

# 2023 Code of Practice Gap Analysis Report

<b>Subject Area:</b>	Education (Pastoral Care of Tertiary and International Learners) Code of Practice Gap Analysis
<b>Audit Period:</b>	November 2022-November 2023
<b>Audit Audience:</b>	New Zealand Institute of Education staff, learners, and stakeholders  New Zealand Qualifications Authority
<b>Auditor:</b>	Academic Project Manager
<b>Audit Report Date:</b>	31 October 2023
<b>Source Documents:</b>	2023 Gap-Analysis_Code of Practice
<b>Data Collection:</b>	<p><b>Gap Analysis Framework</b></p> <p>The gap analysis of NZIE’s practices and procedures uses the NZQA gap analysis template to assess our practice against four outcome statements of the Code. The four outcome statements include:</p> <p><b>Outcome 1: Learner wellbeing and Safety Systems –</b> Providers 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.</p> <p><b>Outcome 2: Learner Voice –</b> Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p> <p><b>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments –</b> Providers foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.</p> <p><b>Outcome 4: Learners are safe and well –</b> Providers support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.</p> <p>For each outcome, NZIE self-assesses our performance against an NZQA continuum matrix. NZIE assesses itself as being one of the following stages of the continuum. A gap in practice or a gap in evidence would indicate that a rating of ‘<i>Early stages of implementation</i>’ or ‘<i>developing implementation</i>’ were appropriate. Where there were no gaps in evidence, but minor gaps in practice, the ‘<i>implemented</i>’ outcome rating may be an</p>

	<p>appropriate outcome. Where no gaps in practice or gaps in evidence were apparent, then a ‘<i>well implemented</i>’ outcome rating would be appropriate.</p> <p><b>Early Stages of Implementation:</b> Implementation of the Code has not yet started or requires significant work.</p> <p><b>Developing Implementation:</b> Implementation of the Code is underway, yet requires further work.</p> <p><b>Implemented:</b> The Code is Implemented.</p> <p><b>Well Implemented:</b> The Code is well implemented.</p>
<p><b>Methodology:</b></p>	<p><b>Gap Analysis Methodology</b></p> <p>The Academic Project Manager constructed the Code gap analysis team, consisting of the Client Success Advisor, the Compliance Registrar and Programme Leaders. The Team was provided with the mandate to search for and request documentation and evidence from anywhere in the organisation that was pertinent to the Code Outcome Statements.</p> <p>The purpose of the gap analysis was to establish gaps in practice or gaps in evidence across every section and subsection of the Code.</p> <p>Evidence to support the gap analysis outcome consisted of the ability to locate and assess the effectiveness of policies, procedures, feedback, data, reviews, and outcomes against the Code statements.</p> <p>The Team engaged with and consulted the wider team during the search for evidence.</p> <p><b>Task ONE:</b> Conduct a self-assessment on the effectiveness of the 2022 Action Plans. Where complete, the evidence was added to the 2023 self-assessment. Where incomplete, the actions were reconsidered and reframed and added to the 2023 Action Plan.</p> <p><b>Task TWO:</b> Conduct a self-assessment on focus areas of the 2022 gap analysis where outcomes were found to be with gaps in practice or gaps in evidence.</p> <p><b>Task THREE:</b> Conduct a self-assessment of the Code’s four outcome statements across the wider NZIE teaching and learner support teams to assess the extent of the Code compliance across all focus areas of the Code. The outcome of the self-assessment was compliant, gaps in practice, or gaps in evidence.</p> <p><b>Task FOUR:</b> Complete the 2023 Code gap analysis report and identify areas for improvement. Construct an action</p>

	<p>plan that will enable the effective completion of specific work to address areas for improvement.</p> <p><b>Task FIVE:</b> Present the gap analysis to te Kahu Rōpu o NZIE for their approval and publication.</p> <p><b>Task SIX:</b> Complete the NZQA Attestation Statement and publish the Code Outcomes on the NZIE website.</p>						
<p><b>Findings:</b></p>	<p><b>NZIE’s Gap Analysis Outcome Statements</b></p> <p>NZIE’s self-assessment of the gap analysis presents a continuum outcome rating for each of the four Education (Pastoral Care of Tertiary and International Learners) Code of Practice outcomes.</p> <p>The outcome rating will state the 2022 outcome. Then it will state the 2023 outcome rating. Following will be a statement of performance and a focus area for improvement.</p> <table border="1"> <thead> <tr> <th data-bbox="550 947 949 1019"><b>The Code Outcome:</b></th> <th data-bbox="949 947 1385 1019"><b>Gap Analysis Continuum Rating:</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="550 1019 949 1724"> <p><b>Outcome 1: Learner wellbeing and Safety Systems.</b></p> <p>NZIE takes a whole-of-provider approach to maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.</p> </td> <td data-bbox="949 1019 1385 1724"> <p><b>2022 Outcome:</b> Developing Implementation</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2022 Action Plan has been effective in improving areas where there was a gap in practice or a gap in evidence.</p> <p>The NZIE data suggests that we offer a comprehensive and effective learner support. However, NZIE recognises that learner voice on our support practices could be more active.</p> </td> </tr> <tr> <td data-bbox="550 1724 949 2022"> <p><b>Outcome 2: Learner Voice.</b></p> <p>NZIE understands and responds to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p> </td> <td data-bbox="949 1724 1385 2022"> <p><b>2022 Outcome:</b> Developing Implementation</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2022 Action Plan has been effective in improving areas where there was a gap</p> </td> </tr> </tbody> </table>	<b>The Code Outcome:</b>	<b>Gap Analysis Continuum Rating:</b>	<p><b>Outcome 1: Learner wellbeing and Safety Systems.</b></p> <p>NZIE takes a whole-of-provider approach to maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.</p>	<p><b>2022 Outcome:</b> Developing Implementation</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2022 Action Plan has been effective in improving areas where there was a gap in practice or a gap in evidence.</p> <p>The NZIE data suggests that we offer a comprehensive and effective learner support. However, NZIE recognises that learner voice on our support practices could be more active.</p>	<p><b>Outcome 2: Learner Voice.</b></p> <p>NZIE understands and responds to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p>	<p><b>2022 Outcome:</b> Developing Implementation</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2022 Action Plan has been effective in improving areas where there was a gap</p>
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		<p>in practice or a gap in evidence.</p> <p>NZIE realises that we rely on the learner voice through formal events. However, the targeted engagement with learners for specific change feedback could be improved to enable the learner voice to be more active.</p> <p><b>2022 Outcome:</b> Implemented</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2023 gap analysis has confirmed that our practices and evidence across all sections of this outcome are effective.</p> <p>NZIE has strategies and processes in place for learners with learning disabilities. However, we recognise that we can improve our capability to better support learners with learning difficulties.</p>
	<p><b>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments.</b></p> <p>NZIE fosters learning environments that are safe and designed to support positive learning experiences of diverse learner groups.</p>	<p><b>2022 Outcome:</b> Implemented</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2023 gap analysis has confirmed that our practices and evidence across all sections of this outcome are effective.</p> <p>NZIE has strategies and processes in place for learners with learning disabilities. However, we recognise that we can improve our capability to better support learners with learning difficulties.</p>
	<p><b>Outcome 4: Learners are safe and well.</b></p> <p>NZIE supports learners to manage their physical and mental health through information and advice, and identifies and responds to learners who need additional support.</p>	<p><b>2022 Outcome:</b> Implemented</p> <p><b>2023 Outcome:</b> Implemented</p> <p>The 2023 gap analysis has confirmed that our practices and evidence across all sections of this outcome are effective.</p> <p>NZIE learners engage in their learning on-line. Although we have a network of on-line support through the learning support team (Client Success Advisor, Academic Coach, Wellbeing Coach and Cultural</p>

	<p>Advisor) NZIE recognises that some learners seem reluctant to connect with the support team in an on-line mode. Further exploration into engaging on-line learners with effective learning and wellbeing support would improve the learner experience.</p>		
<p><b>Recommendations:</b></p>	<ol style="list-style-type: none"> <li>1. An effective and targeted Action Plan be developed, implemented and monitored through 2024 to address specific focus areas to improve the learner’s learning journey, their wellbeing and to ensure that their voice is active.</li> <li>2. That Te Kahu Rōpu o NZIE be appointed as accountable for the management of the Action Plan.</li> <li>3. That Te Kahu Rōpu o NZIE set outcome targets for the 2024 Education (Pastoral Care of Tertiary and International Learners) Code of Practice gap analysis report.</li> </ol>		
<p><b>This is to confirm that the audit was completed by:</b></p>			
<p><b>Auditor’s Name:</b></p>	<p>Laurie Richardson</p>	<p><b>Date:</b></p>	<p>31 October 2023</p>