# 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!

# 2026 report

## TEO information

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| **TEO Name** | Languages International Limited | | | **MoE number** | 8544 | |
| **Code contact** | **Name** | Brett Shirreffs | | **Job title** | Marketing & Operations Director | |
| | **Email** | brett@languages.ac.nz | | **Phone number** | 093090615 | |
| **Current enrolments** | **Domestic learners** | **Total #** | 49 | **18 y/o or older** | 49 | |
| | | | | **Under 18 y/o** | 0 | |
| | **International learners** | **Total #** | 588 | **18 y/o or older** | 561 | |
| | | | | **Under 18 y/o** | 27 | |
| **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)** | Brett Shirreffs | | | | | |

## 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:**<br>A learner wellbeing and safety system | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 2:**<br>Learner voice | (Well implemented) / Implemented / Developing / Early stages |

### Wellbeing and safety practices for all tertiary providers

| | Rating |
|---|---|
| **Outcome 3:**<br>Safe, inclusive, supportive, and accessible physical and digital learning environments | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 4:**<br>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:**<br>Responding to the distinct wellbeing and safety needs of international tertiary learners | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 9:**<br>Prospective international tertiary learners are well informed | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 10**:<br>Offer, enrolment, contracts, insurance and visa | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 11:**<br>International learners receive appropriate orientations, information and advice | (Well implemented) / Implemented / Developing / Early stages |
| **Outcome 12:**<br>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:**<br>A learner wellbeing and safety system | Dedicated Student Support Services team with a proactive approach to supporting each learner means that students feel welcomed and included. | Comprehensive information in public (website) and via well-informed agents.<br>Initial student orientation then feedback conducted at multiple points, initiated by the organisation; and learners encouraged to give feedback in formal or less formal ways. |
| **Outcome 2:**<br>Learner voice | Learners are encouraged to engage with the organisation at all levels. | The atmosphere of the school, both administratively and educationally, prioritises learner communication. Support by staff speaking learners' native languages also encourages pastoral communication by learners. |

## 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:**<br>Safe, inclusive, supportive, and accessible physical and digital learning environments | As a multi-cultural organisation by nature, respect and inclusion for all learners and staff are encouraged and supported on-site and in all facets of communications. | Physical facilities for all levels of access. Guiding materials for all students prioritise respect for others above all else. Multi-lingual online materials as well as first-language pastoral support. |
| **Outcome 4:**<br>Learners are safe and well | Learners feel well-supported by academic and administrative staff, and in accommodation. | Formal feedback gathered from learners in initial ('2nd-week interview'), medial (midway pastoral interviews, in-class academic feedback, teacher-student interviews) and final ('Leaving questionnaire') stages. Continuous less formal feedback through any and all contacts with staff. |

## 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 learners, the overwhelming majority of leaners at this institution, feel well-supported by academic and administrative staff, and in accommodation. | Feedback mechanisms detailed above. First-language support for most learners is a standard feature. |
| **Outcome 9:** Prospective international tertiary learners are well informed | Prospective learners have access to comprehensive online information directly from the school and from a range of third parties, and through a network of well-trained language-travel agents/counsellors. | Feedback gathered from learners, in particular that gathered during first-day orientation and in follow-up '2nd-week interview'. Regular communication with approved language-travel agencies. |
| **Outcome 10**: Offer, enrolment, contracts, insurance and visa | Well-designed processes are followed. Comprehensive records are stored electronically. | Manual and electronic applications forms are used to gather required information in order to enrol learners. All records of applications, offers, insurance and visas, as well as subsequent additions and changes, are stored in a cloud-based, MFA-secured SMS. |
| **Outcome 11:** International learners receive appropriate orientations, information and advice | Learners receive detailed information and support at all stages of their connection with the institution. | Learners receive pre-arrival information regarding their first day at school and, where appropriate, their accommodation. Full-day orientation is conducted at the school on learners' first day, including a session conducted in their first language. Follow-up interviews on pastoral and academic matters are conducted regularly and recorded in the SMS. |

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|---|---|---|
| **Outcome 12:**<br>Safety and appropriate supervision of international tertiary learners | Learners are given comprehensive advice about pastoral issues and, where appropriate, supervision. | Advice and links to further resources are given to learners via websites, guidebooks and from staff. Under-18 learners (approx.. 3½% of our total in 2024) are required to agree to an additional set of rules, co-signed by parents, regarding restrictions on their activities; and all staff are made aware of which learners are under 18 at any given time. |