



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 at Strayer			MoE number	8192
Code contact	Name	Annemarie Meijnen		Job title	Campus Director
	Email	annemarie.meijnen@mediadesignschool.com		Phone number	021 704230
Current enrolments	Domestic learners	Total #	921	18 y/o or older	855
				Under 18 y/o	66
	International learners	Total #	82	18 y/o or older	82
				Under 18 y/o	NA
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)	Managing Director Campus Director Registrar Head of Admissions & Applicant Services Future Students Manager Student Services Team Leader				

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 1.

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
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

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

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented
Outcome 9: Prospective international tertiary learners are well informed	Well implemented
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented

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	Media Design School at Strayer (MDS) As of 8 September 2025, Media Design School has joined US-based Strayer, becoming Media Design School at Strayer. In the U.S., Strayer is an accredited university and is referred to as Strayer University or Strayer. Strayer does not meet all of the characteristics and roles of universities as defined in the Education and Training Act 2020. MDS remains a NZ private training establishment (PTE) at our current location, and continues to offer MDS's existing programmes as part of Strayer. Strategic goals and plans MDS 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. Learner wellbeing and safety goals and plans are addressed primarily in the Learner Success Plan and the Disability Action Plan. All plans are published on our website, along with the Code of Practice self-review report, and the Complaints, appeals, and critical incidents register, as required by the Code. 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. (TES 2022-2025: a new TES will be published later in 2025.) 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 an holistic student support and student-centric system across the organisation.	Regulatory approvals by NZQA and Strayer's accreditor, the Middle States Commission on Higher Education (MSCHE). Strategic Plans and Performance documents are published on our website: Webpage link On a 3-year cycle, next submission 2027. Submitted in 2024; next submission 2027. Rated as excellent and referred to as exemplary by TEC. Document link

	3. The Disability Action Plan was developed to create an inclusive tertiary education environment for disabled learners at MDS. 4. The Media Design School Tāngata Māori + Pacific Peoples Matawhānui/Vision is aligned with Te Tiriti o Waitangi principles of partnership, protection and participation and underpins initiatives for developing cultural connectedness and competency, and supporting Māori and Pacific learners. Responsive wellbeing and safety systems MDS demonstrates a strong commitment to the health and safety of all individuals who work, study, or visit its campuses. The organisation maintains a comprehensive set of policies and practices to ensure a safe and supportive environment: • <u>Policy Communication & Training:</u> Health and safety (H&S) policies, risk assessment procedures, and reporting mechanisms are communicated to all staff and reviewed during annual mandatory compliance training. Students receive H&S information via the website, Student Handbook, International Student Guide, and Orientation, with key policies displayed on campus noticeboards. • <u>Incident Management:</u> All workplace health and safety (WHS) incidents are reported using a dedicated incident and injury form, and tracked in a Campus Incident and Resolution Register. The MDS Emergency Response Plan (ERP) is updated annually. Emergency evacuation exercises are conducted annually to ensure preparedness, and Personal Emergency Evacuation Plans are created for those needing assistance. • <u>Training & Inspections:</u> Fire Warden and First Aid training is provided annually. Quarterly workplace inspections and annual reviews of the Campus Safety Risk Register help maintain high safety standards. • <u>Campus Security:</u> Access cards with tailored profiles are issued to all staff, students, and visitors to secure the campus. A local security team is available 24/7	Submitted in 2022, updated in 2024. Rated as excellent and referred to as exemplary by TEC. Document link MDS will publish a refreshed Matawhānui Vision plan 2025-2029 later in 2025/early in 2026. Document link External-facing Policies and Procedures page. Internal staff-facing WHS Policies and Procedures on My Torrens SharePoint: • Safety Policies & Guidelines • Health & Safety Reporting • Risk Assessment & Checklists • Health & Safety Consolidation & Committees The ERP is displayed along with the Workplace Health & Safety policy, contact details for Campus Response and Recovery Team (CRRT) and Emergency Control Organisation (ECO), first aid and warden posters and emergency evacuation maps and protocols, throughout the campus. Operations meeting minutes.
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	for duress activation response, with regular alarm tests and overnight patrols ensuring ongoing safety. • <u>Continuous Improvement</u>: MDS fosters a culture of continuous improvement, encouraging early reporting of concerns and maintaining low numbers of formal complaints and critical incidents. The organisation's responsive systems are supported by regular audits, risk management tools, and a dedicated Campus Rapid Response Team (CRRT) and Emergency Control Organisation (ECO). Self-review of learner wellbeing and safety practices MDS has established a robust framework for managing health, safety, and wellbeing incidents, ensuring prompt response, thorough documentation, and continuous improvement. Key elements include: • <u>Procedures and Compliance</u>: The Hazard and Incident Reporting and Investigation Procedure outlines the steps for reporting, investigating, and recording incidents in accordance with relevant health and safety and workers' compensation legislation. Compliance with these procedures is monitored and reported through quarterly Health, Safety, and Security reports to the Audit & Risk Committee, which then advises the Governance Board. • <u>Incident and Risk Management</u>: 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 (CIMT). • <u>Quarterly Health, Safety and Security reports</u>: to the Audit & Risk Committee for its consideration and include student incidents. The Audit & Risk Committee then provides expert advice to the Governance Board. • <u>Learner Complaints</u>: students are encouraged 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. Complaints and appeals	Relevant quantitative and qualitative data. Meeting minutes: • Audit and Risk Committee • Academic Policy and Appeals Committee • Academic Board
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	received from September 2024 to June 2025: Formal complaints (1), internal appeal (0) and external review/appeal (0). • Critical Incidents: While a draft CIMP is under review, MDS continues to be guided by the parent policy. In addition, following the close of bringing Media Design School into Strayer, MDS Campus Security Procedures were disseminated to all staff and students as part of the 2025 Annual Security Report. These procedures include reporting protocols, expected MDS response procedures, and communication of annual review and assessment of the Crisis Management and Recovery Plan(s). The Annual Security Report also outlines evacuation testing and fire warden/first aid training. As the Media Design School at Strayer integration continues, policies and procedures will continue to be assessed in order to ensure effectiveness. 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. In 2024 zero critical incidents were recorded. *Due to the low number of complaints and critical incidents MDS is unable to disaggregate the data for this period.	
	Update on 2024 action plan <u>Learner Success Plan – Dean</u> • The MDS Learning and Teaching Committee has established a Learner Success Working Group subcommittee mandated to manage the learner success strategies outlined in the LSP. The subcommittee meets fortnightly and proposes recommendations to L&T, which monitors progress on LSP initiatives. <u>A Critical Incidents Management Policy for MDS – Legal Counsel; Director, Policy & Academic Governance</u> • While a draft CIMP is under review, MDS continues to be guided by the parent policy. In addition, following the close of bringing Media Design School into	Learning and Teaching Committee minutes. Reinstatement in 2026 of the Bright Awards. As Strayer and MDS integrate, teams will review policies and make adjustments to best support students, faculty, and staff while also complying with regulatory requirements.

	Strayer, MDS Campus Security Procedures were disseminated to all staff and students as part of the 2025 Annual Security Report. These procedures include reporting protocols, expected MDS response procedures, and communication of annual review and assessment of the Crisis Management and Recovery Plan(s). The Annual Security Report also outlines evacuation testing and fire warden/first aid training. As the Media Design School at Strayer integration continues, policies and procedures will continue to be assessed in order to ensure effectiveness.	
Outcome 2: Learner voice	MDS'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 and survey data drives and attests to our continuous improvement agenda e.g. towards the implementation of a new LMS (2024) and the refinement of curriculum. Student voice in self-assessment and continual improvement MDS measures student satisfaction with programme design, delivery and assessment via bi-annual Student Evaluation of Subjects and Lecturers (SESL) surveys and an annual NPS survey. Actions taken in response to learner feedback are promoted through 'You said, we did' statements, closing the feedback loop. Student feedback is reported to the MDS Learning and Teaching Committee. Programme Directors and the Campus Director develop plans leading to improved results. The Student Executive is a group of student leaders who provide a point of peer contact and represent MDS learners, focused on three main areas - Advocacy, Community, and Voice. They seek to promote a positive and inclusive educational environment and give back to the campus and surrounding community. The Disability Steering Group includes learners with lived experience of a range of disabilities, whose valued input informs decision-making at MDS including the implementation of the Disability Action Plan.	Significant YoY increase in Semester 2, 2024 student satisfaction results: SESL and NPS (+8 pp) - the highest for the last four years. Meeting minutes: • MDS Learning and Teaching Committee • Student Executive • Disability Steering Group • Academic Board

	Student voice in academic decision-making 1. Student membership at the Academic Board. A MDS student representative sits at the Academic Board to provide feedback and report on student issues. 2. Student Engagement in Academic Governance Policy. 3. Student panels during annual degree Monitors visits. Student complaints 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. The Student Complaints Policy and related documents emphasize the importance of courtesy, mutual respect, confidentiality, and procedural fairness in resolving student complaints. Learners are informed about the policy and procedures 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. Learner complaints are reported to the 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 Academic Board.	Policies and Procedures Media Design School, Student Engagement and Academic Governance Policy Student feedback incorporated into Monitors' reports / recommendations. Information about our processes and who can assist is outlined in the Student Complaints Policy and published on our Student Complaints webpage and in the Student Handbook, which can be downloaded from here. Additional guidance about students' rights and how to handle complaints is provided in this linked NZQA resource. Meeting minutes: • Audit and Risk Committee • Academic Policy and Appeals Committee • Academic Board
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	Update on 2024 action plan <u>Student Evaluation of Subjects and Lecturers surveys and Tell Us survey</u> – Dean • Data collected twice a year (SESL) and once a year (NPS) student surveys continue to be analysed by Programme Directors and the Campus Director to identify areas of low satisfaction which require improvement. Action plans for improvement are developed and reported to the MDS Learning and Teaching Committee for discussion and oversight. • “You said, we did” assets close the feedback loop and are promoted during the S2 survey to encourage participation. <u>Student Complaints Process Flowchart</u> - Director, Policy & Academic Governance • Completed and included in the Student Handbook (p.32)	The MDS Learning and Teaching Committee monitors planning and implementation of initiatives for improvement in areas where overall student satisfaction is below 80%. Student Handbook on website.
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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	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; schools visits; Expos; our website, prospectuses and other digital and print collateral; Future Student Advisors. Once enrolled, support continues through direct communication with Faculty, Student Administration, Student Services, student Counselling and Disability Support, mentoring activities, and Student Executive opportunities. Our policies and practices help staff and students to recognise and reduce harm, promote inclusion, and uphold learners' cultural needs. Learners are informed about support available to them and are provided with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau. 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. Learner participation and engagement – on campus, and online	MDS' Student Hub webpage includes links to the learning management system (Canvas) and important information: • Policies and Procedures Media Design School • International page International student information in prospectus • Neurodiversity & Disability support page • Student Handbook • Library and Learning Services, including study guides, accessibility features and a live chat. • Māori and Pasifika Success. • Our campus - watch our campus showcase. Meeting minutes: • Operations • Māori and Pacific Steering Committee

	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. Teaching, support and administration staff reflect a wide range of cultures and languages, and dedicated support is provided through roles such as the Student Success Coach, and the Counselling team. MDS employs a qualified, full-time Student Counsellor who leads and supervises several interns each year, which means learners can access a team of skilled practitioners for support in whatever way they prefer: face to face and virtually, using digital channels like Teams and Discord. An inclusive culture is promoted across the learning environment throughout the learning journey, from Orientation, and through student leadership, student events and clubs, and our continued commitment to staff professional development. Additionally, the Māori and Pacific Steering Committee, Student Executive and Disability Steering Group includes student members who offer insights that inform decision-making at MDS.	• Student Executive • Disability Steering Group 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. Counselling reports, numbers and referrals. Disability reports, and Learning Access Plans. Orientation resources. Student Events calendar. Digital and on-campus noticeboards.
	Update on 2024 action plan Launch of MyLearn – Dean • A new Learning Management System named MyLearn was launched at the start of semester 2, 2024, to improve accessibility in digital learning and communication with learning facilitators. The LMS includes MS Teams and Canvas. Canvas meets WCAG 2.0 AA rating. (WCAG is the Web Content Accessibility Guidelines and there are three levels: A, AA and AAA.) • Following the success of proactive initiatives like attendance monitoring, targeted academic support, early intervention and accessible wellbeing services, we will continue to embed these integrated learner support services, evaluate impact	Significant YoY increase in Semester 2, 2024 student satisfaction results: SESL and NPS (+8 pp). The highest for the last four years, they reflect MDS' significant efforts towards the implementation of MyLearn and the refinement of curriculum.

	through learner voice and retention analytics, and apply our continuous improvement cycle to sustain gains and advance equitable outcomes for our learners. <u>Part-time Study options for all Bachelor Programmes – Dean</u> • BCT and BSE have completed the process and are offering part time study as scheduled. • Development of part time studies for BMD and BoAD are on hold. Enrolment data does not show uptake from applicants in selecting a part time mode of study. We have not seen a marked improvement in EPI retention or completion data and have not seen an improvement in student satisfaction surveys as a result of offering this modality of study. • However, there is some evidence of success in part time modality as a tool in supporting students at risk. In response to this evidence, MDS has completed Type 2 changes and now offer our Level 4 programmes part time.	MDS will continue to evaluate data to drive decision making on progressing the development of the part time initiatives for the remaining Bachelor's programmes.
Outcome 4: Learners are safe and well	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. 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. Health & Safety information for students is available online and on campus, throughout the learner journey. 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	MDS' Student Hub includes links to the learning management system (Canvas), Library and IT services, Health Safety and Wellbeing information, the Student Handbook, Student Complaints and the Code of Practice. Dedicated webpages highlight support for International learners including the International Student Guide, and Māori and Pasifika students. Digital and campus noticeboards. The 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

	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. Learners at risk Academic and Student Support teams monitor and contact at-risk students using attendance and academic progression dashboards, emails, the Away mailbox, social channels like Teams and Discord, phone calls and texts, e.g. Student Counsellor; Student Success Coach). Students can communicate their health and mental health needs with staff in confidence, so that we can proactively offer them support. 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. The 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.	questions in their re-enrolment form, and as needed whenever there is a change in their circumstance. Students are advised who to inform so the system is updated. Counselling reports, numbers and referrals Anonymous suggestions box (level 1) and Suggestions channel (Discord). MDS policy and procedure page: Policies and Procedures Media Design School Audit & Risk Committee minutes. Governance Board minutes.
	Update on 2024 action plan <u>Enable Student Portal in Wisenet – Registrar</u> - As at October 2025, we are testing the Learner Portal and Wisenet timetabling in the Wisenet test environment, with production go-live targeted for January 2026. - On rollout, the Student Portal will provide each learner with a personalised timetable aligned to their enrolment and enable self-service updates of next-of-	Post-launch monitoring will include: - learner feedback - data integrity checks - engagement analytics to evaluate effectiveness

	kin/emergency contacts, ensuring accurate records to support safety and wellbeing. Implementation will be accompanied by clear communications, informed consent and privacy safeguards consistent with the Code, and we will monitor uptake, data quality and learner feedback to drive continuous improvement.	inform continuous improvement
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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	MDS is proactive and effective in anticipating and supporting the wellbeing and safety needs of diverse international tertiary learners. Their educational performance is convincing: International students achieve at a higher rate than many domestic students. A 24/7 emergency number is available for students who need to speak to a staff member outside of operating hours. New international students are invited to a 1:1 meeting with the Counsellor to check in on their transition to NZ and MDS, and their basic and wellbeing needs. The Student Executive includes an International Student Executive role, which may be shared by up to two people. A monthly shared lunch with food from various countries is held on campus for International Students. Students are informed via a dedicated WhatsApp channel.	An International Student Guide and dedicated International webpage play a vital role in ensuring learners are well informed about the programme and life in New Zealand. On-arrival surveys are conducted for all international students. This survey has specific question referring to enrolment process, advising on one-on-one catch up with our student Counsellor and other relevant feedback. A post-orientation survey is sent to all new students - results can be filtered by domestic or international. Student Executive meeting minutes.

	Support staff are often invited to engage with learners on projects related to international students' needs (e.g. Culturnauts Emotional First Aid Kid, Masters project, 2024 Connected, BMD project, 2025).	
	Update on 2024 action plan <u>Orientation resources updated to include Police safety information</u> – Student Services Team Leader Two slides summarising key safety messages added to Orientation presentation for Feb 2026. These messages were selected based on the feedback of members of our Student Executive.	Updated Orientation resources. Student feedback in post-orientation surveys.
Outcome 9: Prospective international tertiary learners are well informed	International learners are well informed about MDS' programmes, admissions processes and living cost in New Zealand in general. We have customised email templates. We actively connect our potential learners/applicants with authorised INZ licensed immigration advisors for visa support and our trained recruitment advisors ensure learners are well informed about MDS admissions process. International recruitment team run regular virtual events about our offerings, life in New Zealand and enrolment process for prospective international students and agents - in English, Spanish and Mandarin.	Resources and information are maintained on our dedicated webpage for international students along with regular correspondence with education agent via e-newsletter. We regularly update prospective international learners via email about their application processing timeframe, requirements of attested/verified documents and visa application processing timeline. We have programmes flyers in English, Spanish and Mandarin.

	Update on 2024 action plan <u>Information for prospective international learners and agents</u> – International Recruitment Team The team continues to provide valued information to our prospective learners and their authorised education agents. A quarterly newsletter for agents was suspended following a team restructure in May 2025, but will be reviewed for reinstatement.	Positive feedback in the on-arrival survey.
Outcome 10: Offer, enrolment, contracts, insurance and visa	New enrolments A main driver for the Admissions team 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. Students receive a Written Agreement outlining the responsibilities of students and MDS. 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. Policies are available to all students and the public on the MDS website. 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 is not limited to health insurance and visa information, English proficiency and academic evidence for admission. 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. Information to be provided before entering contract	Offer letters and Written Agreements are reviewed annually and updated where necessary. The Admissions functionality within the system is reviewed for any efficiencies and for any ways to streamline the processes. Any feedback from key stakeholders is considered to improve our efforts.

	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 Dispute Resolution Scheme (DRS), full costs related to the re-enrolment offer, learner rights and obligations, including rights under the Code. 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, and disciplinary action. Disciplinary action MDS ensures that any disciplinary action taken against a learner is in line with the principles of natural justice (prompt, considered and fair resolution of the matter that is subject of the action). 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,	The Registrar leads the Student Admin team in the Annual Review of all its processes and procedure including system process review. All issued letters/communication are reviewed and updated annually or as needed to ensure currency on information. 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 change/update/refresh on our process/procedures to better serve our learner and stakeholders.
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	MDS Student Management System. Strict monitoring on international learner insurance guarantees that every international learner has the appropriate required insurance. Immigration Matters MDS ensures learners are entitled to study under the Immigration Act 2009 and notifies Immigration New Zealand of terminations of enrolment and known or suspected 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 departments at MDS, effective management of visa breaches such as attendance and progress monitoring is strictly implemented. 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.	
	Update on 2024 action plan <u>Maintain compliance for international student offers, enrolments, contracts, insurance and visas</u> – Admissions Team Processes are clearly defined and consistently applied by the Admissions Team, ensuring all requirements under policy, Code of Practice, and Immigration regulations are met. Regular monitoring and clear communication channels across departments support timely and accurate processing, minimising compliance risks and ensuring a positive student experience.	Compliance is evidenced through audit trails in the student management system, including accurate and up-to-date records of visa and insurance details, offer letters, and documentation. Regular internal reviews and spot checks are completed

Outcome 11: International learners receive appropriate orientations, information and advice	MDS' international recruitment team works with the Student Services team to communicate orientation information to students. A customised Ready-to-Start checklist is provided to International learners at Orientation to support their readiness to begin studies, with information about how to obtain a Student ID card and AT HoP sticker for public transport discounts. These messages are reiterated at a 1:1 meeting with the student Counsellor that all new international students are invited to, soon after they start at MDS. Provision of information MDS ensures that each international tertiary learner receives full information and advice on all relevant policies. Policy expectations, processes, and support contacts are explained at orientation, published and maintained in the Student Handbook 2025, and re-affirmed at each study period via re-enrolment. Orientation provides a guided overview and points learners to the definitive policy sources; the Handbook gives ongoing, student-facing access to the current policy suite; and the re-enrolment process requires acknowledgement of (and directs students back to) the current policies, ensuring continued awareness. These touchpoints create an accessible, repeated, and auditable pattern of disclosure and advice.	Key information is communicated to new International learners on the Student Hub and a dedicated International page. 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). This includes Withdrawal & refund information which is shared with the whole pipeline in all post-orientation comms. Attendance at orientation is monitored by the international recruitment team.
	Update on 2024 action plan <u>Enable Student Portal in Wisenet</u> – Registrar - As at October 2025, we are testing the Learner Portal and Wisenet timetabling in the Wisenet test environment, with production go-live targeted for January 2026. - On rollout, the Student Portal will provide each learner with a personalised timetable aligned to their enrolment and enable self-service updates of next-of-kin/emergency contacts, ensuring accurate records to support safety and wellbeing.	Post-launch monitoring will include: - learner feedback - data integrity checks - engagement analytics to evaluate effectiveness - inform continuous improvement

	Implementation will be accompanied by clear communications, informed consent and privacy safeguards consistent with the Code, and we will monitor uptake, data quality and learner feedback to drive continuous improvement.	
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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	MDS will be integrated into Strayer's centralized academic governance, data reporting, and quality assurance systems. Integration is a process that teams across Strayer and MDS have been working toward to ensure a smooth transition with no interruption in services and supports. For the time being there will be little operational change and, in most instances, TGES staff will continue to support MDS through a shared services arrangement with Strayer. Strayer will also be providing direct support and oversight of MDS operations.	Teams have been working across different workstreams including academics, admissions, operations, marketing and brand communications, finance, HR, legal, technology, and governance.	ongoing	Informational resources and communications. Project plans and updates. Meeting minutes.	As MDS and Strayer continue to integrate, there will be future opportunities to optimize approaches to learning and curriculum, technology, advising and data reporting.
Outcome 2: Learner voice	The Student Executive and Student Representatives (Disability Steering Group) will be invited to share their views on successes, and priorities for 2026.	Campus Director and Student Services Team Leader	14.11.25	Encourage student leaders' participation and analyse feedback for action planning.	The Learner voice continues to contribute to decision making about areas that are important to them.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 4: Learners are safe and well	Enable Student Portal in Wisenet. On rollout, the Student Portal will provide each learner with a personalised timetable aligned to their enrolment and enable self-service updates of next-of-kin/emergency contacts, ensuring accurate records to support safety and wellbeing.	Registrar	As at October 2025, we are testing the Learner Portal and Wisenet timetabling in the Wisenet test environment, with production go-live targeted for January 2026.	Implementation will be accompanied by clear communications, informed consent and privacy safeguards consistent with the Code, and we will monitor uptake, data quality and learner feedback to drive continuous improvement.	Clear and timely communication to new and returning learners. Learner next-of-kin/emergency contacts records are current and correct. Student Voice and Tell Us survey feedback.

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 11: International learners receive appropriate orientations, information and advice	Enable Student Portal in Wisenet, as above.	As above.	As above.	As above.	As above.

