



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

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

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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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	Media Design School		MoE number	8192	
Code contact	Name	Scott Thompson-Whiteside		Job title	Exec Dean Design & Creative Tech
	Email	scott.whiteside@torrens.edu.au		Phone number	+61 408052329
Current enrolments	Domestic learners	Total #	835	18 y/o or older	811
				Under 18 y/o	24
	International learners	Total #	74	18 y/o or older	74
				Under 18 y/o	0
Current residents	Domestic learners	Total #	NA	18 y/o or older	NA
				Under 18 y/o	NA
	International learners	Total #	NA	18 y/o or older	NA
				Under 18 y/o	NA
Report author(s)	Annemarie Meijnen, Campus Director Steve Dorner, Associate Dean & Programme Director, BoAD Grace Corcega-Chan, Director, Policy and Academic Governance Janet Bombase, Registrar Natalie Dykes, Head of Admissions & Applicant Services Sabrina Sultana, Business Development Manager, International Recruitment				

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.

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

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 1: A learner wellbeing and safety system	Strategic goals and plans Media Design School creates and reviews strategic plans to support and respond to diverse students' wellbeing and safety needs, with goals and objectives implemented across the organisation, monitored and reviewed as appropriate: <ol style="list-style-type: none"> 1. The Investment Plan outlines MDS' strategy and the business decisions that support our mission to create students who are prized by industry, with a particular focus on the objectives of the Tertiary Education Strategy. 2. MDS' Learner Success Plan supports the requirements of the Code and aligns with the Tertiary Education Strategy Objective 1, placing learners at the centre and providing for a holistic student support and student-centric system across the organisation. 3. The Media Design School Tāngata Māori + Pacific Peoples Matawhānui / Vision is aligned with Te Tiriti o Waitangi principles of partnership, protection and 	On a 2-year cycle, next submission 2024. Submitted in 2022; next submission 2024. Developed in 2020; to be reviewed in 2024.

	<p>participation and underpins initiatives for developing cultural connectedness and competency, and better supporting Māori and Pacific learners.</p> <p>4. MDS' Disability Action Plan, to create an inclusive tertiary education environment for disabled learners at MDS.</p> <p>Responsive wellbeing and safety systems MDS is committed to the health and safety of all people who work, study, visit our campuses and other workplaces or have the potential to be affected by our activities. Information about policies, H&S reporting, and risk assessment is available internally to all staff. H&S information for students is communicated on the website, Student Handbook, International Student Guide, and at Orientation. Key policies are displayed on noticeboards throughout the campus. A Personal Emergency Evacuation Plan is created for students or staff requiring assistance to exit the building in an emergency. Monthly workplace inspections are carried out.</p> <p>Self-review of learner wellbeing and safety practices</p> <ul style="list-style-type: none"> • <u>Learner Complaints</u> <p>MDS fosters an environment of continuous improvement and encourages students to raise concerns early to allow preventative measures to be put into effect. The low number of formal learner complaints demonstrates our commitment to a responsive and supportive environment, and to resolving students' concerns to their satisfaction.</p> <p>A total of 6 complaints were received at different levels of the complaint process from 2021 to August 2023:</p> <ul style="list-style-type: none"> • Formal complaints - 2 • Internal appeals - 1 • External complaints/appeals – 3 <p>The complaints were about academic results, academic integrity breach determination, course quality, service delivery and accessibility support.</p> <p>Note: Due to small numbers of complaints received, the School is unable to disaggregate the number of complaints over this period.</p>	<p>Downloadable from Policies and Procedures Media Design School. To be updated later in 2023 with stakeholder input.</p> <p>Work Health & Safety SharePoint pages (internal).</p> <p>The MDS Emergency Response Plan is updated annually. This is displayed along with the Workplace Health & Safety policy, contact details for CRRT and ECO, first aid and warden posters and emergency evacuation maps and protocols, throughout the campus.</p> <p>Complaints are reported internally through Academic Board, Māori & Pacific reps as well as student reps.</p> <p>Academic Board meeting minutes.</p>
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	<ul style="list-style-type: none"> • <u>Critical Incidents</u> <p>While MDS' Critical Incident Management policy is currently under review the School continues to be guided by the parent organisation's CIM policy and procedures. These demonstrate its commitment and proactive approach to crisis planning and management, and establish an ongoing structure for the development and regular review and testing of a crisis management and recovery plan.</p> <p>The following definition is applied: Critical incident (or crisis): an adverse incident, or series of events that have the potential to seriously damage an organisation's people, operations or reputation; a traumatic event or threat of such which causes extreme stress, fear or injury.</p> <p>Risk management tools are available for categorising hazards and risks. On campus emergencies are managed by the Campus Rapid Response Team (CRRT) = Campus Director + Emergency Control Organisation (ECO) i.e. fire wardens, first aiders, HS Rep. Incident response management escalates through to Critical Incident Management Team (CIRT) and Critical Incident Management Team (CIMT).</p> <p>No critical incidents were recorded for MDS in 2022.</p>	<p>Incident & injury form for reporting all WHS incidents.</p> <p>Incident response management escalates through to Critical Incident Management Team (CIRT) and Critical Incident Management Team (CIMT).</p> <p>Quarterly Health, Safety and Security reports to the Audit & Risk Committee for its consideration. The Audit & Risk Committee then provides expert advice to the Governance Board.</p>
<p>Outcome 2: Learner voice</p>	<p>Media Design School's organisational structures support a whole-of-provider approach to learner wellbeing and safety, informed by diverse learner voices. The student voice is evident at every level of the organisation, including representation on the academic board. Student feedback from surveys to the student executive inform change</p> <p>Student voice in self-assessment and continual improvement</p> <p>MDS measures student satisfaction with programme design, delivery and assessment by eliciting feedback via Student Evaluation of Subjects and Lecturers (SESL) surveys each semester, and an NPS survey. Actions taken in response to learner feedback are promoted through 'You said, we did' statements, closing the formal feedback loop.</p> <p>Student Executive</p> <p>The Student Executive is a group of 7 student leaders who provides a point of peer contact and represent Media Design School students, focused on three main areas -</p>	<p>Seeking regular feedback from students, triangulated with faculty knowledge and industry feedback, inform MDS' self-review and continual improvement.</p> <p>Led and supported by the Senior Student Services Advisor, the SE meets regularly. Minutes are shared on Discord.</p>

	<p>Advocacy, Community, and Voice. They seek to promote a positive and inclusive educational environment and give back to the campus and surrounding community,</p> <p>Student voice in academic decision-making</p> <ol style="list-style-type: none"> 1. Student member at the Academic Board. Student member of the School sits at the Academic Board. 2. Student Engagement in Academic Governance Policy. On 05 June 2023, the Student Engagement in Academic Governance Policy was introduced. It outlines the principles, parameters and platforms for student participation in the academic governance of the School. Students and staff supporting student representatives were involved in the development of the policy. 3. Student panels during annual degree Monitors visits <p>Student complaints</p> <p>Media Design School (MDS) recognises that effective complaint management and equitable and transparent review mechanisms contribute to a positive study environment. Students should feel confident in the knowledge that their complaints about academic and non-academic matters, or their concerns about the behaviour of others towards them, will be addressed appropriately, fairly and in a timely manner by MDS. Students should also be confident that they will not be penalised or disadvantaged as a result of lodging a complaint.</p> <p>Learners are informed about the policy and procedures around complaints and who can advise and support them, on the website, in the Student Handbook and International Student Guide, at Orientation, and through on-campus and digital noticeboards and channels. This includes information about dispute resolution services.</p>	<ol style="list-style-type: none"> 1. Academic Board meeting minutes demonstrating attendance and participation of the School's student member. 2. The policy is available on the School's policy and procedure page: Policies and Procedures Media Design School 3. Student feedback incorporated into Monitors' reports / recommendations. <p>Student Complaints Policy and supporting procedures are available on the School's policy and procedure page: Policies and Procedures Media Design School. Also linked to the Student Handbook.</p> <p>Learner complaints are reported to the TUA Director, Policy and Academic Governance. Organizational reports are delivered to the Audit and Risk Committee on a quarterly basis. Reports are then presented at Academic Policy and Appeals Committee meetings and finally Academic Board.</p>
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Wellbeing and safety practices for all tertiary providers

	<p>Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)</p>	<p>How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)</p>
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<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>Safe and supportive learning environments for diverse learning groups MDS Students are well supported both academically and pastorally. Learners are provided with comprehensive information and support to select and prepare for educational activities. From admissions to graduation, there are multiple opportunities for students to access comprehensive information and support their learning journey, including Open Days, school visits, Expos, our website, prospectuses, and other print collateral and with our Course and Career Advisors. Once enrolled at MDS, support continues through one-to-ones with Faculty, Student Services, student counselling and mentoring activities, and Student Executive opportunities.</p> <p>Our policies and practices help staff and students to recognise and reduce harm, promote inclusion, and uphold learners’ cultural needs.</p> <p>Learners are informed about support available to them, and provided with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.</p> <p>The campus has a variety of spaces that support diverse students' needs. There is a large Student lounge/kitchen area on level 1, and tea points on levels 2, 3 and 4. Other spaces include the Fale Māpura room, the Wellness Room, the Prayer Room, the Library (both physical and digital), and dedicated Counselling rooms. The campus is accessible and open after-hours.</p> <p>Learner participation and engagement – on campus, and online Small class sizes (typically 1:24) ensure that all students receive individual feedback and one-on-one time to engage them in their studies and support them academically. Students are monitored across a range of risk factors so that timely learning, wellbeing and cultural support is provided. Students who face challenges in the academic aspects of their studies are given individual learning plans to manage workloads and adjust their study experience to their needs.</p> <p>Teaching, support and administration staff reflect a wide range of cultures and languages, and dedicated support is provided through roles such as the Māori & Pasifika Success Coach, and the Counselling team. MDS employs a qualified, full-time Student Counsellor who leads and supervises 2 - 3 interns each</p>	<p>MDS’ Student Hub includes links to the learning management system (Blackboard), Library and IT services, Health Safety and Wellbeing information, the Student Handbook, Student Complaints and the Code of Practice. Separate webpages highlight support for International learners including the International Student Guide, and Māori and Pasifika students.</p> <p>MDS’ policy and procedure page: Policies and Procedures Media Design School</p> <p>The Library and Learning Services includes study guides, accessibility features and a live chat.</p> <p>Our campus - watch our campus showcase.</p> <p>Dedicated website landing page for Māori and Pasifika Success.</p> <p>Individual learning plans aid students who have failed subjects to work towards completion. Interventions are evidence-based using student performance data presented at the Exam and Progression Committees.</p> <p>Counselling reports, numbers and referrals.</p> <p>Orientation resources.</p>
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	<p>year, which means MDS students can access a team of skilled practitioners for support in whatever way students prefer: face to face and virtually, using digital channels like Teams, Discord, and Slack.</p> <p>An inclusive culture is promoted across the learning environment throughout the learning journey, from Orientation, and through student leadership, student events, student clubs, and staff training. Additionally, the Māori and Pacific Steering Committee and the Disability Steering Group includes student members who offer insights that inform decision-making at MDS.</p>	<p>Student Events calendar.</p> <p>Student Executive meeting minutes, digital and on-campus noticeboards.</p> <p>Meeting minutes from the Māori and Pacific Steering Committee and the Disability Steering Group.</p>
<p>Outcome 4: Learners are safe and well</p>	<p>Information for learners about assistance to meet their needs MDS has practices for enabling all learners and prospective learners to identify and manage their basic needs.</p> <p>Both physical and mental health awareness are promoted through dedicated spaces in the campus environment, as well as through support services and events such as Orientation, Pink Shirt Day, Mental Health Awareness Week, and student lunches, guest speakers.</p> <p>Health & safety information for students is available online and on campus, at each stage of the learner journey.</p> <p>Proactive monitoring and responsive wellbeing and safety practices MDS ensures collection and recording of up-to-date emergency contact information of all learners to facilitate their wellbeing or safety. MDS strictly deals with these matters with utmost respect and maintains student privacy except where MDS has reasonable grounds that the disclosure is necessary to prevent or lessen a serious threat to the learner’s life or health.</p> <p>Learners at risk Students are able to communicate health and mental health needs with staff in confidence, so that we can proactively offer them support. Academic and Student Support teams monitor and contact at-risk students using emails, Away mailbox,</p>	<p>MDS’ Student Hub includes links to the learning management system (Blackboard), Library and IT services, Health Safety and Wellbeing information, the Student Handbook, Student Complaints and the Code of Practice. Separate webpages highlight support for International learners including the International Student Guide, and Māori and Pasifika students.</p> <p>Digital and campus noticeboards.</p> <p>MDS’ Student Management System (Wisenet) has a specific field for next of kin details. These fields are captured during application process and updated during re-enrolment as part of the questions in their re-enrolment form. Even outside this process, learners can still update this information as needed whenever there is a change in their circumstance. Students are advised who to inform of such changes so system will be updated.</p>

	<p>social channels e.g. Slack, Discord, phone calls and texts, e.g. Student Counsellor; Māori & Pasifika Success Coach).</p> <p>Through provisions in policies and procedures - including the Student Conduct Policy and Procedure, Sexual Harassment & Sexual Assault Prevention Policy, Disability Policy and Procedure for requesting reasonable accommodations, learners are informed, protected from harm and guided when they need support.</p> <p>The MDS Governing Board has delegated the oversight of its risk management to its Audit & Risk Committee. Reports on risk are provided quarterly by management to the Audit & Risk Committee for its consideration. The Audit & Risk Committee then provides expert advice to the MDS Governance Board.</p>	<p>Counselling reports, numbers and referrals</p> <p>Anonymous suggestions box (level 1) and Suggestions channel (Discord).</p> <p>The School's policy and procedure page: Policies and Procedures Media Design School</p> <p>Audit & Risk Committee minutes.</p> <p>Governance Board minutes.</p>
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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	<p>International students achieve at a higher rate than many domestic students, support is strong, and educational performance is convincing. MDS responds to the wellbeing and safety needs of diverse international tertiary learners.</p> <p>A 24/7 emergency number is available for students who need to speak to a staff member outside of operating hours.</p> <p>The Student Executive (group of student leaders) includes an International Exec.</p>	<p>Resources and information are maintained on our dedicated website landing page for International students.</p> <p>SE meeting minutes.</p>
Outcome 9: Prospective international tertiary learners are well informed	<p>Our international learners are well informed about our programmes, admissions process and living in New Zealand in general. We actively connect our potential learners and applicants with authorised licensed immigration advisors for visa support.</p>	<p>From annual training session with agents MDS gets feedback directly regarding our communication with potential students and agents.</p>

		Our website is regularly updated to maintain accuracy and currency of information.
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>A key objective of our admissions process is to ensure consistency and compliance. We use the published entry requirements, as well as policies and procedures to ensure that the guidelines and rules are applied.</p> <p>Students are provided with a Written Agreement outlining the responsibilities of students and MDS.</p> <p>The written agreement indicates the indicative course cost as well as information on student fee protection, the refund policy and information on Complaints and Grievances.</p> <p>Policies are available to all students on the MDS website.</p> <p>Students are also provided the Student Handbook to review and are required to acknowledge that they have read and understood this.</p> <p>The admissions team also ensure that we use the system to track and monitor documentation provided by the student and ensure that all documents are provided before students are moved to Enrolled. This would include but not limited to health insurance and visa information, English proficiency and academic evidence for admission.</p> <p>For Re-enrolments: Offer of educational instruction MDS ensures its re-enrolment offers are compliant and are appropriate for the learner's expectation, their English proficiency, academic ability and outcome desired.</p> <p>Information to be provided before entering contract MDS ensures that learners/parents/legal guardians for under 18s receive information prior to entering a contract. That information includes recent Quality Assurance evaluations, quality improvement or compliance notices and conditions imposed under the Code. Qualification details and outcomes, refund conditions, staffing, facilities and equipment, services and support, insurance and visa requirements, the</p>	<p>Offer letters and Written Agreements are reviewed annually and updated where necessary.</p> <p>The Admissions functionality within the System is reviewed for any efficiencies and for any ways to streamline the processes.</p> <p>The Registrar leads the Student Admin Team in the Annual Review of all its processes and procedure including system process review.</p> <p>All issued letters/communication are reviewed and updated annually or as needed to ensure currency on information.</p> <p>Feedback from learners, staff and other stakeholders play a significant role during the team's annual self-review. This gives us the opportunity to introduce</p>

	<p>Dispute Resolution Scheme (DRS), full costs related to the re-enrolment offer, learner rights and obligations, including rights under the Code.</p> <p>Contract of enrolment MDS ensures that enrolment contracts are fair and reasonable with clear information about the start and end dates of enrolment, grounds for terminating the contract of enrolment, contract breaches, disciplinary action, and contract of enrolment termination.</p> <p>Disciplinary action MDS ensures that any disciplinary action taken against a learner in line with the principles of natural justice (prompt, considered and fair resolution of the matter that is subject of the action).</p> <p>Insurance MDS ensures that international learners have the appropriate insurance covering their travel to and from New Zealand, within New Zealand and any travel that is part of their studies, outside New Zealand; medical care in New Zealand, including diagnosis, prescription, surgery and hospitalization; repatriation or expatriation as a result of serious illness or injury including travel costs incurred by family assisting repatriation or expatriation; death, including travel costs of family to and from New Zealand, costs of or expatriation of the body and funeral expenses for the full duration of their study with MDS. Some learners have preferred provider for their insurance other than what we recommended, in this case, learners will need to complete the Insurance checklist and provide us the copy of their insurance policy to make sure their cover is appropriate as outlined above. Copies of the insurance policy of learners are stored/uploaded on their individual student records in Wisenet, MDS Student Management System. Strict monitoring on international learner insurance guarantees that every international learner has the appropriate required insurance.</p> <p>Immigration Matters MDS ensure learners are entitled to study under the Immigration Act 2009 and notifies Immigration New Zealand of terminations of enrolment and known or suspected</p>	<p>change/update/refresh on our process/procedures to better serve our learner and stakeholders</p>
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	<p>breaches of visa conditions. MDS processes includes regular visa monitoring and reporting. This enables MDS to proactively manage irregularities in visa status or details such as accurate information of Programme name and location of study; through collaboration within department at MDS, effective management of visa breaches such attendance and progress monitoring is strictly implemented.</p> <p>Student fee protection and managing withdrawal and closure MDS ensures that fees paid by the learners are secure and protected in the event of withdrawal or the closure of the institution; its refund policies are fair and reasonable and include conditions for: failing to obtain a visa, voluntary withdrawal, course termination and closure and it provides learners/parents/legal guardian(for learners under 18) with sufficient information to understand the rights and obligations under those refund policies.</p>	
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>MDS' International recruitment team works with the student services team to communicate orientation information to students.</p> <p>Orientation is designed specifically to support the needs of International Learners.</p> <p>Provision of information</p> <p>MDS ensures that learners and parents/legal guardian (of learners under 18) were provided with information that meets their needs, contact details of appropriate staff, about the termination of enrolment, their legal rights and obligations, risks associated with accepting enrolment, key relevant policies, the services, support and facilities that learners can access and information concerning refunds and withdrawals. The Student Admin team provide support through the enrolment, re-enrolment and re-sit process each semester. In collaboration with the Programme Coordinators, learners (in need of additional academic support) are provided with individual learning plan and study pathway and their course/elective selection.</p>	<p>Orientation reminder is sent to all students.</p> <p>Following feedback elicited through student surveys after each intake, and a staff debrief, all Orientation resources are updated for currency of information and to reflect improvements.</p> <p>Information presented during orientation is reiterated on all communications to learners throughout their course of studies. (e.g. on their re-enrolment form, re-enrolment letter, etc)</p>

Summary of action plan

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

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	As of the writing of this document, MDS is conducting a self-review using the TEC, Learner Success Diagnostic Tool. Internal focus groups are analysing capabilities including; People, culture and leadership, Holistic learner supports, Learner-centric systems, and Guided pathways. Focus groups define the organization's current state and ideal state. The data gathered in these focus groups will be used in the 2024 MDS Learner Success Plan which will lay out strategies and timelines to improve learner success and will address improvements to student wellbeing and safety systems.	Associate Dean / PD BoAD	June 2024	2024 Learner Success Plan	Organisational structures support a whole-of-provider approach to learner wellbeing and safety, informed by diverse learner voices.
	MDS' Critical Incident Management Policy and associated procedure is under review.	Campus Director and Director, Policy & Academic Governance	June 2024	Self-review	CIMT policy and procedure are updated.
Outcome 2: Learner voice	Finalise Student Complaints Internal Appeal and Complaints Overview Process Map draft and circulate internally.	Campus Director and Director, Policy & Academic Governance	Nov 2024	Stakeholder feedback and communication.	Key staff are well informed, and procedures are adhered to in a timely manner.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	As part of a project to revitalise its digital learning environment, MDS is changing its learning management system from Blackboard to Canvas. Canvas will meet	Associate Dean / PD BoAD	Semester 2, 2024	Improved learning, resources and accessibility features.	Students and staff interaction is optimised in an inclusive, supportive, and

	WCAG 2.0 AA rating. WCAG is the Web Content Accessibility Guidelines and there are three levels: A, AA and AAA.				accessible digital learning environment.
	A test landing page for MDS Disability Support is currently receiving input from key stakeholders.	Digital Marketing Manager & Campus Director	Nov 2024	Stakeholder feedback.	Prospective and current students, and the public, are informed about Disability Support at MDS.
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> Enable Student Portal in Wisenet (students can update next of Kin information as needed) 	Student Admin Team	Feb 2024	Monitor and encourage students' use of the portal.	Contact details for students and their next of kin are current.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 9: Prospective international tertiary learners are well informed	Continue providing detailed information to our prospective learners.	International Recruitment Team	Ongoing	Key stakeholder feedback and review.	International learners are comprehensively informed.
Outcome 10: Offer, enrolment, contracts, insurance and visa	<ul style="list-style-type: none"> Continued cross training with Admissions Staff Review and Implementation of MDS Admissions Scheduled Reporting and data review Create Dashboards to better track Visa/Insurance/Passport expiry of learners 	Admissions Team Student Admin Team	Ongoing Feb 2024	Key stakeholder feedback and review.	Student Admissions and Admin teams share up to date information and live data with students to ensure currency and availability of information.
Outcome 11: International learners receive appropriate orientations, information and advice	<ul style="list-style-type: none"> Enable Student Portal in Wisenet 	Student Admin Team	Feb 2024	Monitor and encourage students' use of the portal.	Students can access all relevant policies and information; and view their real time attendance and academic progress records.