NEW ZEALAND AVIATION ACADEMY

Te Oranga me Te Haumaru Ākonga
Learner Wellbeing and Safety

CODE SELF-REVIEW SUMMARY REPORT 2026

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

Contents

1. TEO information 3

2. Executive summary and overall judgement 3

3. Introduction 3

3.1 Context 3

3.2 Audience and publication 4

3.3 Relevant regulatory and guidance framework 4

4. Methods of data gathering and analysis 4

4.1 Information management and evidence sources 4

4.2 Data gathering methods 4

4.3 Analysis approach 4

4.4 Scope and evidential limitations 5

5. Stage of implementation for each outcome 5

6. Summary of performance under each outcome 6

6.1 Organisational structures to support a whole-of-provider approach to learner wellbeing and safety (Outcomes 1–2) 6

Outcome 1 | A learner wellbeing and safety system 6

Outcome 2 | Learner voice 7

6.2 Wellbeing and safety practices for all tertiary providers 7

Outcome 3 | Safe, inclusive, supportive, and accessible physical and digital learning environments 7

Outcome 4 | Learners are safe and well 8

6.3 Additional wellbeing and safety practices in tertiary student accommodation 9

Outcome 5 | A positive, supportive and inclusive environment in student accommodation 9

Outcome 6 | Accommodation administrative practices and contracts 9

Outcome 7 | Student accommodation facilities and services 10

6.4 Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners 10

Outcome 8 | Responding to the distinct wellbeing and safety needs of international tertiary learners 10

Outcome 9 | Prospective international tertiary learners are well informed 11

Outcome 10 | Offer, enrolment, contracts, insurance and visa 11

Outcome 11 | International learners receive appropriate orientations, information and advice 12

Outcome 12 | Safety and appropriate supervision of international tertiary learners 12

6.5 Critical incidents and material events 12

7. Findings from gap analysis and improvement priorities 12

8. Action plan summary 13

9 Monitoring and follow-up 13

10 Overall conclusion and publication 14

1. TEO information

TEO Name	New Zealand Aviation Academy			**MoE number**	6688
Code contact	**Name**	Miranda Wei		**Job title**	Student Services Manager
	Email	admin@newzealandaviation.co.nz		**Phone number**	02102203581
Current enrolments	**Domestic learners**	**Total #**	#1	**18 y/o or older**	#1
				Under 18 y/o	#0
	International learners	**Total #**	#8	**18 y/o or older**	#8
				Under 18 y/o	#0
Current residents	**Domestic learners**	**Total #**	#0	**18 y/o or older**	#0
				Under 18 y/o	#0
	International learners	**Total #**	#5	**18 y/o or older**	#5
				Under 18 y/o	#0
Report author(s)	Miranda Wei				

2. Executive summary and overall judgement

NZAA has completed an evidence-led working assessment of the applicable Code 2021 outcomes. Direct learner, resident and staff feedback was compared with controlled learner-facing documents, Student Support and complaints records, accommodation operations, international learner support and management confirmations. The review indicates functioning learner wellbeing and safety systems with targeted governance and information-management improvements.

Outcomes 1–6 and 9–11 are assessed as Implemented. Outcomes 7 and 8 are assessed as Well implemented. Outcome 12 is Not applicable to the documented 2026 learner-age and accommodation scope. These ratings are outcome-level judgements of the maturity and effectiveness of NZAA's current practices. An outcome may still have targeted improvement or assurance actions while remaining Implemented; open improvement actions do not, by themselves, mean that the underlying outcome is not implemented. An independent Code self-review improvement plan 2026-2027 lists the implementation plan based on the specific review areas and judgement.

3. Introduction

3.1 Context

New Zealand Aviation Academy (NZAA), operated by New Zealand Aviation Academy Limited, is a dynamic aviation education provider specialising in flight training. NZAA delivers full-time, on-campus education and training to domestic and international learners and is committed to providing high-quality learning experience supported by appropriate learner wellbeing and safety practices.

NZAA is registered as a Private Training Establishment (PTE) and is certificated by the Civil Aviation Authority of New Zealand (CAA) as a Part 141 Aviation Training Organisation. These aviation regulatory responsibilities operate alongside, but do not replace NZAA's separate obligations for learner wellbeing and safety under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

The operational experience gained through the COVID-19 period reinforced the importance of resilience, adaptability and clear learner support in a rapidly changing aviation environment. NZAA continues to use those principles in its current quality-assurance and learner-support arrangements.

In accordance with the Code, NZAA prioritises the wellbeing and safety of all tertiary learners and applies the additional Code requirements relevant to international learners and student accommodation. Continuous improvement is supported through learner voice, staff and resident feedback, document review, operational evidence, annual self-review and management oversight.

3.2 Audience and publication

This 2026 Self-Review Report is prepared for NZAA management, staff, learners and relevant internal stakeholders, and as evidence of NZAA's self-review process for NZQA. Following management approval, the summary report will be retained in NZAA's internal quality and learner-information systems, including AIRS and SMART, and the approved self-review summary report will be made readily available in an accessible format, including through the NZAA website. Underlying evidence and records can be made available to NZQA on request, subject to applicable privacy and confidentiality requirements.

3.3 Relevant regulatory and guidance framework

2.3.1 Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

2.3.2 NZQA Guidelines for Self-review - The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

2.3.3 NZQA Complaints and Critical Incidents - Reporting and Publishing Data in Your Self-review Report.

2.3.4 NZQA Self-review Toolkit for Tertiary Education Providers - Tool E: Self-review Report Template.

4. Methods of data gathering and analysis

4.1 Information management and evidence sources

NZAA uses a combination of controlled electronic systems, its public website, paper records and physical information displays to manage and communicate academic, quality, pastoral-care and regulatory information. The principal electronic systems relevant to this review are SharePoint, AIRS (Safety & Quality Control) and SMART. Learner-facing information is also provided through the NZAA website and, where appropriate, through posters and notices displayed on campus and in student accommodation.

Evidence for this self-review was drawn only from sources relevant to the Code review, including controlled policies and procedures, learner-facing guides and orientation material, complaints and Student Support records, accommodation documents and communications, admissions and international learner records, staff training resources, surveys, management confirmations, and the Code Self-Review Master Register.

4.2 Data gathering methods

NZAA used a mixed-method approach so that quantitative findings could be tested against qualitative feedback and operational evidence.

- Surveys - quantitative and qualitative feedback from learners, accommodation residents and staff, including the 2026 Surveys 1-3 used in this review.
- Student meetings and interviews - qualitative feedback gathered through learner meetings, individual discussions and Student Support interactions where relevant to wellbeing, safety or learner experience.
- Document review - controlled policies, procedures, agreements, learner information, orientation material, accommodation documents, admissions/agent records and other relevant QMS material.
- Operational and case records - de-identified complaints, Student Support/advising cases, accommodation inspections and maintenance communications, and other ordinary-course records that demonstrate implementation.
- Management confirmation and external-source checks - used where an operational fact required confirmation or where current authoritative information, such as Immigration New Zealand guidance, needed to be checked.

4.3 Analysis approach

Evidence was triangulated rather than assessed in isolation. The review considered whether a required process exists, how it operates in practice, whether available learner/staff/resident evidence indicates that it is effective, and whether any documentary, implementation or assurance gap remains. Quantitative survey results were interpreted alongside qualitative comments, complaints

and case records, controlled documents and management evidence. Findings were then recorded at requirement level in the Master Register and consolidated into outcome-level effectiveness judgements and improvement actions.

4.4 Scope and evidential limitations

- **Scope.**

Domestic and international tertiary learners; learner-facing wellbeing and safety services; NZAA-managed adult self-catered residences covered by Outcome 5; and additional requirements for international signatories under Outcomes 8-11. Outcome 12 applicability is separately considered.

- **Review framework.**

NZAA 2026 Code Self-Review Master Register, which records Tool A requirement-level assessment, Tool B implementation/effectiveness judgements and Tool D improvement actions; and NZAA Code Self-Review Improvement Plan 2026-2027, which lists the implementation plan based on the specific review areas and judgements.

- **Data limitations.**

Survey 1 has nine submissions, including eight international and one domestic, and includes a potential duplicate named submission; the unique respondent count cannot be verified. Survey 2 has five resident submissions. Survey 3 has seven anonymous staff submissions; the invited-staff denominator and individual completion rate cannot be calculated. These small samples are directional evidence and are not treated as whole-cohort estimates.

- **Evidence status.**

Management-confirmed practices are identified as such. The final 2026 review must incorporate any material Code-related change occurring after the 7 October evidence cut-off and through 1 November 2026.

Boundary. CAA aviation-safety incident reporting, general workplace health and safety, and general financial/business planning are outside this review except where a separate Code learner-wellbeing, accommodation, information or learner fee-protection duty is engaged.

5. Stage of implementation for each outcome

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

5.2 Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

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

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
Outcome 6:	Well implemented / Implemented / Developing / Early stages

Accommodation administrative practices and contracts	
Outcome 7: Student accommodation facilities and services	Well implemented / Implemented / Developing / Early stages

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

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages Not applicable (No under-18 learner)

6. Summary of performance under each outcome

6.1 Organisational structures to support a whole-of-provider approach to learner wellbeing and safety (Outcomes 1–2)

Outcome 1 | A learner wellbeing and safety system

Stage: Implemented

Process 1: Strategic goals and strategic plans (Clause 7)

NZAA maintains organisation-wide learner wellbeing and safety strategic goals and plans covering the learning environment, Student Support, international learner support and student accommodation. Building on the 2026–2028 plan, NZAA conducted a formal review in 2026, drawing on surveys, learner and resident feedback, complaints and Student Support records, accommodation evidence, staff capability information, international learner evidence and the Code Self-Review Master Register. The review process, findings, management decisions and resulting strategic changes are documented in the separate Review Report 2027–2029. The revised Wellbeing and Safety Strategic Goals and Plans 2027–2029 retain the six operational methodologies of Collaboration, Systems, Communication, Knowledge, Consistency and Assurance, incorporate an explicit and proportionate commitment to Te Tiriti o Waitangi, and continue to use the Code outcomes as strategic indicators. The 2026 Self-Review Report and the revised 2027–2029 Strategic Goals and Plans have been approved for publication.

Process 2: Self-review of learner wellbeing and safety practices (Clause 8)

NZAA conducts a structured annual Code self-review using its strategic goals and plans as the reference framework. The 2026 review incorporated requirement-level gap analysis, assessments of implementation and effectiveness, evidence mapping, survey analysis and improvement planning, with the Code Self-Review Master Register providing a detailed audit trail across Outcomes 1–12. The review drew on multiple quantitative and qualitative evidence sources, including learner, resident and staff surveys, student meetings, complaints and Student Support records, controlled policies and guidance, accommodation inspections and maintenance communications, international admissions and agent records, and management confirmation where appropriate. Identified deficiencies and evidence gaps were addressed through actions assigned to existing responsible staff and, where necessary, incorporated into the 2026–2027 Improvement Plan, supporting continuous improvement while avoiding duplication of existing registers, committees and reporting processes.

Process 3: Publication requirements (Clause 9)

NZAA manages its approved learner wellbeing and safety strategic goals and plans, subsequent revisions, and annual Code self-review report as controlled documents, with internal access supported through existing systems, including SMART, safety management system and SharePoint, where appropriate. The 2026 Self-Review Report and the 2027–2029 Strategic Goals and Plans

have been approved for publication and are ready to be made readily accessible through the NZAA website. Dated publication links, screenshots or archived copies will be retained as evidence within NZAA's Quality Management System (QMS).

Process 4: Responsive wellbeing and safety systems (Clause 10)

NZAA communicates learner wellbeing and safety information through Student Support, academic and attendance monitoring, complaints processes, accommodation communications and emergency arrangements, supported by academy's guidance, complaint report form and relevant policies. Staff receive role-appropriate Code training, with the 2026 staff survey confirming strong awareness of wellbeing responsibilities, privacy and escalation procedures. Further improvement will focus on integrating relevant Te Tiriti o Waitangi content into existing refresher training. NZAA maintains emergency response procedures and 24/7 emergency contact availability. No pastoral-care critical incidents were identified in the evidence reviewed up to 7 October 2026, with any subsequent incidents managed through established processes.

Effectiveness and improvement.

Staff survey received seven anonymous responses, with unanimous positive ratings for eight of nine capability statements, six positive and one neutral response on Te Tiriti, and six respondents confirming relevant training or resources in the past year. The approved 2027–2029 strategic plan reflects learner, resident and staff feedback. Further improvements include retaining publication evidence, strengthening role-relevant Te Tiriti content in Code refresher training, and monitoring significant wellbeing or safety events arising after the review cut-off.

Outcome 2 | Learner voice

Stage: Implemented

Process 1: Learner voice (Clause 12)

NZAA builds and maintains learner relationships through compulsory orientation, regular student meetings, surveys, informal discussions, Student Support and daily interactions with staff, providing accessible channels for academic, operational, wellbeing and accommodation feedback. Learner voice is incorporated into annual strategic reviews, Code self-reviews and operational improvements through surveys, meetings and direct feedback. The 2026 survey results demonstrate active use of these channels for both positive and negative feedback. Given its small learner cohort and specialised aviation training environment, NZAA adopts a proportionate approach that prioritises direct engagement and accessible feedback mechanisms rather than relying solely on formal learner representation structures.

Process 2: Learner complaints (Clause 13)

NZAA maintains a formal learner complaints framework through Student Grievance Policy, Student Complaint Process and complaint report form, with reporting procedures introduced during orientation and accessible through SMART and other learner channels. The framework ensures accessible reporting, privacy protection, fair consideration, support, resolution and escalation where necessary. Complaints are recorded and reviewed as part of the annual Code self-review, with public reporting aggregated to protect privacy. Two accommodation-related complaints were recorded, resolved and closed during the 2026 review period, with supporting correspondence retained. No external escalation was identified.

Process 3: Compliance with the Dispute Resolution Scheme (Clause 14)

NZAA provides learners with information on external complaint escalation options, including the Study Complaints / Dispute Resolution Scheme where applicable. Management and relevant staff are expected to understand the scheme's requirements and cooperate with any formal dispute process. No complaints required external escalation during the 2026 review period. Compliance is supported by the established internal complaints framework, learner awareness and documented complaint resolutions, rather than the absence of external disputes alone.

Effectiveness and improvement.

The survey recorded positive responses from seven of nine learners on feedback awareness and NZAA's responsiveness, and eight of nine on safe feedback and complaint procedures. The survey confirmed that all five residents knew how to raise accommodation complaints, demonstrating effective feedback and complaint systems. Further improvement will focus on documenting management actions or justified no-action decisions for significant survey findings and communicating outcomes where appropriate.

6.2 Wellbeing and safety practices for all tertiary providers

Outcome 3 | Safe, inclusive, supportive, and accessible physical and digital learning environments

Stage: Implemented

Process 1: Safe and inclusive communities (Clause 16)

NZAA promotes a safe, inclusive and respectful learning environment through learner conduct expectations, staff codes, anti-bullying and anti-harassment policies, privacy requirements, orientation and Student Support services. POL018 and ENR007 provide reporting pathways for discrimination, bullying, harassment and sexual harm, including confidential or anonymous reporting where applicable. Academy guidance provides cultural, settlement, community and wellbeing support information, with Student Support assisting learners to access appropriate cultural, faith or spiritual services when needed. Respectful and open communication is particularly important for aviation safety, and learners are encouraged to raise concerns without fear of unfair consequences. The 2026 review confirmed that relevant support information was available, with no specific spiritual-support needs identified during the review period.

Process 2: Supporting learner participation and engagement (Clause 17)

NZAA supports learner participation and engagement through classroom discussions, student meetings, instructor guidance, Student Support, surveys and informal feedback. Orientation prepares learners for tertiary study, while attendance monitoring, academic progress reviews, learning activity scheduling and instructor feedback support ongoing engagement and achievement. Learners can discuss study-related concerns confidentially and receive tailored assistance with language, cultural adjustment and Aviation English where needed. Further-study and career guidance is provided through academic discussions and Student Support. In 2026, a Level 5 learner applied to progress into NZAA's Level 6 programme, demonstrating an established and accessible further-study pathway supported by documented academic and advisory records.

Process 3: Physical and digital spaces and facilities (Clause 18)

NZAA provides classrooms, study and shared spaces, alongside digital systems supporting learning, scheduling, assessment preparation and communication. SMART system provides learners with access to course and flight schedules, policies and relevant information. Physical and digital accessibility is monitored through operational reviews and learner feedback, with reasonable and practicable adjustments considered through Student Support and management where needed. The 2026 survey results indicate generally positive feedback on facilities and digital systems, with no significant accessibility barriers identified during the review.

Effectiveness and improvement.

The survey recorded eight of nine positive responses on feeling safe, respected and included, facility and digital accessibility, and awareness of how to respond to harmful behaviour. A Level 5 to Level 6 progression case demonstrated effective further-study pathway guidance. No material gaps or specific spiritual-support needs were identified during the 2026 review. Existing Student Support and referral arrangements remain available, with ongoing monitoring through routine support and self-review processes.

Outcome 4 | Learners are safe and well

Stage: Implemented

Process 1: Information for learners about assistance to meet their basic needs (Clause 20)

NZAA provides learners with information and support for basic needs, including accommodation, living costs, transport and tenancy matters, through pre-enrolment guidance, orientation and ongoing Student Support. Academy guidance provides community resources, tenant-rights information and financial hardship referral pathways, while accommodation applicants receive relevant agreements, rules and resident guidance. Learners can also access individual assistance through Student Support where additional help is required.

Process 2: Promoting physical and mental health awareness (Clause 21)

NZAA promotes physical and mental health awareness through orientation, learner guidance and ongoing Student Support, covering healthy lifestyles, cultural adjustment, communication and access to health services. Academy guidance provides information on medical and mental health support, emergency procedures and referral pathways. Given the importance of physical and mental fitness in aviation training, learner wellbeing is reinforced through instructor engagement, progress monitoring and Student Support. cultural and language needs are addressed through orientation, cross-cultural guidance and tailored assistance or referrals where required.

Process 3: Proactive monitoring and responsive wellbeing and safety practices (Clause 22)

NZAA proactively monitors learner wellbeing and safety through attendance, academic progress, learning activity, instructor observations, Student Support and complaint channels. Learners can confidentially report personal concerns or concerns about others through Student Support, management or complaint report form. Emergency and nominated-contact details are collected during enrolment, with contact made when appropriate, subject to learner consent, privacy requirements and serious-threat exceptions. NZAA maintains 24/7 emergency contact availability and established referral and escalation procedures. Individual support is provided where personal circumstances affect study. Incidents are documented in the safety management system under the Emergency Response Plan, while Code-related complaints are incorporated into the annual Code self-review.

Effectiveness and improvement.

The survey recorded positive responses from eight of nine learners on support awareness and confidentiality, and seven of nine on timely and useful support. Document and case reviews confirmed effective advice, referral, monitoring and escalation processes. No material gaps were identified for Outcome 4, with tenant-rights, financial hardship referrals and nominated-contact procedures

established. No return-to-study cases arose during the 2026 review period; future cases will be managed and documented through existing Student Support and academic processes.

6.3 Additional wellbeing and safety practices in tertiary student accommodation

Outcome 5 | A positive, supportive and inclusive environment in student accommodation

Stage: Implemented

Process 1: Information and promotional activities (Clause 24)

NZAA provides adult self-catered student accommodation, with information on facilities, resident responsibilities, communal living, wellbeing support and emergency procedures provided through accommodation application form, residential agreement, residential rules, the Accommodation Handbook and orientation materials. Accommodation applications help identify resident needs, while guidance provides access to wellbeing services and reporting channels. Clear, graphic-based emergency procedures are prominently displayed in residences to minimise language barriers, supported by 24/7 emergency contact availability. Resident surveys provide an additional channel for feedback on accommodation information and support.

Process 2: Accommodation staff (Clause 25)

NZAA operates small adult self-catered student houses without live-in accommodation staff. Accommodation support is managed by the Student Support Manager, supported by NZAA management and 24/7 emergency contact and escalation arrangements. This structure is proportionate to the size and nature of the accommodation. The Student Support Manager operates within NZAA's Code, privacy, learner support and emergency-response framework, with access to relevant training and resources. As NZAA does not employ live-in accommodation staff, Clause 25(d) does not require such appointments. Existing support and escalation arrangements remain accessible to residents, including outside normal operating hours.

Process 3: Accommodation staff must be fit and proper persons (Clause 26)

NZAA manages accommodation through its existing Student Support and management structure, applying standard employment suitability and staff governance procedures to relevant personnel. All residents in the 2026 review were aged 18 or over; therefore, the Children's Act 2014 Police vetting requirement under Clause 26(b) was not triggered. NZAA will reassess this requirement if its resident age profile changes.

Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices (Clause 27)

NZAA monitors resident wellbeing and safety through Student Support, resident feedback, relevant academic and attendance records, accommodation inspections, maintenance communications and reporting channels, including complaint report form and the 24/7 emergency contact. Where a resident is identified as being at risk, the Student Support Manager documents welfare checks, risks, actions, referrals and follow-up arrangements. No at-risk residents were identified during the 2026 review period. At least 24 hours' notice is provided for routine inspections or room entry, except in emergencies, welfare concerns or other permitted urgent circumstances, consistent with Clause 27(1). Accommodation support and emergency procedures are integrated with NZAA's wider wellbeing, referral and escalation systems.

Process 5: A safe and inclusive residential community (Clause 28)

NZAA promotes a safe and inclusive residential community through Residential Rules, which establish expectations for safety, respectful communal living, responsible behaviour, quiet enjoyment and shared responsibilities. Adult residents are encouraged to live independently while having access to NZAA support. Resident feedback is collected through the survey and direct communication documented in student advising notes.

Effectiveness and improvement.

The survey received five responses, all positive on emergency contact awareness and feeling safe and supported, with four of five positives on resident participation and agreement clarity. Accommodation records and Student Support involvement demonstrate effective resident support arrangements. No material implementation gaps or at-risk residents were identified during the 2026 review. NZAA will maintain its existing support, 24/7 emergency contact, feedback, inspection and welfare-response processes, with ongoing operational records retained.

Outcome 6 | Accommodation administrative practices and contracts

Stage: Implemented

Process 1: General principles (Clause 30)

NZAA operates a leased-property student accommodation model, with Student Support and management overseeing resident wellbeing and safety, while landlords or property managers generally handle maintenance and repairs. Accommodation documents, the handbook and prospectus provide relevant information on support arrangements, ownership and operational responsibilities.

Management confirms that public-information and document traceability checks have been completed. Accommodation-related staff responsibilities, competencies, training and support are documented through existing role, staff and QMS records, with no separate accommodation staffing structure required.

Process 2: Student accommodation contracts (Clause 31)

NZAA's Residential Agreement and Residential Rules outline resident and provider responsibilities, fees, bonds, inspections, information sharing, complaints and disciplinary procedures, with relevant information provided before signing. These documents undergo periodic review, incorporating resident feedback from survey and direct communications. The 2026 review confirmed positive feedback on agreement clarity and complaint awareness, while annual assessments found the refund and early-termination provisions reasonable, fair and clear. Legal references were updated to align with NZAA's assessment of section 5B of the Residential Tenancies Act 1986. Accommodation complaints are documented through resolution, with outcomes communicated to relevant residents and privacy-protected complaint records or summaries made accessible in accordance with the Code.

Effectiveness and improvement.

Review of accommodation policies and forms, the Accommodation Handbook and supporting records confirms an established and regularly reviewed contractual framework. The survey recorded four of five positive responses on agreement clarity, with all five residents aware of complaint procedures. Annual reviews confirm the fairness and clarity of refund and early-termination provisions, while the move-out application form aligns with NZAA's recorded Residential Tenancies Act section 5B assessment. Accommodation complaints were resolved with outcomes communicated and privacy protected, and complaint summaries made accessible to residents. No material gaps were identified for Outcome 6, with public-information and staff-role checks completed. Ongoing assurance is maintained through routine document control, resident feedback and accommodation management processes.

Outcome 7 | Student accommodation facilities and services

Stage: Well implemented

Process: Student accommodation facilities and services (Clause 33)

NZAA provides adult self-catered accommodation with appropriate living and study facilities, supported by Student Support, resident feedback and reasonable adjustments where needed. Regular inspections and coordination with landlords ensure maintenance issues are addressed, with 2026 records confirming completed repairs and resident communication. Management confirms appropriate landlord-held property insurance, while accommodation fees and maintenance responsibilities are managed through established financial and lease arrangements. The survey identified both positive and critical feedback on property conditions and maintenance, with documented evidence demonstrating that significant concerns were addressed.

Effectiveness and improvement.

The survey recorded four of five positive responses on property condition and maintenance timeliness, with negative feedback reviewed against maintenance and resident communication records. Evidence confirms effective facilities and repair management, with no unresolved material Clause 33 gaps identified. NZAA will continue routine inspections, maintenance coordination, insurance and repair oversight, financial controls and resident communication, reassessing arrangements if property conditions or resident needs change significantly.

6.4 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

Stage: Well implemented

Process: Engagement with international tertiary learners to understand distinct wellbeing and safety needs (Clause 35)

NZAA engages international learners through admission, orientation, training, Student Support, surveys and individual case management to identify language, cultural, settlement and wellbeing needs. The 2026 learner-needs analysis, supported by survey responses and Student Support cases, demonstrates tailored assistance with Aviation English, ATC and instructor communication, and training progression. Academy guidance and orientation resources provide cultural and settlement guidance, with ongoing support from instructors and Student Support. International learner needs are integrated into NZAA's wider wellbeing and safety systems across Outcomes 1–7.

Effectiveness and improvement.

The survey recorded seven of eight positive responses on orientation effectiveness and eight of eight on ongoing information and advice. Aviation English case records demonstrate targeted support and follow-up, providing evidence of effective international learner support. No material Outcome 8 gaps were identified. NZAA will continue tailored assistance and monitor emerging needs through surveys and case reviews, recognising the small survey sample while drawing on individual case evidence.

Outcome 9 | Prospective international tertiary learners are well informed

Stage: Implemented

Process 1: Marketing and promotion (Clause 37)

NZAA provides prospective international learners with programme, entry, fee, accommodation and support information through its website, Prospectus, application documents and admissions communication. The 2026 review confirmed that key information, including living costs, visa conditions, programme status, entry requirements, quality assurance and fee disclosures, was current or updated for consistency. Survey 1 recorded seven of eight positive responses on pre-enrolment information, with one strongly negative response retained to inform ongoing improvement.

Process 2: Managing and monitoring education agents (Clause 38)

NZAA manages education agents under academy policy, covering due diligence, contracts, conduct, information updates and performance monitoring, with reference checks and signed agreements retained. Survey 1 recorded positive feedback from all six learners who used agents, with no agent-related complaints reported in 2026. Annual agent performance reviews were completed and documented, supporting ongoing oversight alongside learner feedback.

Effectiveness and improvement.

NZAA's prospective-learner information and education-agent controls are operating effectively, supported by generally positive learner feedback. The 2026 review demonstrated effective identification and correction of outdated public information. Further assurance will focus on retaining dated, final versions of the Prospectus, website content, fee information and offer documents as evidence of compliance.

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

Stage: Implemented

Process 1: Offer of educational instruction (Clause 40)

NZAA assesses applications against published academic, English-language and programme-entry requirements, issuing conditional or unconditional offers based on eligibility. POL003 and admission checklists support consistent assessment, while offer and Confirmation of Enrolment documents confirm programme and enrolment details before study begins.

Process 2: Information to be provided before entering contract (Clause 41)

NZAA provides international learners with programme, fee, refund, insurance, visa, accommodation and complaints information before enrolment through the Prospectus, offer documents, policies and guidance. Complete offer, fee and Confirmation of Enrolment records are retained for each learner, ensuring traceability and supporting compliance reviews while protecting learner privacy.

Process 3: Contract of enrolment (Clause 42)

ENR005 Training Agreement establishes learner and NZAA rights and responsibilities, including programme requirements, fees, withdrawal, termination and relevant policies. Supported by admission, refund, insurance, visa and complaints procedures, the 2026 review confirmed that the contractual framework is operating effectively and its provisions are fair and reasonable.

Process 4: Disciplinary action (Clause 43)

NZAA applies natural-justice principles to disciplinary and termination processes, including notification of concerns, opportunities for learners to respond, fair decision-making and access to review or appeal procedures. The 2026 self-review confirmed these safeguards were established, with no material control gaps identified.

Process 5: Insurance (Clause 44)

NZAA requires appropriate international learner insurance covering study, travel, medical and repatriation risks in accordance with applicable requirements. Insurance information is provided during admission and orientation, with coverage records and expiry dates monitored through existing administrative systems. No material insurance-related gaps were identified in the 2026 review.

Process 6: Immigration matters (Clause 45)

NZAA verifies international learners' immigration status, monitors visa validity and provides guidance on visa conditions, renewals and work rights. Known or suspected visa breaches and relevant enrolment terminations are reported to Immigration New Zealand where required. Orientation information is maintained in line with current immigration guidance and individual visa conditions.

Process 7: Student fee protection and managing withdrawal and closure (Clause 46)

NZAA protects student fees through Public Trust arrangements, supported by Fees Policy, Withdrawal and Refund Policy and enrolment documentation. Learners receive information about fee protection, withdrawal procedures, refund entitlements and their associated rights and obligations.

Effectiveness and improvement.

NZAA's admission and enrolment practices are supported by academy policies, training agreement and associated student records, with complete offer, fee and CoE documentation retained for each learner. Insurance and visa monitoring, Public Trust fee protection and natural-justice safeguards support effective international enrolment management. The 2026 review confirmed that Outcome 10 is implemented, with no material gaps identified. Ongoing assurance will focus on document consistency, insurance and visa validity, accurate pre-contract and refund information, and work-rights guidance aligned with individual visa conditions and current Immigration New Zealand requirements, managed through routine administrative processes.

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

Stage: Implemented

Process: Provision of information (Clause 48)

NZAA provides international learners with information before arrival, during compulsory orientation and throughout their studies through its website, orientation documents, guidelines, SMART, email, instructors and Student Support. Orientation covers academic expectations, health and safety, emergency contacts, visa and insurance obligations, work rights, refunds, cultural adjustment, complaints and external escalation procedures. Ongoing guidance is provided through regular academic engagement and Student Support.

Effectiveness and improvement.

The survey recorded seven of eight positive responses on orientation and eight of eight on ongoing information and advice. Review of orientation documents and orientation notices confirmed information availability before arrival and throughout study, supporting the Implemented rating. Further assurance will focus on verifying and archiving the current orientation document version and routinely updating staff contacts and external links, without requiring additional programmes or surveys.

Outcome 12 | Safety and appropriate supervision of international tertiary learners

Stage: Not applicable

NZAA's 2026 review confirmed that all enrolled learners were aged 18 or over; therefore, the under-18 requirements under Clauses 50–54 were not applicable to the current learner cohort. NZAA's adult self-catered accommodation is managed and assessed under Part 5, Outcomes 5–7, with no separate accommodation arrangements identified that would trigger Clause 55. These assessments are based on NZAA's current learner profile and accommodation model, and the applicability of relevant requirements will be reassessed if learner ages or accommodation arrangements change in future.

Effectiveness and improvement.

NZAA's adult-only learner cohort and Part 5 student accommodation arrangements confirm that Clauses 50–55 are not applicable within the 2026 review scope. No Outcome 12 implementation gaps were identified. NZAA will reassess these requirements if its learner age profile or accommodation arrangements change.

6.5 Critical incidents and material events

NZAA maintains emergency and critical-incident response arrangements that sit alongside the Code learner wellbeing and safety system. No pastoral-care critical incident was identified in the evidence reviewed to the 7 October 2026 evidence cut-off. Any material learner wellbeing or safety event arising after the evidence cut-off is managed through NZAA's ordinary responsive systems and can trigger an update to the relevant record or review where necessary.

7. Findings from gap analysis and improvement priorities

The priorities below bring together the actions in Section 6. We have not reopened matters that are recorded as completed.

Outcome	Finding and follow-up
1	Retain evidence of publication, strengthen role-relevant Te Tiriti refresher content, and complete the check for events after the evidence cut-off.

2	Record decisions on significant survey themes and the communication of relevant outcomes to learners.
3	No current corrective action. No learner identified a specific spiritual-support need during the 2026 review period. Existing Student Support/referral arrangements remain available if a cultural, community, faith or spiritual support need arises; reassess through normal self-review if needs change.
4	No current corrective action. No learner resumed study after interruption or deferral during the 2026 review period. Use and retain evidence of existing Student Support/academic transition support if such a case arises in future.
5	Maintain existing arrangements. No material implementation gap identified in the areas reviewed.
6	Completed. Website/public-information and staff-role traceability checks are complete. Contract and Residential Rules reviews, refund/early-termination reviews, ACCOM006 legal-reference updates and privacy-protected accommodation complaint information are addressed. Maintain through normal document control and accommodation management.
7 and 8	Continue maintenance, resident communication and individual international learner support. No material unresolved issue identified in the areas reviewed.
9	Retain final dated information after updates.
10	Maintain complete student files, insurance and visa monitoring, and current enrolment and refund information. No separate corrective action identified.
11	Verify and archive the current ORI002 version and maintain contact details and official links.
12	Reassess before changes to learner ages or accommodation arrangements.

8. Action plan summary

The following summary supports the separate 2026–2027 Improvement Plan and lists only remaining follow-up actions. Matters assessed as completed, not triggered during the review period, or appropriately managed as business-as-usual are not repeated as corrective actions in this table.

Outcome and action	**Proposed lead and timing**	**Completion record**
1 Publish approved documents and retain copies or links.	Management and document owner; at publication.	Dated website link, screenshot or archived copy.
1 Add practical Te Tiriti content to the existing refresher.	Management and staff-training lead; next scheduled refresher.	Updated material and attendance or acknowledgement record.
2 Record decisions and learner communication for significant survey themes.	Management and Student Support; next review of survey findings.	Meeting or decision record and relevant communication.
9 and 11 Archive current public/admissions information and ORI002.	Admissions and document owners; at the next update or version check.	Dated final versions, links and update record.
All Check for material changes after the evidence cut-off.	Report author and Management Team; by 1 November 2026.	Closing review note and any resulting report updates.

Routine work for Outcomes 3, 4, 5, 6, 7, 8 and 10 remains within existing learner-support, administration, document-control and accommodation processes. Outcome 12 will be reassessed if its scope changes.

9. Monitoring and follow-up

NZAA will track actions through the existing Improvement Plan and management review process. An action is closed when the responsible person records what was done and links the supporting evidence. Where no action is needed, NZAA will record the reason. NZAA will bring overdue or unresolved matters to management and consider whether they affect an outcome rating.

NZAA retains student, resident and staff records securely. Public reporting uses aggregated or de-identified information. Significant feedback, complaints and support cases will continue to inform NZAA's next self-review and strategic planning.

10. Overall conclusion and publication

NZAA's 2026 self-review shows that learners can access support, raise concerns and receive information throughout their enrolment. Accommodation feedback and maintenance records show that NZAA responds to resident issues. International learner cases and feedback show how NZAA supports language, settlement and training needs. Complete student files and agent-review records support NZAA's admissions and international learner administration.

NZAA retains the ratings in Section 5, taking account of the small survey samples, the possible duplicate Survey 1 submission and the limits on the review period. No material corrective action remains for Outcomes 3, 4 or 6 in the matters reviewed above. NZAA's remaining follow-up is focused on retaining publication evidence, strengthening role-relevant Te Tiriti refresher content, recording decisions and communication for significant learner-voice themes, retaining dated current public/admissions information, verifying and archiving the current ORI002 version, and completing the closing check for material changes through 1 November 2026.

Management has approved publication of the self-review report and the 2027–2029 Strategic Goals and Plans. NZAA will confirm the final version after the closing check for changes through 1 November 2026, publish the approved report in an accessible format and retain evidence of publication. Supporting records will remain available for NZQA review subject to privacy and confidentiality requirements.