

Self-Review of Student Wellbeing and Safety Systems 2024 - 2025

Organisation	Aesthetics House Limited trading as The National School of Aesthetics (8601)
Delivery site	Christchurch (01)
Programmes reviewed in the self-review	<ul style="list-style-type: none"> • Certificate and Diploma in Beauty Therapy (Level 5) [CO3691] (190 credits), comprised of: <ul style="list-style-type: none"> ○ New Zealand Certificate in Beauty Therapy (Level 4) [NZ3444]; and ○ New Zealand Diploma in Beauty Therapy (Level 5) [NZ3445] • New Zealand Certificate in Nail Technology (Level 4) [NZ3443] (120 credits) • New Zealand Certificate in Beauty Therapy (Level 5) [NZ3444] (120 credits) • New Zealand Diploma in Beauty Therapy (Level 5) [NZ3445] (120 credits / 70 credits with RPL)
Intakes reviewed in the self-review	<ul style="list-style-type: none"> • February 2024 intakes • July 2024 intakes • February 2025 intakes
Covers the period	Between Thursday, 1 November 2024 and Friday, 31 October 2025
Report date	Friday, 31 October 2025
Report publicly accessible at	https://www.nasa.co.nz/info/code-of-practice/

Summary

Includes an overview of the intake performance and achievement and tutor comments: a whole provider approach.

The National School of Aesthetics (NaSA) is committed to ensuring our ākonga / students' safety and wellbeing are our utmost priority while they complete their studies and educational journeys with us.

We take a “whole organisation” approach and a number of effective “wrap-around” practices to ensure no student is left behind and each individual student feels connected, safe and well during their time with us.

We pride ourselves in creating inclusive learning environments and are constantly reviewing and improving our cultural capability practices to ensure that inclusiveness extends to our Māori, Pacific, disabled, and diverse students at all times.

From our last review of the learner well-being and safety systems that took place in 2024, some things have been actioned and implemented throughout 2025 to ensure our ākonga / students are safe, well and listened-to while studying with us at The National School of Aesthetics.

- From on-going ākonga / student and healthcare professional feedback, we have removed figure diagnosis and exercise components from the New Zealand Certificate in Beauty Therapy (Level 4) [NZ3444] programme from 2025 delivery onwards. Student and professional feedback indicated that this area of study was becoming increasingly more challenging to manage due to the sensitive nature of body analysis across young adults in education and the effects it was having on a few students mental-health. This, along with the decreasing validity of these subjects being taught in beauty therapy, has contributed to the removal of these courses in this programme's version 2 of its qualification. Delivery of version 2 of this programme began in February 2025.
- We are continuously monitoring attendance and absenteeism reporting to ensure ākonga / students have timely information in a standardised format when they are approaching, at, or have exceeded their absenteeism allowance. The evolution of this process is ongoing; however, we feel we are striking a better balance than in previous years with the reduction in paperwork for every absence under the absenteeism allowance and streamlining the absenteeism waymarks.
- Towards the end of 2023, we introduced a new academic, achievement and attendance monitoring process known as Academic, Attendance and Achievement (AAA) monitoring. This process was put in place to support ākonga/ students who were showing concerns with their attendance and / or academic achievement, and was designed to support them to re-engage in their studies through one-to-one meetings and goal settings with the aim to

retain these students in their studies with us. This process uses a “whole provider” approach to supporting students to achieve and re-engage in their studies. Regular meetings are held with members of our operations and education teams to discuss individual circumstances, challenges and to brainstorm ideas for support. We are continuing to make minor adjustments to the AAA process to benefit both ākonga/ students and team members alike.

- In response to recognising and responding to our learner voice, our student council committee runs once a term and members are selected via their peers to act as their class’s representative. Members have been responsive to our call for further student feedback on all areas of their studying experiences with us. This valuable feedback also informs our continuous improvement and enables a safe platform for our ākonga / student voices to be heard face to face across all demographics. Adjustments are ongoing in how to best administer student council in a way that best serves our ākonga / student body and our team in adaptable, timely and streamlined manner.
- In October 2022, we implemented our ākonga / student wellbeing check-ins, based off the core objectives from the Pastoral Care of Tertiary and International Learners Code of Practice 2021. This process enables our kaiako / tutors to meet with their designated ākonga / student groups once a term on a 1:1 basis where avenues of health and wellbeing are explored from both a personal and studying perspective. Student goals are established throughout this process and at-risk students monitored closely by all kaimahi / colleagues, especially our Student Liaison Officer for additional and external support as and when required. Orientation for new intakes now include ākonga / students being introduced to the NZQA Code of Practice Digital Tool Kit and provided with information on where and how to access our complaint procedures in more detail (as discussed below).
- We have implemented, and are continuing to refine, an additional orientation session for all new ākonga / students starting at The National School that solely focuses on learner well-being and safety systems to ensure all students are aware of the processes and mechanisms we have in place. This also eases exposure to various sources of information over more than one orientation session. These learner well-being sessions speak directly to:
 - The NZQA Code Of Practice Digital Tool Kit
 - Our internal complaints procedure
 - Student well-being check-ins
 - Student Council
 - Programme evaluations and student feedback
 - Setting up of digital platforms (Microsoft Teams, Word, and Outlook)
 - This information is stored on each intake’s Teams page for easy access and for referring back to when required.
- In May 2024, we were approved for a small amount of NRSP (National and Regional Skills Priority) funding to be used to collaborate and engage with IT professionals in the creation and implementation of a fit-for-purpose online learning management system (LMS) to manage, deliver and measure training and learning online and to be able to support and re-enforce face-to-face learning. This initiative will support us to remove barriers in students learning,

especially for those whose attendance is affected due to circumstances outside of their control. Researching and implementing this initiative will be a focus in 2026 as our operations team member numbers have been reduced in 2025 due to various factors beyond their control.

- In August 2024 we reviewed and updated our withdrawal policies and procedures along with our deferral process in order to support students whose study is interrupted due to documented circumstances outside their control. This new process provides an inclusive, accessible re-entry process for their transition back into study. Our updated withdrawal policy provides clearer guidelines on the last date students can withdraw from courses within each programme of study to be eligible for a refund. These refinements and changes continued in 2025. As per NZQA and TEC advice and guidance, we have disambiguated course withdrawal dates and refund periods within the beauty programmes from the February 2025 intake onwards. Whereas this information was included in the Application and Enrolment Form Part 2 for domestic students in the February and July 2025 intakes, from 2026, this information is included in the Student Handbook to reduce the amount of paperwork generated (in one place versus every student enrolment form), except in cases where a student is gaining recognition of prior learning of some sort (which will have their course starting dates, withdrawal dates, and refund periods on their individual Application and Enrolment Form Part 2).
- Our tukana-teina initiative was set up in 2023 and is proving valuable in promoting our organisation, which continues to be safe, inclusive and free from racism, discrimination and bullying. This process is part of our orientation sessions and includes inviting senior students into new intakes to discuss their own learner journey experiences in a safe and supporting learning environment for all ākonga / students which responds to their needs and sustains their identities, languages, and cultures.
- We have created a critical incident and complaints spreadsheet that is monitored and completed accordingly to record incidents and formal complaints including any outcomes that arise from these. In 2026, we hope to further explore how to categorise complaints and incidents to ensure we report them correctly.
- We have updated our complaints procedure in line with advice from NZQA and changes within the sector.
- Our Quality Assurance and Compliance Officer left in March 2025, which has provided us an opportunity to look at morphing this role into a more holistic role for the school. This position has become a Campus Manager position, which will hopefully encompass not only quality assurance and compliance but also some functions from the CEO (who has stepped back due to health issues) and Director of Operations. This new position will help ensure there is a senior operations team member on campus every day.

- Community events such as Pink Shirt Day have been promoted within and held on campus. This event was well received and participated in, with proceeds donated to The Mental Health Foundation NZ.

Our self-review of practices listed below aligns to each outcome (1-4) from the Code and details what is going well and any areas for improvements. Areas in yellow highlight our most recent 2025 additions and review findings. Following that, we have attached our 2025 action plan with updates following our 2023 and 2024 self-review findings, as well as our upcoming 2026 action plan based on our 2025 review findings.

Our Outcome-by-Outcome Review

Outcome 1: A Learner Wellbeing and Safety System

Level of Code Implementation		Well-Implemented	
Sources of evidence	What's going well?	Areas for improvement	Actions
Ākonga/ student wellbeing check-ins (Appendix 1)	<ul style="list-style-type: none"> Held once a term for each ākonga / student, or as and when identified as a need for any ākonga / student showing concern for their health and wellbeing. Held one to one and privately with members of the Education and Training team or our Student Liaison Officer (SLO) Identifies each ākonga / student's personal wellbeing (score 1 – 5) and what support they have in place if any. Identifies each ākonga/ student's academic success (score 1 – 5) and provides opportunities to establish own personal learning goals to achieve before the end of each term. Instant escalation to SLO and / or other relevant health / social care providers available if required. Opportunities to discuss at-risk ākonga / students during daily team meetings for additional monitoring. 	<p>2023 - We have noticed through self-review of this process that the small majority of our at-risk students were at times requiring more frequent check ins and follow ups using this same process which were not always being met due to tutor capacity. We also noticed a gap in communication between our kaiako / tutor(s) and our SLO in some circumstances which highlighted the loop was not always being closed with this process.</p>	<ol style="list-style-type: none"> Kaiako / tutors to liaise with SLO on any at-risk students who require more frequent wellbeing check-ins and provide documentation. <ol style="list-style-type: none"> Any documentation to be stored centrally and privately with SLO. Flowchart of process to be communicated and shared with all kaimahi / colleagues. See 2024 Action Plan Update
Student council meeting Minutes	<ul style="list-style-type: none"> Diverse range of ākonga / students on the student council board to include, Māori, Pacific, disabled and diverse ākonga. Meetings held once per term. Wellbeing and safety of ākonga / students are a standing agenda item as part of this hui. Opportunity for ākonga / students to discuss with other ākonga / students on any wellbeing and safety concerns to be addressed as part of this hui. 	<p>2024 - Class members and kaiako have stressed they would like to have more time as a class before identifying a suitable student council representative. They would also like to have some kind of character referenced in the terms of reference (TOR) to ensure the</p>	<p>2024 –</p> <ul style="list-style-type: none"> Character statements added to the Terms of Reference for student council representatives. Allow minimum of 3 weeks at start of each intake prior to selecting suitable student

Sources of evidence	What's going well?	Areas for improvement	Actions
	<ul style="list-style-type: none"> • Principal, SLO and Quality Assurance and Compliance Officer included as attendees of council board. • Meeting minutes shared across the organisation and all council members within 24 hours and action items identified. • Outcomes and actions are timely addressed and shared across the organisation and student council members for feedback. • EXAMPLE: Students stressed the difficulty and financial constraints they face when printing work for assignments. It was discussed that all students could email their work through to our SLO for printing as a highly subsidised cost. Posters were created to share this across the school and this process is being constantly utilised. • Priority safety and wellbeing actions escalated to CEO and Director of Operations for further actioning and reporting. 	<p>right students are being selected as student council representatives.</p>	<p>council representatives to provide time for students to get to know one another.</p>
<p>Organisation professional development log 2023</p>	<ul style="list-style-type: none"> • Tātai Aho Rau Core Education hosted two on-site workshops for all kaimahi / colleagues in August 2023. <ul style="list-style-type: none"> ○ Workshop 1: Developing an understanding of ethical and moral obligations to uphold Te Tiriti o Waitangi throughout the organisation and unpacking the importance of developing cultural competencies within our work environment. ○ Workshop 2: Tikanga and basic te reo Māori language skills to inform effective engagement with Māori ākonga, promote an inclusive environment and form equitable relationships with Māori. ○ These workshops have proven valuable in increasing kaimahi / colleagues' confidence in speaking and writing in basic te reo, as well as developing our knowledge in our Te Tiriti obligations as an educational provider. ○ A kaiako response to attending these workshops: <i>"In response to the cultural capability workshop, I have made an effort to include more te reo in my lessons and in correspondence with ākonga, e.g. when the season rolled</i> 	<p>2023 - From the information and knowledge acquired through our recent cultural capability workshops, NaSA are beginning to explore imaginative and engaging methods of incorporating basic te reo and tikanga Māori into the classroom and learning environment.</p>	<ol style="list-style-type: none"> 2. Continue to promote the use of basic te reo into the learning environment and develop own capabilities in speaking te reo. 3. Encourage and support ākonga / students to use their <i>Clinical Practice self-Reflective Workbook</i> to showcase their practical work experiences using a Maori lens to promote inclusion and prepare them for industry. See 2024 Action Plan Update

Sources of evidence	What’s going well?	Areas for improvement	Actions
	<p><i>over to spring I used the Māori word ‘Koanga’ on the timetable. Staff members often greet each other in te reo now. I value that language needs to be spoken correctly so have made the effort to practice the Māori vowel sounds so that I am able to pronounce unfamiliar words. I value the cultural importance of correct pronunciation and to not be embarrassed. Attending the workshop has raised my awareness around the differences in our worldview. My practice of this awareness will hopefully inform my responses to our students and their /our cultural needs as we work together.”</i> (Email from Catherine Wouters, Principal, October 2023)</p> <ul style="list-style-type: none"> • Two off-site workshops have been held with the papatipu rūnanga, Ngāi Tūāhuriru through their cultural educational workshops. From these workshops we have acquired: <ul style="list-style-type: none"> ○ Valuable knowledge which ensures our learning environments are culturally safe for all ākonga / students. Example: The development of our new <i>Clinical Practice Self – Reflective Workbook</i> aligns with tikanga Māori and how our therapists demonstrate tikanga as part of their everyday practice. This has increased awareness of tikanga Māori across the organisation and the nail and beauty industry we work in. ○ Strengthens our knowledge of Te Tiriti o Waitangi to support updated programme approval applications and developments. ○ Gather expert advice on how we can embed tikanga Māori values into assessments and everyday teaching and learning practices. ○ How our strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi. • Ako Aotearoa: Three members of the Education and Training team took part in a 3-part workshop <i>Aromatawai and the Principles of</i> 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p><i>Assessment</i> to support the development of new assessments in 2023 to ensure they are student centred and promote inclusion. These assessments have since been approved by the NZQA Monitoring and Assessment division and continue to be reviewed through effective moderation practices.</p> <ul style="list-style-type: none"> • These on-campus and off-campus around cultural awareness meet part of our 2023 Strategic Fund funding from the Tertiary Education Commission (TEC) to further embed and promote te reo and tikanga Māori within the school and our teaching. • All kaimahi / staff have been introduced to Edulink and the professional learning and development resources available to support positive impacts on student wellbeing and safety. 		<p>2024 – All kaimahi / staff to utilise Edulink resources and share “best practice” when discussing appropriate student well-being and safety initiatives.</p>
<p>Wellbeing and safety awareness and promotion topics</p>	<ul style="list-style-type: none"> • Safe health and mental health resources are provided for ākonga as part of their wellbeing check-ins, orientation and general school / study exposure, to include: <ul style="list-style-type: none"> ○ Effective study skill methods ○ Alternative ways to view anxiety and how to handle anxiety ○ Family Violence Services ○ Suicide and self-harm awareness ○ Drug and alcohol awareness ○ Counselling and support services • Course subject <i>Provide nutritional advice which is complementary to advanced beauty services</i> promotes awareness and opportunity to discuss healthy lifestyle habits for ākonga / students. Students create nutritional plans as part of their learning and knowledge of healthy lifestyles. Subject knowledge includes but is not limited to: <ul style="list-style-type: none"> ○ Adequate daily water intake ○ Healthy, nutritious and sustainable food choices ○ Healthy sleeping habits ○ Daily exercise routines 	<p>2023 - Recent feedback from students highlighted our current nutrition project assessment was too long and not engaging.</p>	<p>4. Revise the nutrition assessment to ensure it continues to meet the learning outcomes of the course and the graduate profile outcomes of the qualifications through more engaging and informative content. See 2024 Action Plan Update</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
<p>School website and student handbook</p>	<ul style="list-style-type: none"> • In-depth information on school website socialising habits to support health and wellbeing during study including contact details of nearby health and medical centres. <ul style="list-style-type: none"> ○ www.nasa.co.nz/students/during-your-course/student-welfare/ • In-depth information on school website detailing ākongā / student support mechanisms we have available for all ākongā who study with us. <ul style="list-style-type: none"> ○ www.nasa.co.nz/students/during-your-course/student-support/ • In-depth information on school website detailing how we support ākongā / students with disabilities, medical and learning conditions. <ul style="list-style-type: none"> ○ www.nasa.co.nz/students/starting-your-course/students-with-disabilities-medical-conditions-and-learning-conditions/ • Easy-to-access and download student handbook containing detailed information on student support and welfare and outcomes pertaining to the Code. <ul style="list-style-type: none"> ○ www.nasa.co.nz/downloads/#student-handbook • Our student handbook is updated with most recent and relevant information pertaining to enrolment, withdrawals, fees, and assessment information. Students are encouraged to read through and ask any questions they may have prior to their interview and subsequent enrolment. • We have updated our withdrawal policy to provide a clearer understanding of the last date for students to withdraw from their programme without being charged. <ul style="list-style-type: none"> ○ www.nasa.co.nz/withdraw/ • In conjunction with NZQA and TEC guidance and advice, we have disambiguated and clarified when and where refunds will be given to students who withdraw from their programme, e.g. a student who starts in term 1 and withdraws in term 2 may have fees for courses scheduled to start in term 3 refunded to them. This was outlined in the 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p>Application and Enrolment Form Part 2 in 2025, but in 2026 is outlined in the Student Handbook in order to save paper and provide a single source for this information.</p> <ul style="list-style-type: none"> • We have introduced a clearer and more streamlined approach for students wishing to defer their studies and / or apply for a programme extension to allow for a more seamless approach for students to re-engage with their studies after challenging circumstances have arisen that have impacted their learning. <ul style="list-style-type: none"> ○ www.nasa.co.nz/students/during-your-course/programme-extensions/ 		
Contact and communication	<ul style="list-style-type: none"> • The SLO manages the allocated school cell phone on a day-to-day basis. • All ākonga / students have access to this central cell phone number and the 0800 freephone landline number and are able to reach the SLO either by phone, text, messenger, email and Microsoft TEAMS. These platforms are available for ākonga / students to communicate their lateness and / or non-attendance through. (We encourage texts as the primary method.) • Daily mornings meetings with SLO and Education Team provide the appropriate platform to discuss student absences for the day and any at-risk students who are showing declining trends in their attendance and / or engagement. Further follow up is then discussed and implemented such as contacting the student and arranging action plan meetings with the Principal and SLO. • All ākonga and kaimahi receive texts and / or notifications via our social media pages (Facebook and Instagram) on emergency issues, such as school closures, etc. These methods of communication are well received and proven effective as no colleague/ kaimahi or student / ākonga has been left unaware of a situation affecting school opening and / or closing times. Where there is a change in schedule due to an unforeseen circumstance with some lead-in time, these changes are 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p>communicated by email and word-of-mouth from the team to the students.</p> <ul style="list-style-type: none"> Microsoft TEAMS is a new platform introduced to both nail technology and beauty therapy students. This platform is widely used by our nail technology groups who communicate regularly with their kaiako / tutor when reporting their lateness or non-attendance. 		
<p>Non-Attendance Notice and Grade Notice reports and policies</p>	<ul style="list-style-type: none"> 91% (40 / 44) of students who responded to the statement “<i>I feel the reports I receive help me monitor my progress</i>” from the 2024 mid-programme evaluation surveys either agreed or strongly agreed with this statement. 73% (32/ 44) also agreed or strongly agreed that they could approach a member of the administration team for a written report on the progress/ attendance when required. NaSA make a conscious effort to ensure additional catch-up sessions have been made available, as well as a large number of teaching and learning resources made available via our Moodle platform for students to be able to continue with their learning where possible while offsite. All students are provided with an opportunity to discuss their grade notice report at the end of each term with a tutor if required. When asked the question, “<i>Is there anything you feel the school can do or improve in with the reporting system?</i>”, one student responded, “Email out absentee reports instead of wasting paper” (<i>Programme Evaluation Data – June 2024 Current Beauty Therapy</i>) Wellbeing check-ins will be an extra platform used to bring up any concerns around student absences as an opportunity to support students in increasing their attendance. 	<p>2023 - When questioned about what we could on improve on with policy and procedures, one student commented that they thought we should “<i>review the attendance hours policy</i>”.</p> <p>After discussion with all kaimahi / colleagues it was agreed that the policy is clearly delivered to all students who start a new intake with us.</p> <p>However, we could supply opportunity for students to ask any queries or questions on the policy during student council meetings for further clarity.</p> <p>Expectations around attendance are part of our orientation session for the start of new intakes and an understanding across the organisation that not one size fits all and we will always support and work with</p>	<p>5. Discuss attendance monitoring as part of student council meetings and for all new intakes to cover any queries and questions pertaining to the process for clarity understanding and any gaps in the process.</p> <p>See 2024 Action Plan Update</p> <p>2024 – Provide absentee reports to students who have reached non-attendance hours threshold to save paper.</p> <p>2025 – Ensure students approaching the non-attendance hours threshold are informed via absenteeism reports.</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
		<p>students who require additional time off for circumstances outside of their control.</p> <p>We are unable to email out individual absentee reports however to save paper and streamline process these notices will only be printed and made available if students have reached their non-attendance threshold.</p>	
<p>Team meetings / strategic focussed meetings / end-of-intake reporting / self-review of Code of Practice</p>	<ul style="list-style-type: none"> • Strategic focused meetings are scheduled once a term as per the organisation self-assessment calendar. These meetings are structured and prepared by our Quality Assurance and Compliance Officer and based around the strategic direction of the organisation. • End-of-intake reporting occurs twice a year at the completion of each intake with all kaimahi / colleagues. This is an effective self-assessment initiative which collects and analyses student achievement data and student feedback to bring about improvements required. • Team meetings are held every Friday for all colleagues to attend. Key discussion items surrounding timetabling, assessment and any student health and wellbeing concerns are generally raised here and provides an effective platform to openly discuss these areas with Operations team and our Student Liaison Officer. • Continuous self-review of the Code of Practice is held during this platform also to discuss what is working well and improvements required within the system. 		

Sources of evidence	What's going well?	Areas for improvement	Actions
<p>Academic, Achievement and Attendance (AAA) action plans (Appendix 2)</p>	<ul style="list-style-type: none"> • A newly redeveloped process which identifies early on any student who is not achieving academically and / or is non-engaging and attending classes. Specific areas for these action plans include: • General overview of circumstances: how we as an organisation can support the student and how they themselves can improve their own performance with the right support and resourcing. • Measurable actions are created between student and school principal and followed up accordingly. • Progress on attendance and achievement reported at weekly team meetings between all kaimahi. • A copy of action plan is kept on student file and signed and emailed to the student. • This process has worked well from Term 2 2024 as non-engaged students have been made aware to SLO and Principal, meetings have been arranged (as per the AAA process) and support mechanisms put in place to encourage learners to re-engage in their studies. • Out of the 24 students who were placed on AAAs from these intakes, 9 withdrew, two deferred, two completed and 11 are currently active. • Follow-ups scheduled on spreadsheet for monitoring and reporting circumstances. 	<p>At times this process can be hard to manage when a large number of students present with requiring AAA's and follow-ups at the same time.</p> <p>We have looked at, and are continuing to look at, streamlining the process, e.g. group meetings to discuss overarching themes before one-on-one meetings.</p>	<p>6. Report on outcomes from Academic, Achievement and Action Plans at end-of-intake reporting to identify areas of improvement and validity of this process to support increase in retention and achievement. - See 2024 Action Plan Update</p> <p>2024 - Schedule x 1 monthly Academic Committee meetings to discuss students on AAA follow-ups and those students who wish to extend their studies due to unforeseen circumstances.</p> <p>2025 – Schedule switched to 1 x six-weekly Academic Committee meetings. To monitor and adjust accordingly, including AAA meetings and reporting.</p>
<p>Missed assessments – flow charts</p>	<ul style="list-style-type: none"> • A newly developed process created to improve student retention. This process is designed for all kaimahi and ākongā to easily follow when unsure of the next stages in the process when students have missed assessments and / or are unsuccessfully meeting the academic requirements of the programme. 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<ul style="list-style-type: none"> Clear guidelines and processes have been put in place to ensure all students have the right support and resources put in place when sitting assessments for the second or third attempt and how we can improve our overall student retention and achievement. This process has been working well from 2024 and no areas required for improvement. A clear spreadsheet has been created to track student re-sits and common trends with students who miss certain assessments and lessons. All kaiako are aware of the process and have it managed accordingly. 		
Complaints record / NZQA	<ul style="list-style-type: none"> We do not have many formal complaints or critical incidents; however, a Complaints and Critical Incidents Register has been created and will be populated if / when formal (written) complaints are submitted and critical events occur. We hope to investigate how to categorise complaints once the Campus Manager role is filled in 2026. 86% of students who responded to the programme evaluation surveys said that they were aware of the complaints procedure. 93% felt they knew how to report incidents of discrimination, racism, bullying and harassment. Our complaints procedure is clearly located in the large hall with a clear flowchart on the process and this is also included as part of orientation sessions with new intakes. 	<p>2023 - Further define the different types of complaints (including feedback and suggestions) to help our ākonga / students and team understand the severity and seriousness of different types of feedback and complaints and when a complaint will be included on the Complaints and Critical Incidents Register. What a critical incident may entail also will be further defined.</p> <p>2025 – Still to define the different types of complaints. Hope to complete this task when the Campus Manager position is filled in 2026.</p>	<p>7. Group and further define the different types of complaints, including feedback and suggestions, and determine which types of complaints should be included on the Complaints and Critical Incidents Register.</p> <p>8. Further define and detail the different type of critical incidents and determine when these critical incidents should be included on the Complaints and Critical Incidents Register.</p>
Application, interview, enrolment, and orientation	<ul style="list-style-type: none"> Students complete an interview with our SLO after application to study at NaSA to determine any areas which may affect their studies, such as reading and writing difficulties as well as their suitability for the 	<p>2023 - During the March 2023 student council meeting, students commented on our</p>	<p>9. Socialise the NZQA Digital Tool Kit on the Code of Practice and internal</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p>programme. We recently added a column in the interview database as a “yes / no” option for students who have identified a disability or learning condition to be highlighted. (There has been a column to indicate specifics of a disability or condition, but this has not highlighted automatically.) This helps ensure we have the support in place for students prior to them starting their studies with us.</p> <ul style="list-style-type: none"> • Specific learning needs / learning styles and any other requirements are shared with the education and training team at the start of delivery to ensure appropriate teaching and learning methods are incorporated within the lesson plan structure. • External agencies are sometimes called / explored to support student who may be struggling outside of their studies and in areas not within our scope of practice such as Women’s Refuge and the Crisis Team. • Priority ākonga/ student groups are shared with kaimahi / colleagues prior to programme start dates to ensure appropriate support and awareness of students and their needs are in place from the teaching and learning teams from the start of their studies with us. • We have split orientation into multiple events to make it easier for students to “digest”. The NZQA Digital Tool Kit on the Code of Practice and internal complaints procedures are part of an orientation session taking place a week or later into the programme. 	<p>SLO’s limited availability. Students were approaching the SLO for supplies at the same time other students needed to speak with the SLO about other matters. We rectified this matter. All tutors and the Director of Operations have the appropriate equipment to sell to students if required. Our SLO has a designated block of time for students to visit them inside of their programme hours.</p> <p>Our orientation at the start of each intake includes topics containing more in-depth knowledge around the Code and complaints procedure.</p>	<p>complaint procedures into all future orientation sessions. Encourage students to view our response to the COP via our website. See 2024 Action Plan Update</p>

Outcome 2: Learner Voice

Level of Code Implementation		Well-Implemented	
Sources of evidence	What's going well?	Areas for improvement	Actions
<p>Programme evaluations from intakes of the beauty therapy programme</p>	<ul style="list-style-type: none"> 94% of beauty therapy students who responded to the survey either agreed or strongly agreed that they felt they were making the best effort to be fully involved in the course and were working to their full potential in their programme. 100% of students agreed or strongly agreed that they had learnt a lot from their programme. 94% of students who responded agreed or strongly agreed that tutors use effective teaching methods that enhance their learning. 100% students who responded felt the school provides and accepting and inclusive environment. 88% of students agreed or strongly agreed that tutors encourage them to raise questions and comments which are relevant to their learning and contribute to improving their learning. 100% of eligible students who responded felt accepted into the school as a Māori student and no comments were made as to how we could provide a more inclusive learning environment. 100% of eligible students who responded felt accepted into the school as a Pasifika student and two comments were made as to how we could provide a more inclusive learning environment. 89% of students who responded strongly agreed or agreed that they felt they could approach a member of the school team one to one with issues to help resolve them quickly and efficiently. 	<p>2023 - During the August 2023 student council meeting, it was raised if a suggestion box could be available for students to add suggestions on how their learning experience could be improved. At that time, it was agreed that student suggestions could be passed and left with the SLO office anonymously and senior management would access these comments frequently. However, further investigation by the Director of Operations has pushed this towards a digital suggestion box (to help reduce our environmental impact), which we are currently investigating.</p> <p>2024 -</p> <ul style="list-style-type: none"> One student commented on “providing darker foundation for darker ethnic colour skin types” 	<p>10.</p> <ol style="list-style-type: none"> Investigate digital suggestion box as a feedback tool; and Incorporate suggestion box analysis into the organisational self-assessment calendar on a frequent basis; and Report on outcomes as part of continuous self-assessment activities. - See 2024 Action Plan Update

Sources of evidence	What's going well?	Areas for improvement	Actions
		<ul style="list-style-type: none"> One student commented that by “understanding the culture of Māori and Pacific students would help us understand why their attendance and academic success is different to Pakeha students.” 	
<p>Programme evaluations from intakes of the nail technology programme</p>	<ul style="list-style-type: none"> 75% of students agreed or strongly agreed that they were making the best effort to be fully involved in their programme and that they are putting in a great deal of effort. 67% responded that tutors express clear expectations of their learning and performance in their programme and that tutors clearly explain concepts and are well-organised and prepared for class. 75% of students who responded said they felt the tutors showed respect and concern for their students. 50% students who responded felt the school provides and accepting and inclusive environment. The other 15% neither agreed or disagreed with this statement. 92% agreed or strongly agreed that the school class sizes were beneficial for them. 75% of eligible students who responded felt accepted into the school as a Māori student. One student commented: “I think for Māori and Pasifika side is really good, you guys allow to embrace our cultures which I appreciate.” (Programme Evaluation Data – June 2024 NT Graduate) 	<p>2023 - 2 / 17 (11.8%) of nail technology students disagreed that tutors show respect and concern for students. Comments from this include:</p> <ul style="list-style-type: none"> “Expectations for students are different and disciplinary actions against some students are different.” “The school should help tutors understand while some students excel in their work they still need help and being shut down makes it harder for them” <p>2024 - 2 / 17 (11.8%) of nail technology students strongly disagreed that they could approach a member of the school one-on-one and have help to resolve them quickly. One commented <i>made</i>: “It’s</p>	<p>11. Best practice classroom management strategies shared amongst all kaimahi / colleagues to support kaiako / tutors who have students with varying levels of capabilities. - See 2024 Action Plan Update</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
		<p><i>very difficult to talk to tutors about situation which are happening in class as some students are favoured more than others."</i></p> <p>2024 –</p> <ul style="list-style-type: none"> ○ One student commented that they would prefer the nail technology class to have a separate orientation into learner well-being and safety systems to Beauty Therapy. This has been implemented from July 2024 intakes and thereafter. ○ Comments were made as to the altering of the portfolio assessment during their studies. This particular assessment was pre-moderated and altered prior to being handed out for delivery to ensure the level of learning was at level 4 and non-contact hours were being upheld as per programme requirements. On-going pre and post moderation process are in place for all programmes. 	

Sources of evidence	What's going well?	Areas for improvement	Actions
Student complaints	<ul style="list-style-type: none"> Feedback and Complaints policies and procedures on our Web site <ul style="list-style-type: none"> www.nasa.co.nz/complaints/ Feedback and Complaints section in Student Handbook <ul style="list-style-type: none"> www.nasa.co.nz/downloads/#student-handbook Complaints procedure located in school rules on the notice board in the Great Hall Complaints procedure flow-chart located on notice board in Great Hall We allow a support person to guide the student (who must lead their end) through the complaints and resolution process. We do not have many formal complaints or critical incidents; however, a Complaints and Critical Incidents Register has been created and will be populated if / when formal (written) complaints are submitted and critical events occur. 		
Programme evaluations overall and response rates	<ul style="list-style-type: none"> 98% of students who responded to the programme evaluation surveys across both beauty and nail technology programmes said they felt the school provides an accepting and inclusive environment. Outcomes from programme evaluation surveys are socialised with all students through the student council groups and opportunities for feedback welcomed. Further investigation into comments and responses are conducted through the Quality Assurance and Compliance Officer. 	<p>2023- Consider programme evaluation survey questions are further focussed in surveys conducted from 2024.</p>	<p>12. Revisit programme evaluation survey questions to potentially reduce the quantity of questions and encourage further uptake on responses while maintaining the self-reflective lens currently used and best-practice while gaining the information required by various governing bodies in one centralised and formal (written) way. See 2024 Action Plan Update</p>
Student voice and feedback	<ul style="list-style-type: none"> Gathering student feedback from diverse and priority learner groups which supports various funding applications, through emails, surveys and informal conversations. 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<ul style="list-style-type: none"> ○ One of our neurodiverse students and one of our Pacific single parent students delivered one example of our recent student voice. They fully supported our approach for additional funding to improve our digital learning platform and outlined how this initiative would improve their own personal academic success and achievement. ● Student council group meetings held once per term (see above comments) 		

Outcome 3: Safe, Inclusive, Supportive and Accessible Physical and Digital Learning Environments

Level of Code Implementation		Well-Implemented	
Sources of evidence	What's going well?	Areas for improvement	Actions
Iwi / hapū / whanaū communities and clinic days	<ul style="list-style-type: none"> Clinic days for whanau, friends and our community are held weekly and attract a high number of regular clients from the community who enjoy attending the school to be pampered whilst supplying our students with an opportunity to showcase their practical skills to the wider community. Clinic days for whanau, friends and our community will form a large part of our students new <i>Clinical Practice Self -Reflection Workbook</i> from 2024, which includes reflections on tikanga Māori practices while working as a nail technician or beauty therapist. Our clinic days provide accessible learning environments where students can connect with others, build relationships, support each other and welcome their friends, family, whanau and members of the wider community. 		
Inclusivity and tukana-teina model	<ul style="list-style-type: none"> Classes are regularly mixed together to enable students to work on other students and experience working with different skin types, conditions and ethnicities. The importance of group and teamwork is embedded into delivery early on as whanaungatanga is adopted as part of this approach. Having smaller class sizes enables students to have a more intimate learning experience. The “Sticks of Destiny” can be used as a tool to get students to work with their fellow classmates. Our first session of our new tukana-teina initiative was delivered in March 2023, which involved a selected number of senior ākonga / students discussing the highs, lows, expectations, and challenges of the programme with our new intakes. The offering of support and guidance from a peer student perspective for our new students places 	<p>2023 - A student comment was made in our programme evaluation survey about tutors being more sensitive when it comes to teaching body therapy classes. The principal and all kaimahi / colleagues are aware of the vulnerable space students are placed in when performing body treatments as part of their studies.</p>	<p>13. Consider alternative ways to assess figure diagnosis as part of body therapy when updating the current beauty programmes to match the revised beauty qualifications in 2024. - See 2024 Action Plan Update</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p>their minds at ease and enables them to openly ask questions and queries they may have been reserved to share with tutors. This initiative was a huge success and will form yet another part of orientation for new ākonga / students to ensure their success and safety from the start of their studies with us.</p> <ul style="list-style-type: none"> As part of version 2 of the New Zealand Certificate in Beauty Therapy (Level 4) [NZ3444] and New Zealand Diploma in Beauty Therapy (Level 5) [NZ3445] qualifications being delivered from 2025 onwards, figure diagnosis and exercise components have since been removed from the programme, significantly due to the validity of these areas being taught out of scope within a beauty therapy programme and also due to on-going feedback from students and healthcare professionals on the sensitive nature of these components being delivered to young vulnerable adults. 	<p>Student wellbeing checks are performed for any students who voice or show their concern with performing body therapy treatments to ensure they feel safe in class before taking part in this treatment.</p> <p>The interview presentation covers “uncomfortable” parts of the programme (waxing, growing hair out, electrology, being in underwear during massage and body therapy, et cetera.) Clear information on what takes place within our body therapy sessions is and will be discussed with prospective students during interview stage for transparency before enrolment.</p>	
<p><i>Clinical Practice Self-Reflection Workbook</i> (from 2024)</p>	<ul style="list-style-type: none"> Embeds and promotes tikanga Māori into students’ practices and the organisation Promotes te reo into the learning environment to support Māori students’ connection to their identity and culture. Approaching this Work Integrated Learning (WIL) component with a Māori lens will ensure we are honouring Te Tiriti o Waitangi and Māori – Crown relationships and further ensures our programmes place students at the centre as we aim to increase overall achievement for our underserved students. This meets part of our 2023 PTE Strategic Fund funding from the Tertiary Education Commission to further embed and promote tikanga Māori within the school and our teaching. 	<p>2023- Our new <i>Clinical Practice Self- Reflection Workbook</i> launches in February 2024. A detailed introduction of the workbook, its value and how to use this resource will need to be applied for all new intakes starting their clinic days with us to ensure it adds value to our student experience and prepare them for industry.</p>	<p>14. Perform introduction to new workbook for intakes starting clinic days from February 2024. See 2024 Action Plan Update</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
<p>Whanau involvement during interview and enrolment and study groups</p>	<ul style="list-style-type: none"> We build whakawhanguatanga with all ākonga / students from our application process, through to interview and enrolment. We encourage whanau to be actively involved in all stages of this process to promote and support the aspirations of our ākonga / students. All kaimahi / colleagues are aware of their Māori, Pacific and disabled students at the start of programme delivery to ensure appropriate resources and supports are in place prior to delivery. Kaimahi / colleagues regularly reach out to our Māori students to ensure we are continuing to be culturally responsive as a school. We encourage ākonga / students to form study groups (real life, virtual / digital, mixed) so they connect, build relationships and develop social, spiritual and cultural networks amongst their peers. 		
<p>Digital learning environments</p>	<ul style="list-style-type: none"> Our Moodle platform is still widely used across the organisation where students can access valuable information and resources to support their learning 24 hours a day. We introduced Microsoft Teams across the organisation in 2022 for all students as an additional method of communication between ākonga / students and kaimahi / colleagues as well as another platform for locating relevant assessment material at any time of the day. Therefore, we are reducing and removing barriers to services for our ākonga / students with the ability to learn off-site if required. We support all new intakes with setting up Moodle and Microsoft Teams on their devices as a group and individually. We involved ākonga / students in our 2024 PTE Strategic Fund application to improve current digital learning platforms and decision-making with our current system. (The Tertiary Education Commission [TEC] denied this application.) since then... In May 2024, a small amount of NRSP PTE Strategic Funding has been granted for the development of a fit-for-purpose learner management system (LMS) designed to accommodate all ākonga / students to support their learning away from campus. Due to limited 	<p>2023 - Limited licensing for Moodle means our nail technology students do not have access to this. However, with Microsoft Teams now launched, students use Teams to support their digital learning.</p> <p>Microsoft Teams is still in its early stages of being introduced to the NaSA team. Further training in Teams is required for some team members to ensure its optimal use.</p> <p>Despite being strongly advised to purchase this programme, a minority of ākonga / students are not financially able to purchase the Microsoft Office 365.</p>	<p>Liaise with our IT suppliers regarding applying for free licensing for our students to use Microsoft Offices to support their studies. See 2024 Action Plan Update</p> <p>2025 – Liaise with IT professionals in the best solution for a fit for purpose LMS system to support all our learners in using online resources to support their studies.</p>

Sources of evidence	What's going well?	Areas for improvement	Actions
	<p>operational staff members in 2025, this has been pushed into 2026 once the new Campus Manager position is filled.</p>		
<p>Physical learning environment, including equipment and facilities</p>	<ul style="list-style-type: none"> • Our premises continues to offer a clean, light, spacious learning environment where students feel safe to attend. • With maximum numbers of 12 in each practical class, there is no overcrowding in any space. • Regular stock takes ensures stock and equipment is utilised accordingly and sparingly for all students. • An onsite disabled car parking space is available for ākongā / students who require it. • All classroom and facilities are located on the ground floor to avoid any need to use the stairs and made more accessible. The premises were designed to be wheelchair accessible (which has been tested successfully). • With part of our 2023 and 2024 PDMF PTE Strategic Fund funding from the Tertiary Education Commission, we purchased additional equipment for practical learning to increase machine quantities in the classroom and replace older models of machinery near or at the end of their working lives. • We have strict sign-in / sign-out process for all visitors in place for additional safety measures for everyone on campus (and to ensure everyone inside the building is accounted for in case of an emergency). • Regular fire drill practices scheduled in accordance with building warrant of fitness (BWoF) and Christchurch city code compliance certificates. • New nail technology tables purchased in 2024 to accommodate nail technology students and their clients. • New equipment and resources purchased as part of 2023 programme maintenance funding (PDMF) across both beauty therapy and nail technology programmes. 		

Outcome 4: Learners are Safe and Well

Level of Code Implementation		Well-Implemented	
Sources of evidence	What's going well?	Areas for improvement	Actions
Student handbook and Web site	<ul style="list-style-type: none"> In-depth material and resources located in our student handbook and Web site locates the essential material for supporting ākongā / students' wellbeing and safety. (See page 7 for list of resources) We introduce the student handbook and our Web site to ākongā / students during the application / interview / enrolment process as well as before and during orientation. We encourage ākongā / students to take active responsibility for their wellbeing and safety and to speak up when they may be facing issues. 		
Nutrition and exercise components of the programme	<ul style="list-style-type: none"> These mandatory subject topics promote awareness of practices that supports ākongā / students to improve their physical and mental health and wellbeing and safety. Daily exercise routines for a mixture of capabilities and ages are taught and implemented as part of body therapy consultations. Daily nutritional intake and importance of macro- and micro-nutrients and key vitamins are taught as part of body therapy, including their most suitable food sources. Homework and nutritional plans are included within the assessment criteria for these core subjects. Students are encouraged to critically think about their own nutritional lifestyle and goals, as well as their physical and mental wellbeing while learning about this subject before completing client consultation services in this area of study (i.e., how stress can impact the body physically and mentally, et cetera). The exercise component was removed from delivery from 2025 onwards; however, its importance for maintaining good mental health along with our nutrition subjects are still available. 		

Sources of evidence	What's going well?	Areas for improvement	Actions
<p>Student council / student wellbeing check-ins / meetings with Student Liaison Officer</p>	<ul style="list-style-type: none"> • These opportunities provide a safe space for ākonga / students to report on any health and safety concerns they may have for their peers or themselves as well as how they can access medical and mental health services. • Appendix 3 of the Student Handbook also lists various organisations that can help ākonga / students in various ways. • These opportunities also provides the opportunity for students to speak in confidence to a NaSA team member and address appropriate pathways for assisting students access other internal or external support services when required. If they feel uncomfortable speaking with someone, resources listed on our Web site and in the Student Handbook are easily accessible as well. 		
<p>Recruitment</p>	<ul style="list-style-type: none"> • All existing and new kaimahi / colleagues have undergone a Police vetting check to comply with The Vulnerable Children's Act 2014 and subsequent laws and amendments. This process remains in place for all future recruitment. 		
<p>Emergency contacts and next-of-kin on Application and Enrolment Contract (Part 1)</p>	<p>For all ākonga / students:</p> <ul style="list-style-type: none"> • The Application and Enrolment Contract Part 1 collects contact information for next-of-kin, their relationship to the student, and how to contact them when we have concerns or in an emergency. • We will contact the ākonga / student's emergency contact(s) and / or next-of-kin if / when: <ul style="list-style-type: none"> ○ We have concerns about the wellbeing or safety of the ākonga / student. ○ If there is limited to no communication (and no attendance) from the ākonga / student for three (3) consecutive school days or more. <p>For ākonga / students under 18 years:</p> <ul style="list-style-type: none"> • Their emergency contact must be their parent or legal guardian. 		

Sources of evidence	What's going well?	Areas for improvement	Actions
	<ul style="list-style-type: none"> We will contact their parent or legal guardian if we have concerns about the wellbeing or safety of the ākonga / student. We strongly encourage whanau to support and promote the ākonga / student's ambitions and study goals. This can happen through attending the interview and school tour and support them through the application / interview / enrolment stages. This helps them feel connected during the process. They can meet our relevant team members and become aware of the support networks we have in place. This is particularly important for those ākonga / students who are living away from home or have a limited support network here in Ōtautahi Christchurch. Our team conduct daily attendance checks, and they raise any concerns with our SLO and during daily team meetings. 		
Wellbeing check-in forms and Academic, Achievement and Attendance (AAA) forms (records of personal risks forms)	<ul style="list-style-type: none"> We use our wellbeing checklist forms as records of personal risks. Our team document any issues or personal risks the ākonga / student reports. The SLO then files these in a private and secure area. Ākonga / students who are identified as being at-risk are followed up by the SLO. Academic, Achievement and Attendance (AAA) action plans record details of circumstances affecting both academic and attendance concerns. Meetings are held between the ākonga / student and the Principal and SLO or another team member. 	<p>2023- Centralise recording of new AAA action plans so we can log them and record outcomes.</p> <p>While we currently record interpersonal incidents and personal risks via various platforms (AAA forms, wellbeing check-ins, emails), we should look at centralising the recording and reporting for easier team access.</p>	(Refer to actions 6, 7 and 8) Further investigation into creating a centralised spreadsheet recoding all interpersonal incidents and serious complaints with outcomes in one document.
Deferring study for extenuating circumstances	<ul style="list-style-type: none"> Our deferral process supports students whose study is interrupted due to documented circumstances outside their control. This can provide an inclusive, accessible re-entry process for their transition back into study. 		<ul style="list-style-type: none"> Using our six-weekly Academic Committee meetings to discuss deferral and programme extension requests made by learners whose studies have been

Sources of evidence	What's going well?	Areas for improvement	Actions
			<p>interrupted due to circumstances outside of their control.</p> <ul style="list-style-type: none"> • Putting effective support mechanisms in place for students who re-join their studies with us to make for a seamless transition back into studying.

Action Plan 2025: Update on Self-Review of Learner Wellbeing and Safety Systems

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
1	<ul style="list-style-type: none"> Add specific character statements to the terms of reference for student council representatives to ensure the representation is suitable to act as the classroom voice, e.g., good attendance for meetings and able to communicate effectively with their peers; and Allow a minimum of 3 weeks at start of each intake prior to selecting student representatives to allow time for class to build whanaungatanga with each other and make an informed decision how council reps. 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer 	February 2025 (during start of next intake)	<ul style="list-style-type: none"> A various demographic of student council representatives who are engaged, forthcoming and able to communicate effectively with leadership teams and peers. Classroom peers who have confidence in confiding with their appointed classroom representative to ensure all learner voices are heard. 	<ul style="list-style-type: none"> Completed Some adjustments undertaken to ensure all student voices are heard in a timely fashion

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
1	<ul style="list-style-type: none"> All kaimahi / staff to utilise Edulink (edulink.nz) resources and share “best practice” when discussing appropriate student well-being and safety initiatives. 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer 	December 2024	<ul style="list-style-type: none"> Educated kaimahi / staff in handling and approaching students who demonstrate well-being and safety concerns. A whole provider approach to addressing well-being and safety concerns. Appropriate support mechanisms in place to support ‘at risk’ students and helping them to retain and achieve in their studies. 	<ul style="list-style-type: none"> Completed
1	<ul style="list-style-type: none"> Only issue student absentee reports when absenteeism becomes a concern and 32 hours absentee threshold has been reached. 	<ul style="list-style-type: none"> Student Liaison Officer (SLO) 	January 2025	<ul style="list-style-type: none"> Save paper. Encourages discretion amongst students when receiving attendance reports. 	<ul style="list-style-type: none"> Completed Adjusted slightly to alert students wherever and whenever possible prior to going over the threshold so adjustments may be made We should continue to monitor this and improve it if and when we can. Absenteeism reporting is an area we try to simplify and adjust regularly to suit both students and staff.

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
1	<ul style="list-style-type: none"> Schedule x 1 monthly Academic Committee meetings to discuss students/ ākonga who have been placed on an AAA (Academic, Attendance and Achievement) plans and follow-ups and / or at-risk students who wish to extend their studies due to unforeseen circumstances. 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer 	January 2025	<ul style="list-style-type: none"> Encourages a whole provider approach to ensuring students / ākonga are supported during challenging times with their studies. Outcomes and follow ups to AAA meetings are shared, stored and documented confidently and accordingly. A wrap-around and monitored process is encouraged. 	<ul style="list-style-type: none"> Completed Frequency adjusted to 1 meeting every 6 weeks System has been successful and helped ensure all appropriate team members remain aware of students in and around the AAA process
1	<ul style="list-style-type: none"> Group and further define the different types of complaints, including feedback and suggestions, and determine which types of complaints should be included on the Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> All kaimahi / colleagues Quality Assurance and Compliance Officer Director of Operations 	March 2025 during review cycle	<ul style="list-style-type: none"> Identify the most common types of feedback, suggestions, and complaints and group them according to severity and seriousness. Define these types of complaints and at which point a complaint needs to be registered on our Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> Not yet completed Quality Assurance officer resigned in March 2025 and replacement has not been hired yet as role is being adjusted to a Campus Manager position. As we do not receive many (if any) serious complaints, this is not of the highest priority and we want to “get it right”.

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
1	<ul style="list-style-type: none"> Further define and detail the different type of critical incidents and determine when these critical incidents should be included on the Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> All kaimahi / colleagues Quality Assurance and Compliance Officer Director of Operations 	March 2025 during review cycle	<ul style="list-style-type: none"> Identify the most common types of critical incidents we could face and group them according to severity and seriousness. Determine and goalpost at which point a critical incident needs to be registered on our Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> Not yet completed Quality Assurance officer resigned in March 2025 and replacement has not been hired yet as role is being adjusted to a Campus Manager position. As we do not receive many (if any) serious complaints, this is not of the highest priority and we want to “get it right”.
2	<ul style="list-style-type: none"> Provide darker foundation for darker ethnic colour skin types to use during make-up activities; and 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer School Principal 	January 2025	<ul style="list-style-type: none"> Strategies, behaviours, actions, services and resourcing reflects commitment to Te Tiriti o Waitangi. Provide an inclusive culture across the learning environment 	<ul style="list-style-type: none"> Completed Continue to monitor to help ensure all skin types can be catered for or workarounds / adaptations can be implemented
	<ul style="list-style-type: none"> Continue to explore Professional Development opportunities where colleagues can extend their knowledge on the culture of Māori and Pacific students and how this may impact their learning. 		July 2025		<ul style="list-style-type: none"> Semi-completed Quality Assurance officer resigned in March 2025 and replacement has not been hired yet as role is being adjusted to a Campus Manager position. Professional development is being implemented; however, cultural knowledge and learning will need to be investigated in 2026.

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
2	<ul style="list-style-type: none"> Provide a separate orientation into learner well-being and safety systems that is specific to nail technology students. 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer 	January 2025	<ul style="list-style-type: none"> Encourages a sense of belonging amongst nail technology students specifically and provides a safe space for them to ask questions relating to their programme of study without being overlooked with other groups and confused with information pertaining to beauty therapy. 	<ul style="list-style-type: none"> Completed Orientation now consists of multiple components on different days
3	<ul style="list-style-type: none"> Research and explore suitable IT professionals to collaborate with when discovering the best solution for a fit for purpose Learner Management System (LMS) system to support all our students / ākonga in using online resources to support their studies on and off campus. 	<ul style="list-style-type: none"> Quality Assurance and Compliance Officer Operations team 	June 2025	<ul style="list-style-type: none"> To support and re-enforce face to face learning. Remove barriers in students learning, especially for those whose attendance is affected due to circumstances outside of their control. Encouraging students / ākonga to remain engaged and retained in their studies. 	<ul style="list-style-type: none"> Not yet completed Quality Assurance officer resigned in March 2025 and replacement has not been hired yet as role is being adjusted to Campus Manager position. Current LMS is working; however, investigation into a more fit-for-purpose LMS should resume once a Campus Manager is hired.

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2025)
4	<ul style="list-style-type: none"> Utilise our new monthly Academic Committee meetings to discuss deferral and programme extension requests made by learners whose studies have been interrupted due to circumstances outside of their control. Pro-actively establishing effective support mechanisms in place for students who re-join their studies with us to make for a seamless transition back into studying. 	<ul style="list-style-type: none"> Director of Operations All kaimahi / colleagues Quality Assurance and Compliance Officer 	January 2025	<ul style="list-style-type: none"> A whole provider approach encouraged in the decision making of students whose studies have been affected by various challenging circumstances. Removing barriers for those students / ākonga who are returning to studies after a break by ensuring a well laid out plan for return is made available and regular well-being checks are performed to monitor their well-being and achievement. 	<ul style="list-style-type: none"> Completed Programme extensions and re-integration measures appear to be working in the rare cases where they are needed. We will continue to monitor this for any adjustments that may need to be made.

Action Plan 2026: Self-Review of Learner Wellbeing and Safety Systems

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	<ul style="list-style-type: none"> Group and further define the different types of complaints, including feedback and suggestions, and determine which types of complaints should be included on the Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> All kaimahi / colleagues Campus Manager Director of Operations 	March 2026 during review cycle	<ul style="list-style-type: none"> Identify the most common types of feedback, suggestions, and complaints and group them according to severity and seriousness. Define these types of complaints and at which point a complaint needs to be registered on our Complaints and Critical Incidents Register.
1	<ul style="list-style-type: none"> Further define and detail the different type of critical incidents and determine when these critical incidents should be included on the Complaints and Critical Incidents Register. 	<ul style="list-style-type: none"> All kaimahi / colleagues Campus Manager Director of Operations 	March 2026 during review cycle	<ul style="list-style-type: none"> Identify the most common types of critical incidents we could face and group them according to severity and seriousness. Determine and goalpost at which point a critical incident needs to be registered on our Complaints and Critical Incidents Register.
1	<ul style="list-style-type: none"> Continue to monitor the absenteeism reporting system and adjust accordingly as required. 	<ul style="list-style-type: none"> Student Liaison Officer (SLO) Principal Campus Manager Director of Operations 	Ongoing	<ul style="list-style-type: none"> Ensure the reporting system works best for both ākonga / students and team members
1	<ul style="list-style-type: none"> Continue to monitor the Academic Committee meetings and systems around them and adjust accordingly as required. 	<ul style="list-style-type: none"> Student Liaison Officer (SLO) Principal Campus Manager Director of Operations 	Ongoing	<ul style="list-style-type: none"> Ensure the Academic Committee and system work best for both ākonga / students and team members

Outcome	Action	Person Responsible	By When	Desired Outcomes
2	<ul style="list-style-type: none"> Continue to explore Professional Development opportunities where colleagues can extend their knowledge on the culture of Māori and Pacific students and how this may impact their learning. 	<ul style="list-style-type: none"> Campus Manager School Principal 	July 2026	<ul style="list-style-type: none"> Strategies, behaviours, actions, services and resourcing reflects commitment to Te Tiriti o Waitangi. Provide an inclusive culture across the learning environment
3	<ul style="list-style-type: none"> Research and explore suitable IT professionals to collaborate with when discovering the best solution for a fit for purpose Learner Management System (LMS) system to support all our students / ākonga in using online resources to support their studies on and off campus. 	<ul style="list-style-type: none"> Campus Manager Operations team 	June 2026	<ul style="list-style-type: none"> To support and re-enforce face to face learning. Remove barriers in students learning, especially for those whose attendance is affected due to circumstances outside of their control. Encouraging students / ākonga to remain engaged and retained in their studies.
4	<ul style="list-style-type: none"> Continue to monitor the Academic Committee meetings and systems around them and adjust accordingly as required for students who may need to defer their studies 	<ul style="list-style-type: none"> Student Liaison Officer (SLO) Principal Campus Manager Director of Operations 	Ongoing	<ul style="list-style-type: none"> Ensure the Academic Committee and system work best for both ākonga / students who may need to defer their studies and team members