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

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	SAE Institute			MoE number	8174	
Code contact	**Name**	Dr. Suzette Major		**Job title**	Director	
	Email	suzette.major@sae.ac.nz		**Phone number**	027 669 3119	
Current enrolments	**Domestic learners**	**Total #**	#194	**18 y/o or older**	# 181	
				Under 18 y/o	# 13	
	International learners	**Total #**	# 6	**18 y/o or older**	# 6	
				Under 18 y/o	# 0	
Current residents	**Domestic learners**	**Total #**	# 0	**18 y/o or older**	# 0	
				Under 18 y/o	# 0	
	International learners	**Total #**	# 0	**18 y/o or older**	# 0	
				Under 18 y/o	# 0	
Report author(s)	Dr. Suzette Major (Director), Leyland Bottomley (Operations Manager), Alex Harter (Student Support Advisor), in consultation with all SAE Auckland staff.					

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 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	**Not applicable**

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	**Process 1: Strategic goals and strategic plans** Clear and accountable strategic goals and plans are developed annually, which consider learning wellbeing and safety amongst other goals. Strategic priorities are broadly established by Navitas / Careers and Industry then refined collaboratively for and within SAE Auckland campus. 2023/24 SAE Auckland Campus Goals include: - Maintaining a Learner Centric approach in all we do, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE 2024/25 SAE Auckland Campus Goals include: - Engaging Diverse Learners, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE SAE Auckland Campus Goals also inform annual individual staff Performance Planning. SAE Auckland 2024 Campus Goals are also aligned to the NZQA Code of Practice.	- Part of FY24 Campus Strategic Goals - The Wellness, Health and Safety Policy - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Student Support and Wellbeing Policy - Student Code of Conduct - Student Handbook - 24 hour emergency contact - Access and Equity Policy - The Code annual self-review - SAE Auckland representative on Navitas Diversity and Inclusion Committee - Health and Safety Committee - Hazard/Incident reporting system - Board of Studies - Course surveys - Programme Surveys - Staff Hui (Standing H&S agenda item)

All staff have attended an NZQA and/or SAE Auckland Code of Practice workshop.

Recommend that the Summary of COP annual self review be presented at relevant stakeholder meetings e.g.., Board of Studies (BOS), Creative Industry Advisory Committee (CIAC) and Academic Board (AB), so as to expand our perspective for future strategy development.

Staff are also notified of the annual self review during the next staff meeting after the annual self review has been completed.

The Student Success team will undertake training through QED and associates to be up to date with the NZQA code of practice.

Process 2: Self review of learner wellbeing and safety practices
SAE Auckland Health and Safety Committee meets quarterly and reviews learner wellbeing and safety practices as part of our review of the SAE Auckland Wellness, Health and Safety Plan and our Workplace Inspection Reports. Hazards and Incidents can be self-reported through the Donesafe System and the Campus Director is alerted so that action is immediately implemented. Current actions within the Health and Safety Committee include for example promoting healthy options and promoting mental health support available. New Platform, Donesafe provides more accountability through an improved notification system.

Process 3: Publication requirements

- Attendance council
- Exit Interview procedure
- Reflective journals (Course submissions)
- Student representatives on Academic Board
- CIAC (Creative Industry Advisory Committee
- End of course surveys
- Women's Support/Social Group
- Rainbow Support/Social Group
- Pasifika Support/Social Group
- Faith Support/Social Group
- Student representatives on Academic Board
- Academic Board
- Staff Hui
- WeCreate/CreaTer

- All staff have either attended an NZQA and/or SAE Auckland Code of Practice workshop.
- Record of Processing Activity (ROPA)

	Robust policies and procedures readily available via the online QMS (for staff) and via the student portal Axis and on the SAE Auckland website (for students). Elaboration of definitions suggested in order to encapsulate full diversity of learners and potential issues experienced. 'Know the Code' posters from the NZQA site are posted around campus to help increase learner understanding of The Code of Practice. Creation of FAQ for prospective students planned. A project (ROPA) is currently underway to review all student data to ensure we are maintaining privacy and not disclosing personal information regarding our students unnecessarily (e.g. to staff that do not need to know). **Process 4: Responsive wellbeing and safety systems** 'Automated' components of Hazard/Incident reporting system ensures accountability. Quarterly Health and Safety Committee meetings ensure execution of required measures including H&S items taken from Staff Hui standing agenda.	
Outcome 2: Learner voice	**Process 1: Learner voice** Broad range of avenues for student voice to be heard, evaluated and acted upon including Student Surveys, Board of Studies, Ideas Wall. Student feedback tabled at Programme Committees, Learning and Teaching Committee. Student representatives are invited to Academic Board meetings when required. **Process 2: Learner complaints** Robust system - students are informed of the complaint process within the Student Handbook. This is reiterated during orientation. Online form is	- Board of Studies - Women's Support/Social Group - Rainbow Support/Social Group - Pasifika Support/Social Group - Faith Support/Social Group - Course surveys - Programme Surveys - Student representatives on Academic Board

	used to lodge a complaint (or compliment) - available on the website and via the Student portal, Axis. Student complaints are visible to the SAE Australia Dean, as well as the SAE Auckland Campus Director. **Process 3: Compliance with the Dispute Resolution Scheme** Clearly outlined in Policies and Procedure documentation and distributed via Student Handbook and available online via the Student Portal, Axis. However, the new complaints site: https://www.studycomplaints.org.nz/ to be updated in all student facing material.	- Student representatives on Events Committee - CC Courses (Transferable skills) - Reflective journals (Course submissions) - Student Handbook - Student Grievance, Complaints and Appeals Policy - Student Grievance, Complaints and Appeals Procedure - Orientation - Exit interviews

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	**Process 1: Safe and inclusive communities** Significant work has been undertaken in recent years to create a safe and welcoming environment, including Te Reo signage across campus, Māori and Pasifika artworks, as well as embedding Te Ao Māori in course content. A Safe Space Statement is visible across campus, as well as within the Student Handbook and a new Awhi working group formed to develop awareness and resources regarding creating safer spaces. During orientation, the need for	- Staff Code of Conduct - Student Code of Conduct - Health and Safety presentation (Orientation) - CC Courses (Transferable Skills) - Whanau Day - Student Showcases - Women's Support/Social Group - Rainbow Support/Social Group

respect across campus is reiterated to all students. Staff are introduced using pronouns, and all students are encouraged to use their pronouns. We are particularly mindful of the gender diversity on campus and the need to support our female and non-binary students.

Social Groups have been established to support a safe and inclusive environment, including They/She at SAE , RainbowSAE, Pasifika Group and Faith Group.

Professional Development activities planned will further support our evolving practices including a SoundCheck Aotearoa Professional Respect workshop and a Accidental Counselling workshop. SoundCheck Aotearoa undertaking a student workshop in early Tri 3, 2024.

SAE Auckland 2023/24 Campus Goals will also develop this work. These goals include:
- Maintaining a Learner Centric approach in all we do, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE

2024/25 SAE Auckland Campus Goal focuses on:
- Engaging diverse learners, and includes developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE

- Pasifika Support/Social Group
- Faith Support/Social Group
- Graduation
- Open Days
- Campus Tours
- Tuakana-Teina groups
- CC Courses (Transferable skills)
- Interdisciplinary and Mentorship components of Programmes eg. Tuakana-Teina project
- Staff participation in Ako Aotearoa Workshops
- Staff participation in Te Reo Workshops
- Staff participation in Waiata Workshops
- Entrance interviews
- Attendance Monitoring Policy
- Assignment Submission Monitoring Policy
- Attendance council
- Hazard/Incident reporting system
- Staff Hui (Standing H&S agenda item)
- Health and Safety Committee
- Health and Safety Committee – Regular Workplace inspections and confirmation report.
- Naming of Classrooms
- Design elements for classrooms
- Development of a Māori Strategy for SAE

		- Making changes to programmes e.g. learning outcomes, terminology, course content to promote inclusivity - Onsite counsellor
	The need for our Student Success Advisors to be well supported is acknowledged. They are provided with monthly Supervision with a trained Counsellor/Supervisor. An onsite counselor has been appointed and has been working alongside the Student Success team. Hours increased from July to two days a week to reflect the needs of our students. **Process 2: Supporting learner participation and engagement** Student feedback mechanisms ensure anonymity (e.g. student surveys, ideas wall). All new students are invited to meet one-on-one with a Student Success Advisor during the First Impressions Survey as as way to form a connection and to discuss any possible barriers to engagement, All new students who declare a disability are invited to meet one-on-one with a Student Success Advisor to develop an individual study plan if required. Student Success Advisors continue to offer ongoing confidential catch ups to discuss any barriers to engagement. Attendance monitoring, including our weekly Attendance Council, ensures lack of learner engagement is followed up in a timely and appropriate manner.	

All new students are invited to meet the SAE Auckland Career Advisor during the First Impressions Survey to discuss their career intentions, as well as at the conclusion of their programme to discuss 'next steps'.

Te Reo Māori is used across campus including within the curriculum. Students are able to submit assignments in Te Reo Māori.

A specific role for Māori and Pacific Learners within the Student Support team has been established.

A specific role with a focus on DEI within the Student Support team has been established.

FY25 Campus Goals including a goal to develop a Pasifika Strategy.

Process 3: Physical and digital spaces and facilities
Health and Safety Committee monitors campus facilities with support from Operations Manager, Head Studio Supervisor and Student Supervisors to ensure all hazards are identified and rectified. Design and naming protocols of physical spaces support inclusivity (e.g Te Reo across campus, use of gender neutral signage for bathrooms.) Further development planned through FY24 SAE Auckland Campus Goals:
- Develop a Pasifika Strategy
- Engaging diverse learners

	- developing our Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE The Disability Strategy will consider any physical barriers for students (e.g. stairs into our Studios) and propose actions, as well as develop resources (eg Individual Study Plans for disabled learners). Studios (and computer labs) are open Monday to Sunday including evenings and staffed with 2 Studio Supervisors at all times to enable students to access equipment after-hours as needed.	
Outcome 4: Learners are safe and well	**Process 1: Information for learners about assistance to meet their basic needs.** All prospective students are interviewed and any barriers to learning are discussed. Student Success Advisors are introduced to students prior to their arrival, along with the Head of Discipline, Campus Administrator and Campus Director. During orientation, students are introduced to the resources and support available, including the on site counselling services. Student kitchen has healthy food options, freely available. Exploring establishing an ongoing Hardship Fund, recognising the high cost of living that is impacting learners.	- Student card (access to discounted healthy lifestyle related services) - CC Course content - Health and Safety orientation - Student Support - Student Handbook - Student Assistance Programme (SAP) - Emergency contact details requested in enrolment form. - Enrolment form – Student Management System - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students

New enrolment forms further outline the circumstances of when we can contact a student's declared emergency contact. New TEC-mandated questions around disability support have also been added to the enrolment form. **Process 2: Promoting physical and mental health awareness** Mental health awareness is promoted across campus, including bringing guests into classes with specialised knowledge. Need to update the list of community services available and promote these agencies across campus. Drug and alcohol support to be promoted more across campus, as well as SmokeFree NZ. **Process 3: Proactive monitoring and responsive wellbeing and safety practices.** Learners are able to update contact details via AXIS portal. It may be useful to create a process of reminding students about the need to update student contact and emergency contact details at the beginning of each Trimester. Application form allows learners to confidentially disclose any learning barriers and assistance they require, including health and mental health needs. Learners may also discuss this further during the entrance interview or one-on-one Student Support catch-ups.	- [Action Guide for Supporting StudentsNavitas Student Mental Health and Wellbeing Framework](#) - [Fours Rs to Supporting Students](#) - [Action Guide for Supporting Students](#) - Extensions - Summer School - Deferral options - Code of Practice annual self-review - Navitas Diversity and Inclusion Committee - Health and Safety Committee - Hazard/Incident reporting system - Health and Safety Committee – Regular Workplace inspections and confirmation report. - Board of Studies - Course surveys - Programme Surveys - Staff Hui (Standing H&S agenda item) - Attendance council - CIAC - Exit interviews

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	SAE Auckland has very few international students (currently 6 in 2024), nevertheless we offer tailored support for international students, particularly through our Student Success Advisors. International students are introduced to the Campus Director at Orientation. Her telephone number is provided to international students as the 24 hour emergency contact. Wellbeing and safety mechanisms relevant to all learners are available to international students such as our They/She @ SAE, RainbowSAE, as well as a tailored support group for International Students. This International Student Group meets every trimester, usually over lunch, with our Student Support Team. Student attendance is critical for international students. Our attendance processes work effectively, particularly with the formation of the Attendance Council. Mechanisms for taking and monitoring attendance have been refined with the introduction of QR codes.	- Staff Code of Conduct - Student Code of Conduct - Health and Safety presentation (Orientation) - International Student Support Group - Tailored additional orientation for International Students - Whanau Day - They/She Support/Social Group - Rainbow Support/Social Group - Pasifika Support/Social Group - Faith Support/Social Group - Open Days (including virtual) - Campus Tours (including virtual) - Entrance interviews (including online) - Attendance Monitoring Policy - Assignment Submission Monitoring Policy - Attendance council - Student Assistance Programme (SAP) - Student card (access to discounted healthy lifestyle related services) - Health and Safety orientation - Student Support - Student Handbook - Student Assistance Programme (SAP)

		- Emergency contact details.
		- [Navitas Student Mental Health and Wellbeing Framework](#)
		- [Fours Rs to Supporting Students](#)
		- [Action Guide for Supporting Students](#)[Navitas Student Mental Health and Wellbeing Framework](#)
		- [Fours Rs to Supporting Students](#)
		- [Action Guide for Supporting Students](#)
		- Code of Practice annual self-review
		- Navitas Diversity and Inclusion Committee
		- Board of Studies
Outcome 9: Prospective international tertiary learners are well informed	First contact with SAE Auckland tends to be with our Outreach and Admissions Coordinator. This may be an international student directly inquiring about our courses, or via an agent. Information regarding the application process specific for international students is provided, including information on insurance requirements and English Language requirements. Specific information regarding our courses, including international student tuition fees, are publically available on our website. Information is reviewed regularly to ensure accuracy, including ensuring all imagery is specific to the SAE Auckland campus and reflective of our facilities and equipment.	- SAE Auckland Website - Agent information events - Tailored advice form Student Recruitment and Enrolment Officer - Navitas International Student Recruitment team support. - Navitas Agent Management Strategy - Navitas Agent Management Policy and Procedures - Navitas Representative Agreement Terms and Conditions - Navitas Agent Application and Agreement
Outcome 10:	The Navitas International Student Recruitment team offers support to the local SAE Auckland campus, particularly in terms of ensuring	- Enrolment form - Registration agreement

Offer, enrolment, contracts, insurance and visa	we do not breach any international trade sanctions. In accordance with Navitas' Trade Sanction control procedures, student inquiries from high risk countries (including Russia, Ukraine and Venezuela) are automatically flagged by our CRM (Salesforce) and vetted by the International Student team before SAE Auckland processes their application. The Navitas team also vets any new agents and establishes new Agent Contracts as appropriate. Locally, our Outreach and Admissions Coordinator processes all applications and enrolments relative to SAE Auckland policy.	- Enrol Pro (SDR reporting software) requires visa expiry dates to be entered in order to complete enrolment record - Visa information is recorded in Navigate (SMS) along with valid international student travel insurance details.
Outcome 11: International learners receive appropriate orientations, information and advice	Student Support Advisors made aware of each international student enrolled with SAE prior to their commencement - this gives opportunity to research and understand the incoming students culture and needs. International students attend orientation and are also given additional orientation materials and sessions in which the international students are introduced to the resources and support available, including the Student Assistance Programme (counselling, mental health support etc). Consistent check-ins facilitated by Student Support throughout their study period at SAE. New complaints site: https://www.studycomplaints.org.nz/ to be	- Orientation - Additional Orientation documents - SAE Website - Strong links between enrolments and student support. - Links to Study Auckland

	updated in all student facing material, along with removal of reference to iStudent.	
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE does not enrol any international students under 18 years of age. SAE does not provide accommodation for international students	

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	A project (ROPA) is currently underway to review all student data to ensure we are maintaining privacy and not disclosing personal information regarding our students unnecessarily (e.g. to staff that do not need to know). New Student Support staff need to undergo code of practice professional development
Outcome 2: Learner voice	Update all relevant policies, procedures and student facing material to reflect the changes to the student complaints and disputes services. Eg Studentcomplaints.org,nz

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	Continue and expand staff development through internal and external training. eg. Accidental Counselling, supporting neurodiverse learners. Refreshers for learners at the beginning of each trimester (re-orientation) Developing a series of academic writing workshops and a resource page for neuro diverse learners. Develop a contact information page for dedicated help services across New Zealand. Develop a Pasifika strategy.

Outcome 4: Learners are safe and well	Explore establishing a hardship fund for our students. Need to update the list of community services available and promote these agencies across campus. Remind students to update contact details via Axis.

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	
Outcome 9: Prospective international tertiary learners are well informed	
Outcome 10: Offer, enrolment, contracts, insurance and visa	
Outcome 11: International learners receive appropriate orientations, information and advice	New complaints site: https://www.studycomplaints.org.nz/ to be updated in all student facing material. SAE Auckland website to be updated with more detailed and relevant information specific for international students.
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation

Summary of action plan

Include information on how actions will be monitored for implementation and success.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2025 Review	June 2025 Review
Outcome 1: A learner wellbeing and safety system	Project, (ROPA) to be completed and review all student data to ensure we are maintaining privacy and not disclosing personal information	Leyland	Tri 1, 2025	3 monthly review by Senior Management Team		
	New Student Support staff need to undergo Code of Practice professional development.	Alex, Ciara, Saylene	Tri 1, 2025			
Outcome 2: Learner voice	Update all relevant policies, procedures and student facing material to reflect the changes to the student complaints and disputes services.	Suzette	Tri 1, 2025	3 monthly review by Senior Management Team		

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2025 Review	June 2025 Review
Outcome 3: Safe, inclusive, supportive, and accessible physical and	Develop a series of academic writing workshops	Alex	Tri 1, 2025	3 monthly review by Senior Management Team		
	Develop a resource page for neuro diverse learners.	Ciara	Tri 1, 2025			
	Develop a Pasifika strategy.	Saylene	Tri 3, 2025			

digital learning environments	Develop a contact information page for dedicated help services across New Zealand.	Alex	Tri 1, 2025			
	Expand staff development through internal and external professional development - included on PD Plan review	Suzette	Tri 2, 2025			
Outcome 4: Learners are safe and well	Remind students to update contact details via Axis.	Alex	Each trimester	3 monthly review by Senior Management Team		
	Continue to update the list of community services available and promote these agencies across campus.	Ciara	By Tri 1, 2025			
	Exploring establishing an ongoing Hardship Fund, recognising the high cost of living that is impacting learners.	Suzette	By Tri 3, 2025			

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2025 Review	June 2025 Review
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners				3 monthly review by Senior Management Team		
Outcome 9:	Update of International Student page on SAE Auckland website.	Marketing	By Tri 1, 2025			

Prospective international tertiary learners are well informed	Broaden list of links to external agencies and information.	Ciara			
Outcome 10: Offer, enrolment, contracts, insurance and visa					
Outcome 11: International learners receive appropriate orientations, information and advice	New complaints site: https://www.studycomplaints.org.nz/ to be updated in all student facing material. SAE Auckland website to be updated with more detailed and relevant information specific for international students.		By Tri 1, 2025		
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation			NA	

Code of Practice Attestation submitted 24 October 2024

<mark>**This Code of Practice Self-Review document to be tabled at the December 2024 Academic Board for noting.**</mark>