NEW ZEALAND COLLEGE OF BUSINESS

# CODE OF PRACTICE ONGOING SELF REVIEW REPORT 2024

At the New Zealand College of Business, we continue to strive for improvement of our systems and procedures surrounding Student Health and Welfare. This allows us to evolve and provide the highest level of support and quality training to all learners from all cultural and ethnic backgrounds.

In addition to our code of practice strategic goals and strategic plan for the entire organisation, we also carry out an ongoing self-review of our systems and procedures relating to the outcomes of the CODE.





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**CODE OF PRACTICE** ongoing self review

Surrounding the outcomes of the CODE requirements

Self review report will look at:

* How do we comply
* How effectively do we meet the outcomes
* How do we know
* How can we improve

**CODE OF PRACTICE** strategic plan and goals will be available to access for all learners, staff and caregivers on the New Zealand College of Business website.

SELF REVIEW REPORT 2024

The New Zealand College of Business carries out the Self review report based in order to reflect on:

**“How effectively are we doing what we need to be doing?”**

**CORE COMPONENTS**

**1**: How do we comply

**2:** How effectively do we meet the outcomes

**3**: How do we know

**4**: How can we improve

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| **Outcomes:** | **Our systems and procedures** | **Owner – Support/Partners** | **Gap analysis** |
| *Outcome 1: Learner wellbeing and safety system* | | |  |
| **How do we comply?**  *NZCB has Strategic goals and plans pertaining to the whole-of-provider approach to learner wellbeing and safety.* | The strategic plan has an ongoing self-review process in order to ensure learner wellbeing and safety practices meet the requirements of the Code.  We have ensured tikanga Māori principles are incorporated into the learning environment.  Targeted surveys and planned meetings with stakeholders/teachers and learners formed an integral part in the process of ensuring the learner wellbeing and safety systems are fit for purpose. | COD administrator, teachers, student support officers, stakeholders, learners. | Update surveys.  Ensure surveys are carried out on a regular basis. |
|  | **Our systems and procedures** | **Owner – Support/Partners** | **Gap analysis** |
| **How effectively do we meet the outcomes?** | We have a health and safety manual which has been improved upon to provide clear documentation needed to record details of any occurrence relating to incidents surrounding student welfare and safety.  Systems and procedures relating to the Health and Safety Manual are reviewed to ensure they are fit for purpose. | COD administrator, teachers, student support officers, stakeholders, learners. |  |
| **How do we know?** | * Student support officers speak with the COD administrator (Principal – Susan McKenna) weekly to highlight where particular students are reluctant to share their concerns. These students are noted and observed on a regular basis.   We are ensuring we have ongoing communication with homestay hosts, relevant stakeholders and teachers to quickly identify emerging concerns about learners’ wellbeing and safety and take appropriate measures to connect learners with the necessary social, medical or mental health services. | COD administrator, teachers, student support officers, stakeholders, learners. | Ensure systems and procedures relating to recording student discussions around their health and safety, is monitored and recorded. |
| **How can we improve?** | * NZCB needs to ensure parents have clearly identified any health concerns with learners at the time of enrolment * Action plans will be used as a record of response to issues relating to learner wellbeing and safety so they can be addressed and improved upon. * Our procedures will be continually monitored and self-assessed to ensure we have the basis in place quantitative and qualitative data for analysis. | College Administration staff  Code Administrator  Learner support offices  Staff | Ensure action plans have been addressed and signed off. |
| *Staff awareness of cultural sensitivity in regards to diverse learner groups such as Chinese and their obligations under Te Tiriti o Waitangi and be able to respond and connect learners to appropriate social, medical and mental health services.* | * The college is currently offering staff professional development to include Chinese cultural protocols, as well as Tikanga Māori principles. * We are ensuring our staff can identify racism, discrimination and bullying and act on these incidents. * We are encouraging learners to report incidents of racism, discrimination and bullying through the procedures regularly outlined to them. * We are ensuring learners are aware of being in a safe environment to speak out about such incidents due to the Privacy Act. This is carried out in their Orientation meeting. * Importance of recording and actioning incidents in a timely manner using effective processes and procedures. * Actively identify and remove barriers to support learners in regards to mental health issues through access to support mental health agencies. * Ensure learners are aware of the staff members and emergency services – and emergency plan. |  | Ensure tikanga Māori is acknowledged through protocols, signage etc |

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| **Objectives:** | **Our systems and procedures** | **Owner – Support/Partners** | **Gap analysis** |
| *Outcome 2: Learner voice* | | |  |
| **How do we comply**  *Adequate systems and procedures are in place to ensure Learner voice is listened to and actioned*. | Learner representatives are invited to attend staff meetings in order for their voice to be heard and listened to. Learner questionnaires and learner support meetings are conducted on a regular basis to ensure learners have a voice where their concerns can be aired, recorded and actioned.  Developing the all-important lifelong skills of speaking with confidence is included in each of the English language programmes.  Regular contact with academic partners in China as well as communication with the Chinese Embassy forms an essential pathway to ensure Chinese International students are being supported. | COD administrator, teachers, student support officers, stakeholders, learners. | Ensure a learner representative is always present at staff meetings. |
| **How effectively do we meet the outcomes**  *Effective Learner complaints procedures are imperative for maintaining learner wellbeing and safety.* | The support staff ensure Learners are fully aware of the steps to be taken when making a complaint – outlined in their Student Handbooks.  The principal speaks with each of the cohorts regarding their health and safety, any issues with their learning and what they would like to see change within the programme.  Learners are informed on the Dispute Resolution Scheme rules outlined in the NZCB Learner Handbook. This is part of the Induction programme. | Learners, support staff. |  |

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| **How do we know?**  *NZCB will ensure cultural sensitivity when responding to resolving issues with learners from other cultures with support available if needed.* | * **A recent student complaint**: a student who had recently turned 18 years of age, met with our student support team. * The student articulated his concerns around Cell Phone homestay rules which he felt restricting due to his age. * The support staff then contacted the learners’ whanau in China and after a consultation with them, found a suitable pathway for the learner to look at removing the student from the current homestay situation into a new homestay. * We then carried out an evaluation of that process in order to assess its effectiveness * Procedures are outlined in the student handbooks. * Learners are given a user-friendly next steps guide to help with the process of submitting complaints. * All NZCB staff have become familiar with the Dispute Resolution Scheme rules to ensure they comply the rules when any dispute occurs. | Learners, support staff, whanau, homestay company | Ensure written reports are recorded and filed. |
| **How can we improve?** | * It’s imperative that all staff continue to discuss a range of scenario and how they would be handled in order to adequately prepare staff. |  | More frequent staff professional development around the Code. |

**STUDENT RIGHTS:**  HOW TO MAKE A COMPLAINT AND HOW TO ACCESS SUPPORT

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| **Objectives:** | **Our systems and procedures** | **Owner – Support/Partners** | **Gap analysis** |
| *Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments* | | |  |
| **How do we comply?**  *NZCB will ensure harm is reduced resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse.* | All NZCB staff and learners are well informed of how to recognise and respond effectively to systemic racism, bullying and harassment.  Learners will have the opportunity to share their concerns in a safe environment in relation the any form of harm that is evident in society or their place of learning. | COD administrator, teachers, student support officers, stakeholders, learners. | Ensure learners are encouraged to share any form of discrimination they have encountered. |
|  | Cultural protocols pertaining to the cultural diversity of the learners, are at the pinnacle of ensuring the cultural needs of a mono cultural or multi-cultural environment. This would be done by acknowledging and respecting the festivals, language, and cultural differences. | COD administrator, teachers, student support officers, stakeholders, learners. |  |
| **How effectively do we meet the outcomes?** | NZCB ensures learners are well informed in regard to activities that provide a balanced lifestyle providing opportunities to develop relationships and cultural experiences within NZ.  Learners are well informed through weekly assemblies, student body meetings, support staff meetings, field trips, common rooms, field trips as well as the integration of tikanga Māori into the classroom environment. | COD administrator, teachers, student support officers, stakeholders, learners. | More attention needs to be given to a student common room where they can meet and socialise. |

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| **How do we know?**  *NZCB endorses the importance of supporting learner participation and engagement and to share their views safely within the learning environment*. | * Learners are inducted into the NZCB programmes and learning environment by taking part in an Induction Programme on entry into the teaching and learning programme. * Here the importance of learner participation and engagement is outlined as well as how the way in which our programmes are delivered using learner centred learning to enable them to feel comfortable contributing. | Support staff |  |
| *NZCB recognises the importance of learners connecting and building relationships as well as developing social, spiritual and cultural networks* | * Within the learning environment of NZCB, learners are provided with the facilities for social interaction to occur, such as a lunch room, library and a table tennis table. Within the boundary of the College, there is a gym and restaurants for students to socialise. * The support networks within the College are outlined to the learners during the Induction programme. * NZCB has comprehensive Learner Handbooks which outline procedures for discussing issues. * NZCB ensures the learners are provided with a healthy and safe learning environment by listening to learner voice through questionnaires, learner support meetings with learner support officers and assemblies. * Once a month, the College offers lunch to our students where we encourage learners to interact with the other learners from other cultures. | Administration, support staff, teachers. |  |

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| *NZCB recognises the importance of learners understanding tikanga Māori during their living and studying journey in New Zealand*. | * International Learners will be exposed to aspects of Te reo Māori, as well as tikanga Māori. This will enable international learners to be familiar with the Māori culture, heritage, language and tikanga values. * NZCB encourages the learners to identify any access barriers to college facilities and services through the open support learner meetings. | Teachers |  |
| **How can we improve** | * Ensure we are including learner representatives at staff meetings, in order for them to suggest agenda items, then bring ideas from their student peers to the meetings re: the improvement of physical and digital environments. | Administration, support staff, teachers |  |

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| **Objectives:** | **Our systems and procedures** | **Owner – Support/Partners** | **Gap analysis** |
| *Outcome 4: Learners are safe and well* | | |  |
| **How do we comply?**  *NZCB ensures learners are well supported in identifying their basic needs relating to wellbeing and safety including housing, food and clothing.*  *Ongoing support is also given to learners in accessing services through the provider or through community and public services* *that will help them maintain reasonable standards of wellbeing and safety.* | NZCB has systems and procedures in place such as an Induction seminar and learner handbook which outlines to learners:  Opening accounts  Personal Insurance  Accessing medical care  Rental housing and tenant responsibilities  Medical care  New Zealand culture and food | COD administrator, teachers, student support officers, stakeholders, learners. |  |
| *Learners are monitored to ensure they have accessed suitable accommodation and understand their rights and obligations as a tenant in New Zealand.* | NZCB uses the Agencies available to relay to learners’ rules and regulations surrounding:  Tenancy  Real Estate | COD administrator, teachers, student support officers, stakeholders, learners |  |
| **How effectively do we meet the outcomes?**  **How do we know?**  *NZCB ensures the learners physical and mental wellbeing is monitored.* | Within NZCBs learner support staff, regular monitoring is carried out of our learners to ensure learners physical and mental wellbeing is maintaining reasonable standards.   * With a learner earlier in the demonstrating clear signs of depression and anxiety, NZCB applied the processes and procedures we currently have in place which resulted in an excellent outcome for the learner. | Teaching staff  Learner support staff |  |
| *NZCB ensures the international learners’ connection to their language and their culture is maintained and respected.* | In order to respect the language and culture of international students, festivals are recognised and celebrated within the environment of the College.  Chinese New Year, Spring Festival and other festivals are celebrated and acknowledged at the College.  New Zealand Festivals such as Matariki, and Waitangi Day is also acknowledged and celebrated at the College. | COD administrator, teachers, student support officers, stakeholders, learners |  |
| *NZCB encourages learners to alert College staff of any health and safety concerns relating to their peers.* | Within the systems of enabling learner voice through learner support networks, learners will be reminded to use these systems to alert NZCB staff. | Support staff, teachers |  |
| **How can we improve?**  *NZCB has enrolment procedures in place which includes the learner providing the contact details of a nominated person that can be contacted in relation to any wellbeing and safety concerns.*  *Within the enrolment procedure, there is the opportunity for any concerns relating to the learner’s physical health and mental health needs to be disclosed in confidence to the college administration staff.* | NZCB enrolment procedures enable learners to disclose any physical or mental health issues. It is imperative that learners disclose all health issues however; this can be difficult for the students.  Maybe a health check could be implemented as part of the enrolment procedure. | Administration, support staff |  |
| NZCB offers learners the opportunities to raise concerns about themselves or others in order to be supported and assisted with accessing the services they may need. | Learners are reminded at Assemblies and learner support meetings of the importance of raising concerns. The Learner support staff is available to meet with learners to discuss issues and help with accessing the services they may need. | COD administrator, teachers, student support officers, learners |  |
| *NZCB prepares the teaching and administration staff to identify learners’ who are at risk of harming others.* | Within the staff professional development programmes, how to identify learners at risk will be included in the programme. | Management, support staff, teachers |  |

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| *NZCB makes arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate their needs.* | Systems and procedures to accommodate disabled learners with health and wellbeing issues, will be regularly reviewed. | CODE Administrator, support staff. |  |
| *NZCB supports learners whose study may have been interrupted by circumstances outside their control, to re-entry their transition back into their study pathway with NZCB.* | Learners whose study is interrupted by circumstances outside their control, will work with support staff on a transition programme in order for them to re-enter into their pathway programmes | Support staff, teachers, programme management |  |
| *NZCB maintains a record of reported risks, including any concerns raised in relation to the effective administration of the Code of Practice.* | A record of reported risks will be regularly maintained and reviewed in order to self-assess the effectiveness of the current processes and procedures. | CODE Administrator, support staff, teachers. |  |