



Self-review report from self-attestation 2023 – 2024

English Teaching College - ETC

Stage of implementation for each outcome

Code Outcomes have been self-reviewed and assessed to be at the stage of implementation around ETC's current level of understanding and practice for each outcome, based on the continuum below.

Key

| Stage | Description |
|--------------------------------|---|
| Early stages of implementation | Implementation of the Code has not yet started or requires significant work |
| Developing implementation | Implementation of the Code is underway, yet requires further work |
| Implemented | The Code is implemented |
| Well-implemented | The Code is well-implemented |

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

| | Rating |
|--|--|
| Outcome 1: A learner wellbeing and safety system | Well implemented / Implemented / Developing / Early stages |



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|--|--|
| <p>Outcome 2: Learner voice</p> | <p>Well implemented / Implemented / Developing / Early stages</p> |
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Wellbeing and safety practices for all tertiary providers

| | Rating |
|---|--|
| <p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>Well implemented / Implemented / Developing / Early stages</p> |
| <p>Outcome 4: Learners are safe and well</p> | <p>Well implemented / Implemented / Developing / Early stages</p> |

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

Does not apply to ETC

| | Rating |
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|--|--------|

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|--|--|
| Outcome 5: A positive, supportive and inclusive environment in student accommodation | Well implemented / Implemented / Developing / Early stages |
| Outcome 6: Accommodation administrative practices and contracts | Well implemented / Implemented / Developing / Early stages |
| Outcome 7: Student accommodation facilities and services | Well implemented / Implemented / Developing / Early stages |

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

| | Rating |
|---|--|
| Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners | Well implemented / Implemented / Developing / Early stages |
| Outcome 9: Prospective international tertiary learners are well informed | Well implemented / Implemented / Developing / Early stages |
| Outcome 10: Offer, enrolment, contracts, insurance and visa | Well implemented / Implemented / Developing / Early stages |

| | |
|---|--|
| <p>Outcome 11: International learners receive appropriate orientations, information and advice</p> | <p>Well implemented / Implemented / Developing / Early stages</p> |
| <p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p> | <p>Well implemented / Implemented / Developing / Early stages</p> |

Summary of work undertaken and being undertaken for each Outcome during 2023 – 2024

Outcome 1: A learner wellbeing and safety system

- A significant amount of work has gone into creating a new strategic plan with ETC engaging a Strategic Advisor (SA) to assess, review and create new strategic priorities and an annual business plan. ETC consults with the SA to ensure that ETC’s strategy meets the assessment and Quality Assurance regulatory needs
- A Quality Assurance Manager (QAM) has been employed since January 2024 and a Pastoral Care & Compliance Manager (PCCM) employed since October 2024 to ensure that academic and pastoral care compliance needs are met.
- The QAM is responsible for ETC meeting its policy obligations around Quality Assurance and self-assessment comprising: Internal Quality Assurance and Self-review; and Compliance with monitoring and reviews.
- The PCCM is responsible for ETC meeting its policy obligations around pastoral care and learner support and ensuring compliance with the Code of Practice through: admission & enrolment; student support; student fees; student complaints; health and well being; under 18 international students and agent management and monitoring.

- Strategic goals, policies, processes and procedures are all reviewed as part of the annual attestation for the Code of Practice.
- With the employment of a PCCM, pastoral care strategy and aligned policies, processes and procedures will be reviewed. This will take into account comparison to other tertiary education models, cultural and learner feedback.
- Student feedback from focus groups and student council meetings are collated by QAM and fed back through the Senior Manager (SM) to the Executive Team (ET). Feedback from ET is provided to Advisory Group (AG). The SA on AG will incorporate the student feedback into strategy revisions.
- ETC's annual business plan is underpinned by its strategic priorities. This has a review cycle built into it so that any feedback from learners and stakeholders will be incorporated as part of the review process.
- Internal stakeholders meet quarterly to update and chart progress on relevant outcomes. ET reviews ETC's strategy and business plan monthly and the AG reviews quarterly to ensure that ETC is keeping on track and meeting its KPIs.
- A review of ETC's student feedback systems reported that ETC has effective means of obtaining feedback from students. As follow up to the review ETC is working on a process whereby informal grievances may be captured, collated, analysed and addressed to redress any concerns. In this way any student grievances are acted upon at any early stage before being escalated to the status of a formal complaint.
- Significant work has gone into improvements around critical incidents and emergencies during 2024. These include:
 - First aid training given to some staff so certified first aiders are on the staff.
 - Critical incident policy.
 - Cloud based access to learner and staff information re emergency contacts so if one campus is affected in a natural disaster then information is available for other campuses.
 - Regular fire and earthquake drills are held on each campus. Tsunami information is given at the Wellington campus.
 - Fire Warden training is being given to Fire Wardens and Building Managers (where required).
 - Establishment of a Health and Safety committee with representatives from all campuses meet to discuss any issues.
 - Continued use of PeopleSafe cloud based system to record accidents and emergencies and follow up by manager.

- Strengthening of community links for referrals of staff and students to services.
- Contract with EAP to allow staff to access confidential counselling services – personal and professional situations.

Outcome 2: Learner Voice

- A review of Student Feedback Systems was carried out in August 2023. This review recorded:
 - ETC-initiated feedback incorporating structured, semi-structured and informal.
 - Student -initiated feedback incorporating informal or formal.
- The review reported that ETC has effective means of obtaining feedback from students. Follow up work is being carried out in how the feedback is recorded, collated, analysed and acted upon. It recognised that formalisation of processes is required in some instances as well as the creation of suitable documentation and templates. This is a work in progress with some action points already actioned.
- A lot of work has gone into further improving the learner voice at all three campuses.
- 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 meet 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.
- ETC is undertaking a review of its reporting procedures and will implement a framework for capturing information for annual reporting purposes around critical incidents. In this way ETC will be in a position to identify common themes and issues. However, ETC recognises that it has to balance the requirements of the Privacy Act in providing disaggregated information by diverse learner groups which may identify individuals.
- Upon completion of the framework ETC will provide PD to its staff to ensure consistency in capturing data and information for reporting purposes

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

- Student Councils on all four campuses capture the learner voice so that best practice is practised in meeting the social, spiritual and cultural needs of students in their learning environments.
- The PCCM has been employed since October 2024 to ensure that academic and pastoral care compliance needs are met.
- 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.
- PD on working with Neuro diverse learners is undertaken.
- 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.
- Prayer/self-reflection spaces are provided on all campuses. A separate food free space for fasting students is supplied, where possible, on all campuses.
- 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 is working with PNCC, How2, Welcoming Communities, Red Cross and other stakeholders around Meaningful Refugee Participation (MRP). This initiative has been set up to listen to the former refugee voice around their needs and how the community can meet these needs.
- ETC staff are provided access to attend Mental Health PD.
- ETC has full time and part time study options available to cater for students' 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. Academic and non-academic support concerns are escalated to the campus Director of Studies or national Pastoral Care & Compliance Manager.
- 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.

- Food is not available on campus to purchase. Beverages (tea, coffee, hot chocolate) and milk is provided free of charge alongside microwaves and kitchen facilities to prepare food students bring from home. ETC ensures if food is provided at school occasions e.g. graduation ceremonies, that a selection of food is available. This includes options such as halal, vegetarian, gluten free etc.
- Many staff have a second or third language and are able to provide first language support to students, parents (of under 18 year old students) and agents to facilitate understanding. ETC will use interpreters if there is not a staff member available with the required language. Staff from other countries are able to inform New Zealand born staff of cultural requirements of the student or parents/agent when speaking with them.

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. An agent page has been added to the ETC website specifically for agents to access.
- 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.
- The agent management process 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.
- The website is currently being reviewed to ensure that information is easily accessible and understandable by those who use it to access information. This is a priority with the new ETC campus opening in Auckland in January 2025. This has provided the opportunity to ensure that all information is up to date and that all information e.g. strategic 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 which feeds into which programme of study the student is placed into.

Outcome 10: Offer, enrolment, contracts, insurance and visa

- 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 required standard prior to entry into a preparation class. Placement is reconfirmed with the class teacher after one week's enrolment and if incorrect the placement is changed.

- 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 an agreement with ETC.
- The Disciplinary Process clearly sets out the steps of the Disciplinary Process which are in accordance with the principles of natural justice.
- Teaching material is reviewed to cover the Treaty, Maori and other cultural practices.
- The Student Management System provides an alert one month prior to a student's 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 international student tuition and homestay fees and holds public liability insurance.
- The Refund Policy is compliant with conditions 1 – 3 of Process 7. It is available on the ETC website.

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

- A review is currently underway of the orientation programme 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. The intention is to have a pre-arrival orientation on the ETC website which students can access prior to arrival and after arrival.

Outcome 12: Safety and appropriate supervision of international tertiary learners



- In 2023 ETC 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.
- A small cohort of under 18 year old international students currently study at ETC. These students will stay with a parent, in ETC approved designated caregiver accommodation or in an ETC approved homestay.
- ETC has contracted homestay contractors in Wellington and Palmerston North to provide homestay accommodation and homestay support to ETC students wishing to stay in ETC approved homestay accommodation. The provision of homestay accommodation in Wellington and Palmerston North is being reviewed to ensure that ETC provides best practice in the provision of homestay for its internal and external stakeholders.
- The homestay review will provide an opportunity to review and assess current processes and procedures with a view to streamlining and improving processes. This review will incorporate processes and procedures around designated caregiver accommodation and handover of care arrangements for under 18 international students.
- With increasing numbers of under 18 year old international students wishing to stay in designated caregiver accommodation, the designated caregiver process is being reviewed to ensure best practice.
- Host Families NZ have been contracted to provide homestay accommodation for the Auckland campus.
- ETC has the necessary support mechanisms in place to host under 18 year old international students regarding placement into approved homestay accommodation, 24/7 support and contact with parents. First language support is available via either ETC staff or the use of an interpreter.