The National School of Aesthetics

PO Box 1582
Christchurch 8140
New Zealand
0800 NaSANZ // +64 3 366 5037
www.nasa.co.nz

Self-Review of Student Wellbeing and Safety Systems 2022 - 2023

Organisation	Aesthetics House Limited trading as The National School of Aesthetics (8601)
Delivery site	Christchurch (01)

Programmes reviewed in the self-review	• New Zealand Certificate and Diploma in Beauty Therapy (Level 5) [CO3691] (190 credits), comprised of:
	  ○ New Zealand Certificate in Beauty Therapy (Level 4) [NZ3444]; and
	  ○ New Zealand Diploma in Beauty Therapy (Level 5) [NZ3445]
	• New Zealand Certificate in Nail Technology (Level 4) [NZ3443] (120 credits)

Intakes and classes reviewed in the self-review	• New Zealand Certificate and Diploma in Beauty Therapy (Level 5) [CO3691]:
	  ○ July 2021 intake (26 July 2021 until 16 December 2022)
	  ▪ Classes 1 and 2
	  ○ January 2022 intake (31 January 2022 until 16 June 2023)
	  ▪ Classes 3 and 4
	• New Zealand Certificate in Nail Technology (Level 4) [NZ3443]:
	  ○ January 2022 intake (31 January 2022 until 16 December 2022)
	  ○ July 2022 intake (25 July 2022 until 16 June 2023)

Covers the period	Between Tuesday, 1 November 2022 and Tuesday, 31 October 2023
Report date	Tuesday, 31 October 2023
Report publicly accessible at	https://www.nasa.co.nz/info/code-of-practice/

Enrolment Numbers and Achievement Outcomes by Programme

Beauty Therapy Enrolment Numbers & Achievement Outcomes: July 2021 and January 2022 Intakes

Beauty Therapy	Enrolment Numbers	Successful Course Completions	Successful Programme / Qualification Completions	Retention %
Overall	47	85 % (40/47)	83% (39/47)	85% (40/47)
Māori	8 (17%)	75% (6/8)	75% (6/8)	75% (6/8)
Pacific	1 (2%)	100% (1/1)	100% (1/1)	100% (1/1)
Under 25	32 (68%)	90.1% (29/32)	88% (28/32)	90.1% (29/32)
Students with a disability	6 (12.1%)	100% (6/6)	100% (6/6)	100% (6/6)
Withdrawals	7 (14.1%)			

Nail Technology Enrolment Numbers & Achievement Outcomes: January 2022 and July 2022 Intakes

Nail Technology	Enrolment Numbers	Successful Course Completions	Successful Programme / Qualification Completions	Retention %
Overall	14	64 % (9/14)	64% (9/14)	71% (10/14)
Māori	3 (21%)	33% (1/3)	33% (1/3)	33% (1/3)
Pacific	2 (14%)	50% (1/2)	50% (1/2)	50% (1/2)
Under 25	6 (43%)	67% (4/6)	67% (4/6)	66% (4/6)
Students with a disability	5 (36%)	60% (3/5)	60% (3/5)	80% (4/5)
Withdrawals	4 (29%)			

Summary

Includes an overview of the intake performance and achievement and tutor comments: a whole provider approach.

The National School of Aesthetics (NaSA) is committed to ensuring our ākonga / students' safety and wellbeing are our upmost priority while they complete their studies and educational journeys with us.

We take a 'whole organisational' approach and a number of effective 'wrap around' practices to ensure no student is left behind and each individual student feels connected, safe and well during their time with us.

We pride ourselves in creating inclusive learning environments and are constantly reviewing and improving our cultural capability practices to ensure that inclusiveness extends to our Māori, Pacific, disabled, and diverse students at all times.

Our newly re-established student council board members (August 2022) have been responsive to our call for further student feedback on all areas of their studying experiences with us. This valuable feedback also informs our continuous improvement and enables a safe platform for our ākonga / student voices to be heard face to face across all demographics.

In October 2022, we implemented our ākonga / student wellbeing check-ins, based off the core objectives from the Pastoral Care of Tertiary and International Learners Code of Practice 2021 (hereon called "The Code" or COP). This process enables our kaiako / tutors to meet with their designated ākonga / student groups once a term on a 1:1 basis where avenues of health and wellbeing are explored from both a personal and studying perspective. Student goals are established throughout this process and at-risk students monitored more closely by all kaimahi / colleagues, especially our Student Liaison Officer (hereon abbreviated SLO), for additional and external support as and when required. Orientation for new intakes will now include ākonga / students being introduced to the NZQA Code of Practice Digital Tool Kit and provided information on where and how to access our complaint procedures in more detail.

Our self-review of practices listed below aligns to each outcome (1-4) from the Code and details what is going well and any areas for improvements. Following that the action plan at the end of the document will speak to each of these areas.

Our Outcome-by-Outcome Review

Outcome 1: A Learner Wellbeing and Safety System

Level of Code Implementation	Well-Implemented

Sources of evidence	What's going well?	Areas for improvement	Actions
Ākonga/ student wellbeing check-ins **(Appendix 1)**	• Held once a term for each ākonga / student, or as and when identified as a need for any ākonga / student showing concern for their health and wellbeing. • Held one to one and privately with members of the Education and Training team or our Student Liaison Officer (SLO) • Identifies each ākonga / student's personal wellbeing (score 1 – 5) and what support they have in place if any. • Identifies each ākonga/ student's academic success (score 1 – 5) and provides opportunities to establish own personal learning goals to achieve before the end of each term. • Instant escalation to SLO and / or other relevant health / social care providers available if required. • Opportunities to discuss at-risk ākonga / students during daily team meetings for additional monitoring. • A student commented: "*Keep up with the wellbeing check ins to understand what students are going through outside of course which may be impacting their studies" (Programme Evaluation Data – Dec 2022 BT Graduate)*	We have noticed through self-review of this process that the small majority of our at-risk students were at times requiring more frequent check ins and follow ups using this same process which were not always being met due to tutor capacity. We also noticed a gap in communication between our kaiako / tutor(s) and our SLO in some circumstances which highlighted the loop was not always being closed with this process.	1. Kaiako / tutors to liaise with SLO on any at-risk students who require more frequent wellbeing check-ins and provide documentation. a. Any documentation to be stored centrally and privately with SLO. b. Flowchart of process to be communicated and shared with all kaimahi / colleagues.
Student council meeting Minutes	• Diverse range of ākonga / students on the student council board to include, Māori, Pacific, disabled and diverse ākonga. • Meetings held once per term. • Wellbeing and safety of ākonga / students are a standing agenda item as part of this hui.		

Sources of evidence	What's going well?	Areas for improvement	Actions
	• Opportunity for ākonga / students to discuss with other ākonga / students on any wellbeing and safety concerns to be addressed as part of this hui. • Principal, SLO and Quality Assurance and Compliance Officer included as attendees of council board. • Meeting minutes shared across the organisation and all council members within 24 hours and action items identified. • Outcomes and actions are timely addressed and shared across the organisation and student council members for feedback. • **EXAMPLE:** Students discussed their desire to have set times for general access to our SLO. These were discussed across the board and agreed upon the most suitable times for students to have this access was before period 1 and during their break. All parties were in agreement to this change before being implemented. • Priority safety and wellbeing actions escalated to CEO and Director of Operations for further actioning and reporting.		

Organisation professional development log 2023	• Tātai Aho Rau Core Education hosted two on-site workshops for all kaimahi / colleagues in August 2023.
	  ○ Workshop 1: Developing an understanding of ethical and moral obligations to uphold Te Tiriti o Waitangi throughout the organisation and unpacking the importance of developing cultural competencies within our work environment.
	  ○ Workshop 2: Tikanga and basic te reo Māori language skills to inform effective engagement with Māori ākonga, promote an inclusive environment and form equitable relationships with Māori.
	  ○ These workshops have proven valuable in increasing kaimahi / colleagues' confidence in speaking and writing in basic te reo, as well as developing our knowledge in our Te Tiriti obligations as an educational provider.
		From the information and knowledge acquired through our recent cultural capability workshops, NaSA are beginning to explore imaginative and engaging methods of incorporating basic te reo and tikanga Māori into the classroom and learning environment.	2. Continue to promote the use of basic te reo into the learning environment and develop own capabilities in speaking te reo.
			3. Encourage and support ākonga / students to use their *Clinical Practice self-Reflective Workbook* to showcase their practical work experiences using a Maori lens to promote inclusion and prepare them for industry.

Sources of evidence	What's going well?	Areas for improvement	Actions
	○ A kaiako response to attending these workshops: *"In response to the cultural capability workshop, I have made an effort to include more te reo in my lessons and in correspondence with ākonga, e.g. when the season rolled over to spring I used the Māori word 'Koanga' on the timetable. Staff members often greet each other in te reo now. I value that language needs to be spoken correctly so have made the effort to practice the Māori vowel sounds so that I am able to pronounce unfamiliar words. I value the cultural importance of correct pronunciation and to not be embarrassed. Attending the workshop has raised my awareness around the differences in our worldview. My practice of this awareness will hopefully inform my responses to our students and their /our cultural needs as we work together."* (Email from Catherine Wouters, Principal, October 2023) • Two off-site workshops have been held with the papatipu rūnanga, Ngāi Tūāhuriru through their cultural educational workshops. From these workshops we have acquired: ○ Valuable knowledge which ensures our learning environments are culturally safe for all ākonga / students. **Example:** The development of our new *Clinical Practice Self – Reflective Workbook* aligns with tikanga Māori and how our therapists demonstrate tikanga as part of their everyday practice. This has increased awareness of tikanga Māori across the organisation and the nail and beauty industry we work in. ○ Strengthens our knowledge of Te Tiriti o Waitangi to support updated programme approval applications and developments. ○ Gather expert advice on how we can embed tikanga Māori values into assessments and everyday teaching and learning practices.		

Sources of evidence	What's going well?	Areas for improvement	Actions
	○ How our strategies, behaviours, actions, services and resourcing reflect commitment to Te Tiriti o Waitangi. • Ako Aotearoa: Three members of the Education and Training team took part in a 3-part workshop *Aromatawai and the Principles of Assessment* to support the development of new assessments in 2023 to ensure they are student centred and promote inclusion. These assessments have since been approved by the NZQA Monitoring and Assessment division and continue to be reviewed through effective moderation practices. • These on-campus and off-campus around cultural awareness meet part of our 2023 Strategic Fund funding from the Tertiary Education Commission (TEC) to further embed and promote te reo and tikanga Māori within the school and our teaching.		
Wellbeing and safety awareness and promotion topics	• Safe health and mental health resources are provided for ākonga as part of their wellbeing check-ins, orientation and general school / study exposure, to include: ○ Effective study skill methods ○ Alternative ways to view anxiety and how to handle anxiety ○ Family Violence Services ○ Suicide and self-harm awareness ○ Drug and alcohol awareness ○ Counselling and support services • Course subject *Provide nutritional advice which is complementary to advanced beauty services* promotes awareness and opportunity to discuss healthy lifestyle habits for ākonga / students. Students create nutritional plans as part of their learning and knowledge of healthy lifestyles. Subject knowledge includes but is not limited to: ○ Adequate daily water intake ○ Healthy, nutritious and sustainable food choices ○ Healthy sleeping habits ○ Daily exercise routines	Recent feedback from students highlighted our current nutrition project assessment was too long and not engaging.	4. Revise the nutrition assessment to ensure it continues to meet the learning outcomes of the course and the graduate profile outcomes of the qualifications through more engaging and informative content.

Sources of evidence	What's going well?	Areas for improvement	Actions

School website and student handbook	• In-depth information on school website socialising habits to support health and wellbeing during study including contact details of nearby health and medical centres.
	  ○ www.nasa.co.nz/students/during-your-course/student-welfare/
	• In-depth information on school website detailing ākonga / student support mechanisms we have available for all ākonga who study with us.
	  ○ www.nasa.co.nz/students/during-your-course/student-support/
	• In-depth information on school website detailing how we support ākonga / students with disabilities, medical and learning conditions.
	  ○ www.nasa.co.nz/students/starting-your-course/students-with-disabilities-medical-conditions-and-learning-conditions/
	• Easy-to-access and download student handbook containing detailed information on student support and welfare and outcomes pertaining to the Code.
	  ○ www.nasa.co.nz/downloads/#student-handbook
	• Our student handbook is updated with most recent and relevant information pertaining to enrolment, withdrawals, fees, and assessment information. Students are encouraged to read through and ask any questions they may have prior to their interview and subsequent enrolment.		

Contact and communication	• The SLO manages the allocated school cell phone on a day-to-day basis. • All ākonga / students have access to this central cell phone number and the 0800 freephone landline number and are able to reach the SLO either by phone, text, messenger, email and Microsoft TEAMS. These platforms are available for ākonga / students to communicate their lateness and / or non-attendance through. (We encourage texts as the primary method.)		

Sources of evidence	What's going well?	Areas for improvement	Actions
	• Daily mornings meetings with SLO and Education Team provide the appropriate platform to discuss student absences for the day and any at-risk students who are showing declining trends in their attendance and / or engagement. Further follow up is then discussed and implemented such as contacting the student and arranging action plan meetings with the Principal and SLO. • All ākonga and kaimahi receive texts and / or notifications via our social media pages (Facebook and Instagram) on emergency issues, such as school closures, etc. These methods of communication are well received and proven effective as no colleague/ kaimahi or student / ākonga has been left unaware of a situation affecting school opening and / or closing times. Where there is a change in schedule due to an unforeseen circumstance with some lead-in time, these changes are communicated by email and word-of-mouth from the team to the students. • Microsoft TEAMS is a new platform introduced to both nail technology and beauty therapy students. This platform is widely used by our nail technology groups who communicate regularly with their kaiako / tutor when reporting their lateness or non-attendance.		
Non-Attendance Notice and Grade Notice reports and policies	• 96% (43 / 45) of students who responded to the statement "*I feel the reports I receive help me monitor my progress*" from the programme evaluation surveys either agreed or strongly agreed with this statement. • 93% (42 / 45) also agreed or strongly agreed that they could approach a member of the administration team for a written report on the progress/ attendance when required. • NaSA make a conscious effort to ensure no students have been disadvantaged in their learning when requiring absences for COVID-19 and isolation requirements. Additional catch-up sessions have been made available, as well as a large number of teaching and learning resources made available via our Moodle platform for students to be able to continue with their learning where possible	When questioned about what we could on improve on with policy and procedures, one student commented that they thought we should *"review the attendance hours policy"*. After discussion with all kaimahi / colleagues it was agreed that the policy is clearly delivered to all students who start a new intake with us.	5. Discuss attendance monitoring as part of student council meetings and for all new intakes to cover any queries and questions pertaining to the process for clarity understanding and any gaps in the process.

Sources of evidence	What's going well?	Areas for improvement	Actions
	while offsite. These have contributed to an 80% (49 /6 1) course completion rate across these 4 intakes. • All students are provided with an opportunity to discuss their grade notice report at the end of each term with a tutor if required. • When asked the question, "*Is there anything you feel the school can do or improve in with the reporting system?"*, one student responded, "*No everything is well laid out and is a great system" (Programme Evaluation Data – June 2023 NT Graduate)* • Wellbeing check-ins will be an extra platform used to bring up any concerns around student absences as an opportunity to support students in increasing their attendance.	However, we could supply opportunity for students to ask any queries or questions on the policy during student council meetings for further clarity. Expectations around attendance are part of our orientation session for the start of new intakes and an understanding across the organisation that not one size fits all and we will always support and work with students who require additional time off for circumstances outside of their control.	
Team meetings / strategic focussed meetings / end-of-intake reporting / self-review of Code of Practice	• Strategic focused meetings are scheduled once a term as per the organisation self-assessment calendar. These meetings are structured and prepared by our Quality Assurance and Compliance Officer and based around the strategic direction of the organisation. For 2023, this will mainly focus on the development of our new Work Integrated Learning (WIL) component and ensuring our programmes and assessments honour Te Tiriti and are further focused with a Māori lens. • End-of-intake reporting occurs twice a year at the completion of each intake with all kaimahi / colleagues. This is an effective self-assessment initiative which collects and analyses student achievement data and student feedback to bring about improvements required. • Team meetings are held every Friday for all colleagues to attend. Key discussion items surrounding timetabling, assessment and any student health and wellbeing concerns are generally raised here and	Improve communication with part time colleagues who are not required to attend all meetings to ensure they are updated with information from strategic focused meetings and end-of-intake reporting, and are kept in the loop with any new initiatives. This practice is currently taking place during Friday team meetings.	

Sources of evidence	What's going well?	Areas for improvement	Actions
	provides an effective platform to openly discuss these areas with Operations team and our Student Liaison Officer. • Continuous self-review of the Code of Practice is held during this platform also to discuss what is working well and improvements required within the system.		
Academic, Achievement and Attendance (AAA) action plans (**Appendix 2)**	• A newly redeveloped process which identifies early on any student who is not achieving academically and / or is non-engaging and attending classes. Specific areas for these action plans include: ○ General overview of circumstances: how we as an organisation can support the student and how they themselves can improve their own performance with the right support and resourcing. ○ Measurable actions are created between student and school principal and followed up accordingly. ○ Progress on attendance and achievement reported at weekly team meetings between all kaimahi. ○ A copy of action plan is kept on student file and signed and emailed to the student. ○ Follow-ups scheduled on spreadsheet for monitoring and reporting circumstances.	A newly redeveloped process implemented from February 2023. Record of outcomes from these action plans are monitored and are to be recorded and analysed at the end-of-intake self-assessment reporting.	6. Report on outcomes from Academic, Achievement and Action Plans at end-of-intake reporting to identify areas of improvement and validity of this process to support increase in retention and achievement.
Missed assessments – flow charts **(Appendix 3)**	• A newly developed process created to improve student retention. This process is designed for all kaimahi and ākonga to easily follow when unsure of the next stages in the process when students have missed assessments and / or are unsuccessfully meeting the academic requirements of the programme. • Clear guidelines and processes have been put in place to ensure all students have the right support and resources put in place when sitting assessments for the second or third attempt and how we can improve our overall student retention and achievement.	As a new process recently implemented in 2023, monitor areas for improvements and gaps in the process through regular kōrero / conversations with kaimahi / colleagues.	

Sources of evidence	What's going well?	Areas for improvement	Actions
Complaints record / NZQA	• We do not have many formal complaints or critical incidents; however, a Complaints and Critical Incidents Register has been created and will be populated if / when formal (written) complaints are submitted and critical events occur. • 89% of students who responded to the Programme Evaluation Surveys (40/45) said that they were aware of the complaints procedure. • 87% (39/45) felt they knew how to report incidents of discrimination, racism, bullying and harassment. • Our complaints procedure is clearly located in the large hall with a clear flowchart on the process and this is also included as part of orientation sessions with new intakes.	Further define the different types of complaints (including feedback and suggestions) to help our ākonga / students and team understand the severity and seriousness of different types of feedback and complaints and when a complaint will be included on the Complaints and Critical Incidents Register. What a critical incident may entail also will be further defined.	7. Group and further define the different types of complaints, including feedback and suggestions, and determine which types of complaints should be included on the Complaints and Critical Incidents Register. 8. Further define and detail the different type of critical incidents and determine when these critical incidents should be included on the Complaints and Critical Incidents Register.
Application, interview, enrolment, and orientation	• Students complete an interview with our SLO after application to study at NaSA to determine any areas which may affect their studies, such as reading and writing difficulties as well as their suitability for the programme. We recently added a column in the interview database as a "yes / no" option for students who have identified a disability or learning condition to be highlighted. (There has been a column to indicate specifics of a disability or condition, but this has not highlighted automatically.) This helps ensure we have the support in place for students prior to them starting their studies with us. • Specific learning needs / learning styles and any other requirements are shared with the education and training team at the start of delivery to ensure appropriate teaching and learning methods are incorporated within the lesson plan structure.	During the March 2023 student council meeting, students commented on our SLO's limited availability. Students were approaching the SLO for supplies at the same time other students needed to speak with the SLO about other matters. We rectified this matter. All tutors and the Director of Operations have the appropriate equipment to sell to students if required. Our SLO has a designated block of time for students to visit them inside of their programme hours.	9. Socialise the NZQA Digital Tool Kit on the Code of Practice and internal complaint procedures into all future orientation sessions. Encourage students to view our response to the COP via our website.

Sources of evidence	What's going well?	Areas for improvement	Actions
	• External agencies are sometimes called / explored to support student who may be struggling outside of their studies and in areas not within our scope of practice such as Women's Refuge and the Crisis Team. • Priority ākonga/ student groups are shared with kaimahi / colleagues prior to programme start dates to ensure appropriate support and awareness of students and their needs are in place from the teaching and learning teams from the start of their studies with us.	Our orientation at the start of each intake includes topics containing more in-depth knowledge around the Code and complaints procedure.	

Outcome 2: Learner Voice

Level of Code Implementation	Implemented

Sources of evidence	What's going well?	Areas for improvement	Actions
Programme evaluations from intakes of the beauty therapy programme	• 28 / 29 (97%) of graduating students who responded to the survey either agreed or strongly agreed that they felt they were making the best effort to be fully involved in the course and were working to their full potential in their programme. • 29 / 29 (100%) of students agreed or strongly agreed that they had learnt a lot from their programme. • 86% (25 / 29) of students who responded agreed or strongly agreed that tutors use effective teaching methods that enhance their learning. • 75% (21 / 28) students who responded felt the school provides and accepting and inclusive environment. • 86% (25 / 29) of students agreed or strongly agreed that tutors encourage them to raise questions and comments which are relevant to their learning and contribute to improving their learning. • 83% of eligible students who responded (5 / 6) felt accepted into the school as a Māori student and no comments were made as to how we could provide a more inclusive learning environment. • 89% (25 / 28) of students who responded strongly agreed or agreed that they felt they could approach a member of the school team one to one with issues to help resolve them quickly and efficiently.	During the August 2023 student council meeting, it was raised if a suggestion box could be available for students to add suggestions on how their learning experience could be improved. At that time, it was agreed that student suggestions could be passed and left with the SLO office anonymously and senior management would access these comments frequently. However, further investigation by the Director of Operations has pushed this towards a digital suggestion box (to help reduce our environmental impact), which we are currently investigating.	10. a. Investigate digital suggestion box as a feedback tool; and b. Incorporate suggestion box analysis into the organisational self-assessment calendar on a frequent basis; and c. Report on outcomes as part of continuous self-assessment activities.
Programme evaluations from intakes of the nail technology programme	• 18 / 18 (100%) of students agreed or strongly agreed that they were making the best effort to be fully involved in their programme and that they are putting in a great deal of effort. Student commented: "*I am leaning a lot on this course and learning more than I thought I would.*" • 89% (16 / 18) responded that tutors express clear expectations of their learning and performance in their programme and that tutors	• 2 / 17 (11.8%) of nail technology students disagreed that tutors show respect and concern for students. Comments from this include:	11. Best practice classroom management strategies shared amongst all kaimahi / colleagues to support kaiako / tutors who have

Sources of evidence	What's going well?	Areas for improvement	Actions
	clearly explain concepts and are well-organised and prepared for class. • 88% (15 / 17) of students who responded said they felt the tutors showed respect and concern for their students. • 94% (16 / 17) students who responded felt the school provides and accepting and inclusive environment. • 100% (17 / 17) agreed or strongly agreed that the school class sizes were beneficial for them. • One student commented: *"I feel the school provides an accepting and inclusive environment; I strongly agree because I feel very included." (Programme Evaluation Data – June 2023 NT Graduate)*	○ *"Expectations for students are different and disciplinary actions against some students are different."* ○ *"The school should help tutors understand while some students excel In their work they still need help and being shut down makes it harder for them"* • 2 / 17 (11.8%) of nail technology students strongly disagreed that they could approach a member of the school one-on-one and have help to resolve them quickly. One commented *made: "It's very difficult to talk to tutors about situation which are happening in class as some students are favoured more than others."*	students with varying levels of capabilities.
Student complaints	• Feedback and Complaints policies and procedures on our Web site ○ www.nasa.co.nz/complaints/ • Feedback and Complaints section in Student Handbook ○ www.nasa.co.nz/downloads/#student-handbook • Complaints procedure located in school rules on the notice board in the Great Hall • Complaints procedure flow-chart located on notice board in Great Hall		

Sources of evidence	What's going well?	Areas for improvement	Actions
	• We allow a support person to guide the student (who must lead their end) through the complaints and resolution process. • We do not have many formal complaints or critical incidents; however, a Complaints and Critical Incidents Register has been created and will be populated if / when formal (written) complaints are submitted and critical events occur.		
Programme evaluations overall and response rates	• 82% (37 / 45) of students who responded to the programme evaluation surveys across both beauty and nail technology programmes said they felt the school provides an accepting and inclusive environment. • In 2022, we aimed to increase programme evaluation response rates by scheduling in set times for survey completions and communicating regularly with ākonga and kaimahi about completion. Response rates increased 30% from July 2022 (35%) to July 2023 (75%). • Outcomes from programme evaluation surveys are socialised with all students through the student council groups and opportunities for feedback welcomed. Further investigation into comments and responses are conducted through the Quality Assurance and Compliance Officer.	Consider programme evaluation survey questions are further focussed in surveys conducted from 2024.	12. Revisit programme evaluation survey questions to potentially reduce the quantity of questions and encourage further uptake on responses while maintaining the self-reflective lens currently used and best-practice while gaining the information required by various governing bodies in one centralised and formal (written) way.
Student voice and feedback	• Gathering student feedback from diverse and priority learner groups which supports various funding applications, through emails, surveys and informal conversations. ○ One of our neurodiverse students and one of our Pacific single parent students delivered one example of our recent student voice. They fully supported our approach for additional funding to improve our digital learning platform and outlined how this initiative would improve their own personal academic success and achievement. • Student council group meetings held once per term (see above comments)		

Outcome 3: Safe, Inclusive, Supportive and Accessible Physical and Digital Learning Environments

Level of Code Implementation	Well-Implemented

Sources of evidence	What's going well?	Areas for improvement	Actions
Iwi / hapū / whanaū communities and clinic days	• Clinic days for whanau, friends and our community are held weekly and attract a high number of regular clients from the community who enjoy attending the school to be pampered whilst supplying our students with an opportunity to showcase their practical skills to the wider community. • Clinic days for whanau, friends and our community will form a large part of our students new *Clinical Practice Self -Reflection Workbook* from 2024, which includes reflections on tikanga Māori practices while working as a nail technician or beauty therapist. • Our clinic days provide accessible learning environments where students can connect with others, build relationships, support each other and welcome their friends, family, whanau and members of the wider community.		
Inclusivity and tukana-teina model	• Classes are regularly mixed together to enable students to work on other students and experience working with different skin types, conditions and ethnicities. The importance of group and teamwork is embedded into delivery early on as whanaungatanga is adopted as part of this approach. Having smaller class sizes enables students to have a more intimate learning experience. The "Sticks of Destiny" can be used as a tool to get students to work with their fellow classmates. • Our first session of our new tukana-teina initiative was delivered in March 2023, which involved a selected number of senior ākonga / students discussing the highs, lows, expectations, and challenges of the programme with our new intakes. The offering of support and guidance from a peer student perspective for our new students places	A student comment was made in our programme evaluation survey about tutors being more sensitive when it comes to teaching body therapy classes. The principal and all kaimahi / colleagues are aware of the vulnerable space students are placed in when performing body treatments as part of their studies.	13. Consider alternative ways to assess figure diagnosis as part of body therapy when updating the current beauty programmes to match the revised beauty qualifications in 2024.

Sources of evidence	What's going well?	Areas for improvement	Actions
	their minds at ease and enables them to openly ask questions and queries they may have been reserved to share with tutors. This initiative was a huge success and will form yet another part of orientation for new ākonga / students to ensure their success and safety from the start of their studies with us.	Student wellbeing checks are performed for any students who voice or show their concern with performing body therapy treatments to ensure they feel safe in class before taking part in this treatment. The interview presentation covers "uncomfortable" parts of the programme (waxing, growing hair out, electrology, being in underwear during massage and body therapy, et cetera.) Clear information on what takes place within our body therapy sessions is and will be discussed with prospective students during interview stage for transparency before enrolment.	
Clinical Practice Self-Reflection Workbook (from 2024)	• Embeds and promotes tikanga Māori into students' practices and the organisation • Promotes te reo into the learning environment to support Māori students' connection to their identity and culture. • Approaching this Work Integrated Learning (WIL) component with a Māori lens will ensure we are honouring Te Tiriti o Waitangi and Māori – Crown relationships and further ensures our programmes place students at the centre as we aim to increase overall achievement for our underserved students. • This meets part of our 2023 PTE Strategic Fund funding from the Tertiary Education Commission to further embed and promote tikanga Māori within the school and our teaching.	Our new *Clinical Practice Self-Reflection Workbook* launches in February 2024. A detailed introduction of the workbook, its value and how to use this resource will need to be applied for all new intakes starting their clinic days with us to ensure it adds value to our student experience and prepare them for industry.	14. Perform introduction to new workbook for intakes starting clinic days from February 2024.

Sources of evidence	What's going well?	Areas for improvement	Actions
Whanau involvement during interview and enrolment and study groups	• We build whakawhanguatanga with all ākonga / students from our application process, through to interview and enrolment. We encourage whanau to be actively involved in all stages of this process to promote and support the aspirations of our ākonga / students. • All kaimahi / colleagues are aware of their Māori, Pacific and disabled students at the start of programme delivery to ensure appropriate resources and supports are in place prior to delivery. • Kaimahi / colleagues regularly reach out to our Māori students to ensure we are continuing to be culturally responsive as a school. • We encourage ākonga / students to form study groups (real life, virtual / digital, mixed) so they connect, build relationships and develop social, spiritual and cultural networks amongst their peers.		
Digital learning environments	• Our Moodle platform is still widely used across the organisation where students can access valuable information and resources to support their learning 24 hours a day. • We introduced Microsoft Teams across the organisation in 2022 for all students as an additional method of communication between ākonga / students and kaimahi / colleagues as well as another platform for locating relevant assessment material at any time of the day. • Therefore, we are reducing and removing barriers to services for our ākonga / students with the ability to learn off-site if required. • We support all new intakes with setting up Moodle and Microsoft Teams on their devices as a group and individually. • We involved ākonga / students in our 2024 PTE Strategic Fund application to improve current digital learning platforms and decision-making with our current system. (The Tertiary Education Commission [TEC] denied this application.)	Limited licensing for Moodle means our nail technology students do not have access to this. However, with Microsoft Teams now launched, students use Teams to support their digital learning. Microsoft Teams is still in its early stages of being introduced to the NaSA team. Further training in Teams is required for some team members to ensure its optimal use. Despite being strongly advised to purchase this pr, a minority of ākonga / students are not financially able to purchase the Microsoft Office 365.	Liaise with our IT suppliers regarding applying for free licensing for our students to use Microsoft Offices to support their studies.

Sources of evidence	What's going well?	Areas for improvement	Actions
Physical learning environment, including equipment and facilities	• Our premises continues to offer a clean, light, spacious learning environment where students feel safe to attend. • With maximum numbers of 12 in each practical class, there is no overcrowding in any space. • Regular stock takes ensures stock and equipment is utilised accordingly and sparingly for all students. • An onsite disabled car parking space is available for ākonga / students who require it. • All classroom and facilities are located on the ground floor to avoid any need to use the stairs and made more accessible. The premises were designed to be wheelchair accessible (which has been tested successfully). • With part of our 2023 PTE Strategic Fund funding from the Tertiary Education Commission, we purchased additional equipment for practical learning to increase machine quantities in the classroom and replace older models of machinery near or at the end of their working lives. • We have strict sign-in / sign-out process for all visitors in place for additional safety measures for everyone on campus (and to ensure everyone inside the building is accounted for in case of an emergency). • Regular fire drill practices scheduled in accordance with building warrant of fitness (BWoF) and Christchurch city code compliance certificates.		

Outcome 4: Learners are Safe and Well

Level of Code Implementation	Well-Implemented

Sources of evidence	What's going well?	Areas for improvement	Actions
Student handbook and Web site	• In-depth material and resources located in our student handbook and Web site locates the essential material for supporting ākonga / students' wellbeing and safety. (See page 7 for list of resources) • We introduce the student handbook and our Web site to ākonga / students during the application / interview / enrolment process as well as before and during orientation. We encourage ākonga / students to take active responsibility for their wellbeing and safety and to speak up when they may be facing issues.		
Nutrition and exercise components of the programme	• These mandatory subject topics promote awareness of practices that supports ākonga / students to improve their physical and mental health and wellbeing and safety. • Daily exercise routines for a mixture of capabilities and ages are taught and implemented as part of body therapy consultations. • Daily nutritional intake and importance of macro- and micro-nutrients and key vitamins are taught as part of body therapy, including their most suitable food sources. Homework and nutritional plans are included within the assessment criteria for these core subjects. • Students are encouraged to critically think about their own nutritional lifestyle and goals, as well as their physical and mental wellbeing while learning about this subject before completing client consultation services in this area of study (i.e., how stress can impact the body physically and mentally, et cetera).		
Student council / student wellbeing check-ins /	• These opportunities provide a safe space for ākonga / students to report on any health and safety concerns they may have for their		

Sources of evidence	What's going well?	Areas for improvement	Actions
meetings with Student Liaison Officer	peers or themselves as well as how they can access medical and mental health services. • Appendix 3 of the Student Handbook also lists various organisations that can help ākonga / students in various ways. • These opportunities also provides the opportunity for students to speak in confidence to a NaSA team member and address appropriate pathways for assisting students access other internal or external support services when required. If they feel uncomfortable speaking with someone, resources listed on our Web site and in the Student Handbook are easily accessible as well.		
Recruitment	• All existing and new kaimahi / colleagues have undergone a Police vetting check to comply with The Vulnerable Children's Act 2014 and subsequent laws and amendments. This process remains in place for all future recruitment.		
Emergency contacts and next-of-kin on Application and Enrolment Contract (Part 1)	For all ākonga / students: • The Application and Enrolment Contract Part 1 collects contact information for next-of-kin – one can live with them and the other must not live with them – their relationship to the student, and how to contact them when we have concerns or in an emergency. • We will contact the ākonga / student's emergency contact(s) and / or next-of-kin if / when: ○ We have concerns about the wellbeing or safety of the ākonga / student. ○ If there is limited to no communication (and no attendance) from the ākonga / student for three (3) consecutive school days or more. For ākonga / students under 18 years: • One of their emergency contacts must be their parent or legal guardian.		

Sources of evidence	What's going well?	Areas for improvement	Actions
	• We will contact their parent or legal guardian if we have concerns about the wellbeing or safety of the ākonga / student. • We strongly encourage whanau to support and promote the ākonga / student's ambitions and study goals. This can happen through attending the interview and school tour and support them through the application / interview / enrolment stages. This helps them feel connected during the process. They can meet our relevant team members and become aware of the support networks we have in place. This is particularly important for those ākonga / students who are living away from home or have a limited support network here in Ōtautahi Christchurch. • Our team conduct daily attendance checks, and they raise any concerns with our SLO and during daily team meetings.		
Wellbeing check-in forms and Academic, Achievement and Attendance (AAA) forms (records of personal risks forms)	• We use our wellbeing checklist forms as records of personal risks. Our team document any issues or personal risks the ākonga / student reports. The SLO then files these in a private and secure area. Ākonga / students who are identified as being at-risk are followed up by the SLO. • Academic, Achievement and Attendance (AAA) action plans record details of circumstances affecting both academic and attendance concerns. Meetings are held between the ākonga / student and the Principal and SLO or another team member.	Centralise recording of new AAA action plans so we can log them and record outcomes. While we currently record interpersonal incidents and personal risks via various platforms (AAA forms, wellbeing check-ins, emails), we should look at centralising the recording and reporting for easier team access.	(Refer to actions 6, 7 and 8) Further investigation into creating a centralised spreadsheet recoding all interpersonal incidents and serious complaints with outcomes in one document.
Deferring study for extenuating circumstances	• Our deferral process supports students whose study is interrupted due to documented circumstances outside their control. This can provide an inclusive, accessible re-entry process for their transition back into study.		

Action Plan 2024: Self-Review of Learner Wellbeing and Safety Systems

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	Kaiako / tutors to liaise with SLO on any at-risk students who require more frequent wellbeing check-ins and provide documentation. Any documentation to be stored centrally and privately with SLO. Flowchart of process to be communicated and shared with all kaimahi / colleagues.	All kaimahi / colleagues	October 2023	• A clear process surrounding student wellbeing check-ins to ensure gaps in the process are met and actioned across the organisation whilst ensuring no student is left behind. • An effective platform which establishes any areas of concern with individual student's wellbeing and / or study, as well as identify their individual learning goals and achievements. • Increase in student retention by identifying at-risk students early on in their studies and ensuring appropriate support networks are in place. • Increase student course and qualification completion rates for all ākonga / students • Promoting and providing a whole organisation approach to student safety and wellbeing at NaSA.
1	Continue to promote the use of basic te reo in the learning environment and develop own personal capabilities in speaking and incorporating te reo into the classroom.	All kaimahi / colleagues	Ongoing from August 2023	• Strengthen knowledge of Te Tiriti o Waitangi and basic te reo to support updated programme approval applications and developments. • Embed te reo and tikanga Māori values into assessments and everyday teaching and learning practices. • Improved education and employment outcomes for Māori ākonga / students. • Strategies, behaviours, actions, services and resourcing reflects commitment to Te Tiriti o Waitangi. • Provide an inclusive culture across the learning environment

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	Encourage and support ākonga / students to use their *Clinical Practice Self-Reflective Workbook* to showcase their practical work experiences using a Māori lens to promote inclusion and prepare them for industry.	All kaimahi / colleagues	Commence from February 2024 intakes	• Provide an accessible learning environment where students can connect with others, build relationships and support each other, and welcome their friends, families and whanau during clinic days. • Provide additional confirmation and evidence of all ākonga / students having the skills and knowledge to succeed in the workplace. • Promoting a future of learning and work for all ākonga / students • Increase successful education and employment outcomes for all ākonga / students. • Promote quality assessment practices in the workplace which are underpinned by mātauranga Māori.
1	Revise the nutrition assessment through more engaging and informative content.	• Tutor responsible for nutrition • Quality Assurance and Compliance Officer	October 2023	• Promoting and encouraging a healthy lifestyle for ākonga / students.
1	Discuss attendance monitoring as part of student council meetings and for all new intakes to cover any queries and questions pertaining to the process for clarity, understanding and any gaps in the process.	Quality Assurance and Compliance Officer	Once a term during scheduled student council meetings	• Ākonga / students are clear with the attendance policy and its process. • Ākonga/ students feel safe to approach kaimahi / colleagues when they are requiring additional time off and / or to discuss attendance concerns. • A more frequent / open platform to discuss attendance monitoring and processes. • Increase in retention and / or course completions as students have been able to share their personal challenges with attendance early on in their studies. • Continuous self-assessment of attendance process to bring about improvements.

Outcome	Action	Person Responsible	By When	Desired Outcomes
1	Report on outcomes from Academic, Achievement and Action Plans at end-of-intake reporting to identify areas of improvement and validity of this process to support increase in retention and achievement.	Quality Assurance and Compliance Officer	July and December annually (At the completion of each intake starting from July 2024)	• Identify the successes and challenges faced with using this new process and record student retention and achievement specifically relating to students who are monitored via this process to measure its validity. • An increase in student retention and achievement as those at risk of withdrawing and non-engaging have been identified early on and the appropriate support put in place to help them succeed and retain on the programme.
1	Group and further define the different types of complaints, including feedback and suggestions, and determine which types of complaints should be included on the Complaints and Critical Incidents Register.	• All kaimahi / colleagues • Quality Assurance and Compliance Officer • Director of Operations	March 2024 during review cycle	• Identify the most common types of feedback, suggestions, and complaints and group them according to severity and seriousness. • Define these types of complaints and at which point a complaint needs to be registered on our Complaints and Critical Incidents Register.
1	Further define and detail the different type of critical incidents and determine when these critical incidents should be included on the Complaints and Critical Incidents Register.	• All kaimahi / colleagues • Quality Assurance and Compliance Officer • Director of Operations	March 2024 during review cycle	• Identify the most common types of critical incidents we could face and group them according to severity and seriousness. • Determine and goalpost at which point a critical incident needs to be registered on our Complaints and Critical Incidents Register.
1	Socialise the NZQA Digital Tool Kit on the Code of Practice and internal complaint procedures into all future orientation sessions. Encourage students to view our response to the Code via our website.	All kaimahi / colleagues	Commence from February 2024 intakes	• Increased awareness surrounding the services and support available through the Code of Practice for all ākonga / students. • Awareness of how NaSA will support ākonga / student safety and wellbeing during their studies with us. • Ākonga / students understand our complaints procedures and dispute resolution processes and support.

Outcome	Action	Person Responsible	By When	Desired Outcomes
2	• Investigate a digital suggestion box as a feedback tool option; and • Incorporate suggestion box analysis into the organisational self-assessment calendar on a frequent basis; and • Report on outcomes as part of continuous self-assessment activities.	• Quality Assurance and Compliance Officer • Operations team	February 2024	• Providing informal processes for actively hearing, engaging with and developing the diverse range of student voices • Working with all students to review and improve student wellbeing and safety strategic goals, strategic plans and practices. • Provide another platform for students to share their voice and improve on practices.
2	Best practice classroom management strategies shared amongst all kaimahi / colleagues to support kaiako / tutors who have students with varying levels of capabilities.	• Principal • All kaiako / tutors	Ongoing	• Encouraging and promoting an inclusive culture across the learning environment. • Working with students and staff to recognise and respond effectively to any discrimination. • Maintaining appropriate oversight of student achievement and engagement.
2	Revisit programme evaluation survey questions to potentially reduce the quantity of questions and encourage further uptake on responses while maintaining the self-reflective lens currently used and best-practice while gaining the information required by various governing bodies in one centralised and formal (written) way.	Quality Assurance and Compliance Officer	May 2024	• Ensuring as many student voices are captured in order to respond appropriately to any wellbeing and safety needs in a way that upholds their mana and autonomy. • Ensuring we gather information required by various governing bodies to reduce compliance and doubling-up, thereby making the information easy to access.

Outcome	Action	Person Responsible	By When	Desired Outcomes
3	• Consider alternative ways to assess figure diagnosis as part of body therapy when updating programme approval applications to align to the updated beauty qualifications in 2024; and • Continue with the successful tukana-teina initiative for new intakes starting annually in February and July.	• Principal • Kaiako / tutors responsible for body therapy • Quality Assurance and Compliance Officer • Operations team	Ongoing	• An organisation which continues to be safe, inclusive and free from racism, discrimination and bullying. • A safe and supporting learning environment for all ākonga / students which responds to their needs and sustains their identities, languages, and cultures. • Students who feel safe and engaged when learning about figure diagnosis and performing body therapy treatments. • Ākonga / students who are able to actively participate and share their views safely in their learning environment and provide opportunity for students to discuss, in confidence any issues affecting their ability to study.
3	Perform introduction to new work-integrated learning workbook for intakes starting clinic days from February 2024.	• Quality Assurance and Compliance Officer • Principal • Kaiako / tutors responsible for clinic days	Commencing February 2024	• Providing opportunity for ākonga / students to use te reo and tikanga Māori to support Māori student's connection to their identity and culture. • Encouraging students to self- reflect on own performance and set measurable goals for improvement. • Encouraging students to think critically and apply numerous employability and general skills to their practice to prepare them for industry.
3	Liaise with our IT suppliers regarding applying for free licensing for our students to use Microsoft Offices to support their studies.	Director of Operations	January 2024	• Barrier free access to digital learning platforms for all ākonga / students.
4	Create and update a centralised spreadsheet to record formal student complaints with outcomes.	• Director of Operations • All kaimahi / colleagues	November 2023	• Instant location and recording of complaints / serious person-on-person incidents with outcomes for accurate analyses and reporting.

Appendix

Included in the appendix are:

- Academic, Achievement and Attendance Action Plan template 2023 version 1.0
- Missed Assessments Flowchart
- Student Wellbeing Checklist

The National School of Aesthetics

PO Box 1582
Christchurch 8140
New Zealand
0800 NaSANZ // +64 3 366 5037
www.nasa.co.nz

Academic Achievement and Attendance (AAA) Action Plan

2023 version 1.0

Student Information

- This action plan is to support you in achieving your academic and / or attendance requirements and / or other requirements throughout your programme.
- The Principal and Student Liaison Officer will provide you with a copy of your action plan and what you discussed.
- This action plan will remain on your file and may be added to, if required.

Student Name:		**Intake / class:**	
Programme:		**Date:**	

Please check the associated boxes for the reason(s) for this action plan:

Academic achievement ☐	**Attendance** ☐	**Other** ☐	

General overview of academic achievement and / or attendance and / or other and concerns:

Areas / explanations which are affecting student's academic achievement and / or attendance and / or other:

COPY

How can we support the student in their attempt to increase their academic achievement and / or attendance and / or other?

How can the student improve their academic achievement and / or attendance and / or other?

	Actions	**Due Date**	**Achieved**	
			Y	N
1			☐	☐
2			☐	☐
3			☐	☐
4			☐	☐

Please note:
You may not be able to gain your qualification(s) and we may ask you to withdraw from your programme if:

- You do not achieve a minimum of 60% or higher in all formal assessments.
- You do not meet the minimum attendance requirements.

Student's signature		**Date**	

Principal's signature		**Date**	

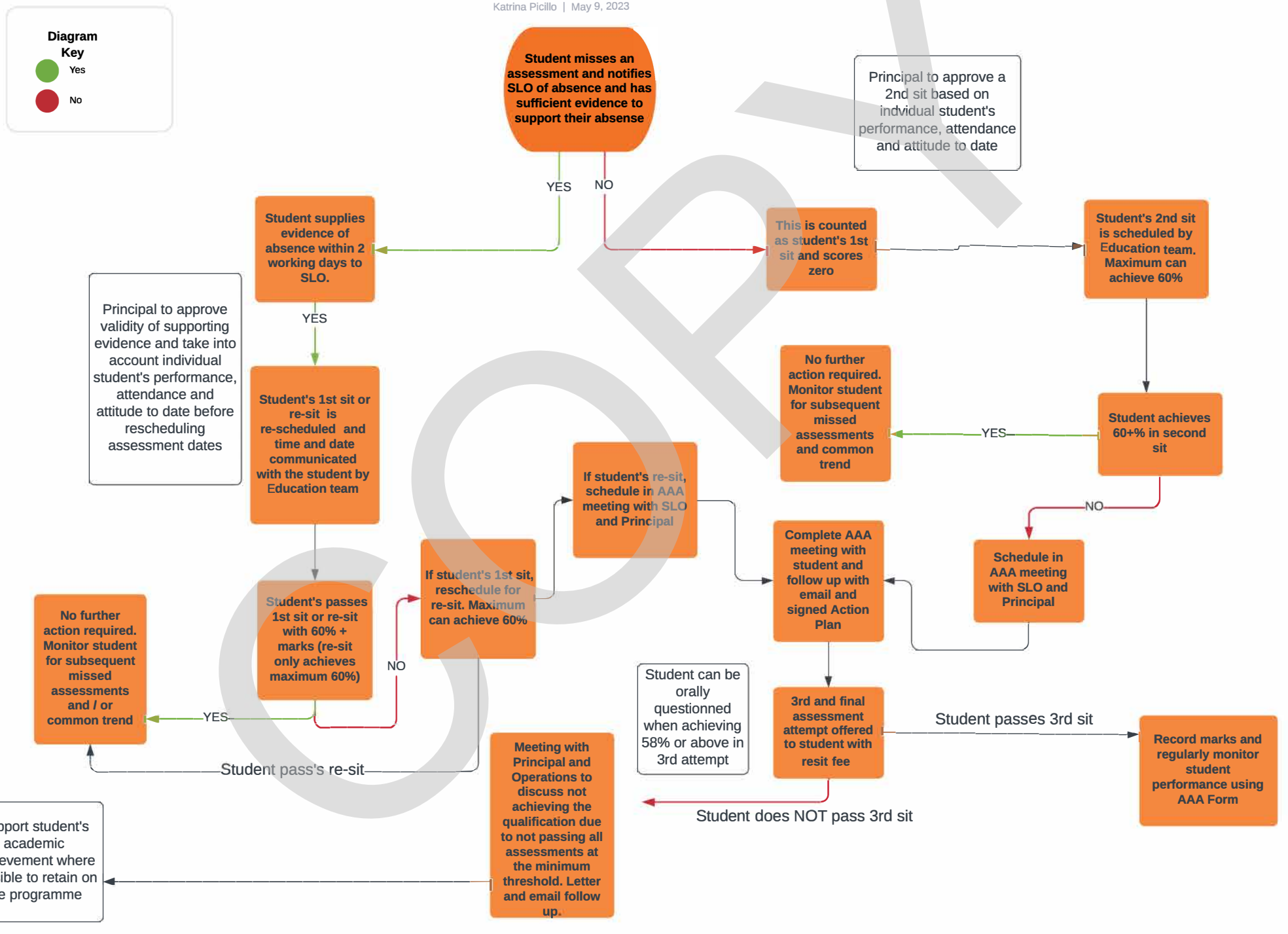
If you have any questions regarding this action plan, please speak to the principal or student liaison officer.

A copy should be emailed to the student, and a copy should be kept on the student's file.

COPY

Missed Assessments and Academic Achievement

Katrina Picillo | May 9, 2023



COPY

STUDENT NAME	DATE:	STAFF NAME:

YOUR WELLBEING

Put an X in the category that fits best for your current state of mind:

1. I'm feeling great about everything right now	2. I'm feeling great, except for….	3. I'm feeling pretty good – not my best, not my worst	4. I'm feeling average and I'm worrying about:	5. I feel anxious and worried about everything

Would you be happy to share with us why you are feeling this way?

Do you feel that your studies are being impacted by how you are feeling? If the answer is YES, could you please tell us how you feel your studies are being impacted?

Are you receiving help and support from anyone about how you're feeling?

- ☐ Yes, I'm feeling well supported
- ☐ No, I have not told anyone how I'm feeling
- ☐ I feel overwhelmed whenever I get close to telling anyone how I'm feeling
- ☐ I'm receiving professional support for how I am feeling
- ☐ I don't really know who to talk to
- ☐ I've told people but they don't understand how I'm feeling

Is there anything else that we can we do at school to help support you in your wellbeing?

COPY

YOUR LEARNING

Put an X in the category that fits best for how you feel about your learning:

1. I'm feeling great about my studies right now	2. I'm feeling great, except for….	3. I'm feeling pretty good – not my best, not my worst	4. I'm feeling average and I'm worrying about:	5. I feel anxious and worried about everything

If you feel comfortable, please expand on why you are feeling this way about your studies:

How much time per week do you put in to studying at home?

- ☐ I don't feel like I have any time to study at home
- ☐ I manage 1-3 hours per week
- ☐ I manage 3-5 hours per week
- ☐ I manage 5-10 hours per week
- ☐ I find studying at home too boring to do any

What do you think that you could do or change to feel more motivated about your studies?

Can you list your top 3 learning goals between now and the end of term?

1.

2.

3.

Is there anything else that we can we do at school to help support you achieve your learning goals or your studies?

COPY