



**ALPHACRUCIS COLLEGE
NEW ZEALAND**

Alphacrucis College New Zealand
Code of Practice Self-Review Executive Report 2026

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1. Introduction and Overall Conclusion

This Executive Report presents the findings of Alphacrucis College New Zealand's self-review against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 for the 2026 reporting period. The review reflects the College's ongoing commitment to providing a safe, inclusive, supportive, and culturally responsive learning environment for all learners. The self-review considered learner feedback, student engagement information, academic and pastoral support activities, programme review findings, learner outcomes, and quality assurance processes.

During 2026, the College continued to strengthen learner wellbeing, accessibility, learner engagement, international learner support, and staff capability. Key improvements included the enhancement of learner support resources, improvements to international learner communication and orientation processes, and ongoing investment in academic and pastoral support services. Disability and accessibility information and support resources were reviewed and enhanced during 2026 to improve learner awareness of available services and accommodations.

The review confirms that learner wellbeing and safety systems remain embedded throughout the organisation and are supported by effective governance, proactive student engagement practices, and a culture of continuous improvement. Student feedback continues to indicate high levels of learner satisfaction, support, and positive educational experiences. The College recorded no formal complaints and no critical incidents during the reporting period.

Overall Implementation Rating: Well Implemented

The College has successfully implemented the majority of actions identified through the previous self-review cycle and continues to demonstrate strong performance across the Code outcomes. Areas identified for ongoing improvement focus on learner wellbeing, learner voice, accessibility, inclusion, international learner support, and the continued enhancement of evidence-informed improvement processes.

2. Self-Assessment Process

The 2026 Code of Practice self-review was undertaken as part of ACNZ's ongoing commitment to learner wellbeing, safety, and continuous improvement. The review drew upon multiple evidence sources to evaluate organisational performance against the outcomes of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Evidence considered during the review included:

- Student satisfaction and engagement surveys.
- Orientation and learner feedback.

- Student Representative meeting feedback.
- Student Engagement Team reports.
- Head of Studies reports and programme review findings.
- Complaints and critical incident reports.
- Academic performance, retention and completion data.
- International learner feedback and quality assurance reviews.
- Governance, management and academic committee reporting.

Findings were reviewed through ACNZ's Continuous Improvement Framework and informed by learner feedback, quality assurance activities, stakeholder engagement, and organisational self-assessment processes. The review focused on identifying strengths, evaluating the effectiveness of current practices, and determining priorities for ongoing improvement.

3. Complaints and Critical Incidents Summary

ACNZ maintained a proactive approach to learner wellbeing and support throughout the 2026 reporting period through early intervention, pastoral care, regular learner engagement, and ongoing monitoring of student wellbeing and academic progress. These systems enabled concerns to be identified and addressed promptly through established support processes.

Category	Number Reported	Summary
Formal Complaints	None Reported	No formal complaints were recorded or escalated through the College's complaints process during 2026.
Serious/Critical Incidents	None Reported	No serious incidents requiring activation of the College's Critical Incident procedures were recorded during 2026.

The absence of formal complaints and serious incidents suggests that learner concerns were generally identified and addressed through established pastoral care, academic support, and student engagement processes before escalation was required. Continuous monitoring and support remain important components of the College's learner wellbeing and safety system.

4. Improvement Actions Completed During 2026

During 2026, ACNZ successfully implemented a range of improvement initiatives identified through the previous self-review cycle. These actions focused on learner wellbeing, accessibility, academic quality, international learner support, learner engagement, and continuous improvement processes.

Accessibility and Inclusion

A comprehensive review of accessibility across facilities, digital learning platforms, learner information, and online resources was completed, resulting in improvements to learner information and support pathways

Learner Feedback and Engagement

Course evaluation processes were reviewed and enhanced, resulting in significantly improved participation rates. Additional learner engagement initiatives, including increased tutorials, online connections, gatherings, and pastoral support activities, strengthened learner participation, belonging, and support.

Staff Capability and Code Compliance

Refresher training was provided to staff covering the Code of Practice, complaints procedures, critical incident management, international learner obligations, and student support processes. These activities strengthened staff confidence and consistency in applying learner wellbeing and safety processes.

International Learner Support

The College enhanced orientation, communication, and support processes for international learners, including expanded bilingual resources and strengthened monitoring of offshore learners. These improvements supported accessibility, engagement, and learner wellbeing across international cohorts.

Learning Resources and Academic Support

Course resources, online materials, assessment support mechanisms, and learning resources were reviewed and updated. Improvements included enhanced assessment scaffolding, academic writing support, redevelopment of selected course materials, and ongoing expansion of digital resources.

Institutional Improvement

The College completed a review and renewal of its Quality Management System, introducing an integrated ACNZ Quality Framework to strengthen self-assessment, evidence-informed decision-making, reporting, and continuous improvement across the organisation.

5. Summary of Performance Against the Code

Outcome 1: A Learner Wellbeing and Safety System

Self-Review Rating: Well Implemented

ACNZ maintains a comprehensive learner wellbeing and safety system that is integrated across academic, operational, and student support functions. Governance oversight, staff capability, learner engagement processes, and proactive pastoral support contribute to a strong culture of learner wellbeing and safety. The review confirmed that wellbeing and safety systems remain embedded across the organisation and continue to support timely identification and response to learner needs.

Outcome 2: Learner Voice

Self-Review Rating: Well Implemented

Learner voice continues to play an important role in institutional decision-making. Feedback collected through surveys, student representative meetings, learner engagement activities, and informal consultation informed improvements to programmes, support services, assessment practices, and communication processes during 2026. The College continues to strengthen opportunities for learner feedback and remains committed to demonstrating how learner input contributes to organisational improvement.

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

Self-Review Rating: Well Implemented

ACNZ continued to strengthen accessibility, inclusion, and learner support during 2026. Key initiatives included the completion of an accessibility review, ongoing enhancement of digital learning environments, and continued support for diverse learner groups. Learning environments are monitored through learner feedback, engagement processes, and quality assurance activities to ensure they remain accessible, safe, and responsive to learner needs.

Outcome 4: Learners Are Safe and Well

Self-Review Rating: Well Implemented

Learners continue to report positive experiences of support, wellbeing, and pastoral care. The College's Student Engagement Team, academic staff, and support systems provide learners with multiple pathways for assistance and engagement. No formal complaints or critical incidents were recorded during the reporting period, and learner feedback indicates strong levels of confidence in the support available to them. The College recognises the continuing importance of academic wellbeing, learner connectedness, and timely intervention in supporting learner success.

Outcomes 8–12: International Learners

Self-Review Rating: Well Implemented

ACNZ continues to provide effective support for international learners through orientation processes, bilingual communication resources, ongoing pastoral care, and regular monitoring of learner engagement and wellbeing. International learners reported positive educational experiences and effective access to support services.

Improvements implemented during 2026 strengthened communication, accessibility, and support for learners studying both onshore and offshore. The College remains committed to ensuring international learners are well informed, supported, safe, and able to participate fully in their studies.

6. Continuous Improvement Focus for 2027

Outcome 1: A learner wellbeing and Safety System

Expand wellbeing education resources

ACNZ will continue to strengthen learner wellbeing by developing practical resources that help students manage study pressures, build healthy study habits, access support services, and maintain wellbeing while studying. Particular attention will be given to the needs of distance learners and ensuring support pathways are clearly communicated and easily accessible.

Strengthen early identification and intervention processes

ACNZ will continue to improve its ability to identify and support learners who may be disengaging from study by making better use of learner engagement information and strengthening follow-up processes. This will support timely interventions and help reduce the risk of withdrawal or failure.

Outcome 2: Learner Voice

Increase student participation in feedback activities

ACNZ will continue to improve learner participation in feedback processes to ensure learner perspectives are representative and useful for informing institutional improvement and decision-making. This includes refining survey practices, strengthening communication about feedback opportunities, and demonstrating how learner feedback leads to change.

Evaluate the impact of learner feedback

ACNZ will strengthen processes that review how learner feedback informs institutional improvements. Greater emphasis will be placed on communicating outcomes to learners and evaluating the effectiveness of actions taken in response to learner feedback.

Strengthen learner belonging and connection

ACNZ will continue to monitor learner experiences of connection, belonging, and engagement, particularly for distance, international, Māori, Pacific, and other diverse learner groups, to ensure support services and learning environments remain inclusive and responsive.

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

Enhance digital accessibility and inclusive learning environments

ACNZ will continue to improve the accessibility, usability and inclusiveness of its digital learning environments, learning resources and student communications. Particular attention will be given to developing equitable access for diverse learners, including learners with disabilities, learning differences and learners studying through distance or blended delivery.

Monitor the effectiveness of accessibility supports and learner outcomes

ACNZ will continue to evaluate the effectiveness of accessibility supports, accommodations and learner resources to ensure barriers to participation and success are identified and addressed. Learner feedback, support utilisation and learner outcomes will inform ongoing improvements to accessibility services and support processes.

Strengthen inclusive and culturally responsive learning environments

ACNZ will continue to strengthen learning environments that promote participation, belonging and success for diverse learner groups through culturally responsive practices, inclusive learning design, and ongoing staff development.

Outcome 4: Learners are Safe and Well

Strengthen academic wellbeing initiatives

ACNZ will continue to strengthen academic wellbeing by enhancing academic support resources, promoting learner resilience and study success, and ensuring learners have timely access to pastoral, academic and wellbeing support throughout their educational journey.

Strengthen support for learners experiencing academic or wellbeing challenges

ACNZ will continue to strengthen early identification and intervention processes for learners experiencing academic, engagement or wellbeing challenges. This includes monitoring learner engagement indicators and ensuring timely support is provided before concerns impact learner success.

Monitor emerging learner needs and wellbeing trends

ACNZ will maintain an evidence-based approach to identifying emerging learner needs through regular review of learner feedback, engagement patterns, wellbeing concerns and academic performance data. Findings will inform future service development and quality improvements.

Outcomes 8-12: International Learners

Enhance digital support and engagement for international learners

ACNZ will continue to strengthen digital support services for international learners, ensuring access to academic, pastoral, wellbeing, and administrative support regardless of location or study mode. Particular attention will be given to communication, accessibility, and maintaining meaningful connections with learners studying offshore.

Monitor and respond to evolving international learner needs

ACNZ will maintain regular review of international learner wellbeing, engagement, academic progress, and support requirements. Feedback, engagement information, and learner outcomes will be used to identify emerging needs and continuously improve support services.

Strengthen international learner wellbeing, inclusion and belonging

ACNZ will continue to strengthen support for international learners through culturally responsive communication, orientation processes, student engagement activities, and wellbeing initiatives that promote connection, inclusion, and successful participation in learning.

7. Code of Practice Self-Review Summary

2026 Summary of Outcomes and Self-Review Ratings

Outcome	Description	Self-Review Rating
Outcome 1	A Learner Wellbeing and Safety System	Well Implemented
Outcome 2	Learner Voice	Well Implemented
Outcome 3	Safe, Inclusive, Supportive and Accessible Learning Environments	Well Implemented
Outcome 4	Learners are Safe and Well	Well Implemented
Outcomes 5-7	Student Accommodation	Not Applicable
Outcome 8	International Learner Wellbeing	Well Implemented
Outcome 9	Prospective International Learners are Well Informed	Well Implemented
Outcome 10	Offer, Enrolment, Contracts, Insurance and Visa Processes	Well Implemented
Outcome 11	Orientation, Information and Advice	Well Implemented
Outcome 12	Safety and Appropriate Supervision of International Learners	Well Implemented

Overall Implementation Rating: **WELL IMPLEMENTED**

The 2026 self-review confirms that ACNZ continues to maintain effective systems and practices that support learner wellbeing, safety, engagement, inclusion, and success. The College demonstrated strong performance across all applicable Code outcomes and successfully implemented the majority of improvement actions identified through the previous review cycle.

Key strengths identified during the review included learner support and pastoral care, learner engagement, accessibility improvements, international learner support, staff capability development, and the College's commitment to continuous improvement. No formal complaints or critical incidents were recorded during the reporting period.

The review also identified opportunities for further enhancement in the areas of learner wellbeing, learner voice, accessibility, inclusion, international learner support, and evidence-informed improvement processes. These priorities form the basis of the College's Continuous Improvement Focus for 2027.

END OF REVIEW