules are now embedded across various programmes.</li> </ul> </li> </ul>

Learners with disability	<ul style="list-style-type: none"> <li>• The achievement of disabled learners is closely monitored, and Individualised Study Plans are implemented as needed to support their academic progress.</li> <li>• We continue to improve accessibility across our digital and physical learning environments, ensuring support services are available to those who need them.</li> </ul>
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### Embedding our Code Approach

Our approach is strategically aligned with the Code’s five core objectives, establishing an integrated system across our institution to effectively address the varied wellbeing and safety needs of our learners. Central to this approach is our commitment to Te Tiriti o Waitangi, which guides our practices in creating culturally attuned educational experiences and fostering positive, inclusive outcomes for all learners.

- **Strategic Planning and Continuous Improvement:** We regularly review our wellbeing goals with learners and stakeholders, using diverse feedback to enhance our approach.
- **Safe and Accessible Learning Environments:** We design inclusive spaces and provide accessible information to ensure a secure learning environment.
- **Proactive Support and Monitoring:** We connect learners to culturally appropriate services and train staff in essential areas like mental health and cultural competence.
- **Engaging Learner Voices:** We engage learners through various platforms, ensuring their feedback informs and shapes our wellbeing strategies.
- **Cultural Responsiveness and Tailored Support:** We align our practices with Māori values and provide specific support for international and accommodation-based learners.

This structured approach reinforces our dedication to fostering a supportive, inclusive, and culturally responsive environment that aligns with the Code’s requirements and enhances learner success. We continue to review and refine our practices based on learner feedback and strategic evaluations, ensuring our commitment to providing a safe, inclusive, and supportive learning environment.

### Performance Snapshot

Data presented in this report reflects feedback from learners and graduates between July 2023 and July 2024. Achievement data covers 3 semesters, with relevant +/- values 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%	✓

These results demonstrate a consistent and effective approach in supporting learner wellbeing, maintaining high levels of satisfaction, and ensuring a positive learning environment. Our efforts have yielded strong engagement and positive outcomes, indicating that our strategies are well-aligned with the Code's objectives and continue to support learner success and satisfaction

## Student Enrolments

We continuously refine our induction and orientation processes to ensure new learners are well-prepared, providing comprehensive information on academic expectations, support services, and Te Tiriti o Waitangi principles. Feedback shows high satisfaction levels, with over 90% of learners feeling informed and ready to start. We have enhanced communication through multiple accessible channels and offer personalised support sessions to address individual needs, including language assistance and accommodations. Ongoing engagement opportunities, such as mentorship programmes and peer support, ensure continued access to resources, fostering a supportive and successful learning environment.

## Learner Complaints

Our institution values learner perspectives and has established multiple formal and informal channels to facilitate feedback. We clearly differentiate between general feedback, which is used to improve everyday practices, and formal complaints, which are handled through structured processes ensuring timely resolution and transparency.

In 2024, no complaints were escalated to external bodies. However, three formal complaints were reported to our management:

- **Complaint regarding an unideal teaching style:** A learner expressed dissatisfaction with lecturer's approach. We held a meeting with the learner, lecturer, and Programme Leader, resulting in additional training for the lecturer and tailored resources for the learner. The case was resolved in two weeks.
- **Complaint about unclear exam rules:** A learner reported confusion over insufficiently communicated exam guidelines. We clarified the rules to the cohort, allowed the learner a retake, and updated our procedures to ensure clear communication. The complaint was resolved in one week.
- **Complaint about inappropriate communication between classmates:** A learner reported discomfort due to remarks from a classmate. We facilitated mediation with a counsellor, leading to an agreement on respectful communication. The cohort was reminded of the code of conduct, and the issue was resolved within ten days.

## Critical Incidents

In the 2023-2024 period, there were no critical incidents reported, demonstrating the effectiveness of our proactive monitoring and safety systems. Our institution maintains detailed emergency and critical incident procedures, aligning with the Health and Safety at Work Act 2015 and the Education Code of Practice requirements.

- **Emergency Preparedness:** Our Possible Adverse Event Flow Chart is regularly updated and readily accessible to staff and learners. It includes immediate response actions, guidelines for communication with relevant authorities, and follow-up processes to support affected learners and staff.
- **Staff Training:** We provide ongoing training for staff, focusing on emergency response, physical and mental health support, and culturally appropriate practices aligned with Te Tiriti o Waitangi.
- **Proactive Monitoring:** Our systems for monitoring learner wellbeing and safety allow us to identify risks early, ensuring swift connections to appropriate social, medical, and mental health services. Regular welfare checks, especially for learners in accommodation, are conducted according to outlined procedures.
- **Incident Recording and Reporting:** Any incidents, if they occur, are recorded in our system and reviewed annually. Reports are disaggregated by diverse learner groups and shared with management, stakeholders, and the code administrator to inform continuous improvement.

Our commitment to providing a safe and supportive environment ensures that all learners can thrive in a secure setting. We continue to refine our strategies and practices to uphold these standards and address any emerging needs proactively.

## Summary of Self-Assessment

Our self-assessment process has validated that we meet or exceed benchmarks across key performance areas. We remain committed to ensuring success for all learners, particularly Māori and Pasifika, and will continue building partnerships and refining practices to achieve this. Quality teaching, supported by teacher training and development, is a central focus, ensuring positive learner

experiences and outcomes.

### **2023-2024 Action Plan**

- **Enhancing Learner Support:** Continue refining support services based on learner feedback, ensuring inclusivity and accessibility.
- **Strengthening Cultural Competence:** Expand partnerships and PD sessions to deepen understanding and support for Māori and Pasifika learners.
- **Professional Development for Staff:** Prioritise ongoing training in cultural competence, mental health awareness, and effective teaching strategies to maintain high standards.