Bethlehem Tertiary Institute

Self-Review Outcomes 1-4

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

October 2023

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TE WHARE TAUIRA O PETEREHEMA

BETHLEHEM TERTIARY INSTITUTE

Contents

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Strategic goals and strategic plans **Process 2: Self review of learner wellbeing and safety practices** **Process 3: Publication requirements** **Process 4: Responsive wellbeing and safety systems**	Student Wellbeing Plan (SWP) created in June 2022 to fulfil this clause. SWP is reviewed annually following feedback from: ➢ Wellbeing survey (sent to students July 2023), survey analysis from Prog/Prof Leads, SEC and AcBd ➢ Student Council feedback on SWP (8/08/2023) and Ac Bd (11/09/23). ➢ Students emailed SWP with feedback welcomed. ➢ Learner Groups survey (Mar 2023) ➢ Complaints Register and self-review on complaints process Plan reviewed and finalised Oct 2023. Next review: mid-year tracking with review of SWP in Aug/Sept 2024. Updated BTI Student Wellbeing Plan can be viewed on the BTI website https://bti.ac.nz/wp-content/uploads/BTI-Student-Wellbeing-Plan-2024.pdf and also on BTIonline. The following are some of responsive wellbeing and safety systems, processes and policies that have been put in place to comply with requirements of Outcome 1. Our commitment to upholding Te Tiriti o Waitangi: ○ Tikanga Policy 2022 ○ Te rōpū Whakatere ○ Waiata/Devotions Tue/Thur ○ use of Māori words in everyday work scenarios ○ Te reo Māori classes for staff during lunch once a week ○ establishment of Māori Student Council in progress (6.09.23)

	Our commitment to obligations under the code: o email staff Code 18.01.2023 (and again in Jan 2024) o email staff SWP 18.01.2023 (and again in Jan 2024) o Ac Board minutes on SWP (11.09.2023) Understanding welfare issues of diverse learner groups at BTI: o Learner Groups Survey (March 2023) o Learning Support Annual Report o Tikanga Policy o Te rōpū Whakatere o Diverse Needs Coordinator o SG. 42 Student Diverse Needs/Disabilities Policy Our commitment to providing a healthy and safe environment for students and staff: o BTI Health & Safety Manual, BTI Worker Health & Safety Handbook o Health and Safety committee minutes, Health and Safety Monthly Reports to the Board o Health and Safety Accident/Incident Report Form (BTIonline/website) o Health and Safety Hazard/ Risk Report Form o BTI Student Health and Safety Policy for students o Hazard and Risk Register o Critical Incidents Register o BTI Emergency Evacuation Procedures (emergency Evacuation Procedures in all rooms/classes/offices) o Staff who are First Aiders, defibrillator located outside BTI reception, training for staff on how to use the defibrillator o G.09 Harassment Policy o SG.43 Student Suicide Response Policy o BTI Privacy Policy o SG.24 Personal Disclosures Policy Info / resources in SHB and BTI website

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Learner voice	BTI values the learner voice. In 2021, the Student Council was established which is made up of class representatives from every year level in every programme across the institute (a total of 16 class reps). The Student Engagement Coordinator sits on the Student Council and meets monthly to discuss any issues that may come up. Other processes to enhance the learner voice: o Student surveys: Student Wellbeing Survey, BTI Learner Groups survey (sent to M/P students, students with disabilities, int students in March 2023), entry and exit surveys o course evaluations o Ngā Maunga Āwhina, cohort mentors o Learning Advisors, Learning Advisors Report o Class reps emails o Student feedback from educators/ through classes o anecdotal feedback o Te rōpū Whakatere
Process 2: Learner complaints	Complaints Process: SG.08 Student Concerns and Complaints Policy and flowchart (reviewed in Aug 2023, flowchart amended) Student Council feedback on complaints policy (08.08.2023): request for complaints flowchart to be given out during first intensives for the year for new students, put up on notice boards in classrooms, also to be emailed to staff. o BTI online feedback form created 16.08.2023 (Ac Board minutes) o Complaints Register o Team minutes o Self Review of Complaints Procedures o Student Council minutes, class reps emails

	o SEC reports to Ac Board minutes o Student emails o NMA/cohort mentors records 6.09.2023: Updated ISHB and BTI website (06.09.2023) following changes in complaints process as per NZQA website.
Process 3: Compliance with the Dispute Resolution Scheme	DRS o International Student Contract Dispute Resolution Scheme (DRS) on website and BTIonline o Domestic Tertiary Student Contract Dispute Resolution Scheme (DRS) on website and BTIonline

Wellbeing and safety practices for all tertiary providers

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

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Safe and inclusive communities	The following are some of wellbeing and safety systems, processes and policies that have been put in place to comply with Outcome 3 which is to provide a safe, inclusive, supportive and accessible physical and digital learning environment (also stated in Outcome 1). o BTI values and mission (SHB, website) o Te rōpū Whakatere, Tikanga Policy o Powhiri for new students, noho marae o SA.27 Use of Te Reo Māori for Assessment policy o Onsite intensives o Tue/Thur karakia /devotions o Intensives and intensives get-togethers o BISA Social events o Health and Safety Policies as stated in Outcome 1
Process 2: Supporting learner participation and engagement	Supporting learners as they start their tertiary studies: o Level 4 NZ Cert in Study and Career Preparatioin o Get Set (3-day study skills programme before programme starts) o Orientation course, orientation videos on BTIonline o Study Skills videos on BTIonline Supporting learners throughout their studies: o Learning advisors o Progress reports o BoE minutes o NMA, cohort mentors

Process 3: Physical and digital spaces and facilities	Learner participation and engagement:
	○ student surveys
	○ informal feedback in classes
	○ Student Council/class reps
	○ Learning advisors
	○ Tue/Thur karakia /devotions
	○ Intensives and intensives get-togethers
	○ BISA Social events
	○ Weekly online catch-ups
	○ Feedback Form (new) made available on BTIonline (16/08/2023)
	○ Open door policy for staff/educators
	○ BTI Student Concerns and Complaints Policy and flowchart
	
	Healthy and safe learning environment/learner engagement in this process:
	○ Health and Safety procedures, H & S Manual
	○ Student Hub
	○ informal student feedback, Student Council/class reps
	○ SG.42-Student-Diverse-Needs/Disabilities-Policy and employment of a DNC (July 2023)
	○ Student surveys
	○ Related policies:
	    ➢ SG.24 Personal Disclosures Policy
	    ➢ SG.09 Harassment policy
	
	Engagement with Māori
	○ Te rōpū Whakatere
	○ Tikanga Policy
	○ Māori staff
	○ Iwi collaboration
	○ Establishment of a Māori Student Council (currently in progress)

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Information for learners about assistance to meet their basic needs.	BTI is committed to creating an environment that is student centered and addresses the economic, social, physical, spiritual and mental wellbeing of students (detailed in Student Wellbeing Plan, Outcome 1). o BTI He Kete Pāwera Policy (students facing financial hardship) o BTI Accommodation List on BTIonline o Free kai available at the Hub during intensives o Staff support with StudyLink, Job Search etc
Process 2: Promoting physical and mental health awareness	o Tue/Thur Karakia and devotions o Daily devotions during intensives, prayer, online Bible Study groups o NMA/ cohort mentors o Staff open door policy o Online Feedback Form o Student Council, Class reps, SEC o Learning Advisors o Sg.36 Counselling Referral and Support for Students o information on external resources available on BTI website o Disability support: SG.42-Student-Diverse-Needs/Disabilities-Policy & employment of a DNC (July 2023) Cultural o Tikanga Policy, Te rōpū Whakatere o Language week o Powhiri for new students, noho marae
Process 3: Proactive monitoring and responsive wellbeing and safety practices.	o SG.43 Student Suicide Response Policy o SG.09 Harassment Policy o Health and Safety processes and procedures as stipulated in Outcome 1.

Bethlehem Tertiary Institute

Self-Review Outcomes 8-12 (International)

The Education (Pastoral Care of
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Code of Practice 2021

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Contents

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

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: **Clause 35.** Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.	o Our international student numbers are small, feedback sought in informal conversations and via emails. o We currently have 4 international students, of which one is an offshore student.

Outcome 9: Prospective international tertiary learners are well informed

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Marketing and promotion	o annual reviews to check information on website, ISHB, BTIonline. o BTI International Student Handbook (ISHB) o Changes made recently to website information o Surveys / feedback from current international students o Int Student Coordinator o Dedicated section for int students on website Quality assurance evaluations: o EER report on website Staffing, facilities etc on website, ISHB and SHB Fee info on website

Key required processes	Information we can gather to use as evidence of our compliance with this clause
	DRS: International Student Contract Dispute Resolution Scheme (DRS) on website / BTIonline, ISHB
Process 2: Managing and monitoring education agents	This section is not applicable as BTI does not engage agents when recruiting int students.

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

Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Offer of educational instruction	o enrolment process for int students o entry requirements on website for each programme o study info and qualifications granted on website o interview process if needed o int student enrolment checklist
Process 2: Information to be provided before entering contract	o BTI Refund Policy: SG.23 Refund of Students Fees and withdrawal form o Staff Info/portfolio on website o Study spaces and campus facilities on BTI website o Campus services on BTI website o Student support on BTI website o Where to go for help chart (website, BTIonline, SHB, in classrooms, emailed to students) o International Student Contract Dispute Resolution Scheme (DRS) on website/BTIonline o International Fee info on website o Code info on website o Conditions of enrolment contract that students have to sign, termination of contract rules

Process 3: Contract of enrolment
Process 4: Disciplinary action
Process 5: Insurance
	Process: once an int student receives an Offer of Place and payment has been made, Int Student Coordinator gets in touch with student. ISHB, SHB and resources emailed to student. Info about insurance also communicated.
	  ➢ copy of insurance policy kept on file and sighted
	  ➢ start/end dates of insurance cover is checked and noted.

Process 6: Immigration matters	o Student visa, permit to study kept on file and sighted before start date. o Withdrawal form
Process 7: Student fee protection and managing withdrawal and closure	o Public Trust fee protection o Refund policy and conditions SG.23 Refund of Students Fees and withdrawal form o Info also in ISHB and on website o withdrawal dates on website

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

Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Provision of information	Process: annual and regular reviews done to check information on website, ISHB, BTIonline. Updates are done if required. Changes made recently to website information. o Int Student Coordinator makes contact with int students upon acceptance and also meets up with them during intensives. o ISHB and SHB o Health and safety info (as stipulated in Outcome 1), health services etc in ISHB o Conditions of enrolment agreement o Refund policy and conditions BTI Refund Policy: SG.23 Refund of Students Fees and withdrawal form in ISHB and on website o Diverse Needs Policy, Diverse Needs Coordinator o Policies on website and Student Handbook (SHB) o Dedicated section for int students on website, incl student support etc.

Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: International tertiary learners under 18 years **Process 2: International tertiary learners under 10 years** **Process 3: Decisions requiring written agreement of parent or legal guardian** **Process 4: Accommodation for international tertiary learners under 18 years** **Process 5: Safety checks and appropriate checks for learners under 18 years**	o This section is not applicable as BTI does not enrol international students under 18 years old.
Process 6: Accommodation for international tertiary learners 18 or over	o This section is not applicable as BTI does not offer accommodation.

COMPLAINTS

Date		Documentation
31/07/2023	New reporting requirements prompted a review of SG.08 Student Concerns and Complaints Policy. Policy was tabled at QA Committee meeting and amendments were made to include definitions of a concern and a complaint: **Concerns:** Any dissatisfaction with the Institute, BTI staff, programme, or course which may include feedback to BTI staff, day-to-day concerns, or the pointing out of inconsistencies or inaccuracies. It is expected that concerns can be resolved without a formal complaint submission and the associated processes. **Complaints:** Any dissatisfaction with the Institute, BTI staff, programme, or course that is submitted as a formally written complaint. It is expected that complaints will require investigation at Executive Leadership level.	QA Minutes dated 31/07/2023
8/08/2023	Amended policy discussed at Student Council (SC) meeting. Feedback from Student Council: - Process clear and easy to follow. - Suggestion to give out copies of the flowchart to students at the first intensives of the year, and for staff to explain the process.	SC minutes dated 8/08/2023
16/08/2023	Developed an online Feedback Form on BTIonline, providing students with an additional platform to provide feedback or raise any concerns.	Ac Bd minutes 17/07/2023, actioned 16/08/2023
30/08/2023	An email was sent to all programme leaders/professional leads requesting that they fill out the Complaint Register for 2022. Newly amended complaints policy also emailed to all staff. **No formal complaints were lodged last year.**	

BTI has had its fair share of minor concerns and issues over the past year which were identified through the Student Council and informal feedback from course tutors but no formal complaints were lodged.

All seven minor issues raised within the Student Council originated from the Bachelor of Counselling and Bachelor of Social Work programmes. Among these, five were related to academic matters, such as concerns about heavy workloads in some courses, requests for Sem 2 intensives to be onsite after Covid restrictions in Sem 1, and requests for information to be released earlier. Academic issues were appropriately forwarded to the respective professorial leads for actioning.

The remaining two issues pertained to IT-related queries with some students expressing a lack of tech-savviness and uncertainty about whom to approach for IT-related problems. In response, actions were taken including the addition of computer literacy classes to the Get Set programme and the appointment of a dedicated Technology Support Officer in April 2023, tasked with providing assistance to both students and staff.

Class reps have reported that the issues discussed in Student Council meetings were addressed and resolved to their satisfaction. They appreciate that their feedback has been taken seriously.

Feedback from class reps at the Student Council meeting 9th May 2022:

- Year 1 Counselling class rep noted that the workload issue raised in the previous meeting had been successfully resolved, resulting in a significant decrease in workload.

- Year 3 Counselling class rep mentioned that there have been positive responses from tutors regarding student feedback.

Areas that we will continue to improve:

- enhancing communication with students
- dissemination of information
- streamlining the usability of both BTIonline and the BTI website, ensuring that information is easily accessible to students.

Our internal assessment of our concerns and complaints process has shown that they are effective, as there were no formal complaints submitted last year. We remain committed to prioritising the student voice and addressing student concerns as promptly as possible.

CRITICAL INCIDENTS

Definition of critical incident - an unexpected significant event or situation that occurs within the academic or campus environment that has resulted in serious disruption to the functioning of BTI, illness, serious harm, or death.

(QA Committee minutes 25th Sept 2023).

More information regarding critical incidents can be found on pages 3- 4 of the BTI Health and Safety Manual.

A summary of our procedure:

1. All reporting must be channeled through either BTI reception or submitted via the online JotForm accessible on BTIonline or the BTI website. Reporting may come through staff members. In any case all reporting will be lodged via JotForm.
2. Following receipt, David who chairs the H & S Committee investigates and initiates an incident report based on severity of issue.
3. In the event of a critical and notifiable incident, the Principal must be immediately notified. Tim McJorrow (CET H & S Officer) will also be notified. The Principal will subsequently notify the Chair of the Board, and appropriate actions will be taken.
4. Non-serious incidents: monthly reports summarizing these incidents submitted to the BTI Board.
5. Hazards or risks: documented in the Hazard and Risk Register.

There were no critical incidents reported in 2022.

From January to March 2022, the Executive Leadership Team (ELT) effectively managed the challenges posed by the Covid-19 pandemic, following the guidelines outlined in the Covid-19 Protection Framework (traffic lights). When NZ transitioned to red settings on 24/01/2022, BTI implemented several measures including limiting on-site teaching activities, encouraging staff to work from home whenever possible, stopping unvaccinated persons from coming onsite, enforcing mandatory mask-wearing, and maintaining a minimum 1-meter physical distancing.

The number of Covid-19 cases in NZ increased substantially from late February to March 2022. All onsite classes, intensives, and meetings were then held online. Students and staff were to inform BTI if they had tested positive for Covid-19, and appropriate support and guidance were provided to those affected.

An internal evaluation of our incident procedures has demonstrated their effectiveness. Results from a survey sent to class reps showed that all but one affirmed that BTI has practices to maintain a safe and healthy learning environment.

BTI will continue to:

- Uphold current processes and protocols
- Ensure that students are well-informed about appropriate actions to take during emergencies or incidents
- implement regular staff training and drills to enhance emergency preparedness
- conduct thorough reviews and updates of our emergency response plans to align with evolving needs and best practices