

# SELF-ASSESSMENT REVIEW 2024

Code of Pastoral Care

# SELF-REVIEW PROCESS

## What have been the **main steps** in the Self-Review process?

In the self-review process reflections have been made at regular intervals throughout the previous year to identify where gaps are and the record the progress made in filling these gaps.

### Outcome 1: A learner wellbeing and safety system

#### **Process 1:** Strategic Goals and Strategic Plans.

Coastguard Tautiaki is the overarching organisation for Coastguard Education and has a 'Strategy on a Page' which is a guiding document for the organisation as a Charitable Trust 'saving lives on the water'. It also has mission and vision statements that guide practice.

In addition, Coastguard's Community Engagement arm have a Māori and Pasifika Strategic Plan called 'Te Anga Whakamua o Tautiaki Moana Aotearoa' which is about navigating to a safer future and is relating to water safety. This strategic plan is relevant to all our learners, especially our Māori and Pasifika learners, as our courses relate to knowledge and safety on and in the water. An Academic Strategic Plan provides guidance for the processes and outcomes around academic achievement and support.

#### **Process 2:** Self-Review of learner wellbeing and safety practices.

As part of Coastguard, the Health and Safety Manager has worked with Coastguard Education on ensuring its learners and staff are safe. Portable First Aid kits are available for tutors for going to different venues and our main campus at the Westhaven Marina now has an AED installed.

The education and community engagement team champion the use of te reo Māori in karakia and waiata as part of the pou of Te Anga Whakamua o Tautiaki Moana Aotearoa.

#### **Process 3:** Publication requirements

The Code of Practice report summary and the current Learner Handbook are published on our website. All course information is available on our website and further information on the NZQA courses are available in Programme Handbooks on Moodle.

## **Process 4: Responsive wellbeing and safety systems**

Most of our interactions with learners are in day courses, not over a period of time.

The reporting and documentation of our learner wellbeing and safety systems are being integrated into the wider Coastguard systems. The passionate tutors and Coastguard Education staff are very responsive to learner enquiries. If there is any concern over the safety of the learners, there is always a person in the Coastguard or Education Health and Safety Team that can be contacted and all incidents and near misses are recorded in the Coastguard Health and Safety Vault. The Academic Committee review learner feedback monthly and they, along with the Education Management Team, action any issues that need revision.

Learners who self-identify as diverse are supported by the Course Administration Team initially, who inform the learners of extra support that is available and notify the tutor. Racism and bullying are not tolerated, and there have been no reported issues in this area.

Policies and processes have recently been reviewed and updated. There have been no wellbeing or safety issues recorded for the past year.

## **Outcome 2: Learner voice**

### **Process 1: Learner voice.**

Learners engage first through either the website booking system or they call or visit an administrator at the Westhaven Marina. We identify how they prefer to be communicated with. Learner feedback is presented monthly to the Academic Committee, and if needed further responses or a review process is initiated.

Stakeholders from communities such as boating clubs, DOC, NZDF and Coastguard units provide feedback on the needs of their learners. These stakeholders request course deliveries in response to needs within their communities. Cultural groups such as Chinese, Māori, and Pacific communities may also request bespoke courses.

### **Process 2: Learner complaints.**

There is a learner complaint policy and process which is documented in the Learner Handbook on Moodle and on the website. If a learner gives feedback on how we could improve the course, this is not identified as a complaint. If a learner contacts us and expresses a wish to lay a complaint, then the complaints process is implemented and we do all we can to remedy the concern or issue, in a timely manner. All correspondence around complaints and concerns is recorded and stored in a secure complaints register. The Complaints Policy has been recently updated and includes the principles of natural justice.

There were no complaints recorded in 2023.

### **Process 3: Compliance with the Dispute Resolution Scheme**

The Disputes Resolution Scheme has now become Ngā Amuamu Tauira or Study Complaints. The information on accessing this service is in the student handbook published on our website.

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

### Process 1: Safe and inclusive communities.

All venues are vetted and have an MoU to ensure that the learning spaces meet standards of capability, suitability and Health and Safety. Tutors undergo an accreditation process to ensure they have the Adult Education and industry experience and certification to teach the subject. Policies on learner and staff conduct assist with maintaining the expectations of safe and inclusive conduct in classes.

The organisation supports inclusivity through policies and a culture of consideration and engagement.

### Process 2: Supporting learner participation and engagement.

Learners are generally in class for one to two days at a time, and cultural and spiritual support is deemed to be not required for this short time. Learners can self-select from dates and venues for courses that are most suitable for them.

### Process 3: Physical and digital spaces and facilities

There are policies and practices for managing a safe learning environment in the physical classrooms. Safe interactions online are assured as there are no open discussion forums where learners can post. Most feedback is given through online links, but can also be gathered through a paper feedback process.



## Outcome 4: Learners are safe and well.

### Process 1: Information for learners about assistance to meet their basic needs.

Learners are generally only with Coastguard for one to two days for classes, and have their own jobs. We do not support learners with accommodation nor supply food. Coastguard is developing a list of support agencies if support outside of academic support is required. Learner attendance is monitored for classes and learners are followed up with if they are absent from classes.

### Process 2: Promoting physical and mental health awareness.

Coastguard promotes physical and mental health awareness to staff through online workshops, and promotion of life/work balance in the Education team. Contract tutors can accept work or be not available for the classes when they are set up in the booking system. There is a pool of tutors for various courses across Aotearoa. This ensures the tutors are actively engaged in the delivery of the courses for the learners.

### Process 3: Proactive monitoring and responsive wellbeing and safety practices.

Tutors are contractors and are experienced and passionate in assisting learners with any issues that arise on the day in their classes. Learners can email or call the Course Administration Team with any concerns they have and these will be treated confidentially.

