Code of Practice – 2023 Self-review Report

Whāia te mātauranga hei oranga mō koutou

Our actions and implementation of the code are guided by this simple formula:

Wellbeing + Voice = Success in Educational Life

This together with embedding our published approach to the code has resulted in positive performance over the course of 2023.

2022 Gap Analysis and Action Plan – Status Report

In 2022 the focus was very much on ongoing implementation of the new code and reflection on our existing practice. That reflection resulted in a full gap analysis and action plan.

All actions identified have either been completed or have been implemented for those of an ongoing nature – see Appendix 1.

2023 Action Plan - status

In our last published report, we identified the following areas we would continue to work on.

International learners returned	- All provider and programme information has been reviewed and updated to ensure material available to prospective learners supports their decision-making process. - A reconnection and agent training plan has been implemented – agent monitoring has been implemented including feedback from new learners on their agent experience.
Student Voice	- Response rates across all surveys have been maintained at a high rate and learner participation has been promoted via regular communication. - The Learner Council has been re-established. - Communication with learners regarding implementation of their feedback has been enhanced. - Surveys have been reviewed and updated as required.
Staff cultural competence	- Staff are completing Pathways Awarua. - Staff training modules have been developed – Te Tiriti o Waitangi and Aspire2 ngā mātāpono. - Staff have been enrolled in Ako Aotearoa training on enhancing Pacific cultural capability.
Effective teaching	- Staff PD sessions have been run every term. - Developmental observation practice has been established. - Regular feedback from learners has been collected – expected internal benchmarks have been exceeded.
Success for Māori and Pasifika	- Consultation with communities on effective practice to support learners has been undertaken. - Feedback from community stakeholders has been incorporated into course and assessment design as well as teaching methodologies. - We have engaged with our sister school Solomon Group to gain insights from their experience supporting priority learners. - Staff cultural competence has been developed via training and professional development.

Disabled learners	• Aspire2 Strategy has been developed and is in implementation – this draws on the NZ Disability Strategy.
	• Data collection has been implemented and is being reviewed.
	• Disabled learner achievement is being monitored.
	• Learner Study Plans are being implemented.

Embedding our Code Approach

As reported in our last report we developed a guiding *approach* to the Code – **The Code of Practice at Aspire2 International.** This approach takes the code outcomes and focuses on five objectives that capture the code's intent. It also positions Te Tiriti o Waitangi and our ngā mātāpono as central to delivering positive code outcomes for our learners.

This approach has had a range of benefits including:

- Supporting simpler communication with staff and learners about the code.
- Enabling the development of shared understanding of the code across staff and learners.
- Focusing our methods for capturing learner feedback on our code performance.
- Targeting our delivery of staff training and professional development.

We will continue to implement our *approach* to the code in this way and will of course review our performance and its ongoing efficacy.

Performance Snapshot

Data presented in this report represents the feedback from learners and graduates between August 2022 and September 2023. Achievement data covers four terms from Term 3 2023 to Term 2 2024. Where relevant a **+/-** value is provided in comparison to the previous reporting period.

Measuring Success

Indicator	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 – rating at 4 or more out of 5	✔
Response rates across all surveys are at +60%	✔
Course completion rates exceed sector averages	✔
Qualification completion rates exceed sector averages.	✔

We have met/exceeded our internal benchmark across all performance indicators. This includes lifting the learner response rate to the 1st impressions survey above 60%. Noting that the response rate in most of our surveys is well above this benchmark.

Ensuring success for priority learners remains a key focus area for us and we will continue to work towards parity over the course of 2024. This means ensuring course and qualification completion rate parity is enduring. It also means talking to priority learners and communities to better understand other lenses through which success may be viewed.

We understand that quality teaching is fundamental to the learner experience and success, and this remains an organisational focus area with teacher training and development prioritised.

First Impressions

We ask learners to provide a rating on a scale from 0-100 with 100% representing the highest level of satisfaction/comfort/sentiment.

All Learners		
On campus and in class do you feel safe and secure	100%	+2.78
On campus and in class do you feel valued and welcome	100%	+2.78
Do you know who to go to for academic matters	95.71%	+0.47
Do you know who to go to for learner support	94.29%	+8.58
Enrolment discussions – do they match your programme expectations	78.57%[1]	-6.8
Induction – did you receive all the information needed to start your programme	85.37%	+2.21
International Learners		
Rate the service provided by your agent	84.89%	NA[2]

We have regularly reviewed our induction/orientation processes and learner feedback is positive in terms of their readiness to get started. Regular communication with learners has reinforced messaging around our support services and how to access them.

The nature of information provided during enrolment discussions will be regularly reviewed to ensure prospective learners fully understand the programme being considered and that this aligns with their expectations and study motivations. We note that all information available via the website and other published collaterals has been reviewed.

On Graduation

On graduation we seek an overall impression of the learner experience together with their views on a range of indicators that align to our code objectives.

Aspire2 has met my expectations	88.98%	+0.06
The campus environment was safe and healthy	92.61%	+1.63
The school respected diversity and provided a culturally inclusive environment	95.93%	+1.97
Staff on campus respected me and I was free from harassment	94.15%	-0.67
I was given the opportunity to express my views and give feedback to the school	94.15%	-0.67
I think the school listened to feedback from learners and made improvements	88.71%	+0.83
The school supported networks that supported me in my studies	92.25%	-0.49

Learner responses exceed our internal benchmark and we have maintained consistent performance in comparison with our last report. Our learning environment supports inclusivity, respect and wellbeing, and promotes learner participation and voice.

Learner Complaints

We value learner perspectives and promote opportunities for voice. These include both formal and informal channels for communication, input and feedback. In considering what constitutes a formal complaint we have been careful to differentiate this from those occasions when a learner is simply providing feedback.

---

[1] Negative responses from 3 learners (Domestic 1 and International 2). Neutral/Unsure responses from 12 learners (Domestic 9 and International 3).

[2] International learners returned from January 2023.

A complaint can relate to any problem or grievance a learner may have which involves their experience at Aspire2. In such instances our aim is to support the learner and to aim at a successful resolution of the matter raised. We also encourage learners to bring support or representation if they wish. This could be a classmate, friend, counsellor or a member of family/whānau.

A problem or grievance is recorded as a formal complaint if it escalates to the General Manager[3] or directly to the DRS or NZQA.

	Formal Complaints		
Year	Number	Nature	Status
2022	0	NA	NA
2023	0	NA	NA

The range of opportunities learners have to express voice both formally and informally likely supports a free flow of feedback and mutual communication that minimises escalation of any concerns. We continue to promote learner voice while also reminding learners of our complaints process.

We note that the DRS will merge from January 2024, and we will ensure timely and clear communication to all staff and learners.

Critical Incidents

The wellbeing of our people is of great importance, and we all play a role ensuring our campuses are healthy and safe. Despite the best efforts of any organisation critical incidents can occur and we understand that it is essential that we have in place procedures to manage such occurrences.

We have drawn on the Health and Safety at Work Act 2015 to define a critical incident. A critical incident is a notifiable event and includes:

- 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 and immediate risk because of an unplanned or uncontrolled incident e.g. the collapse of a building, the escape of gas, an explosion.

Over the course of 2022 and so far in 2023 we have had no critical incidents. While our onsite activities pose minimal risk, we are committed to providing a safe and secure environment for our learners. On our sites we look to ensure not only the physical safety of our learners, but we also prioritise their mental health and wellbeing.

---

[3] NOTE – if the grievance relates to the General Manager it will escalate to the Chief Executive Aspire2 Group

2023-2024 Action Plan

On the basis of our self-review the following action plan has been established.

Action	Objective	Completion	Responsibility
Implementation of diagnostic tool to evaluate the overall wellbeing of new learners. This will draw on the Te Whare Tapa Wha model.	• Support informed enrolment decisions. • Enable risk identification and support strategies. • Further support priority learners. • Minimise non-engagement.	Implementation Term 1 2024	JM
Agent Training – update training calendar and review all training resources.	• Agents fully equipped to advise prospective learners on study choices. • Ensure all learners are fully informed regarding choice of programme.	Review completed by January 2024 (Training ongoing)	JL and GK
Enrolment discussions – review information provided to learners onshore.	• Ensure learners are fully informed regarding programme choice and study expectations.	January 2024 and ongoing	JL
Induction and Orientation – review orientation format and content.	• Ensure new learners receive all necessary organisational and programme related information.	Implementation Term 1 2024	SB and PLs
Disabled Learners – staff to complete learning modules in Kia Ōrite toolkit.	• Work towards parity for disabled learners. • Build staff capability in supporting disabled learners.	June 2024	SB
Combined DRS – communication to all staff and learners.	• Communicate to change to all staff and learners. • Update websites, handbooks, and other resources.	January 2024	SB

Appendix 1 – Gap Analysis Action Plan (September 2023 Status)

	Action	Focus Area	Outcome Alignment	Responsibility	Completion	Status
1	Develop overarching approach to Code	Code Strategy	Outcome 1	SB	Q2 2022	Completed
2	Strategy implementation ongoing throughout 2022	Biculturalism + Success for Maori	Outcome 1 & 3	SB; JL; JM	Ongoing	Ongoing
3	Strategy implementation ongoing throughout 2022	Success for Pacific Learners	Outcome 1 & 3	SB; JL; JM	Ongoing	Ongoing
4	More effective implementation and review of pre-enrolment assessment	Learner Success	Outcome 1 & 3	SB	Ongoing	Implemented
5	Implement assessment submission exception reporting	Learner Success	Outcome 1 & 3	SB; ZH	H1 2022	Implemented
6	Review wording and implementation of 1st impressions and exit surveys	Learner Surveying	Outcome 1, 2 & 3	SB; JP	Q1 2022	Completed
7	Biannual Review and Reporting - self-review of learner wellbeing	Self-review	Outcome 1	SB	H2 2022	Implemented
8	Develop and implement process for annual reporting of complaints	Learner Complaints	Outcome 2	SB	Q4 2022	Implemented
9	Build awareness of DRS for domestic students	Compliance with DRS	Outcome 2	SB	Ongoing over Q1 and Q2	Ongoing
10	Continue to monitor new student feedback	Orientation Process	Outcome 3	SB	Ongoing	Ongoing
11	Review and development of IT programme resources	LMS	Outcome 3	JS; NT; ZH; CP	H1 2022	Ongoing
12	Embed further into IT courses - class and LMS resources	Academic Support/Skills	Outcome 3	JS; NT; ZH; CP	H1 2022	Implemented
13	Continue to monitor communication channels with students	Effective communication	Outcome 3	SB; CP	Ongoing	Ongoing
14	Class/Lab observations	Ratio of Practical Learning	Outcome 3	CP; NT; JM; ZH	H1 2022	Ongoing
15	Ongoing relationship development - community	Consultation with M & P	Outcome 3	JM	H1 2022	Ongoing
16	Display and communicate more information on diet and exercise	Health & Wellbeing	Outcome 4	SB	Q1 2022	Implemented
17	Monitor student feedback on orientation	Orientation	Outcome 4	SB	Ongoing	Implemented
18	Monitor student awareness of pastoral services	Student wellbeing	Outcome 4	SB	Ongoing	Implemented
19	Ongoing cultural competence training for staff	Staff cultural competence	Outcome 4	JM	Ongoing	Ongoing
20	Celebrate cultural events (diversity)	Acknowledge cultural diversity	Outcome 4	JM	Quarterly	Ongoing
21	Monitor contact details + emergency contact	Student contacts	Outcome 4	JP	Quarterly	Implemented
22	Staff training - pastoral referrals and risk indicators	Student wellbeing	Outcome 4	SB; JM	Ongoing	Ongoing
23	H&S incidents recorded + tracking + monitoring	Student wellbeing	Outcome 4	SB	Monthly	Implemented
24	Review material to ensure required information is available to students	Provider and Programme information	Outcome 9, 10 & 11	JL; DB; SB	Q1 2022	Completed
25	Review 1st impressions survey (international)	Agent Monitoring	Outcome 9	SB	H1 2022	Completed
26	Review enrolment contract - required information	Enrolment contract	Outcome 10	SB	H1 2022	Completed
27	Review procedures to ensure fitness for purpose	Disciplinary Procedures	Outcome 10	SB	H1 2022	Completed
28	Review internal processes to ensure compliance	Student Fee Protection	Outcome 10	SR; HS	H1 2022	Completed
29	Review student handbook - international version	Provision of information	Outcome 11	SB	H1 2022	Completed