

KALANDRA SELF REVIEW – CODE OF PRACTICE 2021

OUTCOME 1 – A LEARNER WELLBEING AND SAFETY SYSTEM

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation for Outcome 1	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Strategic Goals and Strategic Plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans	We have feedback from students but would like more and have introduced new methods of gaining feedback.	We have had a Student Council and they have provided feedback on support and student welfare during the pandemic. Being extra-mural, our students were not engaged in the process and there was low interest in being part of this. Surveys go out after every module, through survey monkey, with end of programme and lecturer surveys. We get feedback but it is limited in the amount and diversity.	We have introduced focus groups where we invite those from priority groups to provide feedback on pastoral care and the code. They will also provide feedback around the imbedding of our Māori Health models, into our programmes. We have also reached out to national bodies to support us with advice on how we might provide a safe and successful learning environment for all. As we have moved from being largely elderly care focused to providing care across a range of health focused areas working with vulnerable people, there are now more options for those who have physical disabilities or may be neuro-diverse and want a career in the health industry, as a support person. Our surveys are now placed at the end of the module, on our online learning platform, making it easier for students to respond. We hope that this will give us a greater number of responses.

Process: Self-Review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we review the effectiveness of our learner wellbeing and safety practices?</p>	<p>Generally, review of our processes is on a rotational basis however the onset of the covid 19 pandemic required several reviews of learner wellbeing and safety practices. Throughout the pandemic we were very aware of the difficulties our learners were going through not just personally but, in their workplace, and many were separated from family due to care facilities being locked down. Stress on our learners was at an all-time high and we responded to this, providing more time to complete assessments and taking the requirements to complete weekly tasks in the expected timeframes. This was supported by our Academic Board who were well aware of the stress the Health Industry was under and continues to suffer. Kalandra introduced a budget to support those who were impacted and delivered care packages. For some students we also supported them with mental health associated with the extra stress. Pastoral Care prior to</p>	<p>Student feedback shows they felt they were well supported through their study and in some cases beyond. Completions did not suffer with the added support of the students, but they did take much longer to complete than we would have expected, under “normal” circumstances. Pandemic Plan and updates. Academic Board Reports. Governance Reports. Student council reports/agendas/minutes.</p>	<p>The review of the effectiveness of the level of learner wellbeing and safety practices was through student feedback and student council forums. However, with our new format for surveys at the end of the module in our online learning platform, we are expecting more feedback. We also hope that our focus groups will also provide more feedback. However, we are satisfied that we met the needs of our learners whenever we could and reviewed and changed our support as required.</p>

	<p>the pandemic was provided through a full time Campus Manager/Pastoral Care person supported by the lecturing staff and Academic Manager. Where required, the General Manager Education, CEO and COO were involved in support.</p>		
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Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?</p>	<p>Code publication is in progress and will be completed by Nov 01, 2022.</p> <p>Current Practice information is stored in Student handbooks and in information sessions prior to enrolment.</p> <p>There are 2 information sessions that students attend via zoom. One prior to final enrolment and the other prior to commencing the programme. Within the first 4 weeks, students complete their first section of the learner plan with their lecturer. In all these activities, students' attention is drawn to where they can access information on the code.</p>	<p>Website will be updated.</p> <p>Notification on CANVAS for all Code requirements will be implemented.</p> <p>Programme FB pages will also refer learners to Code Publication Material.</p> <p>Learner Plans will continue to refer to Code requirements, as will Student Handbooks.</p>	<p>Survey questions and focus group feedback will identify if we need to have further publication to ensure all learners can access information on the Code.</p>

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services</p>	<p>Kalandra has a communication plan that outlines who provides information, how it is dispersed and who to. This plan outlines whose responsibility it is to deliver the information across the organisation. For student welfare, Kalandra runs a significant concerns process where a lecturer provides a weekly update on student progress and highlights which students may need support and follow up. The pastoral care person will contact any learner on the list and work through any issues they might be having, that is holding them back from success. The pastoral care person will provide access to support services wherever possible. If there is a need to escalate a significant concern the Academic Manager is called in and if required General Manager or CEO.</p>	<p>Communication Plan. Significant concerns. Student results 2020-21. Student feedback shows that students are supported. Emails to and from students, from Pastoral Care and/or Academic Manager.</p>	<p>The new focus groups and improved surveys should gather more information around emerging concerns of learner wellbeing and safety.</p>
<p>How effectively do we provide our staff with ongoing training and resources, tailored to their roles in the organisation, in relation to the topics required by this process?</p>	<p>Fortnightly lecturer meetings are held where topics are discussed, and PD is organised if required. Each lecturer has a PD file and discussion is held around what</p>	<p>Staff files. Staff reviews. PD plans. AKO records. Certification.</p>	<p>Staff have begun training in Dyslexia and all staff have scheduled introduction to NZQA Autism resources, to be completed in 2022. PD has been undertaken in creating partnerships with mana whenua, Te</p>

	<p>is required and planned. Staff attend Te Tiriti workshops as required and build on their knowledge of tikanga throughout the year. Other PD has been around literacy and numeracy, first aid and communication skills. All staff have participated in CODE workshops and understand their role in supporting learners within its framework.</p>		<p>Tiriti partnerships and planned to participate in weaving Pasifika values and knowledge into our teaching (postponed due to lack of numbers until 2023). Ongoing CODE workshops have been attended throughout 2022 and will continue as required.</p>
<p>How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?</p>	<p>Our students are all extra-mural learners however we develop a supportive relationship with each one. We have supported our learners through covid by ensuring they are not overtaxed by study when they have sick clients, been locked down in facilities often living away from their families or working extra shifts to cover staff. For many learners during the lockdowns (especially Auckland) parents who may have had time to study were now looking after children. With many of our students' being migrants, they were also worried about their family members. Many of them experienced close family members dying and they were unable to travel to be near them and of course there was no funerals. Other students working in care facilities, had</p>	<p>Learner feedback, through targeted questions at Student Council, provided a unanimous endorsement of the support provided - with open assessment end dates and working with individuals and their requirements. Many students were given the opportunity to move to a later cohort and this was seen as a very supportive action, once again through emails and student council. Pandemic Plans - these changed as our covid landscape changed, from alert levels through to traffic lights. Emergency plan.</p>	<p>We still consider the health and wellness, regarding covid, and know that it could change again. All our plans can be put in place again, should we need to. An Emergency plan and flip chart covering multiple emergency situations, from natural disaster to accidental poisoning and intruders, is now in the building. Plans, for more intensive risk management going into 2023, around external trauma that our learners could face e.g., being caught up in a violent situation or what the signs of and how to deal with heat stroke / hypothermia. The introduction of a Critical Incident Manager will also be implemented.</p>

	<p>clients hospitalised and some had to deal with high levels of illness and death in their facilities. As the situation evolved and changed, so did our plan. We worked with students as individuals, in many cases, to ensure they were able to complete their training. The student body worked with the Academic Board to allow extra time to study by extending assessment dates and weekly tasks. Being online for all domestic learners, we do not have the requirement for emergency drills. They exist and can be put into place at any time.</p>		
<p>How effectively do we record and report information on critical incidents and emergencies, at our organisation, to the relevant stakeholders?</p>	<p>All concerns are reported to the Academic and Governance Board through the Academic Manager and General Manager. With students all in an extra mural situation we have not had to deal with critical incidents or emergencies over the review period. However, there are effective recording processes in place should this occur.</p>	<p>QMS – Health and Safety Policy and Procedures. Academic Manager Reports. GM/COO reports. Health and Safety meeting minutes.</p>	<p>Introduction of a CIM will have a new reporting process for critical incidents but the existing reporting to the board, will be sustained.</p>

OVERALL SELF REVIEW – OUTCOME 1: A LEARNER WELLBEING AND SAFETY SYSTEM

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?</p>	<p>It has been proven by research that the whole of provider approach is the most effective way of supporting students. Kalandra has used the process since its inception and every member of staff is involved in the support of our learners. The first step is for students to contact their lecturer (if they prefer not to, they can skip this step) or their lecturer can then advise the pastoral care person to offer support. The Academic Manager may be brought in or in some instances the CEO has intervened and supported the learner. Kalandra's Kaupapa is to support the vulnerable - this is not just clients in the health system but our students who may be under stress. One learner had been in a violent relationship and during her time with Kalandra she escaped to a safe house where she remained for some time but was discovered and then had to be re-homed and live through the trauma of a custody battle. This has been ongoing for 3 years and Kalandra have supported her by providing pastoral care and allowing her to stretch her</p>	<p>Feedback from learners indicate that we meet their needs and have done through this review period exceptionally well. This is anecdotal as well as through our surveys and student council meeting minutes.</p>	<p>Better feedback will determine if we need to add more layers of support. At this stage, the whole of provider approach is working well.</p>

	<p>study out over this time. All staff have been involved in the process. The Academic Board, who approved that although her qualification would be achieved over 3 years, she could still continue it, to the pastoral care person, lecturers and the registrar, all who had worked with her through the 4 cohorts she had been on in that time.</p>		
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>We currently use our student council and feedback, both anecdotal (emails and phone calls).</p>	<p>Council meeting minutes. Emails and anecdotal feedback via phone calls. Often learners want to hear a voice. This is the medium we will continue to use, as it is so effective.</p>	<p>Focus groups and our new survey process, along with key questions throughout the year, on how we might improve learner voice will further enhance our understanding of how well we access it.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra holds Te Tiriti o Waitangi as a binding relationship between the crown and tangata whenua of New Zealand. We acknowledge all the articles and include acknowledgement of Te Ao Māori. Throughout our programmes we have embedded Māori health models that we consider to be best practice. Students are also required to participate and complete modules in mātauranga Māori. Staff participate in their development of Tikanga Māori relevant to their roles as lecturers, support staff or management. We have</p>	<p>AKO Aotearoa Professional Development enrolments and completions. Email communication with Māori stakeholders. Hui dates and records. Staff personal relationships.</p>	<p>The development of Kalandra as a partner with Māori in the pursuit of success and achievement for learners is ongoing and will grow. Our focus for 2022/23 is to support students with a focus group consisting of Māori students and working with them to create the best environment where they can thrive and become leaders. In 2023, all our programmes will incorporate whanaungatanga within the cohort. This will support the creation of relationships with the students' using connections and common aspects of their lives. It will become like a family, and they will, in turn, support each other. Learners really thrive in this environment, and it is</p>

	developed and developing relationships with iwi throughout Auckland and Aotearoa including as far South as Otago and as far north as Awanui. This will only grow as our organisation grows.		especially nurturing for Māori learners.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans.	Kalandra believes everyone should be treated with respect and welcomed as a “Kalandra family member”. Our Strategic Plan sets out that each student should be provided with the support to achieve to the best of their ability. We also set out that we want them to embrace lifelong learning and enjoy the learning process.	Student Handbook. Advertising. Website.	We constantly review our practices to ensure that they meet learner needs. This is evident with our response to covid over the last 3 years. We expect this process to keep evolving, as new measures are introduced, to support learner voice to be heard. We see more joint goals and strategic plans being made with learners from our focus groups and wide range of stakeholder feedback.

OUTCOME 2 - LEARNER VOICE

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for Outcome 2	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Learner Voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Our range of programmes for 2021 have been modified to offer more opportunities for learners. During 2021 our programmes were aimed at support workers where the work would be more physical, and this excluded those who may not be able to lift or shift clients. Our mental health support programme was our only programme that might appeal to those who did not have the same physical ability as our other programmes. We supported those with learning disabilities such as dyslexia through our mix of theory and practical enabling our learners to use their practical learning as the basis of their qualification. The theory was then provided to create the underpinning knowledge required. Kalandra uses all learning styles with kinaesthetic, visual, and auditory learning ensuring all methods of delivery are used.	Webinars, verification data, enrolment details. Learner plans. Significant concerns. Pastoral Care and Academic Manager reports.	Work has been done for our 2022 and 2023 programmes and is continuing to be done with an ever-widening offer and work with peak body organisations who represent a wide group of people who have different abilities.

Process: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	All complaints are processed in a timely manner and reported to both the Academic and Governance Board. The learner is encouraged to bring the initial complaint to the lecturer. If this is not their preference, they may approach the Pastoral Care officer or Academic Manager. Very few concerns result in an escalation to NZQA, but students are advised this is an option	Academic Manager Reports. General Manager Education report. COO report. Pastoral Care reports. Student Feedback.	We will work with the requirements of the code in so far as advertising the complaints procedure on our website. We will also provide information on our learning portal and Facebook. We will use our student feedback surveys to advise us if this is enough or if we need to provide more access to the complaint's procedure.
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	We have had very few complaints in the past. There were no complaints escalated higher than the Academic Manager, in 2021. We consider our practices were effective and students felt able to discuss any issues they had, with a range of people.	Academic Manager Reports. Student feedback. Pastoral Care Reports. General Manager Education Reports.	We will increase the visibility of the complaint's procedure over 2022 and 2023 and measure its effectiveness through student surveys and focus group discussions.
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation	Our current practice ensures we record and report all complaints. At present we do not publicise complaints as there is issues around privacy and identification of student complainants.	Complaints process and policy. Reports from Academic Manager, Pastoral Care officer and General Manager – Education.	We will adhere to the Code requirements and publish complaints once we have established the privacy issues around identification of a student through publication. Conversations with NZQA have received an understanding that this could be an issue and something that needs to be worked through for smaller providers. We will be guided by the advice of NZQA. This could occur in 2022 or early 2023.

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	We have processes in place should they be required. At this point there was no requirement for DRS in 2021.	QMS. Reports of concerns from Academic Manager, General Manager Education, Pastoral Care. Student Handbook.	With the introduction of Promapp this will make the process easy to access, for any staff member. Increased advertising for students via website, Facebook, CANVAS (online learning portal).

OVERALL SELF -REVIEW – OUTCOME 2: LEARNER VOICE

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p>	<p>All learners are treated with respect and empathy. Kalandra’s Kaupapa is to support the vulnerable person, and this includes our learners and the clients we serve in the community. The use of Te Whare Tapa Whā and the 4 pillars of health is embedded as best practice through our programmes and is also considered best practice for a healthy balanced life for all. Kalandra has not had significant diversity issues due to their commitment to meeting individual needs, but the mana of a learner and their individuality is celebrated. Kalandra has received significant feedback concerning their effectiveness in this.</p>	<p>Student feedback. Response to covid stress on the Health System and Learners. One on one support for technology issues. One on one for those who have learning barriers whether it be ESOL or Dyslexia etc. Pastoral Care reports. Significant concern reports.</p>	<p>Kalandra is connecting, during 2022 and will continue to do so as going forward, with peak bodies to further develop their support of diverse learners with disabilities. For priority learners such as Māori and Pacific Learners it is developing focus groups where learners are part of the pastoral care and learning content consultation process.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Every incident is used as a learning opportunity and learner voice is listened to and noted. Kalandra requests feedback for module feedback, end of programme feedback, lecturer performance feedback. However, there is less response than we would like. Student council provides feedback on request, but it has proven difficult to engage students to participate in the</p>	<p>Student Feedback. Student Council Minutes. Significant concern content (where a student has been contacted by pastoral care).</p>	<p>Going forward into 2023 Kalandra will use the online learning portal CANVAS to try and gather more feedback across a wider group of students. Focus groups will provide more feedback for priority groups as these groups will be made up of students who want to support the success and engagement of their priority groups.</p>

	council with it being an online environment and of course the busy lives of workers in the health industry during 2021.		
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra is committed to Te Tiriti o Waitangi and the articles of the Tiriti, including the understanding of Te Ao Māori. As best practice Kalandra use Māori Health Models and these are woven through the programmes.	Programme content. QMS. Professional Development.	In 2021 staff participated in Treaty workshops with AKO. Going forward into 2022, they participated in workshops creating Treaty Partnerships and including the Treaty in management roles. Ongoing PD will cover the role of whanaungatanga in our cohort's, creating connectedness among our learners. Relationships with iwi and Māori based providers will continue to develop. The focus groups will provide feedback on all aspects of upholding the Tiriti at Kalandra.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Accessing learner feedback aligns with our learner wellbeing and safety strategic goals and plans. Engagement from students is taken into consideration with all our goals and plans but we are developing this area further to increase learner voice.	Student feedback participation numbers.	Introducing student focus groups. Changing how we survey students will hopefully bring a stronger learner voice to our organisation.

WELLBEING AND SAFETY PRACTICES FOR ALL TERTIARY PROVIDERS

OUTCOME 3 -SAFE, INCLUSIVE, SUPPORTIVE AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for Outcome 3	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	All our learners are online so safe environment is not applicable in the sense of providing a physically safe building etc. However, time is taken to ensure that the learner has all that is required to carry out their learning in a safe manner. Learner plans identify safety and wellbeing and highlight any barriers to learning. Facebook brings the group together as does the opportunity to interact as a class in CANVAS. Kalandra’s belief is that each student is an individual and should be treated as such. We believe that all learners deserve to be safe and, in an environment, where they can be themselves and thrive and succeed in their learning, personal and work lives.	Student Handbook. Welcome Letters. Facebook. Learner Plans.	Going forward into 2023, Kalandra will develop further work with peak body groups for all our diverse learners. With our new programmes in 2022 and 2023, there will be many more opportunities for diverse learners to study with Kalandra. We will be in a position to support them to ensure they have equity, success and achievement.

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Kalandra supports the engagement and participation of all learners through its pastoral care and the flexible learning opportunities. It is also demonstrated through the changes made during 2021, to the assessment dates, to meet the needs of learners who were stressed and overworked due to covid and lack of staff in the health sector	Board Reports. Student feedback. Significant concerns.	This is an area that Kalandra works well in and continually meets learners needs, as they occur. Development in this area will continue, as it has in the past, meeting needs and acting as required.

Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Kalandra is very effective about meeting the needs of learners. While students are advised they must have access to a device before starting their study, Kalandra understands that devices break down, there may be a lack of funds to repair them, or they may have them stolen or lost. Kalandra holds devices and will courier out devices when required. In 2021, 3 devices were sent out to learners so they could continue their study. Support has been provided to students who have been made	Financial records. Academic Reports. Stock inventory.	We will continue to meet the needs of learners as required.

	homeless or their accommodation was unsuitable, and care packages have been distributed to students for various needs - from death of a spouse to financial stress.		
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OVERALL SELF-REVIEW – OUTCOME 3: SAFE, INCLUSIVE, SUPPORTIVE, AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?</p>	<p>Kalandra is very effective in fostering learning environments. Although our learning environment is virtual, every effort is made to support learners to feel they are part of the Kalandra whānau. Where students have identified as requiring extra support to achieve, this has been provided wherever possible.</p>	<p>Student feedback. QMS review. Financial records. Academic and Pastoral Care Reports.</p>	<p>With a greater level of student feedback expected over the next 2022/23 years, we can learn more about the needs of our learners and support them as required. With the introduction of a section in the learner plans about identifying disability and the 2023 inclusion of this in the enrolment forms, this will also help Kalandra identify where we need to focus resources.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>We currently use survey monkey to obtain student voice and a student council. This has not been as successful as we would have wanted but have certainly obtained learner voice through the year. This has guided Kalandra to where they focus their PD through to supporting students when the Health Industry was deep in crisis. The Pastoral Care officer reached out to every student last year to solicit their well-being during the pandemic. Lecturers recorded stress and student disengagement in their weekly reports and noted where they had significant concerns about a student's progress on the programme, and/or their wellbeing. This was followed up immediately.</p>	<p>Survey monkey results. Academic Manager Reports. Student Council Minutes. Significant Concerns.</p>	<p>With the changes to our feedback process using CANVAS, this should increase the amount of information we get back from the learners. The use of focus groups for high priority learners (Māori, Pacifica, those with disabilities) will also increase the feedback and allow Kalandra to provide more support for these learners.</p>

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner's whole being - physical, mental, spiritual and social.</p>	<p>Te Whare Tapa Whā is embedded in our programmes as are other Māori Health models. These are noted as best practice. PD plans include development in Te Tiriti and developing partnerships and relationships with Mana Whenua.</p>	<p>Kalandra has begun to develop strong relationships with iwi, and this will be ongoing into 2023 and beyond. The support from Tangata Whenua will further develop Kalandra's work in creating partnerships based on Te Tiriti.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>The overarching strategic goal for Kalandra is that all students achieve their potential and improve their lives and the lives of the clients in their care. Kalandra has shown, with its support of students through the pandemic, that their current practices have supported learner wellbeing and safety. The ability to change when required has certainly meant that our current practice aligns with learner wellbeing and safety.</p>	<p>Changes to length of study if required. Month release from study on application. Removal of weekly task expectation during extreme time of stress on students and health care system. Pastoral Care reports. Academic Manager reports. Significant concerns. Student feedback. Student Council Meeting minutes.</p>	<p>As situations and needs arise or are identified, Kalandra will input strategies and plans to deal with them. Evidence of this is by our reaction to the stress, illness and staff shortages that our learners were experiencing in their lives. We will continue to meet needs as they arise through our learner voice, lecturer and pastoral care reports.</p>

OUTCOME 4 - LEARNERS ARE SAFE AND WELL

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Stage of implementation for Outcome 4	Well implemented / Implemented / Developing implementation / Early Implementation
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Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Kalandra provides information to students about support to meet their needs prior to commencing training, in orientation and during the programme. Kalandra students have not raised the issue of being uninformed.	Student handbook. Pre enrolment seminars. Orientation seminars. Learner plans. Significant concerns. Learner feedback surveys.	As we publish more information on our website and access more learner feedback, we will be able to identify if it is required to deliver more information about their needs and wellbeing.

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Kalandra believes that the Māori health model, Te Whare Tapa Whā, is key to the learner being able to experience success in learning and life. There is information and support available around students managing their physical and mental health. Support during 2021 pandemic is evidence of the provision and access to support in their personal health - both physical and mental.	Student Handbook. Reports - Pastoral Care and Academic. Student Council.	As we gain more learner voice and work with peak bodies and priority groups to understand the needs of learners in these groups, we will be better placed to develop further resources and seek out PD for staff if required.

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?</p>	<p>We have an effective system in place for monitoring and supporting learners. We focus on the individual needs of each learner and support will reflect this. From providing devices to a learner or giving them one on one support with literacy. Support throughout the pandemic was provided and reviewed, as did the landscape change, during the pandemic.</p>	<p>Pastoral and Academic Manager Reports. Significant concerns. Emails direct to and from students. Inventory and financial records of student support budget. Pandemic Plan.</p>	<p>As in all systems, improvements are made in relation to the identification of need. As our learner voice and relationships with peak bodies, focus groups and iwi grow, so too will our monitoring and identification of support needs develop and change, if required.</p>

OVERALL SELF-REVIEW – OUTCOME 4: LEARNERS ARE SAFE AND WELL

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Kalandra performs effectively in this area as described above and will continue to support our students to be healthy both physically and mentally.	Student Handbook. Reports Pastoral Care and Academic. Student Council. Learner plans. Pre enrolment and orientation zooms.	With expected increased learner voice, we will have more information to develop this support further.
How effectively do our current practices identify and respond to learners who need additional support?	Effectively	Student feedback. Student Council minutes. Pastoral Care and Academic Manager reports. Learner plans.	With increased learner voice, feedback from peak body, iwi and focus groups we will have more information to develop the identification and response to learner needs.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra works effectively in their commitment to Te Tiriti	QMS. PD plans. Māori health models embedded as best practice in our programmes.	With increased learner voice, feedback from peak body, iwi and focus groups we will have more information to develop the identification and response to learner needs.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Effectively	QMS. Strategic Plan. Vision.	With increased learner voice, feedback from peak body, iwi and focus groups we will have more information to develop the identification and response to learner needs.

OUTCOME 8 - RESPONDING TO THE DISTINCT WELLBEING AND SAFETY NEEDS OF INTERNATIONAL TERTIARY LEARNERS

Stage of implementation for Outcome 8	Well implemented / Developing implementation / Early implementation
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OVERALL SELF-REVIEW – OUTCOME 8: RESPONDING TO THE DISTINCT WELLBEING AND SAFETY NEEDS OF INTERNATIONAL TERTIARY LEARNERS

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our practices under this Code respond to the distinct wellbeing and safety needs of our diverse international tertiary learners?	Effective. Students are onsite for their study, and we have a campus manager who supports the learners with all their wellbeing and safety needs. Good relationships were formed with the “Campus Mum”. These were tested during the extended lockdown in Auckland, during 2021.	Student feedback. Pastoral Care notes and reports. Academic Manager Reports.	With more support for diverse learners including ESOL learners, this should have an improvement on support for international learners.
How effectively do we access and integrate international tertiary learner voice into decisions around the planning and provision of our learner support services?	In 2021 we had extensive learner feedback as Kalandra entered the Pastoral Care Person for an award in student support (she achieved highly commended as she was so close to the actual winner). We had some specific stories around the support and needs of our international learners. This enabled us to effectively implement support throughout (and beyond) their study with Kalandra. Learners, through their relationship with the campus manager, drove the provision of learner support and decisions made around the services offered. The services provided ranged	Student feedback through surveys. Student feedback - anecdotal and emails to Academic Manager. Reports from AM and PC.	Keeping that relationship with International Students as they change and the circumstances of their study time at Kalandra change (pandemic, level of study, age, finances) so will the needs. But with the learner voice clear, we will be able to respond to those needs.

	from motivation to complete assessments to supporting someone who was living in a difficult situation, due to a lack of funds.		
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner's whole being - physical, mental, spiritual and social. For international students, it is just as important to consider the wellbeing and safety practices for students. Using the Te Whare Tapa Whā as a model we are ensuring all aspects of the International Learner is supported.	QMS. Te Whare Tapa Whā is embedded in our programmes as are other Māori Health models. These are noted as best practice. PD plans include development in Te Tiriti and developing partnerships and relationships with Mana Whenua. Student feedback.	Ongoing PD and relationship building with iwi will support change and development going forward. Kalandra has plans for 2023, to be well down the path of meeting Māori Outcomes in terms of equity and success.

OUTCOME 9 - PROSPECTIVE INTERNATIONAL TERTIARY LEARNERS ARE WELL INFORMED

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

Stage of implementation for Outcome 9	Well implemented / Developing implementation / Early implementation
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Process: Marketing and promotion

KEQ	How effectively?	How do we know?	How can we improve?
How effectively does our marketing and promotion material provide clear, sufficient and accurate information?	Marketing material for 2021 was directed at International Students living in NZ, as the borders were closed. All programmes were full, and students advised they had a good understanding of what was expected from Kalandra and what Kalandra expected from them.	Advertising. Face Book. Welcome Letters. Interviews. Screening Process. Website.	Going forward when the borders open, we will advertise internationally through our website as well as use the processes we used in 2021.

Process: Managing and monitoring education agents

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we manage and monitor our education agents?	For 2021 we used agents that were known to Kalandra recruitment staff, which worked well.	Contracts with Agents.	Using both internationally based and Local agents, will ensure that the right students are selected and will achieve their chosen qualification and employment.

OVERALL SELF-REVIEW – OUTCOME 9: PROSPECTIVE INTERNATIONAL TERTIARY LEARNERS ARE WELL INFORMED

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?	Effectively but for 2021 this was NZ based International Learners only	Student feedback both through surveys and anecdotal. Academic Manager reaching out to all students for evidence of good practice and what could be improved.	When the borders open, we will be working with agents both international and local. This should provide extra support around the choices and study the learner will be undertaking.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	In 2021 the learner voice was provided to a high degree. It was very useful in supporting the students through the long Auckland lockdown, when they could not come into the campus.	Student feedback both through surveys and anecdotal. Academic Manager reaching out to all students for evidence of good practice and what could be improved.	When the borders open, we will be recruiting offshore students and the development of this section will depend on the level of qualification, age of students, and support required.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner’s whole being - physical, mental, spiritual and social. For international students, it is just as important to consider the wellbeing and safety practices for students. Using the Te Whare Tapa Whā as a model we are ensuring all aspects of the International Learner is supported.	Marketing and promotional information. Programme content information.	As relationships develop there will be more interaction for students, with tangata whenua.

<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>The overarching strategic goal for Kalandra is that all students achieve their potential and improve their lives and the lives of the clients in their care. Through the information provided to prospective students, Kalandra ensures that their learners understand they are entering a safe and whānau orientated organisation.</p>	<p>Marketing and Promotional Material. Student satisfaction surveys. Academic and Pastoral Care reports.</p>	<p>Kalandra is a relatively young organisation and much of their existence has been through covid and International Students have been recruited on shore. As the borders are opened and International Students are welcomed back, there will be more feedback and changes to processes that may need tweaking.</p>
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Stage of implementation for Outcome 10	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Offer of educational instruction

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure the educational instruction offered to international tertiary learners is appropriate for their:</p> <ul style="list-style-type: none"> • Expectations • English language proficiency • Academic ability • Desired educational outcomes 	<p>Effective current practices ensure that our international tertiary learner’s instruction is appropriate for their expectations. English Language Proficiency, Academic Ability, and Desired educational outcomes. Learners are provided with information about eligibility to ensure they have the right educational background and English language skills prior to being accepted on a programme. Career counselling also ensures that learners are enrolled in the correct programme for their desired outcomes.</p>	<p>Student interviews. Eligibility Process. IELTS results. Career counselling (as part of interview and pre-enrolment presentations.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>

Process: Information to be provided before entering contract

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our current practices ensure that international tertiary learners receive, as a minimum the information outlined in this process before entering a contract?</p>	<p>Students are provided with the information they require in order to make an informed decision around their education and career direction</p>	<p>Pre enrolment information and marketing material. Interview with student prior to acceptance.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>

How effectively do our current practices ensure that this information is accurate, timely and tailored to the needs of prospective international tertiary learners?	Kalandra uses information as set out via NZQA and MOE and Immigration NZ Students are advised to search these websites and NauMai NZ, which holds a wide range of information that students can access and links to relevant websites.	QMS. Marketing Material. Enrolment forms. Information sent to students.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.
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Process: Contract of enrolment

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our contracts of enrolment are fair and reasonable and contain the information and terms required by this process?	Kalandra ensures that all contracts' students enter into, for study in New Zealand, contain the information required and that may be required by students.	Enrolment forms. Contracts. Student Feedback.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

Process: Disciplinary action

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure terminations of enrolments and disciplinary actions are in accordance with the principles of natural justice?	Very effective. Kalandra ensures that it follows best practice for disciplinary actions, according to natural justice.	Student Handbook. Kalandra marketing and information prior to enrolment. Website.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

Process: Insurance

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that each of our international tertiary learners has the appropriate insurance for study in New Zealand.	Kalandra will organise insurance if they do not have any on arrival. They also support learners to find appropriate medical providers.	Student handbook. Insurance forms. Pastoral Care emails and notes.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

Process: Immigration matters

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that each of our international tertiary learners has the necessary immigration status for study in New Zealand?	Kalandra ensures that they advise prospective students to check immigration requirements and to ensure they are on the correct visa. There is information, provided to prospective learner's about the visa requirements and to gain information from Immigration NZ. Kalandra is very clear they do not give immigration or visa advice other than to go through a recognised advisor.	Student handbook. Student marketing and informational material. Student interviews and seminars.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

Process: Student fee protection and managing withdrawal and closure

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that our international tertiary learners' fees are protected and that our refund policies are fair and reasonable?	All the rules around fee protection and refund policies are advised to students prior to enrolling and also in the handbook. Exceptions are also provided. Fees are held with the Public Trust and students are advised of this.	Marketing and promotional material. Information prior to enrolment. Student Handbook. Interviews.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

OVERALL SELF-REVIEW – OUTCOME 10: OFFER, ENROLMENT, CONTRACTS, INSURANCE AND VISA

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to entering into it?	Effective	Marketing and Promotional Material. Enrolment forms. Interview. FAQ's.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective – we survey students	Student surveys. Student council. Emails and conversations with Pastoral Care “campus mum”. Academic and Pastoral Care Reports.	With the changes we plan to make for 2023, in our student surveys and learner voice, we know we will increase the amount of learner feedback. This will improve our ability to understand the impact of learner wellbeing and safety practices.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner’s whole being - physical, mental, spiritual and social. For international students it is just as important to consider the wellbeing and safety practices for students. Using the Te Whare Tapa Whā as a model, we are ensuring all aspects of the International Learner is supported.	QMS. PD of all staff. Relationships and Feedback from Iwi.	With more experience in delivering to International Students, Kalandra will always review and develop our practices including the principles and articles of Te Tiriti.

<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Very effective. Kalandra is a student centric provider where the learner’s wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With their belief in the health model Te Whare Tapa Whā, it supports this as it takes all 4 pillars of the individual to ensure that they can thrive and do well.</p>	<p>Student feedback. Student council. Anecdotal feedback to Pastoral Care. Reports by Pastoral Care and Academic Manager.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>
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OUTCOME 11: INTERNATIONAL LEARNERS RECEIVE APPROPRIATE ORIENTATIONS, INFORMATION AND ADVICE

Stage of implementation for Outcome 11	Well implemented / Implemented / Developing implementation / Early implementation
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OVERALL SELF-REVIEW - OUTCOME 11: INTERNATIONAL LEARNERS RECEIVE APPROPRIATE ORIENTATIONS, INFORMATION AND ADVICE

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our orientation programmes and ongoing advice to international tertiary learners support their achievement, wellbeing and safety?	The student handbook is very thorough. It takes the student through everything they might need during their learning journey. From information about Auckland to support with medical advice. There is information, both printed and digital and orientation zooms, which ensure the learner is committed and has the opportunity to ask any questions face to face.	Orientation zooms (recorded). Student Handbook. Marketing and Promotional Material.	With the new method of obtaining learner voice, there should be more information available to Kalandra, who will always review and develop our practices.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective for International Students. We use survey monkey, on a regular basis, to inform us of what the learner thinks and wants from us, as support. We also run student council meetings and international students are part of this group.	Student surveys. Student council meetings.	With the new method of obtaining learner voice, there should be more information available to Kalandra, who will always review and develop our practices.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners.	Staff PD. Relationships with iwi and key Māori health providers.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

	<p>This means supporting the learner's whole being - physical, mental, spiritual and social. For international students, it is just as important to consider the wellbeing and safety practices for students. Using the Te Whare Tapa Whā as a model, we are ensuring all aspects of the International Learner is supported.</p>		
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effective. Kalandra is a student centric provider where the learner's wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With their belief in the health model Te Whare Tapa Whā, it supports this as it takes all 4 pillars of the individual to ensure that they can thrive and do well.</p>	<p>Orientation zooms (recorded). Student Handbook. Te Whare Tapa Whā health model delivered in all programmes. Promotional Material.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>

OUTCOME 12: SAFETY AND APPROPRIATE SUPERVISION OF INTERNATIONAL TERTIARY LEARNERS

Stage of implementation for Outcome 12	Well implemented / Implemented / Developing implementation / Early implementation
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OVERALL SELF-REVIEW - OUTCOME 12: SAFETY AND APPROPRIATE SUPERVISION OF INTERNATIONAL TERTIARY LEARNERS

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that our international tertiary learners under 18 years are safe and appropriately supervised in their accommodation?	Not applicable - all programmes require evidence the students are over 18	N/A	N/A
How effectively do we communicate with the parents or legal guardians of our learners under 18 years?	Not applicable - all programmes require evidence the students are over 18	Not applicable - all programmes require evidence the students are over 18.	Not applicable - all programmes require evidence the students are over 18.
When we provide or arrange accommodation for learners 18 years or over (that is not subject to Part 5 of the Code): <ul style="list-style-type: none"> - how effectively do our current practices ensure that this accommodation is a safe, acceptable, and a lawful living environment? - how effectively do we communicate with the learner and ensure accommodation issues arising, are addressed? 	Not applicable - we do not provide accommodation for learners over 18	Not applicable - we do not provide accommodation for learners over 18.	Not applicable - we do not provide accommodation for learners over 18.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Through our relationship building with each individual student, by our pastoral care officer, students voices are heard, and students are supported. Changes to any processes have always been subject to learner need as requested through learner voice	Student survey feedback. Pastoral Care and Academic Manager Reports.	With more experience in delivering to International Students, Kalandra will always review and develop our practices.

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Kalandra upholds the Te Tiriti o Waitangi and the articles and recognises Te Ao Māori. It is important to Kalandra that students are supported in all aspects of their lives and believe that the Te Whare Tapa Whā model of health is vital to the wellbeing of all their learners. This means supporting the learner's whole being - physical, mental, spiritual and social. For international students, it is just as important to consider the wellbeing and safety practices. Using the Te Whare Tapa Whā as a model, we are ensuring all aspects of the International Learner is supported</p>	<p>Staff PD. Relationships with iwi and key Māori health providers.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Kalandra is a student centric provider where the learner's wellbeing and success is key to the success of the organisation as a whole. The strategic goals and plans are around student satisfaction and success. With their belief in the health model Te Whare Tapa Whā, it supports this as it takes all 4 pillars of the individual to ensure that they can thrive and do well.</p>	<p>Marketing and promotional material. QMS. Te Whare Tapa Whā is in all health programmes. Student Handbook.</p>	<p>With more experience in delivering to International Students, Kalandra will always review and develop our practices.</p>