



SPCNM 2023 Self-review of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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| Purpose of this report | <ul style="list-style-type: none"> • The purpose of this report is to comply with NZQA requirements for the annual Code Self-review attestation • This report provides SPCNM staff, students and prospective students with information and feedback on our delivery of the Code of Pastoral Care and our policies and procedures |
| Recommendations | <p>Any gaps identified:</p> <ul style="list-style-type: none"> • No general survey on library, resources and extra-curricular offerings • Appointment of a Māori Liaison role (including equity/diversity) • Finalising the Incorporated Society strategic plan |
| Background | <ul style="list-style-type: none"> • SPCNM became a signatory under the original Code of Practice for the Pastoral Care of International Students 2005. originally focused on International Students, the Code was broadened to cover all students with the introduction of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. • The College wrote a new Pastoral Care Policy, to align with new Code, which was approved by Academic Board in October 2021. • SPCNM acknowledges that as a small College, students are well known to staff therefore health and safety issues can be quickly identified and addressed. • Updated procedures include offering pastoral care check-ins to new and existing students in weeks 1 and 2 of both Semesters. • Students and staff are offered referral to external counselling. • The Year Three on-site naturopathic clinic, Paua clinic, provides holistic support and Student practitioners play a role in identifying students who may need extra care (within privacy considerations). • Student tracking occurs through Academic Administration and Student Administration and Support meetings. A drop-off in attendance can often indicate wellbeing issues and alerts staff to the possible need for pastoral care of the students. Communication with staff about attendance can provide an opening to discuss other issues. Staff are sometimes alerted to the need for pastoral care of students through changes to enrolment. • Due to the recent closure of Wellpark College of Natural Therapies, and the discontinuation of the level 7 diploma at the Naturopathic College of NZ, SPCNM have enrolled new students respectively, for Semester 2 2023. |
| Key Issues | <p>The NZQA Guidelines for Self-review states the following points:</p> <ul style="list-style-type: none"> • “How effectively are we doing what we need to be doing?” |

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| | <ul style="list-style-type: none"> • This key question can be broken down into four supplementary “how” questions: <ul style="list-style-type: none"> • How does our organisation comply with the Code? • How effectively? • How do we know? • How will we improve? • To answer these questions, you need to gather and use evidence to: <ul style="list-style-type: none"> • check that your organisation complies with the minimum required processes of each outcome. • assess how effectively your organisation is implementing those processes. • evaluate your organisation’s performance in meeting each overarching outcome. • use these findings to plan for and/or make improvements, if required.” • https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Self-review-and-attestation/Guidelines_for_Self-review.pdf p.6 |
| Risk Factors | <ul style="list-style-type: none"> • Mental health in the aftermath of Covid-19 pandemic. • Health and safety of students and staff. • Management of students transferring from other Colleges. |
| Human Resources and Equity Issues | <ul style="list-style-type: none"> • SPCNM is a small organisation with two staff member providing pastoral care. All staff are involved in supporting students as necessary. • Students with specific needs for pastoral support are referred to an external counsellor. • Previously the costs of Student Support have been covered by the College but a Students Services Fee of \$25 per course was introduced in 2023. |
| Timing Implications | <ul style="list-style-type: none"> • A cycle of casual pastoral care “check-ins” take place in Semester 1, term 1 for new students and Semester 2, Term 3. Students are encouraged to book a time, but this is not compulsory. The check-in meetings are scheduled for the first two weeks of the semesters to accommodate new students and those wishing to take an early withdrawal from study. • Having not had any international students since Covid, SPCNM have recently had one transfer from another college. |
| Self-Review Process | <p>NZQA identify the following steps in effective self-review:</p> <p>“1. Prepare: planning the process so you know what you are looking at, why, how, and when</p> <p>2. Gather: collecting relevant information systematically from multiple, diverse sources</p> <p>3. Make sense: looking closely at the information you have gathered to see what it tells you about your current practices</p> <p>4. Decide: decision-making for ongoing improvement connected to the outcomes sought by your self-review.”</p> <p>1. Prepare</p> <p>This self-review formally began in August with the CE, ESP and SSC meeting to review the improvements to SPCNM’s pastoral care offering over the previous 12 months.</p> <p>2. Gather</p> |

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| | <p>Feedback was gathered from – anecdotal staff observation, student progress reports, student feedback – formally through survey monkey and informal noting of requested and spontaneous feedback; staff meetings (AA and SAS), student council, Academic Board and Board of Directors meeting.</p> <p>3. Making Sense Data was collated using documentation provided by NZQA (link). Areas where SPCNM can make improvements became apparent through this process.</p> <p>4. Decide Key staff identified strengths and weaknesses and areas for further attention over the next calendar year.</p> | | |
| Self-Review | <p>How does our organisation comply with the Code?</p> <ul style="list-style-type: none"> Refer to the document in Appendix A, Meeting Relevant Outcome Measures This document was prepared when SPCNM’s Pastoral Care Policy was reviewed in 2021. It identifies the processes the College has to meet each of the Outcomes of the Code Implementation of the Code from the 2023 Self-review is as follows: | | |
| | | Implementation | Improvements |
| Outcome 1 | A learning wellbeing and safety system | Well-implemented (points for further improvement) | Strategic plan currently being updated by the Board of Directors to increase emphasis on student wellbeing |
| Outcome 2 | Learner Voice | Well-implemented | Further work with diverse groups |
| Outcome 3 | Safe, inclusive, supportive and accessible physical and digital learning environments | Well-implemented | Build capacity in te reo Māori |
| Outcome 4 | Learners are safe and well | Well-implemented | Maintaining the Additional needs register |
| Outcome 5 - 7 | Student accommodation – N/A for SPCNM | | |
| Outcome 8 | Responding to the distinct wellbeing and safety needs of international tertiary learners | Well-implemented | Monitoring website information. Review staffing to meet pastoral care (if an increase in International student numbers) |

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| | Outcome 9 | Prospective international tertiary learners are well informed | Well-implemented | Monitoring website information. |
| | Outcome 10 | Offer, enrolment, contracts, insurance and visas | Well-implemented | Ensuring information is reviewed. |
| | Outcome 11 | International learners receive appropriate orientation, information and advice | Well-implemented | Ensuring information is reviewed. |
| | Outcome 12 | Safety and appropriate supervision of international tertiary learners | N/A – no international students under 18 | |
| <p>How effectively?</p> <ul style="list-style-type: none"> • Our evidence on how effectively we meet the requirements of the Code are largely through qualitative data gathered during student surveys and anecdotal evidence (e.g. spontaneous emails sent to staff). • Specific question in the course feedback surveys “What has the College provided that has influenced your wellbeing?” See below for some of the survey responses. • Direct feedback e.g., via email | | | | |
| <p>How do we know?</p> <ul style="list-style-type: none"> • Regular student surveys. Below are some of the survey responses from the question cited above - “What has the College provided that has influenced your wellbeing?” <ul style="list-style-type: none"> ○ <i>The staff have been so welcoming and helpful which has made transitioning back into study so much easier :)</i> ○ <i>The college has provided a space that I feel safe and respected in. My wellbeing is so important, and I truly feel that SPCNM acknowledges that. The teachers go out of their way to check up on me and make sure I am on track.</i> ○ <i>I feel supported and motivated to pursue my passions which has greatly benefiting my mental health through positive mental stimulation</i> ○ <i>The college always provided support by responding to emails at a fast pace and checking upon me if it seems I am struggling. I really appreciate this as sometimes I get scared to reach out</i> ○ <i>Very understanding and kindness when ill or struggling with circumstances.</i> ○ <i>Pastoral care last year, good communication</i> ○ <i>A whole section on wellness in student resources also pastoral care appointments</i> ○ <i>Support in the form of being easily reachable and easy to talk to when any issues arise</i> ○ <i>Email support, social activities, learning support, study guides, pastoral care</i> ○ <i>Xxxxx the amazing therapist! And tinctures! Not to mention the incredible people on campus</i> | | | | |

| | <ul style="list-style-type: none"> ○ Warm welcoming environment on-campus, approachable staff, we were provided a free morning tea recently, free products and product sessions. ○ Xxxxx, is so lovely, she goes out of her way to ensure we are all accommodated for, ● Casual Feedback – e/g., email, verbal <ul style="list-style-type: none"> ○ Response from email entitled “How are you?” ○ I am well, I appreciate you checking in, the commitment to pastoral care and communication is what is so LOVELY about this college. ● Pastoral care interviews – Check-ins ● Student tracking through Student Administration and Support meetings (SAS), Academic Performance Review (APR) ● Student Support and Communication (SSC) at the front desk ● Recent EER finding that “students receive exemplary support” (September 2022) ● Annual Degree Monitor’s report: <p style="margin-left: 40px;"><i>“Student feedback during the Degree Monitoring visit indicated they felt well supported even when studying remotely using online methods. Pastoral care occurs both informally and formally and the focus is on early identification and intervention. Students described the pastoral support and online environment as exceptional. Students are able to provide regular feedback on courses as well as on their lecturers. They further valued the Ideas Board and said it worked well as the College follows through on their ideas.”</i></p> | | | | | | | | | | | | |
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| | <p>How will we improve?</p> <p>SPCNM already provide a high level of pastoral care for our students considering the size of the organisation, as evidenced by the comment in our recent EER and in ongoing feedback.</p> <ul style="list-style-type: none"> ● Use the Student Services Fee (SSF) to ensure ongoing access to external counsellors. ● Further upskill key staff with professional development on pastoral care and scope of practice ● Expand social events to include whanau, such as Cultural Day ● Encourage improved student communication and targeting those who are really in need ● Acknowledge and overcome the barrier of upstairs offices | | | | | | | | | | | | |
| <p>Previous year’s actions</p> | <p>Progress on last year’s identified improvements</p> <p>2022 Action Plan</p> <table border="1" data-bbox="440 1556 1448 1883"> <thead> <tr> <th>Action</th> <th>Complete?</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>Update information for International students on the website</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Update International Student Handbook</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Write specific procedures and relevant documents (e.g. contracts) for</td> <td style="text-align: center;">✗</td> <td>In progress</td> </tr> </tbody> </table> | Action | Complete? | Comment | Update information for International students on the website | ✓ | | Update International Student Handbook | ✓ | | Write specific procedures and relevant documents (e.g. contracts) for | ✗ | In progress |
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| | enrolling and supporting International students | | |
| | Update information about the complaints procedure. Ensure aligns with regulations | x | In progress |
| | <ul style="list-style-type: none"> • Note – Last year it was identified that it would be helpful to have a staff member with counselling qualifications, to provide some counselling services in-house. The staff member interested in pursuing this pathway has since left. Current pastoral care staff prefer an option to refer externally from a boundaries/scope of practice risk management perspective. • The goal of term 1 and term 3 compulsory pastoral care check-ins proved to be too difficult to manage in a small organisation. Students did not book in and Pastoral care staff now contact all new students by email (rather than phone – poor response rate). • Developed an additional needs register. <p>Still in progress</p> <ul style="list-style-type: none"> • Expanding social events to include whanau, such as Cultural Day. Poor attendance. • Encourage improved student communication and targeting those who are really in need. Students disclose they experience barriers in reaching out to request help. • Overcoming the barrier of upstairs offices and student reticence to approach. | | |
| Conclusions and Next Steps | <p>Action Plan</p> <ul style="list-style-type: none"> • Ensure that there are means to support Māori tauira. • Provide professional development about diversity. • Review complaints policy and procedures. • Provide ongoing opportunities for students to interact socially. | | |

Appendix A: Meeting Relevant Outcome Measures (Pastoral Care Code)

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| <p>Relevant Outcomes from the Education (Pastoral Care of Tertiary and international Learners Code (2021)</p> |
| <p>Part 3 Organisational Structures to support a whole-of-provider approach to learner wellbeing and safety <i>(applies to domestic and international learners)</i></p> |
| <p>Outcome 1: A learning wellbeing and safety system</p> |
| <p>Process 1: Strategic goals and strategic plans</p> <ul style="list-style-type: none"> • The College vision is “an inspiring future for natural medicine” and the mission statement “Improving health and wellbeing through quality education and the promotion of natural medicine”. • The College intends to work towards encompassing Māori through consultation with local hapū and improve accessibility to “upstairs staff”. <p>Process 2: Self-review of learner wellbeing and safety practices</p> <ul style="list-style-type: none"> • An annual self-review is undertaken and submitted to NZQA – attestation about Code (by Enrolment and Student Progression- ESP) <p>Process 3: Publication requirements</p> <ul style="list-style-type: none"> • The College needs to ensure to publicise strategic goals and the College self-review • The Code is publicised to students <p>Process 4: Responsive wellbeing and safety systems</p> <ul style="list-style-type: none"> • Professional development on mental health – MH101 • Professional development on Te Tiriti o Waitangi • Professional development on other cultures and diversity including special needs • Professional development about The Code • Risk management system and procedures to manage students’ safety • Procedures to track students’ attendance and progress (academic and pastoral care issues) • Critical incidents and procedures manual |
| <p>Outcome 2: Learner voice (Te reo o te ākongā)</p> |
| <p>Process 1: Learner voice</p> <ul style="list-style-type: none"> • SPCNM aim to achieve equity and participation that includes proportionate representation from diverse groups, in concordance with Article 3 and 4 of Te Tiriti o Waitangi. This addresses relationships and decision-making) • Student Council • Student representation on Academic Board • Taurira hub (student led) • Voice for diverse groups, specific demographic groups e.g., students with disabilities, studying caregivers, neuro-diverse learners • Regular student surveys <p>Process 2: Learner complaints</p> <ul style="list-style-type: none"> • Clear complaints procedure in place |

- The complaints procedure included in the Student Handbook

Process 3: Compliance with the Dispute Resolution scheme

Included in programme regulations.

Part 4

Wellbeing and safety practices for all tertiary providers

(applies to domestic and international learners)

Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments

Process 1: Safe and inclusive communities

- Staff professional development on cultural safety
- Changing access for on-line learners to live streaming
- Regulations and policies to minimise barriers to learning
- Staff professional development on special learning needs e.g., neuro-diverse learners
- Consideration of improved access for students with disabilities
- Accommodation of personal, religious, cultural beliefs and world views
- Processes for inclusion – e.g., Consent forms

Process 2: Supporting learner participation and engagement

- Engaging course lecturers and interesting course material
- Attendance and engagement tracking and follow-up contact
- Academic Performance Review
- Regular pastoral support
- Peer support initiatives
- Academic Success Programme
- Process to apply for assistance in tests - Student Test Requirements form
- Student collaboration via Teams
- Immersion weekends

Process 3: Physical and digital spaces and facilities

- Live streaming of classes
- Inclusion of breakout rooms in on-line teaching
- Continual updating of IT
- Pleasant physical environment and learning spaces
- Dave Duggan library
- Cheal cottage – student common room, including quiet study spaces
- Assistance to set up study groups of out-of-town students
- Secured access to IT platforms
- Students have their own SPCNM email addresses
- Guidance on setting up both actual and virtual study spaces

Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

He āwhina i te ākongā ki te whai oranga

- Resources on LMS for students to access – augmented during Covid lockdown
- Fundamental in the content teaching of the programme
- Pastoral care
- Covid hardship funds – HAFL

- Direct people to appropriate community help if need arises

Process 2: Promoting physical and mental health awareness

- Fundamental in the content teaching of the programme (PPNM, Year 1; MindBody, Year 3)
- Aspects of physical health addressed in the content teaching of the programme
- Moodle resources on mental health (prepared during Covid)
- Access to free consultation and discounted products through Paua Clinic
- Term 1 and Term 3 pastoral care and student support meetings (with ESP or SSC)
- Student orientation and induction includes:
 - Tour of the College for on-campus/blended students
 - How to access counselling and external agencies
 - Wellbeing module on Moodle
 - Student groups to support language and culture
 - Emergency procedures
 - Caring for one another

Process 3: Proactive monitoring and responsive wellbeing and safety practices

1. Enrolments and admission processes:
 - Next-of-kin details gathered at enrolment
 - Students are informed of when next-of-kin will be contacted
 - Medical declaration and supporting documents requested as appropriate
2. Orientation and First weeks
 - Active pastoral care in weeks 1 and 2
 - Referral to counselling and external agencies including Māori & Pasifika community groups
 - Course lecturers, Library manager and ESP referral to AD or SAS meetings for pastoral care needs
3. Ongoing monitoring:
 - Planned peer support (2022)
 - Complaints, privacy and harassment policies
4. Risk analysis – risk management
5. Specific Needs
 - Students with disabilities – extra time for tests
 - Staggered pathways negotiated on individual basis if appropriate
 - Neurodiverse needs

Part 5

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

Outcome 5: A positive, supportive and inclusive environment in student accommodation

Outcome 6: Accommodation administrative practices and contracts

Outcome 7: Student accommodation facilities and services

Part 6

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

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| Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners |
| <p>Process: Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.</p> <ul style="list-style-type: none"> • Devoted staff members providing one-on-one contact <p>Refer to detail under Part 3, 4 and 5.</p> |
| Outcome 9: Prospective international tertiary learners are well informed |
| <p>Process 1: Marketing and promotion</p> <ul style="list-style-type: none"> • Information on the website • Devoted staff members providing one-on-one contact • SPCNM International Learner Manual <p>Process 2: Managing and monitoring education agents</p> <p>No agents are used - <i>N/A for SPCNM</i></p> |
| Outcome 10: Offer, enrolment, contracts, insurance and visa |
| <p>Process 1: Offer of educational instruction</p> <ul style="list-style-type: none"> • Enrolment process includes all necessary information <p>Process 2: Information to be provided before entering contract</p> <ul style="list-style-type: none"> • enrolment process includes all necessary information • SPCNM International Learner Manual <p>Process 3: Contract of enrolment</p> <ul style="list-style-type: none"> • Offer of place <p>Process 4: Disciplinary action</p> <ul style="list-style-type: none"> • Learner contract, Student Handbook, MBIE requirements <p>Process 5: Insurance</p> <ul style="list-style-type: none"> • Evidence of medical insurance collected during the admission process <p>Process 6: Immigration matters</p> <ul style="list-style-type: none"> • Evidence of immigration visa collected during the admission process <p>Process 7: Student fee protection and managing withdrawal and closure</p> <ul style="list-style-type: none"> • Learners are informed of refund policy • Student acknowledgement form collected during the admission process |
| Outcome 11: International learners receive appropriate orientations, information and advice |
| <p>Process: Provision of information</p> <ul style="list-style-type: none"> • On-line and on-campus orientation • Student Handbook and course literature – Course Guidelines • Student resources on LMS • Access to all relevant College policies |
| Outcome 12: Safety and appropriate supervision of international tertiary learners |
| Part 7 |
| Wellbeing and safety practices for schools enrolling international learners |
| <i>Outcomes 13 - 20 and their processes</i> |

relate to schools

N/A for SPCNM

Part 8

Code Administrator

Reporting and publishing obligations

- Annual report which identifies systemic issues and serious breaches.

Reporting breach of code

- The Code administrator (NZQA) receives serious code complaints.

Responding to a complaint

- Complaints to responses are aligned with the College complaints policy

Monitoring, investigating, and receiving and sharing information

- Complaints are investigated by the Code Administrator following legislative guidelines

Working with Dispute Resolution Scheme operator(s)

- The code administrator will collaborate with any assigned dispute Resolution scheme operator

Requirements for entry to inspect student accommodation

- N/A

Indemnification for code administrator costs

- Reimbursements may be claimed if an external Code Administrator is required

Revocation of 2016 Code

N/A