Self Review Report –
Learner Safety & Wellbeing

Ignite Colleges

October 2022

TEO information

TEO Name	Ignite Colleges Ltd			MoE number	7502	
Code contact	**Name**	Lois Moran		**Job title**	Head of Academic Quality and Programme Development	
	Email	Lois.moran@scgnz.org		**Phone number**	022 044 1296	
Current enrolments	**Domestic learners**	**Total #**	416	**18 y/o or older**	402	
				Under 18 y/o	14	
	International learners	**Total #**	143	**18 y/o or older**	143	
				Under 18 y/o	0	
Current residents	**Domestic learners**	**Total #**	N/A	**18 y/o or older**	N/A	
				Under 18 y/o	N/A	
	International learners	**Total #**	N/A	**18 y/o or older**	N/A	
				Under 18 y/o	N/A	
Report author(s)	Sheila Espenilla					

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.

	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 / <mark>Implemented</mark> / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / <mark>Implemented</mark> / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners under 18yrs. We also do not offer accommodation.

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	A review of our strategic goals and plans was conducted earlier this year.
	
	Ignite Colleges is a Category One education institute delivering training that is practical, industry-relevant and focused on employment. Our vision has been to develop the highest performing, inspirational tertiary provider that offers programmes of study that lead to strong employment opportunities and a brighter and fulfilling future for our ākonga and their whanau.
	
	Our mission incorporates the ambitions of our various strategic plans including:
	• TīHei Strategy – Maori and Pacific Strategies
	• Te Kāpehu Whetū
	   - Te Tiriti o Waitangi – Honour the provisions of Te Tiriti o Waitangi
	   - Te Hononga Hohonu – Create, maintain and prioritise authentic connection and partnership
	   - Te Kākano – Embed and grow new systems that understand, educate and proactively support whānau, hapū and Iwi
	   - Te Tuakiritanga – support the identity, language and culture of Māori whānau, hapū an Iwi
	• Pacific Strategy – Growing strong, resilient and prosperous Pacific Communities through:
	   - Education – lifting education results for Pacific, leading to more meaningful employment
		Positive feedback from our Industry Advisory Board gathered during our stakeholder events on 20th July and 4th August 2022.
		
		"Graduates have gone on to gain support from Ignite as well as Raukura Hauora o Tainui and work in organizations like Middlemore, and Geneva. Ignite has provided a great community and is different- there is a unique character in ākonga and staff. We always recommend Ignite."- IAB member
		
		'We have helped a couple of ākonga over the years from Ignite, they were great and worked hard to complete their levels." – IAB Member
		Ignite conducted an online anonymous survey of current ākonga between 18 July to 14 August 2022 to evaluate their experience of Ignite Colleges' learning and teaching services and facilities. All information collected were confidential to Ignite and used for the

	- Partnerships – growing our circle of influence in the Pacific community - Wellbeing – building resilient pacific communities - Social Enterprise – growing and reinvesting in the Pacific diasporas and indigenous communities • Disability Strategy All this is underpinned by our values – dream big, believe, inspire, excel, contribute. As part of our overall strategic plan, we have appointed a Director of the PTE Group, to lead and manage all our PTEs under the Skills Consulting Group umbrella. This allows for efficiency and consistency in governance and academic leadership across all our PTE's. It also allows for unified strategic plans which govern all Skills Group PTEs e.g. disability strategy, Tīhei Strategy – Māori and Pacific, as we believe in equality for all ākonga regardless of TEC funding size. Another key strategic team are our Cultural Advisors and Leaders. This consists of a Te Ao Māori team and a Le Ala Pasifika team. These teams work across all our network of PTEs at all levels; supporting our Academic team to ensure our delivery methods and resources have a Māori and Pacific lens; upskilling our tutors and kaitiaki (student support staff) on how to engage safely with Māori and Pacific ākonga, their whānau and communities; organise Te Tiriti workshops for all Skills Group staff etc. This team is lead by our Head of Government Engagement, Māori and Pacific who also owns the Skills Group Tīhei Strategy. The strategy includes a commitment to upskilling all PTE staff in cultural competencies via our Te Tiriti and Cultural Fluency workshops. It includes our Cultural advisors working closely with our programme designers to ensure all our programmes are fit for purpose and will work for Māori and Pacific, as we strongly believe, what works for Māori and Pacific, will work for everyone. This strategy also recognises the need	sole purpose of improving the learning environment for our ākonga. Very positive feedback from ākonga with high learner satisfaction rates on their programmes. Cultural Awareness workshops for staff are happening every Friday afternoon. This increase our awareness and confidence to engage with our Maori & Pacific ākonga and communities. The following are included in these sessions: - Pepeha - Mihi Mihi - Karakia - Waiata - Raranga - Te Tiriti - Removing barriers to learning - Code of Practice - Engagement Strategy - Teaching Strategies - Pastoral Care etc. Fortnightly student council meetings Student one to one sessions fortnightly Staff onboarding and Induction Workshop

	to expand our partnerships with local Iwi and Pacific Organisations already working in and supporting the communities of our ākonga. As we onboard our ākonga, we will introduce them to the next destination of our Nesian Waka: • Nesian Whakatau (onboarding) • Nesian Kaitiaki (Pastoral care/Guardianship) Included in the onboarding process is a literacy and numeracy assessment using the LNAAT tool so we can identify additional learning support our individual ākonga/learners will need. We have ongoing staff professional development including Treaty of Waitangi Workshops, Marae visit and workshop, Cultural awareness, LiveOnline Training, wellbeing and safety awareness and promotion, and first aid training. We continuously review our learner wellbeing during weekly academic team meetings and student representative meetings. These help us identify immediate needs of our learners. Ākonga can seek guidance and support from their course tutor and/or management for educational and pastoral care support. They are directed to external agencies in situations where this is appropriate. Headed by our Site manager, we have created a committee called COP Champions with members from the academic team to take the lead on our practices and ensuring we are meeting the outcomes of the code for our learners. We do annual programme reviews not limited to programme delivery and teaching pedagogy, tutor management, moderation and assessment practices, as well as tutor, learner and stakeholder feedback.	Weekly Academic team meetings We have made referrals to emergency housing services, financial support services, mental health services

Outcome 2: Learner voice	Ignite Colleges' operational framework is based on the premise that the learner is at the centre of everything that we do and the owner of their learning journey. To this end, all our partnerships, undertakings and practices are holistic and focused on each individual student. We work alongside learners and address complaints in a timely and effective manner that honours natural justice. Ākonga are supported by tutor, student services team, and/or can talk to Site Manager directly. Our Site Manager responds to formal complaints in a way that is comfortable to them. Ākonga are encouraged to bring a support person. Complaint resolution process are recorded in our complaint register including actions taken. Practices are in place to build and maintain effective relationships with learners through our campus initiatives and cultural events. Both academic and student support services team work together with learners and their communities to find ways of supporting their wellbeing needs. We have started an academic drop-in-centre to further support our learner's academic success. We gather feedback through formal surveys and proactively engage and listen to learner voice through weekly student representative meetings, Talanoa sessions, one to one pastoral care support.	Ākonga have fortnightly one to one session with their tutors. Tutors also rotate on schedule to further support learners in the academic drop-in centre. We had a student awareness expo on 17 May 2022 to increase student awareness of external services available to them during and post-studies. This event promoted health and wellness, diversity and inclusiveness, healthy living, and cultural awareness. Ākonga become informed and able to access and self-refer to various services if/when required. Student representatives/council meetings are happening fortnightly. Online ākonga are also encouraged to attend. Site Manager facilitates these meetings were ākonga are able to share their views and collectively create action plans.

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	Ignite Colleges provide a safe and inclusive learning environment for our diverse learners. We encourage learner participation and engagement through active participation, sharing student views, celebrating learner achievements, and discussing issues in confidence. Our academic and student services teams support learners to adjust o tertiary study, guide through the learning process, as well as offer study and career pathway advise. Ignite has always had strong partnerships with industries and employers that offer our ākonga opportunities to pathway into meaningful employment that is relevant to their programme of study. We have been working alongside our learners to identify their needs and help them access support that is available both in campus and in the community. And we have a dedicated Maori and Pasifika engagement team to further support our learners and staff. Healthy and safe physical and digital environments, removing barriers to access to services; Providing chromebooks for online learners without access to a device; 20 additional chromebooks made accessible to face to face learners; tollfree number for student queries and support; free WiFi in campus Removing barriers to learning – building relationships, one to one support, additional academic support, CV	Feedback received from ākonga that they enjoy studying at Ignite. In a recent survey we conducted, majority of our ākonga feel safe in their learning environment - strongly agree (48%) and agree (42%) 92% strongly agree/agree to receive sufficient support from tutor and staff. Cultural activities are organised throughout the year to celebrate diverse cultures: • Samoan Language Week • 13 Sept – Maori Language Week - registered Ignite Colleges as a group with Reo Maori and resources made available to ākonga. Ākonga participated and did a kapa haka session. This was supported by all tutors and staff. • 4-10 Sept – Tongan Language Week • 31 July to 6 August 2022 -Cook Island Language Week • Fijian Language Week We partner with services in the community to further support our ākonga including the following: Solomon group, Raukura Hau Ora o Tainui, Counties Manukau DHB, Inwork NZ, Dress for Success, Connected NZ, Migrant Services, 360 Tatua Trust, Industry

	writing, referencing, and paraphrasing workshops, online zoom sessions, online access to tutors	Hauora, Tupu Aotearoa.
		17 May 2022 – Student Awareness Expo - Student Awareness expo was held to increase student awareness of external services available to them during and post-studies. This event benefits learners by providing information to encourage health and wellness, diversity and inclusiveness, healthy living, and cultural awareness. Ākonga will be more informed and able to access and self-refer to various services if/when required.

Organisations that were present: Idea Services, Geneva Healthcare, Dress for success, NZ Police, Pacific Work Connect TEC, Solomon Group - Tupu Aotearoa, Smoke Free Service Counties Manukau, Counties manukau Health, Kaleido Early Learning Centre, NZ Sikh Womes's Association, NZ Blood Service, RHOT Amai, Awhi MAi Awhi Atu, Tupu Toa

Pink Shirt Day
We ran a t-shirt competition amongst our Ignite whanau. Ākonga from all programmes participated and shared messages of what anti-bullying meant to them. It promoted an environment where everyone feels safe, valued, and respected. Cookery ākonga organised breakfast and live cooking counters and we were able to raise $700 for the Mental Health Foundation.

Regular online Zoom sessions for distance learners |

Outcome 4: Learners are safe and well	Support available to learners:	Positive feedback received from ākonga.
		Our café provides healthy food and drink options at subsidised prices.

Support available to learners:

Service	Provider
Hauora Ora (wellness)	Raukura Hau Ora oo Tainui
Smoke Free Support	Counties Manukau DHB
Tupu Aotearoa	Solomon Group
Employment support	In Work NZ Idea Services Connected NZ Partner Rest homes and restaurants
Driver licensing	In Work NZ
Academic Support	Ignite Colleges
Community Alcohol and Drug Support services	CAD – on request or referral
International Services	Migrant services
Dressing for Employment	Dress for success
Diabetes Mobility Van visits on campus and do random blood sugar testing	Diabetes NZ

Free breakfast
Student awareness expo
Sports Day
Site visits
Guest speakers and student workshops
Campus Events and
Talanoa sessions
Support for Maori ākonga
Health and Safety policies

Hardship support – food parcels, food vouchers, petrol vouchers

Positive feedback received from ākonga.

Our café provides healthy food and drink options at subsidised prices.

From 3rd May 2022, we have started providing free breakfast. This is an ongoing initiative for ākonga to prepare for their day and invite them to campus prior to classes commencing. It is also an opportunity for tutors and staff to connect with ākonga.

Building Evacuation Plan is posted in classroom bulletin boards. This is also explained during student induction. Designated staff act as health and safety officer, fire warden, and firs aiders. First aid kits and monitored by health and safety officer. These are located at reception, café, healthcare classroom and cookery kitchen.

First Aid kit available on campus, accident, and incident registers

Hardship support available during the COVID period, unavailable now. However, student support help ākonga apply to study link for course related costs.

We celebrated Mental Health Awareness Week

Charging Through Change Workshop

Sports Day
29 Sept – Hosted community elders in campus

FENZ approved evacuation scheme and approval letter have been lodged with Safety First NZ Ltd who

	Supporting learners' connection to their language, identity, and culture – campus cultural events and language week celebrations; classroom cultural activities, shared lunches, Marae visit, Treaty of Waitangi workshop, Matariki celebrations with Maori guest speakers	co-ordinate and arrange trial fire evacuations at random times throughout the year.
	Earthquake and Fire Drills	
	All ākonga are given instruction on earthquake and fire evacuation procedures at induction. This includes safest way to exit each campus in the event of a fire and location of the assembly point. The EQC "DROP, COVER, HOLD ON" actions are explained in the event of an earthquake.	

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	Our international Students receive 24/7 support from our Site Manager. Tutors and the international team also actively provide day to day pastoral care support. We celebrate diversity and acknowledge our learner wellbeing needs through our campus initiatives and cultural events. We have ongoing training for staff to promote cultural awareness and be able to proactively support Students needs including during challenging situations. We acknowledge that mental health plays a huge role in our Students wellbeing and overall health. And we are aware of the need to strengthen policies and process flows on how we can better identify Students at risk and how to support them during unexpected and challenging situations.	Identifying and timely reporting of incidents and concerning behaviours by student Student feedback – 95% of international Students who participated in our survey in July 2022 feel well supported and safe. 90% our satisfied with the support they receive.
Outcome 9: Prospective international tertiary learners are well informed	Students receive information from agents and the international team before entering into a contract with Ignite Colleges. The below information is provided to Students prior to enrolment: - Programme information, - academic progression - information about employment opportunities, - study and living cost and - information about various agencies where help can be accessed by Students.	Student feedback Annual review of agent contract based on activities and performance. Student files are reviewed prior to payment of agent commission. Gather feedback from agents. EER report is updated and published on the website. The international team ensures agents have up-to-date information by visiting them, having online sessions, regular newsletters to inform changes to programmes or government policies, regular training to upskill

		agents, and referring them to Education NZ online tool for agents.
	Other information in the student handbook given prior to enrolment: -DRS rules -transport and vehicles -links to accommodation and tenancy rules Online campus video – featuring services and facilities. Information is also provided in the student handbook. International team manage and monitor agents through reference checks and written contracts.	In our 2022 survey of international Students, 85% responded that the information they read before enrolling is clear, sufficient, and accurate.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Interviews with learners, questions on application, enrolment form, letters stating how programme will contribute to career intentions, assessment of language ability, academic record and attendance at previous schools/ organisation in NZ Ignite pays for student insurance for first year of their enrolment. Ensure relevant staff are updated with immigration requirements for study in NZ. Current refund policy and process is based on NZQA guidelines. Adhere rule 18 and student interview as and when required.	Student feedback English proficiency and relevant qualification documents are verified and uploaded in Wisenet student record. Ensuring learners are enrolled in the programme that best suits their needs as seen through qualification completion of international leaners. Ensuring learners have current and valid visa and insurance – sighting visa on passport. Insurance requirements are explained in offer letter. Students are notified via email 10 weeks prior to expiry.

Outcome 11: International learners receive appropriate orientations, information and advice	All information relevant to outcome 11 are outlined in the student handbook. This is provided to Students prior to their enrolment. Information on services, support, health and safety, and institutional policies are reinforced during induction. International Students receive additional information and advice from the international team, tutors, and Site Manager.	Student feedback Induction for international Students 24/7 support from Site Manager, day to day ongoing support from deputy Site Manager, tutors, and international team 100% of Students who participated in the recent survey understand the attendance requirements and what behaviour or actions can lead to termination of your enrolment. 90% knows who to contact if they have problems outside school hours.
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners younger than 18yrs. We also do not offer accommodation.	

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes

Outcome 1: A learner wellbeing and safety system	• Annual review of the following policies
	   - Complaints Resolution policy
	   - Critical incident policy and emergency plan
	
	• Policy amendments following the review, any changes to be updated in the QMS, student handbook, website, and bulletin boards.
	
	• critical incidents and emergencies
	   - critical incident and emergency register
	   - critical incident and emergency procedures manual to be updated
	   - health and safety officer conducts a regular health and safety check but there needs to conduct an annual health and safety audit
	
	• Annual self-review report of learner wellbeing practices needs to be published.

Outcome 2: Learner voice	• Process of capturing learner feedback is in place, but we need to create action plans to monitor implementation and actions taken resulting from feedback analysis. • Annual Complaint resolution policy review; policy amendments following the review • QMS and student handbook updates following the review • Complaint resolution annual report • Create action plans to ensure all tutors and staff are aware of the complaint resolution process, can inform the learners, and assist learner complaints, including relevant DRS rules

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	involving learners in the design of physical and digital environments when making improvements; and engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.

Outcome 4: Learners are safe and well	Policy reviews to proactively monitor safety and wellbeing practices in place • Student wellbeing policy review • Risk management review • To have a clear pathway for identifying learners at risk and for assisting them to access services when they need it; identifying learners at risk of harming others; sensitively respond to disruptive and threatening behaviour. • Policy and process review on protecting learners and staff who experience harm from other learners and/or staff, including sexual assault Record of reporting risks, including any concerns on effective administration of the code

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	• Student wellbeing and safety policy review • Policy amendments following the review • To create a clear process to support international ākonga during challenging and difficult situations. This needs to be well communicated to all relevant staff members.
Outcome 9: Prospective international tertiary learners are well informed	• Programme changes to be communicated across the organisation • Programme information in website to be updated • Student handbook review and tracked changes • Review current process of monitoring and managing agent and make amendments, as required
Outcome 10: Offer, enrolment, contracts, insurance and visa	• Annual review of processes in place to ensure we maintain compliance • Information about the code is in the student handbook which can be accessed through the website – this should be readily accessible on the website
Outcome 11: International learners receive appropriate orientations, information and advice	• Student handbook update and tracked changes
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners below 18. We also do not offer accommodation.

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	QMS Policy reviews: - Complaint resolution - Critical incidents - Emergency plan Policy amendments following the review	QA team	01/02/2023	Monthly action plan reporting and tracked changes	Timely and effective complaint resolution process Updated complaint resolution register Learner satisfaction Learner and staff safety Well planned and executed emergency safety drills throughout the year
	Implement action plans and monitor progress	Site Manager	31/ 01/2023	Annual review	Report on monitoring shows completion of actions.
	Policy changes to be updated in the QMS, student handbook, and bulletin boards	QA team	31/ 01/2023	Monthly action plan reporting	Documents updated and distributed.

	Policy changes to be updated in website	QA team	31/ 01/2023	Monthly action plan reporting	Up-to-date and accurate published information
	To publish self-review report	QA team	30/11/2022	Monthly action plan reporting	Up-to-date and accurate published information
	Critical incidents and emergency plan manual review and update	QA team	01/02/2023	Monthly action plan reporting	Effective and safe management of critical incidents and emergencies Updated critical incidents register
	Conduct an annual health and safety audit	Site Manager	30/12/2022	Monthly action plan reporting	Health and safety audit report
Outcome 2: Learner voice	Complaint resolution policy review and amendment	QA team	30/12/2022	Monthly action plan reporting	Timely and effective complaint resolution process Updated complaint resolution register Learner satisfaction survey results
	Update complaint resolution policy in student handbook, bulletin boards, and website following the review	QA team	31/ 01/2023	Monthly action plan reporting	Up-to-date and accurate published information
	Inform relevant staff of any policy changes, schedule PD sessions on complaint resolution process and relevant DRS rules	Site Manager	31/01/2023	Monthly action plan reporting	Annual schedule and review
	Annual complaint resolution report to be reported to management, learners, other stakeholders.	QA team	30/12/2022	Monthly action plan reporting	Annual report

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	involving learners in the design of physical and digital environments when making improvements;	Site Manager	30/06/2023	Monthly action plan reporting	Learner survey results.
	engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	Site Manager	30/06/2023	Monthly action plan reporting	Learner survey results.
Outcome 4: Learners are safe and well	Learner safety and wellbeing policy reviews Policy amendments following the review, student handbook updates where required	QA team	30/12/2022	Monthly action plan reporting	Up-to-date and accurate published information
	Create a register of reported risk, implement action plans for monitoring	Site Manager	30/12/2022	Monthly action plan reporting	Documents completed and implemented
	Annual risk management report	Site Manager	30/12/2022	Monthly action plan reporting	Report completed and distributed.
	Inform relevant staff of any policy changes, schedule PD sessions on student safety and risk management	Site Manager	31/ 01/2023	Monthly action plan reporting	Staff survey results. Schedule of sessions implemented

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 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Learner safety and wellbeing policy reviews Policy amendments following the review, student handbook updates where required	Site Manager	30/12/2022	Monthly action plan reporting	Student feedback
	Clear process flow to support international ākonga during challenging and difficult situations	QA team	30/12/2022	Monthly action plan reporting	Student feedback
Outcome 9: Prospective international tertiary learners are well informed	Programme changes to be communicated across the organisation	Programme Development Team	30/12/2022	Monthly action plan reporting	Student feedback Agent feedback
	Programme information in website to be updated	Marketing Team	30/12/2022	Monthly action plan reporting	
	Student handbook review.	QA team	30/12/2022	Monthly action plan reporting	Review completed and handbook republished
	Review current process of monitoring and managing agent and make amendments, as required	International team	30/12/2022	Monthly action plan reporting	Student feedback Agent Feedback

Outcome 10: Offer, enrolment, contracts, insurance and visa	Annual review of processes in place to maintain compliance	International team	30/06/2023	Monthly action plan reporting	Review report completed and distributed
	Website update and revision to make the Code readily accessible	Marketing team	30/12/2022	Monthly action plan reporting	Updates completed and published
Outcome 11: International learners receive appropriate orientations, information and advice	Student handbook update	QA team	30/12/2022	Monthly action plan reporting	Review completed and handbook republished
Outcome 12: - N/A Safety and appropriate supervision of international tertiary learners	N/A - We do not have international learners below 18. We also do not offer accommodation.				