



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

DUE: 1 November 2025

PIHMS Code Review – Self-review report

PIHMS is a Code signatory and provides student accommodation and therefore reviewed and completed Outcomes 1 to 12 (all). PIHMS decided to use the NZQA supplied and recommended Toolkit for reporting purposes.

TEO information

TEO Name	Pacific International Hotel Management School			MoE number	8457
Code contact	Name	Markus Hojdelewicz		Job title	Educational Compliance Executive
	Email	academicservices@pihms.ac.nz		Phone number	06 986 1420
Current enrolments	Domestic learners	Total #	#56	18 y/o or older	#56
				Under 18 y/o	#0
	International learners	Total #	#156	18 y/o or older	#154
				Under 18 y/o	#2
Current residents	Domestic learners	Total #	#16	18 y/o or older	#16
				Under 18 y/o	#0
	International learners	Total #	#63	18 y/o or older	#61
				Under 18 y/o	#2
Report author(s)	Dean McCallum, Moanna Manu, Markus Hojdelewicz, Rose Ellis				

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	Implemented
Outcome 2: Learner voice	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 in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Implemented
Outcome 6: Accommodation administrative practices and contracts	Well implemented
Outcome 7: Student accommodation facilities and services	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	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: Safety and appropriate supervision of international tertiary learners	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	Implemented: Strategic Goals and Plans formulated specific for learners' wellbeing and safety. Processes are in place, however ongoing work required on documentation and reporting evidence.	Overarching system document. Student Satisfaction Survey. PIHMS Student Association (PSA) minutes. Daily Duty Manager reports.
Outcome 2: Learner voice	Implemented: PIHMS has significant experience in domestic and international marketing engagements. Learners are well informed before arriving. PIHMS offers a variety of opportunities for learners to voice their issues or concerns, both informally and formally. The immersive study environment allows for early detection of issues and/or concerns affecting learners.	Offshore offices. PSA minutes. Suggestion Box (QR Code and online link). Pastoral Care – Open Door policy. Satisfaction Survey. Student President meetings with senior management.

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	Well implemented: Positive hospitality culture is introduced from day one. Expectations of acceptable behaviour are addressed starting in Orientation week and reinforced throughout the learner's journey at PIHMS. Learners are introduced to PIHMS digital Learning Management system. Free access to Wi-Fi to all learners on campus. Attendance and performance are closely monitored.	Staff and learners wear hotel uniform and school is operating as 'real hotel' environment. Orientation week schedule – Code of Conduct booklet. Access to Canvas (LMS). Learner's ability is assessed in Orientation week using TEC assessment tool. Attendance records.
Outcome 4: Learners are safe and well	Well implemented: Learners have access to onsite accommodation, which includes the essential material requirements to support wellbeing and safety - all meals included. PSA organises regular extra-curricular activities. Physical and mental health awareness is promoted from Orientation onwards.	Hotel accommodation included in Marketing collateral. All meals included, menus show options and adherence to dietary requirements – anecdotal food feedback. PSA event calendar. Orientation week schedule and emails sent by student support. Campus signage.

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary 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 5: A positive, supportive and inclusive environment in student accommodation	Implemented: Information provided to prospective learner well before enrolment. Onsite accommodation includes the essential material requirements to support wellbeing and safety - all meals included. PSA organises regular extracurricular activities. Physical and mental health awareness is promoted from Orientation onwards. Residential assistants (RA's) are selected and interviewed to ensure fit and proper. Learners also have access to both, 24/7 duty manager and onsite security.	Offshore correspondence. Pre-departure seminars. Website and marketing presentations/videos/images clearly depict accommodation conditions. PSA events calendar. Orientation week schedule and emails sent by student support - Campus signage. RA's are police vetted and are trained in 1st Aid, Fire evacuation and Conflict Resolution. Duty manager log and security report.
Outcome 6: Accommodation administrative practices and contracts	Well implemented: Prospective learners are all provided up to date an accurate information about PIHMS accommodation. Accommodation is part of simulated hotel environment on the same campus. Orientation includes all information relating to on campus living.	Accommodation contracts are provided. RA's are police vetted and are trained in 1st Aid, Fire evacuation and Conflict Resolution. RA job description and contract. Accommodation owned and operated by PIHMS. Orientation timetable.
Outcome 7: Student accommodation facilities and services	Implemented: Student accommodation is connected to the school on the PIHMS campus. Facilities include twin share rooms, ensuite mini fridge, heating, storage facilities.	Building Warrant of Fitness.

	Rooms are serviced once per week. Towels and linen are changes once per week or on request. RA's, Duty Managers and security manage issue (initially) that may occur in accommodation. Which is then followed up by Student Support. Māori Liaison officer frequently meets with Māori learners.	Housekeeping schedules/Roster and duties maintain room cleanliness and report maintenance issue which are addressed in a timely manner. Daily duty manager log reports issue as they occur. Security report issue as they occur. RA communication with Student Support. PSA suggestion box (QR Code and online link). Student Satisfaction Survey. Regular communication between Māori Liaison officer and senior management.
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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	Implemented: International learners are supported through the enrolment process. A comprehensive orientation (including a Powhiri) provides international learners with information essential for a successful study journey. Western pedagogy, open door policy for lecturers, access to senior management for any issue that arise, including finances. Important dates and celebrations are recognised within the cultures. Easy access to international learners next of kin. PIHMS offers a variety of opportunities for international learners to voice their issues or concerns, both informally and formally.	Orientation timetable (orientation survey – focus groups). PSA calendar of events. PSA minutes. Suggestion Box (QR Code and online link). Initial TEC assessment. PIHMS offshore staff maintain communication with learners next of kin should issues arise. (Email correspondence).
Outcome 9: Prospective international tertiary learners are well informed	Well Implemented: PIHMS manages information to international learners from its offices abroad. Collateral is provided and can be discussed face to face. Regular audits are conducted with the overseas agents, and training provided where required. Pre-departure seminar for learners.	Office seminars are conducted regularly throughout the year. Travel itineraries. Learner satisfaction survey on agents information provided. Pre-arrival booklet. Orientation week survey.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well Implemented: Offer letters are clear and obvious, enrolment documents, academic transcripts, English language proficiency, insurance and visas are all re-checked through the enrolment process.	Signed learner agreements before arrival. Signed Insurance policy document (or provided evidence appropriate insurance has been taken care of privately).

	Learner agreement was developed with best practice and reviewed by external legal team. Learner files are audited annually to ensure any missing information is captured. All fees are held in Student Fee Protection fund and can only be drawn down as a learner progresses through the programme.	File audit records. Enrolment check sheet – electronically stored in SELMA (Student Enrolment and Learning Management Application). External audit by accountant of Student Fee Protection fund.
Outcome 11: International learners receive appropriate orientations, information and advice	Well Implemented: International learners are supported through the enrolment process. A comprehensive orientation provides international learners with information essential for a successful study journey. Western pedagogy, open door policy for lecturers, access to senior management for any issue that arise, including finances.	Orientation timetable (orientation survey – focus groups). Student President –Senior Management email correspondence. Signage referring to support groups and contacts. Satisfaction surveys. Emails. PSA meetings – suggestion box (QR Code and online link).
Outcome 12: Safety and appropriate supervision of international tertiary learners	Implemented: Minimal International U18 year olds enrolled (1 in Feb and 1 in July). Minors are housed in a separate, controlled area and are met with to check on wellbeing. Residential Assistant housed next door to the U18 internationals. Under 18-year old's legal guardians were contacted to inform of learner's progress and wellbeing. Student accommodation is connected to the school on the PIHMS campus. Facilities include twin share rooms, ensuite mini fridge, heating, storage facilities.	Rooming list Vetting records of supervisor (RA's, student support coordinator, etc.). Emails and meeting notes Building Warrant of Fitness Housekeeping checks

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	Student feedback on how well they are supported needs improvement.
Outcome 2: Learner voice	Surveys are very broad and may not capture specific feedback from diverse learner groups Records for Capturing evidence of response to learner voice Formalise Student President – senior management meetings (include minutes)

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	Compliant
Outcome 4: Learners are safe and well	Compliant

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Identified gaps in compliance with key required processes
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Continued training in conflict resolution for Residential Assistants, along with other courses that are deemed relevant or essential. Further development on Activity/incident register to ensure a quick and easy method of capturing information in a private and secure manner.
Outcome 6: Accommodation administrative practices and contracts	Compliant
Outcome 7: Student accommodation facilities and services	Compliant

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	Mechanism for capturing the diversity of learner voice may need to be addressed.
Outcome 9: Prospective international tertiary learners are well informed	Compliant
Outcome 10: Offer, enrolment, contracts, insurance and visa	Compliant
Outcome 11: International learners receive appropriate orientations, information and advice	Compliant
Outcome 12: Safety and appropriate supervision of international tertiary learners	Continued work with Supervision of International under 18-year old learners. Including the method of communicating with International guardians.

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	Student President focus group with students to gather feedback	Moanna Manu	April 2026	Review implementation July 2026	Focus group minutes.
Outcome 2: Learner voice	Review amended (new) surveys Year end 2025	Dean McCallum Markus Hojdelewicz	December 2025	Quarterly meetings with code administrator	Review results of amended surveys.

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	Compliant				
Outcome 4: Learners are safe and well	Compliant				

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Ongoing additional training for Residential Assistants (RA's).	Moanna Manu	February 2026 and July 2026	Ensure all RA's complete a course in Conflict Resolution Skills, within the first 5 weeks of taking on the role.	Course evidence
Outcome 6: Accommodation administrative practices and contracts	Compliant				
Outcome 7: Student accommodation facilities and services	Mechanism for tracking issues raised from initiation to outcome completion and informing stakeholders. AI or Word Document online	Moanna Manu Markus Hojdelewicz	January 2026	MM and MH to continue to review and improve on process for status records	Current records. Evidence outcome has been communicated.

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	Review mechanism for capturing information on the diverse learner groups. TBC/ Ongoing	Markus Hojdelewicz Dean McCallum	December 2025	Quarterly meetings with code administrator.	Clearer, measurable outcomes of surveys.
Outcome 9: Prospective international tertiary learners are well informed	Compliant				
Outcome 10: Offer, enrolment, contracts, insurance and visa	Compliant				
Outcome 11: International learners receive appropriate orientations, information and advice	Compliant				
Outcome 12: Safety and appropriate supervision of international tertiary learners	Continued review of Supervision process of International under 18-year-old learners.	Moanna Manu	February 2026 and July 2026	Quarterly meetings with code administrator to review appropriate supervision.	Survey or focus groups

Aggregated Complaints and Critical Incidents data for this period

PIHMS keeps a confidential record of critical incidents, reported concerns, complaints and appeals (definitions on page 20). To comply with both, the Privacy Act 2020 and NZQA Code reporting requirements, PIHMS is publishing statistical data only.

Statistics for this reporting period (1 November 2024 – 31 October 2025):

	Total in this period	Resolved/Appropriate action taken/support given	Unresolved
Learner Concerns			
* Physical Health	69	69	0
* Harassment/Bullying	2	2	0
* Mental Health	17	17	0
* Accommodation	27	27	0
Learner Complaints	0	0	0
Appeals	0	0	0
Critical Incidents	3	3	0

Critical Incident Review for 2025

In all cases of incidents (including informal complaints) which occurred over this past year, most were identified prior to complaints or concerns raised, by the learner/resident.

There were 69 incidents of health concerns, which were directed to medical treatment, as required. 26 saw doctors, 5 went to hospital, 38 took some time off.

There were 17 mental health concerns, with 3 cases where some form of counselling was received, others managed with discussions and overview.

There were 3 concerns raised of bullying/harassment, which were solved with discussions and monitoring (as above, all were raised as a concern, or notified by others, no official complaints were made).

There were 27 accommodation requests or concerns, 13 were dealt with by housekeeping/maintenance, 5 were issues raised that were discussed and corrected, 3 were complaints received that did not require the formal process, 1 was forwarded to Senior Management (dealt with as a breach of the Code of Conduct), the balance were room move request etc.

3 incidents from the above were identified as a Critical Incident, requiring immediate intervention, including but not limited to urgent hospital treatment, onsite security or police involvement.

DEFINITIONS:

Critical Incidents

Learner is being a danger to self or others.

Learner Concerns

Student concerns are issues which are to be raised with the most directly involved person within the programme or service area related to the issue, and are usually made verbally.

Learner complaints

Student complaints are notifications of any issue that requires investigation, action and response and are lodged in writing on the Student Complaint Form.

Appeals

Appeals are matters raised by a learner in regard to a complaint which remains unresolved for the learner.

Academic appeals

Academic appeals are appeals by learners against:

- **entry to a programme not allowed**
- **assessment decisions made by a lecturer and approved by the Programme Coordinator**
- **Academic Board ratification of result/s (formal appeal)**

- **Academic Board decision for exclusion on academic grounds before completion of a programme, or failure to reach required standard for the award of a qualification (formal appeal)**

Appendix I: Continuum of implementation for the Code

		Well-implemented The Code is well-implemented
		Implemented The Code is implemented
		Developing implementation Implementation of the Code is underway, yet requires further work
Early stages of implementation Implementation of the Code has not yet started or requires significant work	• Some understanding of Code outcomes and requirements across the organisation	• Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and
		• Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code

• No or limited understanding of Code outcomes and requirements across the organisation • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • No or limited practices in place to monitor against all Code outcomes and requirements • No or limited reporting processes from self-review	• Some perspectives sought, including adequate practices, to reflect learner voice • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code • Some practices in place to monitor against all Code outcomes and requirements • Adequate reporting processes from self-review	the Treaty principles (including partnership, protection, and participation) when implementing the Code • Relevant practices in place to monitor against all Code outcomes and requirements • Effective reporting processes from self-review	• Well-established practices in place to monitor against all Code outcomes and requirements • Highly effective reporting processes from self-review
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