

Code of Practice – 2022 Reflections and 2023 Directions

Overview/Introduction

With the introduction of the new Code of Practice a significant review was undertaken of existing practice and processes - noting that this was against the backdrop of Covid-19 disruptions, the hibernation of our international activities and our shift into domestic provision.

It is also noteworthy that Aspire2 International had significant experience with Code implementation given its historic focus as an international provider, and performance in this area (Student Support) has been positively evaluated on a consistent basis.

The review framed as a Gap Analysis and actions arising (see more below and Appendix 1) formed step 1 of our planning for ongoing enhancement of existing practice and effective implementation of the new code.

Gap Analysis and Actions

The gap analysis was framed against the code outcomes and processes, and the following criteria:

- Contributing Processes
- Contributing Practices
- Performance Indicators
- Gaps in Evidence
- Gaps in Practice

On the basis of this analysis, an action plan was established to address any gaps identified. These actions were monitored throughout 2022 with the December update demonstrating sound progress.

Our Approach

An essential element of our review and work to create a genuinely embedded, well-understood and whole of organisation approach to Code implementation we developed a guiding **approach** to the Code – **The Code of Practice at Aspire2 Education** (copy available here on the website).

This was developed as a staff and student-facing document and was framed around five holistic goals drawn from NZQA guidance. It is our intention to measure our performance against these goals via a range of learner feedback loops and performance indicators. This document also expressly embeds our ngā mātāpono and Te Tiriti o Waitangi as key elements of ensuring we meet our Code objectives and expectations.

Information on our approach, including the guiding document, have been incorporated into our website, staff handbooks and student handbooks. We have displayed material around our campuses and have used regular communication with students to build awareness of the code (including DRS) and the importance of their voice (this starts at orientation). Staff training on Te Tiriti and ngā mātāpono has advanced meaningfully and is ongoing.

2022 Performance Snapshot

We made significant progress against all actions arising out of the gap analysis. Actions have either been completed or are underway and by their nature ongoing. We have set up a range of opportunities for student voice that will enable us to look at our performance and our analysis of data and programme performance reporting all contribute to our review and continuous improvement.

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. | ✓ |

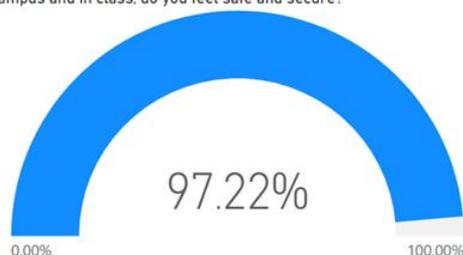
Noting that response rates in all surveys are above 60%, except the 1st impressions survey which is currently at 58%. This will be improved (see below).

Some further **snapshots** are below which demonstrate positive learner perceptions of the learning environment and support offered¹.

First Impressions

This data is drawn from feedback we receive from learners in their first 2-3 weeks. We commenced this revised format of surveying at the beginning of 2022. It looks to gather feedback on initial wellbeing and learner awareness of accessing our support services. The response rate is 58% (72 new learners) – we would like this to be higher (>60%) but the current sample is still representative and will grow with further rounds of surveying.

On campus and in class, do you feel safe and secure?



On campus and in class, do you feel valued and welcomed?

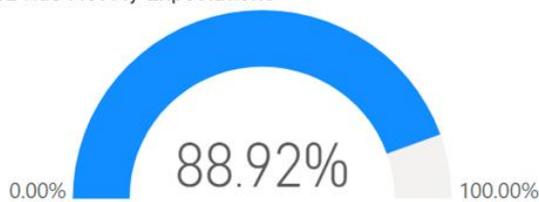


On Graduation

We reach out to our graduating learners for feedback on their experience with us. In early 2022 we developed a set of questions that aligns to our code objectives together with some overall ratings in terms of learner experience with us. The response rate is 65% (63 of the IT graduates due to complete in 2022). While this is a solid result and representative, we have plans to increase this.

¹ Learners have opportunities to provide feedback throughout their duration with us and this data is analysed and reported on. The data here is a high-level snapshot providing an overall sense of student views.

Aspire2 Has Met My Expectations



| | |
|---|---------------|
| The campus environment was safe and healthy | 90.98% |
| The school respected diversity and provided a culturally inclusive environment | 93.96% |
| Staff on campus respected me and I was free from harassment | 94.82% |
| I was given the opportunity to express my views and give feedback to the school | 94.82% |
| I think the school listened to feedback from learners and made improvements | 87.88% |
| The school supported networks that supported me in my studies | 92.74% |

Lessons Learned

As an organisation we are satisfied with the work completed cover the course of 2022 implementing the new Code and learner feedback is supportive of our practice and processes. Learner participation in opportunities for voice has been pleasing (good response rates) and the use of focus groups and class check-ins has been a valuable supplement.

Learner participation is an ongoing focus area, and we will work closely with them to ensure increased response rates and even better understanding of our follow up and improvements we have made based on their feedback. 1st Impressions and Exit Surveying response rates – we will address this via further communication with learners and effective timing of the surveys to ensure our response rate is as high as possible.

Learner retention was closely monitored and an area of keen focus over 2022 and this remains an area we will work on. While we have a good understanding of reasons for withdrawal with some being out of our control, we have identified actions aimed at enhanced learner engagement (full details available on request). Retention of Māori and Pasifika learners remains a key focus.

Areas for Follow Through & Implementation in 2023

There are a range of ongoing actions identified in our action plan that will be continued and monitored. This includes ensuring meaningful learner participation and creating a sense of partnership with them in the learning journey. Voice is critical and we believe we have created a range of effective channels for communication and feedback that can be built on.

Alongside this we will continue to build understanding and awareness of the code and a genuine sense of shared responsibility across the organisation.

We also expect international learners to return over the course of 2023 and we are aware of the specific outcomes in this space, and we have actively worked to ensure we re-start [historically] effective processes and practices aimed at sound performance and support.

Other focus areas include:

1. Continued staff training on Te Tiriti and our ngā mātāpono.
2. Effective teaching as a key contributor to learner retention and success.
3. Success for Māori and Pasifika – building staff capability, learning design and further engagement with communities.
4. Disabled learners – developing our practice, understanding and methods for effective support (as can be reasonably expected) and successful participation.

Appendix 1 – Code Action Plan (December 2022 Update)



| Action | Focus Area | Outcome Alignment | Responsibility | Completion | Status | | | |
|--------|---|------------------------------------|--------------------|----------------|------------------------|-------------|--------|---------------------|
| 1 | Develop overarching approach to Code | Code Strategy | Outcome 1 | SB | Q2 2022 | Completed | Red | Monitor closely |
| 2 | Strategy implementation ongoing throughout 2022 | Biculturalism + Success for Maori | Outcome 1 & 3 | SB; JL; JM | Ongoing | Commenced | Orange | Monitor progress |
| 3 | Strategy implementation ongoing throughout 2022 | Success for Pacific Learners | Outcome 1 & 3 | SB; JL; JM | Ongoing | Commenced | Green | Status satisfactory |
| 4 | More effective implementation and review of pre-enrolment assessment | Learner Success | Outcome 1 & 3 | SB | Ongoing | Commenced | | |
| 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 | Commenced | | |
| 8 | Develop and implement process for annual reporting of complaints | Learner Complaints | Outcome 2 | SB | Q4 2022 | Commenced | | |
| 9 | Build awareness of DRS for domestic students | Compliance with DRS | Outcome 2 | SB | Ongoing over Q1 and Q2 | Underway | | |
| 10 | Continue to monitor new student feedback | Orientation Process | Outcome 3 | SB | Ongoing | Underway | | |
| 11 | Review and development of IT programme resources | LMS | Outcome 3 | JS; NT; ZH; CP | H1 2022 | Underway | | |
| 12 | Embed further into IT courses - class and LMS resources | Academic Support/Skills | Outcome 3 | JS; NT; ZH; CP | H1 2022 | Underway | | |
| 13 | Continue to monitor communication channels with students | Effective communication | Outcome 3 | SB; CP | Ongoing | Underway | | |
| 14 | Class/Lab observations | Ratio of Practical Learning | Outcome 3 | CP; NT; JM; ZH | H1 2022 | Underway | | |
| 15 | Ongoing relationship development - community | Consultation with M & P | Outcome 3 | JM | H1 2022 | Commenced | | |
| 16 | Display and communicate more information on diet and exercise | Health & Wellbeing | Outcome 4 | SB | Q1 2022 | Commenced | | |
| 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 | Underway | | |
| 20 | Celebrate cultural events (diversity) | Acknowledge cultural diversity | Outcome 4 | JM | Quarterly | Commenced | | |
| 21 | Monitor contact details + emergency contact | Student contacts | Outcome 4 | JP | Quarterly | Commenced | | |
| 22 | Staff training - pastoral referrals and risk indicators | Student wellbeing | Outcome 4 | SB; JM | Ongoing | Commenced | | |
| 23 | H&S incidents recorded + tracking + monitoring | Student wellbeing | Outcome 4 | SB | Monthly | Ongoing | | |
| 24 | Review material to ensure required information is available to students | Provider and Programme information | Outcome 9, 10 & 11 | JL; DB | 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 | | |
| 30 | Visit and visit all current accommodation providers | Student accommodation | Outcome 12 | JM | H2 2022 | Completed | | |