



Code of Practice – Self Review 2024



INTRODUCTION

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 makes sure that tertiary and international learners enrolled with New Zealand education providers are safe and supported.

Bodhi follows The Code of Practice 2021:

<https://www2.nzqa.govt.nz/assets/Tertiary/The-Code/pastoral-care-code-of-practice-2021-english.pdf>

By doing so, Bodhi commits to:

- Ensuring students experience a physically safe and mutually supportive learning environment that responds to the needs of all students.
- Ensuring students have adequate access to advice, information and services that help them to meet their basic needs.
- Ensuring students are assisted by us to manage their physical and mental health and to access support when needed.
- Ensuring students are assisted by providers to transition to tertiary study, progress and achieve in their studies, and develop knowledge, skills and expertise to prepare them for further work or study

Definitions for the Report:

When discussing complaints, the following definition is used: A complaint can be described as a student raising a concern or expressing dissatisfaction with any aspect of our organization.

When discussing critical incidents, Bodhi apply the NZQA definition as follows: 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. Bodhi has a responsibility to be prepared for and to respond quickly, effectively and sensitively to any critical incident involving a learner. Critical incidents may have a negative impact on several people, either through the immediate effects of being involved, by witnessing an event, or because the emotional impact of past experiences has resurfaced. Where there are negative effects there is a need to be aware not only of the effect on people not directly affected, but also of the unpredictability of spread and impact of this effect

Bodhi has not experienced any critical incidents to date.



Self-review report – 2024

TEO information

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|---------------------------|---------------------------|--|----|------------------------|-----------|
| TEO Name | Bodhi Ltd | | | MoE number | 8022 |
| Code contact | Name | Kerry Leonard | | Job title | Director |
| | Email | info@bodhi.ac.nz | | Phone number | 098189398 |
| Current enrolments | Domestic learners | Total # | 43 | 18 y/o or older | 41 |
| | | | | Under 18 y/o | 2 |
| Report author(s) | Kerry Leonard & Kim Hogan | | | | |

Stage of implementation for each outcome

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 |

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 |

Summary of performance under each outcome

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

| | Summary of performance based on gathered information | How we know? |
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| Outcome 1: A learner wellbeing and safety system | <p>At Bodhi, learner wellbeing and safety are central to our strategic direction and daily practice. We acknowledge the unique challenges faced by our learners, many of whom are balancing professional responsibilities with their studies. As such, we are deeply committed to fostering a learning environment where students feel safe, supported, and empowered.</p> <p>It is part of Bodhi's ethos to provide a high level of understanding and care for each learner. Tutors remain with the same students throughout the duration of their programme, building authentic relationships and truly getting to know their learners. This consistency fosters trust, open communication, and a deeper awareness of individual needs and strengths.</p> <p>Key initiatives that contribute to our learner wellbeing and safety system include:</p> <ul style="list-style-type: none"> • Small cohort sizes: This allows tutors to build strong, personalised relationships with students and provide tailored support. • Regular contact and accessibility: Weekly Zoom tutorials, two in-person visits per programme, and open access to tutors via email and phone ensure consistent support and connection. | <p>We have high student retention and success rates for both programmes.</p> <p>Qualification Completion Rates - 2024 Qualification – NZ Diploma in ECE – Level 5 – 100% Qualification – NZ Diploma in ECE – Level 6 – 86%</p> <p>When comparing to other providers 2021-2023 Bodhi's completion rate was 83.3% - the average in the sector was 78.1%.</p> <p>In 2024 100% of our students remain working in the ECE sector. 75% went on to further their education pathway.</p> <p>Examples of success stories: Learner A completed both qualifications with Bodhi, supported by their local iwi, on completion Learner A located to Western Australia. During their studies Learner A had become dedicated to incorporating the histories, cultures and traditions of Māori within their community and was able to utilise this within their new role in Australia and has become an advocate for supporting inclusive practices that honour the lands original custodians, embedding respect and understanding into daily teaching and learning experiences.</p> <p>.</p> |

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| | <ul style="list-style-type: none"> • Active attendance monitoring: Student participation in forums and Zoom tutorials is regularly monitored. Where absence is noted, tutors follow up directly to check in and offer support. • Student Wellbeing Block: Our online platform includes a dedicated Student Wellbeing block filled with strategies and resources to promote self-care, resilience, and help-seeking behaviours. • Responsive support systems: When students experience unforeseen challenges, personalised Student Support Plans are developed to ensure they can continue their studies with appropriate adjustments and services in place. • Learner-centred programme structure: Only one assessment is active at a time to reduce overwhelm, and practicum dates are arranged flexibly to accommodate centre staffing needs and student wellbeing. <p>Together, these systems reflect our holistic and people-centred approach to education, where the wellbeing and safety of our learners is not only prioritised — it is foundational.</p> <p>Analysis of student achievement data shows that 90% of learners with individual support plans successfully completed their qualifications. In addition, course data revealed that students who consistently participated in weekly forums achieved higher overall outcomes. As a result, participation in forums has now been made a compulsory component of the course to further support student engagement and academic success.</p> | <p>Learner B successfully completed both courses at Bodhi, despite having a rare eye disease – Leavers Hereditary Optic Neuropathy. Learner B is successfully employed as an early childhood teacher and utilises who they are to teach children about resiliency and is very empathetic to children with diverse needs.</p> <p>At Bodhi Ltd, student wellbeing and safety are actively supported through several mechanisms that invite student voice and participation. A student survey is distributed at the end of Course 1, which includes specific questions about wellbeing and safety, and invites feedback on any personal needs or requests for support. The results of these surveys are used to inform improvements to our support systems and services.</p> <p>In addition to surveys, students are encouraged to contact the dedicated support email address (studentsupport@bodhi.ac.nz) at any time to request assistance or highlight wellbeing concerns. This system ensures that support is accessible, and feedback can be given confidentially and directly.</p> <p>We are currently exploring the implementation of a student representative or focus group model to provide ongoing, real-time feedback from students across cohorts, to further enhance our student-led wellbeing approach.</p> |
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| <p>Outcome 2: Learner voice</p> | <p>At Bodhi, fostering strong, respectful, and authentic relationships with our learners is a foundational to our educational approach. Learner voice is not only heard — it actively shapes our programme development, delivery, and continuous improvement processes.</p> <p>Key Strategies and Commitments:</p> <p>Triadic Relationship Model: One of Bodhi’s core values is the triadic partnership between the student, the Bodhi tutor, and the student’s in-centre mentor. This structure ensures that learners are consistently supported across academic and practical domains.</p> <p>Intentional Relationship-Building: Relationship-building begins at induction and continues throughout the programme. Tutors maintain consistent contact with learners and work to establish strong communication channels with mentors. This ensures alignment around assessment expectations and learner progress.</p> <p>Learner-Led Feedback Opportunities:</p> <p>Weekly Zoom tutorials and forums serve as spaces for learners to ask questions, share ideas, and give informal feedback.</p> <p>The timing of these sessions is decided by each cohort to ensure accessibility and high attendance.</p> <p>Weekly online forums also provide peer-to-peer learning and discussion.</p> | <p>At Bodhi, we gather a wide range of evidence to ensure that learner voice is being heard, valued, and actioned meaningfully throughout the programme.</p> <p>Early identification of support needs: Upon enrolment, students who indicate they require learning support are contacted directly by their tutor to discuss what accommodations or strategies we can provide. This early engagement helps foster trust and ensures learners feel seen and supported from the outset.</p> <p>Students are also encouraged to identify any additional learning support needs by either emailing our dedicated support address at studentsupport@bodhi.ac.nz or speaking directly with their tutor. During orientation week, tutors actively reassure students that seeking support is both welcomed and an important part of their role in supporting student success.</p> <p>Accessible support resources: Our Moodle classroom includes targeted information and study strategies, including resources for learners with ADHD and other diverse learning needs.</p> <p>Respectful, reciprocal relationships: Learners consistently report feeling comfortable sharing their thoughts, needs, and challenges with their tutors. These strong relationships are built through consistent weekly contact via Zoom and personalised one-on-one support.</p> <p>Responsiveness to feedback:</p> |
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| | <p>Course review and programme review forms, completed anonymously, collect valuable insights on learning content, tutor support, assessment clarity, and overall student experience.</p> <p>This feedback is a key input into our annual self-review and programme enhancement processes. Students are asked to participate in a survey at the end of each course to collect valuable feedback.</p> <p>Learner Involvement in Decision-Making: We are exploring ways to involve learners more directly in programme-level decision-making. A recommendation would be to pilot learner representation in moderation or review meetings.</p> <p>Complaints and Concerns: Clear and accessible complaints procedures are in place and communicated early in the programme.</p> <p>Learners know how to raise concerns and can expect timely and respectful responses. -Student Handbook -Student Resource folder/Moodle classroom</p> <p>Wellbeing Access: Learners have access to a dedicated Student Wellbeing block on the online learning platform, where they can find resources and support strategies.</p> <p>Tutors also monitor participation and proactively reach out to learners who appear disengaged.</p> | <p>A student recently expressed during a visit that they would like clarity on the marking criteria for different grade levels. As a result, we now include this information on all assessment cover sheets.</p> <p>Feedback gathered through module review forms has directly influenced adjustments to course content and assessment formats.</p> <p>Ongoing analysis of assessment trends: We review moderation comments and post-assessment outcomes to identify any patterns — such as a high number of resubmissions — that may signal areas where the learning content or assessment design needs refinement.</p> <p>Prioritising action: We don't just collect feedback — we act on it. Our team meets regularly to review learner input and make timely changes that improve the learner experience.</p> <p>There were no complaints recorded in 2024.</p> |
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| | <p>Tutor Commitment:</p> <p>Bodhi tutors are encouraged and empowered to go above and beyond in supporting learners. This includes additional one-on-one support, flexibility in delivery, and early intervention where challenges are identified.</p> | |
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Wellbeing and safety practices for all tertiary providers

| | Summary of performance based on gathered information | How we know |
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| <p>Outcome 3:</p> <p>Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>At Bodhi, we are committed to creating learning environments — both physical and digital — that are inclusive, safe, and responsive to the diverse needs of our learners. We recognise that wellbeing and academic success are closely linked to how supported and empowered students feel within their learning space. Our approach is built on proactive identification of needs, personalised support, inclusive content, and consistent tutor engagement.</p> <p>Early identification of support needs</p> <p>Upon enrolment, students are invited to indicate any learning support requirements. Where a need is identified, tutors personally reach out to the student to discuss appropriate accommodations, strategies, or additional resources that may assist them. This early, proactive approach builds trust and ensures students feel supported right from the beginning of their learning journey.</p> <p>Accessible and inclusive digital environment</p> | <p>A comprehensive policy framework is in place, supporting all aspects of learner safety, inclusion, academic integrity, and wellbeing. This includes policies on Student Support, Equity, Teaching and Learning, Assessment and Moderation, Academic Honesty (including AI use), Health & Safety, Privacy, Complaints, and more. These are available to all students on Moodle and introduced during induction.</p> <p>Policies are actively referenced and used by tutors to guide practice, ensuring consistency and clarity for learners.</p> <p>Students feel safe and supported when raising concerns directly with their tutors, which reflects the strength of the respectful and reciprocal relationships fostered within our learning environment. We have multiple examples where students have confided in their tutors about personal wellbeing challenges. Our tutors are deeply committed to providing high-level pastoral care, ensuring that students feel genuinely heard, valued, and supported throughout their learning journey.</p> |

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| | <p>Our Moodle platform is designed to be clear, easy to navigate, and inclusive. It includes targeted learning resources such as:</p> <p>Study strategies tailored for neurodiverse learners (e.g. ADHD)</p> <p>A dedicated Student Wellbeing block</p> <p>Clear guidance on academic expectations and support pathways</p> <p>Course materials are regularly reviewed to ensure they are accessible and usable across devices and for learners using assistive technologies.</p> <p>Respectful and supportive relationships</p> <p>Tutors play a key role in ensuring learners feel safe and included. Through weekly Zoom tutorials, regular one-on-one check-ins, and consistent availability by phone or email, tutors create reciprocal, respectful relationships that help students feel heard and understood. This level of connection makes it easier for students to speak openly about their challenges and needs.</p> <p>Learner-driven responsiveness</p> <p>We actively gather and respond to student feedback to enhance the learning environment and experience.</p> <p>A student request for greater clarity around marking criteria led to the introduction of grade-level descriptors on all</p> | <p>No formal student complaints have been lodged in the past 10 years, indicating that students feel their concerns are heard and resolved through open, informal channels before escalation is necessary.</p> <p>Ongoing student feedback through module reviews, assessment reflections, and direct tutor interactions continue to shape improvements to our digital and physical learning environments.</p> <p>Accessibility features in our Moodle platform (e.g. ADHD study strategies, wellbeing block, clear course navigation) ensure inclusivity for a wide range of learners.</p> |
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| | <p>assessment cover sheets, improving transparency in digital assessment feedback.</p> <p>Course review surveys have informed meaningful changes to course content and assessment design to better reflect learner needs and preferences. One key example is our weekly online forums, which, after data showed improved engagement and achievement among participants, were made a compulsory part of the programme. These forums now form an integral part of our digital learning environment, supporting connection, reflection, and peer learning across locations.</p> <p>Accessible and responsive physical learning support</p> <p>Although Bodhi's delivery is primarily online, we maintain regular physical engagement through twice-per-programme visits, where tutors meet with learners and their centre mentors in person. These visits provide a safe space for learners to raise issues, ask for support, and build stronger connections with their tutors.</p> <p>A culture of continuous improvement</p> <p>Our team meets regularly to review student feedback, wellbeing concerns, and achievement data to identify areas for improvement in both digital and physical aspects of our programme delivery. This ongoing reflection ensures our learning environments remain inclusive, safe, and aligned with learner needs.</p> | |
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| <p>Outcome 4: Learners are safe and well</p> | <p>At Bodhi, learner safety and wellbeing are embedded into every aspect of our delivery — from the first point of contact with prospective students through to graduation. We take a proactive, relationship-based approach to ensuring our learners are safe, supported, and able to thrive.</p> <p>From the initial interview, we gather detailed information about each student’s personal context, including their home environment, current work and family responsibilities, and any support needs they may have. This allows us to plan ahead and tailor our support from the very beginning. As part of the enrolment process, students complete an entry assessment task which includes both a technical component — ensuring they are able to access and upload an assessment via Moodle — and a personal reflection, allowing them to share their interests, goals, and life circumstances.</p> <p>Weekly Zoom tutorials serve as a key touchpoint for learner connection. These interactive sessions are not only used for teaching and content delivery, but also provide a safe space for students to check in, seek advice, and talk openly about any difficulties they may be facing. Tutors intentionally use these sessions to observe patterns in learner wellbeing and engagement, making notes in personalised student logs. Through these regular interactions and the strong relationships that form, tutors quickly recognise when a student may need extra support or intervention.</p> <p>We know our learners well — their dispositions, communication styles, and routines — and when something feels "off," tutors follow up with a private check-in to offer help or simply to listen. This early and informal intervention</p> | <p>A clear demonstration of our commitment to learner wellbeing can be seen in the experience of <i>Learner C</i> — a young student who had previously completed the Level 5 Diploma with an A-grade Distinction average. Upon transitioning into the Level 6 programme, Learner C initially continued to perform well but then experienced a noticeable drop in engagement and academic progress.</p> <p>This change was quickly picked up by Julie, the Level 6 tutor, who reached out to Mari — Learner C’s former Level 5 tutor — for insight and support. Leveraging the strong, ongoing relationships we foster at Bodhi, Mari (based in Northland) arranged an in-person visit to check in with the learner.</p> <p>During this visit, Learner C felt safe and supported enough to open up about a significant family crisis that was impacting her ability to meet course requirements. Because of the trusting relationship that had been built, she was able to speak honestly and without fear of judgment.</p> <p>In collaboration, Mari and Julie developed a tailored support plan, which included:</p> <ul style="list-style-type: none"> • Ongoing physical check-ins from Mari, providing consistent emotional and pastoral support • Weekly Zoom sessions with Julie, focused on both academic guidance and wellbeing check-ins <p>This wrap-around support helped Learner C regain her footing and feel genuinely supported by a team who believed in her. This example highlights how our early intervention systems, strong tutor continuity, and values-</p> |
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| | <p>model has proven highly effective in identifying and responding to wellbeing concerns before they escalate.</p> <p>At Bodhi, safety and wellness are not treated as standalone processes — they are woven into how we teach, how we relate to our students, and how we create a culture of genuine care.</p> | <p>based relationships allow us to respond meaningfully when learners are facing challenges — ensuring no student feels alone in their journey.</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

| | Identified gaps in compliance with key required processes |
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| Outcome 1: A learner wellbeing and safety system | N/A |
| Outcome 2: Learner voice | N/A |

Wellbeing and safety practices for all tertiary providers

| | Identified gaps in compliance with key required processes |
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| Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments | N/A |
| Outcome 4: Learners are safe and well | N/A |

Summary of action plan

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

| | Action/s to be taken | Owner | Due date | Plan for monitoring implementation | Measures of success |
|--|--|---------------|------------------------|---|--|
| Outcome 1: A learner wellbeing and safety system | Continue to ensure ongoing compliance through self-assessment and self-review. | Kerry Leonard | 10/11/25 | Data collection and analysis SA report Review Student Support policy Continue to receive Tutor feedback on students wellbeing | Continued high level of completion rates Comparison rates within the sector |
| Outcome 2: Learner voice | Analyse Student feedback, create action plans where necessary | Whole team | Quarterly prog reviews | Student Surveys Regular chats via forums, Zoom, over the phone Tutor meetings to discuss students' progress Analysis feedback Quarterly Programme Reviews | Students are engaging in all aspects of classroom Steady / consistent Field practice progress |

Wellbeing and safety practices for all tertiary providers

| | 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 | | | | Students who identify the need for additional support are contacted before starting the course to | Students success - both academically and showing the ability to implement great practice within ECE centres. |

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| | | | | discuss a plan that will help them succeed | Students that bring that success in their day to day life, in their homes, community etc |
| Outcome 4: Learners are safe and well | | | | Strong connection with students, giving students the opportunity to speak freely about challenging situations they find themselves in and being proactive in supporting them where possible. | Happy, thriving students who are engaged and connected with our courses. |

