Sue's Unlimited Limited
t/a Sue's Computer Training Co.

Pastoral Care Self Review Report 16th October 2023

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Background Information

Sue's Unlimited is a niche provider based in Tauranga. We have 1 full time Director, 1 full time equivalent Tutor and a part-time administrator. We currently have 14 Part-time students and 10 full time students. All of our students are enrolled on the New Zealand Certificate in Medical Transcription and Editing (Level 4). 0.8 EFTS. All students are extramural and live through New Zealand. The programme is completed entirely online and students are able to access the learning website from anywhere at any time.

Our students over the past 4 years range in age from 17 years to 66 years old at the start of their programme, with the average age being 46 years. The majority of our students have families and many are also working while they study.

Our enrolment process is completed via email, website and by phone when required. Our students start in small groups (averaging 3-8 students per intake) throughout the year, this provides staff and students the opportunity to get to know each other and offer a supportive responsive learning environment.

We do not have any international students or provide student accommodation.

Pastoral care philosophy

To provide a learning environment that is safe, welcoming, supportive, encouraging and where our students can succeed academically. With our staff and student numbers we are able to take a tailored, learner focused approach to wellbeing and safety to ensure we are meeting the needs of the individual students we have enrolled at any given time.

We strive to be a leading provider of education where students achieve in a safe, relaxed, friendly and supportive environment. Equipping our learners with quality skills that will enhance their business / employment / further learning opportunities and assist in the achievement of their personal goals. Our staff have a firm commitment to providing a warm, friendly atmosphere for our students to study and learn in.

Being a small provider we strive to build strong relationships with our learners allowing for open communication with all our students via email, phone and Zoom/Skype when required. By doing this we can offer guidance and assistance to students on an individual basis as and when needed.

Our approach to learner well-being and safety is based on Te Whare tapa whā, a holistic Māori health model that represents wellbeing as a wharenui. The wharenui has four cornerstones or walls for us to care for:

Taha tinana – physical wellbeing
Taha hinengaro – mental wellbeing
Taha whanau – family, community and social wellbeing
Taha wairua – spiritual wellbeing

Outcome 1 - Learner wellbeing and safety system

Stage of Implementation – Implemented

Process 1: Strategic goals and plans

Our current Learner wellbeing and safety system is incorporated into and part of our Policy and Procedures Manual, Student Handbook, CMT Pre-enrolment Pack, Tuition Agreement and Administration Manual.

Our Student Handbook details the course structure, health and safety information, how to access the course online and use the forums, setting up of equipment, relevant company policies and procedures as well as tips on learning styles and how to access other services they may need.
Each intake of students participates in an online forum (like a digital classroom) where they can communicate with each other and the facilitator. The facilitator also uses the forum to welcome students and give advice and study tips which are well received.
Students are also invited to join a closed student group on Facebook where they can connect with other past and present students, not just those within their intake.
Zoom/Skype meetings are also used when needed to connect with students.
Email/phone contact with students is frequent especially in the first few weeks while students settle into study. Following this period, weekly monitoring of course engagement and achievement continues throughout the programme, and this enables staff to respond to any issues or concerns and offer support in a proactive and timely way.

Gaps identified and action planned

The action planned for 2023 was to draw from existing documents and formulate a stand-alone Learner Wellbeing and Safety System so that it would be more easily publishable and accessible to both learners and stakeholders. The aim was to publish this document on our website once completed and also make it available to students in our Student Handbook. However, as we were working through this action we realised that the system we already had and the locations of the various components of the Learner Wellbeing and Safety System actually work very well for the size of this organisation and there was little to be gained by amalgamating the information into one standalone document. Therefore it was decided to leave the various documents in their current locations.

Process 2: Self-review of learner wellbeing and safety practices

Our Learner wellbeing and safety system is reviewed annually in August. This review will follow the guidelines from NZQA. The annual review will include analysis of the Feedback gathered from students at the end of each block, and notes from staff meetings and email communication with staff and students which will help us to monitor the effectiveness of our system and identify any improvements required.

Gaps identified and action planned

No gaps were identified. Chris will attend any Code workshops and other relevant training opportunities.

Process 3: Publication requirements

Our Learner Wellbeing and Safety Goals and Plans are currently contained within several different documents as noted in the first paragraph under Process 1: Strategic goals and plans.   Students are provided with the relevant information in the documents listed and copies are available to other stakeholders on request.

Gaps identified and action planned

No gaps were identified.

Process 4: Responsive wellbeing and safety systems

Regular weekly monitoring of engagement and achievement highlights any issues students may be having and allows staff to respond and offer timely assistance and options to students. Our students are all mature students and so will often be juggling work and family commitments while studying, staff are highly responsive to email contact by students and able to offer support and assistance when required as evidenced by email records and evaluation responses.
Our staff and student numbers allow us to get to know and communicate with our students in a way that many larger organisations are unable to. This, along with student email records, forum posts and feedback form responses all help staff to offer assistance and guidance where needed.

Staff training attended in 2022/2023
Code workshops offered by NZQA   - completed by Chris in September 2023
Life Keepers Training Course   - updated in October 2023
Blueprint for Learning   - MH101 December 2022
                                      - Reset and Reconnect Nov 2022
Ako Aotearoa   - Te Tiriti for Management June 2023
                                      - Te Whare Tapa Wha Aug 2023
                                      - Whanaungatanga Sept 2023
University of Canterbury   - Psychology of wellbeing July 2023

Gaps identified and action planned

No gaps were identified. Further training will be undertaken as it becomes available.

Outcome 2-Learner voice

Stage of implementation – Well implemented

Process 1:Learner voice

Our students are all able to contact either Sue (Manager / Director), Cindy (facilitator) or Chris (administrator) at any time via phone or email regarding any assistance they require or issues they have.

Our students are also invited to complete a feedback form at the end of each block (6 in total plus a whole course form). Feedback form responses are a valuable tool in our continual review process. They are reviewed regularly, and student feedback is taken on board and used in our planning and review process for everything we do. In the year from August 2021 we had a 68% response rate to these Feedback Forms. Prior to August 2021, links to these Google forms were emailed to students once they completed each block. We found the response rate was not great and in August 2021 began adding the links to the feedback forms to the Professionalism Forum with each block of the course resulting in a much higher response rate.

Gaps identified and action planned

None at this stage.

Process 2: Learner complaints

No formal complaints have been received. The process for making a complaint is detailed in our Student Handbook which is emailed to all students before their start date.

Gaps identified and action planned

None at this stage.

Process 3:Compliance with the Dispute Resolution Scheme

Staff are aware of the Dispute Resolution Scheme and it is provided to students in the Student Handbook.

Gaps identified and action planned

None at this stage.

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

Stage of implementation – Well implemented

Process 1: Safe and inclusive communities

This provider does not deliver training from any physical location. The learning environment is totally digital. Our students start in small groups (averaging 3-8 students per intake) throughout the year, this provides staff and students the opportunity to get to know each other and offer a supportive responsive learning environment. Each intake of students participates in an online forum (like a digital classroom) where they can communicate with one another and the facilitator. The facilitator also uses the forum to welcome students and give advice and study tips which are well received.

Students are also invited to join a closed student group on Facebook where they can connect with other past and present students, not just those within their intake.

Zoom/Skype meetings are also used when needed to connect with students.

Students are invited to complete evaluation forms at the end of each Block (6 in total) and the responses to these are reviewed and any feedback acted upon as and when necessary. The feedback in these evaluations and in emails received from students gives us confidence that learning environment students experience is safe, supportive and meets their needs.

The CMT Pre-enrolment Pack and email contact during the enrolment process provides students with information on assistance available to them and all students are invited to contact staff with any concerns or requests they have.

Our students are all mature students and so will often be juggling work and family commitments while studying, staff are highly responsive to email contact by students and able to offer support and assistance when required as evidenced by email records and evaluation responses.

Gaps identified and action planned

None at this stage.

Process 2: Supporting learner participation and engagement

Once enrolled students are provided with a Student Handbook. This details the course structure, health and safety information, how to access the course online and use the forums, setting up of equipment, relevant company policies and procedures as well as tips on learning styles and how to access other services they may need. Regular weekly monitoring of engagement and achievement highlights any issues students may be having and allows staff to respond and offer timely assistance and options to students who may need to switch to part time study or extend their study time.

Student email records, forum posts and evaluation responses all help staff to offer assistance and guidance where needed.

Gaps identified and action planned

None at this stage.

Process 3: Physical and digital spaces and facilities

Forums are monitored by the tutor and the student Facebook group is monitored and closed so that only our students can view it and join, this allows us to monitor student interactions to ensure they are respectful and inclusive.

Gaps identified and action planned

None at this stage.

Outcome 4: Learners are safe and well

Stage of implementation – Well implemented

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

Our CMT Pre-enrolment Pack and Student Handbook cover access to FeesFree, Student Loans and WINZ assistance. From time to time and as needed by individual students staff will provide advice and assistance options, such as during Covid lockdowns when regular emails were sent to all students with links to government agencies and other organisations able to offer any assistance needed. Additional information and support may also be provided as necessary on a case-by-case basis.

Gaps identified and action planned

None at this stage.

Process 2: Promoting physical and mental health awareness

Health and Wellbeing has been a big focus over the last 4 years during the Covid Pandemic when regular support emails with links to various government agencies and guidance on how to take care of your wellbeing were sent to all students on a regular basis. Information on the Blueprint Workshops has been sent to students as these are free workshops and a great tool to promote physical and Mental Health awareness.

Gaps identified and action planned

None at this stage.

Process 3: Proactive monitoring and responsive wellbeing and safety practices

The annual review of our Wellbeing and Safety System, Student Feedback, Weekly engagement and achievement monitoring, forums and less formal communications with our students gives us confidence that our systems meet the Code requirements and the expectations of our students.

Gaps identified and action planned

None at this stage.

In conclusion

Taking account of our size and student base our compliance with the Code is *Implemented – Well Implemented*. Information is provided to students at key points in the enrolment process, during the transition to study phase and throughout their time with us. We have well used and monitored communication channels enabling students to easily connect with staff and other students and staff are able to respond quickly to assist students when required.

The staff training attended in 2022 and 2023 has improved the system.

Action Plan

Continue to review and adjust policies and procedures as necessary.

Continue to engage with students via group emails, forums and the Student facebook group.