Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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

Te Oranga me Te Haumaru Ākonga

Learner Wellbeing and Safety

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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Tool E: self-review report template

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

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

TEO information

TEO Name	Media Design School			MoE number	8192	
Code contact	Name	Annemarie Meijnen		Job title		Campus Director
	Email	annemarie.meijnen@mediadesignschool.com		Phone number		021 704230
Current enrolments	Domestic learners	Total #		929	18 y/o or older	909
					Under 18 y/o	20
	International learners	Total #		74	18 y/o or older	74
					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)	Associate Dean & Programme Director, BoAD Campus Director Director Policy and Academic Governance Registrar Head of Admissions & Applicant Services Business Development Manager, International Recruitment					

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, 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

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
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
*Outcome 12: Media Design School does not enrol international students under 18 years.	

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	**Strategic goals and plans** Media Design School creates and reviews strategic plans to support and respond to underprivileged and 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.	Strategic Plans and Performance documents are published on our website: [Webpage link](#)
	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.	On a 3-year cycle, next submission 2027.
	2. MDS' **Learner Success Plan** supports the requirements of the Code and aligns with the Tertiary Education Strategy Objective 1, placing learners at the centre and providing for a holistic student support and student-centric system across the organisation.	Submitted in 2024; next submission 2027. Rated as excellent and referred to as exemplary by TEC. [Document link](#)
	3. The **Disability Action Plan** has been developed to create an inclusive tertiary education environment for disabled learners at MDS.	Submitted in 2024; to be reviewed in 2027. Rated as excellent and referred to as exemplary by TEC. [Document link](#)
	4. The **Media Design School Tangata Maori + Pacific Peoples Matawhanui / Vision** is aligned with Te Tiriti o Waitangi principles	Developed in 2020, the five-year vision is currently under review in 2024. MDS will

of partnership, protection and participation and underpins initiatives for developing cultural connectedness and competency, and better supporting Māori and Pacific learners.

publish a Matawhānui / Vision document in 2025 for review in 2030. Document link

Responsive wellbeing and safety systems
MDS is committed to the health and safety of all people who work, study, visit our campuses and other workplaces or have the potential to be affected by our activities. Information about policies, H&S reporting, and risk assessment is communicated internally to all staff. H&S information for students is communicated on the website, Student Handbook, International Student Guide, and at Orientation. Key policies are displayed on noticeboards throughout the campus. A Personal Emergency Evacuation Plan is created for students or staff requiring assistance to exit the building in an emergency. Workplace inspections are carried out monthly.

Internal Work Health & Safety SharePoint pages and annual compliance training.

The MDS Emergency Response Plan is updated annually. This 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.

Self-review of learner wellbeing and safety practices
Learner Complaints: MDS fosters an environment of continuous improvement and encourages students to raise concerns early to allow preventative measures to be put into effect. The low number of formal learner complaints demonstrates our commitment to a responsive and supportive environment, and to resolving students' concerns to their satisfaction. In 2023 a total of 1 formal complaint were received at different levels of the complaint process.

Incident response management escalates through the Campus Response and Recovery Team (CRRT) and Critical Incident Management Team (CIMT).

Quarterly Health, Safety and Security reports to the Audit & Risk Committee for its consideration and include student incidents. The Audit & Risk Committee then provides expert advice to the Governance Board.

Critical Incidents: While our Critical Incident Management (CIM) policy is being reviewed, MDS continues to be guided by the parent organisation's CIM policy and procedures. These demonstrate its commitment and proactive approach to crisis planning and management, and establish an ongoing structure for the development and regular

Academic Board meeting minutes.

	review and testing of a crisis management and recovery plan. In 2023 a total of two critical incidents were recorded. Link to Complaints and incidents register *Due to the small number of complaints and critical incidents MDS is unable to disaggregate the data for this period. **Update on 2023 action plan** • MDS employed the Learner Success Diagnostic Tool (LSDT) designed by TEC to undertake a self-assessment of the organization's current state and ideal state across a range of seven capabilities. Internal focus groups analysed strengths and identified areas of improvement in; People, culture and leadership, Data and technology, Holistic learner supports, Learner-centric systems, Guided pathways, Teaching and Learning and Partnerships. The LSDT forms an integral element of our learner success approach. Representatives from staff and faculties met across seven weeks in November and December 2023 in focus groups facilitated by the Associate Dean. The data gathered formed a whole-of-organisation approach to improving outcomes for all learners which was incorporated as the foundation of the 2024 MDS Learner Success Plan. • In the process of reviewing the organisation's critical incidents management guidelines it was determined that MDS would benefit from a dedicated CIM policy.	Incident & injury form for reporting all WHS incidents. Risk management tools are available for categorising hazards and risks. On campus emergencies are managed by the Campus Rapid Response Team (CRRT) = Campus Director + Emergency Control Organisation (ECO) i.e. fire wardens, first aiders, HS Rep. Incident response management escalates through to Critical Incident Management Team (CIMT).
Outcome 2: Learner voice	Media Design School's organisational structures support a whole-of-provider approach to learner wellbeing and safety, informed by diverse learner voices. The student voice is evident at every level of the organisation, including representation on the academic board. Student feedback from surveys to the student executive inform change.	Survey data inform MDS' self-review and continual improvement. Student feedback is monitored by Programme Directors who report results to the MDS Learning and Teaching Committee. Programme Directors develop action plans to address areas of low

Student voice in self-assessment and continual improvement
MDS measures student satisfaction with programme design, delivery and assessment by eliciting feedback via Student Evaluation of Subjects and Lecturers (SESL) surveys each semester, and an NPS survey. Actions taken in response to learner feedback are promoted through 'You said, we did' statements, closing the formal feedback loop.

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. On 05 June 2023, the Student Engagement in Academic Governance Policy was introduced. It outlines the principles, parameters and platforms for student participation in the academic governance of the school. Students and staff supporting student representatives were involved in the development of the policy.
3. Student panels during annual degree Monitors visits.

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.

student satisfaction. The Learning and Teaching Committee provide feedback and monitor the resulting effect of the actions undertaken.

1. Academic Board meeting minutes demonstrating attendance and participation of the school's student member.
2. The policy is available on the school's policy and procedure page: Policies and Procedures | Media Design School, Student Engagement and Academic Governance Policy
3. Student feedback incorporated into Monitors' reports / recommendations.

Minutes from regular Student Executive and Disability Steering Group meetings.

	Student complaints	Information about our processes and who can
	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.	assist are outlined in the Student Complaints Policy and the Student Handbook, which can be downloaded from here. Guidance about students' rights and how to handle complaints are signposted by this resource from NZQA.
	Learners are informed about the policy and procedures around complaints and who can advise and support them, on the website, in the Student Handbook and International Student Guide, at Orientation, and through on-campus and digital noticeboards and channels. This includes information about dispute resolution services.	Learner complaints are reported to the Torrens University Australia 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.
	Update on 2023 action plan • The Student Complaints Internal Appeal and Complaints Overview Process Map has been completed and circulated internally.	

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	**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	MDS' Student Hub includes links to the learning management system (Blackboard), Library and IT services, Health Safety and Wellbeing information, the Student Handbook,

digital learning environments	select and prepare for educational activities. From admissions to graduation, there are multiple opportunities for students to access comprehensive information and support their learning journey, including Open Days, school visits, Expos, our website, prospectuses, and other print collateral and with our Course and Career Advisors. Once enrolled at MDS, support continues through one-to-ones with Faculty, Student Services, student Counselling and Disability Support, mentoring activities, and Student Executive opportunities.	Student Complaints and the Code of Practice. Separate webpages highlight support for International leaners including the International Student Guide, and Māori and Pasifika students.
	Our policies and practices help staff and students to recognise and reduce harm, promote inclusion, and uphold learners' cultural needs.	MDS' policy and procedure page: Policies and Procedures	Media Design School
	Learners are informed about support available to them, and provided with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.	The Library and Learning Services includes study guides, accessibility features and a live chat.

Our campus - watch our campus showcase. |
| | 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. | Dedicated website landing page for Māori and Pasifika Success.

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. |
| | **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 | Counselling reports, numbers and referrals.

Orientation resources.

Student Events calendar.

Student Executive meeting minutes, digital and on-campus noticeboards. |

	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 Māori & Pasifika Success Coach, and the Counselling team. MDS employs a qualified, full-time Student Counsellor who leads and supervises 2 - 3 interns each year, which means MDS students can access a team of skilled practitioners for support in whatever way students prefer: face to face and virtually, using digital channels like Teams, Discord, and Slack. An inclusive culture is promoted across the learning environment throughout the learning journey, from Orientation, and through student leadership, student events, student clubs, and staff training. Additionally, the Māori and Pacific Steering Committee and the Disability Steering Group includes student members who offer insights that inform decision-making at MDS. **Update on 2023 action plan** • MDS launched the comprehensive learner management system (LMS), MyLearn in July 2024. This platform is the culmination of several years' of work to replace Blackboard (the LMS previously in use) and improve learner success both in face to face and online learning. MyLearn is a learning ecosystem that, at its heart consists of Canvas and MicroSoft Teams. The MyLearn digital learning environment is a custom-made educational solution designed by the Torrens University Australia Product Innovation team with a specific focus on functionality for mobile devices providing accessible, flexible	Meeting minutes from the Māori and Pacific Steering Committee and the Disability Steering Group.

	and personalized learning to all students. MyLearn meets Web Content Accessibility Guidelines (WCAG 2.0) achieving an AA rating. • MDS' Disability Support webpage was launched in mid-December 2023.	
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, at each stage of 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 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 able to communicate health and mental health needs with staff in confidence, so that we can proactively offer them support. Academic and Student Support teams monitor and contact at-risk	MDS' Student Hub includes links to the learning management system (Blackboard), Library and IT services, Health Safety and Wellbeing information, the Student Handbook, Student Complaints and the Code of Practice. Separate webpages highlight support for International leaners including the International Student Guide, and Māori and Pasifika students. Digital and campus noticeboards. MDS' Student Management System (Wisenet) has a specific field for next of kin details. These fields are captured during application process and updated during re-enrolment as part of the questions in their re-enrolment form. Even outside this process, learners can still update this information as needed whenever there is a change in their circumstance. Students are advised who to inform of such changes so system will be updated. Counselling reports, numbers and referrals

students using emails, Away mailbox, social channels e.g. Slack, Discord, phone calls and texts, e.g. Student Counsellor; Māori & Pasifika Success Coach). 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 MDS Governing Board has delegated the oversight of its risk management to its Audit & Risk Committee. Reports on risk are provided quarterly by management to the Audit & Risk Committee for its consideration. The Audit & Risk Committee then provides expert advice to the MDS Governance Board. **Update on 2023 action plan** Enable Student Portal in Wisenet (students can update next of Kin information as needed) • Moved implementation to Feb 2025 to prioritise the integration project of Wisenet (Student Management System and Canvas/MyLearn (Learning Management System) • In the meantime, updates of student information are being done manually.	Anonymous suggestions box (level 1) and Suggestions channel (Discord). The School's policy and procedure page: Policies and Procedures | Media Design School Audit & Risk Committee minutes. Governance Board minutes.

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	International students achieve at a higher rate than many domestic students, support is strong, and educational performance is convincing. MDS responds to the wellbeing and safety needs of diverse international tertiary learners. A 24/7 emergency number is available for students who need to speak to a staff member outside of operating hours. In 2024 the school's practice of inviting new international students to a 1:1 meeting with the Counsellor to check in on their transition to NZ and MDS, and their basic and wellbeing needs, was re-established. The Student Executive (group of student leaders) includes an International Exec. A shared lunch with food from various countries is held monthly on campus for International Students. Students are informed via a dedicated WhatsApp channel.	MDS' International Student Guide and dedicated Student Hub on MDS' website plays a vital role to ensure our international students are well informed about the programme and life in New Zealand. We also conduct on-arrival surveys 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. Student Executive meeting minutes.
Outcome 9: Prospective international tertiary learners are well informed	Our international learners are well informed about our programmes, admissions process 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 NZ and enrolment process for prospective international students and agents- in English, Spanish and Mandarin.	Resources and information are maintained on our dedicated website landing page 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, requirement of attested/verified documents and visa application processing timeline.

	Update on 2023 action plan • We included targeted information videos created by international recruitment to ensure learners are well-informed. • Refer to YouTube link: https://www.youtube.com/watch?v=XZIzqFC1iug&list=PLHtYNLasNR4ZyI1yhuoX20Wk-GPbO2Drd • We also implemented new customised templates to communicate with learners, which was supplied as evidence in the folder. • Included 2023 agent event surveys and e-news sent to agents and stakeholders	We have dedicated programmes flyers in English, Spanish and Mandarin. We have high number of attendances in most of the virtual events run by international recruitment team.
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 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 not limited to health insurance and visa information, English proficiency and academic evidence for admission. **Re-enrolments:** **Offer of educational instruction**	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 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 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.	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.
Contract of enrolment MDS ensures that enrolment contracts are fair and reasonable with clear information about the start and end dates of enrolment, grounds for terminating the contract of enrolment, contract breaches, disciplinary action, and contract of enrolment termination.	
Disciplinary action MDS ensures that any disciplinary action taken against a learner in line with the principles of natural justice (prompt, considered and fair resolution of the matter that is subject of the action).	
Insurance MDS ensures that international learners have the appropriate insurance covering their travel to and from New Zealand, within New Zealand and any travel that is part of their studies, outside New Zealand; medical care in New Zealand, including diagnosis, prescription, surgery and	

hospitalization; repatriation or expatriation as a result of serious illness or injury including travel costs incurred by family assisting repatriation or expatriation; death, including travel costs of family to and from New Zealand, costs of or expatriation of the body and funeral expenses for the full duration of their study with MDS. Some learners have preferred provider for their insurance other than what we recommended, in this case, learners will need to complete the Insurance checklist and provide us the copy of their insurance policy to make sure their cover is appropriate as outlined above. Copies of the insurance policy of learners are stored/uploaded on their individual student records in Wisenet, MDS Student Management System. Strict monitoring on international learner insurance guarantees that every international learner has the appropriate required insurance.

Immigration Matters
MDS ensure learners are entitled to study under the Immigration Act 2009 and notifies Immigration New Zealand of terminations of enrolment and known or suspected breaches of visa conditions. MDS processes includes regular visa monitoring and reporting. This enables MDS to proactively manage irregularities in visa status or details such as accurate information of Programme name and location of study; through collaboration within department at MDS, effective management of visa breaches such attendance and progress monitoring is strictly implemented.

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 2023 action plan** Create Dashboards to better track Visa/Insurance/Passport expiry of learners • Offline Dashboard has been developed. Still do manual update of raw data. • Wisenet just recently released a BI connector to ensure daily update of the Dashboard • The wider Data and Analytics team are currently developing the Live Dashboard for Media Design School and will be rolled out by 2025	
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. Following the semester 1 2024 new student intake a cross-team self-assessment was undertaken to identify areas for improvement. Steps were taken to ensure our current systems and new Learning Mangement System (launched in July 2024) accommodate students' preferred names. This has been positively received by many of our international students, who choose to be known by a name that's not their legal name. 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 1:1 meeting with the student Counsellor. **Provision of information**	Orientation reminders communicated to student attend- either online or on-campus. Attendance for orientation is monitored by international recruitment team. 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)

MDS ensures that learners and parents/legal guardian (of learners under 18) were provided with information that meets their needs, contact details of appropriate staff, about the termination of enrolment, their legal rights and obligations, risks associated with accepting enrolment, key relevant policies, the services, support and facilities that learners can access and information concerning refunds and withdrawals. The Student Admin team provide support through the enrolment, re-enrolment and re-sit process each semester. In collaboration with the Programme Coordinators, learners (in need of additional academic support) are provided with individual learning plan and study pathway and their course/elective selection. **Update on 2023 action plan** Enable Student Portal in Wisenet (students can update next of Kin information as needed) • Moved implementation to Feb 2025 to prioritise the integration project of Wisenet (Student Management System and Canvas/MyLearn (Learning Management System) • In the meantime, update of student information is being done manually	

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	In July 2024 MDS submitted the Learner Success Plan (LSP) to TEC. The MDS LSP details strategies and timelines to improve learner success and addresses improvements to student wellbeing and safety systems. The document contains concrete actions for holistic learner support, short term and medium to long-term goals (p. 23 – 24) as well as measures for success (p.25). The Learner Success Plan is available on the MDS website and can be accessed here.	Associate Dean	Continual review throughout 2025 and 2026, next reporting due 2027.	The MDS Learning and Teaching Committee are in the process of establishing a Learner Success Working Group subcommittee, mandated to manage the learner success strategies outlined in the LSP. The subcommittee will consult with internal and external stakeholders and develop implementation plans as well as monitor progress on LSP initiates.	Verbal feedback from our TEC Principal Relationship Manager, Esther Calley indicated that the strategies outlined in LSP submitted by MDS are excellent and called the plan "exemplary". Progress on measures detailed in the plan managed and reported by the subcommittee will be reviewed by the MDS Learning and Teaching Committee in each of the seven meetings in 2025 and 2026.
	A Critical Incidents Management Policy will be implemented for MDS.	Director, Policy & Academic Governance, and Legal Counsel	April 2025	Oversight from the Risk and Legal teams.	MDS-specific Critical Incident Management Policy, rather than Group/Parent policy.
Outcome 2: Learner voice	Data collected twice a year in Student Evaluation of Subjects	Associate Dean	Twice a year	The MDS Learning and Teaching Committee monitor	SESL and NPS survey data is compared year on year to

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
	and Lecturers surveys (SESL) and once a year in Net Promoter Score student surveys (NPS) is analysed by Programme Directors identifying 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.		following SESL surveys (July – August 2025) and once a year following NPS survey (November – December 2025).	planning and implementation of initiatives for improvement in areas where overall student satisfaction is below 80%.	identify successful initiatives which have improved student satisfaction to curriculum, assessment, lecturer performance, student wellbeing and safety. Targets for learner satisfaction are set at 80% satisfaction or above.
	A simplified and student-centric flowchart version of The Student Complaints Internal Appeal and Complaints Overview Process Map will be created and included in the Student Handbook.	Director, Policy & Academic Governance	by the end of Nov 2024.	The Student Handbook is updated annually in November each year.	Enhanced communication: students will have a visual reference to support their understanding of MDS' internal complaints and appeal process.

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	To improve accessibility in digital learning, MDS introduced a new digital learning ecosystem in July	Associate Dean	Ongoing	Continual review and improvement of lesson delivery in the online environment is monitored by	Student satisfaction rates of online delivery at 80% or higher, online enrolment data, improvement in online learner

and digital learning environments	2024 named MyLearn. Primary tools in the MyLearn ecosystem include MS Teams and Canvas LMS. Development of MyLearn focused on online delivery, specifically mobile friendly delivery. Canvas meets WCAG 2.0 AA rating. WCAG is the Web Content Accessibility Guidelines and there are three levels: A, AA and AAA.			the MDS Learning and Teaching Committee analysing student feedback, EPIs and enrolment data.	EPI data on retention and completion
	MDS is in the process of developing part time study options for all Bachelor programmes. This initiative is intended to support accessibility, flexibility and personalized educational options for students unable to commit to full time studies.	Associate Dean	BCT and BSE semester one 2025, BMD semester one 2026, BoAD semester one 2027.	Monitored by the learning and Teaching Committee utilizing enrolment, EPI and student satisfaction data.	Enrolment data, improvement in EPI data on retention and completion and student satisfaction data.
Outcome 4: Learners are safe and well	Enable Student Portal in Wisenet (students can update next of Kin information as needed)- supposed to be for 2024 but re-prioritised to give way to the integration of SMS (Wisenet) to LMS (Canvas)	Student Admin Team	Feb 2025	Monitor and encourage students' use of the portal.	Contact details for students and their next of kin are current.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Orientation resources will be refreshed with updated NZ Police safety information. The focus will be on educating new international learners, though key safety messages will be shared with domestic students as well.	Student Services	Feb 2025	Department-level planning sessions in late 2024 and early/mid 2025, incorporating student feedback.	New international students report feeling well informed about how to stay safe in NZ.
Outcome 9: Prospective international tertiary learners are well informed	Continue providing detailed information to our prospective learners and their authorised education agents. Continue to conduct information sessions by international recruitment team.	International Recruitment Team	Ongoing	Key stakeholder feedback and review.	International learners are comprehensively informed - this will be measured by the positive response in the on-arrival survey.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Continue objective on consistency and compliance. As well as a continued commitment to ensure students are all assessed per policy and provided with all the necessary information.	Admissions Team	Ongoing	Key stakeholder feedback and review.	Prospective students are well informed about MDS

Outcome 11: International learners receive appropriate orientations, information and advice	Enable Student Portal in Wisenet (students can update next of Kin information as needed)- supposed to be for 2024 but re-prioritised to give way to the integration of SMS (Wisenet) to LMS (Canvas).	Student Admin Team	Feb 2025	Monitor and encourage students' use of the portal.	Students can access all relevant policies and information; and view their real time attendance and academic progress records.