



Te Oranga me
Te Haumarū 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!

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 #	965	18 y/o or older	940
				Under 18 y/o	25
	International learners	Total #	77	18 y/o or older	77
				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 authors	Dean Campus Director Registrar Future Students Manager				

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) On 8 September 2025, Media Design School joined US-based Strayer University, 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. - 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 2025-2030.) - MDS' Learner Success Plan supports the requirements of the Code, placing learners at the centre and providing an holistic student support system across the organisation.	Regulatory approvals by NZQA and Strayer University's accreditor, the Middle States Commission on Higher Education (MSCHE). Strategic Plans and Performance documents are published on our website: Webpage link Next submission 2027. Rated as excellent and referred to as exemplary by TEC. Document link

	• The Disability Action Plan was co-designed with disabled learners, staff and external stakeholders to create an inclusive, accessible education environment at MDS. Focused on removing barriers and improving the participation, success and experience of students with disabilities and neurodivergent conditions. Over recent years MDS has moved from early-stage development to an embedded, strategic DAP. • 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 to succeed. 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 and Training:</u> Workplace Health and Safety (WHS) policies, risk assessment procedures, and reporting mechanisms are communicated to all staff and reviewed during annual mandatory compliance training. Students are provided safety information through MDS' website, the Student Handbook and International Student Guide, and during orientation. Key policies displayed on campus noticeboards, and the Annual Safety Report is emailed to all. • <u>Incident and Emergency Management:</u> 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 at least annually. Emergency evacuation exercises are conducted annually to ensure preparedness, and Personal Emergency Evacuation Plans are created for those needing assistance. • <u>Training and Inspections:</u> Fire Warden and training is provided annually. First Aid training is provided annually or bi-annually, as required. Routine campus	Rated as excellent and referred to as exemplary by TEC. Document link. Access to disability services is increasing: by July 2026 the same number of Learning Access Plan were issued as for the whole of 2025. A refreshed Matawhānui Vision plan will be completed by the end of 2026. Document link External-facing Policies and Procedures page. Post-integration, internal staff-facing WHS Policies and Procedures will be migrated to a new MDS SharePoint site. On noticeboards throughout the campus, MDS' Emergency Response Plan is displayed along with the Workplace Health & Safety policy, contact details for the Campus Response and Recovery Team (CRRT) and Emergency Control Organisation (ECO), first aid and warden posters and emergency evacuation maps and protocols. Operations meeting minutes.
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	maintenance, 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 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 a robust framework for managing health, safety, and wellbeing incidents, ensuring prompt response, thorough documentation, and continuous improvement. As the MDS-SU integration continues, policies and procedures are being assessed to ensure effectiveness. These demonstrate the organisation's commitment and proactive approach to crisis planning and management, and establish an ongoing structure for the development and regular review and testing of a emergency management and recovery planning. Key elements include: • <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>The Annual Security Report</u> outlines Media Design School at Strayer's safety and security policies and fulfils its disclosure requirements. It explains crime and emergency reporting, security responsibilities, and procedures for medical incidents, fires, active threats, severe weather, evacuations, and other emergencies. It outlines evacuation testing and fire warden / first aid training. It	Building on the 2024 ASR report, the 2025 edition integrated MDS as "Media Design School at Strayer, adding Auckland-specific security procedures, contacts, policies, training, and New Zealand support services.
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	also covers alcohol and drugs, sexual misconduct, Clery and Title IX (US) requirements, weapons, hazing, victims' rights, disciplinary processes, support resources, and campus crime statistics. • Learner Complaints: 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 received from November 2025 to July 2026: Formal complaints (4), internal appeal (1) and external review/appeal (0). • In 2025 and 2026 zero critical incidents were recorded.	In September 2025 MDS Campus Security Procedures were disseminated to all MDS staff and students.
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. For example, student representatives were actively involved during the MSCHE accreditation visit in February 2026. Student feedback and survey data drives and attests to our continuous improvement agenda e.g. computer lab hardware and software upgrades; initiatives and events that support employability skills and industry connections. 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. Responding to learner feedback and difficulties in recruiting new student representatives on The Student Executive and Disability Steering Group, a new	High student participation rates and positive feedback in the bi-annual Student Evaluation of Subjects and Lecturers surveys, and annual NPS survey. MDS Learning and Teaching Committee meeting minutes NPS Campus Action Plan

	approach to promoting and supporting student representation was launched in July 2026. Learner voice in academic decision-making is ensured through student panels during annual degree Monitors visits. Students are also consulted for Type changes depending on scope. For example, student feedback was elicited and included in the Application for Type 2 Change to Learning Outcomes for NDS203 – Networking and Database Systems (Level 6), Bachelor of Information Technology, in May 2026. 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.	Student feedback is incorporated into Monitors' reports and recommendations and helps to drive improvements. Information about complaints 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. Post MDS-SU integration minor procedural updates to the internal appeals and external review phases of escalated students complaints are in progress, with no interruption to student support and the resolution of concerns.
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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)
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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; the Future Student Advisors team. Once enrolled, support continues through direct communication with Faculty, Student Administration, Student Services, student Counselling and Disability Support. 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 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.	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 • Our Auckland campus. Meeting minutes: • Operations • Māori and Pacific Steering Committee 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.
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	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 and through student representation, student events and clubs, and our continued commitment to staff professional development. Additionally, the Māori and Pacific Steering Committee and Learner Success Working Parties offer insights that inform decision-making at MDS.	Orientation resources. Student Events calendar. Digital and on-campus noticeboards.
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 and Wellbeing 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 matters with utmost respect and maintains student privacy except where MDS has	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. 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 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.

	reasonable grounds that the disclosure is necessary to prevent or lessen a serious threat to the learner's life or health. Learners at risk Students are identified as being 'at risk' for not making satisfactory progress due to unsatisfactory academic performance and/or for not meeting progression requirements as outlined in programme documentation. All programme requirements must be met, including class attendance. Interventions are put in place where: • a student fails to attend classes in two of the first three weeks of the study period, or • a student fails to participate online by logging on and accessing their class materials during the first three weeks of the study period, - or • a student fails to participate in their first assessment task. Students are advised of their academic progress and are supported where necessary. 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 support needs to the Counselling team 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.	Counselling reports, numbers and referrals. Anonymous physical and digital suggestions boxes. MDS policy and procedure page: Policies and Procedures Media Design School
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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 frequently 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. A monthly shared lunch with food from various countries is held on campus for International Students. Students are informed via a dedicated WhatsApp channel. 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).	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. International students are offered campus tours after arriving in New Zealand, and full welcome information around pastoral care, Code of Practice and Nau Mai NZ. A post-Orientation survey is sent to all new students - results can be filtered by domestic or international. Feedback is incorporated into an Onboarding Debrief across all related departments to capture insights and improve the student experience.
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 to cater to prospective international students all the way through to fully enrolled. International learners actively book phone calls, MS Teams Meetings, and campus tours to speak with our Future Student Advisors.	Resources and information are maintained on our dedicated webpage for international students and via applicant and nurture communications in Salesforce as well as correspondence with education agents Prospective international learners are regularly updated via email about their application

	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. Future Student recruitment team run in person and virtual events about our offerings, life in New Zealand and enrolment process for prospective international students and agents - in English, and Mandarin. We also collaborate with International Agents and their students via virtual and in country events.	processing timeframe, requirements of attested/verified documents and visa application processing timeline. Email examples Programme flyers are available in English, Spanish and Mandarin.
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 Administration 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.	
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.	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

	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, 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.	information which is shared with the whole pipeline in all post-orientation comms. Attendance at orientation is monitored by the recruitment team.
*Updates on the Code of Practice 2025 action plan and new Quality Improvement actions are included in MDS' iQAF Self-review submission in the w/c 24 August, 2026.		