



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

<b>TEO Name</b>	Servilles Academy Ltd		<b>MoE number</b>	8974	
<b>Code contact</b>	<b>Name</b>	Lauren Clark		<b>Job title</b>	Manager
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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	#115	<b>18 y/o or older</b>	#28
				<b>Under 18 y/o</b>	#
	<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>	#
	<b>International learners</b>	<b>Total #</b>	#0	<b>18 y/o or older</b>	#0
				<b>Under 18 y/o</b>	#
<b>Report author(s)</b>	Lauren Clark				

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

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

	Rating
<b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
<b>Outcome 6:</b> Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages
<b>Outcome 7:</b> Student accommodation facilities and services	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 / <b>Implemented</b> / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / Implemented / <b>Developing</b> / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Well implemented / <b>Implemented</b> / 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	<p>Servilles has a student centred approach with an open door policy. We survey our learners in their first week with a wellbeing questionnaire to find out if there is anything we need to be aware of with regards to support and to understand career and family acceptance of their choice of study.</p> <p>An updated policy now combines health safety and wellbeing instead of several documents.</p> <p>Student handbooks updated: complaints and drug and alcohol policy.</p>	<p>Students feel comfortable sharing with staff; they don't wait for surveys to share concerns or what is going on with them. They can access the information they need. Student survey results are positive and students access wellbeing initiatives:</p> <ul style="list-style-type: none"> <li>Student counsellor</li> <li>Uptake of Breakfast club – budget utilised</li> <li>Youthline group sessions (when available)</li> <li>Answer wellbeing questionnaire honestly</li> <li>Student handbooks</li> <li>Updated drug and alcohol policy 2023</li> <li>Access to docs on website (HSW manual)</li> <li>Relationship with MoE contact for under 16 exemptions</li> <li>Key staff attended Te Tiriti workshops (Ako Aotearoa)</li> <li>Leadership team have Mental Health 101 first aid Certs</li> <li>Class group</li> <li>Completions</li> <li>Attendance</li> <li>Retention</li> </ul>
<b>Outcome 2:</b> Learner voice	<p>Learners have the opportunity to share feedback in a number of ways. Performance in this could be increased by better documentation of meetings with students. As these can be</p>	<p>Collected via group discussions, surveys, one on one meeting, in class goal setting, open door policy, class seminars, Q&amp; A session with Paul Serville, end user surveys</p>

	<p>informal in nature and due to timing (drop in chats) they aren't always transcribed for data collection purposes</p>	<p>for consistency.  Two complaints received both communication based and resolved internally following internal procedure.  No complaints to TEDR.  Informal concerns acted on with open communication and resolved in a timely fashion – within 48 hours.</p>
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## 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)
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Our diverse students (age, gender, ethnicity, LGBTQ+) feel comfortable in the creative, open environment. Attendance and completions have increased meaning students feel comfortable in their learning environment.</p> <p>All first days include a shared lunch to get to know each other, activities to familiarise themselves with the building and get to know team members.</p> <p>Students happily share their work on social media and have created a positive community complimenting other students work and encouraging them.</p> <p>Students work together to find models and be models for each other to pass assessments – throughout all programmes.</p>	<p>Student survey results</p> <p>Attendance</p> <p>Completions</p> <p>Participation in events such as shows and productions</p> <p>Student counsellor general feedback</p> <p>No incidents of online bullying reported</p> <p>No assessment decision appeals</p> <p>Social media posting and sending to marketing, positive comments</p> <p>Unsolicited positive reviews on google or social media</p> <p>Word of mouth referrals for new students</p> <p>Access to docs on website (HSW manual)</p> <p>Completions</p> <p>Attendance</p> <p>Retention</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>Learners feel safe and well due to the wrap around approach the team has. From Interview where whanau are invited in to first day/week team building and orientation to knowing they can drop in and chat to any team member or the counsellor about anything.</p> <p>Where a student is displaying out of character behaviours such as sporadic attendance or becoming more withdrawn in class or long periods of absence we start with an informal approach before moving to our formal policy involving whanau and external agency contact. In the informal part</p>	<p>No critical incidents</p> <p>Absence communication policy</p> <p>No incidents of unacceptable online behaviour</p> <p>Access to free counsellor</p> <p>Student survey results</p> <p>Wellbeing area on website</p> <p>Key staff attended Te Tiriti workshops (Ako Aotearoa)</p> <p>Leadership team have Mental Health 101 first aid Certs</p> <p>No complaints in last 2 quarters</p> <p>Access to docs on website (HSW manual)</p>



	<p>learners are made aware of what happens.</p>	<p>Relationship with MoE contact for under 16 exemptions          Completions          Attendance          Retention</p>
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**Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary 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 5:</b> A positive, supportive and inclusive environment in student accommodation	N/A	
<b>Outcome 6:</b> Accommodation administrative practices and contracts	N/A	
<b>Outcome 7:</b> Student accommodation facilities and services	N/A	

### 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)
<p><b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>In the 2023 year there have been 4 international students enrolled. 2 onshore and 2 offshore (Fiji, Tonga). All over 18 with family connections in Aotearoa.</p> <p>The website was updated with information sent from our Ethnic Peoples Community Relations Officer Tāmaki Makaurau contact at NZ Police.</p> <p>The international handbook has course information as well as company and living in NZ tips and information to contribute to an easier transition.</p>	<p>Student testimonials Informal meetings and check-ins Survey results Updated website with current information from external sources in multiple languages Updated international student handbook Wellbeing questionnaire answered Participation in events such as NZ fashion Week, specialist seminars, and productions. Social media posting and engagement Completions Attendance Retention QMS</p>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>The international student page on the website has recently been updated with additional information and ease of accessibility on our website.</p> <p>All learners receive enrolment documentation via email or in person. Documentation outlines the requirements of what is required.</p>	<p>Website and FAQ's Visa's processed in time Enrolment documentation Completions Attendance Retention Informal communication such as WhatsApp messaging utilised for ease of communication in lead up to start (offshore)</p>
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and</p>	<p>Based on the 4 international students only 1 employed an agent. Communication with the agent is in person, phone and email, agreements are signed.</p>	<p>Visa's processed in time Enrolment documentation/conditional offers Agent signed agreements</p>

visa	Students receive all documentation required	Commission paid Students have valid insurance on start date (entered SMS) SMS alerts Completions Attendance Retention
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	All learners visit the campus either for an interview or a one on one visit before their intake starts to ensure they know where to go. This information is also in the handbook. Pre starting letters are sent as well as other contact such as phone calls and messages to ensure learners starting are aware of what needs to happen.  We only have one building so a tour of the premises is not exhaustive. All learners participate in team building activities on the first day/week which include some get to know the staff questions to answer by chatting with the team.	Onsite tours prior to starting Updated website FAQ section Updated international student handbook Completions Attendance Retention
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	All learners are over 18 and all have family in Auckland that they either live with or are connected to. They all have contact details of staff that is appropriate to them such as tutor and Recruitment and Engagement Manager who acts as Emergency contact.	Updated website with current information from external sources in multiple languages Updated international student handbook No Emergency situations or incidents of international students in trouble or suffering from any mental health crisis.

## 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	As of end of 2023 there will be a vacancy for a student counsellor An identified gap in evidence and therefore a goal for 2024 for the collection of data for learners accessing counselling All team members to attend PD on Te Tiriti (Ako Aotearoa) Planned PD for team members on Maori and Pasifika engagement and success (Ako Aotearoa) Expand topics on Wellbeing Wednesday blog
<b>Outcome 2:</b> Learner voice	More formal evidence required: Formalised meeting dates set at start of the year. Get learner input into Wellbeing Wednesday blog (Q&A on social)

### 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	Online safety policy. External agencies invited in more. Reinstate Power hour for 2024 PD for staff in Mental Health 101 , Te Tiriti, Maori and Pasifika success
<b>Outcome 4:</b> Learners are safe and well	External agencies invited in more. Reinstate Power hour for 2024 PD for staff in Mental Health 101 , Te Tiriti, Maori and Pasifika success More emphasis on Student handbook as information is missed or questions asked when information is available to students already

**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
<p><b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation</p>	
<p><b>Outcome 6:</b> Accommodation administrative practices and contracts</p>	
<p><b>Outcome 7:</b> Student accommodation facilities and services</p>	

**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>Due to low numbers and current feedback there are no gaps. Currently updating the international student contract to align better with domestic documents.</p> <p>This year international students were surveyed with their classmates. 2024 we will split into separate groups again due to slightly increased numbers. This will give us distinct insights.</p>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>Continue to update information where there are changes in external policy or internal procedures.</p>
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa</p>	<p>Continue to update information where there are changes in external policy or internal procedures.</p> <p>Currently easy to audit due to low numbers of international students</p>
<p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p>	<p>Continue to look at systems and processes around this.</p>
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>Continue to update information where there are changes in external policy or internal procedures.</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**

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<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					

