



Self-Review Report 2025

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

www.cavallicollege.nz

Self-Review Report

The following report summarises Cavalli College's self-review of performance against the requirements of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Cavalli College does not provide student accommodation; therefore, this self-review and report addresses Outcomes 1-4 and 8-12 only.

TEO information

TEO Name	Cavalli College			MoE number	7021	
Code contact	Name	Nicole Robins		Job title	General Manager	
	Email	nicole@cavallicollege.nz		Phone number	021 395 901	
Current enrolments As of 1 October 2025,	Domestic learners	Total #	72	18 y/o or older	68	
				Under 18 y/o	4	
	International learners	Total #	6	18 y/o or older	6	
				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 #	0	18 y/o or older	0	
				Under 18 y/o	0	
Report author(s)	James Clark, Registrar, Cavalli College Nicole Robins, General Manager, Cavalli College					

About Cavalli College

Overview

Cavalli College (formally Arise Academy) is a NZQA Validated Private Training Establishment (PTE), registered in 2022 and awarded NZQA External Evaluation and Review (EER) Category 1 rating in 2025.

Following NZQA approval, ownership formally transferred from the Jagriti Foundation to Glenda (Glennie) Oborn in December 2024. In line with our long-term vision, and commitment to outstanding New Zealand education, Arise Academy was renamed Cavalli College.

The name Cavalli College is inspired by the Cavalli Islands off Northland's East Coast - a site of resilience, discovery, and ecological significance. They symbolise the values we uphold: strength through adversity, untapped potential, and the power of community.

We embrace this name as a reflection of our learners' journeys and our commitment to supporting their growth, guided by the spirit of the whakataukī *Haere mai te moana ki te whenua, kātahi ka whiti te rā* - *when the sea meets the land, the sun will shine*.

The transition of ownership has been carefully managed to ensure continuity of operations, programme delivery and development, and learner support:

- All academic and operational functions remain in place, with no disruption to learners.
- In April 2025 we established a head office in Milford, Auckland to further support our learners, staff and continued community engagement.
- We then implemented a new website (www.cavallicollege.nz) and refreshed branding.
- Throughout 2025, we have invested in programme development aligned with identified community need, leading to NZQA approval of two new Early Childhood Teaching qualifications.

Cavalli College has Public Trust fees protection and is approved for the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Our Position Within the Tertiary Education Sector of Aotearoa

Cavalli College's role in the tertiary education system is to serve as a values-led, equity-focused PTE delivering workforce-aligned, nationally accessible and critically needed qualifications. This includes our new flagship Early Childhood Teaching programmes, designed to address workforce shortages and offer progression towards programmes leading to provisional teacher registration. Alongside these, our Health and Wellbeing programmes continue to support underserved learners and strengthen the care and recovery workforce.

Our programmes are intentionally designed to bridge gaps in the workforce, remove barriers to education, and enable real pathways into employment and higher learning.

Our **Early Childhood Teaching programmes** are underpinned by a cutting-edge curriculum, led by experts in the field, and were developed in consultation with the sector, for the sector. They respond directly to a clear and urgent need expressed by ECE providers for an alternative to existing options, many of which fall short in prioritising educational quality and meaningful learner support.

Our **Health and Wellbeing programmes** specialise in supporting underserved learners, including those from low socioeconomic backgrounds, with lived experience of mental distress, neurodiversity, or previous educational disengagement, through flexible provider-based study provision and targeted pastoral support.

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

Outcome	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

Wellbeing and safety practices for all tertiary providers

Outcome	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

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

Outcome	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

Summary of performance under each outcome

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

Outcome	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	At Cavalli College, learner wellbeing and safety are integral to our whole-of-provider approach. We have embedded clear strategic goals and operational practices that ensure the physical, digital, cultural, and emotional safety of all learners, underpinned by transparent governance oversight. Our approach is grounded in the Cavalli College Business Plan and aligned to the Tertiary Education Strategy, with actions focused on equity, accessibility, and learner success. These goals are reviewed annually and refined in consultation with governance, staff, learners, and sector partners, ensuring responsiveness to changing needs. Our strategic framework is expressed through “Our Whare of Success,” which symbolises Cavalli as a house of learning. Its foundations are our learners, staff, and stakeholders; its walls are our sustainability pillars (pastoral systems, quality assurance, financial stewardship, and programme design); and its roof represents our future-focused protection of learners and the environment. This framework integrates our wellbeing commitments into all aspects of planning and delivery. We maintain a strong commitment to Te Tiriti o Waitangi and cultural responsiveness. Our governance and advisory structures include Māori and Pacific voices, and all programmes embed bicultural frameworks such as Te Whare Tapa Whā and Fonofale. Normalisation of te reo Māori is promoted across learner resources, communications, and	Evidence of Cavalli College learner wellbeing and safety system is demonstrated through the following key sources and analysis: • Strategic planning and governance: Cavalli College Business Plan 2023–2026, including explicit learner wellbeing goals; governance minutes (Board of Directors; Advisory Groups; Programme Board) showing standing items on learner wellbeing and safety; advisory group records demonstrating consultation with stakeholders, including Māori and Pacific representatives. • Policies and procedures: Code of Practice Policy and Procedure; Learner Support and Wellbeing Policy and Procedure; Complaints Policy and Procedure; Discrimination Harassment Policy and Procedure; Course and Programme Teaching and Learning Duration Policy; International Learner Attendance Policy; Learner Attendance Policy; Health, Safety and Wellbeing Policy and Procedure; Risk Management Policy and Procedure; Emergency and Critical Response Policy and Procedure; Privacy and Consent Policy and Procedure. • Commitment to Te Tiriti and cultural responsiveness: Programme curricula incorporating Te Whare Tapa Whā and Fonofale models; learner

	the website. Our strategies for Māori learners align with Ka Hikitia, and our Pasifika strategy reflects the Action Plan for Pacific Education 2020–2030. Together, these commitments ensure that learner wellbeing and safety is experienced through culturally affirming practices. Operationally, Cavalli College learner wellbeing and safety system encompasses induction, ongoing pastoral care, academic monitoring, and emergency preparedness. Learners receive guidance on digital safety and study skills before commencing study, and staff make proactive engagement calls during intakes to ensure early identification of barriers. Our SMS (Selma) and LMS (Canvas) systems track attendance, participation, early alerts, and case notes, enabling timely interventions. Pastoral and academic support are integrated, ensuring learners experience wrap-around care. Staff capability is central to the system. All staff undergo induction on Code responsibilities and safeguarding, with annual refreshers covering cultural competence, mental health first response, de-escalation, and incident escalation pathways. Tutors are trained to recognise distress signals and to engage appropriately with diverse learners, including those with disability, neurodiversity, or lived experience of mental distress and addiction. Professional development is reinforced by reflective practice sessions and sharing of learner case reviews. Emergency preparedness and critical incident response are supported by documented procedures, regular drills at our Milford office, and clear communication channels for learners and staff. Our policies cover a wide range of scenarios, including physical safety, online risks, and wellbeing crises. To date, no critical incidents have occurred	resources and communications with integrated te reo Māori; evidence of Māori and Pacific voices in advisory structures; alignment of strategies with Ka Hikitia and the Action Plan for Pacific Education. • Systems and monitoring: Selma and Canvas records of attendance, participation, and early alerts; case note logs documenting interventions and outcomes; weekly learner monitoring meetings; learner tracking tools. • Staff capability: Induction checklists confirming completion of safeguarding training; evidence of tutor participation in reflective practice, learner case reviews and staff professional development logs. • Emergency preparedness: Milford office safety induction records; emergency procedure guides disseminated to learners at orientation; logs of evacuation drills; critical incident, emergency response manual updated in 2025, hazard register and visitor logs. • Continuous improvement: Learner and sector surveys and consultation summaries showing themes of support, safety, and cultural responsiveness; Continuous Improvement Log tracking actions and follow-up; documented examples where learner feedback resulted in timetable adjustments, assessment clarity improvements, and additional support sessions. Analysis of these evidential sources indicates Cavalli College’s system is effective in identifying risks early, supporting diverse learners, and embedding cultural responsiveness. Engagement dashboards show timely
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	under Cavalli College, but procedures are tested and updated regularly to ensure readiness. Continuous improvement is embedded in our system. Learner feedback from surveys, learner interactions, and complaints/concerns informs adjustments to policies and practice. Actions are tracked through our Continuous Improvement Log and reported to governance bodies. Regular monitoring shows strong engagement across programmes, with early alerts resolved quickly and parity of achievement between learner groups.	interventions with improved resolution rates, while surveys confirm learners feel safe, supported, and included. Governance oversight ensures transparency, and continuous improvement processes demonstrate responsiveness. Together, this evidence confirms Cavalli College has a well-established, strategic, and transparent learner wellbeing and safety system
Outcome 2: Learner voice	Cavalli College values learner voice as central to continuous improvement, learner success, and the fulfilment of Code obligations. Learner perspectives are gathered systematically and meaningfully across all programmes and at multiple points in the learner journey. We treat learner voice as both a compliance requirement and a core indicator of educational quality and engagement. Formal learner voice mechanisms include end-of-course surveys, end-of-programme surveys, Learning Hub feedback, and dedicated group discussions for each intake. Surveys and discussion prompts are designed to elicit both quantitative and qualitative feedback on learning experience, pastoral care, assessment clarity, digital access, and support services. Learner voice data informs annual programme reviews and strategic planning, and themes are reported through the Learner and Stakeholder Consultation Log, which feeds direct in Continuous Improvement processes. Learners are informed about how their feedback is used. Governance including Programme Managers receive aggregated learner-voice summaries, ensuring that trends, risks, and achievements are visible at decision-making levels.	Evidence of Cavalli College's learner-voice system is demonstrated through: • Formal mechanisms: end-of-course, end-of-programme, and Learning Hub survey instruments (2025 intakes) with response summaries held in the Learner and Stakeholder Consultation Log; discussion group notes captured after each intake. • Governance oversight: Programme Manager reports and Programme Board minutes (2025) showing learner-voice themes, actions, and outcome. • Graduate representation: Advisory Committee membership lists confirming one graduate per programme; meeting notes documenting feedback on learning experience and curriculum relevance. • Feedback-to-action process: entries from the Learner and Stakeholder Consultation Log showing issues raised and resulting actions (e.g., timetable adjustments, assessment guidance, added support sessions); updates cross-referenced in the Continuous Improvement Log.

	In 2025 Cavalli College formalised learner participation at the governance level by appointing one graduate representative per programme to the relevant Advisory Committee. These graduates provide first-hand perspectives on the learning experience and support the ongoing refinement of delivery and support models. From 2026 Cavalli College will extend this structure to include current-learner representatives, strengthening our whole-of-provider approach and ensuring that real-time perspectives inform decisions. The system also ensures diverse voices are heard. Surveys and focus groups are designed to capture disaggregated feedback across Māori, Pacific, disability, international, and underserved learner groups. International learners are specifically consulted on induction, cultural orientation, and ongoing wellbeing support, with their feedback incorporated into both programme review and international compliance monitoring. Informal channels are equally valued. Tutors and support staff maintain ongoing contact with learners through Selma-recorded check-ins, pastoral calls, and Learning Hub conversations. These direct interactions often identify emerging issues earlier than surveys and lead to rapid, localised interventions. Overall, learner voice is embedded as a continuous and responsive cycle of listening, analysis, and action. Learners consistently report feeling heard and supported, and staff recognise learner feedback as an essential driver of quality and wellbeing improvements.	• Inclusion and diversity: survey questions capturing demographic information to identify any differing patterns of satisfaction or engagement across Māori, Pasifika, disability, international, and underserved learner groups. • Informal feedback: Selma pastoral-call notes and Learning Hub meeting summaries showing early identification and resolution of learner concerns. • Continuous Improvement Log: logged items referencing learner-voice themes, actions taken, and confirmation of completion; cross-referenced to policy or practice updates. Analysis of these sources indicates that Cavalli College's learner-voice framework provides multiple, accessible ways for learners to express their views and see outcomes from that feedback. The dual-log approach (Learner and Stakeholder Consultation Log → Continuous Improvement Log) ensures traceability of actions and demonstrates a responsive organisational culture. While participation rates vary by intake, the consistency of feedback themes and the timeliness of resulting actions demonstrate that Cavalli College's system is both embedded and effective. Planned inclusion of current-learner representatives in 2026 will further strengthen the authenticity and immediacy of the learner voice within governance decision-making.
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Wellbeing and safety practices for all tertiary providers

Outcome	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Cavalli College maintains safe, inclusive, and supportive learning environments across all approved delivery sites and online platforms. Our wellbeing and safety framework extends beyond compliance, aiming to ensure every learner experiences an environment that is physically secure, digitally protected, culturally inclusive, and responsive to individual needs. The College operates one main administrative site in Milford and three NZQA-approved Learning Hub locations in Auckland, Wellington, and Christchurch for the Early Childhood Education programmes. Each site complies with Cavalli College's Health, Safety and Wellbeing Policy and Procedure, with a current Health and Safety Register, site-specific induction information, and visitor-sign-in protocols to record checks and ensure accountability. Staff undertake regular inspections, and any corrective actions are recorded and verified. Our digital learning environment is based on the Canvas LMS and the Selma SMS, which together provide secure, traceable engagement and communication. Canvas follows standard accessibility settings and is continuously monitored by academic staff to ensure clarity and consistency of design. Digital and data protection is reinforced through the Critical IT Incident Policy and Procedure, Cyber Security Policy and Procedure, IT Resource Policy and Procedure, Use of Generative Artificial Intelligence Policy and Procedure, and	Evidence of Cavalli College's commitment to safe, inclusive, and accessible learning environments includes: • Physical safety systems: Health and Safety Register (Milford and Learning Hubs); visitor-sign-in records and monthly safety checks with sign-off by site managers; Health, Safety and Wellbeing Policy and Procedure; Emergency and Critical Response Policy and Procedure. • Digital safety and integrity: Critical IT Incident Policy and Procedure; Cyber Security Policy and Procedure; IT Resource Policy and Procedure; Use of Generative Artificial Intelligence Policy and Procedure; Plagiarism Policy and Procedure; staff and learner orientation materials on digital safety and academic honesty. • Accessibility and inclusion: Learner Handbook (2025) detailing extension process and support contacts; Selma records showing approved extensions and accommodations; staff communications and Canvas announcements promoting inclusive support. • International learner safety: orientation attendance records; orientation slides and handbooks; weekly tutorial attendance records for student-visa learners. • Governance and monitoring: Programme Manager and Programme Board reports reviewing site safety

	Plagiarism Policy and Procedure. These collectively address digital safety, privacy, and academic integrity. Cavalli College's inclusive-practice approach ensures learners can access learning equitably. Adjustments for individual needs, such as extensions, flexible submission options, or additional learning support are managed case-by-case through a clear extension process communicated via the Learner Handbook, Canvas announcements, and through academic and pastoral staff. Staff are trained to identify potential barriers early and to engage appropriate support channels. For international learners, safety and inclusion are prioritised through structured orientation and engagement requirements. All international learners participate in a formal orientation at programme commencement, covering digital access, Code of Practice rights, safety expectations, and cultural adaptation. Learners studying under a student visa attend weekly face-to-face tutorials, providing ongoing connection, monitoring, and wellbeing oversight. Together, these systems and practices create an environment that is consistently safe, culturally responsive, and inclusive for all learners, regardless of location or mode of study.	and digital risk management; Continuous Improvement Log entries tracking safety or accessibility actions. Analysis of these sources confirms that Cavalli College's physical and digital environments operate safely and inclusively across all delivery modes. No significant incidents have been reported in 2025, and feedback from learners indicates that both online and in-person environments are perceived as safe, accessible, and supportive. Case-by-case accommodations are effective in resolving individual barriers, while the combination of site-level health-and-safety controls and digital-policy safeguards ensures a coherent, organisation-wide approach to learner wellbeing and safety.
Outcome 4: Learners are safe and well	Cavalli College maintains a proactive, structured approach to ensuring that all learners are safe and well throughout their studies. Wellbeing oversight is embedded through systematic monitoring, early-alert processes, and coordinated action across academic, pastoral, registry, and management teams. Any staff member may identify a learner of concern, but lecturers and pastoral support staff are the primary points of observation. Learners are also automatically flagged through	Evidence of Cavalli College's effectiveness in supporting learner safety and wellbeing includes: • Monitoring systems: Selma attendance and engagement reports; Canvas activity data; weekly Learner Support Meeting minutes showing identified learners, agreed actions, and follow-up outcomes. • Referral processes: documented workflow for internal referrals from lecturers and pastoral staff;

	system triggers such as non-acceptance of Canvas invitations within the first three days of a course, multiple extension requests, or patterns of reduced engagement. A weekly Learner Support Meeting brings together academic staff, pastoral support, registry, and management to review identified learners, agree interventions, and determine whether cases should be referred to the Programme Board for formal decisions (e.g., learner-support agreements, withdrawal recommendations). This process ensures that learners receive timely, coordinated support and that documentation of decisions and follow-up actions is transparent and traceable. Staff are trained and supported to recognise and respond to wellbeing issues. All staff complete the Blueprint MH101 programme, which builds understanding of mental-health literacy, early recognition of distress, and practical response strategies. Induction and ongoing PD sessions reinforce the principles of the Code and the boundaries of confidentiality, privacy, and escalation. The Emergency and Critical Response Policy and Procedure, developed in 2025 following feedback from the EER, provides clear guidance for responding to emergencies or serious wellbeing concerns. While no critical incidents have occurred during 2024–2025, the policy outlines roles, communication channels, and debrief procedures to ensure readiness should one arise. International learners are included in the same monitoring and support framework, with additional pastoral check-ins from staff to ensure compliance with visa conditions and wellbeing oversight. Cavalli College’s integrated approach ensures that risks to learner safety and wellbeing are identified early, addressed	examples of referrals and case notes recorded in Selma. • Governance oversight: Programme Board minutes recording decisions on complex cases, support agreements, and withdrawals. • Policies and procedures: Learner Support and Wellbeing Policy and Procedure; Emergency and Critical Response Policy and Procedure; Health, Safety and Wellbeing Policy and Procedure; Privacy and Consent Policy and Procedure. • Staff training: Blueprint MH101 completion certificates; induction records and PD attendance logs demonstrating annual refreshers on Code responsibilities and safeguarding. • International learner support: records of additional pastoral check-ins for learners on student visas; orientation attendance lists confirming early establishment of contact. • Continuous Improvement evidence: Log entries referencing wellbeing themes, actions, and verified completions. Analysis of these sources shows that Cavalli College’s system enables early identification and effective management of wellbeing concerns. The multidisciplinary Learner Support Meeting provides strong internal coordination, and the consistent use of Selma ensures traceability and accountability. Completion of MH101 training has strengthened staff confidence in recognising and responding to mental-health challenges. The absence of critical incidents in 2024–2025 indicates that preventative systems are working effectively.
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	collaboratively, and resolved through supportive and culturally responsive practice.	
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

Outcome	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Cavalli College recognises that international learners require additional, targeted support to ensure their wellbeing, safety, and successful adjustment to study and life in Aotearoa New Zealand. In 2025 the College enrolled six international learners across two programmes – the New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance Strand and the New Zealand Certificate in Health and Wellbeing (Level 4) Advanced Care and Support. Responsibility for international learner wellbeing is shared between the Pastoral Support team and the International Marketing Manager, who retains a pastoral-care function for all international learners. This structure ensures consistent communication and personalised follow-up for each learner. All international learners complete a formal orientation at programme commencement, which includes cultural induction, Code of Practice, digital access, academic integrity, and wellbeing guidance. Orientation materials also cover emergency procedures, New Zealand workplace expectations, and local community connections. Learners currently study under work visas (some with variations of conditions) and therefore receive tailored advice around workplace rights, visa conditions, and employer responsibilities. Passport and visa expiry dates are tracked through Selma, and any changes are monitored by registry staff. From 2026, international ECE learners will	Evidence of Cavalli College’s responsiveness to the distinct wellbeing and safety needs of international learners includes: • Orientation and induction: orientation schedule, slides, and attendance records (2025); orientation evaluation feedback confirming clarity of information and support access. • Staff roles and responsibilities: position descriptions and communications identifying the Pastoral Support team and International Marketing Manager as designated contacts; documented communication protocols. • Monitoring and documentation: Selma records of passport and visa details, expiry tracking, and pastoral-care notes; registry checklist for international learners. • Policies and procedures: International Learner Policy and Procedure; Code of Practice Policy and Procedure; Health, Safety and Wellbeing Policy and Procedure; Emergency and Critical Response Policy and Procedure. • After-hours support: published 24/7 contact number managed by the General Manager; incident log confirming no emergency events in 2024–2025.

	study under student visas; Cavalli College has developed internal procedures for verifying visa and insurance details at enrolment and maintaining ongoing compliance records. International learners participate in weekly face-to-face tutorials, providing both academic engagement and regular pastoral check-ins. These sessions allow staff to monitor wellbeing, discuss challenges, and connect learners with further support where needed. A 24/7 phone contact managed by the General Manager provides after-hours assistance for emergencies or urgent welfare matters, and learners are reminded of this service through orientation, Canvas, and the Learner Handbook. Cavalli College's current international learner experience demonstrates a structured, culturally sensitive, and responsive support system that will continue to strengthen as the cohort expands in 2026.	• Tutorial and engagement evidence: attendance logs for weekly tutorials and tutor feedback notes referencing pastoral discussions and learner wellbeing. • Planning for 2026 expansion: draft Student-Visa and Insurance Verification Procedure and updates to International Learner Orientation Pack for ECE programmes. Analysis of these sources confirms that Cavalli College's current system effectively supports a small international cohort through consistent contact, clear orientation, and responsive pastoral care. The planned transition to student-visa learners in 2026 demonstrates forward planning and a commitment to maintaining compliance as provision expands. The presence of a 24/7 support line and regular in-person tutorials ensures learners remain connected and well-supported both academically and personally.
Outcome 9: Prospective international tertiary learners are well informed	Cavalli College ensures that prospective international learners receive accurate, comprehensive, and accessible information before committing to study. Transparent communication is central to ethical recruitment and aligns with the Code's intent to support informed decision-making. All marketing and recruitment activity for international learners is coordinated by the International Marketing Manager and overseen by the Registrar and General Manager to ensure accuracy and compliance. Information provided to prospective learners covers programme entry requirements, course content, delivery mode, qualification level, fees, refund and withdrawal conditions, learner-support services, and Code of Practice entitlements. All materials clearly state that Cavalli College does not provide	Evidence demonstrating that prospective international learners are well informed includes: • Pre-enrolment information: Learner Handbook and Pre-Enrolment Information Pack; email templates and pre-enrolment checklists used by the International Marketing Manager and Registrar. • Published information: website and digital marketing materials (2025) detailing programme structure, entry criteria, fees, refund policy, Code summary, and living-cost guidance. • Quality assurance: documented review and approval of marketing and pre-enrolment materials by the Registrar and General Manager; version-control records showing 2025 updates.

	accommodation and that learners must make their own living arrangements. Information is provided through multiple channels: the Cavalli College website, programme brochures, digital flyers, and direct email communication. The International section of our website, Pre-Enrolment Information Pack include guidance on living costs, visa and work conditions, emergency services, healthcare, and insurance expectations. These documents are reviewed and updated whenever programme details or regulatory settings change. Because all current international learners study under work visas, 2025 communications have been tailored to include details on employment rights, safe workplaces, and balancing work and study. Preparations are underway for 2026, when international ECE learners will enrol under student visas; new materials will add insurance requirements, visa-application guidance, and translated key-information summaries. Cavalli College's commitment to informed choice is reinforced through pre-enrolment interviews, during which the Registrar and/or General Manager confirm that learners understand programme expectations, delivery methods, and support systems before any offer of place is finalised. This personalised process ensures every prospective learner is properly briefed and supported before commencement	• Pre-enrolment interviews: completed interview templates confirming discussion of programme expectations, visa/work conditions, and learner obligations prior to issuing an offer. • Policies and procedures: International Learner Policy and Procedure; Refunds and Withdrawals Policy and Procedure; Code of Practice Policy and Procedure. • Planning for 2026: drafts of updated Student-Visa Pre-Enrolment Pack and Insurance Guidance Sheets in development. Analysis of these sources confirms that Cavalli College provides clear, accurate, and consistent information to all prospective international learners, enabling them to make informed choices. The personalised interview model ensures transparency and reduces the likelihood of misunderstanding visa or study conditions. The planned addition of student-visa information and translated materials in 2026 demonstrates forward planning and continuous improvement to meet the Code's requirements for information clarity and accessibility.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Cavalli College maintains a transparent, compliant, and well-documented process for offers, enrolment, and visa verification for all international learners. Every learner receives a formal Offer of Place and accompanying documentation that meets Immigration New Zealand (INZ) requirements. Offers are issued only after eligibility, visa	Evidence of Cavalli College's robust offer, enrolment, and visa processes includes: • Offer documentation: standard Offer of Place and Acceptance Agreement templates meeting INZ specifications; copies of completed offers for 2025 international learners.

	status, and programme prerequisites have been verified by the Registrar, with final sign-off from the General Manager. The offer documentation includes programme name and level, duration, start and end dates, delivery mode, tuition fees, refund policy, and a summary of learner entitlements and responsibilities under the Code of Practice. Where applicable, the offer references conditions associated with the learner’s visa type. For 2025 cohorts—who are all studying under work visas—the documentation confirms that insurance is not mandatory under their current visa category but that learners are encouraged to hold private health and travel insurance while studying. Passport and visa details are recorded and monitored in Selma, including visa type, expiry date, and any variations of conditions. The Registry team maintains a separate International Learner Checklist confirming verification of passport and visa data before enrolment activation. Any change in visa status is updated immediately, and reports are reviewed by the General Manager. From 2026, when ECE international learners commence under student visas, Cavalli College will extend the process to include insurance verification, visa-copy storage, and annual audit of compliance files. Procedures for these steps are already drafted and will be implemented ahead of the first 2026 intake. Cavalli College’s approach ensures that offers, contracts, and enrolment records are accurate, transparent, and compliant with both Code and INZ requirements, and that all international learners are aware of their rights and obligations from the outset.	• Verification records: Selma data entries showing passport numbers, visa types, and expiry dates; International Learner Checklist confirming verification prior to enrolment. • Policies and procedures: International Learner Policy and Procedure; Enrolment Policy and Procedure; Refunds and Withdrawals Policy and Procedure; Privacy and Consent Policy and Procedure. • Governance and oversight: periodic audit of international files by the Registrar; exception reporting to the General Manager. • Planned enhancements: draft Student-Visa and Insurance Verification Procedure for 2026; template updates incorporating insurance verification and annual audit requirements. Analysis of these sources confirms that Cavalli College’s offer and enrolment systems are transparent, well-controlled, and compliant with current immigration and Code of Practice obligations. The combination of formal offer documentation, registry verification, and oversight by the General Manager ensures accountability and reduces risk. The 2026 procedural expansion to include student-visa insurance verification reflects forward planning and continuous improvement of compliance systems.
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Outcome 11: International learners receive appropriate orientations, information and advice	Cavalli College provides every international learner with a structured and comprehensive orientation designed to help them settle confidently into study, work, and life in Aotearoa New Zealand. Orientation is treated as a critical first step in ensuring learner wellbeing, safety, and informed participation under the Code of Practice. All international learners attend a formal orientation session at the commencement of their programme. This session is delivered jointly by the Pastoral Support team, International Marketing Manager and Learner Support Lecturer, and Registrar, with oversight from the General Manager. Orientation covers the Code of Practice, Cavalli College policies and expectations, academic integrity and plagiarism, Canvas and Selma access, emergency and 24-hour contact information, and local community and healthcare resources. Additional modules address workplace rights, visa conditions, and safe conduct in the New Zealand context. Learners studying under work visas receive additional guidance on balancing employment and study, communication with employers, and maintaining compliance with visa conditions. From 2026, international ECE learners enrolling under student visas will receive an expanded orientation package including health-insurance information, visa obligations, and safety guidance specific to early childhood practicum environments. Orientation extends beyond the initial session. Weekly face-to-face tutorials provide an ongoing forum for information and advice, allowing learners to raise questions, receive academic and pastoral support, and maintain regular contact with staff. The Pastoral Support team also conducts one-to-one check-ins during the first month to ensure learners are settling well, and further follow-ups occur as needed.	Evidence demonstrating the effectiveness of Cavalli College's orientation and advice systems includes: • Orientation records: attendance sheets, slides, handbooks, and evaluation feedback confirming coverage of Code requirements, digital access, emergency contacts, and learner rights. • Ongoing support: schedules and notes from weekly tutorials showing regular engagement and information sharing; pastoral-check-in records logged in Selma. • Information resources: current International Learner Handbook and Orientation Pack; published 24/7 contact details; Canvas postings of key policies and contact information. • Policies and procedures: International Learner Policy and Procedure; Code of Practice Policy and Procedure; Health, Safety and Wellbeing Policy and Procedure; Emergency and Critical Response Policy and Procedure. • Governance oversight: Continuous Improvement Log entries and reports to the General Manager summarising orientation feedback and resulting adjustments. • Planning for 2026: draft expanded Student-Visa Orientation Guide including insurance guidance and practicum safety information. Analysis of these sources confirms that Cavalli College's orientation and advisory systems are comprehensive, responsive, and well-integrated into ongoing support. Learners receive consistent information from enrolment through to course completion, with clear channels for advice and assistance. Continuous refinement of materials
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	Information resources - including the Learner Handbook, Pre-Enrolment Pack, and orientation slides - are maintained online and updated whenever programme details or regulatory requirements change. Learners consistently report that the orientation process helps them feel informed, welcomed, and connected to Cavalli College's support network.	and the forthcoming student-visa orientation package demonstrate Cavalli College's commitment to sustaining high-quality induction and information systems aligned to the Code's expectation
Outcome 12: Safety and appropriate supervision of international tertiary learners	Cavalli College ensures that all international learners are appropriately supervised and supported throughout their studies. Although Cavalli College does not provide accommodation or enrol learners under 18 years of age, clear systems are in place to maintain learner safety in both academic and non-academic contexts. Supervision and welfare oversight are shared between the Pastoral Support team, International Marketing Manager, and General Manager. Each international learner has direct access to these staff and is provided with contact details, including a 24-hour emergency phone line managed by the General Manager. This number is displayed in orientation materials, the International Learner Handbook, Canvas announcements, and on Cavalli College's website. International learners attend weekly face-to-face tutorials, which provide continuous academic engagement and allow tutors and pastoral staff to check learner wellbeing and identify any emerging concerns. Attendance at these sessions is compulsory for learners studying under student visa conditions and is monitored through Selma. Where issues are identified, staff intervene promptly and record actions and follow-up outcomes. Cavalli College's Emergency and Critical Response Policy and Procedure, developed in 2025, sets out roles, communication channels, and escalation pathways in the	Evidence confirming the safety and supervision of international learners includes: • Supervision and pastoral oversight: role descriptions and communications designating the Pastoral Support team, International Marketing Manager, and General Manager as key contacts; Selma pastoral-care logs documenting learner contact and follow-up. • Attendance monitoring: weekly tutorial attendance records for international learners; Selma engagement summaries used to trigger early interventions. • After-hours support: published 24/7 emergency phone number; contact logs showing accessibility and usage testing; confirmation that no emergencies occurred in 2024–2025. • Emergency preparedness: Emergency and Critical Response Policy and Procedure (2025); Health, Safety and Wellbeing Policy and Procedure; evidence of staff briefings and annual review. • Governance oversight: reports to the General Manager and Programme Board summarising any safety-related matters and verifying policy review cycles.

	event of an emergency. All relevant staff have been briefed on this policy and understand their responsibilities, including contacting emergency services, communicating with families, and providing debrief support. The policy integrates Code of Practice obligations and ensures a coordinated response across the organisation. While there have been no critical incidents involving international learners to date, readiness is actively maintained through annual review of emergency procedures, verification of staff contact details, and testing of communication channels. While Cavalli College does not and will not enrol learners under 18 years of age, readiness is maintained through annual review of emergency procedures, verification of staff contact details, and testing of communication channels. Cavalli College has no intention to offer programmes to under-18 learners or provide accommodation services Through these combined measures, Cavalli College provides a safe, well-supervised environment for international learners that is compliant, responsive, and aligned with best practice under the Code.	Analysis of these sources demonstrates that Cavalli College's supervision and safety systems are proportionate to current risk and effectively implemented. Regular contact points, documented monitoring, and 24-hour accessibility provide strong protection for learners. P
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Findings from gap analysis of compliance with key required processes

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

Outcome	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Cavalli College's learner wellbeing and safety system is comprehensive, strategic, and fully operational. Policies, reporting structures, and governance oversight are embedded and functioning effectively. The College will continue to strengthen visibility of wellbeing data in governance reporting and maintain regular review of policies to ensure ongoing alignment with Code updates and sector best practice.
Outcome 2: Learner voice	Cavalli College's learner-voice system is well embedded across all programmes and continues to inform continuous improvement through surveys, Learning Hub discussions, and governance reporting. Graduate representatives currently sit on each programme's Advisory Committee, and from 2026 this structure will expand to include current-learner representatives. Ongoing enhancement will focus on maintaining strong survey participation and continuing to use learner feedback to inform strategic and operational decision-making.

Wellbeing and safety practices for all tertiary providers

Outcome	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Cavalli College maintains safe and inclusive learning environments across all approved delivery sites and digital platforms. Health and safety procedures, digital-safety policies, and accessibility supports are well implemented and monitored through established systems. The College will continue to review and refine these environments through routine health and safety checks, periodic review of Canvas accessibility, and annual confirmation of digital-safety procedures to ensure alignment with evolving best practice.
Outcome 4: Learners are safe and well	Cavalli College's systems for monitoring and supporting learner wellbeing are well established and effective. Learners identified through pastoral contact, academic monitoring, or extension requests are reviewed weekly through structured Learner Support meetings attended by academic, pastoral, registry, and management staff. Staff capability in recognising and responding to wellbeing concerns is strengthened through MH101 mental-health training and annual Code refreshers. Cavalli College will continue to consolidate these practices and maintain its proactive, multidisciplinary approach to ensuring learners remain safe, supported, and well.

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

Outcome	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Cavalli College provides targeted and culturally responsive wellbeing and safety support for all international learners. Oversight is jointly managed by the Pastoral Support team and the International Marketing Manager, ensuring consistent contact and communication. All international learners receive a formal orientation, weekly tutorials, and access to 24/7 after-hours support managed by the General Manager. The College will continue to maintain these established systems and, in preparation for the 2026 student-visa cohort, implement additional documentation and insurance verification processes to reflect the expanded learner group.
Outcome 9: Prospective international tertiary learners are well informed	Cavalli College ensures prospective international learners receive accurate, comprehensive, and accessible information prior to enrolment. All pre-enrolment communications, website content, and information packs are reviewed and approved by the Registrar and General Manager to ensure clarity and compliance with Code and INZ requirements. Pre-enrolment interviews confirm learners understand programme expectations and visa conditions. The College will continue to maintain this personalised, transparent approach and update materials ahead of the 2026 student-visa intake to include insurance requirements and translated key-information summaries.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Cavalli College maintains a clear, compliant, and well-controlled process for international learner offers, enrolment, and visa management. All learners receive a formal Offer of Place meeting INZ requirements, verified by the Registrar and authorised by the General Manager. Passport and visa information is recorded and monitored in Selma, ensuring accuracy and traceability. For 2025, all international learners study under work visas, and preparations are in place for student-visa learners commencing in 2026, including new insurance-verification and compliance-audit procedures. These enhancements will strengthen an already robust and transparent enrolment system.
Outcome 11: International learners receive appropriate orientations, information and advice	Cavalli College provides a comprehensive and well-structured orientation and advice system for all international learners. Orientation sessions, delivered jointly by Pastoral Support, the International Marketing Manager, and the Registrar, ensure learners understand their rights, responsibilities, and support networks from the outset. Weekly face-to-face tutorials and follow-up pastoral check-ins provide ongoing opportunities for information sharing and advice throughout each learner's programme. The College will continue to refine its orientation materials based on learner feedback and, in preparation for 2026, incorporate additional information specific to student-visa learners, including insurance guidance and practicum safety requirements.
Outcome 12: Safety and appropriate supervision of	Cavalli College maintains clear and effective systems to ensure the safety and appropriate supervision of all international learners. Oversight is shared between the Pastoral Support team, International Marketing Manager, and General Manager, with all learners provided direct access to staff and a 24/7 emergency phone line managed by the General Manager.

international tertiary learners	Weekly face-to-face tutorials enable regular wellbeing checks and allow staff to identify and respond promptly to any emerging concerns. Cavalli College does not, and will not, enrol learners under the age of 18 or provide accommodation, but it maintains readiness through documented emergency-response and escalation procedures. Annual review of emergency contacts and policy updates ensure continued compliance and responsiveness to learner needs.
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Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

Outcome	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Maintain annual review of Code-related policies and develop integrated wellbeing dashboard for governance reporting.	Registrar	June 2026	Dashboard and policy review tabled at Programme Board and Board of Studies.	Policies current; dashboard reviewed quarterly.
Outcome 2: Learner voice	Introduce current-learner representatives to Advisory Committees Continue improving survey participation rates.	Registrar / General Manager	August 2026	Learner and Stakeholder Consultation Log and Programme Board minutes.	≥60% survey response rate; learner-rep attendance at meetings.

Wellbeing and safety practices for all tertiary providers

Outcome	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Conduct annual Canvas accessibility review and confirm annual digital-safety testing of IT systems.	Registrar / IT Support	September 2026	Audit results reviewed by General Manager; Continuous Improvement Log updated.	100% courses checked; no unresolved digital-safety findings.
Outcome 4: Learners are safe and well	Formalise Learner Support Meeting metrics and review learner referral processes annually.	Pastoral Support / Registrar	April 2026	Quarterly check of meeting records and referral list.	All meetings documented; referral list up to date.

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

Outcome	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Implement student-visa and insurance verification process for 2026 intakes.	Registrar / General Manager	May 2026	Internal file audit; report to Board of Studies.	100% student-visa learners verified.
Outcome 9: Prospective international tertiary learners are well informed	Update Learner Handbook and Pre-Enrolment Pack for student-visa information and add translated summaries.	Registrar / International Marketing Manager	March 2026	Version control and review log signed off by General Manager.	Updated materials published; positive learner feedback at orientation.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Introduce annual internal audit of international-learner files.	Registrar	July 2026	Audit results reported to General Manager and Board of Studies.	100% compliance; no corrective actions required.
Outcome 11: International learners receive appropriate orientations, information and advice	Add orientation evaluation survey and integrate feedback into Continuous Improvement Log.	Pastoral Support	April 2026	Orientation evaluations reviewed quarterly.	≥85% positive learner satisfaction.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Review and test emergency-contact procedures annually.	General Manager	December 2026	Annual review record in Continuous Improvement Log.	24/7 contact confirmed operational; review completed on schedule.

Critical Incident and Complaints Register 2025

Complaints and Critical Incidents are taken seriously by Cavalli College and are addressed through appropriate resolution processes to ensure a supportive and effective learning environment. These processes include the publication of complaints and critical incident data and outcomes.

Definitions

Cavalli College defines complaints and critical incidents as follows:

Complaints: A complaint is a formal expression of dissatisfaction from a learner, staff member, or stakeholder regarding any aspect of their experience with Cavalli College. This includes but is not limited to course delivery, tutor support, fees, administrative processes, fairness and equity, health and safety, or non-adherence to Cavalli College policies and procedures.

Critical Incidents: Cavalli College aligns with the [NZQA definition](#): A critical incident involving a learner is an unplanned or unforeseen traumatic event affecting a learner or learners which has an impact on the institution the learner attends; its staff, its learners and/or the wider community.

Complaints and Critical Incidents in 2025

Complaints

Reported By: e.g. Learner, Stakeholder etc.	Category of Complaint: e.g. Policy and Procedure, Staff, quality of delivery, learner fees and refunds etc.	Status: e.g. Closed, ongoing etc.	Outcome: e.g. Resolved, upheld etc.
There were no complaints received in 2025			

Critical Incidents

Who Impacted: e.g. Learner, Staff, Whole Organisation etc.	Category of Critical Incident e.g. Act of Nature (Earthquake etc.), Accidental (Fire etc.), Commercial (Loss of utilities etc.), Injury/Death	Status: e.g. Closed, ongoing etc.	Outcome:
There were no critical incidents in 2025			