

Self-review report from self-attestation 2022 - 2023

Summary of work undertaken and being undertaken for each Outcome during 2022 – 2023

Outcome 1: A learner wellbeing and safety system

- A significant amount of work has gone into creating a new strategic plan. ETC has engaged a business analyst consultant to assess, review and create new strategic priorities and an annual business plan.
- A Quality Assurance Manager has been employed to ensure that compliance needs have been met. This will include consultation with learners and stakeholders around review and development of learner wellbeing and safety strategic goals.
- A pastoral care consultant has been contracted since 2021 to work on review and improvement of ETC's learner and safety practices. Processes and procedures have been updated since the EER review in 2022. The Pastoral Care Strategy is currently being reviewed in line with tertiary education models, cross-cultural models, staff and learner feedback.
- Student Councils have been set up at each campus. A summary from the Student Council meetings are put into quarterly Campus Reports together with staff feedback and action plans are drawn up.
- During the past year three new School and Student Support Administrators have been employed, one at each campus. They have undertaken NZQA 101 Code Workshop and Mental Health 101 training to assist them in their roles.
- Staff training has been added to the business plan for 2024.

Outcome 2: Learner Voice

- A lot of work has gone into further improving the learner voice at all three campuses. Previously the learner voice was heard through student assemblies and student evaluations. However, Student Councils have been set up on all three campuses to capture and formalise the learner voice.
- A summary from the Student Council meetings are put into quarterly Campus Reports together with staff feedback and action plans are drawn up.
- Grievance procedures have been updated and are available in the Student Handbook and classrooms.

- The student orientation is currently being reviewed to ensure that it better meets the needs of new students regarding language and age appropriate understanding.
- A review is currently being undertaken around formalising and streamlining the learner complaint process to comply with Code requirements of reporting and publishing data on complaints. Data to include relevant quantitative and qualitative data and analysis on complaints

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

- Student Councils have been established on all three campuses which capture the learner voice so that best practice is practised in meeting the social, spiritual and cultural needs of students in their learning environments.
- ETC staff practice high levels of pastoral care recognising the cultural needs of their students.
- ETC works with various stakeholders including Red Cross, Multicultural Council, Ethnic Council and Resettlement Councils to learn more about the cultural, spiritual and community needs of their former refugee students so that staff provide best practice in these areas.
- Tikanga is practised in student assemblies and supported with some teaching in classrooms. Staff attend Treaty Workshops to enhance knowledge and understanding of Te Ao Maori.
- PD on cultural best practice is provided at the annual Quality Assurance Workshop and opportunities for further PD are discussed.
- There is zero tolerance for discrimination, bullying or harassment.
- Cultural days, shared lunches and cultural concerts are well attended by students and staff.
- Students have individual learning pathways which provide their learning journey towards tertiary study or a career pathway.
- Student assemblies provide opportunities for students to gather together, build relationships and learn more about different cultural and spiritual practices.

Outcome 4: Learners are safe and well

- ETC works closely with external stakeholders to enable learners to access assistance and support learners' health, wellbeing and cultural needs to ensure that learners know how to access relevant assistance
- ETC staff are provided access to attend Mental Health PD.
- ETC has full time and part time study options available to cater for their individual learning and basic living needs.
- Learners participate in an initial orientation which introduces them to the Student Handbook and information about local community health services and New Zealand law.
- Orientation provides an opportunity for staff to learn about any health and wellbeing needs and assist students in addressing them.
- Emergency procedure instructions are available in classrooms in a variety of languages so that the instructions are immediately understandable in the event of an emergency. Regular emergency drills are undertaken
- All learners must provide up-to-date contact information of a nominated person as part of the enrolment process.
- All learners know that they can approach any member of staff to have a confidential conversation about themselves or another learner. Student Support Administrators are available to provide ongoing pastoral care for students. ETC Staff are aware of their obligations around the Privacy Act.
- ETC is currently developing a pastoral care guidance framework for staff which is informed by reflective practice and wellbeing research and a staff capability framework where a core element is the capability to offer pastoral care. This will define which areas of pastoral care can be administered by specific staff roles.

Outcome 5 – 7 are not relevant to ETC

Outcome 8: Learners are safe and well

- ETC is accomplished in meeting Code requirements in engaging with diverse international tertiary learners and understands their wellbeing and safety needs aligned to the outcomes of Parts 3 and 4 of the Code. Part 5 of the Code is not applicable to ETC.

Outcome 9: Prospective international tertiary learners are well informed

- ETC has good working relationships with ETC agents and responds to all queries in a timely manner.
- ETC's website contains all relevant information pertaining to ETC's programmes and facilities.
- Marketing information is reviewed and made bespoke for some standalone marketing events to best meet the needs of specific prospective student cohorts.
- The international application and enrolment process has been simplified during the past year to better meet the needs of students, parents and agents.
- With the border reopening in 2022 and new staffing brought onboard, it has been an opportunity to review and put a comprehensive agent management process in place. This work is currently under review and is a work in progress to better meet the needs of students, parents and agents. This will include an evaluation process to better understand the information needs of prospective international students to inform improvements of marketing materials and the website.
- The information in 37.(c)(i)-(vi) has been reviewed during the past year so that it is up to date, easily accessible and available on the website so that students are making informed decisions based on the information available to them.
- With improvements to processes and procedures over the past year the website is now due for review to ensure that information is easily accessible and understandable by those who use it to access information. This will also be an opportunity to ensure that all information is up to date and that all information e.g. strategic priorities and reports are published and made available to the general public on the website.
- The writing test which forms part of the application process provides a good opportunity for students to write about their plans/goals for the next 5 years. This provides information about the student's plans which feeds into which programme of study to place the student into.

Outcome 10: Prospective international tertiary learners are well informed

- ETC carries out a robust assessment process to ensure that students are placed in the correct class appropriate to their English language proficiency and in the programme that best meets their academic needs and educational outcomes.

- English language ability is assessed through an online or on-campus paper-based test and students are placed into classes according to ability. Students wanting to sit academic English exams e.g. IELTS or Cambridge, must achieve a standard prior to entry into a preparation class.
- The Offer of Place advises students to read all information in the Offer of Place prior to accepting their Offer of Place to study at ETC. In this way ETC has ensured that it has provided all necessary information to the student to ensure that they have read and understood all information prior to signing the agreement.
- The Disciplinary Process has been updated in the past year and clearly sets out the steps of the Disciplinary Process which are in accordance with the principles of natural justice.
- Teaching material being reviewed to cover the Treaty, Maori and other cultural practices.
- Student Management System provides an alert one month prior to student visa expiring so that administrative staff can assist students with renewing their student visas if students are extending their study.
- Administrative and international staff know that they can assist, but not advise students, on their student visas. They can signpost students to any information that is available on the Immigration website
- ETC has arranged with Public Trust to hold fees and holds public liability insurance.
- The Refund Policy has been rewritten in the past year to ensure compliance with conditions 1 – 3 of Process 7.

Outcome 11: International learners receive appropriate orientations, information and advice

- Further to EER's review, the border reopening and new student support staff being employed, work has now commenced on a review of orientation at all three campuses to ensure that all points in Process 48.(a) – (i) are covered in the orientation and that the orientation is appropriate and accessible through appropriate language for diverse learners. It is recognised that the current orientation, while compliant, could be improved to better meet students' orientation needs which is age and language appropriate.

Outcome 12: Safety and appropriate supervision of international tertiary learners

- ETC halted international under 18 year old enrolments in December 2020. With the border reopening in 2022 ETC only enrolled students 18+. In 2023 ETC has started to take international under 18 year old group students. These students are part of a supervised group of students whose study at ETC is less than 3 months.
- ETC has contracted Host Families NZ to provide homestay accommodation in Wellington Central and Lower Hutt. ETC have contracted their previous homestay contractor to provide homestay accommodation in Palmerston North.
- ETC has the necessary support mechanisms in place to host international under 18 year olds regarding approved homestay accommodation, 24/7 support and contact with parents. The homestay function in Palmerston North is currently under review regarding a change from in-house provision of homestay accommodation to rehiring the previous homestay contractor. This has provided an opportunity to review and improve the process. Following this review priority will be given to new procedures being put in place. Where there are gaps then ETC is ensuring that those gaps are filled.
- In January 2024 it is the intention to host individual under 18 year old international students for a duration of up to one month. These will not be group students so ETC is currently putting the necessary student supports in place for these international under 18 students.
- The international application form, homestay application form and Offer of Place have been revised in the last year and contain requirements for the parents (not the agents) of under 18 year old international students to sign the forms and agreements.
- A detailed homestay checklist is being prepared which will provide the opportunity for ETC to monitor the function of homestay provision to ensure that best practice is followed at all times.