The National School of Aesthetics

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Self-Review of Student Wellbeing and Safety Systems 2025 - 2026

Organisation	Aesthetics House Limited trading as The National School of Aesthetics (8601)
Delivery site	Christchurch (01)
Programmes reviewed in the self-review	• 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	• February 2025 intakes • July 2025 intakes • February 2026 intakes • July 2026 intakes
Covers the period	Between Saturday, 1 November 2025 and Saturday, 31 October 2026
Report date	Friday, 30 October 2026
Report publicly accessible at	nasa.co.nz/info/code-of-practice/
Complaints and Critical Incidents Register report publicly accessible at	nasa.co.nz/info/code-of-practice/#our-reports-on-complaints-and-critical-incidents

Summary

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 2025, some things have been actioned and implemented throughout 2026 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 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 in version 1 of the programme ceased once the last ākonga / students from the version 1 programmes completed their studies in mid-2025. Delivery of version 2 of this programme began in February 2025 and monitoring has shown that these changes have been positive.

- 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. Attendance and limited absenteeism is vital as we are preparing students for the workplace environment. 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. In 2026, a large change has been "real time" monitoring of absenteeism, reporting and meeting with students ("early interventions") which has significantly reduced excessive absenteeism.

- The Academic, Attendance and Achievement (AAA) monitoring process we introduced towards the end of 2023 was semi-effective but ended up causing the team a significant amount of work and addressed issues after they occurred instead of attempting to prevent them from reaching that stage. Critical analysis of the process led us to the conclusion that early intervention and "real-time" monitoring of attendance, absenteeism and performance may be a better approach as it is a preventative rather than corrective action. In addition, more responsibility for this was placed in the Education and Training Team members to ensure timelier action. We still use a "whole provider" approach to support students; however, this approach now helps ensure engagement is maintained instead of having to attempt to "re-engage" after-the-fact.

- We are better utilising our student management system (SMS) SELMA to keep information about ākonga / students in a centralised area. This helps us paint a broader and more-accurate picture of our ākonga / students and their journeys with us in one area as opposed to fragmented bits and pieces in various spreadsheets and documents.

- 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 Operations team 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). In 2026, we encouraged our ākonga / students to see their well-being tutors in the first instance when they need assistance on any number of topics, which strengthens the relationship between kaiako / tutors and ākonga / students and helps the Education team be more involved with student wellbeing than previously.

- 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 addition, our new Campus Manager has implemented further ideas with newer ākonga / students such as a continuum practice in the first few weeks of their programme as well as "appearance for the industry" classes for nail technology students, led by beauty therapy tutors. We are also investigating various other methods to gain quality feedback from our ākonga / students.

- 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, along with new Course Fees and Withdrawal Dates information sheets (available for download on our Web site as of 2026), provide 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 and 2026. 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 now included in the Downloads section of our Web site 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 tuakana–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; however, functionality and use remain limited. In 2027, we hope to further explore how to categorise complaints and incidents to ensure we report them correctly. (This has been an on-going, but slow, process as we usually receive a very small number of written complaints and have an extremely small number of critical incidents.)

- In previous years, we have updated our complaints procedure in line with advice from NZQA and changes within the sector. We continue to monitor and refine this where needed.

- 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, who encompasses not only quality assurance and compliance but also some executive and operational functions from the CEO and Director of Operations. This new position ensures there is a senior operations team member on campus every day.

- We have increased the Academic Committee meetings of the Head of Education, Campus Manager and Director of Operations from once every six weeks to every week. These meetings are now split into two different areas: Academic Committee and Executive Committee. The former deals with any attendance, academic or performance issues within the classroom; the latter deals with more overarching subjects, including discussing projects underway and other executive-level matters. This ensures we are operating in "real time" and intervening in a timely manner, where required.

- 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. Following that, we have attached our 2026 action plan with updates, as well as our upcoming 2027 action plan based on our 2026 review findings. For both clarity's and brevity's sake, we have removed many actions and suggestions from our Code reviews from previous years; as of the time of printing, these previous reviews are still available for viewing on our Web site.

It is important to note that several unforeseen staffing and leadership events during 2025 significantly reduced our capacity. This delayed the appointment of our Campus Manager until February 2026 and slowed progress on several actions from previous self-reviews, some of which have carried into 2026 and 2027.

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 and areas we have improved	Actions
Ākonga / student wellbeing check-ins	• 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 • Identifies each ākonga / student's personal wellbeing and what support they have in place if any. • Identifies each ākonga/ student's academic success and provides opportunities to establish own personal learning goals to achieve before the end of each term. • Instant escalation to the operations team 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.	**2026 –** We have encouraged ākonga / students to see their wellbeing tutor in the first instance so any ākonga / student issues can be better monitored by the Education and Training Team, thereby "closing the loop".	1. Monitor how well ākonga / students going to their wellbeing tutor in the first instance with issues is working and adjust the process if needed
Student council meeting minutes	• 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.	**2026** – Discussion around the best way for Operations Team disseminate the meeting notes for the team to respond to was held on 16 October 2026, and we will be trialling using the master copy on the server to add	2. Trial and embed the new process for responding to student council points (team discussion at Friday team meetings and team comments on the master copy)

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	• Head of Education, Campus Manager, other Ops Team member included as attendees of council board. • Meeting minutes shared across the organisation and all council members within 48 hours and action items identified. • Outcomes and actions are timely addressed and shared across the organisation and student council members for feedback.	team comments as well as discussing in our Friday meeting	

Wellbeing and safety awareness and promotion topics	• 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:
	  ○ 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 *Provide nutritional advice which is complementary to advanced beauty services* 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:
	  ○ Adequate daily water intake
	  ○ Healthy, nutritious and sustainable food choices
	  ○ Healthy sleeping habits
	  ○ Daily exercise routines		

School website and student handbook	• In-depth information on school website socialising habits to support health and wellbeing during study including contact details of nearby health and medical centres. ○ nasa.co.nz/students/during-your-course/student-welfare/	**2026** – The student handbook was often stated as being "too long" to read and understand. For the 2027 academic year, we migrated most sections of the student handbook to our Web	3. Monitor the new shorter student handbook alongside our Web site information and supporting documents (e.g. Course Fees and Withdrawal Dates) and

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions

	• In-depth information on school website detailing ākonga / student support mechanisms we have available for all ākonga who study with us.
	  ○ nasa.co.nz/students/during-your-course/student-support/
	• In-depth information on school website detailing how we support ākonga / students with disabilities, medical and learning conditions.
	  ○ nasa.co.nz/students/starting-your-course/students-with-disabilities-medical-conditions-and-learning-conditions/
	• Easy-to-access and download student handbook (significantly revamped for the 2027 academic year) lists major topics subject-by-subject and refers the reader to the appropriate section of our Web site.
	  ○ nasa.co.nz/downloads/#student-handbook
	• Students are encouraged to read through our Web site and ask any questions they may have prior to their course kōrero and subsequent enrolment.
	• Our withdrawal policy provides a clear understanding of the process. In addition, we have separated out the last date for students to withdraw from their programme without being charged by referring them to the Course Fees and Withdrawal Dates documents.
	  ○ nasa.co.nz/withdraw/
	  ○ nasa.co.nz/downloads/#course-fees-and-withdrawal-dates
	• 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 Application and Enrolment Form Part 2 in 2025, but in 2026 was outlined in the Student Handbook but now is in the Course Fees and Withdrawal Dates document available for download from our Web site (see above) in order to save paper and provide a single source for this information. We have further refined this to make it easier to access
		site, and ākonga / students looking at the shortened student handbook can find links to the appropriate part of our Web site by subject.
		
		2026 – We separated out the Course Fees and Withdrawal Dates sections of the enrolment form to be accessible on our Web site as a downloadable PDF.
		
		2026 – We need to ensure our quality management system (QMS) documentation, student handbook, web site and any other corresponding documentation all give the same, consistent information and, where possible, do not duplicate or refer to one primary source for consistency's sake.
			investigate whether a student handbook integrating the old version and the new version would work better
			4. Check our QMS, student handbook and Web site are aligned and give consistent information.

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	and to be environmentally conscientious by providing this digitally instead of on paper. • 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. ○ nasa.co.nz/students/during-your-course/programme-extensions/		
Contact and communication	• The Operations Team monitors 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 Operations Team 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 Operations Team members 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 Head of Education and Campus Manager. • The Operations Team now monitors attendance and absenteeism in real-time with gathering roll calls and communicating with absent students who have not contacted us in any way. • 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	**2026** – We identified that a more "real time" absenteeism system needed to be in place with attendance being better integrated into SELMA, our student management system. We moved to our Operations Team gathering roll calls on a daily basis; however, we are still working with SELMA on the automatic notification system that would trigger when absenteeism reaches a certain limit. Important notes around other major issues are also being recorded within SELMA.	5. Monitor the real-time attendance system, complete the automatic absenteeism notifications in SELMA, and monitor how well the team records important notes in SELMA.

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	/ 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 communicated by email and word-of-mouth from the team to the students. • Microsoft TEAMS is a platform being used by both nail technology and beauty therapy students. This platform is widely used to communicate assessment requirements and share additional learning documentation with ākonga / students.		
Attendance intervention notices (AINs) and real-time absenteeism monitoring	• 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. • 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.	**2026** – We simplified the absenteeism waymarks policy in response to reviewing the absenteeism allowance; however, this is an ongoing process that requires us to continually monitor what is working and try to adjust what appears to not be working. **2026** – We have shifted to an early-intervention and "real-time" absenteeism process so the need for Non-Attendance Notices have been shifted to emails issued by the team to warn when certain waymarks are met in the absenteeism waymarks policy. When an ākonga / student reaches their maximum allowed absent days, their wellbeing tutor	6. Monitor the attendance intervention notice (AIN) and escalation process, ensure every AIN is recorded in SELMA, and explain the process at orientation for every new intake. Second point: see action point number 5

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
		meets with them to discuss the reasons, and together they agree on an action plan. This is recorded on an attendance intervention notice (AIN), filed and uploaded to our student management system SELMA. Attendance is continued to be monitored in real time. If the ākonga / student does not comply with the action plan on their AIN, the matter is escalated. They meet with the Head of Education, who then discusses it with the Academic Committee to decide an outcome. Ākonga / students are usually able to continue with conditions (e.g. no further planned absences being approved, any further absences restricted to medical or bereavement reasons with written evidence to support the absenteeism).	
Team meetings / Academic Committee meetings / Executive Committee meetings / self-review	• We migrated to meetings that occur more regularly to keep a more "real-time" focus on all aspects of NaSA, wherever and whenever possible. • This helps maintain an all-of-provider approach to self-assess what is working and what isn't in "real time".		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	• Team meetings are held every Friday for all kaimahi / colleagues to attend. Key discussion items around timetabling, assessment, student health and wellbeing concerns, and organisational issues and improvements are discussed among the entire team. • Academic Committee (existing) and Executive Committee (new) meetings are held weekly, which also helps our team deal with any issues as they arise in "real time" as well as work on forward planning, corrective measures, and preventative measures.		
Attendance intervention notices (AINs), recorded in SELMA	• Academic, Achievement and Attendance (AAA) action plans are being replaced by attendance intervention notices (AINs) with wellbeing check-ins with the wellbeing tutor in charge of that individual ākonga / student. • AINs and all related notes are now recorded in SELMA instead of a separate spreadsheet, so everything about an ākonga / student should be in the one central place. Even minor issues should be recorded to give a broader and more accurate picture of each ākonga / student's journey with us. • If an ākonga / student does not follow the action plan on their AIN, the matter is escalated: they meet with the Head of Education, who then takes the matter to the Academic Committee to decide the outcome. Ākonga / students are usually able to continue their studies with conditions.	**2026** – Moving to AINs recorded in SELMA has centralised all records and follow-ups in one place so the team can easily access this information in one place.	See action point number 6
Missed assessments and opportunities for resitting assessments	• This process was created to improve student retention. This process is designed for all kaimahi and ākonga 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. • Clear guidelines and processes have been put in place to ensure all students have the right support and resources put in place when	**2026** – A minority apparently seem to be taking advantage of this system. Adjustments are being made to curtail any misuse of the system. For example: • Head of Education sending out an email in mid-October	7. Continue to monitor missed assessments for patterns and potential misuse of the resit system, and adjust the process as required.

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	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 major 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.	2026 around extensions, when they will be given, our expectation that any semi-completed or completed work be submitted with the request, and written evidence supporting the extension request.	
Complaints record / NZQA	• 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. • Most ākonga / students who responded to the programme evaluation surveys said that they were aware of the complaints procedure. • Almost all ākonga / students 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.	**2026 –** Defining the different types of complaints and critical incidents, and when each must go on our register, is still to be completed now our Campus Manager is in place. This has been carried into our 2027 action plan. **2026** – While we have a Complaints and Critical Incidents Register (and have had one for a few years now) in place, we need to ensure it is filled in promptly.	8. Group and further define the different types of complaints (including feedback and suggestions) and critical incidents and determine which types of complaints should be included on the Complaints and Critical Incidents Register. 9. Record complaints and critical incidents on the register promptly.
Application, course kōrero, enrolment, and orientation	• Prospective ākonga / students complete a course kōrero with our Admissions Officer 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 programme. We have a column in the interviewee database as a "yes / no" option for students who have identified a disability or learning condition to be highlighted.	**2026 –** For the 2027 academic year, we have streamlined the enrolment process to reduce barriers for ākonga / students. The previous 2 parts for the Application and Enrolment Contract forms have been	10. Monitor the new single enrolment form and Offer of Place process.

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	This helps ensure we have the support in place for ākonga / students prior to them starting their studies with us. • 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. • Orientation is split 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 a wellbeing orientation session taking place a week or later into the programme.	condensed to one form that is submitted on enrolment. To enrol, ākonga / students merely need to accept the Offer of Place and complete any other requirements to enrol.	

Outcome 2: Learner Voice

Level of Code Implementation	Well-Implemented

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
Programme evaluations, other opportunities for quality feedback and response rates	• 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 by the Campus Manager. • In previous years, however, we have only gained programme evaluation surveys mid-year and end-of-year. In shifting towards our more "real time" operating status, we want to expand the opportunities to gain high-quality feedback from various sources. • The addition of the "Continuum" practice in week 2 of the programme has been successful, giving a very early snapshot how ākonga / students feel about their experiences with us.	**2026** – We are looking at expanding the opportunities to gather feedback from various avenues on a more regular basis to form a better picture of how we are doing. This includes introducing new opportunities to invite feedback and increasing the quality of feedback we receive. Current June and December evaluations are important, but gathering information earlier helps solidify the "real-time" and "intervention" approach we are implementing in other areas such as absenteeism. This helps make us more responsive quicker to the needs of our students. **2026** – We introduced continuums in week 2 of each programme. This new opportunity to gather feedback helps us obtain a very early snapshot of how our ākonga /	11. Review our programme evaluations and other opportunities for feedback. a. Determine the best schedule for programme evaluations, the types of evaluations being held (and when they are being held), and how to ensure we receive adequate responses that are valuable. b. Analyse the questions we ask, the rationale on and value of why we ask them, what outcomes and feedback we are expecting, and if those questions are the right ones to ask. c. Utilise the information we gather to take preventative and

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
		students feel about their experiences with us, alongside our mid-programme and end-of-programme evaluations as well as student council meetings. Gathering feedback supports the "real time" approach we are taking in other areas, such as absenteeism, and helps us respond to our ākonga / students' needs sooner.	corrective actions in a timelier manner.

Student complaints	• Feedback and Complaints policies and procedures on our Web site
	  ○ www.nasa.co.nz/complaints/
	• Feedback and Complaints section in the school rules
	  ○ nasa.co.nz/downloads/#rules-and-regulations
	• 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 populated if / when formal (written) complaints are submitted and critical events occur.
			See action point numbers 8 and 9 in the 2027 action plan

Student voice and feedback	• Gathering student feedback from diverse and priority learner groups which supports our decisions, through emails, surveys and informal conversations. • 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 and areas we have improved	Actions
Iwi / hapū / whanaū communities and clinic days	• 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 *Clinical Practice Self -Reflection Workbook* 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 tuakana–teina model	• 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 tuakana–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		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	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. • In 2026, our Campus Manager introduced a continuum practice for new ākonga / students in their first few weeks with us to help further monitor how well they feel they are doing in the programme.		
Clinical Practice Self-Reflection Workbook (from 2024)	• 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.	**2026 –** To be environmentally friendly, we are looking at distributing this workbook in a digital form only once the printed workbooks run out.	12. Move the Clinical Practice Self-Reflection Workbook to a digital-only format once printed copies run out.
Whanau involvement during course kōrero and enrolment and study groups	• We build whakawhanaungatanga with all ākonga / students from our application process, through to course kōrero 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.		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	• 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.		
Digital learning environments	• 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. • In 2026, we decided not to proceed with a new learning management system as Moodle and Microsoft Teams continue to meet our needs for the time being.	**2026** – Most of our assessments are practical and observed in person, so generative AI poses little risk to most of our assessment practices and their integrity. Our tutors and management do not use AI to write or mark assessments. **2026** – Our plagiarism and academic integrity policies and procedures should be expanded to cover AI use in assessment more clearly.	13. Extend our academic integrity policies (including plagiarism) to cover generative AI use in assessment and include this information where relevant.
Physical learning environment, including equipment and facilities	• Our premises continues to offer a clean, light, spacious learning environment where students feel safe to attend. • With maximum numbers of 14 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. Equipment is maintained and repaired as required. • An onsite disabled car parking space is available for ākonga / 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		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	successfully). In early 2024, the landlord upgraded the public areas of the premises to be compliant with accessibility requirements. • 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. These are being maintained and repaired as required. • 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. These are being maintained and repaired as required. • New equipment and resources purchased as part of 2023 programme maintenance funding (PDMF) across both beauty therapy and nail technology programmes. These are being maintained and repaired as required.		

Outcome 4: Learners are Safe and Well

Level of Code Implementation	Well-Implemented

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
Student handbook and Web site	• In-depth material and resources located on our Web site locates the essential material for supporting ākonga / students' wellbeing and safety. • We introduce the student handbook and our Web site to ākonga / students during the application / course kōrero / enrolment process as well as before and during orientation. We encourage ākonga / students to take active responsibility for their wellbeing and safety and to speak up when they may be facing issues. • For the 2027 academic year, the student handbook has been completely redesigned, going from an approximate 300 page document to a short document that refers ākonga / students to policies and procedures (and other subjects) on our Web site.	**2026 –** We simplified the student handbook for the 2027 academic year as it was sometimes too large to read or understand for some people. The layout was meant to follow the ākonga / student journey. The new handbook is organised alphabetically by subject and usually links to the appropriate area of our Web site.	See action point number 3
Nutrition components of the programmes	• These mandatory subject topics promote awareness of practices that supports ākonga / students to improve their physical and mental health and wellbeing and safety. • 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).		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	• The exercise component was removed from delivery from new intakes from 2025 onwards; however, its importance for maintaining good mental health along with our nutrition subjects are still available.		

Student council / student wellbeing check-ins / meetings	• 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.
	• We list organisations that can help ākonga / students in various ways on our Web site here:
	  ○ **Immediate help:** nasa.co.nz/students/during-your-course/student-welfare/#need-immediate-help
	  ○ **Support outside NaSA:** nasa.co.nz/students/during-your-course/student-support/#support-from-outside-the-national-school-of-aesthetics
	• 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 is easily accessible as well.		

Recruitment	• 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.		
Emergency contacts and next-of-kin on Application and Enrolment Contract	For all ākonga / students: • The Application and Enrolment Contract 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.		

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions

	• We will contact the ākonga / student's emergency contact(s) and / or next-of-kin if / when:
	  ○ 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.
	
	For ākonga / students under 18 years:
	
	• Their emergency contact must be their parent or legal guardian.
	• 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 course kōrero and school tour and support them through the application / course kōrero / 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 Operations Team and during daily team meetings.		

Wellbeing check-in forms and attendance intervention notice (AIN) forms (records of personal risks forms)	• We use our wellbeing checklist forms as records of personal risks. Our team document any issues or personal risks the ākonga / student reports. • Under the new system, wellbeing tutors meets with an ākonga / student to create an action plan on the attendance intervention notice (AIN). This notice is filed away, and attendance and achievement are closely monitored. Where non-compliance occurs, the ākonga / student meets with the Head of Education where absenteeism and	**2026 –** We strengthened the approach, so these matters were initially between the wellbeing tutor and the ākonga / student in the first instance. We also started approaching this as both "intervention" and in "real time".	See action point numbers 1, 5 and 6 Completed: interpersonal incidents, personal risk and AINs (along with other information) are all now recorded centrally in our student management system

Sources of evidence	What's going well?	Areas for improvement and areas we have improved	Actions
	non-compliances are discussed. The Head of Education takes this information to the Academic Committee where further discussions are held and an outcome or outcomes are determined. An ākonga / student involved in this process are usually allowed to continue their studies with conditions (e.g. no planned absences would be approved, any further absent days must be medical or bereavement supported by written evidence.) • All information is now recorded in our student management system SELMA instead of a separate database, so it remains very centralised and tied to the student's record. This answers the need to centralise this data as we have identified as a potential issue in previous years. Even very minor issues are usually recorded. This paints a broader and more-detailed picture of the ākonga / student and their journey with us.	Information was now uploaded to version 3.0 of our SMS SELMA.	SELMA, so a separate spreadsheet is no longer needed.
Deferring study for extenuating circumstances	• 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. • Using our weekly Academic Committee meetings to discuss deferral and programme extension requests made by ākonga / students whose studies have been interrupted due to circumstances outside of their control. • Putting effective support mechanisms in place for ākonga / students who re-join their studies with us to make for a seamless transition back into studying.		14. Continue to use the weekly Academic Committee to consider deferral and programme extension requests, and support ākonga / students who re-join their studies.

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

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2026)
1	• 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.	• All kaimahi / colleagues • Campus Manager • Director of Operations	March 2026 during review cycle	• 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.	• Not yet completed • Delayed by staffing changes. Carried into 2027 action plan.
1	• 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.	• All kaimahi / colleagues • Campus Manager • Director of Operations	March 2026 during review cycle	• 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.	• Not yet completed • Delayed by staffing changes. Carried into 2027 action plan (combined with action plan above).
1	• Continue to monitor the absenteeism reporting system and adjust accordingly as required.	• Head of Education • Campus Manager • Director of Operations • Any other team members as required	Ongoing	• Ensure the reporting system works best for both ākonga / students and team members	• Adjustments completed • Ongoing monitoring • Operations Team now inputs daily attendance and absenteeism and follows up absenteeism in real time. • Automatic SELMA notifications are still being set-up.

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2026)
1	• Continue to monitor the Academic Committee meetings and systems around them and adjust accordingly as required.	• Head of Education • Campus Manager • Director of Operations • Any other team members as required	Ongoing	• Ensure the Academic Committee and system work best for both ākonga / students and team members	• Adjustments made • Ongoing monitoring • Meetings increased from six-weekly to weekly • Meetings split into an Academic Committee (with support of Education Team) and newly formed Executive Committee
2	• 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.	• Campus Manager • Head of Education	July 2026	• Strategies, behaviours, actions, services and resourcing reflects commitment to Te Tiriti o Waitangi. • Provide an inclusive culture across the learning environment	• Completed. All current team members have participated in previous professional development around culture • Expand in 2027 to look at a wider range of professional development opportunities
3	• 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.	• Campus Manager • Operations team	June 2026	• 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.	• Not proceeding • Current usage indicates Moodle and Microsoft Teams meet our needs at present

Outcome	Action	Person Responsible	By When	Desired Outcomes	Comments / Update (October 2026)
4	• 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	• Head of Education • Campus Manager • Director of Operations • Any other team members as required	Ongoing	• Ensure the Academic Committee and system work best for both ākonga / students who may need to defer their studies and team members	• Adjustments made • Ongoing monitoring • Meetings increased from six-weekly to weekly • Meetings split into an Academic Committee (with support of Education Team) and newly formed Executive Committee • Deferral and programme extension requests are now considered weekly at the meeting

Action Plan 2027: Self-Review of Learner Wellbeing and Safety Systems

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	1. Monitor how well ākonga / students going to their wellbeing tutor in the first instance with issues is working and adjust the process if needed.	• Education and Training Team • Head of Education • Campus Manager	Ongoing (review in October 2027)	• Issues for ākonga / students are picked up early and the loop is closed.
1	2. Trial and embed the new process for responding to student council points (team discussion at Friday team meetings and team comments on the master copy).	• All kaimahi / colleagues • Campus Manager (overseeing)	June 2027	• Points raised at student council are responded to promptly and this information is relayed back to student council members in a timely manner
1	3. Monitor the new shorter student handbook alongside our Web site information and supporting documents (e.g. Course Fees and Withdrawal Dates) and investigate whether a student handbook integrating the old version and new version would work better.	• Campus Manager • Director of Operations	August 2027	• Policies and procedures can be found and understood by ākonga / students in a simpler yet accurate format.
1	4. Check our QMS, student handbook and Web site are aligned and give consistent information.	• Campus Manager • Director of Operations	August 2027	• Consistent information across all our documents
1	5. Monitor the real-time attendance system, complete the automatic absenteeism notifications in SELMA and monitor how well the team records important notes in SELMA.	• Campus Manager	June 2027	• Absences are followed up in real time. • All kaimahi / colleagues record notes in SELMA

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	6. Monitor the attendance intervention notice (AIN) and escalation process, ensure every AIN is recorded in SELMA, and explain the process at orientation for every new intake.	• Wellbeing tutors • Head of Education • Campus Manager • Academic Committee	Ongoing	• Early, consistent and fair intervention • Both ākonga / students and kaimahi / colleagues understand the process
1	7. Continue to monitor missed assessments for patterns and potential misuse of the resit system, and adjust the process as required.	• Education and Training Team • Head of Education • Academic Committee	Ongoing	• A fair process that both supports ākonga / students and limits misuse
1	8. Group and further define the different types of complaints (including feedback and suggestions) and critical incidents and determine which types of complaints should be included on the Complaints and Critical Incidents Register.	• Campus Manager • Director of Operations • Executive Committee (to approve)	April 2027	• Clear definitions agreed and shared with all kaimahi / colleagues
1	9. Record complaints and critical incidents on the register promptly.	• Campus Manager	Ongoing	• The register is accurate and up to date
1	10. Monitor the new single enrolment form and Offer of Place process.	• Admissions Officer • Campus Manager • Director of Operations	August 2027	• Fewer barriers in a smoother enrolment process for ākonga / students

Outcome	Action	Person Responsible	By When	Desired Outcomes
2	11. Review our programme evaluations and other opportunities for feedback. a. Determine the best schedule for programme evaluations, the types of evaluations being held (and when they are being held), and how to ensure we receive adequate responses that are valuable. b. Analyse the questions we ask, the rationale on and value of why we ask them, what outcomes and feedback we are expecting, and if those questions are the right ones to ask. c. Utilise the information we gather to take preventative and corrective actions in a timelier manner.	• Campus Manager (overseeing) • All kaimahi / colleagues	August 2027	• Timely, useful feedback that we act on quickly
3	12. Move the Clinical Practice Self-Reflection Workbook to a digital-only format once printed copies run out.	• Clinic tutor(s) • Head of Education	When printed stock runs out	• Less paper and workbook is easier to access
3	13. Extend our academic integrity policies (including plagiarism) to cover generative AI use in assessment and include this information where relevant.	• Campus Manager • Head of Education • Director of Operations • Executive Committee (to approve)	June 2027	• Both ākonga / students and kaimahi / colleagues understand what is acceptable and what is not, including potential consequences • Assessment integrity remains protected

Outcome	Action	Person Responsible	By When	Desired Outcomes
4	14. Continue to use the weekly Academic Committee to consider deferral and programme extension requests, and support ākonga / students who re-join their studies.	• Academic Committee	Ongoing	• Lowering barriers to study for ākonga / students who are facing significant life issues affecting their studies and helping ensure a smoother transition back into study for ākonga / students who return to studies