



**Te Oranga me
Te Haumaru Akonga**

**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

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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	International College of Auckland			MoE number	7488
Code contact	Name	Bruce Knox		Job title	Principal
	Email	bruce@ica.ac.nz		Phone number	0212245669
Current enrolments	Domestic learners	Total #	# 3	18 y/o or older	# 3
				Under 18 y/o	#
	International learners	Total #	# 102	18 y/o or older	# 102
				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)	Julieanne Pearl Uy (Marketing), Dr. Mustafa Fadhel (Quality and Compliance)				

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

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners) - Not Applicable

	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	<p>ICA is largely compliant with the Code, demonstrating strong strategic planning and well-documented processes that support learner wellbeing and safety. The Revised Strategic Plan (2025–2029) provides a clear strategic framework, embedding wellbeing and safety objectives across all departments, including student accommodation. Regular reviews and documented updates ensure continuous alignment with Code requirements.</p>	<ul style="list-style-type: none"> -Revised Strategic Plan 2025–2029 Outlines institutional goals and objectives, clearly integrating learner wellbeing and safety across all areas. -Health & Safety Policy (Policy 3.5) Establishes organisational commitment and procedures for maintaining a safe learning environment. -Forms 3.4, 3.5, 6.12, 6.30 Operational tools for managing emergencies, identifying hazards, supporting student welfare, and monitoring accommodation safety. -English HOD Te Tiriti training certificate Demonstrates leadership engagement with Te Tiriti principles, reflecting cultural awareness at a strategic level. -Marae visit photos and reports Provide evidence of student exposure to Māori culture, supporting a culturally responsive learning environment. -Meeting minutes showing plan reviews Confirm regular review of strategic goals related to wellbeing and safety, indicating an active implementation cycle. -Stakeholder consultation records Show how internal and external voices contribute to shaping wellbeing and safety strategies.

		<p>-Student survey feedback Reflects learner experiences and helps assess whether wellbeing systems meet student needs.</p> <p>-Dashboards tracking wellbeing indicators Quantitative evidence used to monitor trends and inform improvements.</p>
<p>Outcome 2: Learner voice</p>	<p>ICA demonstrates a strong commitment to gathering and responding to learner feedback through a range of formal and informal channels, including entry, mid-course, and exit surveys, one-on-one support meetings, and regular communication via platforms such as WhatsApp. Orientation materials and student handbooks clearly communicate student rights and feedback mechanisms, while staff remain actively engaged through support meetings and workshops. These practices help foster a culture of openness, respect, and learner empowerment. ICA is actively working to strengthen learner voice by developing a formal student representation system and supporting the establishment of student-led clubs to enhance participation in institutional decision-making.</p>	<ul style="list-style-type: none"> - Entry, mid-course, exit surveys Track learner experience and satisfaction at different stages of study, informing continuous improvement. - Complaints logs and Fix-It forms Document issues raised and actions taken, showing responsiveness to learner concerns. - WhatsApp group communication Provides real-time, informal feedback and support, fostering open dialogue between students and staff. - Support meeting notes Show personalised responses to student needs, reinforcing a culture of care and listening. - Orientation materials Clearly communicate student rights, participation channels, and support services from the start. - Student support HOD workshop records Demonstrate structured staff engagement in addressing learner feedback and wellbeing topics. ICA Student Handbook outlining feedback mechanisms Ensures all students are informed about how to raise concerns and contribute feedback.

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	ICA promotes inclusion through cultural events, accessible learning spaces, and clear orientation on student rights and support. Staff are responsive and caring, and students actively engage in community-building activities, creating a safe and welcoming environment.	Supporting Evidence <ul style="list-style-type: none"> - Cultural event photos and feedback - Orientation materials promoting inclusion - Student support logs - Complaint and incident tracking forms (e.g., Form 3.10) - Accessibility audit logs and laptop loan agreements - Common room usage logs and reports on social events - Classroom Codes of Conduct - Updated health contact list - First aid staff <p>- Environment Safety: Strong documentation on health and safety protocols, emergency planning, and physical accessibility (e.g., audits, drills, contact lists).</p> <p>- Inclusivity: Cultural events, student lounges, and support notes show commitment to inclusion. However, no formal DEI policy exists.</p> <p>- Gaps in Practice: Minimal documentation on staff/learner training for recognizing systemic racism, harassment, or abuse. No dedicated initiatives to involve students in space design or assess impact of inclusivity measures.</p>
Outcome 4: Learners are safe and well	ICA has a strong, well-structured approach to learner safety and wellbeing, supported by clear systems for incident reporting, emergency preparedness, and referral pathways.	<p>- Incident Management: Forms and digital tracking (e.g., Wisenet) document incidents and follow-ups.</p>

	<p>Staff are trained to respond to incidents, support mental health needs, and prevent violence, ensuring a safe and responsive learning environment.</p>	<ul style="list-style-type: none">Emergency Plans: Orientation, contact lists, drills, and designated staff ensure preparedness.Training: Staff receive training on various safety topics (e.g., violence prevention, privacy, cultural competency), but documentation of induction and training timelines needs improvement.Communication: Multiple communication methods (LMS, WhatsApp, Teams) are in use for emergency response.
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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		
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

	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	ICA has practices in place to ensure that the students' wellbeing and safety needs are effectively identified and responded to.	<p>Students' initial needs are recognised through agent feedback, and through Form 6.12 Student Welfare Support Form that students complete during orientation day. Form 6.12 allows students to indicate if they need any additional support from the college according to their needs. Students are assured that the form is confidential and information provided will only be disclosed to the relevant staff.</p> <p>Ongoing feedback from the surveys (new intake, mid, and exit) conducted allows ICA to identify and respond to the students' wellbeing and safety needs throughout their study journey. Furthermore, ICA's multilingual staff helps reduce communication barriers to ensure students can effectively express themselves in their mother language.</p>
Outcome 9: Prospective international tertiary learners are well informed	ICA ensures that the information provided to its internal and external stakeholders, and the general public is timely, accurate, and accessible. ICA also has a robust agent management process to ensure that agents operate with integrity and professionalism, and that they provide students with appropriate and accurate information about ICA, New Zealand, and their programme of study.	<p>ICA conducts a regular review of the promotional materials (i.e., brochures, flyers, and prospectus) and the college website to ensure that the information provided is accurate, accessible, and relevant.</p> <p>To maintain consistency and compliance in student recruitment, ICA provides authorised partner agents with regular technical training, webinars, ongoing communication, and offshore visits. These initiatives ensure that agents are well-informed of institutional updates, programme changes, and regulatory requirements.</p>

		<p>ICA's agent management process also ensures that the agents onboarded are properly vetted through reference checks, students' feedback, and Immigration reports.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>ICA has appropriate processes in place for verifying student programme eligibility and English language proficiency, issuing and managing offers, and ensuring that students hold valid visas and appropriate health insurance throughout the duration of their studies.</p>	<p>All student documents are recorded in individual student files. A comprehensive student file checklist is used to ensure that each student's documentation is complete and valid.</p> <p>ICA official documents, such as the Student Enrolment Form, Offer of Place, and Tax Invoice, clearly outline key information and policies that students must be aware of, including the refund and withdrawal policy, termination of enrolment, and other relevant institutional regulations.</p>
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>ICA's orientation programme is tailored to diverse learner needs. Ongoing student support and feedback is provided through formal and informal ways.</p>	<p>ICA has a robust and comprehensive orientation programme that covers institutional background and policies, students' rights and responsibilities, Te Tiriti o Waitangi, New Zealand culture, and relevant New Zealand regulations. The detailed information presented during the orientation programme is outlined on the ICA Student Handbook.</p> <p>ICA also conducts a dedicated orientation session for English Language learners. Additional language support is provided to ensure that students fully understand the information presented to them during orientation.</p> <p>The new intake survey (orientation survey) is conducted for ICA to identify if the information provided during</p>

		orientation is sufficient and is to their understanding. ICA also engage with students through daily informal conversations.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Although ICA currently has no enrolled under-18 students, it has documented systems in place to ensure students' safety and wellbeing.	ICA has process and documents in place ready to be implemented should an under-18 student be enrolled. ICA also has agreements with reputed homestay partners - Good Homestay and HostFamilies NZ. For students over 18, their safety is monitored through surveys and informal feedback.

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	<ol style="list-style-type: none"> Consultation Process Enhancement: Strengthened documentation of stakeholder (including learner) feedback for strategic planning. Te Tiriti o Waitangi Training: Expanded training for all staff, with attendance tracking and feedback collection. Cultural Partnerships: Built partnerships with Māori communities and engaged cultural advisors through advisory meetings.
Outcome 2: Learner voice	<ol style="list-style-type: none"> Student Representation Structure: Established a formal system (e.g., student council or programme reps) for consistent learner input.

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	<ol style="list-style-type: none"> Diversity, Equity & Inclusion (DEI) Policy: Developed and published with staff/student access. DEI Training: Biannual sessions on unconscious bias, racism, and gender inclusion with pre/post assessments.
Outcome 4: Learners are safe and well	No significant gaps identified.

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	Not Applicable
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	No significant gaps identified.
Outcome 9: Prospective international tertiary learners are well informed	No significant gaps identified.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Sufficient practices in place but documentation and policies outlined in the enrolment contract and the withdrawal and refund policy requires updating to reflect full Code compliance.
Outcome 11: International learners receive appropriate orientations, information and advice	The information provided to the students during orientation and in the ICA student handbook is comprehensive; however, information and references relevant to New Zealand legislation is to be strengthened.
Outcome 12: Safety and appropriate supervision of international tertiary learners	No significant gaps are identified; however, actual implementation evidence and effectiveness is limited due to enrolment demographics.

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	Strengthen the documentation of consultation processes and stakeholder feedback, including learner input, to effectively inform the development of ICA's strategic plan	- Senior Management - Academic Dean - Code of Practice Coordinator - Student Support HOD	Conducted biannually as part of the strategic plan review process	Track minutes from strategic and student support HOD meetings	Strategic Plan meeting minutes includes tracked consultation inputs
	Expand staff-wide training on Te Tiriti o Waitangi	- Senior Management - Academic Dean and HODs	Training cycle: Twice per year	- Maintain a comprehensive record of ICA's professional development agendas and training materials. - Document attendance and collect feedback from Te Tiriti o Waitangi training sessions.	Over 80% of staff have received training in Te Tiriti o Waitangi principles

	Build partnerships with Māori communities and include cultural advisors	- Senior Management -Academic Dean	Next ICA Advisory Committee meeting	ICA Advisory meeting attendance and minutes	Annual self-review confirms improvement areas addressed- cultural engagement activities conducted and evaluated
Outcome 2: Learner voice	Establish a formal structure for student representation (e.g., student council or programme representative)	-Student Support HOD -Academic Dean/Academic HODs/Program Leaders	- Student representative system launch: Q1 2026	- Publish meeting attendance and minutes with student reps	- Active student council (representative) meets monthly
	Develop and implement a formal policy outlining the procedures for: <ul style="list-style-type: none"> • Making joint complaints. • Protecting anonymity and preventing retaliation. • Documenting informal complaint channels (e.g. WhatsApp, drop-boxes). 	Quality Assurance HOD Academic Dean/ Student Support Services HOD	Q4 2025	-Review and update the complaints register quarterly. <ul style="list-style-type: none"> -Gather student feedback on awareness and comfort with the complaints process during: <ul style="list-style-type: none"> • Semester surveys • Focus groups -Include complaints process feedback as a standing item in Student Voice Committee and Advisory Board meetings. 	-Formal policy and procedures published and disseminated to staff and students. <ul style="list-style-type: none"> - ≥90% of students are aware of multiple complaint channels (measured via student survey). -Positive student feedback regarding the accessibility and safety of the complaints process.

				Review complaint trends and response time during QA meetings.	
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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	Develop and publish a Diversity, Equity & Inclusion (DEI) Policy	Student Support HOD Quality and Compliance HOD	By Q1 2026	-ICA QMS - DEI training logs with pre/post assessments- Accessibility audit reports and action plans	- DEI policy visible in all staff/student handbooks -Staff induction checklist/ Early-stage survey feedback
	Run biannual training on unconscious bias, racism, gender inclusion-	HODs/PLs/staff/Student support department	Training sessions: Every 6 months	Training agenda, Attendance and Monthly and annually reports	At least 90% of staff trained in inclusive practices annually
	<ul style="list-style-type: none"> - Establish a formal student clubs and societies framework (social, cultural, spiritual groups). -Introduce a Cultural and Community Engagement Plan outlining goals, events, and evaluation methods. 	Student Support HOD/ Academic Dean/ Academic HODs/PLs	By Q1 2026	<ul style="list-style-type: none"> -Monthly check-ins between Student Services and student representatives. -Track event attendance, club activity, and space usage 	<ul style="list-style-type: none"> -≥80% of students and staff report feeling socially and culturally connected to ICA (via survey). - Minimum of 1 cultural/spiritual event per 3 months with documented participation.

	<ul style="list-style-type: none"> -Develop a system for documenting participation, feedback, and impact of cultural/spiritual/social events. 			<ul style="list-style-type: none"> -Collect student feedback through formal surveys and informal notes 	<ul style="list-style-type: none"> - Monthly and annually reports produced and published outlining engagement outcomes.
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> Enhance staff induction materials to include clear crisis protocols 	<ul style="list-style-type: none"> Q&C Department Admin/HR 	<ul style="list-style-type: none"> Staff induction changes: Q4 2025- 	<ul style="list-style-type: none"> Induction checklist completion reports 	<ul style="list-style-type: none"> 100% staff inducted with documented sign
	<ul style="list-style-type: none"> Promote dispute resolution pathways (e.g., Code Administrator, NZQA, HRC) on the ICA website and orientation packs 	<ul style="list-style-type: none"> Q&C Department Admin/HR IT/Website Manager 	<ul style="list-style-type: none"> Q2 2025 	<ul style="list-style-type: none"> Website update on complaints 	<ul style="list-style-type: none"> Website displays current, accessible complaints pathways
	<ul style="list-style-type: none"> Record and analyse critical incidents and complaint trends disaggregated by learner demographics 	<ul style="list-style-type: none"> Student Support HOD/ Academic Dean 	<ul style="list-style-type: none"> Disaggregated reporting: Annually 	<ul style="list-style-type: none"> Annual Incident and Complaints Review Report 	<ul style="list-style-type: none"> - Annual complaints report includes analysis by age/gender/ethnicity/disability status

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	Implement a “You Said, We Did” summary board of key student concerns and actions taken for students’ information.	Student Support HOD	Q3 2025	Updates are placed on student notice boards and are shared online.	Increased student responsiveness based on student surveys (mid & exit)
	Introduce and implement a Cultural and Community Engagement	Student Support HOD, Academic Dean, Academic HODs and Programme Leaders	Q1 2026	Event attendance	90% staff are involved and trained
	Staff professional development sessions for Mental Health	Student Support HOD	Q2 2025	Event attendance	90% staff attended and trained
	Staff professional development sessions on unconscious bias, racism, and gender inclusion	Student Support HOD, and staff	Every 6 months	Training agenda, and workshop	90% staff attended and trained
Outcome 9: Prospective international tertiary	Review and update the website to include detailed information about the Code of Practice, Withdrawal and Refund policies, and the Complaint process.	Marketing HOD & Quality and Compliance	Ongoing	ICA New Intake (Orientation Survey) allows ICA to measure students’ knowledge of the college and the programme that they are enrolled for.	≥95% of the students are aware of the required relevant information

learners are well informed	Introduce a “3 strike policy” for agent misconduct (i.e., providing inaccurate information to students, forged documents, etc.)	Marketing HOD & Quality and Compliance	Q3 2025	Publish the policy and include in ICA QMS. Incidents are logged with appropriate details against agent file.	100% of agent breaches are handled according to protocol.
	Implement quarterly newsletters to agents to ensure that they are informed with institutional updates	Marketing HOD	Q3 2025	Newsletter drafts/logs Newsletters are sent to agents on schedule Agent feedback	≥75% agents click open rate Agent email responses
Outcome 10: Offer, enrolment, contracts, insurance and visa	Review and update ICA Contract of Enrolment to include all required NZQA Code of Practice elements (i.e., provider and student obligations, code of conduct, grounds of enrolment contract termination, and disciplinary action)	Pastoral Care Coordinator & Quality and Compliance	Q2 2025	Student file audit to ensure the contract of enrolment is signed by the students.	100% of enrolled students have acknowledged and signed the contract of enrolment
	Implement visa verification using INZ Visaview to double check student visa.	Admissions	Q2 2025	Visa verification is to be used on students' current visa to ensure validity and accurate information.	Visa verification file to be included in the student file 100% of students have Visa verification file
Outcome 11: International learners receive appropriate	Implement an orientation quiz to gauge and ensure student understanding of the important information and policies applicable to them.	Pastoral Care Coordinator & Quality and Compliance	June 2025	All new students during orientation should answer the quiz	≥85% of students scored high marks on the quiz

orientations, information and advice	Update orientation presentation to provide more general information (i.e. helpline and support services, public transport and concession, etc.)	Pastoral Care Coordinator & Quality and Compliance	Ongoing	Regular ongoing review of the orientation presentation before every orientation	≥85% students are aware of relevant information based on the orientation survey
	Update student handbook to include links or references to New Zealand legislation (i.e., tenancy, employment, immigration)	Pastoral Care Coordinator & Quality and Compliance	Ongoing	Regular ongoing review of the student handbook every after orientation.	≥85% students are aware of relevant information based on the orientation survey
Outcome 12: Safety and appropriate supervision of	Actual implementation evidence and effectiveness is limited due to enrolment demographics.				

