Coastguard Boating Education Self-Assessment Review October 2023 Code of Pastoral Care

SELF-REVIEW PROCESS

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

Coastguard Boating Education embraces an approach of continuous improvement which has been underway since the previous EER in 2021. We have also been undergoing extensive organizational change in that time-frame as a result of self-review data.

The key contributing events and projects that feed into our self-assessment process have been:

1. Project Horizon – an organizational restructure process that saw Coastguard Boating Education moving from a stand-alone entity (in practice) to an integrated 'pillar' of the Royal NZ Coastguard, entitled to all the support functions and services of the over-arching organization
2. The Tutors Forum 2023 – an event whose main purpose was to gather feedback from CBE tutors all around the motu to drive improvement in education delivery and improvement in the organisation's capability in self-assessment
3. A review of CBE's Quality Management Systems and Learner Handbook as part of the audit and Gap Analysis against the Code of Pastoral Care
4. Targeted recruitment of key skills and personnel
5. Course and Programme Reviews – for example of our flagship CiDMO programme and the 8 courses contained within that programme
6. Evaluation of Learner and tutor feedback through the course evaluation process
7. The establishment of our (new) Academic Committee as a tool for ongoing self-assessment
8. Weekly staff meetings where feedback is discussed and actions are instigated and reviewed for effectiveness at later dates

CBE is also responsive to feedback in unplanned and naturally occurring instances from learners, staff and stakeholders

Strategic Goals and Strategic Plans – Documented Systems

Strategy on a Page:

Coastguard NZ's current Strategic Plan identifies us as 'The Charity Saving Lives at Sea'. Education and Engagement is identified as one of the key strategic pillars in saving lives through preventative measures around relevant education done on land before people head off to sea. The plan states a commitment to have the 'right people' with the right tools and equipment' to get the job done.

For CBE this has been translated into a targeted recruitment drive to have the right people with the right skills in place to ensure learner wellbeing and safety are prioritized and a review of the current systems and technology to support the work those staff do. This work is current and ongoing.

CBE Business Plan 2024:

CBE is guided by its own strategic document Business Plan 2024. This document outlines CBE plans around tutor training and support. This training and support is important because tutors, being the learner-facing representatives of the organization, are best placed to respond to learner well-being and safety.

The document also describes the work being done to improve the Quality Management System, the recruitment of skilled staff and the streamlining of administrative systems and processes which all have an input to learner wellbeing and safety.

Te Anga Whakamua o Tautiaki Moana Aotearoa

Coastguard's Maori and Pasifika Strategy reflects CBE's commitment to embracing a Tikanga Maori approach to all that we do, which contributes to the wellbeing and safety of our Maori and Pasifika learners, in particular, but in fact to all learners as everyone benefits from this approach.

Work around targeted Learner Wellbeing and Safety is a work in progress, as CBE evolves from an organization that is used to focusing more on 'outputs' and tutor and organizational performance, to an organization that measures these aspects through the lens of 'learner experience'. This evolution, though, is well underway.

OUTCOME 1: DEVELOPING IMPLEMENTATION

How do we identify and raise concerns about the wellbeing, safety and behavior of learners?

Learner feedback and evaluation:

Feedback from learners is collected formally through paper-based evaluation forms on the completion of Classroom courses and through Survey Monkey for learners doing our online courses. Feedback is also collected through less formal means that include email, phone calls and word of mouth. Being a small PTE ensures that the learner voice is heard both formally and informally, through tutors and direct contact with CBE staff members

Currently, for Home Study courses, there is no formal system for collecting feedback, however the dedicated Assessor and Student Support Coordinator communicates with all Home Study learners during their courses and manages matters arising from this learner cohort. CBE recognizes that more formal systems of feedback collection from Home Study learners would be beneficial so this step has been added as an action point on the Action Plan that was developed based on the Gap Analysis audit against The Code of Practice.

Feedback from evaluation forms and Survey Monkey is reviewed from time to time and occasionally closely examined when tutors request feedback or when issues arise, and during course reviews, e.g. during the MVOC Review. CBE acknowledges that a more rigorous system of analyzing and responding to learner feedback would be beneficial and this, too, has been added as an action point to the Action plan mentioned above.

In an effort to respond more proactively and systematically to learner feedback, as of November 2023, all learner feedback that requires action will be responded to by tutors or CBE staff as applicable. The feedback and the responses generated will be formally monitored by the CBE Academic Committee at monthly meetings. Required actions will be followed up by the CBE staff member responsible for Quality Assurance.

All learners have direct access to their tutor / facilitator, either in person or virtually, and all tutors are qualified for the roles they fulfill which includes being aware of, and responding to, learner wellbeing, safety and behavior. In addition, all learners have access to the Boating Education Learner Handbook. The hand book outlines the Complaints Procedure and the Dispute Resolution procedure.

OUTCOME 2: LEARNER VOICE

The philosophy of Coastguard is to work with learners to ensure a satisfactory outcome to complaints / issues can be reached; however, it does recognise the need for more formal processes if this cannot happen. As such:

> **Definition of a Complaint: A complaint is when a learner makes a formal complaint in writing following the process outlined in the QMS and as outlined in the Learner handbook. A complaint is not deemed to be a general comment made verbally to a member of staff, or feedback received via course or tutor evaluation.**

Record of Complaints for 2022 / 2023 to date:

	Number	Summary of Resolutions
Number of Complaints Received	0	
Number of Complaints Upheld	0	N/A
Number of Complaints Not upheld	0	N/A

We have had no formal complaints raised in 2022 or 2023.

Any informal issues raised by learners/tutors have been actioned.

CBE is in a development phase with regards to Learner Voice. Traditionally, quality assurance has been focussed on CBE tutors and staff and what they do. Quality has been measured in outputs, and in the case of tutors, their 'performance'. While these aspects remain important, CBE is evolving to focus more on the Learner Experience, and to measuring quality assurance from this lens.

OUTCOME 2: DEVELOPING IMPLEMENTATION

Water Safety NEW ZEALAND

Lottery Grants Board
Te Puna Tahua
LOTTO FUNDS FOR YOUR COMMUNITY

165 Westhaven Drive, Westhaven, Auckland 1010
PO Box 91322 Victoria St. West, Auckland 1142
P 09 361 4700 F 09 376 4775 | boatingeducation.org.nz

How do we provide a safe environment both in terms of physical environment and inclusive communities; and ensure learner participation and engagement?

CBE's recruitment and enrolment practices ensure that all learners have appropriate support and guidance in order to meet their learning goals. The support and guidance needs of learners are identified by either the learner themselves or the Coastguard Tutor with whom they are working.

We take all practical and reasonable steps to ensure that learners and the public are protected from any physical, mental, emotional or moral harm that may result from our training activities. The following points ensures this happens:

· All tutors and staff are of good and reputable character, experts in their fields and skilled at maintaining professional relationships with learners. All staff are Police-vetted and reference checked
· All learners have access to the Learner Handbook and tutors and staff are available to help them access support and guidance systems to enable them to complete their courses successfully
· CBE holds MOUs with all off-site venues to ensure learning spaces are safe and accessible, and whenever possible we use Coastguard Unit facilities around the motu as we know these spaces and have control of safety / comfort aspects for learners.
· For Maori and Pasifika learners, we run courses on Kura, Marae or Churches, or other spaces where these learners can feel safe, included and supported
· Online learners have access to course facilitators and we have 3 staff who are able to step in and offer support to these learners
· We now run CG courses in Mandarin for learners whose first (or additional) language is Mandarin. We have had relevant resources translated into Mandarin and we are developing relationships with Asian groups / organsations to develop our capacity to deliver appropriate, inclusive courses for members of the various new immigrant communities
· We have made efforts to match tutors with the ethnicities of the learners we deliver to. For example, in November 2023 we will start a 3-year project of Safe Boating in the Kingdom of Tonga.

How do we provide a safe environment both in terms of physical environment and inclusive communities; and ensure learner participation and engagement?

As part of this self-review, a two-page document was developed for staff summarising the main points of the code and their responsibilities.

Consideration of te Tiriti o Waitangi is fit for purpose (referred to under Outcome 1) for a small PTE with vocational, external license orientated programmes. Coastguard Boating Education will continue with its continuous improvement in relation to diverse learner groups.

OUTCOME 3: DEVELOPING IMPLEMENTATION

OUTCOME 4: LEARNERS SAFE AND WELL

How do we provide information for learners about assistance, promoting health awareness, proactive monitoring and responding to wellbeing and safety practices?

Each Coastguard Boating Education course is aimed at keeping learners safe and well on the water, so context-specific safety messages run through all the courses. For example, there are messages around proper planning and preparation, action to take in the event of potential hypothermia, how to respond to common dangerous situations / emergencies and the dangers of alcohol consumption while on the water.

Tutors and staff work hard to keep learners safe and well while attending CBE courses, and are responsive to learner needs to an appropriate degree.

Coastguard learners are all on short courses (from a few hours to a few days, generally) so CBE is not involved in the lives of learners to the extent of other providers who deliver longer courses or residential programmes. Nevertheless, CBE tutors monitor the safety and wellbeing of learners while they study and provide assistance as needed on a case by case basis.

Efforts are made in course design to make the material accessible to learners with literacy and numeracy needs and other learning difficulties, by monitoring the readability levels of material and improving the graphic material on courses.

Reader-writers can be used for those learners that need them and the Course Confirmation form lets learners know of CBE's commitment to ensuring accessibility of its courses and assessments procedures for all students, including those with learning difficulties, and invites learners to approach their tutor if they need additional assistance.

CBE endeavours to deliver courses to Maori and Pasifika and those from new migrant backgrounds in ways that are protective of their language and culture, and in appropriate venues where they feel they have a place.

The Learner Handbook outlines policies and procedures relevant to learners to help them feel a sense of agency and control over their learning experience with us.

The Coastguard New Zealand Health & Safety Policy Statement requires that staff and contractors are empowered to make good decisions through the provision of information, training, supervision, equipment and resources needed to operate in a safe, healthy way. It also requires our contractors (tutors) to demonstrate their capability to work in healthy and safe ways.

OUTCOME 4: DEVELOPING IMPLEMENTATION

OVERALL SUMMARY

How well do we believe we have performed overall?

Coastguard Boating Education is moving from a focus on the Tutor to a focus on the Learner Experience and gathering information in the form of feedback from various mechanisms to better understand and monitor this.

Currently there are systems in place for gathering qualitative and quantitative data, but more could be done in regards to collating this information and acting upon it.

Having said this, when staff do become aware of issues, often by way of the widespread informal networks of staff, priority is given to finding solutions for those learners affected.

CBE has done a Gap-Analysis exercise measuring its policies and practices against the requirements of the Code of Practice. Gaps have been identified and an appropriate action plan has been developed. Streams of work have begun and will be progressed in order to close the identified gaps. Examples of this are the establishment of CBE's Academic Committee, planned Professional Development about the Code of Practice for all staff (the literature has already been developed) and the establishment of a more robust approach to Quality Assurance by existing staff members.

OVERALL: DEVELOPING IMPLEMENTATION