

# 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



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**



**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

### TEO information

<b>TEO Name</b>	Kiwi English Academy Limited			<b>MoE number</b>	8854
<b>Code contact</b>	<b>Name</b>	Motoko Sugimura		<b>Job title</b>	Homestay Coordinator and Student Support Officer
	<b>Email</b>	motoko@kiwienglish.co.nz		<b>Phone number</b>	09 5244711
<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	# 1	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 1
	<b>International learners</b>	<b>Total #</b>	# 50	<b>18 y/o or older</b>	# 18
				<b>Under 18 y/o</b>	# 32
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	#	<b>18 y/o or older</b>	#
				<b>Under 18 y/o</b>	#
	<b>International learners</b>	<b>Total #</b>	#	<b>18 y/o or older</b>	#
				<b>Under 18 y/o</b>	#
<b>Report author(s)</b>	Kate Herbert				



## 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	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / 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 / Implemented / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / Implemented / Developing / Early stages

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

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	The commitment to learner well-being extends seamlessly from governance through to day-to-day operations. Learner well-being is embedded into the strategic plan. Progress and initiatives related to learner well-being are reported on at the managerial level. Teaching staff also actively participate in the process by formally reviewing learner well-being initiatives every six weeks. This facilitates a continuous feedback loop, allowing us to adapt and refine our strategies based on the evolving needs of our students.	<ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Operations Manual – teacher and student feedback procedures</li> </ul>
<b>Outcome 2:</b> Learner voice	Feedback is actively sought at various points in the learner's journey ; from shortly after arrival through to exit. Learners are able to communicate in a variety of ways ; Kiwi focusses on building effective relationships with diverse learner groups.	<ul style="list-style-type: none"> <li>• Operations Manual – feedback procedures and policies</li> <li>• Digital and hard copy records</li> </ul>

### Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Kiwi is committed to fostering strong relationships with students at both operational and managerial levels. Clear responsibilities and expectations of both staff and students are a regular feature in the orientation process. The emphasis on community-integrated learning, school trips and school-wide initiatives creates a sense of belonging and engagement. Close monitoring of academic performance and well-being reflects a proactive approach to supporting students. The digital learning environment is enhanced by the LMS Schoology which is now in its 4 <sup>th</sup> year of operation and an integral part of the teaching / learning environment.	<ul style="list-style-type: none"> <li>• Operations Manual – policies and procedures covering school excursions, Kiwiana Fridays, annual celebrations etc</li> <li>• Schoology – Kiwi’s online LMS</li> </ul>
<b>Outcome 4:</b> Learners are safe and well	The dedicated student admin team manages learners’ accommodation as well as their well-being. In addition, academic staff are encouraged to take an active role in providing holistic support to the learners.	<ul style="list-style-type: none"> <li>• Operations Manual – student surveys, day-to-day contact with and availability of student admin and teaching staff</li> </ul>

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (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	The vast majority of our learners are international students so the answers in outcome 1 apply here.	<ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Operations Manual – teacher and student feedback procedures</li> </ul>
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Post-pandemic Kiwi is proactively focussing on reconnecting with learners in different markets, both online and physically, through our website and various social media channels and limited in-country visits. Virtual information sessions to engage with prospective students and their families has proven successful in this transitional phase. The emphasis on comprehensive online testing for a closer matching of learner language goals and courses has proven valuable. Several documented quality assurance practices ensure students receive current and complete information.	<ul style="list-style-type: none"> <li>• <a href="http://www.kiwienglish.co.nz">www.kiwienglish.co.nz</a> and social media channels linked to this website</li> <li>• Marketing reports from in-country visits</li> <li>• Hosting agents on site and virtually</li> </ul>
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Enrolment processes are strong and regular administrative process reviews take place to ensure high standards of documentation are adhered to. A move to digital record-keeping is underway with processes to check compliance an integral part of this transition.	<ul style="list-style-type: none"> <li>• Operations Manual – student administration</li> <li>• Clear roles and responsibilities for admin team</li> </ul>



<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>Ongoing access to orientation information through Kiwi's LMS Schoology ensures students have a convenient and reliable platform for accessing crucial resources , such as academic guidelines, campus facilities and support services, fostering a seamless integration into the school community.</p>	<ul style="list-style-type: none"> <li>• Schoology – Orientation module</li> <li>• Access to native language counsellors + student admin team</li> </ul>
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>Dedicated pastoral care / homestay staff have as their primary focus the well-being of students, ensuring they have a positive experience in their accommodation and at school. Kiwi has additional measures in place for learners under 18 and experienced managers to monitor behavioural guidelines for this age group. The involvement of both admin and academic staff ensures a collaborative effort in addressing issues.</p>	<ul style="list-style-type: none"> <li>• Operations Manual – student administration / student services</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	
<b>Outcome 2:</b> Learner voice	

### 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	
<b>Outcome 4:</b> Learners are safe and well	

**Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)**

	<b>Identified gaps in compliance with key required processes</b>
<b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation	
<b>Outcome 6:</b> Accommodation administrative practices and contracts	
<b>Outcome 7:</b> Student accommodation facilities and services	

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

	<b>Identified gaps in compliance with key required processes</b>
<p><b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa</p>	
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</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:</b> A learner wellbeing and safety system					
<b>Outcome 2:</b> Learner voice					

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments					
<b>Outcome 4:</b> Learners are safe and well					

**Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary 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 5:</b> A positive, supportive and inclusive environment in student accommodation					
<b>Outcome 6:</b> Accommodation administrative practices and contracts					
<b>Outcome 7:</b> Student accommodation facilities and services					

**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:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners					
<b>Outcome 9:</b> Prospective international tertiary learners are well informed					
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa					
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice					
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners					

