

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	SAE Institute			MoE number	8174
Code contact	Name	Dr. Suzette Major		Job title	Director
	Email	suzette.major@sae.ac.nz		Phone number	027 669 3119
Current enrolments	Domestic learners	Total #	# 194.375	18 y/o or older	# 192.375
				Under 18 y/o	# 2
	International learners	Total #	# 2	18 y/o or older	# 2
				Under 18 y/o	# 0
Current residents	Domestic learners	Total #	# 0	18 y/o or older	# 0
				Under 18 y/o	# 0
	International learners	Total #	# 0	18 y/o or older	# 0
				Under 18 y/o	# 0
Report author(s)	Dr. Suzette Major (Director), Leyland Bottomley (Operations Manager), Alex Harter (Student Experience Manager), Jo Walker, Amy Lapwood, in consultation with all SAE Auckland staff.				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix I.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

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

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

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Not applicable

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome I: A learner wellbeing and safety system	Process I: Strategic goals and strategic plans Clear and accountable strategic goals and plans are developed annually, which consider learning wellbeing and safety amongst other goals. Strategic priorities are broadly established by Navitas / Careers and Industry then refined collaboratively for and within the SAE Auckland campus. 2025/26 SAE Auckland Campus Goals include: - Engaging Diverse Learners, including developing an Āhei Strategy for learners and staff with diverse learning needs and an Awhi Strategy to help create Safer Spaces at SAE. 2026/27 SAE Auckland Campus Goals include: - Actualise the Āhei Strategy and Awhi Strategy. SAE Auckland Campus Goals also inform annual individual staff Performance Planning. SAE Auckland FY27 Campus Goals are also aligned to the NZQA Code of Practice. All staff have attended an NZQA and/or SAE Auckland Code of Practice workshop.	- Part of FY26/FY27 Campus Strategic Goals - The Wellness, Health and Safety Policy - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Student Support and Wellbeing Policy - Student Code of Conduct - Student Handbook - 24 hour emergency contact - Access and Equity Policy - The Code annual self-review - SAE Auckland representative on Navitas Diversity and Inclusion Committee - Health and Safety Committee - Hazard/Incident reporting system - Board of Studies - Course surveys

	Recommend that the Summary of COP annual self review be presented at relevant stakeholder meetings e.g. Board of Studies (BOS), Creative Industry Advisory Committee (CIAC) and Academic Board (AB), so as to expand our perspective for future strategy development. Staff are also notified of the annual self-review during the next staff meeting, after the annual self-review has been completed. Process 2: Self review of learner wellbeing and safety practices The SAE Auckland Health and Safety Committee meets quarterly and reviews learner wellbeing and safety practices as part of our review of the SAE Auckland Wellness, Health and Safety Plan and our Workplace Inspection Reports. Hazards and Incidents can be self-reported through the Donesafe System and the Campus Director is alerted so that action is immediately implemented. Current actions within the Health and Safety Committee include for example promoting healthy options and promoting available mental health support. The new platform, Donesafe, provides more accountability through an improved notification system. Implementation of a new Sexual Harm policy specifically designed for the tertiary environment of Aotearoa is currently being reviewed and actualised by our parent company, Navitas. This new policy will help address the unique needs of our students.	- Programme Surveys - Staff Hui (Standing H&S agenda item) - Attendance council - Exit Interview procedure - Reflective journals (Course submissions) - CIAC (Creative Industry Advisory Committee) - End of course surveys - They/She at SAE Support/Social Group - Rainbow Support/Social Group - Student representatives on Academic Board - Academic Board - Staff Hui - WeCreate/CreaTer - All staff have either attended an NZQA and/or SAE Auckland Code of Practice workshop. - Record of Processing Activity (ROPA)
--	---	--

	Process 3: Publication requirements Robust policies and procedures are readily available via the online QMS (for staff), via the student portal Axis and on the SAE Auckland website (for students). An elaboration of definitions is suggested in order to encapsulate the full diversity of learners and any potential issues experienced. 'Know the Code' posters from the NZQA site are posted around campus to help increase learner understanding of The Code of Practice. The creation of an FAQ for prospective students is planned. Process 4: Responsive wellbeing and safety systems 'Automated' components of Hazard/Incident reporting system ensures accountability. Quarterly Health and Safety Committee meetings ensure the execution of required measures including Health and Safety items taken from the Staff Hui standing agenda.	
Outcome 2: Learner voice	Process 1: Learner voice There are a broad range of avenues for student voices to be heard, evaluated and acted upon, including Student Surveys, the Board of Studies, the Ideas Wall, and direct conversations with Student Success Advisors. Student feedback is tabled at Working Groups and then potentially escalated to the Learning and Teaching Committee. Student representatives are invited to Academic Board meetings if required. More integrated use of Slack Channels would be useful to help promote learner voice and feedback promptly.	- Board of Studies - They/She at SAE Support/Social Group - Rainbow Support/Social Group - Course surveys - Programme Surveys - Student representatives on Academic Board - Student representatives on Events Committee - CC Courses (Transferable skills) - Reflective journals (Course submissions)

	Process 2: Learner complaints The system for learner complaints is robust. Students are informed of the complaint process within the Student Handbook. This is reiterated during orientation. An online form is used to lodge a complaint (or compliment), and this is available on the website and via the student portal, Axis. Student complaints are visible to the SAE Australia Dean, as well as the SAE Auckland Campus Director. Process 3: Compliance with the Dispute Resolution Scheme This is clearly outlined in the Policies and Procedure documentation and distributed via the Student Handbook. It is also available online via the student portal, Axis.	- Student Handbook - Student Grievance, Complaints and Appeals Policy - Student Grievance, Complaints and Appeals Procedure - Orientation - Exit interviews
--	--	---

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Process 1: Safe and inclusive communities Significant work has been undertaken in recent years to create a safe and welcoming environment, including Te Reo signage across campus, Māori and Pasifika artworks, as well as embedding Te Ao Māori in course content. Staff are engaged with Te Reo Māori and Te Ao Māori through fortnightly Ako Ako waiata practice and learning sessions with our	- Staff Code of Conduct - Student Code of Conduct - Health and Safety presentation (Orientation) - CC Courses (Transferable Skills) - Whanau Day - Student Showcases - They/She at SAE Support/Social Group - Rainbow Support/Social Group

	Manu Taiko (Māori cultural advisor). The students participate in a traditional Māori pōwhiri and/or mihi whakatau to welcome them to the whenua on which they study. This helps our students (Māori and non Māori) to feel grounded to this space and place through deeper means than just study. A Safe Space Statement is visible across campus and on our website, as well as within the Student Handbook, and a new Awhi working group has been formed to develop awareness and resources regarding creating safer spaces. We have created a dedicated low sensory environment for students and staff to use as they need. During orientation, the need for respect across campus is reiterated to all students. Staff are introduced using pronouns, and all students are encouraged to use their pronouns. We are particularly mindful of the gender diversity on campus and the need to provide support. Social Groups have been established to support a safe and inclusive environment, including They/She at SAE and RainbowSAE. Planned Professional Development activities will further support our evolving practices, including a SoundCheck Aotearoa Professional Respect workshop and an Accidental Counselling workshop. SoundCheck Aotearoa workshops are embedded within our	- Graduation - Open Days - Campus Tours - Tuākana-Tēina groups - CC Courses (Transferable skills) - Interdisciplinary and Mentorship components of Programmes eg. Tuākana-Tēina project - Staff participation in Ako Aotearoa Workshops - Staff participation in Te Reo Workshops - Staff participation in Waiata Workshops - Entrance interviews - Attendance Monitoring Policy - Assignment Submission Monitoring Policy - Attendance council - Hazard/Incident reporting system - Staff Hui (Standing H&S agenda item) - Health and Safety Committee - Health and Safety Committee – Regular Workplace inspections and confirmation report. - Naming of Classrooms - Design elements for classrooms - Development of a Māori Strategy for SAE
--	--	---

	Professional practice courses for our students. SAE Auckland 2025/2026 Campus Goals will also develop this work. These goals include: - Engaging diverse learners, and includes developing an Āhei Strategy for learners and staff with diverse learning needs, and an Awhi Strategy to help create Safer Spaces at SAE. 2026/27 SAE Auckland Campus Goal focuses on: - Actualising the Āhei Strategy and Awhi Strategy. The need for our Student Success Advisors to be well supported is acknowledged. They are provided with monthly supervision with a trained Counsellor/Supervisor. An onsite counsellor has been appointed and has been working alongside the Student Success team. Process 2: Supporting learner participation and engagement Student feedback mechanisms ensure anonymity (e.g. student surveys, ideas wall). All new students are made aware of Student Success Advisors during the First Impressions Survey as a way to form a connection and to discuss any possible barriers to engagement. All new students who declare a disability will be contacted by a	- Making changes to programmes e.g. learning outcomes, terminology, course content to promote inclusivity - Onsite counsellor
--	--	--

	Student Success Advisor to develop an individual study plan if required. The individual study plan has been updated for FY27 to reflect the needs of our students. Student Success Advisors continue to offer ongoing confidential catch ups to discuss any barriers to engagement. Attendance monitoring, including our weekly Attendance Council, ensures that lack of learner engagement is followed up in a timely and appropriate manner. All new students are invited to meet the SAE Auckland Career Advisor during the First Impressions Survey to discuss their career intentions, as well as at the conclusion of their programme to discuss 'next steps'. Te Reo Māori is used across campus including within the curriculum. Students are able to submit assignments in Te Reo Māori. A specific role for Māori and Pacific Learners within the Student Success team has been established. A specific role with a focus on DEI within the Student Success team has been established. FY27 Campus Goals include the actualisation of our Māori and Pacific Strategies, including launching Auaha Ake Ake.	
--	--	--

	Process 3: Physical and digital spaces and facilities The Health and Safety Committee monitors campus facilities with support from the Operations Manager, Head Studio Supervisor and Studio Supervisors to ensure all hazards are identified and rectified. Design and naming protocols of physical spaces support inclusivity (e.g Te Reo across campus, use of gender neutral signage for bathrooms). The Disability Strategy will consider any physical barriers for students (e.g. stairs into our Studios) and propose actions, as well as develop resources (eg Individual Study Plans for disabled learners). Studios (and computer labs) are open Monday to Saturdays including evenings and staffed with 2 Studio Supervisors at all times to enable students to access equipment after-hours as needed.	
Outcome 4: Learners are safe and well	Process 1: Information for learners about assistance to meet their basic needs. All prospective students are interviewed and any barriers to learning are discussed. Student Success Advisors are introduced to students prior to their arrival through a pre-orientation email, along with the respective Head of Discipline, Campus Administrator and Campus Director. Multiple step email introductions have been introduced to help	- Student card (access to discounted healthy lifestyle related services) - CC Course content - Health and Safety orientation - Student Success - Student Handbook - Student Assistance Programme (SAP) - Emergency contact details requested in enrolment form.

	applicants feel more connected and gain information prior to the course starting. During orientation, students are introduced to the resources and support available, including the on site counselling services. The student kitchen has healthy food options, freely available. AT HOP Cards are available for students on a case-by-case basis. New enrolment forms further outline the circumstances of when we can contact a student's declared emergency contact. New TEC-mandated questions around disability support have also been added to the enrolment form. Process 2: Promoting physical and mental health awareness Mental health awareness is promoted across campus, including bringing guests with specialised knowledge into Professional Practice classes. A list of community services is available in the Student Handbook, and this is to be updated and the agencies promoted across campus. It can potentially be added into the starter guide. Drug and alcohol support is to be promoted more across campus, as well as SmokeFree NZ. Process 3: Proactive monitoring and responsive wellbeing	- Enrolment form – Student Management System - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Extensions - Summer School - Deferral options - Code of Practice annual self-review - Navitas Diversity and Inclusion Committee - Health and Safety Committee - Hazard/Incident reporting system - Health and Safety Committee – Regular Workplace inspections and confirmation report. - Board of Studies - Course surveys - Programme Surveys - Staff Hui (Standing H&S agenda item) - Attendance council - CIAC - Exit interviews
--	--	--

	and safety practices. Learners are able to update their contact details via AXIS portal. It may be useful to create a process of reminding students about the need to update student contact and emergency contact details at the beginning of each Trimester. The application form allows learners to confidentially disclose any learning barriers and assistance they require, including health and mental health needs. Learners may also discuss this further during the entrance interview or one-on-one Student Success catch-ups.	
--	---	--

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	SAE Auckland has very few international students (currently 2 in 2026), nevertheless we offer tailored support for international students, particularly through our Student Success Advisors. International students are introduced to the Campus Director at Orientation. Her telephone number is provided to international students as the 24 hour emergency contact. Wellbeing and safety mechanisms relevant to all learners are available to international students, such as our They/She at SAE, RainbowSAE, as well as a tailored support group for International Students. This International Student Group meets every trimester, usually over lunch, with our Student Success Team.	- Staff Code of Conduct - Student Code of Conduct - Health and Safety presentation (Orientation) - International Student Support Group - Tailored additional orientation for International Students - Whanau Day - They/She at SAE Support/Social Group - Rainbow Support/Social Group - Open Days - Campus Tours (including virtual) - Entrance interviews (including online) - Attendance Monitoring Policy

	Student attendance is critical for international students. Our attendance processes work effectively, particularly with the formation of the Attendance Council. Mechanisms for taking and monitoring attendance have been refined with the introduction of QR codes. Additional monitoring of International students occurs within the Examiners Committee meetings. This is to ensure their academic progress as well as their wellbeing. As part of SAE Auckland's International Strategy, we have contracted an International Student Recruitment Advisor on a part time basis to help support and guide potential international applicants through the enrolment process. We are looking at extending this support in FY27 to help onboard our new international students and to make them feel well informed and supported.	- Assignment Submission Monitoring Policy - Attendance council - Student card (access to discounted healthy lifestyle related services) - Health and Safety orientation - Student Success - Student Handbook - Emergency contact details - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Navitas Student Mental Health and Wellbeing Framework - Fours Rs to Supporting Students - Action Guide for Supporting Students - Code of Practice annual self-review - Navitas Diversity and Inclusion Committee - Board of Studies
Outcome 9: Prospective international tertiary learners are well informed	First contact with SAE Auckland tends to be with our Outreach and Admissions Coordinator; with international student enquiries being directed towards the new International Student Recruitment Advisor. This may be an international student directly inquiring about our courses, or via an agent.	- SAE Auckland Website - Agent information events - Tailored advice from Student Recruitment and Enrolment Officer - Navitas International Student Recruitment team support. - Navitas Agent Management Strategy

	Information regarding the application process specific for international students is provided, including information on insurance requirements and English Language requirements. Specific information regarding our courses, including international student tuition fees, is publicly available on our website. Information is reviewed regularly to ensure accuracy, including ensuring all imagery is specific to the SAE Auckland campus and reflective of our facilities and equipment.	- Navitas Agent Management Policy and Procedures - Navitas Representative Agreement Terms and Conditions - Navitas Agent Application and Agreement
Outcome 10: Offer, enrolment, contracts, insurance and visa	The Navitas International Student Recruitment team offers support to the local SAE Auckland campus, particularly in terms of ensuring we do not breach any international trade sanctions. In accordance with Navitas' Trade Sanction control procedures, student inquiries from high risk countries (including Russia, Ukraine and Venezuela) are automatically flagged by our CRM (Salesforce) and vetted by the International Student team before SAE Auckland processes their application. The Navitas team also vets any new agents and establishes new Agent Contracts as appropriate. Locally, our Outreach and Recruitment Coordinator and Accounts and Admissions Administrators processes all applications and enrolments relative to SAE Auckland policy.	- Enrolment form - Registration agreement - Enrol Pro (SDR reporting software) requires visa expiry dates to be entered in order to complete enrolment record - Visa information is recorded in Navigate (SMS) along with valid international student travel insurance details.
Outcome 11: International learners receive appropriate	Student Success Advisors are made aware of each international student enrolled with SAE prior to their commencement - this gives an opportunity to research and understand the incoming student's culture and needs.	- Orientation - Additional Orientation documents - SAE Website

orientations, information and advice	International students attend orientation and are also given additional orientation materials and sessions in which they are introduced to the resources and support available, including the Student Assistance Programme (counselling, mental health support etc). Consistent check-ins are facilitated by Student Success throughout the international students study period at SAE. The new complaints site (https://www.studycomplaints.org.nz/) has been updated in all student facing materials. In accordance with NZQA regulations, the number of complaints are now reported on our website. Separately there is a dedicated page for health and safety which includes the number of critical incidents reports.	- Strong links between enrolments and student success. - Links to Study Auckland
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE does not enrol any international students under 18 years of age. SAE does not provide accommodation for international students.	

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	New Student Success staff need to undergo code of practice professional development as part of their induction. There were significant renovations to one of the buildings which impacted accessibility for our students, especially wheelchair access. While it was disruptive, staff ensured that access was maintained at all times. An SAE Auckland AI strategy has been developed and is now available on our website.
Outcome 2: Learner voice	Building better relationships with students earlier (orientation) so students feel more confident, and comfortable raising concerns with Student Success Advisors. Increase awareness of Student Support by having the Student Success team actively check in with groups around campus during Tuākana Tēina. This will help with visibility at the beginning of the year, as well as monitoring inclusion in groups. Create a plan for setting individual meetings for students with Student Success advisors in the first few weeks. Implement regular 'office hours' in student areas where they have the ability to drop in and meet with a member of the Student Success team. This will provide a regular and more casual face-to-face opportunity for students and increase the visibility of Student Success. It will also provide support to students who are having difficulties navigating their tertiary studies, in a more relaxed setting.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue and expand staff development through internal and external training. eg. training through our parent company Navitas, as well as locally sourced training, Accidental Counselling, supporting neurodiverse learners. Refreshers for learners at the beginning of each trimester (re-orientation). Explore resources available through our parent company, Navitas, and promote where applicable. Find and promote the introduction of a series of developmental workshops and/or content for learners at the beginning of their study, to assist with building academic skills and their transition into tertiary study. Continue to actualise our Pasifika strategy by getting feedback from both staff members and external consultants. Increase awareness of mental health resources and services. An SAE Auckland AI strategy has been developed and will be implemented over the FY27.
Outcome 4: Learners are safe and well	Promote the list of community services available and promote these agencies across campus. Regularly scheduled slack reminders to send to students to update their contact details.

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

	Identified gaps in compliance with key required processes
--	---

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	
Outcome 9: Prospective international tertiary learners are well informed	Recognising there was a gap in supporting international students enrolling at SAE, we have employed an external contractor to help with recruitment and keeping potential international students well informed and well supported.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Through our parent company Navitas we have strengthened our processes around agent relationships and their contracts.
Outcome 11: International learners receive appropriate orientations, information and advice	
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	2027 Review	June 2027 Review	October 2027 Review
Outcome 1: A learner wellbeing and safety system	Investigate Code of Practice workshop options and available times for new Student Success staff to attend.	Student Success Team	December 2027	3 monthly review facilitated by Student Success Team and including			

Outcome 2: Learner voice	Increase student support involvement with Tuakana Teina.	Student Success Team	August 2027	Senior Management Team			
	Individual meetings for students with Student Success advisors, on a case-by-case basis in the first few weeks.	Student Success Team	April 2027				
	Student Success advisors to implement regular 'office hours' in student areas.	Student Success Team	April 2027				

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Mar 2027 Review	June 2027 Review	October 2027 Review
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Organise student re-orientation at the beginning of each trimester.	Student Success Team	March 2027				
	Investigate what resources are available through our parent company, Navitas, and promote where applicable. Create a list of academic skills for workshops and related content, and possible delivery methods. Make a plan to deliver these across the trimesters.	Student Success Team	April 2027				

	Get feedback on the Pasifika strategy from both staff members and external consultants.	Student Success Team	February 2027				
	Increase awareness of mental health resources and services by promoting across campus via posters and student slack channels.	Student Success Team	February 2027				
	Implement the SAE Auckland AI Strategy.	Student Success Team	February 2027				
Outcome 4: Learners are safe and well	Promote the list of community services available and promote these agencies across campus via posters and student slack channels.	Student Success Team	March 2027				
	Create a schedule for slack reminders to send to students to update their contact details.	Student Success Team	January 2027				

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Mar 2027 Review	June 2027 Review	October 2027 Review
Outcome 8:				3 monthly review facilitated by			

Responding to the distinct wellbeing and safety needs of international tertiary learners				Student Experience Team and including Senior Management Team			
Outcome 9: Prospective international tertiary learners are well informed							
Outcome 10: Offer, enrolment, contracts, insurance and visa							
Outcome 11: International learners receive appropriate orientations, information and advice							
Outcome 12: Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation						

Code of Practice Attestation no longer required.

(<https://www2.nzqa.govt.nz/tertiary/the-code/the-code-for-education-providers/self-review-and-attestation/changes/>)

This Code of Practice Self-Review document to be tabled at the December 2026 Academic Board for noting.