



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

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

TEO Name	Bay Learning Academy			MoE number	7154
Code contact	Name	Jon Sadler		Job title	Managing Director
	Email	info@baylearning.co.nz		Phone number	0204 914 766
Current enrolments	Domestic learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Current residents	Domestic learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Jon Sadler				

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
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

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

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented
Outcome 6: Accommodation administrative practices and contracts	Well implemented
Outcome 7: Student accommodation facilities and services	Well implemented

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

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

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)
Outcome 1: A learner wellbeing and safety system	<ul style="list-style-type: none"> • Learner wellbeing is formulated, planned and delivered • Processes in place for documentation and reporting – further work required for documentation 	<ul style="list-style-type: none"> • Individual learning plans (reviewed every 3/ 4 weeks) • Digital and hard copy student handbooks are made available, and content discussed on enrolment • 'Open office' policy from all staff • Weekly staff meeting reports • Health and safety 'toolbox' talks are given during activities • Incidents/near misses are recorded and responded to • Ongoing evaluation every 3 weeks • Exit interview/evaluation • Sharepoint Student Administration and Teachers folders store attendance, ILPs, ongoing and quarterly evaluation of results, complaints, incidents etc • Personal well-being checks by staff (Q+As)
Outcome 2: Learner voice	<ul style="list-style-type: none"> • BLA has 12 years experience in domestic and international marketing and enrolment engagement • Dialogue with admin directly or through agents • BLA offers informal and formal opportunities for learners to voice their concerns • The small, collegial environment allows for early detection of issues and/or concerns 	<ul style="list-style-type: none"> • Weekly staff meetings to discuss student performance/well-being • One to one teacher/learner meetings • Personal one-to-one inductions • Ongoing (3 weekly) academic and well-being survey • Quarterly surveys • Option of student rep attending staff meeting • 'Open office' policy from all staff

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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	<ul style="list-style-type: none"> Physical layout – small intimate classes, and a large common area with comfortable seating engenders a positive learning-through-fun culture Free access to 6G wi-fi Computer and flat screen TVs in each class Kitchen and bathroom facilities Free milk, sugar, tea and coffee Easy access outside to shopping centre and bus stop Air conditioning/heat pumps in every room New carpet and high lux LED lights being installed 	<ul style="list-style-type: none"> Learners ‘hangout’ during morning tea and lunchtime and talk in English in the common area Learners use wi-fi in their free time Most learners have hot drinks, microwaved snacks etc. Learners enjoy taking breaks to the shops at lunchtime Quarterly and exit interview surveys suggest we have got learning environment ‘right’
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> Attendance closely monitored Issues concerning health and safety discussed during teacher-learner interview, staff meetings or escalated to management H & S (Toolbox) talk for outdoor activities Any adapted furnishing, cushions, prayer mats etc made available as required 	<ul style="list-style-type: none"> Queries are made when learners are absent, emails, conversations etc ILP and staff meetings Queries at the front desk Any significant personal problems are discussed through agents or teachers, recorded if considered significant and rectified Health and safety awareness talks Incident and critical incident log Issues discussed in staff meetings in confidence or escalated to the ops manager Adapted furnishing provided on demand Complaints log

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary 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)
Outcome 5: A positive, supportive and inclusive environment in student accommodation	<ul style="list-style-type: none"> • Learners are provided a wraparound service of support from homestay hosts, the homestay coordinator, operations manager, agents and where applicable, tour manager • Domestic and independent international learners are offered advice on private accommodation if requested • Accommodation is advertised on the student information board 	<ul style="list-style-type: none"> • Online homestay feedback reports on individuals and groups • Host feedback • Guest feedback • Administration team advice to individuals • Homestay coordinator observations • Accommodation team meetings
Outcome 6: Accommodation administrative practices and contracts	<ul style="list-style-type: none"> • Fit and proper persons police check • Personal homestay host interview • Homestay registration assesses host health • Premises 'warrant of fitness' checklist 	<ul style="list-style-type: none"> • Emails, phone calls, and messaging • Complaints register, and actions to resolve issues • Group reports • Homestay hosts screened and monitored by homestay coordinator
Outcome 7: Student accommodation facilities and services	<ul style="list-style-type: none"> • All homestays are single rooms with heating/cooling or electric blankets/hot water bottles on request • Shared or ensuite bathrooms, and guests have use of lounge and kitchen • Homestay rooms are cleaned and tidied by hosts 	<ul style="list-style-type: none"> • Homestay inspections by the homestay coordinator • Feedback from guests

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)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	<ul style="list-style-type: none"> • As in Outcome 1-4 • International students are supported through the enrolment process • Details of next of kin recorded • Learners are asked to disclose details of any special considerations that may affect the quality of their experience - health, learning or other personal issues 	<ul style="list-style-type: none"> • As in Outcome 1-4 • Enrolment forms • Administrative staff and teachers assist international learners through orientation and reinforce the open forum culture of discussion/kōrero of issues of concern to the learner
Outcome 9: Prospective international tertiary learners are well informed	<ul style="list-style-type: none"> • Information provided to agents and students is updated via the website, student handbook, agent information pack, email, social media and face-to-face. 	<ul style="list-style-type: none"> • Information regularly reviewed and/or updated • Agents contacted regularly by email, phone or face-to-face • Pre-arrival information is provided to students via the web site re: handbook, travel, insurance, local information etc
Outcome 10: Offer, enrolment, contracts, insurance and visa	<ul style="list-style-type: none"> • Offer letters and invoices are clear and explicit • English proficiency, travel insurance and arrangements, and visas are all checked through the enrolment process • Fees are disbursed and managed diligently through a public trust on enrolment 	<ul style="list-style-type: none"> • BLA expectations and processes are clearly outlined – offer letters, invoices, insurance requirements, placement tests, student complaints processes etc • Signed enrolments • Signed insurance documentation • Audited public trust accounts • External review by a chartered accountant
Outcome 11: International learners receive appropriate orientations, information and advice	<ul style="list-style-type: none"> • On arrival learners are personally guided around the school Placement tests to determine learner class level • Admin staff welcomes student and introduces teacher. Teacher personally introduces the learner to the class and ensures they are settled 	<ul style="list-style-type: none"> • As in Outcome 1 and 2 • Homestay coordinator regularly checks-in with hosts and learner, and liaises with ops manager to ensure positive well-being • Ops manager liaises with learner and agent

	<ul style="list-style-type: none"> • The individual learning plan interview in the first week determines motivations and objectives of the student • Homestay coordinator comes to school to welcome the student 	<ul style="list-style-type: none"> • Q and As of learner's progress from homestay coordinator and admin team during 'O' week
Outcome 12: Safety and appropriate supervision of international tertiary learners	<ul style="list-style-type: none"> • As in Outcome 4 • International under 18 students (minors) receive 24/7 contact support coverage • Liaison and support from agent for international under 18 students • Contact with agents or homestays to discuss learner welfare 	<ul style="list-style-type: none"> • As in Outcome 4 • Emergency phone • Reports/conversations with agents and homestays • Reference checks of agents

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
Outcome 1: A learner wellbeing and safety system	Teacher 1:1 for 5 minutes after each unit completion (Julia to check)
Outcome 2: Learner voice	Ongoing survey to include wellbeing smiley face (Anya) Quarterly survey to be digitalised (Anya) Summary of data received and actions taken for 2023? and 2024 in a brief report (Julia)

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implement toolbox talk
Outcome 4: Learners are safe and well	Complaints log QR code (Anya)

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

	Identified gaps in compliance with key required processes
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Analysis of homestay feedback (from Anya)
Outcome 6: Accommodation administrative practices and contracts	
Outcome 7: Student accommodation facilities and services	

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	
Outcome 9: Prospective international tertiary learners are well informed	Reference handbook on letter of offer (Lynne)
Outcome 10: Offer, enrolment, contracts, insurance and visa	
Outcome 11: International learners receive appropriate orientations, information and advice	
Outcome 12: Safety and appropriate supervision of international tertiary learners	<p>Add a tab and details of any incidents on the incidents file (under health and safety) (Anya)</p> <p>Review CoP for minors (Jon)</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
Outcome 1: A learner wellbeing and safety system					
Outcome 2: 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
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments					
Outcome 4: Learners are safe and well					

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 5: A positive, supportive and inclusive environment in student accommodation					
Outcome 6: Accommodation administrative practices and contracts					
Outcome 7: Student accommodation facilities and services					

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners					
Outcome 9: Prospective international tertiary learners are well informed					
Outcome 10: Offer, enrolment, contracts, insurance and visa					
Outcome 11: International learners receive appropriate orientations, information and advice					
Outcome 12: Safety and appropriate supervision of international tertiary learners					

