Code of Pastoral Care

Self-Review 2023

NATUROPATHIC COLLEGE OF NEW ZEALAND

Contents

TEO information NCNZ

TEO Name	NCNZ			MoE number	8167	
Code contact	**Name**	Tony Boyce		**Job title**	General Manager	
	Email	Tony.boyce@aspire2.ac.nz		**Phone number**	0210636015	
Current enrolments	**Domestic learners**	**Total #**	320	**18 y/o or older**	318	
				Under 18 y/o	2	
	International learners	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
Current residents	**Domestic learners**	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
NA	**International learners**	**Total #**	NA	**18 y/o or older**	NA	
				Under 18 y/o	NA	
Report author(s)	Tony Boyce, Janine Deller.					

Our Strategic Pillars

What we believe

Everyone matters

- Learning is student and client focused.

- Individual capabilities and goals are recognised.

- Diversity is celebrated.

- Fairness is fundamental.

Aiming High

- Boundaries and assumptions are challenged.
- Students, clients and teachers are unafraid to try – mistakes are accepted.
- Everyone takes responsibility for creating a safe, secure and collaborative learning environment.

Continuous Improvement

- Excellence is the objective.

- Innovation is celebrated.

- Reviews are regular and change is welcomed and rapidly adopted.

Our Code of Practice Plan – NCNZ

The Code of Practice is implemented, and all staff understand their responsibilities¶

Policies and Procedures to support student wellbeing and success are available on our website¶

Relevant information and referral pathways to support services available through staff on our website and in student resources.¶

Learners who require support will be responded to within 24 hours¶

All staff are supported through ongoing training and resources¶

NCNZ supports a learner environment that recognizes diversity and promotes inclusiveness¶

Learner feedback for pastoral care and course satisfaction will meet or exceed the 85% agreement rate KPI¶

Māori Responsiveness Strategy strongly supports the principles and values of te Tiriti o Waitangi¶

Leaner Concerns and Complaints will be responded to appropriately and in a timely manner¶

2022 Gap Analysis Status Report

In 2022 gap analysis was conducted between our current policies, procedures and practices against the new code of practice. Amendments identified were implemented to align with the clauses in the code.

2023 status of areas we worked on or work is ongoing.

Outcome 1: A learner wellbeing and safety system	• Reviewed all student focused policies and procedures to ensure they meet the requirements of the code. • Published Policies on the website.
Outcome 2: Learner voice	• Published complaints process on the website. • Published a summary of complaints on the website. • Published survey findings, recommendations, and actions in Canvas student resources page. • Published the complaints process and procedure on the website.
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	• Acknowledged significant days and events relating to culture and wellbeing through our online student learning system. • Reviewed and updated our Student Code of Conduct and policies and procedures relating to positive and inclusive learning environments.
Outcome 4: Learners are safe and well	• Staff training in Mental Health Toolkit Workshop. • Cultural Awareness Workshop for staff. • Updated student resources course on Canvas to include • Implemented a process to support students with disabilities. • Promoting and engaging activities around nationally recognised health and wellbeing focus topics such as – Mental Health Week.

Stage of implementation for each outcome 2023

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 2: Learner voice	Well implemented / <mark>Implemented</mark> / Developing / Early stages
	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / <mark>Implemented</mark> / Developing / Early stages

Summary of performance under each outcome

Outcome 1

Outcome	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 1: A learner wellbeing and safety system	NCNZ considers they are effective for outcome 1 and are continually working on processes to improve their effectiveness. NCNZ has a QMS with policies and procedures that cover all aspects of student life, health and safety and wellbeing. The NCNZ website will have a Code of Practice Plan available. Students are guided to our strategic goals, policies, and procedures to support their wellbeing and safety. Guidance in our Welcome course highly recommends that they view the Students Resources module. Our strategic goals, policies and procedures are available publicly on our website. Our strategic goals, policies and procedures are reviewed annually to ensure they are fit for purpose and provide a responsive wellbeing safety systems. Improvements to policies and procedures are implemented and approved by our Academic Quality Committee. Annual reviews have enabled us to look at our policies and procedures from a whole of provider approach considering the student perspective, does the policy match where there	NCNZ First Impressions survey data shows that 86% of students who responded have viewed the online Student Resources Course. Students are viewing the resources and know where to seek information, on a range of topics such as the following areas: • Navigating our online learning platform, Study Tips • Rules and Policies & Procedures. • Student Handbook and Programme Handbooks • Wellbeing and Support (external) • Student Support (Internal) • Student newsletter and survey feedback. Our First Impressions data shows 90% of students found the information on our website helpful. We know that students are viewing information on our policies and procedures and strategic goals before they enrol. First Impressions data shows 91% of students were satisfied with their onboarding and enrolment experience. We have policies and procedures that are user friendly able to understand, are student focussed and align with our practices. Our Programme Reviews provide a summarised overview for all programmes activities that allows us to draw

have been changes to practice, are there opportunities to improve the practice for student experience and wellbeing and does it meet the requirements of the code of practice and current legislation. Our QMS also allows us to make changes in a timely manner if required.

Our pillars and values are also represented in Te Reo for our Māori students and to show our commitment to Te Tiriti O Waitangi. We have embedded more te reo Māori into our programmes and embedded a Te Ao Māori perspective across our learning content.

First Impressions and Final Programme surveys. We ask key questions around our rules and policies pages in Student Resources to ensure students are aware they are available and will take the time to view them. Survey results are analysed, and reviewed by the relevant Programme Coordinator, Programme Manager and Quality Assurance Coordinator. Findings and improvements implemented are communicate back to students through newsletters available in the student resources.

Programme reviews are conducted annually and are reviewed by the relevant Programme Manager, Programme Coordinator and Quality Assurance Coordinator. Course content is reviewed to ensure that it is up to date, meets current practice. Actions to address any areas where we can improve are included and monitored.

Staff have attended a Mental Health Awareness workshop and a Code of Practice and Privacy Act session.

conclusions on the data and trends. Data analysed includes moderation results that supports assessment review. Survey feedback enables improvements based on student feedback. Tutor skills and Professional Development is reviewed and training required identified. Course completions and graduate data enables us to identify areas of concern.

2022 Programme Reviews were completed and finalised in March 2023 and all actions were implemented within 6 months.

Outcome 2

Outcome	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 2: Learner voice	NCNZ considers they are effective for outcome 2 and are continually working on processes to improve their effectiveness. We have introduction and topic discussion in place to allow students to introduce themselves and share ideas online with their peers within their cohorts. The purpose of this is encourage a sense of community online. Topic discussion forums include: assessment queries, use of credible academic resources, referencing, use of medical dictionaries, how to access teams, live tutorials etc. Students can also contact their tutors via email or phone to discuss any queries they may have with their study or contact the Academic Support Coordinator. Live tutorials are provided for each course and cover content and assessment expectations to give students an opportunity to ask questions. First Impressions and Final Programme Survey links are embedded within the modules and are also sent via email to students throughout the programme. All graduates are also sent invitations to surveys approximately three months after they successfully complete their programmes of study.	42/55 (75%) of students participated in the DHS511 July cohort Welcome discussion. Students are encouraged to introduce themselves, and share anything about themselves, including; where they live, their best study tips for fun learning or a random fact they have picked up in life. Students are actively participating in other discussion forums regarding referencing, citations, assessments, and content with tutors responding to queries, as well as other students helping their fellow students. Live tutorials are attended well by those who are available during the day, the remainder of students can view the tutorial at a more convenient time as they are saved for the length of the course. Our NCNZ students regularly provide positive and constructive feedback on tutorials and our First Impressions survey data shows 79% agreed that they help to consolidate and support their learning. Students have provided feedback to say they are able to easily locate the saved records and view at a more suitable time. On average 25% of students are participating in surveys which is in the average range for online surveys according to Survey Monkey. Students are actively involved in the NCNZ administered Facebook group. Students make posts about the marking turnaround, assessment questions, sell textbooks, ask for

	We analyse the survey response data by cohort and have meetings with the relevant Programme Coordinator, Programme Manager to review and address any actions that are required. The outcomes are then published in Student Resources so our students know we are listening and are making changes for continuous improvement.

We have set up Facebook pages which are administered by NCNZ staff to let students meet and discuss the programme and content online.

All complaints received go onto a register that includes information on the complaint, the nature of the complaint, demographic data such as age, ethnicity, disability, and priority group data etc to enable analyses and find improvements. The resolution and outcome are also documented.
A summary of these complaints is published on our website. | help to manage their time etc. They also use this group to reach out to others for others in their city. Our Academic Support Coordinator provides responses as well as being the admin for this group.

We receive a small number of formal complaints each year because we can usually resolve these during conversations with the student. All formal complaints are investigated and we aim to resolve them within 15-20 days. |

Outcome 3

Outcome	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	NCNZ considers they are effective for outcome 3 and are continually working on processes to improve their effectiveness. We have reviewed our practices, policies, procedures, and guidelines to inform students and support a safe and inclusive learning environment including: - Code of Conduct. - Student Handbook. - Welcome Course and internet etiquette. - Student Resources, a page on our online learning site that provides information on the rules and expectations and a range of learning and personal wellbeing support. - NCNZ Workshop and online discussion forum guidance and expectations. We conduct online tutorials, discussion forums and announcements which all encourage inclusiveness and participation. Discussion forums are monitored by tutors to ensure all students feel safe and supported online. Canvas provides students with extra learning functions to support a range of learning styles such as; - Read speaker - Text enlargement - Dictionary - Translator	Student Surveys and individual feedback, outlines that students feel supported and included in their learning journey. First Impressions 2023 Survey Results: 85% of students have agreed that student support has been readily available and met their learning needs. 86% of students have told us in surveys that they are accessing the Student Resources, mental health support, learning support, rules and polices pages. When students contact their tutors, Student Support Coordinator or Academic Support Coordinator they are provided with the help they need and are guided to the Student Resource section for additional information. Students are well informed on our expectations and code of conduct. They are aware of requirements and know where to find information or seek support if needed. Discussions and introductions are contributed to by students with respect for each other. Our Academic Support Coordinator helps students with assessment writing, referencing and citations and encourages students to use all the additional learning functions available to them to assist them with their learning journey.

	• Downloadable audio We have made global announcements celebrating language weeks and acknowledging significant days including: Te Wiki o Te Reo Māori, Pasifika Language weeks, Diwali, Chinese New Year, Matariki. Student Engagement is monitored on commencement of their learning journey and for the first four weeks by our tutors and Student Support Coordinator. Students who have not logged in are called and emailed with offers of encouragement and support if they are having challenges accessing the online learning platform Canvas. Welcome course logins are sent out one week prior to their course commencement so students can orientate themselves and find information to prepare them for their studies and support their learning journey. First assessments are scheduled across the first five weeks and any non-submissions by students are followed up by the tutor. During any of this timeframe students can contact the student support coordinator for technical support or their tutor for learning and assessment support.	Zero activity reports are run from Canvas which show when/if students have logged in, therefore this information is very accurate and in real time. In addition to activity reports our tutors also use Drop Out Detective (DOD) which is a traffic light system showing engagement levels in Canvas. Tutors can make notes in DOD to notify other tutors with the same students. Tutors also view analytics pages to see what pages students have downloaded and monitor learning check-ins. Tutors take all this into consideration before making contact with students as some feel this is an intrusive process as some may be working offline.

Outcome 4

Outcome	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 4: Learners are safe and well	NCNZ considers they are effective for outcome 4 and are continually working on processes to improve their effectiveness. Our tutors regularly talk with students one on one on the phone, especially at times when the students is facing challenges that are impacting their studies which is often lack of engagement or missing assessment due dates or failing to pass an assessment. Support is offered through going through their learning or assessment challenges with the tutor, getting an extension to take the pressure off at that challenging time and even deferring studies. Tutors use the Te Whare Tapa Whā model when conversations occur with students who may be experiencing mental health difficulties. We are working on improving our disability process and adding the TEC advised questions to our enrolment form. The intended outcome of a reviewed disability process to make contact with those students who have indicated they have a disability quicker and have understand their learning barriers which could impact their learning and identify where we can remove reduce these barriers and support their learning. The process will also allow greater data capture for analyses of the types of disabilities and barriers student have, the effectiveness of the support provided and areas of improvement and student success data.	NCNZ First Impressions Survey show 85% of students have agreed that student support has been readily available and met their learning needs. Academic Watch meetings are held weekly and actions are noted in DOD so all other tutors are aware of the concern and actions required. We have simplified the withdrawal process and a function is now available in Canvas should students with to withdraw. Extensions are available for students who need to have a break from study. Students can change their study to part time if they have other commitments. The implementation of these online automated processes has reduced the time spent for students to complete and allow them to self-manage their needs. Mental Health awareness training attended by all our team provided skills and knowledge to support our students and each other. Feedback from staff was positive and the training served as a good reminder to take care of oneself and peers to better support our students.

Learner Complaints

We provide students with information on how they can raise a concern or complaint on our website, in Student Resources and in the Student Handbook.

Definition of types of complaints as follows:

Complaint:	Formal notification of any issue adversely affecting one or more individuals that requires investigation, action, and response. Records of all complaints must be maintained on the central complaints file.
Issues of Concern	Issues that have the potential to impair the student's experience or expose the College to academic risk.
Serious complaint	Issues involving violence, verbal abuse, cultural safety, unsafe conduct or work practice, disclosure of confidential College or personal information, theft, misrepresentation of NCNZ for personal gain, possession of or being under the influence of non-prescribed drugs or alcohol, or any other act not specifically addressed in this definition but which is of a similar nature.

Formal Complaints:

Year	Date:	Raised by	Nature of complaint	Status	Outcome
2023	3/09/2023	Student	Programme delivery model	Resolved	Student withdrawn

Critical Incidents

A critical incident is a notifiable event that would activate the establishment of the Emergency Management planning group. And would include one of the following;

- If someone dies as a result of 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 or immediate risk because of an unplanned or uncontrolled incident resulting from our activities.

In the event of a Critical incident, it is probable that control of the incident would move to an external agency.

Review of Complaints and Critical Incidents practices.

The policy and procedures relating to a Complaint or Critical Incident have been reviewed to ensure that   the procedures for dealing with either meet the requirements of the code of practice and current practice for NCNZ.

A link to a copy of the current and reviewed complaints policy is available on our website , along with a template form to complete electronically to make a complaint and a flow chart outlining the steps in the complaints process. Students are also advised that they are able to make a complaint by email.

Summary of 2023 action plan for 2024

	Action/s to be taken	Owner	Due date	Measures of success
Outcome 1: A learner wellbeing and safety system	Ongoing annual review of policies and procedures relating to student wellbeing and safety.	Academic Quality Committee	Ongoing	NCNZ will have policies and procedures that are fit for purpose, support student wellbeing and success and meet the requirements of the code.
	Seek feedback from student focus and priority groups on our policies and procedures	Quality Assurance Coordinator and General Manager	2024	Feedback from students will help to guide policies and procedures that are student focussed.
	Continue staff training in key areas that include but are not limited to; mental health, dyslexia and other diverse learners, Cultural Awareness, Privacy legislation and other acts applicable to education in New Zealand, Tiriti o Waitangi and Pasifika.	General Manager and Programme Managers.	2024	Staff will have training to help them to provide support for our students.
	Further develop the Canvas Disability and Diverse Learner course providing tutors with resources and information to support a positive learning experience.		2024	Staff will have a range of resources and information so they can support learners with.
	Advance our disability strategy by collecting, compiling and analysing data on our disability students. Seeking feedback from these students as to how we can better support them in an online environment.	Quality Assurance Coordinators and all staff.	2024	Staff will be able to access resources and guidance to organisations that support them with a range of learning barriers. Examples of content may be; Dyslexia and other learning difficulties, mental health, anxiety, depression, vision impairment etc….
Outcome 2: Learner voice	Review surveys to ensure feedback data is relevant and useful. Look to add questions specific to priority groups and diverse learners.	Quality Assurance Coordinator, Programme	2024	Further data will enable more in-depth analyses providing further opportunities for continuous

	Look at other avenues for gaining learner feedback other than surveys as responses for these has decreased over recent years.	Managers, and General Managers.		improvement and evidence to support the self-review process.
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Increase learner participation and build relationships within their cohort's discussions. And look to other ways of building a sense of community for students online.	All staff	2024	Students will feel a sense of belonging and community within their programme of study.
	Increase and normalise the use of te reo and tikanga Māori through our learning content and engagement with learners.	All staff	2024	To support the cultural wellbeing and academic success of our Māori students by ensuring their learning is undertaken in a way that matches their culture and values. It will strengthen our relationship with our Māori students and the wider community.
	Advance our Pasifika strategy and strive in embed this across our programmes and into our culture.	All staff	2024	Staff will be able to understand and support our Pasifika students through the Fonofale model of wellbeing.
Outcome 4: Learners are safe and well	Promote to learners' health and wellbeing awareness.	All staff	2024	Students will have available to them information on how they can manage and make better choices for their own wellbeing and health and their families.