



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Tool E: self-review report template

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

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

TEO information

TEO Name	Nelson Aviation College		MoE number	8595	
Code contact	Name	Jackie Day		Job title	Training and Development/Safety Manager
	Email	jday@nelson-aviation.co.nz		Phone number	021548526
Current enrolments	Domestic learners	Total #	75	18 y/o or older	75
				Under 18 y/o	0
	International learners	Total #	4	18 y/o or older	4
				Under 18 y/o	0
Current residents	Domestic learners	Total #	30	18 y/o or older	30
				Under 18 y/o	0
	International learners	Total #	3	18 y/o or older	3
				Under 18 y/o	0
Report author(s)	Jackie Day				

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)

	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	As a CAANZ accredited training organisation, NAC has a well implemented approach to Safety Management Systems which also extends to student Well-being and Safety Systems. This attitude to safety is imbedded across our organisation. After review, some improvements have been made to our processes around Te Reo training and revision of staff training processes relating to critical incidents.	Systems including Operations and Quality meetings and incident reporting which capture, track, and respond to learner wellbeing and safety issues. Detailed audit programme dedicated to monitoring the performance of Code obligations, including regular review, and monitoring of WASP outcomes.
Outcome 2: Learner voice	NAC has numerous and varied systems to enable students to actively engage and contribute to their learning and wellbeing and safety outcomes. One action created for processes relating to the annual review of current Dispute Resolution Scheme rules.	Comprehensive meeting, tracking, and reporting systems show evidence of high levels of student engagement. An open-door policy is engrained in day-to-day operations.

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	NAC's small, available, and highly supportive accommodation and management teams as well as a 1:4 instructor to student ratio ensure that student environments are safe inclusive and supportive. The ethos of 'airmanship' and positive role-modelling behaviour is deeply engrained into our culture.	Outcome of the Self-review process has indicated that NAC needs to make adjustments to align more closely with the current Code. Student feedback through current systems indicates that students have a high level of satisfaction with their learning environments.
Outcome 4: Learners are safe and well	NAC's small, available, and highly supportive accommodation and management teams as well as a 1:4 instructor to student ratio ensure that student environments are safe inclusive and supportive. The NAC critical incident manual has been reviewed and refined.	NAC has a detailed policies and practices embedded in its exposition that meet the requirements of the Code. No incidents which indicate compromised Safety and Wellbeing have been reported either officially or anecdotally. Students continue to achieve results well above national averages for flight training organisations.

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	Inclusive Community Building: NAC actively fosters a sense of belonging among its residents, ensuring that students from various backgrounds feel welcomed and valued. This is reflected in the diverse range of activities and events offered, as well as the presence of inclusive spaces within the accommodation.	As evidenced by exit interviews, course and accommodation feedback forms, instructor evaluations, Air Maestro reports and no anecdotal or physical complaints being received. ASPEQ data reports indicate that NAC students are leading the country with their academic results which we attribute to the positive, supportive, and inclusive environment provided in our student accommodation.
Outcome 6: Accommodation administrative practices and contracts	As a small tertiary accommodation provider, NAC exhibits a strong commitment to creating a positive, supportive, and inclusive environment for its student residents. One finding was made regarding the details of provider responsibilities and a corrective action has been added to the action plan. By excelling in areas such as community building, staff responsiveness, effective communication, safety measures, collaborative learning, and feedback mechanisms, the organization effectively fulfils its mission of providing a conducive living space for students to thrive in their academic pursuits.	In addition to the systems detailed above, NAC actively seeks feedback from residents through surveys and open forums. This feedback loop allows for continuous improvement, ensuring that the accommodation provider remains responsive to the evolving needs of its diverse student population.
Outcome 7: Student accommodation facilities and services	NAC's accommodation includes opportunities for personalization and individual space, a common area for social interaction, functional kitchen and laundry facilities, community events and activities and access to outdoor spaces. By combining these elements, NAC as a small tertiary accommodation provider, successfully creates an	Collecting testimonials and feedback from current and past residents provides NAC with valuable insights into their experiences. Positive comments about feeling comfortable, supported, and at home are strong indicators of our success in creating a welcoming and supportive environment.

	<p>environment that goes beyond the physical structure of the accommodation. It fosters a sense of belonging and comfort, allowing residents to feel at ease and truly consider it their home.</p>	
--	--	--

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	International Students are an integral part of the NAC community and make up our student body. All student voice activities which NAC uses to engage with students under parts 3,4,and 5 of the Code also include international students.	Feedback – accommodation, course, and instructor, exit interviews, student forums, student meetings – operational and accommodation.
Outcome 9: Prospective international tertiary learners are well informed	NAC has enrolled 4 international students for 2023. With such small numbers, many processes are carried out anecdotally. As NAC wants to extend our international roll in future, a recommendation is that some processes should be formalised.	Feedback – accommodation, course, and instructor, exit interviews, student forums, student meetings – operational and accommodation. Conversations with students by Admin, Accommodation and TDM staff.
Outcome 10: Offer, enrolment, contracts, insurance, and visa	NAC has a comprehensive application and interview process which ensures international students are well informed prior to entering into a contract. Key information regarding contracts, courses, termination, insurance, fees, refunds, and immigration matters are detailed in the student handbook which is sent to all students with an offer of place. The Accommodation Coordinator and Administration Manager have daily contact with students and plays a key role providing information to students.	<p>Student suitability:</p> <ul style="list-style-type: none"> • Aptitude test • Interview • ADAPT Test • ESOL results • CV and school results • Essay • Reference checks <p>Information is provided to students via a comprehensive student handbook and website information. Policies are detailed in our exposition. Key people provide information to students.</p>

<p>Outcome 11: International learners receive appropriate orientations, information, and advice</p>	<p>NAC has enrolled 4 international students for 2023. With such small numbers, many processes are carried out anecdotally. As NAC wants to extend our international roll in future, a recommendation is that some processes should be formalised, and an action has been created.</p>	<p>Feedback – accommodation, course, and instructor, exit interviews, student forums, student meetings – operational and accommodation. Conversations with students by Admin, Accommodation and TDM staff. Review of student handbook, application an enrolment documentation.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>No findings for this outcome. NAC does not enrol students under the age of 18 years. NAC is subject to PART 5.</p>	

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	Two actions created: <ol style="list-style-type: none"> 1. Training document to standardise Te Reo place names and knowledge of Motueka region to be created. One action to be implemented. 2. Ongoing staff training plan revised, and six actions created around training and awareness of issues detailed in Clause 10(2)(d-i) to improve processes.
Outcome 2: Learner voice	Five actions created to action plan for continuous improvement following review. No findings for this outcome.

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	Outcome of the Self-review process has indicated that NAC needs to make minor adjustments to align exposition more closely with wording of the current Code. No findings for this outcome.
Outcome 4: Learners are safe and well	Two recommendations made: one regarding creating a review process for the accommodation coordinator duties document and one collating non-aviation risks into a separate document. No findings for this outcome.

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

	Identified gaps in compliance with key required processes
<p>Outcome 5: A positive, supportive and inclusive environment in student accommodation</p>	<p>Two recommendations made: Create an automated alert for accommodation coordinators fit and proper check to allow better tracking and one recommending a review of accommodation feedback process. No findings for this outcome.</p>
<p>Outcome 6: Accommodation administrative practices and contracts</p>	<p>One recommendation made around addition to WASP wording. One finding under this outcome, therefore evaluation rating was Implemented. Finding: It was found that the student contract did not set out the responsibilities of the provider and the resident. Action created to have this amended by 01/12/23.</p>
<p>Outcome 7: Student accommodation facilities and services</p>	<p>No findings for this outcome.</p>

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

	Identified gaps in compliance with key required processes
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	No findings, actions or recommendations were made for this outcome.
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	Formalisation of the review of promotional material has been actioned.
<p>Outcome 10: Offer, enrolment, contracts, insurance, and visa</p>	No findings for this outcome.
<p>Outcome 11: International learners receive appropriate orientations, information, and advice</p>	No findings for this outcome. Formalisation of the review of promotional material has been actioned.
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	No findings for this outcome. NAC does not enrol students under the age of 18 years.

