



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**

## Self-review Toolkit for Tertiary Education Providers

### Tool E: self-review report template

The Education (Pastoral Care of  
Tertiary and International Learners)  
Code of Practice 2021

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

## Tool E: Self-review report template

### TEO information

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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	0	<b>18 y/o or older</b>	0
				<b>Under 18 y/o</b>	0
	<b>International learners</b>	<b>Total #</b>	3	<b>18 y/o or older</b>	3
				<b>Under 18 y/o</b>	0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	0	<b>18 y/o or older</b>	0
				<b>Under 18 y/o</b>	0
	<b>International learners</b>	<b>Total #</b>	0	<b>18 y/o or older</b>	0
				<b>Under 18 y/o</b>	0
<b>Report author(s)</b>	Lauren Schumacher				

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	<b>Well implemented</b> / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / <b>Implemented</b> / Developing / Early stages

### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

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	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	<b>Well implemented</b> / Implemented / Developing / Early stages

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>KIBC demonstrates a strong commitment to maintaining a comprehensive learner wellbeing and safety system. The institute has implemented a wide range of policies and procedures that form a robust framework for student welfare and safety.</p>	<ul style="list-style-type: none"> <li>● Extensive list of policies and guidelines covering various aspects of student welfare and safety, including: <ul style="list-style-type: none"> <li>• AC01: Academic Statute</li> <li>• AC03: Assessment and Moderation Policy and Procedure</li> <li>• AC08: Concerns and Complaints Policy and Procedure</li> <li>• HR62: Health and Safety Policy</li> </ul> </li> <li>● Regular review of policies by the Academic Advisory Group (AAG) and National External Advisory Committee (NEAC)</li> <li>● Implementation of Human Resource Management processes to ensure staff are qualified and don't have conflicts of interest</li> <li>● Regular policy reviews and updates, with a full Quality Management System review every three years</li> <li>● High satisfaction rates in student surveys: <ul style="list-style-type: none"> <li>• RT02: 1st Impression Survey</li> <li>• RT05: Student Evaluation of Teaching and Course Survey (SET)</li> <li>• RT18: Graduate Exit Survey</li> </ul> </li> <li>● 100% pass rate and retention rate across all courses and intakes from 2022 to 2023</li> </ul>

<p><b>Outcome 2:</b> Learner voice</p>	<p>KIBC effectively engages with and responds to diverse learner voices, ensuring students have multiple channels to provide feedback and participate in decision-making processes.</p>	<ul style="list-style-type: none"> <li>● Conduct of various surveys including: <ul style="list-style-type: none"> <li>• RT02: 1st Impression Survey</li> <li>• RT05: Student Evaluation of Teaching and Course Survey (SET)</li> <li>• RT18: Graduate Exit Survey</li> <li>• RT04: Graduate Destination Survey</li> </ul> </li> <li>● Recent updates to First Impressions and SET surveys to gather more comprehensive data</li> <li>● Establishment of a clear complaints procedure (AC08: Concerns and Complaints Policy and Procedure) with multiple channels for students to voice concerns</li> <li>● Compliance with Dispute Resolution Scheme (DRS) rules</li> <li>● Implementation of a class representative system (when student numbers allow)</li> <li>● Student membership on National External Advisory Committee (NEAC)</li> </ul>
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## Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>KIBC provides a safe, inclusive, and supportive learning environment, with particular attention to the needs of international students. The institute also ensures accessibility to digital resources.</p>	<ul style="list-style-type: none"> <li>● Implementation of a zero-tolerance policy for discrimination and harassment</li> <li>● Diverse student body and staff composition, fostering a naturally inclusive atmosphere</li> <li>● Provision of cultural and community support information from enrollment</li> <li>● Organizing off-campus events to promote community engagement and cultural experiences</li> <li>● Offering free on-campus computer access, laptops for students in need, and digital literacy training</li> <li>● Providing printing and scanning services to support academic work</li> <li>● Detailed information in AE08: Student Handbook covering student rights, responsibilities, and support services</li> </ul>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>KIBC effectively supports learners in managing their physical and mental health, providing comprehensive information and support services.</p>	<ul style="list-style-type: none"> <li>● Addressing essential student needs: transportation, food, housing, and childcare</li> <li>● Providing a 24/7 phone service for international learners</li> <li>● Conducting thorough orientation programs covering health, safety, and wellbeing topics</li> </ul>

		<ul style="list-style-type: none"><li>● Implementing an internal reporting system to identify at-risk students</li><li>● Regular follow-ups on student absences and offering help when needed</li><li>● High satisfaction rates reported in learner feedback (RT05: Student Evaluation of Teaching and Course Survey)</li><li>● Implementation of SS01: Student Support Policy</li></ul>
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### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	KIBC effectively responds to the unique needs of international students, providing tailored support and information.	<ul style="list-style-type: none"> <li>● Implementation of comprehensive support systems as outlined in Outcomes 2-4</li> <li>● Provision of culturally appropriate support and information</li> <li>● Regular engagement with international students to understand their specific needs</li> <li>● Ongoing staff training on cultural competencies and international student support</li> </ul>
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	KIBC ensures that prospective international students receive clear, accessible, and accurate information about their studies and life in New Zealand.	<ul style="list-style-type: none"> <li>● Regular review and update of website content and marketing materials</li> <li>● Provision of comprehensive information across multiple platforms (website, prospectus, student handbook, application pack)</li> <li>● Conducting thorough orientation programs</li> <li>● Implementing a rigorous agent selection and monitoring process (AG06: Agent Annual Review)</li> <li>● Seeking regular student feedback to improve information provision</li> <li>● Adherence to MK01: Advertising and Marketing Material Policy</li> </ul>
<b>Outcome 10:</b>	KIBC maintains robust systems for managing enrollment, contracts, insurance, and visa requirements for international students.	<ul style="list-style-type: none"> <li>● Implementation of a comprehensive admissions process (AE11: Admission Policy)</li> </ul>

<p>Offer, enrolment, contracts, insurance and visa</p>		<ul style="list-style-type: none"> <li>● Thorough verification of academic and language proficiency</li> <li>● Clear communication of program information and student obligations</li> <li>● Strict enforcement of insurance requirements (AE16: Student Travel, Medical and Accident Insurance Policy)</li> <li>● Use of VisaView to verify students' immigration status</li> <li>● Prompt reporting to Immigration New Zealand when required</li> <li>● Implementation of Public Trust for fee protection</li> </ul>
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>KIBC provides comprehensive orientation and ongoing support to international students, ensuring they have access to all necessary information and advice.</p>	<ul style="list-style-type: none"> <li>● Implementation of a thorough, week-long orientation program (AE10: Orientation Programme)</li> <li>● Use of a comprehensive induction checklist</li> <li>● Provision of both electronic and hard copies of important information</li> <li>● Covering a wide range of topics including academic skills, life in New Zealand, and support services</li> <li>● Tailoring information to the unique needs of international students</li> <li>● High satisfaction rates in RT02: 1st Impression Survey</li> </ul>

## Findings from gap analysis of compliance with key required processes

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	While KIBC has a robust system in place, there is a potential gap in the frequency of staff training on wellbeing and safety topics. Regular, up-to-date training would ensure all staff are equipped to handle evolving student needs.
<b>Outcome 2:</b> Learner voice	The class representative system, while effective when implemented, may not be consistently applicable due to low student numbers. There's a need for alternative methods to ensure consistent student representation in decision-making processes.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	There may be a gap in formal processes for involving students in the design of physical and digital environments. Implementing a structured approach to gather student input on these aspects could enhance inclusivity, for example by including more questions about the learning environment in student feedback surveys.
<b>Outcome 4:</b> Learners are safe and well	The current system appears comprehensive, but there might be a gap in the formal documentation of the process for identifying and supporting students with disabilities or health conditions. A more structured approach to this could ensure consistent support across all cases.

### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	While KIBC provides comprehensive support, there may be a gap in formally documenting the specific strategies used to address the unique needs of learners from different cultural backgrounds.

<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>No gaps identified</p>
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa</p>	<p>No gaps identified</p>
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>No gaps identified</p>

## Summary of action plan

Include information on how actions will be monitored for implementation and success.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 1: A learner wellbeing and safety system</b>	Implement bi-annual staff training on wellbeing and safety topics	Quality Assurance Manager	2025 onwards	Track attendance and conduct post-training surveys	100% staff participation and improved confidence in handling wellbeing issues
<b>Outcome 2: Learner voice</b>	Develop alternative methods for gathering student input when class numbers are low (e.g., regular one-on-one check-ins, online feedback platforms)	Student Support Services	Semester 2 2024	Review of student feedback collection methods	Increased quantity and quality of student feedback, even with low enrollment numbers

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
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<b>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</b>	Incorporate more questions into student feedback surveys re: physical and digital learning environments	Student Support Services	Semester 2 2024	Review of student feedback	Implementation of at least two student-suggested improvements per year
<b>Outcome 4: Learners are safe and well</b>	Develop a formal process for identifying and supporting students with disabilities or health conditions	Student Support Services	Semester 2 2024		100% of identified students have documented support plans

**Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners**

	<b>Action/s to be taken</b>	<b>Owner</b>	<b>Due date</b>	<b>Plan for monitoring implementation</b>	<b>Measures of success</b>
<b>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</b>	Create a comprehensive guide documenting strategies for supporting students from different cultural backgrounds	Quality Assurance Manager	2025	Annual review and update of the guide	Improved satisfaction rates in cultural support as measured in student surveys

## **Formal complaints and critical incidents data:**

### **Formal Complaints:**

A "Formal Complaint" refers to: "A complaint or concern that could not be satisfactorily resolved through normal channels with department staff and/or the Chief Executive according to the standard Complaints Procedure, and is then escalated in writing to the Directors and/or relevant external organizations as outlined in the Complaints procedure."

There were no formal complaints in 2024.

### **Critical Incidents:**

A "Critical incident" is defined as an unexpected traumatic event affecting one or more students that impacts the institution, its personnel, students, and/or the broader community, requiring urgent response and possibly resulting in temporary institutional closure.

There were no critical incidents in 2024.

