

ZINZ Internal Self-Review

Code Self-Review – Self-Review Report

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

Guidelines

This form is developed based on the self-review toolkit published by [NZQA](#). Use this optional template to shape our summary self-review report on our self-review of performance against the requirements of the Code.

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TEO Information

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Current enrolments	Domestic learners	Total #	7	18 y/o or older	7
				Under 18 y/o	0
	International learners	Total #	91	18 y/o or older	88
				Under 18 y/o	3
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)	Terry Xu				
Report Period	01/05/2023 – 30/04/2024				

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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	Implemented
Outcome 4: Learners are safe and well	Well implemented

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	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	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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>The organisation effectively collaborates with learners and stakeholders to develop and review learner wellbeing and safety strategic goals and plans. This is achieved through a structured approach that includes quarterly student evaluation surveys, exit surveys, and teacher meetings to identify specific needs and areas for improvement. Feedback from these sources is systematically integrated into strategic planning to ensure alignment with the evolving needs of learners.</p>	<p>The effectiveness of this approach is confirmed by comprehensive student evaluations, which gather both quantitative and qualitative data. Recent evaluations show an 85% satisfaction rating for the support received, highlighting the organisation's effective whole-of-provider approach. These outcomes are reviewed by the Director of Studies, who ensures that any concerns are addressed in quarterly teacher meetings. Additionally, the strategic plan is reviewed every three years, with student evaluation data diligently summarised to track progress and inform decision-making.</p>
<p>Outcome 2: Learner voice</p>	<p>The organisation's approach to understanding and engaging with learner voices is well implemented. Through quarterly student evaluations, learners are encouraged to share their experiences and provide feedback on both academic and personal aspects. The institution also fosters an open communication culture, where students feel comfortable approaching staff with concerns, contributing to a family-like environment.</p>	<p>Student evaluations show high levels of satisfaction with 81% overall satisfaction for learning support and 92% for support received from teachers. This ongoing engagement is further evidenced by regular summaries of student evaluations, which are discussed in teacher meetings and used to adapt teaching methods and support services. Additional support mechanisms, such as informing students about complaint procedures during orientation, empower learners to voice their concerns effectively.</p>

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>The organisation maintains a secure and inclusive learning environment through regularly updated safety protocols, 24/7 emergency support, and orientation sessions that cover key safety information. Regular reviews of safety procedures and updates to the student handbook further ensure that students are aware of the available support resources.</p>	<p>The effectiveness of these practices is demonstrated by the feedback collected through student evaluations and orientation checklists, confirming students' understanding of safety and inclusivity protocols. The student handbook, which is regularly reviewed and updated, includes comprehensive information on health and safety practices. Additionally, signed acknowledgment forms from students indicate they have read and understood the handbook content, contributing to a secure environment that fosters positive learning experiences.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>The organisation proactively monitors learner wellbeing, providing resources that support both physical and mental health. This includes a comprehensive student handbook, regular health and safety workshops, and 24/7 emergency support, ensuring students can access help when needed.</p>	<p>The effectiveness of these initiatives is assessed through quarterly student evaluations, which provide insight into student satisfaction regarding health and wellbeing support. Feedback from health workshops and emergency support utilization records further confirm that students feel well-supported. The student handbook, accessible across platforms like Moodle, is regularly updated to ensure the relevance and accuracy of health-related information, helping students stay informed about the resources available to them.</p>

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	The organisation addresses the unique needs of international learners through a dedicated support structure that includes 24/7 emergency assistance, tailored support resources, and staff trained in handling issues specific to international students. Regular orientations and detailed health and safety information ensure that international learners feel prepared and supported throughout their studies.	Student evaluations and feedback during orientation confirm that international learners feel well-informed and supported. The 24/7 emergency response records, alongside the periodic reviews of student satisfaction, reflect the institution's readiness to respond to international students' needs. The student handbook and orientation materials are reviewed to provide relevant and accessible information on wellbeing and safety, with feedback showing high levels of satisfaction from international learners.
Outcome 9: Prospective international tertiary learners are well informed	The organisation ensures that prospective international learners receive clear, accessible, and comprehensive information through well-maintained marketing materials, regular updates to the website, and consistent engagement with education agents. These efforts aim to help prospective students make informed decisions regarding their study options.	The effectiveness of this approach is supported by quarterly student evaluations and positive feedback from both agents and students, indicating satisfaction with the clarity and sufficiency of the information provided. The organisation conducts annual reviews of all promotional materials and engages in regular communication with agents, ensuring they have up-to-date information to share with prospective students. Additionally, the enrolment agreement is regularly reviewed to align with best practices, providing a reliable foundation for informed enrolment decisions.
Outcome 10: Offer, enrolment, contracts, insurance and visa	The organisation provides comprehensive information through multiple channels (e.g., website, social media, enrolment forms) to ensure that international learners make informed enrolment decisions and understand contract obligations. Regular reviews of the enrolment contract and procedures ensure alignment with NZQA	The effectiveness of this process is confirmed by positive feedback from students and agents about the clarity of information provided, as well as quarterly evaluations that collect both qualitative and quantitative feedback. The regularly updated student handbook and Quality Management System reflect adherence to requirements and confirm that

	requirements and market standards, while insurance compliance checks help confirm students are adequately covered.	necessary information reaches all students, with signed acknowledgments showing that students have understood their obligations
Outcome 11: International learners receive appropriate orientations, information and advice	The organisation's orientation programme and ongoing advice effectively support the achievement, wellbeing, and safety of international learners. A comprehensive orientation process covers emergency procedures, wellbeing support, and essential academic information, while multilingual resources ensure accessibility for learners with varying English proficiency. Elements of Māori culture and Te Tiriti o Waitangi principles are incorporated to promote cultural understanding.	Student feedback, orientation checklists, and signed acknowledgments confirm that international learners feel prepared and well-supported. Additionally, feedback collection and monitoring of the orientation process ensure relevance and effectiveness. The QMS and student handbook are reviewed regularly, maintaining alignment with evolving needs and ensuring compliance with NZQA standards
Outcome 12: Safety and appropriate supervision of international tertiary learners	The institution's procedures for ensuring the safety and appropriate supervision of under-18 international learners are robust. Safety audits and compliance reviews are conducted annually, while regular direct communication with guardians ensures they are updated on students' wellbeing and accommodation conditions.	The QMS documents procedures that align with regulatory requirements for under-18 learners, and annual reviews ensure continued effectiveness. Feedback from guardians on communication practices is positive, confirming satisfaction with safety measures. Plans to further strengthen practices include implementing additional safety audits and training for caregivers to enhance emergency response capabilities.

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	Due date	Measures of success
<p>Outcome 1: A learner wellbeing and safety system</p>	<p>Enhanced Supervision in Evaluations: Assign teachers to supervise evaluations in classes they do not teach to increase student comfort and improve the authenticity of responses. This will ensure reliable data to refine wellbeing strategies.</p> <p>Quarterly Learner Feedback Forums: Introduce quarterly forums led by student council members or class representatives to facilitate in-depth discussions on wellbeing topics. These forums will complement formal evaluations and provide immediate insights into student needs.</p> <p>Anonymous Feedback Portal: Develop an anonymous feedback portal on the institution's website to allow students a private channel for voicing concerns. This will encourage more open feedback and support responsive adjustments to wellbeing practices.</p> <p>Integration of Wellbeing Metrics: Establish specific wellbeing metrics, such as student satisfaction rates and response times for safety incidents, within the strategic plan to track continuous improvement.</p>	<p>31/11/2024</p> <p>31/01/2025</p> <p>31/03/2025</p> <p>31/05/2025</p>	<p>Improved Data Quality from Evaluations: Enhanced supervision and multilingual support lead to a more accurate and diverse representation of student needs in evaluations, with feedback indicating increased comfort and engagement.</p> <p>Student Engagement and Satisfaction: Quarterly feedback forums and the anonymous feedback portal demonstrate high participation and satisfaction, with positive trends in student-reported safety and wellbeing outcomes.</p> <p>Wellbeing Metrics Tracking: Regular analysis of wellbeing metrics shows consistent improvement in student satisfaction and a reduction in response times for wellbeing issues, demonstrating effective alignment with strategic goals.</p>
<p>Outcome 2: Learner voice</p>	<p>Broaden Feedback Collection with Multi-Language Support: Offer multi-language options in evaluation forms and provide guidance to ensure that students with varied language abilities can fully participate. This approach upholds the mana of all students by enabling them to communicate their needs effectively and with dignity.</p>	<p>31/03/2025</p>	<p>Enhanced Accessibility and Inclusivity in Feedback: Multi-language support in evaluations shows increased engagement from students with diverse language backgrounds, evidenced by comprehensive and diverse feedback.</p>

	<p>Integrate Te Ao Māori Wellbeing Practices: Introduce wellbeing practices grounded in Te Ao Māori, such as karakia (prayers) and whakawhanaungatanga (relationship-building), within group activities to foster cultural respect and inclusivity. This honors Te Tiriti o Waitangi by embedding Māori values within learner wellbeing practices.</p>	31/03/2025	<p>Cultural Integration in Wellbeing Activities: Participation and positive feedback on Te Ao Māori wellbeing practices, indicating that students appreciate the inclusion of Māori values and feel a deeper cultural connection.</p>
	<p>Ongoing Treaty Education for Staff and Students: Conduct regular educational sessions on Te Tiriti o Waitangi for staff and students to strengthen their understanding of its principles and ensure alignment with culturally respectful and inclusive practices.</p>	31/03/2025	<p>Cultural Awareness and Knowledge Growth: Feedback from Treaty education sessions reflects increased awareness and respect for Māori culture, with both staff and students expressing a deeper understanding of Te Tiriti o Waitangi principles.</p>
	<p>Incorporate Learner Autonomy into Strategic Planning: Formally incorporate principles of learner autonomy and mana enhancement into the strategic plan for wellbeing. This reinforces the organisation's commitment to student empowerment and ensures alignment with its strategic goals.</p>	31/05/2025	<p>Alignment with Strategic Goals: Annual reviews of the strategic plan demonstrate progress in fostering learner autonomy, inclusivity, and respect for diverse cultural voices, with documented updates showing that strategic goals are responsive to learner needs.</p>

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Due date	Measures of success
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Cultural Sensitivity Workshops: Implement regular cultural sensitivity workshops for both staff and students, focusing on Māori culture, Te Tiriti o Waitangi principles, and the diverse cultural backgrounds within the student body. These sessions will foster a more inclusive and positive learning environment.</p>	31/03/2025	<p>Increased Participation and Inclusivity: Cultural sensitivity workshops show high attendance and positive feedback from both students and staff, indicating a more inclusive environment that respects cultural differences.</p>
	<p>Digital Access to Safety and Wellbeing Resources: Enhance accessibility to wellbeing and safety</p>	30/04/2025	<p>Enhanced Digital Accessibility: Student surveys indicate increased accessibility to</p>

	<p>information by adding multilingual resources on the website and Moodle, ensuring that all learners, including those with lower English proficiency, have easy access to essential information.</p> <p>Partnerships with Māori Communities: Strengthen engagement with local Māori communities or cultural representatives to provide authentic cultural exchange opportunities. This aligns with the Treaty principles of partnership, participation, and protection and enhances cultural understanding.</p>		<p>multilingual safety and wellbeing resources on the website and Moodle, with feedback showing improved comprehension of essential information.</p> <p>Cultural Competency Growth: Participation in Te Tiriti o Waitangi sessions and partnerships with Māori communities reflect a growing cultural understanding among staff and students, with feedback indicating a stronger sense of inclusivity.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Regular Wellbeing Check-ins: Implement regular informal check-ins within each class, providing students with a safe space to discuss any wellbeing or learning-related challenges.</p> <p>Centralised Wellbeing Register: Develop a wellbeing register where teachers or support staff can log and track student wellbeing concerns and resolution progress. This centralized system will ensure consistent support and timely responses to student needs.</p>	<p>30/04/2025</p> <p>30/04/2025</p>	<p>Effective Support Through Wellbeing Check-ins: Regular check-ins show high student participation, with feedback reflecting satisfaction in accessing timely support for any challenges impacting their wellbeing.</p> <p>Consistent Issue Tracking in the Wellbeing Register: The wellbeing register demonstrates thorough documentation of student issues and timely resolutions, with regular reviews showing high effectiveness in addressing wellbeing concerns.</p>

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

	Action/s to be taken	Due date	Measures of success
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>Interactive Orientation Modules: Implement multimedia orientation modules, incorporating videos, role-play scenarios, and interactive activities that reinforce safety and wellbeing information. These modules will make it easier for international students to absorb essential information about living and studying safely in New Zealand.</p> <p>Appoint Cultural Liaisons and Provide Language Support: Designate staff members as cultural liaisons to support international students in adapting to their new environment. These liaisons will provide ongoing guidance and language support throughout the students' study period, especially during orientation.</p>	<p>30/04/2024</p> <p>30/04/2024</p>	<p>Engagement and Satisfaction in Orientation: Post-orientation surveys reflect high engagement and understanding of safety and wellbeing practices, with feedback indicating that the interactive modules are effective in delivering essential information.</p> <p>Enhanced Support and Satisfaction from Cultural Liaisons: Feedback from students, especially those with limited English proficiency, shows satisfaction with the support from cultural liaisons. Positive responses highlight increased confidence in navigating the new environment.</p>
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>Enhanced Digital Information Access: Develop virtual campus tours, student testimonials, and a detailed FAQ section on the website to give prospective students a realistic and accessible view of the learning environment and support services. These enhancements will help students make informed enrolment decisions.</p> <p>Targeted Surveys for New Students: Implement a survey for newly enrolled students to assess how informed they felt before arrival and whether the actual experience matched their expectations. Insights from these surveys will guide updates to marketing and orientation materials.</p>	<p>31/05/2024</p> <p>30/04/2024</p>	<p>Increased Engagement with Digital Information: Website analytics show consistent engagement with virtual tours, testimonials, and the FAQ section. Survey feedback from prospective students indicates that these resources effectively supported their decision-making.</p> <p>Alignment of Expectations with Reality: Targeted surveys for new students reveal high alignment between pre-arrival expectations and the actual student experience. Feedback indicates that marketing materials effectively set realistic expectations for incoming students.</p>
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>Simplified Guides for Parents and Guardians of Under-18 Students: Develop guides tailored for parents or guardians of students under 18, explaining</p>	<p>31/05/2024</p>	<p>Parental/Guardian Confidence in Enrolment Decisions: Survey responses from parents or guardians of under-18</p>

	<p>enrolment and insurance terms in clear language. This resource ensures they fully understand the enrolment process and expectations, supporting well-informed decisions.</p> <p>Te Tiriti o Waitangi Awareness in Enrolment Materials: Incorporate introductory information on Māori culture and Te Tiriti o Waitangi in enrolment materials to introduce students to New Zealand’s cultural context, ensuring that international learners understand the cultural principles they will experience.</p>	<p>31/05/2024</p>	<p>students confirm that the simplified guides are effective in clarifying contract terms, insurance requirements, and expectations.</p> <p>Cultural Awareness Among New Students: Feedback from students indicates that information on Māori culture and Te Tiriti o Waitangi was valuable in their orientation process, showing an improved cultural understanding and appreciation.</p>
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>Multilingual Orientation Materials: Translate key orientation documents and materials into the primary languages spoken by international students to ensure full comprehension, especially for those who may face language barriers during initial adjustment.</p> <p>Expanded Māori Cultural Content in Orientation: Include activities or workshops during orientation that allow international students to learn about Māori traditions, values, and New Zealand’s cultural heritage, such as guided tours or Māori-led workshops.</p>	<p>30/04/2024</p> <p>31/05/2024</p>	<p>Increased Accessibility through Multilingual Resources: Survey responses show that students from diverse linguistic backgrounds find the orientation materials helpful and easy to understand, improving their comfort and preparedness.</p> <p>Cultural Understanding and Engagement: Positive feedback from orientation activities focused on Māori culture shows increased student awareness and respect for New Zealand’s cultural heritage. Students report feeling better connected to local traditions and values.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>Regular Wellbeing Check-ins for Under-18 Students: Implement regular wellbeing check-ins for students under 18, providing regular opportunities for students to voice concerns about their accommodation, which will support early detection of potential issues.</p> <p>Anonymous Accommodation Feedback Mechanism: Establish an anonymous feedback system for students to share insights on their accommodation experience, ensuring students feel</p>	<p>30/04/2024</p> <p>30/04/2024</p>	<p>High Engagement in Monthly Wellbeing Check-ins: Feedback from under-18 students during monthly check-ins reflects high engagement and satisfaction, with any accommodation-related concerns being promptly addressed.</p> <p>Positive Feedback from 18+ Student Accommodation Surveys: Annual satisfaction surveys for students aged 18</p>

	<p>comfortable reporting concerns or suggesting improvements.</p> <p>Structured Monthly Updates to Parents/Guardians: Provide structured monthly updates for parents or guardians of students under 18, covering wellbeing, progress, and accommodation status. This consistent communication will keep parents well-informed and build trust.</p>	<p>31/05/2024</p>	<p>and older show high levels of satisfaction with accommodation conditions and services, indicating effective support and issue resolution.</p> <p>Parental Satisfaction with Monthly Updates: Surveys from parents/guardians show high satisfaction with the frequency and quality of updates, indicating they feel informed about their child’s wellbeing and accommodation status.</p>
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