CNSST Education Institute
Self-Review Report

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!

TEO information

TEO Name	CNSST Education Institute				MoE number		7158	
Code contact	**Name**	Jenny Wang			**Job title**		Executive Director	
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Current enrolments	**Domestic learners**	**Total #**	#347		**18 y/o or older**		#347	
					Under 18 y/o		#0	
	International learners	**Total #**	#0		**18 y/o or older**		#0	
					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)	Gloria							

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 2: Learner voice	<mark>Well implemented</mark> / 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 / <mark>Implemented</mark> / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / <mark>Implemented</mark> / 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	**1. Strategic goals and strategic plan** **CNSST Education Institute (CNSSTEI):** CNSSTEI has its own organisational policies and strategic plan established that encompass student wellbeing and safety. **Our Learners:** All CNSSTEI learners are provided with opportunities for their voices to be heard through systematic consultation processes on a regular basis. **Our Stakeholders:** With an established network comprised of academic and industrial stakeholders (e.g. Education professionals, Associations, business owners), learner wellbeing and safety system consultations have been held for continuously identifying issues and seeking further improvements. **2. Self-review of learner wellbeing and safety practices** CNSSTEI has its own Annual Review System established including QMS and operational review sessions, including Annual Self-reviews of Code Practice following the steps of: • Prepare • Gather • Make sense	**1. Strategic goals and strategic plan** Learner Policies in place for student counselling, complaints procedure, and protecting personal information. CNSST Annual Strategic Plan: Quoted Strategic Goals, "To provide safe, inclusive, supportive, accessible, successful, enjoyable, memorable, and high-quality educational experience for all learners, with focus on learners' safety and wellbeing; free from racism and/or bullying." "To respond to learner voices and respond to wellbeing and safety needs in a cultural appropriate manner." Needs Analysis Forms filled out by the students. Ongoing WeChat-based consultation and feedback. Letters of Support from key stakeholders **2. Self-review of learner wellbeing and safety practices** Self-review Report Achievement Report

- Decide

To ensure intended learning outcomes and wellbeing and safety practices for learners, CNSSTEI has its own monitoring system and annual appraisals in place to promote tutors' Reflective Practices and improve teaching methods and mechanisms.

Scheduled monitoring of CNSSTEI Online and Onsite deliveries

Teachers' Appraisals and improvement advice

Various channels to communicate with students

3. Publication requirements
Code Self-Review Report is published on CNSST Website within a month of completion, accessible to public.

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Code Self-Review Report is published on CNSST Website within a month of completion, accessible to public.

4. Responsive wellbeing and safety systems
Relevant information has been effectively gathered and communicated across the organisation, including governance, management, and other departments of CNSST Foundation. Timely responsive support system has been available for all learners through referring students both internally and externally to any appropriate services.

CNSST Management requires Reflective Practices from all staff, tutors and contractors. Learning and sharing sessions have been retained for reflection and training purposes.

Speakers of internal and external resources have been arranged for Staff Professional Development workshops, where concerns of learners' wellbeing and safety systems have been addressed, with relevant trainings were followed for increasing staff awareness on work agenda, roles, and responsibilities.

Wrap-around support services of CNSST Foundation attach great importance to ensuring every learner is provided with

4. Responsive wellbeing and safety systems
WeChat-based Student Wellbeing Group involves CNSSTEI staff, tutors and students. This has been an effective platform to connect with students and identify if any emerging needs require attention.

CNSST weekly organisational Social Media publishing on government updates and wellbeing-focused service information.

Health & Safety Committee establishment and its policies.

Weekly Team Meetings, monthly Management Team meetings, monthly Organisational Staff Meetings, and quarterly Board Meetings.

CNSST 'Staff Professional Development' trainings

PPTs of 'Health & Safety' training sessions

PPTs of 'Learning and Sharing' training sessions

	a comprehensive care throughout their learning journey with CNSSTEI.

Responsive trainings and measures in place to respond to emergency situations.

Systematic reporting and recording systems in place for reviewing student-related incidents and accidents, for investigation purposes and to prevent any issues from reoccurring in the future. | Teachers' Only Days and their reflective agendas

CNSSTEI staff training Logs

24/7 learner support system

CNSST Annual Report with the introduction of our social services, education and social housing.

Community Connection Services Discretionary Fund utilised for providing financial assistances to learners who are experiencing financial hardships without access to government support

First Aid certification arrangement for all staff

CNSST Health & Safety Committee meetings & policies

Incident and accident logs |
| **Outcome 2:**
Learner voice | **1. Learner voice**
CNSSTEI Strategic Plan supports the idea of aligning educational service components and intended outcomes through reflective practices based on the Learner Voices collected.

Learners are encouraged to share their learning experience with CNSSTEI through various channels, which their feedback are collected and discussed for adjustments to be made in the education practices. The platforms used in these processes include complaint lodge system, Needs Analysis Survey, individual learning plans, evaluation-based | **1. Learner voice**
Complaint policy & procedure

Orientation,
Graduation,
Achievement Report,
Evaluation

Needs Analysis Forms filled out by the students.

Ongoing WeChat-based consultation and feedback. |

| | reflective practices, evaluation-based achievement summary and annual plans.

A survey was conducted targeting all students in 2024 with a focus on their learning experience and progress in general. Approximately 90% of all respondents, the majority being seniors, expressed the class schedules were found to be challenging due to their weakened memory. Necessary adjustments were made to the class schedules and delivery methods to ensure more engaging and achievable learning experiences for learners.

2. Learner complaints
While there have been no complaints received so far, transparent and accessible complaint process and system have been retained, accessible through multiple channels that are culturally and linguistically appropriate.

Complaint lodgement template is available for CNSSTEI learners at all times, in case of an immediate attention is required to any such concern.

3. Compliance with the Dispute Resolution Scheme
While no disputes have been identified so far, CNSSTEI has its own dispute resolution process established in case of an immediate attention is required to any such concern. | Class schedules adjusted based on enquiries received from learners through surveys.

Meeting Minutes on the evidence-based decision making

2. Learner complaints
Complaint lodgement template and system in place

Staff Training in relevance

Policy Display on campus

Related Introduction through Orientation

Part of the key policy contents included in the Student Handbook.

3. Compliance with the Dispute Resolution Scheme
CNSSTEI QMS

Dispute Resolution Application Form |

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	**1. Safe and inclusive communities** To ensure all learners feel safe and inclusive, CNSSTEI has been implementing various engagement methods, such as Orientation, Learners' Needs Assessment, tailored individual learning plan, student support services, and bilingual educational support system.	**1. Safe and inclusive communities** CNSSTEI QMS
	Code of Ethics training and agreement between CNSSTEI and each tutor is a mandatory requirement, purposed to create a safe and inclusive learning environment for learners.	Student Handbook CNSST Code of Ethics Needs Analysis and individualised learning plan
	For campus-based education, safe and convenient accessibility is always prioritised, for promoting an environment where learners can have more interactive and inclusive experience.	Zoom Manual for students Evaluation, data analysis, and student wellbeing support systems in place for both onsite & online education methods
	2. Supporting learner participation and engagement CNSSTEI has been supporting leaners' participation and engagement in both onsite and online methods through Orientation, Learners' Needs Assessment, tailored individual learning plan, student support services, and bilingual educational support system.	**2. Supporting learner participation and engagement** Student Needs Analysis and Individual Learning Plan Bilingual CNSSTEI staff Bilingual teachers
	3. Physical and digital spaces and facilities CNSSTEI has been providing physical and digital spaces and facilities both physically and remotely through Orientation, Learner's Needs Assessment and Needs-based Individual	Bilingual teaching resources Bilingual data collection system

Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness. All onsite classrooms are NZQA approved venues, compliant with such criteria as safe and inclusive learning spaces, proper ventilation, access to drinking water, computer lab, free Wi-Fi, etc. For online education, Zoom Manual and learning resources are provided through door-to-door delivery service, with an orientation as a guideline to ensure all learners feel confident to access and enjoy the virtual classrooms. Digital system for assignment completion and review is still under development. Online activities such as Tai Chi and online mental wellbeing workshops have also been provided.	Student Wellbeing Workshops in students' native language Orientation Student Support Staff Student Wellbeing WeChat Groups Graduation Ceremony On 06 September 2024, CNSST held a regional event, 2024 CNSST Foundation Festival of Adult Learning, to have adult learners, educators, and providers come together to increase public awareness on a variety of learning opportunities for adults, while strengthening community connections in moving forward together. The event focused on removing barriers for migrant and elderly population, such as availability of different languages for learning, easy access with low eligibility concerns, free of charge courses, and most of all, helping learners feel sense of belonging and achievement. 85 attendees celebrated the festival together. Tasting sessions (trial classes) provided at the Festival of Adult Learning **3. Physical and digital spaces and facilities** Evaluation, data analysis, and student wellbeing support systems in place for both onsite & online education methods One-to-one ZOOM training and installation support

		ZOOM Manual provided for learners
		Additional digital support for the senior students
		CNSSTEI QMS
		Student Handbook
		CNSST Code of Ethics
		Needs Analysis and Individualised learning plan
Outcome 4: Learners are safe and well	**1. Information for learners about assistance to meet their basic needs** CNSSTEI has been encouraging learners to identify and manage their basic needs through accurate, timely and tailored information and services: • CNSSTEI Learner-Centric Education and Support Model describes a holistic approach to addressing education, health & wellbeing, acculturation & settlement, employment & social participation, and sense of belonging & contribution to New Zealand. • CNSSTEI has its own student support services information available in both English and Chinese, provided to all students to ensure they have access to necessary support services and understand New Zealand cultural values. • CNSSTEI has multi-lingual student support workers	**1. Information for learners about assistance to meet their basic needs** **CNSSTEI Learner-centric Education and Support Model** CNSST Student Support Worker

2. Promoting physical and mental health awareness

CNSSTEI has been assisting learners manage their physical and mental health through implementing a variety of workshop and sharing useful information for accessing public services. This is in alignment with the Learner-Centric Education and Support Model of CNSSTEI that students are supported not only in their language learning, but also in their physical and mental status enhancement.

3. Proactive monitoring and responsive wellbeing and safety practices

CNSSTEI has been proactive in keeping wellbeing and safety practices through the timely and accessible communication system (WeChat-based groups with tutors and student support workers available) to constantly identify issues and provide support for students where necessary.

For instance, making instant transitions to online delivery mode were made responsively in case of severe weather conditions and other variables that prevent classes from carrying out onsite deliveries.

Useful links provided to NZ public services

2. Promoting physical and mental health awareness

Mental wellbeing workshops

Launch of CNSST Elder Abuse Ethnic Hotline (0800 026 778) – 19 June 2024

Post-covid wellbeing workshop – 01 July 2024

Nationwide health and disability advocacy service – 22 August 2024

Cultural understanding of abuse of older people – 09 October 2024

Perspectives from the Chinese community – 09 October 2024

Launch of CNSST Elder Abuse Ethnic Hotline – 19 June 2024

Distribution of free masks, sanitisers and PPEs

CCS Discretionary Fund

Door to door delivery of teaching resources

Vaccination Information and booking support

Student-friendly and Eye-Health-protected teaching adjustments

		Extra-curriculum activities
		Cross-team support SWCT
		3. Proactive monitoring and responsive wellbeing and safety practices
		Ongoing WeChat-based interactions with tutors and student support workers to identify issues and offer timely support
		Risk Assessment and Response System in place
		Health & Safety System and emergency contacts
		CNSST Health and Safety Manual
		Individualised Learning Programme with the Home Safety Inspection system and procedures
		Hazard Checklist
		Local Medical Support contact information
		Monitoring System
		Student Support Worker
		CNSST Social Workers and Counsellors

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	N/A	N/A
Outcome 9: Prospective international tertiary learners are well informed	N/A	N/A
Outcome 10: Offer, enrolment, contracts, insurance and visa	N/A	N/A
Outcome 11: International learners receive appropriate orientations, information and advice	N/A	N/A

Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A	N/A

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	Professional training sessions for all teaching staff are implemented quarterly each year, with focus on tailoring the contents to better address the unique needs of CNSSTEI senior cohort of students. One of the contents covered in 2024 was raising awareness on elder abuse. CNSSTEI feels the responsibility to continue its efforts for significantly reducing such abuse from occurring, while educating learners to access the support services available to ensure their wellbeing and safety.
Outcome 2: Learner voice	There are various channels in place at CNSSTEI where learners are encouraged to actively participate in sharing their concerns or experience and making suggestions to ensure their voices are heard and valued. Further improvement to this system is being considered by having learners not only expressing their opinions, but also engaging in decision and policy making processes by connecting student representatives with CNSST Foundation Management Team. This new practice is to be implemented from the coming year in aim to create a more supportive learning environment for CNSSTEI learners.

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	NZQA has recently approved and accredited the permanent online delivery mode for all NZCEL programs (excluding the Foundation level). This allowed CNSSTEI the opportunity to cogitate a more practical and effective digital learning environments, with a focus on improving all students' engagement and motivation levels. This, on the other hand, leaves increased concerns for lacking social and cultural engagement activities, such as Maori/local cultural education and practical experience for NZ life and language practices.
Outcome 4: Learners are safe and well	Consultations between students and other stakeholder will continue, while students will be encouraged to gain more opportunities for engaging with the key stakeholders. While the majority of learners being senior cohort, emergency procedures are to be reviewed and updated in case of any health-related incidents are to be occurred.

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	N/A
Outcome 9: Prospective international tertiary learners are well informed	N/A
Outcome 10: Offer, enrolment, contracts, insurance and visa	N/A
Outcome 11: International learners receive appropriate orientations, information and advice	N/A
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A

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	Targeted training on senior abuse awareness	Grace Li; Social Work & Counselling	June 2025	Training scheduled and implemented	Feedback from learners
Outcome 2: Learner voice	Learner Voice Day	Xiaoming Xun, Education Institute	December 2024, June 2025	Half-yearly implementation plan	Meeting minutes and feedback from learners

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	Implementation of strategic plan including effective online teaching and learning practices, with regular updating of online resources	Xiaoming Xun, Education Institute	December, 2024	Recording of professional development training and updated learning resources	Feedback from teachers and learners
Outcome 4: Learners are safe and well	Emergency procedures review and update, implementation of training on the updated information	John Jung, Education Institute	December 2024	Emergency procedures added to learners' safety and wellbeing policies, training scheduled and implemented	CNSSTEI QMS updated, feedback from stakeholders

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	N/A	N/A	N/A	N/A	N/A
Outcome 9: Prospective international tertiary learners are well informed	N/A	N/A	N/A	N/A	N/A
Outcome 10: Offer, enrolment, contracts, insurance and visa	N/A	N/A	N/A	N/A	N/A
Outcome 11: International learners receive appropriate orientations, information and advice	N/A	N/A	N/A	N/A	N/A
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A	N/A	N/A	N/A	N/A