

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

Review November 2023

TEO information

TEO Name	New Zealand Tertiary College Ltd			MoE number	8619
Code contact	Name	James Ward		Job title	Chief Executive Officer
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Current enrolments	Domestic learners	Total # 1467	#	18 y/o or older	ECE #1020 HW #438
				Under 18 y/o	ECE #7 HW #2
	International learners	Total # 499	#	18 y/o or older	ECE#498 HW#1
				Under 18 y/o	#0
Current residents	Domestic learners	Total #	#N/A	18 y/o or older	#N/A
				Under 18 y/o	#N/A
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
Report author(s)	Barbara Scanlan (Student Services Manager)				

Notes for this report:

1. International students studying in New Zealand with New Zealand Tertiary College (NZTC) are all at least 18 years old. This self-review report will therefore focus only on those parts of the code, which apply to international students over 18 years of age.
2. NZTC prefers to use the term 'Educational Partner' instead of agent and will use this term throughout this report.
3. All policies, processes, student handbooks, prospectuses and the website are reviewed annually or, in cases of required updates or where regulations have changed, as and when required. The QMS stipulates the annual cycle of review and it is carried out under the supervision of the relevant members of the Steering Committee. This, therefore, applies to all future plans for adherence to Code outcomes and will not be specifically stated under each outcome below.
4. RITO is the name of the NZTC's Student Management System.
5. MS Teams is video conferencing software that is primarily used by NZTC.
6. The NZTC Student Learning Environment is known as NZTC Online. We will use this term throughout this report.
7. When referring to The Education (Pastoral Code of Tertiary and International Learners) Code of Practice 2021 the abbreviation CoP will be used.
8. 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 the College
9. When discussing critical incidents, the following definition is used: A critical incident involving a learner or an unplanned or unforeseen traumatic event affecting a learner or learners impacting on the institution the learner attends; its staff, its learners and/or the wider community occurs (The Education (Pastoral Care of Tertiary and International Learners) Code of Practice, 2021; Emergencies and traumatic incidents, Ministry of Education, Adapted materials, 2021). Or when a current student passes away.

Pastoral Care Mission Statement

We are guided by the college's Mission Statement, which provides a clear direction for all of our present and future activities:
New Zealand Tertiary College values people and is committed to empowering students to care, educate and serve meaningfully and effectively by providing comprehensive and professional programs.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented

Outcome 4:

Learners are safe and well

Well implemented

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

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented
Outcome 9: Prospective international tertiary learners are well informed	Well implemented
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented

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 (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	Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.	
Process 1: Strategic goals and strategic plans	<p>NZTC has a Strategic Plan encapsulated in its QMS, learning environments, and the information available to learners. The Code of Practice Framework 2021 v22.2 addresses the whole of institution approach of NZTC in addressing The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.</p> <p>NZTC offers qualifications and a learning environment that honours the Te Tiriti o Waitangi and enables students to study in a supportive and culturally inclusive environment. Additionally, NZTC offers on and offshore study options, providing an online learning environment that acknowledges the needs and preferences of diverse learners and settings. NZTC reviews the processes and policies regularly and ensures that information provided to students is up to date. NZTC draws on the expertise of advisor, and the sector to inform the curriculum and processes.</p>	<p>Student Support Policy Learner Success Frameworks 2020-2022 Harassment and Discrimination Policy Health and Safety Policy Māori Student Support Policy Pasifika Student Support Policy Offshore Delivery of Programs Policy Program Board Policy Student Entry and Acceptance Policy Student Field Practice Health and Safety Policy Risk Management Framework Māori and Pasifika Action Plan 2023-2025 Disability Action Plan 2023-2025</p>

<p>Process 2: Self review of learner wellbeing and safety practices</p>	<p>NZTC has extensive self-review policies and processes addressing learner wellbeing and safety in digital and physical environments across learners and stakeholders.</p> <p>Students provide feedback in end of course surveys, in Pastoral Support check ins and where required students are supported through a wellbeing support contract. NZTC works closely with the sector and collects feedback from Associate teachers, advisory groups.</p> <p>Pastoral support guides students through complaint processes, ensuring that students can make informed decisions and learners voice is responded as concerns are raised. Student complaints are received by the Pastoral Support team and can be escalated to Academic Board, HR and Chief Executive Officer as well as Steering Committee as required.</p> <p>NZTC reviews processes annually as well as in a timely manner as concerns are raised.</p>	<p>Pastoral Support Communication Process Course surveys End of stage surveys Biennial student surveys ITE Working Group Policy Code of Practice Staff Awareness Policy Health and Safety Process Māori Student Support Process Pasifika Student Support Process Orientation Process Graduates survey Learners provide feedback:</p> <ul style="list-style-type: none"> • When submitting each Assessment and Block Course online • To Pastoral Support • Through the Complaint Process • Student Feedback Process • Compliments and Complaints Policy • Learner voice and feedback is shared the college executive weekly (PS Manager Steering Committee report) or when a complaint is escalated to the Registrar <p>Compliments and Complaints Process Critical Incident process Critical Incident log</p>
<p>Process 3: Publication requirements</p>	<p>Learners are provided with access to a range of publications in digital and print media to address diverse learner needs.</p> <p>Students are provided with an appropriate Student Handbook, which contains information on the policies,</p>	<p>Undergraduate Student handbook NZTC website Postgraduate Student Handbook HW Student Handbook Offers of Place –Domestic Students</p>

	<p>processes and regulations of NZTC that a student may refer to throughout their study.</p> <p>The website is updated regularly, and on the student website students have access to the Academic Regulations, as well as other important documents, including policies.</p> <p>During the application process, students are provided with detailed information on study pathways and NZTC clearly explains which pathways lead to Teacher registration and provisional certification. Career guides are provided for all programs.</p> <p>Students have access to the Pastoral support section on NZTC Online, offering a range of external health and wellbeing support organisations and information.</p>	<p>Offers of Place –International Students Offers of Place –Offshore Students Field Practice Handbook Risk Management Framework Complaint Register is managed by Registrar Academic Feedback is reviewed by Academic Dean Compliments and Complaints Process Academic regulations Māori and Pasifika Action Plan 2023-2025</p>
<p>Process 4: Responsive wellbeing and safety systems</p>	<p>NZTC has a range of processes that both take the initiative in supporting learner safety and wellbeing and responding to learner wellbeing and safety. The processes cover learner selection, enrolment, study and accommodation. NZTC staff are trained in their responses to learner safety and wellbeing concerns.</p> <p>The International Marketing team and the Pastoral Support team are responsible for student wellbeing concerns, raised by either the students themselves, home stay families, Associate teachers or lecturers. NZTC follows up on those concerns as guided by policies and processes in place.</p> <p>All new staff are provided with an induction at taking up employment, which includes the Code of Practice requirements and obligation. All staff are provided with an Employee Information Handbook in relation to Te Tiriti o Waitangi, and the Code of Practice.</p>	<p>Introduction emails to students from Pastoral Support that include mental health information Staff induction on Code issues and the referral process to Pastoral Support Emergency Management Process –Adverse Event Emergency Management Process –Depression Emergency Management Process – Pandemic Critical Incident Response process –Death of Student The Pastoral Support section on NZTC Online provides information available to all students about: General student wellbeing, Physical, mental and emotional wellbeing. Pastoral Support Communication Process Pastoral Support Referral Process Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols) professional development program. Code of Practice Staff Awareness Policy</p>

	<p>Staff are trained in areas relevant to their role and follow processes to ensure learner wellbeing and safety.</p> <p>Students have access to the Pastoral support section on NZTC Online, offering a range of culturally appropriate wellbeing support and promotion of a healthy life style.</p> <p>During the orientation process students are informed about Civil Defence plans</p> <p>When students are on campus NZTC has policies and processes on how respond in emergencies and when students are on Field experience and Field placement, they are covered by centre policies.</p> <p>NZTC does not offer student accommodation</p> <p>Emergency phone is available 24/7 to International Students</p> <p>Emergency situations are reviewed and reported on as part of the Critical incident review</p>	<p>Harassment Support Process</p> <p>Harassment and Discrimination Policy</p> <p>Critical incident reports (Pastoral Support)</p> <p>Students are informed of the Privacy policy in their offer of place. NZTC Staff are informed of the Confidentiality Policy.</p> <p>Students are informed of support available at application time (interviews), during A001 orientation, during International orientation and during Kōrero Talanoa</p> <p>Pastoral Support Staff PD on Mental Health First Aid</p> <p>Critical Incident log</p>
<p>Outcome 2: Learner voice</p>	<p>Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</p>	
<p>Process 1: Learner voice</p>	<p>The diverse nature of learner voice is reflected in the manner NZTC gathers learner voice and responds through regular and informal manners. Learner voice informs the review of relevant policies and information for learners.</p> <p>NZTC gathers learner voice through student representatives and Advisory committees. Student Surveys are completed at the completion of each course and during Field Practice Placements. Learner voice is also sought and recorded by Pastoral Support, the lecturing team, on academic, block course and student support discussion forums as well as via feedback from Associate Teachers, Supervisors and employers.</p>	<p>Applicants Interviews</p> <p>Enrolment process</p> <p>A001(including Discussion forums)</p> <p>International student Orientations</p> <p>Kōrero Talanoa</p> <p>Learner feedback with each course</p> <p>Pastoral Support</p> <p>Complaint process</p> <p>Appeal processes</p> <p>Student handbooks (section appeal process)</p> <p>Pastoral Support Communication Process (Courtesy calls)</p> <p>Program Board Process</p>

	This feedback informs the review of relevant policies and channels of information for students.	Program –Academic Board referral process Critical Incident log
Process 2: Learner complaints	<p>NZTC has well-articulated ways for learner complaints on assessment and other study issues.</p> <p>Students can raise complaints via Pastoral Support, or lecturers who will refer students to Pastoral Support, end of course surveys, and are referred to support offered by NZTC, for example ASSC, FPSSC.</p> <p>This feedback informs the review of relevant policies.</p> <p>NZTC has a multicultural team that supports the culturally appropriate responses to student complaints.</p> <p>Students have access to the complaints process in the Student Handbook and are informed about the process during orientation, as well as they are guided by the Pastoral Support team.</p>	<p>Pastoral Support</p> <p>International student Orientations</p> <p>Kōrero Talanoa</p> <p>Compliments and Complaints Process</p> <p>Student handbooks (section complaint process)</p> <p>Compliments and Complaints Policy</p> <p>Appeal process</p> <p>Complaints and Outcome Register</p> <p>Review of complaints</p> <p>Academic Board</p>
Process 3: Compliance with the Dispute Resolution Scheme	<p>NZTC complies with the dispute resolution scheme and provides information on the scheme to learners during their enrolment and their studies.</p> <p>Pastoral Support team supports students with relevant information as well as it is shared with students during the orientation process, and in the Student Handbook.</p>	<p>Compliments and Complaints Process</p> <p>Review of complaints</p> <p>Program Board Process</p> <p>Academic board</p>

Wellbeing and safety practices for all tertiary providers

	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	Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	
Process 1: Safe and inclusive communities	NZTC has designed its digital and physical environments to be supported and inclusive. All staff are guided by NZTC values and are aware of anti-bullying, racism, harassment policies and lecturers monitor NZTC Online to ensure a positive, inclusive environment. Students are made aware of expectations throughout the interview and orientation process as well as the expected behaviour is woven into the learning materials and online resources provided by NZTC. MPI students are supported through korero talanoa and tautoko calls. Students can be placed on Student Support Contracts, offering them extra guidance tailored to the specific challenges they are experiencing.	International student Orientations Kōrero Talanoa Applicant Interview Harassment and Discrimination Policy Pastoral Support referral process Pastoral Support section on NZTC Online Discussion forums Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols) Field Practice Process Student Support Contracts Assessment process Māori and Pasifika Working Group Access and Inclusion Reference Group
Process 2: Supporting learner participation and engagement	NZTC's learning environments ensure learners can voice their ideas and learning in culturally safe and well supported ways that encourage peer relationships and networking.	NZTC Online Course surveys and feedback International student Orientations Kōrero Talanoa

	<p>NZTC Online is monitored by lecturers to ensure students can voice their ideas and learning in a culturally safe and well supported environment that also encourages peer relationships and networking.</p> <p>Throughout their studies students are supported by eh academic as well as the Pastoral Support team to support successful outcomes for students.</p> <p>Career and study pathways are detailed on the NZTC Website and are also shared with students as part of the application process.</p>	<p>Interview</p> <p>Academic progress report</p> <p>Pastoral Support</p> <p>Pastoral Support Communication Process (Courtesy calls)</p> <p>Tutorials</p> <p>Pastoral Support referral process</p> <p>Assessment process</p> <p>Student Support Contracts</p> <p>NZTC Website</p> <p>Māori and Pasifika Working Group</p> <p>Access and Inclusion Reference Group</p>
Process 3: Physical and digital spaces and facilities	<p>NZTC’s digital and physical environments are safe and comply with the relevant government requirements.</p> <p>NZTC Campus complies with health and safety requirements</p> <p>NZTC Online is monitored by the academic and pastoral support team</p> <p>Student feedback is used to further improve the learning spaces and advisory groups offer further feedback.</p> <p>Student voice and input is also collected in Explanation meetings.</p>	<p>NZTC Online</p> <p>Student support contracts</p> <p>End of stage surveys</p> <p>Biennial student surveys</p> <p>Advisory Committee & ITE Working Group Policy</p> <p>Māori Student Support Process</p> <p>Pasifika Student Support Process</p> <p>Pastoral Support</p> <p>Online and campus library</p> <p>Change of Centre and AT process</p> <p>Field Practice Handbook</p> <p>Māori and Pasifika Working Group</p> <p>Access and Inclusion Reference Group</p>
Outcome 4: Learners are safe and well	Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.	
Process 1: Information for learners about	NZTC provides information to support learners to meet their basic needs.	<p>Pastoral Support section on NZTC Online</p> <p>Pastoral Support</p> <p>Orientation</p>

<p>assistance to meet their basic needs</p>	<p>NZTC provides information about support for students from internal and external sources. International students are provided with information on tenancy information and rights and are made aware of the Citizens Advice Bureau and the Pastoral Support team shares information as required guiding students to external support, useful websites based on the individual needs of students</p>	
<p>Process 2: Promoting physical and mental health awareness</p>	<p>NZTC provides information for learners about how to keep physically, mentally and culturally safe and well. Students have access to information about how to keep physically and mentally and culturally well via NZTC Online.</p>	<p>Pastoral Support section on NZTC Online Pastoral Support Pastoral Support referral process Māori Student Support Process Pasifika Student Support Process Student Support Policy Social media tips on wellness</p>
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices</p>	<p>NZTC regularly reaches out to all its learners, domestic and international, to monitor their wellbeing, academic progress and wellbeing.</p> <p>Emergency contacts for students are recorded on the Student Profiles and Pastoral Support guides students with appropriate information for international as well as external support services related to students' wellbeing and safety practices.</p> <p>Students are invited to declare any diverse needs in the application process or via Pastoral Support throughout their studies.</p> <p>NZTC is inclusive of learners with diverse needs as all programs are assessment based, and where required students can take a break from their studies.</p>	<p>Enrolment processes (Domestic and International) Offer of place Pastoral Support Pastoral Support referral process Emergency Management Process – Depression Harassment and Sexual Assault policies Rito Incident Reports Pastoral Support Communication Process</p>

	Detailed records of reported risks are kept on student profiles.	
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	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)
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	<p>Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.</p>	
<p>Process: Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.</p>	<p>NZTC offers detailed information during the enrolment, orientation and for the length of their study, ensuring learners are aware of the support available to them. NZTC offers detailed information during the enrolment and orientation process, ensuring students are aware of the support available to them throughout their studies. Pastoral support contacts students at regular, scheduled intervals and can be contacted by students at any time, including an emergency phone for needs outside of college hours. During the orientation process students are well informed of how they can seek help, as well as they are guided to a range of information pertaining to their health and wellbeing. All NZTC staff undergo an induction training about the CoP, are informed of and have access to policies. Students have regular opportunities to offer feedback to NZTC via face to face, phone calls or online communication</p>	<p>Pastoral Support section on NZTC Online Pastoral Support Pastoral Support Communication Process (Courtesy calls) Orientation Emergency Phone process Emergency Management Process – Adverse Event Emergency Management Process – Depression Emergency Management Process – Pandemic Harassment and Discrimination Policy Introduction emails to students from Pastoral Support that include mental health information Staff induction on Code issues and the referral process to Pastoral Support Critical Incident Response process – Death of Student Critical incident log Code of Practice Staff Awareness Policy Complaint Process</p>

	with Pastoral Support, lecturers, end of course and end of stage surveys, in triadic meetings.	Student Feedback Process Compliments and Complaints Policy
Outcome 9: Prospective international tertiary learners are well informed	Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.	
Process 1: Marketing and promotion	The NZTC website, social media and specific marketing materials relevant to international learners are kept up to date. The information is provided to NZTC's Educational Partners during regular training sessions. The NZTC website is kept up to date to ensure students can inform themselves about NZTC before getting in contact. Programs, study pathways and program delivery are explained on the website, as well as by the enrolments and marketing teams. Both international and domestic enrolment teams ensure that students are able to make an informed decision before committing to studies at NZTC.	NZTC website NZTC Global Website International Student Enrolment Process International Student Enrolment Process (Offshore) International Student Support Process Guidelines for Offshore Delivery Key Educational Partnership Agreement Offer of place Homestay agreement
Process 2: Managing and monitoring education agents	NZTC ensures its interactions with Educational Partners are recorded and partners are monitored and evaluated annually. All active partners have agreements in place that meet the requirements of the CoP. Education agents receive ongoing training by the college to ensure their performance is monitored and managed and upholds NZTC's commitment to the learner wellbeing and safety. Education agents are supported by NZTC, including being provided with up to date information, and enter a formal contract, which is terminated if NZTC has reason to	Educational Partner Agreement Deactivation and Termination Process Educational Partner Appointment Process Educational Partner Review Process Educational Partner Selection Process Educational Partnership Agreement Educational Partnership Application Form Educational Partnership Cover Letter Key Educational Partnership Agreement Educational Partner training

	believe that the education agent is not fulfilling the expectations of NZTC and the obligations of the CoP.	
Outcome 10: Offer, enrolment, contracts, insurance and visa	Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.	
Process 1: Offer of educational instruction	All learners must have an NZTC Offer of Place signed and in place prior to their commencement. NZTC is guided by ITE Entry processes, including numeracy and literacy tests for students before entering studies. Students engage in interviews before being selected for ITE programs. Reference checks are conducted for all ITE programs and Police Vetting. Workplace Support forms required for the HW Level 2 and Level 4 programs.	NZTC website Offer of place International Student Enrolment Process Student Interview Process Support for Educational Partner Process Orientation Process ITE Entry and Enrolment Process International Student Enrolment Process (Offshore)
Process 2: Information to be provided before entering contract	The Offer of Place guides learners to the website and other documents, such as the NZTC Refund Policy, to review prior to signing the offer. Prospective students have access to information about NZTC via the website, throughout the enrolment process, interviews, orientation and in communication with Educational Agents and Enrolments Advisors. Students are informed about the requirements of their studies, including visa requirements and are made aware of the fees related to their studies. Students are also made aware of their rights as students in Aotearoa.	International Student Enrolment Process Student Interview Process Support for Educational Partner Process International Student Enrolment Process (Offshore) ITE Entry and Enrolment Process Educational Partners training Offer of place

Process 3: Contract of enrolment	Students are protected by withdrawal and refund policies, and are made aware of their rights as well as obligations prior to entering into the contract of enrolment with NZTC.	Offer of place Student Withdrawal and Refund Policy (Domestic ECE) Student Withdrawal and Refund Policy (Domestic HW) Student Withdrawal and Refund Policy (International)
Process 4: Disciplinary action	NZTC has robust disciplinary processes in place with learners. Students who fail to meet their obligations or fail achieve academically can be brought to Program Board for extra support as well as for measures to terminate their contract.	Program Board Policy Program Board Process Regulations
Process 5: Insurance	NZTC has processes in place to monitor international learner visas and insurance. International students are required to have insurance and abide by the visa and international student regulations.	International Student Enrolment Process Offer of place Orientation process
Process 6: Immigration matters	NZTC works in partnership with INZ and abides by the rules and stipulations of INZ. NZTC reports breaches of visa conditions as well as termination of enrolment to INZ. NZTC works in partnership with INZ and abides by the rules and stipulations of INZ. NZTC reports breaches of visa conditions as well as termination of enrolment to INZ.	Immigration New Zealand Agents/Educational Partners Withdrawal (College Initiated) from Study Process Withdrawal (Student Initiated) from Study Process International Student Enrolment Process Offer of place
Process 7: Student fee protection and managing withdrawal and closure	NZTC has in place student fee protection and advice to learners regarding withdrawal and closure events. NZTC is audited on student fee protection on an annual basis. Students' fees are protected by the Student Withdrawal and Refund Policies and students are provided with information about the policy	ITE Entry and Enrolment Process Student Withdrawal and Refund Policy (Domestic ECE) Student Withdrawal and Refund Policy (Domestic HW) Student Withdrawal and Refund Policy (International) Withdrawal (College Initiated) from Study Process Withdrawal (Student Initiated) from Study Process Offer of place International Student Enrolment Process Re-enrolment Process

<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	<p>Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.</p>	
<p>Process: Provision of information</p>	<p>NZTC provides appropriate information to international learners during the enrolment process, in orientation to study and during study to support learner achievement, wellbeing and safety.</p> <p>NZTC provides a detailed and thorough interview and orientation process with opportunities for students to ask questions and meet representatives from a range of NZTC departments. Students are provided with contact details of relevant people to ensure students can ask for further information or clarification at any time.</p>	<p>Orientation Process Orientation Pastoral Support PPT presentation International Student Enrolment Process Applicant Interview Process Student Withdrawal and Refund Policy (Domestic ECE) Student Withdrawal and Refund Policy (Domestic HW) Student Withdrawal and Refund Policy (International) Pastoral Support Communication Process Student handbooks Regulations Pastoral Support section on NZTC Online</p>
<p>Process 6: Accommodation for international tertiary learners 18 years or over</p>	<p>NZTC has agreements in place with relevant homestay companies that meet the regulatory and legislative requirements for homestay accommodation. NZTC further checks regularly with learners in homestays to ensure they are safe and well.</p> <p>NZTC's International Team supports and guides students who wish to enter into a homestay agreement as part of the application process and ensure the homestay company "Kiwi homestay" meets all regulatory and legislative requirements. Pastoral Support will perform check-ins with students in homestay accommodation during their stay to ensure the student is safe and happy at their accommodation. If any</p>	<p>Homestay agreement Pastoral Support Communication Process Pastoral Support Orientation Pastoral Support section on NZTC Online</p>

	issues were to arise the International Team will support the student to resolve the relevant issue or possibly organise a different homestay if required.	
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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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Regular review (minimum annually) and update of policies and processes	Pastoral Support	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Course and qualification completion rates • Written and verbal feedback received
Outcome 2: Learner voice	Regular review (minimum annually) and update of policies and processes	Steering Committee Academic Dean	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Course and qualification completion rates

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	Regular review (minimum annually) and update of policies and processes	Pastoral Support Academic Dean	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Course and qualification completion rates • Written and verbal feedback received
Outcome 4: Learners are safe and well	Regular review (minimum annually) and update of policies	Pastoral Support	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Pastoral Support calls • International team feedback

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

	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	Regular review (minimum annually) and update of policies and processes	Pastoral Support	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Pastoral Support calls • International team feedback
Outcome 9: Prospective international tertiary learners are well informed	Regular review (minimum annually) and update of policies and processes	International Team Pastoral Support Registry	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Pastoral Support calls • International team feedback
Outcome 10: Offer, enrolment, contracts, insurance and visa	Regular review (minimum annually) and update of policies and processes	Registry International Team Enrolments Team	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Pastoral Support calls • International team feedback
Outcome 11: International learners receive appropriate orientations, information and advice	Regular review (minimum annually) and update of policies and processes	International Team Pastoral Support Academic Dean	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • International orientation feedback • Pastoral Support calls • International team feedback
Outcome 12:	Regular review (minimum	International Team	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results

Safety and appropriate supervision of international tertiary learners	annually) and update of policies and processes	Pastoral Support Academic Dean			<ul style="list-style-type: none"> • Pastoral Support calls • International team feedback • Lecturer feedback
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