



The Mind Lab | Tech Futures Lab | Earth Futures Lab

Self Review Report

Review of AcademyEX practices against the outcomes and processes of the Education
(Pastoral Care of Tertiary and International Learners) Code of Practice (2021).

October 2025

Updates Jan-July 2026 (to align to timing of NZQA Annual Self Review timeline)

The Tertiary and International Learners Code of Practice

SELF ASSESSMENT AND REVIEW REPORT

Overview and Summary

Over the past year, academyEX has made significant progress in strengthening learner wellbeing, safety, and support systems. We have deepened our holistic approach to understanding learners through regular kōrero, expanded pastoral and academic support through the Pou Āwhina role, and embedded clearer escalation pathways for students of concern. Access to external wellbeing services has been enhanced through our partnership with Puāwaitanga, while tailored academic workshops and digital literacy support continue to equip learners for success at each stage of the master's journey.

Learner voice has played a stronger role in shaping programme development, supported by the introduction of international student ambassadors and growing requests for strengthened te ao Māori content. Our intercultural student community and orientation practices - particularly whakawhanaungatanga - have fostered early connection and belonging across cohorts. For international learners, improved immigration guidance, consistent work rights information, stronger agent relationships, and an active pre-departure WhatsApp community have enhanced readiness and transition, supported by the development of an international microsite. Across the enrollment journey, clearer information pathways, proactive communication through webinars and pre-interviews, and strengthened nurture processes have contributed to more informed and confident decision-making for prospective students.

Collectively, these developments reflect a more proactive, culturally responsive, and learner-centred system that continues to evolve to meet the diverse needs of our domestic and international learners.

This review demonstrates a maturing, learner-centred system that is increasingly proactive, culturally responsive, and integrated across the organisation. While opportunities remain—such as strengthening onboarding for Māori and Pacific learners, expanding student representation, refining nurture journeys, and enhancing documentation processes—we are well positioned to build on the strong foundations established in 2024 and 2025.

Together, these developments reflect our collective commitment to creating safe, inclusive, and empowering learning environments, and ensuring every learner who joins academyEX is supported to succeed personally, academically, and professionally.

Update July 2026

The review associated with the NZQA Annual Self Review completed in July 2026 demonstrates that academyEX continues to provide a strongly relational and flexible model of learner support. Programme teams, advisors, the Pou Āwhina/Student Support function and external referral services work together to respond to academic, pastoral and wellbeing needs. Support is strengthened through cohort-based spaces, culturally responsive hui, direct follow-up, return-to-study planning and multiple ways for learners to participate. International onboarding, student representatives and pre-departure activity have also become more established.

The evidence also shows that strong individual practice could be more effectively integrated into consistent organisation-wide systems. Learner information is held across several tools

and communication channels; a central source for academic and pastoral notes is still being developed; survey response remains low; learners do not always know which support pathway to use. International visa delays and late arrival have created additional risks to cohort connection, orientation and academic transition.

AcademyEX's Code practice is effective and learner-centred, with developing institutional consistency. Relational support, flexibility and responsiveness are clear strengths. The priority for the next review period is to embed common systems and evidence so that effective practice is dependable across programmes and learner groups.

Outcome 1: A Learner Wellbeing and Safety System

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Successes: What are we doing well?

We understand our learners' needs by first understanding who they are and what they bring to their study environment. We consider a holistic approach by factoring in student wellbeing, culture, responsibilities outside of study, and learning needs (if shared), individually on a case by case basis by having group or individual kōrero (conversations).

We have established a strong learner wellbeing and safety system that prioritises both proactive and responsive support for our students. The clear escalation process for students of concern ensures timely intervention and coordinated care, while the introduction of the Pou Āwhina, Student Support Manager has significantly enhanced access to both pastoral and academic support.

Our partnership with Puāwaitanga provides additional external wellbeing support, offering learners a safe and confidential avenue for assistance. We are also investing in the development and capability of our advisors, ensuring they are equipped to provide high-quality, compassionate guidance. Collectively, these initiatives demonstrate a shift from reactive responses to a more proactive, holistic approach that fosters learner wellbeing and safety across all areas of engagement.

Update July 2026:

AcademyEX has continued to shift from reactive case management toward a more coordinated whole-of-provider approach. The 2026 Kotahitanga workshop brought together teams across the learner journey and explicitly considered learner wellbeing, engagement, support and Code outcomes. Programme APERs, learner success analysis, the Investment Plan and the draft Teaching and Learning Strategy also connect learner support to governance and continuous improvement.

The operational model is relational. Programme leads, advisors, Student Support/Pou Āwhina, enrolment staff and academic quality staff identify and respond to concerns through regular team discussion, direct contact and referral. MCE discusses students of concern weekly. MTF uses programme hui, advisor contact and assessment tracking. MCOR has introduced students-in-need-of-support tracking, candidate tracking and individual return-to-study plans. The partnership with Puāwaitanga continues to provide a confidential external counselling and

wellbeing option where needs are beyond the appropriate scope of staff. This extends, rather than replaces, academyEX's internal pastoral care.

Challenges and Opportunities: Where could improvements be made?

- Embed the escalation process for confidential and high-risk situations with students.
- Develop a central source to input and view brief academic/pastoral care notes on a student.
- Improve identification of neurodiverse learners in programmes and determine how to better support them.
- Continue improving proactive vs reactive systems and processes.

Challenge: Identifying neurodiverse learners in programmes and how to better support them in all of our learning spaces.

Update July 2026

Information remains distributed across spreadsheets, Trello, LMS records, Slack, email and staff knowledge. This creates risks of incomplete handover, duplication and inconsistent visibility of a learner's academic and pastoral context. A central, access-controlled record and clear minimum documentation standard are therefore still required.

The review also found that support can extend for long periods where learners are managing significant pressures. Flexibility is a strength, but it must be supported by clear academic boundaries, documented plans, regular review points and decisions about when continued enrolment remains in the learner's best interests.

Actions

What	Who	When
Develop a digital tool that supports staff and students to make policy and process informed decisions.	Led by the Director of Academic Quality with support from Academic Administrator and Pou Āwhina - Student Support Manager	June 2026 - Ongoing
Explore digital platforms that can be a central source for Pastoral care related notes.	General Manager	September 2026

Outcome 2: Learner Voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Successes: What are we doing well?

Learner voice is becoming a strong and valued part of our learning environment. Students are actively contributing to shaping their educational experience, with feedback directly influencing programme development — including requests to strengthen teaching content relating to te ao Māori.

The appointment of international student ambassadors across cohorts has provided valuable insights into the learner experience and strengthened representation within our programmes.

Update July 2026

Learner voice is gathered through end-of-part and end-of-programme surveys, student representatives, orientation feedback, Slack, Padlet, cohort discussions, advisor conversations, in-session reflection, informal talanoa and direct conversations in the Lab. These channels are especially appropriate for adult learners who often provide useful feedback in the context of their learning rather than through a separate survey.

Evidence demonstrates that learner voice is influencing practice. During the review period, it informed stronger orientation, clearer assessment guidance, revised delivery flows, additional cohort connection, international student representatives, peer-feedback approaches and changes to online resources.

Challenges and Opportunities: Where could improvements be made?

Opportunities:

- Extend student ambassadors to include domestic student ambassadors.
- Develop and conduct a survey journey that gathers feedback on Learner Wellbeing, International Student Experience, and Teaching and Learning.
- Identify opportunities to strengthen content related to te ao Māori.

Update July 2026

Formal response rates remain the main weakness. Programmes have introduced incentives, but low participation limits confidence in some conclusions. Informal feedback is rich but is not always recorded in a way that shows what was heard, whose voices may be missing, what decision was made and whether the change improved the experience. A next step could be to continue building our learner-partnership model that avoids relying on a small number of ambassadors to represent diverse cohorts.

Actions

What	Who	When
Seek volunteers for domestic Student Ambassadors	Pou Āwhina - Student Support Manager	March 2026 - ongoing
Develop and conduct a survey journey that gathers feedback on Learner Wellbeing, International Student Experience.	Pou Āwhina - Student Support Manager	June 2026 - ongoing

Review all programme content related to te ao Māori and identify focus areas for development.	Teaching and Learning Working Group	September 2026
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Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Successes: What are we doing well?

We continue to foster safe, inclusive, and accessible learning environments that enable every learner to thrive. Our physical and digital spaces are designed to promote connection and belonging, with student support areas that are well utilised and popular with learners.

Academic support sessions and workshops are tailored to each phase of the master's journey, providing timely and relevant guidance, while specific initiatives—such as exploring onboarding processes for Māori and Pacific learners—aim to strengthen inclusion and early connection. These sessions also equip learners with digital literacy and study skills, offering practical advice on using online tools such as Zoom captions and best practices for virtual learning. Together, these initiatives reflect our commitment to creating supportive, connected, and equitable learning environments that empower students to succeed.

Following Orientation, learners are invited to join the intercultural student community, a student-led community that values diversity, connection and inclusion. This community is led by student ambassadors who manage a Slack channel and meet regularly to arrange activities that enable a sense of belonging, celebrate culture, build friendships, and connections.

Update July 2026

AcademyEX's flexible model remains a major strength. Learners can engage through online, blended and in-person options, mixed media, synchronous and asynchronous resources, multiple session choices, applied assessments and flexible assessment modes or timeframes. This supports working adults who are balancing study with employment, whānau and community commitments.

Relational spaces such as whakawhanaungatanga, cohort connect, Mahi Tahi, ManaakiFono and Te Wāhi Hononga support belonging and psychological safety. Programme teams also adapt learning and assessment to reduce unnecessary anxiety while retaining academic standards. Examples include clearer assessment matrices, staged milestones, advisor support, peer feedback and the presence of a familiar staff member during interactive oral assessment.

Challenges and Opportunities: Where could improvements be made?

Opportunities

- Support the Intercultural Student Community to grow their activities and engagement.
- Develop an onboarding process for Māori and Pasifika students.
- Implement a roster for the after-hours emergency phone (currently with one person).

- Returning student Re-engagement plan that supports transition back into study after a break (includes withdrawals, suspensions, extensions and students of concern)

Actions

What	Who	When
<i>Develop and document onboarding for Māori and Pasifika learners.</i>	<i>Pou Tautua / Pou Āwhina - Student Support Manager</i>	<i>March 2026 - in progress</i>
<i>Roster of After Hours Emergency Contact</i>	<i>Academic Quality Working Group</i>	<i>March 2026 - in progress</i>
<i>Re-engagement Plan</i>	<i>Academic Quality Working Group</i>	<i>June 2026 - ongoing</i>

Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.

Successes: What are we doing well?

Our focus on ensuring that learners are safe and well is reflected in the strength and vibrancy of our student community. Starting Orientation with whakawhānau fosters a connected cohort and a sense of belonging and mutual support among all of our learners.

The strengthened partnership with ISANA has also enhanced both staff and student capability through professional and personal development opportunities, encouraging greater cross-cultural understanding and engagement. Additionally, initiatives like Eduventures support the career and employability development of international learners, helping them to feel confident and well-prepared for life beyond study. Together, these efforts create a learning environment where wellbeing, safety, and future success are actively supported.

In 2025 we began our relationship with Puāwaitanga and developed a referral system for learners providing professional support when facing personal challenges that cannot be addressed internally.

The Pou Āwhina, Student Support Manager continues to build strong relationships across programme teams and both domestic and international learners to create a safe space where learners feel confident to seek support. These relationships encourage proactive responses and early intervention for learners who are facing challenges that may impact their studies.

Update July 2026

The strongest evidence for this outcome is the combination of proactive relationships and responsive escalation. Programme teams know many learners well, monitor engagement and assessment progress, follow up where concern is identified, and involve Student Support/Pou Āwhina when needs extend beyond ordinary academic advising. Learners can also be referred to Puāwaitanga for confidential professional support.

Programme evidence also identifies burnout, workload, employment insecurity, financial pressure, whānau responsibilities and unexpected life events as common factors affecting engagement. academyEX responds through flexibility, extensions and SAC processes, advisor planning, return-to-study arrangements and direct support. The next stage is to use attendance, LMS engagement, submission, SAC and support-contact data more consistently as lead indicators, while ensuring any AI-enabled analysis remains privacy-protective and human-led.

Challenges and Opportunities: Where could improvements be made?

Opportunity

- Establish a student-led cultural communities of practice.
- Strengthen relationships with students and support staff through in person and online drop in sessions across different cultural spaces (international spaces, Māori Pacific spaces and Ohu).

Actions

What	Who	When
Develop a student led cultural community of practice	Pou Tautua / Pou Āwhina Support Manager	June 2026 - ongoing
Implement online and in person culturally responsive spaces to give students support and develop a stronger sense of belonging.	Pou Tautua / Pou Āwhina Support Manager	September 2026

Note: Outcomes 5-7 are not relevant to academyEX as they focus on provider-based student accommodation.

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

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Successes: What are we doing well?

We are taking purposeful action to respond to the distinct wellbeing and safety needs of international tertiary learners. Our team has deepened its understanding of Immigration New Zealand processes, ensuring that students receive accurate and timely support in navigating visa and insurance requirements.

Consistency in open work rights across Masters programmes has also strengthened the experience and equity of our international cohorts. We continue to build strong relationships

with our education agents, providing them with development and support to better guide incoming learners. As a result, we are seeing steady growth in international graduate numbers. We also recognise that late arrivals can face challenges settling in and forming early connections, and this awareness is helping us refine our orientation and transition processes to ensure every learner feels welcomed, supported, and part of a connected community from the moment they arrive.

Ordinarily, a 2 week grace period is given to international students, however depending on the circumstances surrounding each intake we may consider a longer grace period. For example, recent changes at Immigration New Zealand have resulted in delays in the issuing of visas for international students. Given that these changes have been outside of their control, the organisation has agreed to provide a grace period up until the 19th November. These students are attending online classes and will meet the programme teams on their arrival and will be supported to catch up on anything missed in the first weeks of the programme.

The international student WhatsApp group, created as part of the pre-departure process, has become a vibrant peer-support community where students actively share experiences and help each other navigate challenges, with our team's guidance when needed.

Update July 2026

International learner support became more embedded during the review period. MTF and MCOR use international student representatives, tailored onboarding and direct support. MCOR reports that its pre-departure programme and international academic support session are implemented. MCE has developed structured, needs-based tutorials and a regular communication approach, with additional whanaungatanga planned as the full cohort arrives.

The main risk is late arrival caused by visa processing. MCE reported staggered arrivals and, in some cases, arrival well after the official start date. This affects cohort cohesion, group assessment, orientation, access to practical information and the transition into Level 9 study. The issue cannot be managed only through catch-up support after arrival; it also requires earlier application deadlines, visibility of visa status, clear escalation and an agreed academic threshold for the latest viable start.

Programme teams have also learned that international learners benefit from regular, clear and literal communication, cross-cultural guidance, captioned content and explicit academic expectations. These needs should be built into standard design rather than treated as additions once a learner experiences difficulty.

Challenges and Opportunities: Where could improvements be made?

Opportunity:

- As learners come to the end of their study, provide clear information through Post Study Info sessions, about what academyEX can provide for any post study visa applications supported by email communications.

Actions

What	Who	When
Post Study info sessions for International students.	Registrar / International Liaison Lead / Pou Āwhina	June 2026 - implemented

Explore opportunities to connect with external services.	International Lead Liaison / Pou Āwhina - Student Support Manager	Ongoing
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Outcome 9: Prospective international tertiary learners are well informed

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

Process 1: Prospectus

Process 2: Agents

Successes: What are we doing well?

Agents are supported through quarterly webinars, comprehensive marketing materials, and monthly communication to ensure they can accurately and effectively advise students. An annual review process assesses each agent's performance and the quality of their applications, while student pre-interviews conducted by the International Liaison Lead help confirm that learners are well informed and prepared for their study experience. On arrival, informal conversations with new students further capture feedback on their experiences with agents, closing the loop and helping us continuously improve our support and communication for future learners.

Update July 2026

AcademyEX continues to use education-agent communications, compliance and training activity, programme information, student communications, international events, pre-interviews and direct discussion to support informed choice. Agent performance and application quality are reviewed, and the agent portal provides application and marketing information.

Challenges and Opportunities: Where could improvements be made?

Opportunities:

- Continued development and support for education agents.
- Strengthen the nurture journey by improving in-person engagement with agents.
- Further develop the Agent Portal to centralise all documentation and give visibility into application status.

Update July 2026

The 2026 organisational workshop identified important usability issues. International prospects may find costs, discounts, deadlines and scholarship information difficult to locate on the website. Scholarship processing and interview follow-up include manual steps, which can delay responses. Programme titles can also be abstract for prospective learners, increasing the importance of plain-language descriptions of content, workload, assessment and graduate outcomes.

These findings do not indicate that information is inaccurate, but they show that accuracy alone is insufficient. Information must be easy to find, consistent across academyEX and

agent channels, timely, and presented in a way that enables a learner to judge fit, total commitment and likely outcomes.

Actions

What	Who	When
<i>Strengthen the nurture journey through in person engagement with international agents.</i>	<i>International Lead Liaison</i>	<i>Ongoing</i>
<i>Develop the Agent Portal to provide better visibility of applications for agents.</i>	<i>International Lead Liaison</i>	<i>Ongoing</i>

Outcome 10: Offer, enrolment, contracts, insurance and visa

Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Successes: What are we doing well?

We are ensuring that prospective international tertiary learners are well informed and supported throughout their decision-making and enrolment journey. Our information webinars provide clear, accessible insights into programmes, helping learners make confident and well-informed choices before they arrive.

Strengthening our relationships with agents and engaging early with prospective learners via the interview process ensures learners can make well-informed enrolment decisions and clearly understand expectations before entering into an enrolment contract. Through the development of a dedicated agent portal and automation the enrolment journey has become more seamless supported by improved information pathways.

Our strengthened understanding of Immigration New Zealand requirements, combined with consistent support for agents and advisors, helps ensure accuracy and transparency throughout the decision-making and enrolment process. We also provide multiple channels for learners to understand their obligations and the support available to them, including academic support workshops throughout the Masters journey, clear escalation processes, and dedicated pastoral support through the Pou Āwhina, Student Support Manager and Puawaitanga.

Collectively, these initiatives help ensure learners—and the people guiding them—have the information, clarity, and confidence required to make sound enrolment decisions and enter the programme with a full understanding of their commitments.

Update July 2026

Pre-intake meetings, enrolment dashboards and spreadsheets, HubSpot communications, programme-team checks and direct interviews support enrolment decisions and compliance. Staff understanding of Immigration New Zealand requirements has strengthened, and

pre-departure activity provides an additional opportunity to check visa, insurance and arrival readiness.

Challenges and Opportunities: Where could improvements be made?

Opportunities:

- Strengthen the nurture journey for learners between accepting their offer and starting their studies.
- Manage the gap due to the departure of the Learning and Engagement Manager while a new team member is appointed.
- Review and update automation of onboarding emails for all students. Strengthen the nurture journey for learners in the period between accepting their offer of place and starting their studies.

Challenges: The departure of the current Learning and Engagement Manager may see a temporary gap in this process while a new team member is appointed and the handover is completed.

Update July 2026

The main weakness is fragmentation. Data and communication are distributed across several platforms; scholarship processing remains heavily manual; interview follow-up can be delayed; and integrations between finance, LMS and enrolment information are incomplete. These conditions create a risk that correct information is available but not visible to the right person at the right time.

Actions

What	Who	When
<i>Strengthen nurture journey for enrolled learners before onboarding.</i>	<i>International Lead Liaison / Pou Āwhina Student Support Manager / Student Experience</i>	<i>Ongoing</i>
<i>Develop a chart that defines roles and responsibilities within teams across student support function - to identify and fill any gaps in support and clearly outline responsibilities</i>	<i>Director of Academic Quality</i>	<i>June 2026 - complete</i>
<i>Implement the new onboarding automation journey across all programme teams</i>	<i>Director of Academic Quality</i>	<i>June 2026 - in progress</i>

Outcome 11: International learners receive appropriate orientations, information and advice

Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

Successes: What are we doing well?

Onboarding and orientation take place from three to four weeks before the programme starts and continuing for four weeks after the start date of the programme, before transitioning into regular support sessions.

Prior to the start of the programme international learners are engaged online via Zoom through our pre-departure session led by the Pou Āwhina, Student Support Manager. The International Student Microsite provides clear, accessible pre-departure and programme information for international learners, with a pilot launching in October 2025. Information sessions and webinars further support prospective learners to understand programme content, work rights, and expected learning outcomes.

At Orientation there is an emphasis on building connections - learners are welcomed with a whakatau followed by whakawhanaungatanga where learners and staff get to know each other through a range of ice breaker activities, contributing to a more inclusive and engaging environment. Late international starters who miss Orientation are welcomed by the programme team to go over key programme information dates, the learning management system (LMS), Slack platform, and upcoming assignments. The Pou Āwhina - Student Support Manager International will also catch up with students to welcome them in and ensure the learner knows what support is available to them.

In the four weeks following Orientation international learners are invited to the Eduventures workshops help which supports international learners to transition to life in New Zealand sharing information about. In addition to this learners have the opportunity to get time with the Director of Academic Quality and Director of Teaching and Learning through Academic drop in sessions. The Pou Āwhina, Student Support Manager also arranges cultural and educational experiences like trips to Māungawhau (Mt Eden), Auckland Museum, and Auckland Library.

Update July 2026

Orientation remains a strong component of the academyEX model. It begins before formal teaching through pre-departure contact and continues through programme orientation, practical platform guidance, academic support and cohort connection. Whakatau and whakawhanaungatanga establish relational expectations, while programme teams explain the LMS, communication channels, assessment and available support.

Ongoing information is delivered through weekly pānui, Slack, LMS resources, programme hui, advisors, support sessions and direct communication. The key improvement is consistency: learners should not receive contradictory session, advisor or process information across platforms, and all late arrivals should complete a documented orientation catch-up.

Challenges and Opportunities: Where could improvements be made?

Opportunity:

- Find new cultural experiences to enrich the learner journey.

Actions		
What	Who	When
Find new cultural experiences to enrich the learner experience.	<i>Pou Tautua / Pou Āwhina - Student Support Manager</i>	<i>Ongoing - implemented</i>

Quality Improvement Plan: July 2026-June 2027

The plan below combines incomplete actions from the 2025 review with new priorities identified through the 2026 evidence. Actions are designed to align with the Investment Plan, Teaching and Learning Strategy and wider organisational Quality Improvement Plan.

Priority	Action	Owner and timing	Evidence of success
1. One learner record	Implement an access-controlled single source for academic progress, students of concern, pastoral contact, SAC/ESAC, return-to-study plans and agreed follow-up. Define what must and must not be recorded.	Director of Academic Quality; Student Support; Technology and Platforms By Dec 2026	Use across all accredited programmes; audit shows timely, proportionate records and clear handovers.
2. Support pathway clarity	Publish one learner-facing and staff-facing map showing academic, pastoral, emergency, complaint and specialist referral pathways. Embed it in orientation, LMS and staff induction.	Director of Academic Quality; Student Support By Sep 2026	Improved learner awareness; fewer misdirected queries; staff scenario checks demonstrate recall.
3. Early identification	Establish lead indicators using attendance, LMS engagement, submission, SAC and support-contact information, with human review and privacy safeguards.	Academic Quality Working Group; Programme Leads Pilot by Dec 2026	Documented intervention triggers; earlier contact; evaluation of false positives and learner outcomes.
4. Learner voice system	Create a proportionate survey and learner-partnership cycle across orientation, programme transition	Director of Teaching and Learning;	Higher and more representative participation; programme

	points and completion. Record 'you said, we did, what changed'.	Programme Leads By Dec 2026	reports show decisions and impact.
5. Accessibility assurance	Adopt minimum WCAG-aligned checks for website, LMS, video, documents, slides and embedded tools. Include disabled and neurodiverse learner testing and staff development.	Technology and Platforms; Teaching and Learning Working Group Plan by Dec 2026	Accessibility audit baseline; prioritised remediation; routine checks within content and release workflows.
6. International readiness and late arrival	Set earlier application and visa-readiness expectations, define latest viable start dates, create handover alerts and require documented orientation catch-up.	International Liaison; Registrar; Programme Leads Before next intake	Fewer very late arrivals; all exceptions approved and supported; catch-up completion recorded.
8. International information and enrolment	Improve visibility of fees, discounts, deadlines, scholarships, workload and assessment. Reduce manual scholarship/interview follow-up and reconcile agent, website and offer information.	Sales and Marketing; Enrolments; International Liaison By Dec 2026	Content audit passed; faster response times; fewer repeated information queries and corrections.
9. Emergency and critical-incident readiness	Confirm the after-hours roster, responsibilities, escalation thresholds, contact information and annual scenario testing, including international learner needs.	Director of Academic Quality; Student Support By Sep 2026	Roster and backup coverage documented; scenario test completed; resulting actions closed.
10. Code assurance dashboard	Report quarterly to Academic Board on Code indicators, complaints, incidents, support awareness, learner voice, accessibility, international transition and QIP progress.	Director of Academic Quality From Q3 2026	Quarterly evidence reviewed; overdue actions escalated; annual public summary supported by a clear evidence trail.