Code of Practice – 2024 Self-review Report

Whāia te mātauranga hei oranga mō koutou

This report reviews the performance of both our providers. Our two providers are:

- Aspire2 Education [7491]
- Aspire2 International Hospitality and Healthcare [7530]

Aspire2 International Ltd owns and manages both providers on a fully integrated basis - all management, pastoral care and delivery are centralised.

The shared services model provides services and resources that are common across both providers. This layered shared services model ensures high quality, consistent and appropriate provision of support, services and resources to our domestic and international learners.

Our review, implementation of and performance against the Code of Practice outcomes continues to be guided by this simple statement.

Wellbeing + Voice = Success in Educational Life.

With our code approach now firmly implemented and continued positive feedback from our learners we believe we can reflect positively on our performance over the course of 2024.

New for Aspire2 Education in 2024 was the move into online delivery (domestic learners only). We are now delivering two programmes fully online and have one other in the pipeline. There has been considerable learning for us as we continue to aim for the best possible outcomes for our learners. The online roll out has not been without challenges and we have proactively identified actions for implementation into 2025 (see).

2023 Action Plan - Status

At the end of 2023 we identified the following actions:

Action	Status
Implementation of diagnostic tool to evaluate the overall wellbeing of new learners. This will draw on the Te Whare Tapa Whā model.	**Implemented**
Agent Training – update training calendar and review all training resources.	**Completed**
Enrolment discussions – review information provided to learners onshore.	**Completed and implemented**
Induction and Orientation – review orientation format and content.	**Completed and implemented**
Disabled Learners – staff to complete learning modules in Kia Ōrite toolkit.	**Ongoing**
Combined DRS – communication to all staff and learners.	**Completed**

2024 Status Report – Gap Analysis and Action Plan

Reflecting back on our gap analysis and the action plan that followed implementation of the new Code of Practice, we can with confidence say that we are satisfied that all those actions have been progressed purposefully and are either completed or form part of our "business as usual" processes see Appendix 1.

Performance Snapshot

Data presented in this report represents the feedback from learners and graduates between October 2023 and September 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 80/100	✔
New learners feel safe, secure, valued and welcome – rating at greater than 80/100	✔
Learner feedback on graduation rates our learning environment at greater than 80/100	✔
Learners rate the quality of teaching positively – rating at 4 or more out of 5	✔
Learners rate the quality of our course content 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.	✔

Our performance against our established indicators remains above internal benchmarks. The data above captures current feedback from onsite and online learners. The datasets for online completion rates and graduates remain small and will form part of our 2025 Code reporting. We have experienced lower response rates to surveying from online learners and have implemented actions in response and have this as an ongoing action point.

First Impressions

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

All Onsite Learners		
On campus and in class do you feel safe and secure	100	NC
On campus and in class do you feel valued and welcome	100	NC
Do you know who to go to for academic matters	93.3	-2.4
Do you know who to go to for learner support	91.7	-2.64
Enrolment discussions – do they match your programme expectations	85	+6.4
Induction – did you receive all the information needed to start your programme	91.7	+6.3
International Learners		
Rate the service provided by your agent	87.6	+2.7

All indicators are above our internal benchmarks. We are satisfied that our onsite learners are well-informed, inducted appropriately, feel safe and welcome on our facilities and know where to access the support they need.

For our new online learners we have implemented similar to collect their feedback. We have implemented and continue to review a set of questions relevant to the online learning context. In 2025 we will have data for year-on-year comparison.

Online Learners		
Start of studies - have you felt safe and secure	90.9	-
Start of studies – have you felt valued and welcome	86.4	-
Do you know who to contact for course queries	88.6	-
Do you know who to contact for personal support	81.8	-
Do you know who to contact for questions about technology	New	-
Enrolment discussions – do they match your programme expectations	75.6	-
Induction – did you receive all the information needed to start your programme	94.9	-

The response rate is lower than we would like and we have already implemented focus groups with learners and utilised tutor touch-points to collect feedback. This feedback is being reviewed and actions identified.

We plan to implement the question on technology with our October intake. In terms of programme expectations, we are establishing a range of actions to ensure learner understanding of online study is clear and their transition into online study is further supported.

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 of Practice objectives. Learner feedback is collected on a scale from 0-100 with 100 representing the highest level of satisfaction/comfort/sentiment. The data below relates to onsite learners.

Aspire2 has met my expectations	83.6	-5.4
The campus environment was safe and healthy	93.1	+0.5
The school respected diversity and provided a culturally inclusive environment	90.2	-5.7
Staff on campus respected me and I was free from harassment	93.9	-0.2
I was given the opportunity to express my views and give feedback to the school	93.9	-0.2
I think the school listened to feedback from learners and made improvements	85.7	-3.0
The school supported networks that supported me in my studies	89.7	-2.5

Learner responses exceed our internal benchmarks. While there are some differences in comparison to last year these have been investigated and are not viewed as significant or warranting any form of remedial action. We remain confident that our learning environment is inclusive and respectful, supports learner wellbeing and promotes learner participation and voice.

As at the date of publishing this report we have only had one intake of graduating online learners. We are collecting their feedback for review and will publish performance data as the sample size grows.

Learner Complaints

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[1] or directly to the DRS or NZQA.

Formal Complaints			
Year	Number	Nature	Status
2023	2	Academic	Resolved
2024[2]	1	Academic	Resolved

The formal complaints registered related to academic matters and were resolved without further escalation. We continue to work with our learners to ensure that they understand our assessment processes and methods and are well-prepared to undertake assessment activities.

Critical Incidents

While our onsite activities pose minimal risk, we are committed to providing a healthy, safe and secure environment for our learners. This includes both the physical safety of our learners, and also their mental health and wellbeing.

Even with best efforts critical incidents can occur. When they do, it is important that procedures are in place to manage such occurrences.

In-line with the Health and Safety at Work Act 2015, we have defined a critical incident as a notifiable event including:

- 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.

Critical Incidents			
Year	Number	Nature	Outcome
2023	0	NA	NA
2024[3]	0	NA	NA

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[1] NOTE – if the grievance relates to the General Manager it will escalate to the Chief Executive Aspire2 Group
[2] Formal complaints as of 1 October 2024
[3] Critical incidents as of 1 October 2024

2024-2025 Action Plan

Based on our self-review the following action plan has been established.

Action	Objective	Completion	Responsibility
Review LMS Learning Resources	• Maintain learner engagement. • Provide a variety of learning resources. • Support learner progression.	July 2025	CP and NT
Review Assessment Guidance	• Support learner awareness of assessment processes and methods. • Support learner understanding of specific assessment requirements. • Support learner achievement in assessments.	April 2025	Academic Board
Online Learners – maximise retention	• Retain learners through to course and qualification completion. • Ensure value for learners is delivered., • Review and enhance reporting from *Digital Literacy Quiz* and *Te Whare Tapa Whā* survey – identify individual learner support options.	Next review June 2025	SB and CP
Online Learners – provide voice and feedback loops	• Collect additional online learner feedback via a range of fora. • Provide alternatives to surveys.	Regular scheduling from January 2025	ZH and CP
Online learners – support online readiness	• Ensure all learners are ready to commence online. • Review and enhance *Introduction to Online Learning* module. • Review and monitor *Digital Literacy Quiz* reporting – diagnostic of learner digital competence. • Review and monitor *Te Whare Tapa Whā* reporting – identify barriers to learning and provide support.	Next review June 2025	ZH and NT

Appendix 1

Gap Analysis Action Plan (September 2024 Status)

	Action	Focus Area	Outcome Alignment	Status
1	Develop overarching approach to Code	Code Strategy	Outcome 1	Completed
2	Strategy implementation ongoing throughout 2024	Biculturalism + Success for Maori	Outcome 1 & 3	Implemented and ongoing
3	Strategy implementation ongoing throughout 2024	Success for Pacific Learners	Outcome 1 & 3	Implemented and ongoing
4	More effective implementation and review of pre-enrolment assessment	Learner Success	Outcome 1 & 3	Implemented
5	Implement assessment submission exception reporting	Learner Success	Outcome 1 & 3	Implemented
6	Review wording and implementation of 1st impressions and exit surveys	Learner Surveying	Outcome 1, 2 & 3	Completed
7	Biannual Review and Reporting - self-review of learner wellbeing	Self-review	Outcome 1	Implemented
8	Develop and implement process for annual reporting of complaints	Learner Complaints	Outcome 2	Implemented
9	Build awareness of DRS for domestic students	Compliance with DRS	Outcome 2	Implemented
10	Continue to monitor new student feedback	Orientation Process	Outcome 3	Implemented
11	Review and development of IT programme resources	LMS	Outcome 3	Implemented
12	Embed further into IT courses - class and LMS resources	Academic Support/Skills	Outcome 3	Implemented
13	Continue to monitor communication channels with students	Effective communication	Outcome 3	Implemented and ongoing
14	Class/Lab observations	Ratio of Practical Learning	Outcome 3	Implemented
15	Ongoing relationship development - community	Consultation with M & P	Outcome 3	Implemented and ongoing
16	Display and communicate more information on diet and exercise	Health & Wellbeing	Outcome 4	Implemented
17	Monitor student feedback on orientation	Orientation	Outcome 4	Implemented
18	Monitor student awareness of pastoral services	Student wellbeing	Outcome 4	Implemented
19	Ongoing cultural competence training for staff	Staff cultural competence	Outcome 4	Implemented and ongoing
20	Celebrate cultural events (diversity)	Acknowledge cultural diversity	Outcome 4	Implemented
21	Monitor contact details + emergency contact	Student contacts	Outcome 4	Implemented
22	Staff training - pastoral referrals and risk indicators	Student wellbeing	Outcome 4	Implemented
23	H&S incidents recorded + tracking + monitoring	Student wellbeing	Outcome 4	Implemented
24	Review material to ensure required information is available to students	Provider and Programme information	Outcome 9, 10 & 11	Completed
25	Review 1st impressions survey (international)	Agent Monitoring	Outcome 9	Completed
26	Review enrolment contract - required information	Enrolment contract	Outcome 10	Completed
27	Review procedures to ensure fitness for purpose	Disciplinary Procedures	Outcome 10	Completed
28	Review internal processes to ensure compliance	Student Fee Protection	Outcome 10	Completed
29	Review student handbook - international version	Provision of information	Outcome 11	Completed
30	Vet and visit all current accommodation providers	Student accommodation	Outcome 12	Completed