Code of Practice – Self Review 2025

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-2021english.pdf

Bodhi's approach to learner wellbeing and safety is guided by clear strategic goals. These goals shape our planning, decision making and daily practices across the organisation.

Our strategy is led by our goals to:
- Ensure students experience a physically safe and mutually supportive learning environment that responds to the needs of all students.
- Ensure students have adequate access to advice. information and services that help them to meet their basic needs.
- Ensure students are assisted by us to manage their physical and mental health and to access support when needed.
- Ensure 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:
For the purposes of recording and managing complaints, a complaint is defined as a formally expressed concern or dissatisfaction relating to any aspect of Bodhi's services, practices or operations. A complaint must be clearly identified as a formal complaint and typically will be submitted in writing.

No formal complaints were received in 2025.

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. Bodhil 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

There were no critical incidents in 2025.

Self-review report – 2025

TEO information

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 #**	47	**18 y/o or older**	45	
				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?
Outcome 1: A learner wellbeing and safety system	At Bodhi, student wellbeing and safety are central to our strategic direction and daily practice. We acknowledge the unique challenges faced by our students, 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. It is part of Bodhi's ethos to provide a high level of understanding and care for each student. Tutors remain with the same students throughout the duration of their programme, building authentic relationships and truly getting to know their students. This consistency fosters trust, open communication, and a deeper awareness of individual needs and strengths. Key initiatives that contribute to our student wellbeing and safety system include: • **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.	We have high student retention and success rates for both programmes. Bodhi continues to demonstrate consistently strong qualification completion outcomes across its programmes. Student achievement remains strong relative to sector performance, reflecting effective academic support, structured programme delivery and sustained student engagement. Graduate destination outcomes indicate clear vocational alignment, with students transitioning successfully into employment within the early childhood education sector and many progressing into further study to extend their professional pathway. Detailed achievement and destination data can be made available on request. **Representative success stories**: Student A completed both qualifications with Bodhi, supported by their local iwi, on completion Student A located to Western Australia. During their studies Student A had become dedicated to incorporating the histories, cultures and traditions of Māori within their community and

- **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.
- **Student-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.

Together, these systems reflect our holistic and people centred approach to education, where the wellbeing and safety of our students is not only prioritised, it is foundational.

- Analysis of student achievement data demonstrates a clear positive relationship between individual support planning and successful qualification completion. Course level data further confirms that consistent participation in weekly forums is associated with higher overall academic performance. In response to this evidence, participation in forums has been made a compulsory component of the course to strengthen engagement,

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.

Student B successfully completed both courses at Bodhi, despite having a rare eye disease – Leavers Hereditary Optic Neuropathy. Student 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.

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.

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.

We are currently exploring the implementation of a student representative or focus group model to provide ongoing,

	reinforce learning, and improve achievement outcomes across the cohort.	real-time feedback from students across cohorts, to further enhance our student-led wellbeing approach.

	Summary of performance based on gathered information	How we know
Outcome 2: Learner voice	At Bodhi, fostering strong, respectful, and authentic relationships with our students is a foundational to our educational approach. Student voice is not only heard, it actively shapes our programme development, delivery, and continuous improvement processes. **Key Strategies and Commitments** 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 students are consistently supported across academic and practical domains. Intentional Relationship-Building: Relationship-building begins at induction and continues throughout the programme. Tutors maintain consistent contact with students and work to establish strong communication channels with mentors. This ensures alignment around assessment expectations and student progress. **Student-Led Feedback Opportunities** Weekly Zoom tutorials and forums serve as spaces for students to ask questions, share ideas, and give informal feedback. The timing of these sessions is decided by each cohort to ensure accessibility and high attendance.	At Bodhi, we gather a wide range of evidence to ensure that learner voice is being heard, valued, and actioned meaningfully throughout the programme. 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. 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. **Accessible support resources** Our Moodle classroom includes targeted information and study strategies, including resources for learners with ADHD and other diverse learning needs. **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 online forums also provide peer-to-peer learning and discussion.

Course review and programme review forms, completed anonymously, collect valuable insights on learning content, tutor support, assessment clarity, and overall student experience.

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.

Complaints and Concerns

Clear and accessible complaints procedures are in place and communicated early in the programme.

Students know how to raise concerns and can expect timely and respectful responses.
- Student Handbook
- Student Resource folder/Moodle classroom

Wellbeing Access

Students have access to a dedicated Student Wellbeing block on the online learning platform, where they can find resources and support strategies.

weekly contact via Zoom and personalised one-on-one support.

Responsiveness to feedback example

A student 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.

Feedback gathered through module review forms has directly influenced adjustments to course content and assessment formats.

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.

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.

There were no complaints were received in 2025.

	Tutors also monitor participation and proactively reach out to students who appear disengaged.	
	Tutor Commitment	
	Bodhi tutors are encouraged and empowered to go above and beyond in supporting students. This includes additional one-on-one support, flexibility in delivery, and early intervention where challenges are identified.	

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information	How we know
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	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. **Early identification of support needs** 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. **Accessible and inclusive digital environment** Our Moodle platform is designed to be clear, easy to navigate, and inclusive. It includes targeted learning resources such as: • Study strategies tailored for neurodiverse learners (e.g. ADHD) • A dedicated Student Wellbeing block • Clear guidance on academic expectations and support	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. Policies are actively referenced and used by tutors to guide practice, ensuring consistency and clarity for learners. 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. 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. Ongoing student feedback through module reviews, assessment reflections, and direct tutor interactions continue to shape improvements to our digital and physical

	pathways • Course materials are regularly reviewed to ensure they are accessible and usable across devices and for learners using assistive technologies. **Respectful and supportive relationships** 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. **Learner-driven responsiveness** We actively gather and respond to student feedback to enhance the learning environment and experience. A student request for greater clarity around marking criteria led to the introduction of grade-level descriptors on all assessment cover sheets, improving transparency in digital assessment feedback. 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 environments. Accessibility features in our Moodle platform (e.g. ADHD study strategies, wellbeing block, clear course navigation) ensure inclusivity for a wide range of learners.

learning across locations.

Accessible and responsive physical learning support

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.

A culture of continuous improvement

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.

	Summary of performance based on gathered information	How we know
Outcome 4: Learners are safe and well	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. 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. 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. We know our learners well including their dispositions,	A clear demonstration of our commitment to learner wellbeing can be seen in the experience of *Learner C* : 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. 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. 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. In collaboration, Mari and Julie developed a tailored support plan, which included: • 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 This wrap-around support helped Learner C regain her footing and feel genuinely supported by a team who

	communication styles, and routines. When something feels "off," tutors follow up with a private check-in to offer help or simply to listen. This early and informal intervention model has proven highly effective in identifying and responding to wellbeing concerns before they escalate. At Bodhi, safety and wellness are not treated as standalone processes. Safety, wellness and wellbeing are woven into how we teach, how we relate to our students, and how we create a culture of genuine care.	believed in her. This example highlights how our early intervention systems, strong tutor continuity, and values-based relationships allow us to respond meaningfully when learners are facing challenges, ensuring no student feels alone in their journey.

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
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
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

This action plan outlines the ongoing organisational structures and practices that support a whole-of-provider approach to student wellbeing and safety.

This plan documents the embedded systems, monitoring processes and continuous improvement activities that are integrated into normal programme delivery and quality assurance cycles.

The actions identified are sustained and cyclical. They are reviewed through quarterly programme reviews, annual policy reviews and organisational self-assessment processes. Where improvements are identified, they are incorporated into existing review mechanisms rather than treated as stand-alone corrective projects.

This approach ensures that student wellbeing and safety are integrated into governance, programme management and teaching practice, rather than addressed reactively.

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	10/11/26	Wellbeing and safety data collected through existing organisational reporting systems, including: • organisational self-assessment and/or self-review report • annual review of the Student Support policy • continue to gather tutor feedback on students' wellbeing to identify emerging risks and	• Continued high level of completion rates • Comparison rates within the sector

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
				enable timely support interventions.	
Outcome 2: Learner voice	Analyse student feedback and create action plans were necessary	Whole team	Quarterly prog reviews	• Student Surveys • Regular chats via forums, Zoom, over the phone • Tutor meetings to discuss students' progress • Analysis of 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	Identify students requiring additional support at enrolment and develop individualised support plans prior to	Whole team	Ongoing	Students who identify the need for additional support are contacted before starting the course to discuss a plan that will help them succeed	Students achieve strong academic outcomes and demonstrate effective application of professional practice within ECE settings, as well as positive transfer of learning into their homes and communities.

	programme commencement.				
Outcome 4: Learners are safe and well	Foster strong, trusting relationships with students and provide structured opportunities for open communication regarding wellbeing and challenges.	Whole team	Ongoing	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.

If you have any queries regarding this report, the review process, or the complaints procedure, or if you would like access to the supporting data that informed this review, please contact: **studentsupport@bodhi.ac.nz**