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Introduction

Tēnā koutou katoa

Kei whanganui atara ahau e noho ana

Kei Mana tohu Matauranga o Aotearoa ahau e mahi ana

Ko Dylan Anderson toku ingona

Nō reira Tēnā koutou katoa.

Thank you and welcome to our presentation on self-review practices and the requirements for self-review of learner wellbeing and safety practices for the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (The Code).

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As Code administrator NZQA is responsible for monitoring all Code-obligated education providers to ensure that they are meeting the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

We've developed the following resources to support you to undertake and document self-reviews of your performance against the required outcomes and processes in the Code.

Please note that while all the tools are optional, the Guidelines for Self-review set out NZQA's expectations as Code Administrator for how providers are to effectively undertake and document self-review of performance against the Code.

I would encourage you to use the Guidelines for Self-review and appropriate toolkit (for tertiary or school providers) to follow along with this presentation. Links to these resources are available in the description below this video.

I would also encourage you to have a copy of your organisations most recent self-review report/documentation to allow you to evaluate your current practices against the material in this presentation.

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This presentation will cover,

- at it's heart, what is a self-review
 - What are its core components?,
 - How do you conduct a self-review against the Code?
 - what are the additional Code requirements for education providers, which are linked to self-review?
 - And it will provide a brief overview of the other resources on Code self-review available to education providers.
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Self-review in a diverse sector

- The education sector in Aotearoa is diverse: providers have diverse types of learners and different educational purposes.
 - We know we need to take a tailored approach to pastoral care practices /learner wellbeing and safety practices; we can also expect self-review processes to look different in each school or TEO.
 - We can also expect that different providers and practitioners will be at different stages of maturity in their self-review journey.
 - Different approaches are welcome. Self-review is a flexible, scalable process depending on the size of the education organisation, the number of learners, and the overarching education purposes of the organisation.
 - There is no one size fits all for any of this!
 - Self-review in a diverse sector means that each school or TEO has the flexibility to decide how it undertakes its self-review of performance against the Code/s, and how to document that review.
 - In saying that, while there is no prescribed format for self-review, it is also not a case of anything goes.
 - Self-review has some defining features, some core components, and they're what we're going to look at today.
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Slide 5 What is self-review?

So, let's start by unpacking "self-review": what is it, why do it, what does it really mean in practice?

- It's internal: The first thing to note about self-review is that you can't take the "self" out of "self-review!" It's exactly that: an internal process. It's meant to be one that is meaningful for you, for your organisation. It's not a process you follow only for external review, although your self-review findings are often the starting point for external review such as by the Education Review Office (ERO) or NZQA's External Evaluation and Review (EER).
- It's a process: self-review is not a document or a report (though that might be a product of your self-review). It's a live process that involves people, information and has several different key stages.
- It's deliberate: self-review is mostly a planned process – not something you whip up at the last minute before the attestation deadline! Self-review can happen spontaneously – but spontaneous reviews are generally incorporated into your overarching, planned, strategic self-review process.
- It's continual: self-review is ongoing, it's continuous improvement, professional development – an ongoing enrichment of practice.
- It's evaluative: self-review is not a compliance audit, a tick-box exercise – though such an auditing exercise may form *part* of your review. Self-review is an evaluative activity where you need to gather and interpret information from a range of sources to reach a judgement about the quality of what you're doing.
- It's reviewing practice in relation to purpose: self-review has a focus. Generally, review looks at something you either had to do or wanted to do, and asks "how well did we do it?"

Self-review is complete when you can confidently answer the key question: "How effectively are we doing what we're meant to be doing?"

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Why do self-review?

Internal evaluation/review has a long history in education and has a proven basis for effective quality assurance practice. The primary purpose of a self-review is improvement. It enables us to make evidence-based, and effective improvements to our practices.

It is because self-review empowers providers to make actual worthwhile changes to their practices that self-review is a requirement under the Code.

- For tertiary providers, it is an explicit requirement laid out in Outcome 1 of the Code (*Process 2: Self-review of learner wellbeing and safety practices on page 12 of the Code*) and
 - for signatory schools, NZQA (as Code administrator) can request schools to attest to giving effect to all or any part of the Code and/or of on-going self-review of the same (*Clause 89(4) on page 49 of the Code.*)
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Core components of effective self-review

So, self-review is a flexible, scalable, fit-for-purpose process – but it's not a case of anything goes, and self-review has key defining features.

There are typically four core components (or stages) that make up any effective self-review process.

These could be described as prepare, gather, make sense, and decide.

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Core components of effective self-review

- The first component, prepare is about knowing what you are looking at and why. In a Code sense, preparing includes:
 - ensuring you understand the Code outcomes and requirements
 - identifying the information you need to source (to evidence your Code compliance)
 - planning each stage of the review, ensuring all relevant people are involved, and determining what you will have at the end of it (i.e. a report, an action plan, etc.)
 - **Gather** - includes collecting relevant information systematically from multiple, diverse sources within and connected to your organisation. The information should be directly relevant to the questions your organisation is trying to answer in its review. This information may be qualitative or quantitative.
 - **Make sense** is about looking closely at the information you have gathered to see what it tells you about your current practices. In a Code sense, this includes checking you have the required practices in place, then stepping back and considering the overall impact of your practices: are you achieving the overarching outcomes for your learners?
 - **Decide** - is where you take stock of all your findings. You identify what to do differently to make things better, and what the key priorities are. You form an action plan!
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Mini self-review: orientation

- To illustrate, practically, what each of these four core components involves, we're going to do a mini-self-review on whether the Code requirements have been met for new student orientation.
- The first step in preparing is knowing what you need to look at – knowing what you need to review.

For Code self-review, this means understanding the requirements and intent of the Code

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Mini self-review: inappropriate behaviour

- So, let's have a look at the Code requirements related to new student orientation.
 - Supporting new students to transition successfully into their studies is a requirement of the domestic tertiary and the international learner outcomes of the Code.
 - It's a more explicit requirement in the international learner outcomes, but both domestic and international learners have outcomes that focus on this, and have some underlying key required processes in relation to orientation.
 - The processes for international learners are more prescriptive than for domestic tertiary learners, in that it lists the specific information and advice that must be provided to incoming learners.
 - The Code requirements for domestic tertiary learners are more high-level: you must have practices for assisting learners to transition. One of these practices might be an orientation programme.
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EXAMPLE self-review of orientation

Preparing for Code self-review also means being clear about the questions you are trying to answer.

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Prepare: be clear about the questions

- It is important to plan each stage of your review process to ensure that all relevant people are involved and to determine how you will produce what you need to produce by the end of it. (a report, an action for example)
 - There's ultimately one key question you are trying to answer in Code self-review: *How effectively are we doing what we're meant to be doing?*
 - This key question can be broken down into four supplementary questions: *How? How effectively? How do we know? How will we improve?*
 - Self-review of compliance and performance against the Code is likely to be complete when you can confidently answer these questions.
 - Information on this stage can be found on page 6 of the Guidelines of Self-review and Tool C from the toolkits for schools and tertiary education providers contain examples of possible evidence for each outcome area.
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Gather: gather information for your answers

- These key questions shape the entire self-review process, and sit across each stage.
 - At the **Gather** stage, you are gathering information to help you answer the questions.
 - Gather information systematically from a range of sources to ensure that you have a sound evidence base from which to make judgements about your practice.
 - This includes information gathered quantitatively and qualitatively.
 - Refer to the optional Code self-review toolkits (Tools A, B and C) for schools and tertiary providers for the areas of practice you need to review, suggested questions to shape your information-gathering, and examples of what types of information could be used as possible evidence.
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Make sense: analyse the findings

- At the **Make sense** stage, you are answering the key questions.
 - You are analysing your information, checking for gaps in your compliance with the Code, discussing each outcome, and whether you have met it. You're looking at the quality of your information evidence and whether it is robust enough to be used as evidence on which to base your judgements.
 - The first part of 'making sense' typically involves a kind of audit to identify any gaps in your compliance. In other words, answering the questions "How do we comply?" and How do we know?
 - Optional tools to guide you in this process include Tool A: gap analysis in the Code self-review toolkits.
 - The next part of "making sense" involves considering the effectiveness of non-prescriptive processes in light of overarching outcomes: in other words, answering the questions "How effectively?" and "How do we know?".
 - This is more complex than auditing compliance with specific requirements. It requires you to make an evaluative judgement about the effectiveness of a process based on available evidence, and to consider whether the Code outcomes for learner wellbeing and safety are being met.
 - Identify which aspects of your practice are positively impacting on learners' wellbeing and safety outcomes under the Code, which aspects need improving, and what evidence makes you think that this is so.
 - Also consider the effectiveness of your self-review process: where do you have strong evidence of your compliance and performance, and where are there gaps? What new information might you need to seek or utilise in your future self-review?
 - Optional tools to guide you in this process include Tool B: key evaluative questions in the Code self-review toolkit for schools and tertiary providers. There are also examples of self-review against different parts of the Code on pages 11 and 12 of the Guidelines for self-review.
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Decide: Make an action plan

- At the Decide stage, you are using the answers to the questions (i.e. your findings) to develop an action plan for addressing the identified gaps.
 - You are deciding on the priority actions, working out how to implement them, and how you will know they have been successfully implemented.
 - Optional tools to guide you in this process include Tool D: action plan template in the Code self-review toolkit for schools and tertiary providers.
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Mini self-review: orientation

- So, in the context of your review of student orientation, you're looking at the Code requirements and you're asking: "How do we comply with these orientation requirements? How well are we achieving the overall outcome? How do we know? And how will we improve orientation next time?"
 - Take a moment to consider how your current and/or most recent self-review processes compare to the examples provided in the presentation so far.
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The Whiria ngā rau

- Thinking about your reflections on self-review of orientation, to what extent did you consider student/learner voice?
 - Student voice is a key aspect of a well-functioning education system, in which there are opportunities at all providers for all students' views and values regarding academic, non-academic, and wellbeing matters to be heard and responded to.
 - Strengthened tertiary learner voice is an explicit outcome sought by the Code; but arguably it's implicit to all outcome areas of the Code.
 - You cannot meet the needs of your learners – you cannot tailor your pastoral care practice – without knowing who your learners are, and without listening to what your learners have to say about what they need to be successful learners.
 - The whiria ngā rau framework shown here, was developed by NZ student associations and the Ministry of Education and challenges us to think more about how we can bring learners into the conversation about their learning, and what value can be gained from this.
 - To learn more about this mahi, I encourage you to visit their website, take a look at their resources and connect with your learners and their representatives for more.
 - If we think about this in terms of orientation, for example, many of the examples you have shared might be said to be activities which are Expressions or Consultations from/with learners (i.e. student surveys, student feedback, etc.)
 - However, there are a range of ways in which we can channel student voice in orientation. For example, learners could participate in the of "this may look like involving current students in the orientation, for example to be part of a student panel. Or you may choose to work in partnership with learners, working with current students to plan and deliver parts of the orientation.
 - There is much more to say about this topic, but the key point for today is to inspire your innovative thinking and encourage you to consider student voice – and how you can strengthen student voice within your organisation – as you do your self-reviews.
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Self-review against the Code

- We've been talking about the four core components that make up any effective self-review process.
 - Self-review of performance against the Code/s has additional components for education providers:
 - **Document:** Reporting on your self-review process, findings, and action plan in a format that works for your institution.
 - For tertiary education providers, there is an explicit requirement to **Publish** your self-review report to learners, staff and the general public. Please note that this requirement only applies to tertiary education providers. More information on this requirement is available on page 20 of our implementation Guidance for tertiary education providers.
 - **Attest:** The last step in the process of Code self-review is attestation, which involves submitting an online declaration to NZQA (or its delegate) by a due date to attest that the process of self-review of performance against the Code is taking place in your organisation.
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Expectation for self-review reports

The fifth step is documenting your review process, findings, and resulting action plan/s.

Your organisation can decide how it documents its self-review of performance against the Code.

NZQA interprets the term "self-review report" in the broadest sense and sets no formal requirements for the format in which self-review information is presented.

Self-review is about measuring the overall effectiveness of what your organisation does to ensure quality wellbeing and safety outcomes for its learners. The self-review report needs to reflect what you have learned, through the self-review process, about your learner wellbeing and safety practices under the Code and what evidence you have of their effectiveness.

NZQA expects that a Code self-review report will present summary-level findings and take an outcomes-based (as opposed to a clause-by-clause) approach. The report needs to be comprehensive, i.e. address all outcome areas of the Code.

Slide 20 Your self-review may cover

Your self-review report may cover:

- Methods of information gathering and analysis
- Findings and conclusions
- Recommendations and action plans
- Any limitations of the review process you have just gone through.

Slide 21 Mini self-review: orientation

So, coming back to our mini self-review of orientation, and remembering the Code requirements in relation to this, let's take a look at some example self-review reporting.

Think about the following three examples of a self-review report on orientation

What has each provider done well?

What improvements could be made?

What gives assurance of effective self-review?

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Examples of self-review reports - X

- Have a read of Provider X's self-review report on their orientation.

We have an Orientation Booklet and takes new students through an orientation process. Students are taken on a tour of the campus upon arrival and are provided information on where to find support during their studies: i.e. academic counsellors, budget advisors, external mental health services (including counselling), peer support, deans and disability support. Contact details for these services are in the Student Handbook.

- Provider X has addressed only the first of the key questions: *How?*
 - This is a description of the processes that are in place, but not a review of how well those processes are working.
 - This report does not answer the question: "How well are we doing what we're meant to be doing?"
 - We see a lot of reporting like this, but this kind of self-review reporting does not give us assurance that effective self-review is taking place.
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Examples of self-review reports – Y

Are we compliant with the processes in this outcome?

Orientation has been a focus of our international director over the last 2 years as she was convinced that a thorough job at the outset would lead to higher retention rates. A comparison of the previous years' rates of absenteeism and student retention has shown a decrease in absences, and an increase in retention. An emphasis was put on frontloading information about our institution and services to new students in an orientation plan*, allowing them to more quickly settle and enjoy student life.

How do we know? What is the evidence?

Students are required to complete an orientation quiz* and survey* as part of their orientation plan. 90% of our students received full marks on the orientation quiz in their first try and 95% responded that they "Very Much" enjoyed orientation.

What is the future plan?

Our next steps are to do parent surveys and to expand on our refund policy and explanation. This was identified as an area of weakness based on collected feedback from staff consolation and from collected email conversations with students and parents.

- Provider Y addresses the key questions reasonably well.
 - The report indicates that this provider is reviewing their orientation practice over time to identify trends and improvements based on actions taken. They may have overestimated the impact of their actions on the improvement in truancy and retention. We would need to see the actual evidence to make a judgement on that.
 - It refers to evidence on which judgements are based (i.e. results from orientation surveys, data about retention).
 - It identifies areas for further improvement based on the findings of the review.
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Examples of self-review reports Z

We have reviewed the effectiveness of our orientation using feedback from student surveys after each orientation, anecdotal conversations with students and records of student support interactions.

Evidence from last year's self-review indicated that first years must absorb a lot of information in orientation week, so we decided to break up the week. For new students this meant that they came onto the campus a week early, met student reps from second year and went for a tour of the facilities (if they haven't been here already). This is also the point where they met the designated staff members responsible for their programme and other support staff in person. (They have met most people by Zoom already).

Notably our review found that:

- Orientation provided our best opportunity to reinforce the services and support we offer as well as all the health and safety, student and academic policies and procedures.
- Results from student surveys indicated that 26 of our 26 students felt comfortable approaching staff for support.
- 15 out of 26 new students felt that having an extra week to sort enrolment before orientation week allowed them to focus on meeting the other students and their teachers.
- The small size of our programmes allow us to tailor our orientations for each intake.
- New students reported an increased feeling of connection to their programme and classmates compared to the new students from the same time last year.

Based on this review and feedback from staff and students, we intend on continuing the new elements this year and the current international students have also indicated that they are more than happy to meet with any new international students during enrolment week to help with orientation.

- Provider Z has used a different but totally acceptable reporting format: high level, bullet pointed findings from the self-review.
 - Similar to Provider Y, report makes evidence-supported judgements about the effectiveness of practice (i.e. refers to student surveys, anecdotal conversations and staff interactions with students).
 - It links findings to future improvement plans (maintain the status quo, as it is working well)
 - It's an example of reporting that gives assurance of effective self-review.
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What makes a good self-review report?

NZQA expects that a Code self-review report will present summary-level findings and take an outcomes-based (as opposed to a clause-by-clause) approach. The report needs to be comprehensive, i.e. address all outcome areas of the Code.

Choose a format that works for your organisation and your stakeholders. Keeping in mind that for tertiary education providers, there is an explicit requirement to publish your self-review report to learners, staff and the general public.

Optional tools (Tool E: Self-review report template) to support your documentation and reporting of self-review can be found in NZQA's self-review toolkits for schools and tertiary providers.

You may prefer to use a tool or template developed by peak bodies, private companies, or providers in your sub-sector.

When choosing an approach or resource to guide your self-review process and reporting, check if it enables you to cover these core components.

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When is the next Code attestation due date?

The final step for a 'Code self-review' process is Attest.

The due dates are listed above. Under the Code, tertiary education providers and schools signatories must:

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- carry out a self-review of how you are meeting the relevant Code outcomes and processes
 - document the self-review for your own records and external evaluation and review
 - (For tertiary providers only): make your self-review report available, in an accessible format, to learners, staff and the general public, including on your website.
 - attest to NZQA, as required, that you have undertaken this self-review.
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Aims of the self-review

- The cycle of self-review is complete when you have the knowledge and documentation to address the key questions:
 - *How well are we doing what we're meant to be doing?*
 - *How do we comply?*
 - *How well do we meet the outcomes?*
 - *How do we know?*
 - *How can we improve?*

It is important to distinguish between your organisation's ongoing processes or self-review of performance against the Code, your self-review report, and your attestation to NZQA that Code self-review is taking place.

- The Code self-review process, like any internal evaluation process, is not something done every few years in preparation for an external agency's review, or even once a year for attestation purposes. Self-review is ongoing.
- Your self-review report is primarily for you and your organisation.
- Your attestation is for NZQA.
- NZQA *may* request a copy of your self-review report for monitoring purposes.

Slide 31 Further resources

There is a wide range of information on organisational self-review in different education settings.

The links below have information about the key features, organisational benefits, and regulatory requirements for self-review in your type of education provider:

- Self-review in New Zealand universities
- Self-assessment in Te Pūkenga and private training establishments
- Internal evaluation in schools

While the Code does not apply to Early Childhood Education (ECE) providers, the Ministry of Education's self-review guidelines for the ECE sector are an excellent resource for understanding the core components of an effective self-review process, and NZQA has also drawn on this resource in its guidelines and tools to illustrate the process of self-review.

Slide 32 – End

A provider that embeds self-review knows:

- its strengths and weaknesses,
- what is working and what is not, and
- what it is doing about it and when.

A high-performing education provider engages in ongoing reflective practice, listening and responding to its learners and other stakeholders, and continually reviewing its performance with a view to improve and progress.

It is a provider that can be trusted – by its learners, their whānau, their communities, and quality assurance agencies – to manage its own performance.

If you have any questions or concerns about this or any other Code matter, please contact a member of our team using the contact details on the screen now.

Thank you and ka kite anō.