



Learner Wellbeing & Success Plan Review 2023

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Introduction

In response to the 2021 review of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, AKA Education Group established its Learner Wellbeing & Success Plan (LWS Plan).

The following strategic goals were set as part of the LWS Plan:

1. Providing a robust and integrated learner wellbeing support system that is regularly reviewed to ensure it is meeting the needs of all learners.
2. Implementing feedback mechanisms that promote regular engagement with learners to continually understand and cater to their needs.
3. Creating an environment that encourages the promotion of learners' mana and autonomy by consulting learners in the design and review of the Learner Wellbeing and Success Plan and the associated learner wellbeing support system.

This plan has worked well since its implementation, and has been reviewed as part of AGI Education's May 2023 EER, the final report noting:

“An AGI [AKA] learner and wellbeing success plan aligns well with Code requirements.”

It has also been reviewed as part of the CCTA EER in September, the draft report of which notes:

“The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice” and that “CCTA is meeting its obligations with respect to the Code of Practice”.

Nevertheless, in keeping with the provisions of the Code, this Plan and the Strategic Goals set therein are now subject to review as part of AKA Education's commitment to an ongoing process of seeking to further improve its Code provision.

2023 Learner Wellbeing & Success Plan Review

In preparation for this review and our 2023 Code of Practice Attestation, a full review of our learner wellbeing and support systems was undertaken in August/September to ensure they remain robust in the face of any changes that have occurred in the preceding year, and to look for possible improvements. This review addressed all aspects of our wellbeing and support system against the terms of the Code.

This review process has been informed by the desire to draw upon the range of strengths within the AKA group of providers and

- a) build on the advantage of having an integrated student services and care system, tested and found effective over time, across all our schools
- b) make best use of the unique features of the individual providers and the experience and skill sets found within them, and draw on these to improve code provision across the group as a whole.

Inspired by the holistic wellbeing focus of our healthcare programmes at AGI and Kauri Academy, we have decided to draw on the Whare Tapa Wha model, and apply this lens more widely across the group. This decision was also informed by our strategic goal to develop, implement and integrate a distinctively AKA tikanga across all our providers and in this way to more explicitly integrate our Treaty obligations, better prepare students across all our providers for their futures in Aotearoa, as well as enhance the distinct AKA brand.

Summary of process

Our internal review has found the Code is well-implemented, measurable through a wide range of statistical and procedural data, as well as formal and informal student feedback.

However, a point-by-point review of 'how effectively' each aspect of the Code aligns with our support system/LWS Plan suggests that there is room for a range of improvements and adjustments to both improve and make more fully comprehensive our student support systems and to align them more explicitly to the provisions of the Code.

Summary of outcomes

The outcomes of this process are the setting of AKA's 2023-24 LWS Strategic Plan and associated goals, which are presented on page 18 below.

Code Review: outcomes & processes

Part 1 and 2 of the Code cover the Introduction and summary of Terms.

Part 3 – Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcome 1: Learner wellbeing and safety system

Process 1: Strategic Goals and Strategic Plans & Process 2: Self-review of learner wellbeing and safety practices

Our LWS Plan constitutes the Group's Strategic Plan for Code compliance and delivery and contains the three strategic Goals listed above.

This review constitutes the review required in clause 2, informed by learner and stakeholder input as required by clause 3 and as described in Process 2.

The reviewed and revised Strategic Goals for the 2023-2024 year can be found on page 18 of this document.

Process 3: Publication Requirements

Links to this review and the consequent revision of our strategic goals will be published on the websites of all our constituent providers as well as the AKA Group website.

Process 4: Responsive Wellbeing & Safety Systems

We gather a wide range of information from stakeholders to ensure that our learners remain safe and well, and that we can identify any emerging concerns and take appropriate action. We are therefore confident in our compliance with this process.

Through close review of process, we have, however, identified improvements that could be made to our systems in the following ways:

- 1) Further and more in-depth staff training to
 - a. Deepen staff understanding the full breadth of the Code and how it relates to our systems.
 - b. Draw upon the expertise of key staff members to ensure staff members in toto have a better understanding of the Treaty of Waitangi and how our commitment to it can translate into classroom practice, including understanding of the Whare Tapa Wha model.
 - c. Review our current identification and reporting mechanisms to check and ensure full staff awareness and seek feedback.
 - d. Draw upon the expertise of key staff members to ensure staff members in toto and teaching staff in particular know at a more specific level which behaviours to look for which might suggest a student is in need of support.
- 2) Drawing upon the delivery and outcomes of this training, to incorporate this into an online Staff Induction training course for all new staff.

- 3) A thorough review of our Emergency Procedures and Manual to ensure currency and fitness for purpose

Implementation

1a. Staff training has been carried out by the QA Manager, both in person and online.

1b. This process is ongoing. Deon Nathan, the AKA Cultural Advisor/Kaitiaki Whanaungatanga Hapori has taken on responsibility for the development of this content into the 'Sow, Nurture, Grow' project and the associated staff training attached to it. As a result, the completion of this process has become part of our 2023-24 Strategic Plan.

1c. This has been addressed in the training noted in 1a above.

1d. A special workshop was arranged for Healthcare tutors to seek their input into 1c and 1d above. This has informed the content of both the review of this area and subsequent training of non-healthcare staff.

2) This has been completed following the in-person delivery of staff workshops, allowing all staff to contribute their experience and expertise into its final form. New staff will now complete this training module prior to beginning their employment with us.

3) This is now complete.

Outcome 2: Learner voice

Process 1: Learner voice

We gather voluminous learner feedback via our student evaluation systems. This information is gathered in both formal and informal systems.

Formal learner voice systems include extensive online student evaluations at the start of learners' study, at frequent intervals throughout the period of study, on completion and again at an outcomes survey one year after completion, as well as through Student Ambassador scheme (see below).

Informally students are given voice through ongoing communication with all staff members, but especially through tutors, student services and marketing staff. This contact is noted in our Athina LMS for record keeping and follow up.

We proactively use this data to identify strengths and weaknesses in our programmes and take prompt action where required to address issues. All Student Evaluation feedback is anonymous, and questions are targeted towards key quality indicators in alignment with our Learning & Teaching Experience strategy, but also offer the opportunity to give open feedback, during which learners are actively prompted to address anything in their student experience that they are unhappy with.

Through these processes, we can be confident that problems and issues are both raised (and addressed) in a timely fashion, and that students are honest and open in their feedback.

We also give our students voice through our Student Ambassador scheme. Each class/intake nominates and elects a Student Ambassador, and these Ambassadors regularly meet Programme

Leaders to offer feedback, both of their own and collected from other students in their class, as well as to be consulted about possible changes to process etc.

Through these parallel processes, along with all staff's open-door policy and openness to constructive student feedback and/or criticism, we are confident that students have a strong and listened to voice in our schools.

In keeping with these Learner voice systems, we have:

- a. Formally consulted with Student Ambassadors around this strategic review and sought input into our new strategic goals.
- b. Consulted with Student Ambassadors with regard to possible barriers to learner participation and how these might be overcome.

We have also identified the following as an area of improvement:

- a. To more regularly publish student evaluation results, with relevant contextual information, and planned action arising from it (where relevant).

Implementation

- a. This information will be provided by Programme Leaders and Academic Director and will be made available through Student Ambassadors in their next meeting after the relevant evaluation.

Process 2 – Learner Complaints

Our learners are notified of our complaints process in our Guide to Study pre-enrolment information document, as well as their Online Induction (accompanied by comprehension check questions) and in their Student Handbooks. This information is also published to the notice boards of every classroom.

Nevertheless, on review, we have identified the following as areas in which we can improve our learner complaints process:

- a. Publication of complaints data and outcomes via our website(s).
- b. Formal collection of feedback data from students on the complaints process when it is invoked.

Implementation

- a. No formal complaints to the Chief Executive have been received in the period.
- b. A Complaints Process Feedback form has been created and will be used in case of future formal complaints in order to reflect on and where necessary improve the complaints process.

Process 3: Compliance with the Dispute Resolution Scheme

We are aware of and comply with all relevant dispute resolutions schemes.

Part 4 – Wellbeing & Safety Practices

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Process 1 - Safe & Inclusive Communities

Discrimination, racism, bullying and/or harassment are injurious to our learners' mana as well as their taha whānau, taha hinengaro and taha wairua. As such these behaviours are prohibited in our student Code of Conduct and subject to the harshest sanction.

Our approach towards either the incidence or prospect of these behaviours is twofold: preventative and reactive.

Prevention

We take active measures to ensure that students are well integrated, work together cooperatively and collaboratively, have extensive opportunities to form positive relationships and share their cultures in an environment that acknowledges and celebrates diversity in all its aspects. This positive environment serves to minimise and pre-empt occasions/motivations for discrimination, racism, bullying and/or harassment. For further details see 'Process 2 Learner Participation and Engagement' below.

Reaction

Our Code of Conduct (contained in our Student Handbook, also linked to in Induction) makes it clear that no form of discrimination, racism, bullying or harassment will be permitted on campus and that disciplinary measures for these behaviours are harsh.

Policies for reaction to instances of these behaviours in real time are covered in our Emergency Procedures Manual which lays out procedures for immediate reaction to incidents, along with responsibilities for senior staff in response, including follow up with affected students.

In reviewing this process, the following were identified as improvements for action:

- 1) Make students more explicitly aware of both our preventative and reactive policies in this area and provide fuller context (i.e. more and rather than simply share a prohibition in the Code of Conduct, address what constitutes bullying, racism, discrimination and why it is unacceptable),
- 2) Ensure students are aware of the range of different means by which they can notify us of incidences of bullying, harassment etc.
- 3) Ensure students are aware that their anonymity will be protected if requested.
- 4) Empower students to support each other and notify us (anonymously if requested) on behalf of another students.
- 5) Work with staff to identify behaviours that may be observed in a victim of racism, bullying and/or discrimination such that this might be followed up proactively, rather than relying on student notification.

Implementation

Items 1-4 above have now been addressed through reviewing our Guide to Study, Induction and Handbook materials to ensure fuller, more explicit and supportive communication. Student Ambassadors have also been asked to pro-actively monitor for incidences and raise with staff.

We have reviewed and provided further information in these documents regarding acceptance of other learners, inclusivity, external community, cultural and faith support and building connective learning environments. In so doing we draw attention to the wide range of diversity

that exists and is celebrated in our schools and explain our commitment to a learning and teaching style which will enhance learners' social connectivity. We also link this directly to learners' taha whānau, its importance in maintaining good mental health, adjusting to life in NZ and in dealing with incidences of culture shock.

Links to where to find cultural, community and spiritual support (taha wairua) have always been available on the Useful Links page of our website, however, this information has now also been incorporated and highlighted in our Guide to Study document to make this more proactively available.

Item 5 has been addressed via a workshop with our Healthcare tutors which has helped to identify behaviours that might be observable in students suffering bullying, racism or discrimination, and this information has been reworked into workshops with non-healthcare tutors and support staff.

This content has also been developed into a module of our online staff induction to ensure that new as well as current staff have addressed this content.

Process 2: Supporting Learner Participation and Engagement

Our Teaching and Learning Experience (LTE) strategy explicitly addresses the need for active lessons that engage students. Our longstanding focus on developing 'soft' communication and confidence skills necessary to allow graduates to achieve in industry, reinforces this approach. In engaging and participating fully both in class and on campus life more generally, our students build strong and supportive social relationships with their classmates and, through Whānau Day and various cultural day activities, across the school more generally. These relationships bolster our students' taha whānau with resultant positive effects on all aspects of their taha whā wellbeing.

Thus we feel our current practice meets student needs identified in the Code, however on review we have identified the following areas for improvement/ development:

- 1) Better integration of te reo and tikanga content into non-Healthcare programmes.
- 2) Explicitly address the Whare Tapa Wha model of wellbeing in pre-enrolment information and support materials.
- 3) More explicitly address the nature of the tertiary environment generally (in contrast to the secondary environment) and the AKA Learning and Teaching philosophy more particularly (in contrast to more traditional teaching methodologies) in order to better prepare students for the demands that will be made on them as part of their programme of study.
- 4) Make explicit in Guide to Study, Induction, Handbook & Orientation that academic and pastoral support are both available in confidence if the student prefers.

Implementation

- 1) Our Kaitiaki Whanaungatanga Hapori is currently in the process of developing this approach (Sow, Nurture Grow) and associated PD and this forms part of our 2023-24 plan.
- 2-5) This content has been included in the Guide to Study document. Point 3) has also been included at the very start of our Student Handbooks to ensure that prospective students are aware of what will be expected of them.

Process 3 – Physical and digital spaces and facilities

All of our campuses maintain safe spaces through comprehensive Health & Safety processes.

Manukau, Christchurch and Henderson campuses are all fully accessible, however due to floor configuration our Auckland city campus does not have wheelchair accessible toilets. We enquire about students' disability status as part of our enrolment application process and thus are able to recommend Manukau as an alternative campus for these students.

Our students' feedback on facilities is provided both formally via regular Evaluation surveys, and informally through feedback to tutors, Campus Directors and other staff. From this, issues are addressed, and suggested improvements considered and where appropriate, actioned.

Areas for development

As part of the development and implementation of our 'Sow, Nurture, Grow' tikanga, we will also seek to further bring Māori inputs and perspectives into both our physical and digital environments.

Outcome 4: Learners are safe & well

Process 1 - Information for learners about assistance to meet their basic needs

We have always provided extensive information to assist learners in their adjustment to and basic needs in NZ.

However, as part of this review, we have taken to opportunity to compile various sources of information that we offer students and expand this into a thorough 'Guide to Study in New Zealand'. This more proactively presents useful information for the student, rather than just providing links to follow. In this way it better prepares students for life in NZ.

This document also more explicitly introduces and addresses student wellbeing following the tapu wha model, taking a wholistic approach to wellbeing.

The Guide to Study gives information on and links to further resources to international students around the following topics:

- Accommodation: flatting, renting, short- and long-term options
- Banking and Finances: choosing a bank, setting up an account, exchanging money
- Budgeting and living costs: what to expect and how to manage your money during your studies
- Shopping: payment methods, opening hours, supermarkets, value retailers
- Mobile phones Internet & electricity: how to get connected, service providers, plugs and voltage
- Working in NZ: workers rights, working while studying, identifying and reporting exploitative practices
- Childcare & School: The NZ childcare & schools systems, how to enrol children in both
- Financial Wellbeing: being responsible, managing debt, working & studying
- NZ Rules, Culture & Customs: values, manners, greetings, laws, useful topics to understand (including the place of LGBTQIA+ people, women & disabled people in NZ, common te reo phrases, the place and importance of te Tiriti)
- Culture Shock: what it is and tips to manage it
- Staying Safe: on campus, in emergencies, general advice in public places, drugs & alcohol, when tramping, in the sun, in the water, online
- On Campus Safety: health & safety responsibilities, keeping property safe, fire safety, smoking, risks & hazards, computer comfort & safety
- Building Evacuation: in a fire, in an active armed offender situation, how to report an emergency

- Life in Auckland/Christchurch: transport, work, cost of living, fun things to do
- Your Studies: what tertiary study involves, how AKA delivers tertiary study (incorporating our Learning Teaching Strategy)
- Drug & Alcohol Awareness: how drugs & alcohol affect you, how to be safe & get help
- Te Whare Tapa Wha:
 - Taha tinana (monitoring your health, finding a doctor/getting care, vaccination, sexual health, healthy eating, staying hydrated, sleeping well, being active)
 - Taha Wairua (making contact with people of your faith & culture, mindfulness)
 - Taha Whānau (your whānau, LGBTQIA+ support, disability support, financial wellbeing, making your AKA community, the value of volunteering)
 - Taha Hinengaro (positive mindset, mental illness, managing stress, bullying, harassment, racism & discrimination: getting help for yourself or others)
- Healthy relationships: consent, contraception, abuse, getting help for yourself or others
- How to Contact your Embassy
- Complaints Process

This document will be provided to all new students as part of their enrolment as a key resource in both their preparation for travelling to NZ and their arrival and adjustment to NZ life and study. Key aspects of this information are also reiterated in our Online Induction, in-person Orientation and in students' Handbooks.

A version of the Guide To Study has also been developed which reiterates the key information above as relevant to domestic students.

Areas for improvement

As this document was compiled and reviewed with reference to our Code obligations, we are confident that the information it provides covers our responsibilities in this and several other sections of the Code. It will be reviewed as part of our 2023-24 Review Process.

Process 2: Promoting physical and mental health awareness

As noted in the previous section, we provide extensive information for students on maintaining both physical and mental health and how and where to find support and assistance - both from us and external agencies - in our Guide to Study, Induction, Orientation and Student Handbook.

We also take care to address the stress inherent in our (and all) programmes of study through careful preparation of students prior to exams and assessments, support for students' planning and preparation for assessed work, time management skills and include one-on-one support and feedback sessions prior to submission of assignments etc. These practices all serve to support our students mental health wellbeing through reduction and/or active management of stress.

We also proactively identify and celebrate a range of cultural events and festivals in our programmes, as well as give students the opportunities in class to reflect on practices in the own cultures and the continuities and divergences with what they have found/will find in NZ. The purpose of this approach is to celebrate the wide range of different cultures represented in our student body and allow students to both take pride in and share their culture with others. This serves to promote ongoing connection with their individual culture while also exposing other students to a variety of other cultures. This is of value both in itself, but also in a) further promotion social ties and bands between students with flow on positive effects on self-esteem and taha hinengaro and b) preparing our students for their life and future employment in modern, diverse New Zealand.

Whānau Day activities also provide an opportunity to make social connections and build support networks more widely across the group, as well as explicitly addressing mental and physical health topics as part of the Healthcare programmes' curricula.

Areas for Improvement

- 1) Take a more proactive approach to promotion of physical and mental health awareness in non-healthcare programmes.
- 2) Ensure that ACTS, SRA & PHT students take an active part in Whānau Day and cultural celebrations.

Implementation

- 1) Workshops have been delivered where Healthcare tutors and senior Academic staff have offered input, especially around how Healthcare students can work as 'tutors' for physical and mental health content in non-healthcare programmes, especially as part of 'Whānau Day' activities.

This has then been presented in workshops with non-healthcare staff and all staff support this approach. Implementation has now commenced with ACTS and Kauri PHT students and will be extended to SRA students should an on-campus full time class open in future. In an online/blended environment content will be addressed both through online tasks and by tutors during workshop sessions.

- 2) As point 1 above.

Process 3: Proactive monitoring and responsive wellbeing and safety practices

While we require all students to provide an emergency contact, we have not previously explicitly set out the conditions under which we will contact them (i.e. more specifically than 'in an emergency'). This has now been addressed in Handbook and Guide to Study.

We have always allowed students to raise concerns confidentially, however, again this has now been more explicitly stated in the relevant documentation (including Guide to Study, Induction, Handbook).

In the identification of learners at risk to themselves or others, on review it was felt that guidance to staff in this area might also be more explicit. As a result, this was another area of inquiry and feedback from the Healthcare tutors, and this information has since been shared in PD/Workshops with non-healthcare tutors and support staff. As part of these workshops, processes for assisting such learners or other disruptive/ threatening behaviour was reviewed and this has been reiterated in the Emergency Procedures Manual. External support services for the victims of such behaviour have been checked for currency as part of the review of our External Support Services list.

We have existing practices for assisting students who have missed content for any reason, including sickness. The necessary materials and individual guidance for students is provided by the Programme Leader (may be delegated to the students' tutor) either on the request of the student or as part/a result of investigation of non-attendance. Where special arrangements are required for the reintegration of the student for any reason, these are arranged by the Programme Leader in consultation with the Academic Director.

Though we do not currently enrol students under the age of 18, were we to do so, we have robust and compliant policies and procedures around this.

Part 5 - Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

We do not currently offer student accommodation, however were we to do so in future, we would conform to this section of the Code.

Part 6- Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

This outcome is met through the various measures in Parts 3 & 4 above.

Process:

The ways in which we engage with international learners are set out in parts 3 & 4 above.

Outcome 9: Prospective international tertiary learners are well informed

Our international learners are well informed through a whole range of documentation including our Guide to Study, marketing materials, website, marketing flyers and prospectus. These all provide extensive information for prospective students and allow them to make informed decisions. Our agents are also well trained in all our courses and offer prospective students extensive and accurate information.

Process 1: Marketing and promotion

We seek to understand the needs of our prospective international students by our close relationships with approved agents and the feedback that they provide. We provide extensive information to prospective students as outlined above and ensure that this is kept up to date. We ensure that our latest quality assurance evaluations are linked to on our website along with information about instruction, staffing facilities and equipment.

We also provide extensive information to students around dispute resolution both in induction and our student handbooks. Outcomes and pathways for further study are addressed on our website, in marketing information such as our prospectus, and in the information that we share with agents. Similarly, study and living costs are made clear through our invoicing system and on our website, in our marketing materials and Guide to Study. Further, our Guide to Study gives prospective students extensive information on their accommodation options here in New Zealand along with public transport information and links to further information about both. These links are also posted on our website.

Process 2: Managing and monitoring education agents

We effectively manage and monitor the performance and conduct of our agents by carrying out and recording reference cheques and entering into written contracts with them. We monitor the activities and performance of our agents and ensure that all obligations are clearly specified in their contract. We ensure that our agents provide reliable and up to date information and advice to students about study in New Zealand and we monitor and check the integrity and professionalism of our agents in their dealings with prospective students. We closely monitor our agents for any behaviour that may breach by the law or compliance with this Code. We provide extensive and up to date information and training for our agents and where any misconduct or illegal action is shown to have occurred, we end our relationship with that agent. We conduct an enrolment survey of all students in which they are asked to provide feedback about the enrolment process, the performance of their agent, and how helpful they found the information the agent provided, and we use this information to follow up any possible issues.

Outcome 10: Offer, enrolment, contracts, insurance and visa

Process 1: Offer of Educational instruction & Process 2: Information to be provided before entering contract

We ensure that all learners are well informed about educational outcomes and the terms and obligations of their contract through extensive marketing information, agent training, the information contained in our prospectus, and the terms and conditions set out in our enrolment contract.

We make sure our offer is in accordance with the Act and is appropriate to and meets the needs of our learners. We offer prospective students extensive information prior to the signing of any contract, including our most recent EER results (links posted to our websites) and any quality improvement notice (none currently, but would be posted to our website were any enacted).

We also provide extensive information on our website, via marketing information, through agent training and in our prospectus and Guide to Study document around:

- The education we provide and its outcomes
- Refund conditions
- Staff, facilities and equipment
- Insurance requirements
- Visa requirements
- This Code
- Despite resolution schemes
- The full costs involved in each course of study

Finally, the terms of our contract makes the learner's rights (including those under the Code) and obligations clear prior to signature.

Process 3: Contract of enrolment

Each learner is required to sign a contract for enrolment, clearly setting out and agreeing:

- The start and end dates of study
- Grounds for the termination of the contract
- Conduct on the part of the learner which may breach the contract terms
- Disciplinary action up to and including termination

We are confident that our enrolment contract is fair and reasonable.

Process 4: Disciplinary action

Our disciplinary procedure is clear, transparent and explained in our enrolment contract, Induction process and Student Handbook. The procedure is prompt, fair, considered and aligns with principles of natural justice.

Process 5: Insurance

We have practices to ensure that all international students have appropriate insurance that covers them for their journey to New Zealand, their time here, and their journey home, and includes all of the coverage and provisions listed in Process 5. This includes offering to arrange insurance for students through our own provider (Orbit Insurance), or when a student prefers to arrange their own insurance, ensuring documentation is produced in proof of this, and that it meets the terms set out in this Code.

Process 6: Immigration matters

We ensure all students have the correct visa documentation prior to the commencement of their study. We notify Immigration NZ of any suspected breaches of students' visa conditions and notify them of any terminations.

Process 7: Student fee protection and managing withdrawal and closure

All student fees are deposited with Public Trust for the protection of the student. Refund policies are clear and transparent in the enrolment contract and reiterated in the Student Handbook, and cover all the eventualities listed in this section of the Code, including the disbursement of unused fees.

Outcome 11: International learners receive appropriate orientations, information and advice

All students undergo a detailed Induction and Orientation programme to support their achievement, wellbeing and safety and further relevant information to the achievement of these outcomes is provided throughout their study.

Process: Provision of information

We ensure that all information and advice is clear, accurate, age-appropriate and meets learners' needs.

As part of our contract, in our Guide to Study, Handbook and Induction information we ensure students are provided with the following information:

- Contact details for support staff
- Health & Safety and relevant information for the assistance of disabled students
- Our disciplinary and termination process
- The legal rights, obligations and risks of learners
- Their rights and entitlements including to withdrawal and refund
- Our policies, (support) services, facilities
- Information around culture shock and the adjustment process to life in a new country
- Employment information including minimum wages, employment conditions, hours of work permitted under visa conditions, how to gain further support and information about employment in NZ and how to report employer misconduct.

Outcome 12: Safety and appropriate supervision of international tertiary learners

We do not currently enrol International Students under the age of 18, however were we to start doing so, we would ensure compliance with this outcome.

Special Notes

Non-healthcare programmes

Due to the nature and content of our healthcare programmes, there is a focus on both Māori healthcare, inequity of outcomes and how to address these through Whare Tapa Wha frameworks and tikanga-based practice. Thus, these programmes have a 'head start' in integrating Te Tiriti and other aspects of the Code into the student experience.

As a result, we have used the healthcare professionals who make up the teaching staff of these programmes as a source for the professional development of our non-healthcare programmes. We will continue to draw on their strengths not only in the integration of Te Tiriti, but also their expertise in mental health awareness and treatment to inform wider training in the group as well as implement intra-school health and wellbeing content into non-healthcare programmes.

This process has begun through PD/Code workshops training for non-Healthcare tutors and support staff, the integration of non-healthcare classes into Whānau Day activities, and further development will be guided by the development and implementation of the 'Sow, Nurture, Grow', tikanga project in the 2023-24 year.

CCTA short course delivery

As CCTA's domestic training courses are of very short duration (mostly half a day, up to 2 days) scope for the full implementation of the Code terms is limited. For example, one of the main ways in which we remain alert to possible student mental health issues is through out of character behaviour, which is likely to be impossible to assess in a half day training setting. Nevertheless, staff have also taken part in the targeted PD programme detailed above looking at variances from other normative behaviours. The integration of te ao Māori perspectives and practices into the short course format will also be an important part of the 'Sow, Nurture, Grow' project as described above.

SRA Blended Delivery

At the end of this review period, we are intending to offer our Fashion Makeup (Level 3) course online for the first time. To ensure that students are well supported and engaged in the online portion of the programme we have planned the following:

- An extremely intuitive and user-friendly interface in the form of the Intuto platform
- The use of interactive H5P tasks to ensure that learners remain engaged in the active construction of their knowledge/understanding (in contrast to many other programmes that take a passive approach to online learning by just providing information, then checking understanding via assessment tasks)
- The use of the Teams app (part of the MS365 suite provided free to all AKA learners) which allows instant communication both privately and to whole classes via its chat function.
- An online live orientation session to ensure there are no technical difficulties, for example with logging on to Intuto, MS 365 etc.
- Scheduled weekly online support sessions with teaching staff to ensure students are well supported in their learning and also have the chance to take part in interactive tasks with other students.
- Scheduled one-on-one catch ups between teaching staff and individual tutors to ensure students have the opportunity to raise any issues in a supportive, confidential environment, as well as to provide learning advice and feedback.

As this will be the first time that we have delivered this blended programme, we will conduct a full review of the programme, including its student support/Code implementation, at the end of the inaugural course.

Ongoing staff training through induction

The various aspects of the code described above that have been workshopped with Healthcare staff and addressed in PD/workshops with non-Healthcare tutors and support staff have also been compiled into an interactive Staff Induction course to ensure that all new staff are also up to speed prior to entering the classroom. This content has been trialled with existing staff and their feedback incorporated into its design.

Proposed Strategic Goals for 2023-24 Year

It is proposed that the Learner Wellbeing and Success Plan 2021-22 strategic goals be carried over to 2022-23, in keeping with the positive feedback they have received in the 2023 AGI and CCTA/ACTS External Evaluation and Reviews.

1. Providing a robust and integrated learner wellbeing support system that is regularly reviewed to ensure it is meeting the needs of all learners.
2. Implementing feedback mechanisms that promote regular engagement with learners to continually understand and cater to their needs.
3. Creating an environment that encourages the promotion of learners' mana and autonomy by consulting learners in the design and review of the Learner Wellbeing and Success Plan and the associated learner wellbeing support system.

These goals have been presented to stakeholders as part of the review process and they have expressed their support for their continued use.

Strategic Plan

In order to better implement these goals, a range of improvement activities have been identified in this report. The large majority of these activities have already been completed prior to our 2023-24 Code attestation, however some remain to be put into action in the coming year.

Thus it is proposed that these self-improvement activities be sets as strategic plan objectives to support the best implementation of the Strategic Goals.

The following plan is proposed:

1. Development & implementation of the 'Sow, Nurture, Grow' AKA tikanga project.
2. Ongoing integration of Te Whare Tapa Wha as the framework around which our goals are addressed and achieved.
3. Delivery of our online training module for new staff based on information gathered in consultation with healthcare staff around concerning student behaviours, responses and general approaches to physical and mental health.
4. Ongoing integration of non-healthcare students into relevant Whānau Day, cultural and other campus-wide, integrated activities.
5. Review of recent improvements e.g. Guide to Study, Whānau Day to ensure they are working well and make any necessary adjustments.

This plan, along with training/context in the Code, was presented to our Student Ambassadors on 11 October and their support/feedback sought and given. Similarly, all teaching and support staff have been consulted in a series of Workshops/Training sessions across September and October and their feedback sought and given. Having completed this consultation, our plan will now be implemented across the coming year.