



# CNSST Education Institute Self-Review Report

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



Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**



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	Gloria		Job title	Chief Operations Manager
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Current enrolments	Domestic learners	Total #	#166	18 y/o or older	#166
				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
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / Implemented / Developing / Early stages

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

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
<b>Outcome 12:</b> 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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p><b>1. Strategic goals and strategic plan</b></p> <p>CNSST EI: CNSSTEI has its established organisational Strategic Goals and plans focusing on student wellbeing and safety.</p> <p>Our Learners: all CNSSTEI learners are provided with the opportunity of giving feedback through official consultation process on a yearly basis.</p> <p>Our Stakeholders: we have established network with academic and industrial stakeholders, e.g. Associations, business owners, professionals in education, with whom we have been consulting to jointly put together the learner wellbeing and safety system.</p> <p><b>2. Self-review of learner wellbeing and safety practices</b></p> <p>CNSSTEI has its established Annual Review System including our QMS and operations review. We also follow the schedule of annual self-review of our codes through the steps of</p> <ul style="list-style-type: none"> <li>• prepare</li> <li>• Gather</li> <li>• Make sense</li> <li>• Decide</li> </ul>	<p><b>1. Strategic goals and strategic plan</b></p> <p>CNSST Annual Strategic Plan: Quoted Strategic Goals,</p> <p>“To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high-quality educational experience for all learners, with a focus on learners’ safety and wellbeing; free of racism or bullying.”</p> <p>“To understand and respond to diverse learner voices and wellbeing and safety needs with cultural appropriateness.”</p> <p>Needs Analysis Forms filled out by the students.</p> <p>WeChat-based consultation and feedbacks.</p> <p>Letters of Support from key stakeholders</p> <p><b>2. Self-review of learner wellbeing and safety practices</b></p> <p>Self-review Report</p> <p>Achievement Report</p> <p>Monitoring Schedule of CNSSTEI Online and Onsite</p>

	<p>To ensure the learner's learning outcomes, wellbeing and safety practice, CNSSTEI has our Teaching monitoring system, and annual appraisals to ensure the tutors' Reflective Practice.</p> <p><b>3. Publication requirements</b> Within a month of completion of our Code Self-Review Report, we publish the copy at CNSST Website, accessible to the public.</p> <p><b>4. Responsive wellbeing and safety systems</b> CNSSTEI has been effectively gathering and communicating relevant information across our organisation including our governance, management, CNSSTEI education and support team as well as other teams of CNSST, through the established communication and monitoring system, the cross-team meetings and review. We have the established internal and external referral systems to provide timely responsive support services to our learners with cultural appropriateness.</p> <p>For instance, "Unite Against COVID-19" CNSST Service Response System has been committed and capable of quickly responding to the emerging needs of our learners' learning, wellbeing and safety through online education, COVID Welfare Support (Food parcels, PPEs, Vaccination bookings, etc.) as well as other health and mental wellbeing services.</p> <p>CNSST Management requires Reflective Practice of all our staff, tutors and contractors. We have the learning and sharing sessions hosted by our staff for reflection, training and exchange.</p>	<p>Teachers' Appraisal and improvement advice</p> <p>Channels to communicate with students</p> <p><b>3. Publication requirements</b> Copy of the Code Self-Review Report, available and accessible on CNSST Website.</p> <p><b>4. Responsive wellbeing and safety systems</b></p> <p>WeChat-based Student Wellbeing Group Chats have been in place with CNSSTEI staff, tutor and students in one group chat. This has been an effective platform for us to identify emerging needs and connecting with support services.</p> <p>CNSST weekly organisational Social Media publishing with government updates and wellbeing-focused wrap-around services information</p> <p>Weekly staff and team meetings while Work from Home</p> <p>For Work at Office, we have bi-weekly team meetings, Monthly Management Team Meetings, Monthly organisational staff meetings, and Quarterly Board Meetings.</p> <p>Copy of "Unite Against COVID-19" CNSST Service Response System Introduction</p> <p>CNSST Staff Professional Development Policy Staff Training plan</p> <p>PPTs of Training sessions</p>
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	<p>We have also had the scheduled Staff Professional Development Plans, involving external and internal speakers for our staff professional development.</p> <p>Each team has its regular training sessions in relation to their work agenda, roles and responsibilities.</p> <p>This is one of the strengths of CNSST Foundation as a community-based social service providers providing wrap-around support services to our community including CNSSTEI learners as one of our key stakeholder group.</p> <p>We have been able to assist learners and respond to emergency situations in our learning and residential communities. For instance, under the impact of Cyclone &amp; Flood in Auckland in March 2023, our learners experienced difficulties in their finance and wellbeing. Online Essential Food Support and Online Financial Assistance Application Support were provided for the families impacted by the Cyclone &amp; Flood. All assistances were provided in timely and culturally appropriate manners.</p> <p>Recording system in place for student-related incidents and accidents</p>	<p>PPTs of Learning and Sharing Sessions</p> <p>Teachers' Only Day Agenda</p> <p>CNSSTEI Staff Training Log</p> <p>7-day per week learner support system</p> <p>CNSST Annual Report with the introduction of our social services, education and social housing.</p> <p>"Unite Against COVID-19" CNSST Service Response System including Online learning, contactless delivery of PPEs, emotional support, COVID Welfare Support, Online Tai Chi, Online Mental wellbeing Workshops, Online Cultural Learning Programme, and Community Connection Service Discretionary Fund to provide financial assistance to those learners experiencing financial difficulties but with no access to government support.</p> <p>Online essential food support and Online Financial support application for Cyclone and Flood-impacted families.</p> <p>Incident and accident log</p> <p>Student coordinator and tutor are within the WeChat-based Student Wellbeing Group Chats, providing timely responses to emerging issues</p>
<b>Outcome 2:</b>	<b>I. Learner voice</b>	<b>I. Learner voice</b>

<p>Learner voice</p>	<p>CNSSTEI Strategic Goals have included and planned for this outcome and all our educational programmes and services are in alignment with the goals to ensure the wide engagement with the diverse Learner Voices.</p> <p>Learners are empowered to express themselves with confidence through multiple channels. This has been reflected in our complaining system, needs analysis and individual learning plan, evaluation-based reflective practice, evaluation-based achievement summary and annual plans.</p> <p>One recent example is the 2024 class schedule. A school-scale survey is conducted among all students asking about their experiences of learning progress and achievement. Around 90 per cent of the students, senior cohort in particular, found the class schedules challenging due to their weakened memory. As a result, most of the 2024 class schedules are adjusted to make their learning experiences more engaging and achievable.</p> <p><b>2. Learner complaints</b> CNSSTEI hasn't received any complaints so far, but we do have the transparent and accessible complaint process and system in place.</p> <p>Multiple Channels accessible with culturally and linguistically appropriate support.</p> <p>Our Team takes any learners' complaints and even feedbacks seriously with transparency, following the protocols. We have an established folder recording any of the organisational complaints in details, including the log, and written reports from all levels, and the final results and actions with the service users' signature as endorsement.</p>	<p>Complaint Policy and Procedure</p> <p>Orientation, Graduation, Achievement Report, Evaluation Forms</p> <p>Needs Analysis Forms filled out by the students.</p> <p>WeChat-based consultation and feedbacks.</p> <p>Survey results on the class schedule o (Decision was made based on Learners' voice of adjusted class schedule of 2023.)</p> <p>Meeting Minutes on the evidence-based decision making</p> <p><b>2. Learner complaints</b></p> <p>Complaint Policy and Procedure</p> <p>Staff Training in relevance</p> <p>Policy Display on campus</p> <p>Related Introduction through Orientation</p> <p>Part of the key policy contents included in the Student Handbook.</p> <p>Folder – Complaint Full Records</p> <p><b>3. Compliance with the Dispute Resolution Scheme</b></p>
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	<p><b>3. Compliance with the Dispute Resolution Scheme</b></p> <p>CNSSTEI has no Disputes so far, but we do have an established System in place, e.g. CNSSTEI DR Application Form.</p>	<p>CNSSTEI QMS</p> <p>Dispute Resolution Application Form</p>
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## 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)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p><b>1. Safe and inclusive communities</b></p> <p>To ensure a safe and inclusive community, CNSSTEI have been effective in preparing our learners to adapt to our Learning environment both onsite and online through Orientation, Learner's Needs Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p> <p>CNSSTEI Management Team and Tutors have signed Code of Ethics and attended regular trainings to ensure the safe and inclusive learning environment for our diverse learners.</p> <p>For campus-based education, we have been well implemented to achieve outcome with accessible learning environment.</p> <p>For online education, we have the online orientation, Zoom Manual and door-to-door delivery of learning resources and online activities. We have implemented to achieve the outcome but with a gap to provide full-range of digital learning tools, e.g. no digital homework system.</p> <p><b>2. Supporting learner participation and engagement</b></p> <p>CNSSTEI has been effective in supporting learner participation and engagement through establishing both onsite and online learning systems. Both systems effectively provide learners with Orientation, Learner's Needs</p>	<p><b>1. Safe and inclusive communities</b></p> <p>CNSSTEI QMS</p> <p>Student Handbook</p> <p>CNSST Code of Ethics</p> <p>Needs Analysis and Individualised learning plan</p> <p>Zoom Manual for students</p> <p>Online Tai Chi</p> <p>Online Tai Chi workshops</p> <p>CNSSTEI has advanced our use of data and technology in teaching, evaluation and data analysis: established both onsite and online education and student wellbeing support system for learner success; adopted an electronic evaluation system that timely collect feedbacks and auto data analysis.</p> <p><b>2. Supporting learner participation and engagement</b></p> <p>Need Analysis and Individual Learning Plan</p>

	<p>Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p> <p><b>3. Physical and digital spaces and facilities</b> CNSSTEI have been effective in providing physical and digital spaces and facilities for both onsite and online through Orientation, Learner's Needs Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p> <p>For campus-based education, we have been well implemented to achieve outcome by providing NZQA approved venue including both physical and digital spaces and facilities, e.g. safe and inclusive learning space with good ventilation, drinking facilities, computer lap and Wi-Fi access, etc.</p> <p>For online education, we have maintained quality education by providing one-to-one training and support to learners. We have established system including the online orientation, Zoom Manual and door-to-door delivery of learning resources and online activities such like Online Tai Chi, Online mental wellbeing workshop, etc. We have implemented to achieve the outcome but with a gap to provide full-range of digital learning tools, e.g. no digital homework system</p>	<p>Bilingual teachers</p> <p>Bilingual staff</p> <p>Bilingual teaching resources</p> <p>Collecting information in their native language</p> <p>Student Wellbeing Workshops presented in their native language</p> <p>Orientation</p> <p>Student Support Staff</p> <p>Student Wellbeing WeChat Groups</p> <p>Graduation Ceremony</p> <p><b>3. Physical and digital spaces and facilities</b> CNSSTEI has advanced our use of data and technology in teaching, evaluation and data analysis: established both onsite and online education and student wellbeing support system for learner success; adopted an electronic evaluation system that timely collect feedbacks and auto data analysis.</p> <p>One-to-one ZOOM Training and installation support</p> <p>ZOOM Manual for learners</p> <p>Digital support for the elder students.</p>
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		<p>Extended support to meet the digital technology needs of our students' learning and daily life CNSSTEI QMS</p> <p>Student Handbook</p> <p>CNSST Code of Ethics</p> <p>Needs Analysis and Individualised learning plan</p> <p>Online Tai Chi</p> <p>Online Tai Chi workshops</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p><b>I. Information for learners about assistance to meet their basic needs</b> CNSSTEI has been effective in enabling learners to identify and manage their basic needs through accurate, timely and tailored information in a culturally and linguistically appropriate way.</p> <ul style="list-style-type: none"> <li>• CNSSTEI adopted the learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health &amp; wellbeing, acculturation &amp; settlement, employment &amp; social participation, sense of belonging &amp; contribution to NZ.</li> <li>• CNSSTEI has its established information and support services database and booklet in English and Chinese, which are accessible to all students in needs of understanding NZ cultures or seeking for support through official channels.</li> <li>• CNSSTEI have bilingual student support worker</li> </ul>	<p><b>I. Information for learners about assistance to meet their basic needs</b> <b>CNSSTEI Learner-centric Education and Support Model</b></p>  <p>CNSST CNSST EDUCATION INSTITUTE</p>

## 2. Promoting physical and mental health awareness

CNSSTEI has been effective in assisting our learners to management their physical and mental health and to access support through the learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health & wellbeing, acculturation & settlement, employment& social participation, sense of belonging & contribution to NZ.

For instance, bearing in mind of the importance of our learners' physical and mental wellbeing, especially while doing online education, CNSSTEI has arranged online Taichi and online workshops including mental wellbeing workshop as preventative approaches on top of interventions to respond to urgent needs.

## 3. Proactive monitoring and responsive wellbeing and safety practices

CNSSTEI has been effective in proactive monitoring and responsive wellbeing and safety practices through the timely and accessible communication system (WeChat-based groups with tutor and student support worker in the group to identify issues and offer timely support), established monitoring system as well as the responsive learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health & wellbeing, acculturation & settlement, employment& social participation, sense of belonging & contribution to NZ.

An instance of this is the adaptable class schedule and the swift transition to an online delivery mode as one of the



Copy of New Zealand LINK

CNSST Student Support Worker

## 2. Promoting physical and mental health awareness

Online and onsite Workshops

Tai Chi Groups

Mental Wellbeing Workshops

Masks, hand sanitisers and PPEs

COVID Welfare Support and CCS Discretionary Fund

Essential food support and financial support for Cyclone and Flood impacted families

	<p>responses to adverse winter weather conditions in Auckland this year.</p>	<p>Door to door delivery of teaching resources</p> <p>Vaccination Information and booking support</p> <p>Student-friendly and Eye-Health-protected teaching adjustments</p> <p>Extra-curriculum activities</p> <p>Cross-team support SWCT</p> <p><b>3. Proactive monitoring and responsive wellbeing and safety practices</b></p> <p>WeChat-based groups with tutor and student support worker in the group to identify issues and offer timely support</p> <p>Risk Assessment and Responding system in place</p> <p>Emergency contacts required in the Health and Safety System</p> <p>CNSST Health and Safety Manual</p> <p>Individual Learning Programme with the Home Safety Inspection</p> <p>Hazard Checklist</p> <p>Local Medical Support Contact</p> <p>Monitoring System</p>
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		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)
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	<p>Even though there were not any international student's enrolment so far, CNSST EI's resources have been well maintained to achieve these outcomes:</p> <p><b>1) Student Orientation:</b> EI conducts comprehensive orientation that provide international students with essential information about safety, emergency procedures, and how to access support.</p> <p><b>2) Cultural Sensitivity and Inclusivity:</b> Foster a welcoming and inclusive environment. Ensure that staff, teachers and domestic students are culturally sensitive and respectful of international students' backgrounds and perspectives.</p> <p><b>3) Cultural and Social Integration:</b> Promote social integration by organizing marae visits, hosting cultural events, social gatherings, and opportunities for international and domestic students to interact and connect, which help the international students feel more secure and well settled.</p> <p><b>4) Collaboration with other TEOs</b> for further self-review:</p> <p>CNSST is both the external advisory committee member as well as board member for English language programme and School of Business &amp; Digital Technologies of MIT. The wellbeing and safety needs for international students were</p>	<p>Student Handbook</p> <p>CNSST EI student information pack</p> <p>Student Feedback Form</p> <p>CNSST Student Support Worker</p> <p>Cultural activities</p> <p>Immigration workshop</p>



	<p>part of the meeting agendas of the meetings with external educational providers.</p> <p><b>5) Dedicated Support Services:</b> Offer dedicated support services for international students, such as social work and counseling, health services and academic support.</p> <p><b>6) Rights and Obligations:</b> As a Fee-paying international student. Educate them to be compliant with their own visa condition and the risk of visa breach.</p>	
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>Current students and prospective students receive clear and accurate information from CNSSTEI, its courses and either educational services to enable them to make informed choices about their intended courses of study.</p> <ul style="list-style-type: none"> <li>• Full detailed information on courses in terms of start and finish dates, duration, hours of the course, course fees for both domestic and international students, courses description, entry criteria, employment and tertiary pathways are all available.</li> <li>• Full information on living costs and accommodation options, a variety of modes of transport and medical &amp; travel insurance costs are also available.</li> <li>• The student handbook provided to all students covering the withdrawal and refund policy, complaint procedures, fee protections, in-house rules and safety rules and summary of new Code of Practice.</li> </ul>	<p>Student Handbook</p> <p>CNSST EI student information pack</p> <p>Student Feedback Form</p> <p>Refund Policy</p> <p>Complaint Procedures</p>
<p><b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa</p>	<p>Although we currently do not have overseas international students, we are complaint with the process of this outcome to effectively achieve it.</p> <ul style="list-style-type: none"> <li>• The Education Institute provide detailed and clear information on courses and programmes structure, courses fees for both domestic and international students, courses descriptions, entry requirements, employment and tertiary pathways.</li> </ul>	<p>International Student Application Form</p> <p>Student's offer template</p>

	<ul style="list-style-type: none"> <li>• The Education Institute will assess each applicant's application form prior to the offer of place, which includes highest qualification, transcript, English proficiency, reference letter, if applicable, and previous forms are available in both Chinese and English. The options of English learning or an internal English test, if applicable will be given to the students if they fail to have proof of an English language proficiency test with an acceptable result.</li> <li>• The offer of place will be provided to students who meet all course requirements. The offer will clearly stipulate the course information, programme name, course commencement date, any conditions, such as tuition, and whether extra accommodation services are needed.</li> <li>• The Education Institute will enter into a contract with students once they accept the offer. The student support services staff will go through the content of the contract with the students. They will reiterate the consequences of in-house rules, student visa requirement and conditions, the attendance policy, academic expectations and declaration forms will be signed by the student.</li> </ul>	
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	<p><b>1. Comprehensive Orientation Programs:</b>  CNSST EI provide the comprehensive orientations programs for the students that cover practical information like academics as well as cultural and social aspects of living in New Zealand.</p> <p><b>2. Provide Clear and Accessible Information:</b>  CNSST EI provides all important information that are easily accessible to international students. This includes information on the institution's website, regular official wechat publication and newsletters and hard copy of student information pack.</p> <p><b>3. Regular Workshops and Seminars:</b>  CNSST EI will host workshops and seminars on topics relevant to both domestic and international students, such as</p>	Student Handbook  Student information pack  CNSST EI and CNSST website  Student Evaluation Form  Workshop and seminar  Staff List

	<p>visa regulations, part-time work opportunities, and cultural adaptation.</p> <p><b>4. Dedicated Staff:</b> CNSST EI has inhouse Licensed Immigration Adviser and Student Support Worker who are support international learners who encounter the needs and challenges.</p> <p><b>5. Feedback Mechanism:</b> CNSST EI has established channels for international students to provide feedback on the quality and effectiveness of the orientation and support services. Regularly analyse this feedback to make improvements.</p> <p><b>6. Supports from Parent Organisation:</b> CNSST, the parent organisation provides further support a career guidance, employment placement as well as employment rights and obligation, employment disputes and complaint procedure in NZ</p> <p>Students are provided with series of workshops and seminars by the specialist staff, such as Licensed Immigration Adviser, Registered Social Worker and Employment Coach. Students also have the opportunity to seek detailed advice from CNSST staff at any time they need it.</p>	
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p><b>1. Policies and Guidelines:</b> CNSST EI provides the clear safety policies and guidelines to international students, outlining the expected behaviours and safety protocols on and off campus.</p> <p><b>2. Emergency Response Plans:</b></p>	<p>CNSST EI Policy and Guildlines</p> <p>Student Evaluation Form</p> <p>Fire Drill Record</p> <p>Emergency Contact List</p>

	<p>CNSST EI establishes the well-defined emergency response plans, including procedures for public health, natural disasters, medical emergencies, and other emergency.</p> <p>EI also conducts regular safety drills or exercises to familiarize international students with emergency procedures.</p> <p><b>3. 24/7 Emergency Contacts:</b> CNSST EI provides international students with 24/7 emergency contact numbers so that students can be well informed of the support where it is necessary.</p> <p><b>4.Supervision and Feedback Mechanism:</b> CNSST EI implements a supervision system for international students to monitor their well-being and address any concerns they may have. EI establishes channels for international students to report safety concerns or provide feedback on safety measures.</p>	
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## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Professional training sessions for our teaching staff are conducted quarterly each year, and we understand the importance of tailoring some of these sessions to better address the unique needs of our senior cohort of students. One such targeted training is to focus on raising awareness about elder abuse.
<b>Outcome 2:</b> Learner voice	At this stage, communication with learners regarding the outcomes of their expressed learner voice is currently limited. However, we anticipate that implementing more comprehensive communication strategies with learners will not only encourage them to share their opinions but also actively engage in decision-making processes related to their learning experiences.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	The NZQA has recently approved and accredited the permanent online delivery mode for all NZCEL programs (excluding the Foundation program). As a result, we anticipate the need for a more robust digital learning environment that will significantly enhance our students' online learning experiences, fostering increased engagement and motivation in their studies.
<b>Outcome 4:</b> Learners are safe and well	Consultation with students and other stakeholder will be continued though no gaps identified yet.

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

	Identified gaps in compliance with key required processes
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Given that we have not enrolled any international students to date, effectiveness of this process can only be judged on the domestic students' feedback, who also undergo the same process.
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Given that we have not enrolled any international students to date, effectiveness of this process can only be judged on the domestic students' feedback as well as the feedback of the educational agents.
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Given that we have not enrolled any international students to date, effectiveness of this process can not be judged at this stage.
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Given that we have not enrolled any international students to date, effectiveness of this process can only be judged on the domestic students' feedback, who also undergo the same process.
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Given that we have not enrolled any international students to date, effectiveness of this process can only be judged on the domestic students' feedback, who also undergo the same process.

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Targeted training on senior abuse awareness	Grace; EI Team	June, 2024	The training schedule will be made in the year plan 2024 of EI team.	Feedback of the students
<b>Outcome 2:</b> Learner voice	Learner Voice Day will be set up twice in 2024.	Grace; EI Team	December, 2024	Two days (each in half a year) will be set up in the year plan 2024 of EI team.	Learner voice log; learners' feedback

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	We will implement strategies to bolster our digital learning environment, which will encompass training our teaching staff in effective online teaching and learning practices, and ensuring the regular updates of	Xiaoming Xun, EI Team	December, 2024	Record of professional development training, record of updates of online learning resources	Teachers' feedback, Learners' feedback

	our online learning resource repository.				
<b>Outcome 4:</b> Learners are safe and well	Consultation with students and other stakeholder will be continued.	Grace; EI Team	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Consultation log will be recorded and inform policies and practices.

#### 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
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Consultation with students.	EI Team	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Feedback of the students
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Consultation with students.	Marketing Manager	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Feedback of the students
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Consultation with Marketing Officer and	Student Support Coordinator	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Regular review of manual and policy



<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice		EI Team	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Feedback of the students
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Consultation with students.	EI Team Student Support Coordinator	December, 2024	Consultation schedule will be made in the year plan 2024 of EI team.	Regular review of manual and policy

