

CORNERSTONE

Code of Pastoral Care Self-Review 2024



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TEO information Cornerstone Education LTD

TEO Name	Cornerstone Education Ltd			MoE number	8365
Code contact	Name	Tony Boyce		Job title	General Manager
	Email	Tony.boyce@aspire2.ac.nz		Phone number	0210636015
Current enrolments	Domestic learners	Total #	1667	18 y/o or older	1663
				Under 18 y/o	4
	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
	International learners	Total #	NA	18 y/o or older	NA
				Under 18 y/o	NA
Report author(s)	Tony Boyce				

Our Strategic Pillars

Our Strategic Pillars. Tē Tōia, Tē Haumatia.



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 – Cornerstone Education Ltd




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



Policies and Procedures to support student wellbeing 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.




We support a learner environment that recognizes diversity and promotes inclusiveness.



Learner feedback for pastoral care and course satisfaction will meet or exceed the 75% agreement rate KPI.



Māori Responsiveness Strategy strongly supports the principles and values of Te Tiriti o Waitangi.



Learner Concerns and Complaints will be responded to appropriately and in a timely manner.

Stage of implementation for each outcome 2024

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages
	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / 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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Cornerstone Education Ltd continues to be effective in outcome 1 through our Quality Management System QMS with policies and procedures that support all aspects of student life, health and safety and wellbeing.</p> <p>The Students Resources module contains our strategic goals, policies and procedures in a central easy to access location PDF format for learners. Learners are highly recommended to view the resources within this module to support their learning.</p> <p>Our strategic goals, policies and procedures are available publicly on our website in an accessible format for the general public.</p> <p>Reviews of policies and procedures ensure they are current, meet the needs of students and all stakeholders and meet the requirements of the code of practice and current legislation. Our QMS also allows us to make changes in a timely manner.</p> <p>First Impressions and Final Programme surveys ask key questions around our rules and policies pages published in Student Resources to ensure students are aware they are available.</p>	<p>First Impressions survey data shows that 87% of students who responded have viewed the online Student Resources Course. Students know where to seek information.</p> <p>Our First Impressions data shows 89% of students who responded found the information on our website helpful.</p> <p>First Impressions data shows 94% of students were satisfied with their onboarding and enrolment experience. Showing that our systems for guiding students into study</p> <p>We have policies and procedures that are user friendly to understand, are student focussed and align with our practices.</p> <p>A comprehensive review of all surveys was conducted to ensure that the feedback collected provides data that enables us to identify areas we are doing well for our students and opportunities for improvement to enhance the student journey and meet our requirements under the code. Questions are relevant and effectively meeting our intended objectives.</p>

	<p>Programme reviews and course reviews are conducted annually. Actions to address any areas where we can improve are included and monitored.</p> <p>Training for 2024 included Te Tiriti o Waitangi level 2 which was completed by all staff in February. To better support our students with disabilities all staff are completed or are currently completing the Achieve eLearning lessons.</p> <p>Academic watch and student engagement are an all of provider processes to monitor engagement with the online learning and identify students requiring student support.</p>	<p>Our Programme Reviews provide a summarised overview for all programmes activities that allows us to draw conclusions on the data and trends. Data analysed includes moderation results that supports assessment review. Survey feedback enables improvements based on student feedback. 2024 Programme Reviews were completed and finalised in March 2024.</p> <p>All staff engaged in Te Tiriti o Waitangi and training specific to our priority learners.</p> <p>Tutors are referring students to Student Support and students are self-referring through an online booking system.</p>
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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).
<p>Outcome 2: Learner voice</p>	<p>Cornerstone Education Ltd continue to be effective for outcome 2.</p> <p>Students are encouraged to contact their tutors to discuss any queries they may have with their study or contact the Student Support Coordinator or the Academic Support Coordinator. A range of methods are available for contact including through the online learning platform Canvas, email text or phone.</p> <p>Discussion forums are set up for assessments to provide students with the opportunity to ask their tutor a question or to look up answers to previous questions other students have asked.</p> <p>Discussion forums allow students to introduce themselves and share ideas online with their peers within their cohorts to encourage a sense of community online.</p> <p>Topic discussion forums include: assessment queries, use of credible academic resources, referencing, use of medical dictionaries, how to access teams, tutorials etc.</p> <p>Snap surveys have been embedded within Canvas content pages to allow students to provide feedback about the inclusion of Kaupapa Māori/Kupu and Te Reo within the programme.</p>	<p>Students at Cornerstone Education Ltd are expressing their learner voice through their learner journey.</p> <ul style="list-style-type: none"> • 125/139 (90%) of students participated in the NZ Diploma in Business Level 5 September cohorts “Introduce yourself” discussions. • On average 50% of our enrolled students are clicking on the links to the First Impressions Survey within the modules and are responding to survey questions. <p>Tutors engage with students and where applicable tutors often refer them to the Academic Support Coordinator.</p> <p>Students are feeding back that the tutorials are supporting their learning and assessment activities. Sample feedback <i>“Thanks for the video ideas. I realised, I was totally off scope in my Project Plan. Good to have input from you”</i></p> <p>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.</p> <p>Responses to date show that the inclusion of Kaupapa Māori within the content has enhanced their learning and broadened their understanding and knowledge.</p>

	<p>We have incorporated questions about ethnicity and disability into the surveys to enhance our analysis of data relating to our priority groups.</p> <p>First Impressions and Final Programme Survey links are embedded within the modules. Graduates are sent invitations to surveys approximately 3 – 6 months after they complete their programmes of study.</p> <p>We analyse the survey response data for continuous improvements opportunities and address any actions required. Survey outcome summaries are then published in Student Resources so our students know we are listening and are making changes for continuous improvement.</p> <p>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.</p> <p>A summary of these complaints is published on our website. Any formal complaints that we receive are investigated and we aim to resolve them within 15-20 days.</p> <p>Website links to the Disputes Resolution Scheme are included in our Student Resources Page.</p>	<p>Further data will be available in 2025 for analysis.</p> <p>87% of First Impressions Survey respondents have replied that they are satisfied or very satisfied with their experience on the programme so far.</p> <p>We have received no formal complaints in 2024. Concerns raised are often resolved during conversations with the student.</p>
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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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Cornerstone Education Ltd continue to be effective in outcome 3.</p> <p>Our digital learning environment is safe, inclusive and supportive.</p> <p>We conduct online tutorials, discussion forums and announcements which foster inclusiveness and participation. Discussion forums are monitored by tutors to ensure all students feel safe and supported online. Global announcements celebrate language weeks and acknowledging significant days including Te Wiki o Te Reo Māori, Pasifika Language weeks, Diwali, Chinese New Year, and Matariki.</p> <p>Student Engagement is monitored in the first four weeks this is undertaken by our tutors and Student Support Coordinator. Students who have not logged in are contacted with offers of encouragement and support if they are having challenges accessing the online learning platform Canvas.</p> <p>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.</p>	<p>First assessment tutorials have been created for all first assessments within each programme. This supports students to build confidence in assessment tasks and guides students as to how assessments are expected to be completed.</p> <p>Non engagement and low engagement correspondence has been refreshed to give a more positive and encouraging prompt to motivate student to engage. Additional engagement of phone calls and texts have been implemented.</p> <p>Redesigned the home page of all programmes to include multiple ways to reach out to the tutor and other support staff and more informative programme schedules. Personal welcome and introduction videos from tutors add a personal touch and announcements have also been reviewed and personalised.</p>

	<p>We have enhanced our disability procedure and reach out to all students who have identified as having a disability during the enrolment process. The intended outcome of this process is to understand their learning barriers which could impact their learning and identify where we can remove or reduce these barriers and support their learning. The process will also allow greater data capture for analysis of the types of disabilities and barriers students have, the effectiveness of the support provided and areas of improvement and student success data.</p>	<p>Student Surveys and individual feedback, outline that students feel supported and included in their learning journey. We have slightly different worded questions here for HWB and BMP.</p> <p>First Impressions 2024 Survey Results:</p> <ul style="list-style-type: none"> • 80% of students have agreed that student support has is accessible and met their learning needs. <p>Students are well informed on our expectations and code of conduct and know where to find information or seek support if needed. Discussions and introductions are contributed to by students with respect for each other.</p> <p>The Academic Support Coordinator helps students with disabilities who have responded to our questionnaire that their disability may impact their learning journey with us. These students are provided with one on one assistance with assessment writing, referencing and citations and encouragement to use all the additional learning functions available to them to assist them with their learning journey.</p> <p>All staff are to complete the Achieve eLearning lessons to better support our students with disabilities.</p> <p>A current project is analysing the data to see how the additional support provided is impacting students' wellbeing and completions.</p>
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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)
<p>Outcome 4: Learners are safe and well</p>	<p>Cornerstone Education Ltd continues to be effective for outcome 4 and has processes in place to ensure students are safe and well in an online environment.</p> <p>Student attendance is monitored and we have an Academic Watch system to ensure students are engaging. All students who are not engaging are followed up by their tutor, or Student Support Coordinator.</p> <p>Support is offered by way of understanding the external challenges that are impacting their learning to ensure support available enables students to progress in their studies an example of this is an extension to take the pressure off at that challenging time.</p> <p>Academic Watch meetings are held weekly and actions are noted and monitored. Cornerstone Education Ltd has a whole of provider approach to academic watch and all tutors support staff and management connected to the student are kept informed.</p> <p>Students are guided to external professional help where applicable and further information on a wealth of services is available in the Student Resources.</p>	<p>Cornerstone Education Ltd First Impressions Survey show 80% of students have agreed that their tutor is accessible and meets their learning needs.</p> <p>We monitor students attendance by their engagement in Canvas by completing learning check-ins, quizzes, and submission of assessments.</p> <p>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.</p> <p>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.</p>

	Students can initiate the withdrawal process from Canvas should they wish to withdraw. Students withdrawing are advised that they can return to studies at a later date.	
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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 Cornerstone Education Ltd 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
2024					There have been no formal complaints for 2024

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 Cornerstone Education Ltd.

A link to a copy of the current and reviewed complaints policy is available on both the A2HWP and BMP websites, 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 action plan for 2025

	Action/s to be taken	Owner	Due date	Measures of success
Outcome 1: A learner wellbeing and safety system	Continue to review policies and procedures.	Academic Quality Committee	Ongoing	Cornerstone Education Ltd will have policies and procedures that are fit for purpose, support student wellbeing and success and meet the requirements of the code.
	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.	2025	Staff will grow in their knowledge and capabilities to support for our students.
Outcome 2: Learner voice	Look at other avenues for gaining learner feedback other than surveys as responses for these has decreased over recent years.	Quality Assurance Coordinator, Programme Managers, and General Managers.	2025	Further data will enable more in-depth analyses providing further opportunities for continuous improvement and evidence to support the self-review process.
	Seek further feedback from student focus and priority groups on our policies and procedure.	Quality Assurance Coordinator and General Manager	2025	Feedback from priority and focus students will enable Cornerstone Education Ltd to better serve these students groups.
	Continue to grow and use of te reo and tikanga Māori through our learning content and engagement with learners.	All staff	2025	Analyses the data from the snap survey around the inclusion of Te Reo and Kaupapa Māori within the programmes.
	Advance our Pasifika strategy and strive in embed this across our programmes and into our culture.	All staff	2025	Staff will be able to understand and support our Pasifika students through the Fonofale model of wellbeing.

<p>Outcome 3 Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Advance our disability data analysis on our disability students. To identify trends and opportunity for improvement. Continue to seek feedback from these students as to how we can better support them in an online environment.</p>	<p>Quality Assurance Coordinators and all staff.</p>	<p>2025</p>	<p>To enable Cornerstone Education Ltd to understand what our students need to succeed and if our support processes are working and what further support we can offer.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Continue to promote to learners' health and wellbeing awareness.</p>	<p>All staff</p>	<p>2025</p>	<p>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.</p>