



## **Pathways College of Bible & Mission (8285)**

### **Self-Review Summary 2025**

### **Education (Pastoral Care of Tertiary and International Learners)**

### **Code of Practice 2021**

#### **Purpose of this Summary**

Pathways College is committed to providing a safe, inclusive, and supportive learning environment for all learners. Each year, we review our practices against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 to ensure compliance and continuous improvement. This summary provides an overview of our self-review process and key priorities.

Pathways Academic and Student Support teams, including the Principal, Academic Director of Teaching and Learning, Academic Dean, Assistant Dean of Teaching and Learning, and Pastoral, Marketing and Administrative staff, collaborate throughout the year to review key sections of the Code of Practice. This ongoing review ensures our systems remain responsive to both the Code's requirements and the evolving needs of our learners.

In 2025, our self-review process concentrated on evaluating the Code Outcomes most relevant to Pathways' enrolment of domestic and international students aged 18 and over, with a focus on strengthening compliance and enhancing learner support. Going forward in 2026 our focus will be on continuous improvement initiatives including improved learner and stakeholder engagement, reporting and analysis, strengthening systems that promotes quality, efficiency, cultural inclusivity and sustainable success.

#### **Governance and Oversight**

Compliance with the Code is overseen by:

- **Principal** – overall responsibility for Code implementation and reporting.
- **Academic Dean, Assistant Dean Teaching and Learning and Registrar and Pastoral Care Coordinator** – manage enrolments, pastoral care systems, compliance, learner voice and documentation.
- **Administration and Marketing Team** – ensure systems and wellbeing initiatives are embedded.

## Self-Review Process

The review process included:

- **Annual Review** confirming compliance.
- **Stakeholder engagement** – feedback from students, mentors, stakeholders, adjunct faculty and staff.
- **Analysis of learner voice** – through surveys, block week evaluations, online feedback, and exit interviews.
- **Review of strategic goals / plans and policies / procedures** – ensuring accessibility, relativity and alignment with Code requirements.
- **Staff training audit** – confirming role-appropriate training in pastoral care, cultural competency, and health & safety.

## Key Outcomes and Ratings

Pathways assessed its performance against the Code outcomes as follows:

Outcome	Focus Area	Self-Review Rating
1	Learner wellbeing and safety system	Implemented
2	Learner voice	Well-implemented
3	Safe, inclusive, supportive learning environments	Well-implemented
4	Learners are safe and well	Well-implemented
5–7	Tertiary accommodation	Not applicable
8–12	8: Responding to the distinct wellbeing and safety needs of international tertiary learners 9: Prospective international tertiary learners are well informed 10: Offers, enrolment, contracts, insurance and visa 11: International learners receive appropriate orientations, information and advice 12: Safety and appropriate supervision of international tertiary learners	Well-implemented

## Strengths Identified

- Whole-of-organisation approach to wellbeing and safety.
- Comprehensive pastoral care system with regular contact and crisis support.
- Strong mentoring framework: each student has an Internship Mentor and Personal Mentor.
- Clear orientation processes at block weeks, including health and safety briefings.
- Cultural responsiveness: integration of te reo Māori, tikanga, and Pasifika strategies.
- Transparent complaints and dispute resolution processes.
- Accessible information via Pathways Connect and Student Handbook.

## Areas for Improvement

- Good systems for health and safety, pastoral care, and learner voice are in place but will be strengthened in the process of continuous improvement.
- Expand resources for adjunct faculty on pastoral care responsibilities.
- Improve student voice sessions at Block Week for more robust wellbeing feedback and analysis.
- Strengthen data disaggregation for analysis to identify patterns, gaps or inequities.

## Continuous Improvement Initiatives

- Ongoing cultural competency training for staff and adjunct faculty.
- Enhance learner engagement in design of digital and block-week spaces.
- Build on existing and create new systems that promotes quality, efficiency, and sustainable success.
- Strengthening systems for transparency, responsiveness, and cultural inclusivity.

## Conclusion

The 2025 self-review confirms that Pathways College meets the Code requirements **overall** at a **well-implemented level** across all applicable outcomes. Criterion descriptors are attached as Appendix One. The review process reflects a proactive commitment to learner wellbeing, cultural inclusivity, and continuous improvement. Planned enhancements for 2026 will further strengthen transparency, responsiveness, and engagement with learner voice.

## Appendix 1: Continuum of implementation for the Code

		Well-implemented The Code is well-implemented
		Implemented The Code is implemented
		Developing implementation Implementation of the Code is underway, yet requires further work
Early stages of implementation Implementation of the Code has not yet started or requires significant work		<ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>
<ul style="list-style-type: none"> <li>• <b>No or limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No or limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No or limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>No or limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No or limited</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>