THE LEARNING CONNEXION
School of Creativity and Art

The Learning Connexion 2023 – 2024 Self-Review

for the Education (Pastoral Care of Tertiary & International Learners) Code of Practice 2021

Mā te kimi ka kite, Mā te kite ka mōhio, Mā te mōhio ka mārama.
Seek and discover. Discover and know. Know and become enlightened.

Prepared by: Lydia Grove and Hilary Turner
on the behalf of the Pastoral Care Committee
Approved by: Pastoral Care Committee
Date Approved : 26 October 2023
Review Date : 30 July 2024
Guidance Document November-2021.pdf

Background

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021(the Code) highlights the standards of care both domestic and international students should expect while studying at The Learning Connexion. The Code has been put together to make sure students have the best possible support system.It requires that our private tertiary establishment works on the whole-provider-approach in a continuous improvement strategy to help our learners to be:

- safe, physically, and mentally
- respected and accepted for who they are
- supported in their learning and wellbeing
- connected with their social and cultural networks
- able to have their say in decisions about service.

Purpose of the Code Under the Education and Training Act 2020, the purpose of the Code is to require providers to:

- take all reasonable steps to maintain the wellbeing of domestic tertiary students and to protect international students
- ensure as far as possible that domestic tertiary students and all international students have a positive experience that supports their educational achievement.

Who does the Code apply to?

The Code applies to:

- education providers who enroll international students, domestic tertiary students, or industry trainees or apprentices
- students who have come from overseas to study in New Zealand and domestic tertiary students

How can I get a copy of the Code?

You can download a copy of of the The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 here:

Download a copy in Te Reo Maori (PDF, 939 KB)

Download a copy in English (PDF, 925 KB)

Annual Self - Review and Attestation at The Learning Connexion.

Under the Code The Learning Connexion must :

1. Undertake an annual self-review of how we are meeting the relevant Code outcomes and processes.

2. Document our self-review for our own records and external evaluation and review.

3. Make our self-review and action plan available, in an accessible format,to our learners, staff and general public on our website.

4. Attest to the New Zealand Qualifications Authority (NZQA) that we have completed and published this review.

What is self-review?

Self-review is an ongoing process to examine The Learning Connexion's pastoral care and wellbeing performance compared to the expectations of the Code. The goal is to identify the strengths and weaknesses and any gaps so The Learning Connexion can make meaningful, effective and impactful improvements to our practices and systems.

What is attestation?

Attestation is a declaration made every year to NZQA that self-review of learner wellbeing and safety practices under the Code is taking place. The attestation is completed by submitted an online attestation form provided by NZQA, directly linked to our Ministry of Education authority number, which is signed and authorised by the Pastoral Care Committee.

What does The Learning Connexion undertake a self-review?

Throughout the year we evaluate and continuously improve our systems and practices by:

1. Gathering data and other evidence, including learner voice, about our wellbeing and safety systems.

2. Reflecting on the data and other evidence to identify gaps, strengths, weaknesses and opportunities.

3. Drawing our conclusions about how effective we are in meeting the Code standards on each Outcome.

4. Using the self-reflections to identify annual projects to address any gaps, strengthening our systems and working on continuous improvement to pastoral care across our organisation.

5. Publishing our annual action plan to help timeline our projects and help review our own progress in our improvements.

As part of The Code requirements, The Learning Connexion undertakes self-assessment activities during the year and specifically evaluates our education provision against following Code Outcomes :

Outcome 1: A learner wellbeing and safety system

Outcome 2: Learner voice

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Outcome 4: Learners are safe and well

We are signatories to the Code as we enroll international students however we do not provide accommodation so we include the following Code Outcomes:

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Outcome 9: Prospective international tertiary learners are well informed

Outcome 10: Offer, enrolment, contracts, insurance and visa

Outcome 11: International learners receive appropriate orientations, information and advice

Outcome 12: Safety and appropriate supervision of international tertiary learners

Self Evaluation and Review Outcome 2023

Outcomes	Outcomes Self-assessment from four options*: Early stages of implementation, Developing implementation, Implemented, Well-implemented Outcome
Outcome 1: 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Well Implemented
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well Implemented
Outcome 9: Prospective international tertiary learners are well informed	Implemented
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well Implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well Implemented
Outcome 12: Safety and appropriate supervision of international tertiary learners	Implemented

Further evidence required

Critical Incident Report 2023

Complaints Register 2023

OUTCOME 1: A learner wellbeing and safety system

Take a whole-or-provide approach to maintain a strategic and transparent
learner wellbeing & safety system that responds to the diverse needs of their learners

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Strategic goals and strategic plans for supporting the wellbeing and safety of their learners across TLC	Complete the Learner Wellbeing Strategic plan and align the goals with the Te Ao Maori Strategic Project milestones and the Education (Pastoral Care of Tertiary and International students) - Code of Practice 2021	Pastoral Care Committee	1 Nov 2024
Review and make amendments to TLC strategic goals	Update and include actions related to strategic goals in consultation with staff and students. Ensure that learner safety and wellbeing plans and practices are clearly stated.	Pastoral Care Committee	1 Jun 2024
Work proactively with learners and stakeholders (and document this work)	Use the TLC Learner Voice Project and class survey's to integrate outcomes to create a register of actions to improve and enhance learner wellbeing and safety practices. Review feedback back tools to ensure that student voice is clearly represented Collate a list of key stakeholders and organizations that can support student health and wellbeing and distribute to all staff and students.	Compliance with support from ACA	1 Mar 2024
	Include on website links to national organizations to support student health and wellbeing and ensure tutors have a site list of local organizations available on classroom walls.	Learning Support with support from C&E	1 Feb 2024
Use strategic goals and strategic plans to regularly review the quality of TLC learner wellbeing and safety practices as determined by NZQA	Set two reviews annually of the strategic goals and actions to align with the code self-review deadline	Pastoral Care Committee	30 Mar 2024, 30 Sept 2024

OUTCOME 1: A learner wellbeing and safety system (continued)
Take a whole-or-provide approach to maintain a strategic and transparent
learner wellbeing & safety system that responds to the diverse needs of their learners

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
In a timely manner, following a review of the strategic goals above take appropriate action to address any deficiencies in the learner wellbeing and safety practices.	The two annual reviews will have actions and due dates to ensure they are implemented prior to the next upcoming review.	See above	See above
Make TLC strategic goals, reviews and self-review reports readily available, in accessible formats, to learners, staff and the general public, including on their websites.	Create a page on the website and add student resources information on wellbeing and safety goals, review dates and outcomes as well as links to email addresses for sending in feedback as part of the group feedback tools. Add page to TLC website to include overview of code and access to NZQA information on the code with the self-reviews and action plans.	Marketing	1 Nov 2023
Provide staff with ongoing training and resources tailored to their role in TLC associated with the Code.	Create additional formal and informal staff training online - e learning opportunities through NZQA, Blueprint, Kia Orite and Ako Education - including safety, and wellbeing, "The Code", agencies and stakeholders.	Culture & Employment alongside Learning Support	30 Apr 2024
Have critical incident plans available for assisting learners, and responding effectively, in emergency situations, and report annually.	Customize the NZQA Critical Incident response plan, contact list and distribute the TLC Physical and Psychological response plan to staff.	ERT; with support from C&E, Learning Support	See above

OUTCOME 2: Learner voice

Understand and respond to diverse learner voices and wellbeing and safety
needs in a way that upholds their mana and autonomy

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Inform learners on how the Complaint will be handled and how it is progressing	Need to convene a learner focus group to assess the accessibility of our new complaints process	Pastoral Care Committee	31 Dec 2023
Providing timely & accessible information to learners to increase transparency of provider's decision-making processes	We need to publish the new Complaints process definitions and online form to our website	C&E in conjunction with Marketing	1 Feb 2024
Ensure that the Complaints process is easily accessible to learners	We will communicate with learners on how to use the internal Complaints processes and the scope of possible outcomes of the processes	Management in conjunction with C&E	1 Jul 2024

OUTCOME 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Have proactive practices for reducing harm to learners resulting from any discrimination, racism, bullying, harassment and abuse	Anti-bullying and anti-harassment posters to be put up in all classrooms/around campus	Pastoral Care Committee in conjunction with Marketing	1 Nov 2024
	Update staff (including tutors, mentors, support staff etc) reporting incidents of these behaviours	Culture and Employment	1 Nov 2024
Provide learners with opportunities to actively participate and share their views safely, develop networks and use te reo and tikanga Māori	Incorporate training and encourage daily te reo and tikanga Maori practices (karakia, greetings in te reo Māori, whakatauki, waiata)	Te Roopu / C&E	1 Oct 2024
	Ensure classrooms include posters that use te reo Māori, tikanga Māori		
Have practices for healthy and safe learning environments	Adopt Te Whare Tapa Whā model as a pastoral care approach	Pastoral Care Committee in conjunction with Maori Cultural Advisor/s	1 Mar 2024
	Include Māori staff and stakeholders in the development of new content of learning around Māori artists, Māori viewpoint, Māori community artists.	Course & Delivery / ACA	1 May 2024
Need to make explicit links between Te Tiriti o Waitangi and our current practises	Including te reo Maori words/bilingual Student Agreement	Te Roopu in conjunction with ACA	1 April 2024

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

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Provide opportunities to improve physical and mental health and wellbeing.	Staff training to include MH101 - training and the Kia Orite Disability training: **https://www.blueprint.co.nz/workshops/mh101/** **https://www.achieve.org.nz/kia-orite-toolkit/** Publish events into organization calendars for staff and learners such as; Mental Health Awareness, Pink Shirt Day, Maori Language, Pride Week, Health wellbeing with links and resources ahead of the year. Include on website links to national organizations to support physical and mental health wellbeing and ensure tutors have a site list of local organizations available on classroom walls.	Culture & Employment in conjunction with Pastoral Care Committee Te Roopu Marketing	30 Apr 2024
Have practices for enabling learners to communicate health and mental health needs with staff, including health and Safety concerns about others (including contact details for nominated person for all students 18 and over, as well as circumstances for contact)	Ensure all new learners have nominated two consent to confer emergency contacts for all new enrolments and especially for under 18 years and international tertiary learners. Update all consent to confer and emergency contacts for all onsite and delivery students at the start of each year. Review the contact details of all students in Term 3 especially under 18 years learners.	Privacy Officer in conjunction with Admissions	30 Oct 2024

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

OUTCOME 8: Responding to the distinct wellbeing and safety needs of international learners

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Key considerations when responding to international learner needs.	Need to link Te Tiriti o Waitangi and our current practices to effectively respond to the wellbeing and safety needs of our international learners.	International Student Officer	1 Oct 2024
Ongoing reviewing practices to address the needs of international learner needs.	Continue to regularly review current practices.	International Student Officer	1 Oct 2024

OUTCOME 9: Prospective international learner are well-informed

Outcomes and Processes	What do we need to do differently?	Project Lead	When By?
Understanding the information needs of international tertiary learners.	Need to actively advertise to agents by identifying which countries we should target	International Student Officer	1 Oct 2024
Develop and provide information to international tertiary learners	Sign up at least one agent to help with the prospective international learner approach	International Student Officer	1 Oct 2024

OUTCOME 10: Offer, enrolment, contracts, insurance and visa

Outcomes and Processes	What do we need to do differently?	Project Lead	When By?
Ensure practices are fair and accessible for international teritarty learners.	Continue to regularly review current practices.	International Student Officer	1 Oct 2024

OUTCOME 11: International learners receive appropriate orientations, information and advice

Outcomes and processes	What do we need to do differently?	Project Lead	When By?
Ensuring information is accurate, age-appropriate, and up-to-date and presented in a way that meets the ongoing needs of diverse learners.	Work with Marketing to create updated material on our website.	International Student Officer	1 Oct 2024
Providing information on services, support and facilities.	Prepare the following years orientation documents in advance.	International Student Officer	1 Oct 2024

Signed By: Margaret Mundell on behalf of the Management Team

Date: 27 October 2023

Next Review by: 30 July 2024