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

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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	Servilles Academy Ltd			MoE number	8974	
Code contact	Name	Lauren Clark		Job title	Manager	
	Email	laurenc@servilles.com		Phone number	021454375	
Current enrolments	Domestic learners	Total #	#168	18 y/o or older	#124	
				Under 18 y/o	#	
	International learners	Total #	#4	18 y/o or older	#4	
				Under 18 y/o	#0	
Current residents	Domestic learners	Total #	#0	18 y/o or older	#0	
				Under 18 y/o	#	
	International learners	Total #	#4	18 y/o or older	#4	
				Under 18 y/o	#0	
Report author(s)	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
Outcome 1: A learner wellbeing and safety system	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented <mark>/ Developing</mark> / Early stages

Wellbeing and safety practices for all tertiary providers

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

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 / Implemented / Developing / Early stages
Outcome 6: Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages
Outcome 7: Student accommodation facilities and services	Well implemented / Implemented / Developing / Early stages

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 / ==Implemented== / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / ==Implemented== / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / ==Implemented== / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / ==Implemented== / ==Developing== / Early stages
Outcome 12: 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

	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	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. An updated policy now combines health safety and wellbeing instead of several documents. Student handbooks updated: complaints and drug and alcohol policy.	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: Student counsellor Uptake of Breakfast club – budget utilised Answer wellbeing questionnaire honestly Student handbooks Updated drug and alcohol policy 2023 Access to docs on website (HSW manual) Relationship with MoE contact for under 16 exemptions Key staff attended Te Tiriti workshops (Ako Aotearoa) Leadership team have Mental Health 101 first aid Certs Class group Completions Attendance Retention
Outcome 2: Learner voice	Learners have the opportunity to share feedback in a number of ways.	Collected via group discussions, surveys, one on one meeting, in class goal setting, open door policy, class seminars, Q& A session with Paul Serville, end user surveys for consistency.

		No formal complaints made
		No complaints to TEDR.
		Informal concerns acted on with open communication and resolved in a timely fashion with all parties satisfied.

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	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. 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. Class shared lunches are also scheduled throughout course dates to encourage unity and cultural inclusivity. Students happily share their work on social media and have created a positive community complimenting other students work and encouraging them. Students work together to find models and be models for each other to pass assessments – throughout all programmes. Some improvement could be made in classroom dynamics and team building, however. Some unnecessary messaging and dialogue between students resulted in tense classroom dynamics.	Student survey results Attendance Completions Participation in events such as shows and productions Student counsellor general feedback No incidents of online bullying reported No assessment decision appeals Social media posting and sending to marketing, positive comments Unsolicited positive reviews on google or social media Word of mouth referrals for new students Access to docs on website (HSW manual) Completions Attendance Retention New letters regarding threatening behaviour and or serious incidents were created and are issued as a warning if any learner is not acting in a positive way towards others. This when issued (x4) had the required change of behaviour.
Outcome 4: Learners are safe and well	Learners feel safe and well due to the wrap around approach the team has. From Interview where whanau are invited into first day/week team building and orientation to knowing they can drop in and chat to any team member or the counsellor about anything. Where a student is displaying out of character behaviours	No critical incidents Absence communication policy Unacceptable behaviour that threatens the overall wellbeing of learners and staff is acted on swiftly and serious incident (1) this year resulted in the withdrawal of an aggressive student. Feedback from parents and students regarding th

	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 leaners are made aware of what happens.	handling of this incident were positive and thankful at our approach. Letters regarding unacceptable behaviour created to mitigate any situation escalating Access to free counsellor Student survey results Wellbeing area on website Key staff attended Te Tiriti workshops (Ako Aotearoa) Leadership team have Mental Health 101 first aid Certs No complaints in last 2 quarters Access to docs on website (HSW manual) Relationship with MoE contact for under 16 exemptions Completions Attendance Retention

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	N/A	
Outcome 6: Accommodation administrative practices and contracts	N/A	
Outcome 7: Student accommodation facilities and services	N/A	

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	In the 2024 year there have been 4 international students enrolled all onshore. All over 18 with family connections in Aotearoa. The website was updated with information sent from our Ethnic Peoples Community Relations Officer Tāmaki Makaurau contact at NZ Police. The international handbook has course information as well as company and living in NZ tips and information to contribute to an easier transition.	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 Social media posting and engagement Completions Attendance Retention QMS
Outcome 9: Prospective international tertiary learners are well informed	The international student page on the website is consistently monitored for updates with additional information and ease of accessibility on our website. All learners receive enrolment documentation via email or in person. Documentation outlines the requirements of what is required.	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)
Outcome 10: Offer, enrolment, contracts, insurance and visa	No agents were enlisted by learners in this year as all based in NZ already with existing experience with INZ. Students receive all documentation required	Visa's processed in time Enrolment documentation/conditional offers Agent signed agreements Commission paid Students have valid insurance on start date (entered SMS)

		SMS alerts Completions Attendance Retention
Outcome 11: International learners receive appropriate orientations, information and advice	All leaners 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
Outcome 12: 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
Outcome 1: A learner wellbeing and safety system	As of end of 2024 there will be a vacancy for a student counsellor An identified gap in evidence and therefore a goal for 2025 for the collection of data for learners accessing counselling Planned PD for team members on Maori and Pasifika engagement and success (Ako Aotearoa) was cancelled due to lack of uptake (Ako Aotearoa). One course rescheduled for November 9.
Outcome 2: Learner voice	More formal evidence required: Formalised meeting dates set at start of the year.

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	Online safety policy. All External agencies invited in were unable to attend due to staffing and funding cuts. Continue to book PD for staff in Mental Health 101 , Te Tiriti, Maori and Pasifka success and hope these don't get cancelled. More support agencies specifically for Maori and Pasifika learners to added to the student handbook which is currently being reviewed
Outcome 4: Learners are safe and well	External agencies continue to be invited in or engaged with. 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
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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Due to low numbers and current feedback there are no gaps. Currently updating the international student contract to align better with domestic documents. 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.
Outcome 9: Prospective international tertiary learners are well informed	Continue to update information where there are changes in external policy or internal procedures.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Continue to update information where there are changes in external policy or internal procedures. Currently easy to audit due to low numbers of international students
Outcome 11: International learners receive appropriate orientations, information and advice	Continue to look at systems and processes around this.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Continue to update information where there are changes in external policy or internal procedures.

Summary of action plan – See internal self assessment report (separate document).

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					
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Outcome 7: Student accommodation facilities and services					

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

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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					