Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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

Te Oranga me Te Haumaru Ākonga

Learner Wellbeing and Safety

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	Vineyard College			MoE number	8471	
Code contact	**Name**	Vic Francis		**Job title**	Principal	
	Email	vic@vineyardcollege.org.nz		**Phone number**	274817017	
Current enrolments	**Domestic learners**	**Total #**	#29	**18 y/o or older**	#29	
				Under 18 y/o	#0	
Report author(s)	Angela Reiff					

Notes for this report:

1.   All policies, processes, student handbooks, prospectuses and the website are reviewed annually or, in cases of required updates, or where regulations have changed, as and when required. The QMS stipulates the annual cycle of review and is carried out under the supervision of the Principal and relevant staff members. This, therefore, applies to all future plans for adherence to Code outcomes.

2.   Zoom is the video conferencing software that is primarily used by Vineyard College.

3.   When discussing complaints, the following definition is used: A complaint can be described as a student or group of students raising a concern or expressing dissatisfaction with any aspect of the College.

4.   When discussing critical incidents, the following definition is used: A critical incident involving a learner or an unplanned or unforeseen traumatic event affecting a learner or learners impacting on the institution the learner attends; its staff; its learners and/or the wider community occurs (The Education (Pastoral Care of Tertiary and International Learners) Code of Practice, 2021; Emergencies and traumatic incidents, Ministry of Education, Adapted materials, 2021). Or when a current student passes away.

Our College Pastoral Care Values:

As part of our commitment to Pastoral Care of our students, the College uses the framework of Te Whare Tapa Whā. We are for the 'whole' person.

Taha tinana (physical health): how would you rate your physical health?

Taha wairua (spiritual health): how would you rate your spiritual health?

Taha whānau (family health): how would you rate your family health?

Taha hinengaro (mental health): how would you rate your mental health?

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well Implemented
Outcome 2: Learner voice	Well Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
Outcome 4: Learners are safe and well	Well Implemented

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	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	Vineyard College has a strategic plan encapsulated in its QMS, learning environments and the information to learners. The Code of Practice Framework 2021 v22.2 addresses the whole-of-institution approach of Vineyard College in addressing The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Vineyard College has created thorough and effective practices to provide our learners with wrap-around wellbeing support that honours the Te Tiriti o Waitangi and enables students to study in a supportive and culturally inclusive environment. We have done this through: • A written wellbeing policy. • A student wellbeing section on our website. • A student wellbeing section on our student hub page. • A student handbook which contains information on the policies, processes and regulations of Vineyard College that a student may refer to throughout their study. • Highlighting wellness at our orientation and block courses throughout the year. • Wellbeing interviews with the students twice a year based around the Te Whare Tapa Whā framework. • Appointing student reps at the beginning of the academic year. • Inviting student reps and stakeholders to join our staff meetings on a regular basis. • Providing students an opportunity to notify us of how they're doing through a wellbeing check-in indicator when they submit their practical assessments. • Availability of our staff to students when and as needed. • A six-monthly review of our policies and practices in relation to the PCC. • Reviewing the processes and policies regularly and ensuring information provided to students is up to date. • VC team are the port of call for student wellbeing concerns, raised by either students, supervisors or lecturers. VC follows up on those concerns as guided by polices and processes in place. • Staff trained in areas relevant to their role and follow processes to ensure learner well-being and safety. Vineyard College has extensive self-review policies and processes addressing learner wellbeing and safety in digital and physical environments across learners and stakeholders. • Students provide feedback in end-of-course surveys and in pastoral support check-ins.	• Copy of policy from QMS • Link to website • Link to student hub • Block Course timetables • Wellbeing interviews (minuted and uploaded to dropbox) • Minutes from staff meetings where student reps/ stakeholders have joined meetings • Check-in indicator spreadsheet showing gathered data • Student handbook giving staff details • PCC review • Te Whare Tapa Whā framework for check in phone calls

| Outcome 2:
Learner voice | The diverse nature of learner voice is reflected in the manner Vineyard College gathers learner voice and responds through regular and informal means. Learner voice informs the review of relevant policies and information for learners. We encourage learner voice through:
• Student reps are appointed at the beginning of the academic year. We ensure student reps include diversity of age and culture.
• Student reps are invited to attend staff meetings and report any suggestions, needs or concerns of students. These points are noted minutes and action points made. The staff team report back to the student body the outcomes taken to their points.
• Diverse learners are given multiple opportunities to share their diverse learning needs - in the enrolment process, at the enrolment interview, at orientation and again at block course. These needs are then shared with VC senior staff, who make individual contact with the student to discuss how as a College we can best support their diverse needs. From here a plan is put in place to ensure they flourish in their studies.

Vineyard College has well-articulated ways for learner complaints on assessment and other study issues.
• Students are told at the start of the academic year how they can lodge a complaint, both through the student handbook and verbally at block courses and orientation. Complaint forms are available on the student hub and a breakdown of how complaints are handled is in the QMS and student handbook.

Vineyard College complies with the dispute resolution scheme and provides information on the scheme to learners during their enrolment and studies.
• Staff team supports students with relevant information, and it is shared with students during the orientation process and available online and in the student hub. | • Enrolment form showing space to identify diverse learning needs
• Student handbook explaining complaints process
• Student hub showing where form is available to students
• Copy of QMS outlining complaints process at VC
• DRS highlighted on webpage and student hub |

Wellbeing and safety practices for all tertiary providers

	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	Vineyard College prides itself on providing safe, inclusive, supportive and accessible physical and digital learning environments. We do this through: • Ensuring all staff are guided by Vineyard College values and aware of anti-bullying, racism and harassment policies while student support monitors student hub to ensure a positive, inclusive environment. • Students are made aware of expectations throughout the interview and orientation process as well as the expected behaviour is woven into the learning material and resources provided by Vineyard College. • Giving students the opportunity to tell us in their course evaluations if we've created any barriers for them in their study. • This feedback is listened to and then necessary changes are made to ensure we remove any barriers. • We adapt to the diverse needs of our learners through providing a range of ways to engage with their study. We offer online zoom calls to discuss assignments, opportunity for oral assessments, phone calls, in-person block courses, etc. • We use the student hub to centralise the course documents for students. This also provides a safe platform for students to engage with one another. • We protect students' privacy and anonymity through posting resources relating to the needs of our diverse learners on the student hub without singling out any one student. • By attending staff meetings, student reps become a bridge to bring any needs or concerns of students to the staff, who can then respond appropriately. • Student feedback via attendance at staff meetings by student reps is used to further improve the learning spaces.	• Summary of course evaluations • Diverse learner needs posted on student hub throughout 2023 • Staff meeting minutes showing student rep attendance and suggestions • Staff handbook

Outcome 4: Learners are safe and well	Vineyard College provides comprehensive support to students as they begin their study with us. This includes: • information to support learners to meet their basic needs. • Information on how to apply for a student loan/ allowance. • Access to information about how to keep physically, mentally and culturally well via VC website and student hub. • Regularly reaching out to learners to monitor their wellbeing and academic progress. We provide 2 x pastoral care calls a year. Notes from these calls are stored in the student's file in our Dropbox to ensure privacy. • Provide students the opportunity to tell us how they're feeling when they submit their practical assessments. This is by way of a check-in indicator where they chose an emoji to describe how they're feeling. From here, staff make contact with students who have identified themselves as struggling. • Student hub promotes wellbeing resources and other helpful information to ensure students' physical and mental health can thrive. • We encourage collaborative wellbeing conversations at orientation and block courses, where we break into groups and brainstorm around the framework of Te Whare Tapa Whā. • Students are given staff emails and phone numbers at the start of their study so they have a contact point at any time. • Staff emails have footer highlighting what the student can do if they're struggling with their wellbeing. • Students are invited to declare any diverse needs in the application process or via Pastoral Support throughout their studies. • Detailed records of reported needs are kept on student profiles.	• Student handbook • Enrolment form • Webpage (highlighting wellbeing) • Student hub (highlighting wellbeing) • Pastoral care calls (uploaded in Dropbox - can't be shared due to privacy) • Check-in indicator spreadsheet • Block course timetable highlighting wellbeing • Orientation timetable highlighting wellbeing • Screen shots of staff email footers • Social media posts on #knowthecode and wellbeing posts

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Review of wellbeing policy from Section D of QMS to be completed next in June 2024. Continuation of 3-monthly review of website and student hub wellbeing sections to ensure they hold current and up-to-date information.
Outcome 2: Learner voice	No gaps identified.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Course evaluations - ensure our surveys are asking the right questions. Connect with local iwi to support us in designing our physical and digital environments to reflect Te Tiriti o Waitangi. Staff to continue to train and upskill in Te Tiriti o Waitangi.
Outcome 4: Learners are safe and well	Regularly provide apps and resources to students on the student hub to enhance their wellbeing. Ensure we find resources to support our students from other cultures once we know the make-up of the student body for 2024.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Regular review (minimum annually) and update of policies and processes	Staff team led by Principal	Annually	QMS Policy	Survey results Course completion rates Written and verbal feedback received
	Review of wellbeing policy from section D of QMS	Compliance Manager	June 2024	Minuted in staff meeting minutes	Review notes to be minuted in staff meeting minutes with any additions/ alterations to policy. If policy is altered it needs to be sent to the Board for approval.
	Continuation of 3-monthly review of website and student hub wellbeing sections	Compliance Manager	every 3 mths	Noted in minutes that compliance manager will review 3 monthly. Next check due Jan 2024	Website reviewed and updated with current and up-to-date information.
Outcome 2: Learner voice	Regular review (minimum annually) and update of policies and processes	Staff team	Annually	QMS policy	Survey results Course completion rates

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Course evaluations - ensure our surveys are asking the right questions	Principal	End of each term	Staff minutes	Listen and respond to suggestions made from course evaluations

	Continue to lean into opportunities to learn and grow in designing our physical and digital environments to reflect Te Tiriti o Waitangi	Principal	Key focus 2024	Consult with Laidlaw College to shape our approach to upholding Te Tiriti o Waitangi	Following up decisions made with Laidlaw in timely manner
Outcome 4: Learners are safe and well	Regularly provide apps and resources to students on the student hub to enhance their wellbeing	Compliance Manager	Regular intervals	Staff meeting minutes	Monitor engagement on student hub page when posts are made
	Find resources to support our students from other cultures once we know the make-up of the student body	All staff	Regular intervals	Post culturally relevant information on Instagram and student hub to support cultural diversity	Engagement with posts