

2024

**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!

Self-review report for 2024

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	LAIDLAW COLLEGE			MoE number	8563
Code contact	Name	Nalini Vijaykumar		Job title	Academic Registrar
	Email	nvijaykumar@laidlaw.ac.nz		Phone number	09 8367826
Current enrolments	Domestic learners	Total #	686	18 y/o or older	681
				Under 18 y/o	5
	International learners	Total #	10	18 y/o or older	10
				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)	Jenny Mackie and Nalini Vijaykumar				

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	Implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

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

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Not applicable
Outcome 6: Accommodation administrative practices and contracts	Not applicable
Outcome 7: Student accommodation facilities and services	Not applicable

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
Outcome 9: Prospective international tertiary learners are well informed	Well implemented

Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented

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	<p>Staff work across teams (admissions, academic and pastoral support, teaching staff) to respond to the diverse needs of learners. (more details outlined in part 3)</p> <p>Laidlaw implemented a strategic goal in 2024 of conducting regular reviews of the Code of Practice requirements, by reviewing a Part of the Code at each meeting. This has led to more effective and timely responses to gaps identified rather than at an annual review.</p> <p>A strategic goal for 2022-2025 was to ensure all student accommodation was safely phased out by November 2023. Laidlaw staff facilitated meetings between students in accommodation and the new owner of the Laidlaw buildings to ensure a smooth transition for those students who wanted to stay in former Laidlaw accommodation.</p> <p>Self-review reports and strategic goals published on Laidlaw’s website.</p> <p>A “mental health and safety” committee of pastoral staff across Auckland and Christchurch campuses meets six-weekly to talk over learners’ wellbeing and safety, to identify</p>	<p>Student satisfaction is measured by orientation and end-of-semester surveys. End-of-year survey in November 2023 showed a 90.3% satisfaction rate in answer to the question, “Overall how well are you satisfied with your study experience at Laidlaw?”</p> <p>Minutes of Code of Practice Review meetings.</p> <p>All students who wished to remain in accommodation were issued with new tenancy agreements by new owner, and bonds transferred. Paperwork on file with CFO.</p> <p>https://www.laidlaw.ac.nz/evaluation-and-review/</p> <p>Minutes of Meeting of “Mental Health and Safety” Committee</p>

	<p>any trends that may be emerging, and ensure consistency of approach between campuses.</p> <p>Training for staff occurred in 2024 in the areas of: (1) reminder of Laidlaw’s obligation under the Code through a quiz and Teams messages in April, and in individual orientation sessions with new staff; (2) Mental Health First Aid certificate completed by 16 student-facing operational staff in June; Referral pathways for mental health providers updated annually and kept in Staff Corner of Teams; Privacy and safe handling of personal information reminder to staff is done annually by the Privacy Committee; People Managers participated in a workshop on Te Tiriti and te reo Māori. The need to have a training plan covering the various training needs for staff, including new staff, has been identified as a gap and will be a goal for 2025.</p> <p>No critical incidents or emergencies were recorded for 2024. A gap was identified in the need to update the critical incidents and emergencies procedures manual with the move to the new campus. Consultants have made an initial report.</p>	<p>Teams’ messages, Mental Health First Aid certificates, Counselling & Mental Health Helplines document</p>
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<p>Outcome 2: Learner voice</p>	<p>Laidlaw has dedicated staff for Māori, Pasifika, International, and Partnership students and students with disabilities.</p> <p>Student leaders in Christchurch and Henderson meet regularly with Laidlaw staff. Weekly meetings of Henderson campus student leaders in 2024 have provided valuable feedback in matters relating to the new campus, with changes made in response to feedback received. A student representative sits on the National Governing Council, the National Academic Committee, and Postgraduate Committee. Each provides a report to these groups on behalf of students.</p> <p>Student leaders in both Henderson and Christchurch were consulted about the 2025 Student Services Fee, with the Henderson Student Leaders proposing a 5% increase.</p> <p>Student Orientation Handbooks, General Information and Regulations, and the Complaints Process on the Laidlaw website were updated in 2024 to include the new Study Complaints resolution service. The 2023 review revealed a gap in not having a centralised complaints register, and this was set up as a locked Team in 2024 and is being utilised across the schools. To date, all complaints have been resolved without escalation beyond the Academic Dean.</p> <p>A gap in the requirement to publicise complaints and resolution on the College’s website was identified and will be done at the end of this academic year.</p>	<p>Minutes of Meeting Student Reports to NGC, NAC & PGC</p> <p>Minutes of Henderson Student Leader meeting 4/9/2024</p> <p>Orientation Handbooks, General Information and Regulations, Laidlaw website: https://www.laidlaw.ac.nz/complaints-process/</p> <p>Complaints Register - Teams</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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>An orientation session with the Academic Dean & Student Dean includes conversation around awareness of diversity of views, and cultures, among the student body, as well as managing expectations. School of Theology included a session in their Semester 2 Orientation about how to respond, and stay in relationship with, those who have differing theological views.</p> <p>Pacific Language Weeks are acknowledged through display of flags, newsletter notices, and food at morning tea or lunch across campuses. Te Wiki o te reo Māori was highlighted through posters, daily kahoot quizzes, display of resource language cards, and food – with te reo Māori used in waiata at regular community lunches, and in signage. A te reo Māori waiata book and prayer book, is used at pōwhiri, chapels and other community events. Both Henderson and Christchurch campuses celebrated our cultural diversity at respective Cultural Nights on campus through food and concert items (which included family members).</p> <p>Almost all undergraduate students across Theology, Education and Counselling complete a compulsory Bicultural course as part of their programme, which includes an overnight noho marae stay.</p> <p>Student Support staff, including Māori and Pasifika staff, are available in person or by Teams chat. A private Teams channel is</p>	<p>Orientation programme Feedback from student leaders (minutes) Orientation surveys</p> <p>Te reo Māori songbook, He Pukapuka Prayer Book End of Semester surveys Cultural Night attendances Facebook posts after the event</p>

	<p>maintained between support staff and lecturers if there is particular concern over a student's progress. A Grade and Student Review at the end of each semester is another avenue to highlight any students struggling who need additional support, or a change to their programme.</p> <p>A health and safety committee meets 6-weekly to oversee the physical health and safety of the Henderson and Christchurch campuses. Minutes are documented with the National Governing Council.</p> <p>Specific orientation sessions are held on-line for distance learning students, with Student Support and the Library also running on-line workshops in the evenings in each semester. A monthly newsletter for DL students is circulated.</p> <p>With the transition to a new Henderson campus, student feedback has been sought through a 'suggestion box' in the student kitchen and through weekly student leader meetings. This has led to changes in furniture layout, the provision of a snack and drink vending machine (with student leaders deciding items stocked), and the setting aside of a studio room as an additional quiet study space, to name a few.</p>	<p>Minutes of Grade and Student Review meetings</p> <p>HAS Committee minutes</p> <p>Student Leader minutes</p>
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<p>Outcome 4: Learners are safe and well</p>	<p>A Student Welfare Fund is maintained by the Christchurch Campus Coordinator and Auckland Student Dean, with students either self-referred or via Student Support staff. Assistance is given by way of supermarket vouchers, or funds allocated to meet a specific need. A student-initiated “grace table” is available in the Student Kitchen (Henderson) where staff/students give what they can and take what they need.</p> <p>The Laidlaw website directs applicants and students seeking accommodation to sites such as CANZ or TradeMe. The Student Dean in Auckland also assists with enquiries regarding accommodation at the former Laidlaw campus, and posts accommodation availability on the Community Facebook pages in Auckland and Christchurch.</p> <p>Mental Health Week was adopted by both Henderson and Christchurch with various activities run.</p> <p>Student counsellors are available to meet students in-person or by Zoom/phone. This is a free service to all students, with Counsellors reporting any concerns to Student Dean/Campus Coordinator.</p> <p>“How to get help” is a section on Moodle listing staff available for students needing academic or pastoral support. Support staff are introduced to students at on-campus orientations and at Distance Learning orientations on Zoom each semester. A gap was identified in that no information was given on this page as to who</p>	<p>Student Hardship spreadsheet records.</p> <p>Newsletter notices advising process for students experiencing hardship.</p> <p>https://www.laidlaw.ac.nz/campuses/</p> <p>Minutes of Mental Health & Safety Committee meeting 16/10/24</p> <p>Advertised in Orientation Handbooks and in regular newsletters to students, and on TV screen in Henderson.</p> <p>File notes.</p> <p>https://learn.laidlaw.ac.nz/my/</p>
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	<p>a student contacted if they had concerns about another student. This is currently being addressed.</p> <p>An emergency contact person is requested in the application form. A gap was identified at a Code self-review meeting that the circumstances in which this person can be contacted needed to be outlined in the application form. This is currently being actioned.</p> <p>Applicants with identified risks (eg. Indication of mental health issues, or disability) are flagged at application with notification made to the Student Support Manager.</p> <p>In our regular Code Review meetings, a goal has been identified for 2025 to beef up our orientation page on the website to include helpful resources/information before a student arrives.</p> <p>Student Support staff have the flexibility to offer an Individual Learning Plan for any student whose study is interrupted by circumstances outside of their control.</p>	<p>A new code 2.7 SPECAC has been set up on ebs, our SMS. The Admissions Coordinator sets an applicant on 2.7 if they declare a disability in the application form. If a disability is disclosed at a later date the Disability Support person is notified via email or Teams.</p> <p>Record of individual learning plans.</p>
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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	An International Student Team (Academic Registrar, Student Dean, Admissions Coordinator, Christchurch Campus coordinator) provide support for students studying on student visas. Due to our small number of international students, each student is known by staff with regular informal conversations, and some organised gatherings over lunch or morning tea.	International Student staff profiled in Orientation Handbooks and introduced on arrival on campus (if not before via email/zoom at entry interview).
Outcome 9: Prospective international tertiary learners are well informed	<p>A section on the Laidlaw website is devoted to information for international learners. This section includes the information outlined in Outcome 9, Process 1 of the Code and is in the annual audit cycle to check accuracy.</p> <p>An additional step to the applications process of meeting over zoom with international applicants has continued to be embedded during 2024 to ensure applicants' expectations around accommodation, costs, part-time work, study load, etc, are understood.</p> <p>A gap has been identified in our process to follow up in one-on-one interviews with new international students 3-4 weeks into semester, which needs reinstating now that we have new international students enrolling post-Covid.</p> <p>Laidlaw's policy is not to contract agents.</p>	<p>https://www.laidlaw.ac.nz/internationals/</p> <p>Meeting template is completed after each Zoom with applicants.</p>

<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>English Language Test requirements ensure applicants with the correct English language proficiency enter appropriate programmes. Interviews over Zoom with Laidlaw staff also check applicants' comprehension and speaking ability, and the educational outcome sought. A sign-off by each Head of School is completed as the final step before an Offer of Place is issued.</p> <p>Information needing to be provided as outlined in Outcome 10, Process 2 is either included with the contract or on the international student section of the website and is checked for accuracy as part of the annual audit and SDR cycle.</p> <p>The Offer of Place includes the information and terms outlined in Outcome 10, Process 3 of the Code. Information around the college's disciplinary process is also included in the General Regulations.</p> <p>An Offer of Place is not sent to an applicant until evidence of Insurance covering travel and medical treatment/repatriation, etc, is received (with the College's preferred provider Unicare).</p> <p>Student Fees are protected by Public Trust, with refund policies clearly outlined in the Fees Schedule and on the Offer of Place. In 2024, no international student sought to withdraw, and therefore no notifications to INZ were needed.</p>	<p>English Language Test results. Completed zoom templates with applicants.</p> <p>Signed Offer of Place/contracts Year Planner 2024 Compliance Calendar</p> <p>Offer of Place General Regulations</p> <p>On file</p> <p>https://www.laidlaw.ac.nz/fees/</p>
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<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>Information for international learners is provided via a dedicated section on the College's website, with accuracy checked in the annual audit process. Further clarification of a learners' understanding of cost of living, accommodation, and part-time work is explored during the zoom interview.</p>	<p>https://www.laidlaw.ac.nz/internationals/ Completed Interview Template.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>It is Laidlaw's policy not to accept international students under the age of 18 years.</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	<p>The strategic goals and plans to be reviewed and developed for 2025 in response to gaps identified in this review.</p> <p>A multi-year training plan cycle for staff will be developed in consultation with Human Resources to ensure a consistent responsive wellbeing and safety system at Laidlaw.</p> <p>The consistency of orientation of new staff to the Code, and access to resources, will be strengthened by the production of a summary of Laidlaw’s processes in meeting the requirements of the Code.</p> <p>The Critical Incident and Emergencies Procedures manual to be updated given the move to a new campus (Henderson).</p>
Outcome 2: Learner voice	<p>A summary of complaints received and the learner experience with the complaints process and their outcome for 2024 needs to be made available on Laidlaw’s website at the end of the academic year.</p>

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	<p>Training of staff to recognise and respond effectively to harassment, racism, abuse or bullying to be included in the training plan cycle.</p>
Outcome 4: Learners are safe and well	<p>The circumstances in which a student’s nominated contact person is contacted in relation to their wellbeing and safety is not currently explained in the application process. This will be included on the application form under the request for a nominated contact person.</p> <p>The “I need help who do I ask” section on Laidlaw’s Moodle page is to be updated to include, “who do I ask if I have concerns about another student’s wellbeing?”.</p> <p>A goal has been identified for 2025 to beef up our orientation page on the website to include helpful resources/information before a student arrives.</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>	<p>See Outcome 9 below, as this also addresses Outcome 8.</p>
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>A gap has been identified in our process to follow up in one-on-one interviews with new international students 3-4 weeks into semester, which needs reinstating now that we have new international students enrolling post-Covid. The interview template will also be circulated to any partners accepting international students.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>No identified gaps in compliance with key required processes as Laidlaw's audit cycle checks these areas for accuracy.</p>
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>As per Outcome 4, a goal has been identified for 2025 to beef up our orientation page on the website to include helpful resources/information before a student arrives. This will also be helpful to international students.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>Not applicable – Laidlaw does not accept international students aged under 18.</p>

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	The strategic goals and plans to be reviewed and developed for 2025 in response to gaps identified in this review.	Student Dean	30/11/2024	Consult with COO, Academic Registrar, and Student Presidents in developing goals for 2025 and beyond. The strategic goals and plans to be presented to the Senior Leadership Team for approval.	Goals are published on the Laidlaw website before the beginning of 2025.
	A multi-year training plan cycle for staff will be developed in consultation with Human Resources to ensure a consistent responsive wellbeing and safety system at Laidlaw.	Student Dean/ Academic Registrar	End of 2024	Consult with Human Resources Manager. Training plan presented to Chief Operating Officer for approval.	A training plan for 2025 posted in Laidlaw Leadership Group and included in annual calendar.

	A summary of Laidlaw's processes in meeting the requirements of the Code to be produced for orienting new staff.	Student Dean	By end 2024	Consult with Academic Registrar. Presented to Human Resources Manager for approval.	Summary produced and implemented by beginning 2025.
	Emergency Management Plan produced by consultants to be reviewed by HAS Manager/Student Dean and implemented.	HAS Manager/CFO	By 1 February 2025	Review by HAS Manager/Student Dean – approved by COO	Updated Emergency Management Plan approved and uploaded to Staff Teams.
Outcome 2: Learner voice	A summary of complaints received and the learner experience with the complaints process and their outcome for 2024 to be written and published on website.	Student Dean	30/11/24	Sent to Academic Dean for approval.	Published on website by mid-December 2024.

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	To explore summarising Academic Dean’s Orientation session on “Managing Expectations” and “Receiving Feedback” in Orientation section on website and/or Orientation Handbook as a way of ensuring consistency across campuses.	Student Dean	Mid-Dec 2024	To discuss feasibility with Academic Dean – either written or video explanation.	A brochure or video is produced for 2025 academic year.
Outcome 4: Learners are safe and well	The circumstances in which a student’s nominated contact person is contacted in relation to their wellbeing and safety is to be included on the application form.	Academic Registrar	30/10/24	Academic Registrar to consult with Programme Delivery Lead	Statement is included in application form.
	The “I need help who do I ask” section on Laidlaw’s Moodle page is to be updated to include “who do I ask if I have concerns about	Student Support Manager	30/10/24	Student Support Manager to consult with Moodle designer	Section successfully updated.

	another student's wellbeing".				
	The orientation page on the website is to be updated to include other helpful resources/information before a student arrives.	Student Support Manager	By 31/01/25	In consultation with Student Dean, Academic Registrar and Christchurch Campus Coordinator, and student leader representative. Admissions staff to be notified once website is updated.	Questions from applicants lessen with information on website.

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	Outcome 8 action also falls under Outcome 9				
Outcome 9: Prospective international tertiary learners are well informed	One-on-one interviews with new international students to be held 3-4 weeks into semester	Student Dean	ongoing	Student Dean to designate staff to conduct interviews and collect completed interview forms.	Interviews successfully completed. International students report a clear understanding of Laidlaw policies, driving and employment laws, etc.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Nil – covered under usual audit cycle.				
Outcome 11: International learners receive appropriate orientations, information and advice	As per Outcome 4 – orientation page to be beefed up to include more resources/info for new students.				International students show a clearer understanding of Laidlaw processes/NZ laws when interviewed within 3-4 weeks of semester start.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Not applicable.				