



**New Zealand
Tertiary College**

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

Review November 2024

TEO information

TEO Name	New Zealand Tertiary College Ltd			MoE number	8619
Code contact	Name	James Ward		Job title	Chief Executive Officer
	Email	James.Ward@nztc.nz		Phone number	(09)5204000
Current enrolments	Domestic learners	Total #	2,607	18 y/o or older	2,595
					Under 18 y/o
	International learners	Total #	850	18 y/o or older	850
					Under 18 y/o
Current residents	Domestic learners	Total #	N/A	18 y/o or older	N/A
					Under 18 y/o
	International learners	Total #	N/A	18 y/o or older	N/A
					Under 18 y/o
Report author(s)	Barbara Scanlan (Student Services Manager) Dr Paulette Halstead				

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. SELMA 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, NZTC 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. NZTC 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.

Student Support 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.*

Student Support Strategic Goals and Objectives

NZTC has developed the following two key strategic goals and associated objectives to guide our learner support at the college to ensure our learners receive appropriate support during their learning journey.

Goal 1: To support and enable our ākonga to achieve their learning goals

Objectives:

- a) To provide tailored academic support services for our learners who need additional support.
- b) To provide a comprehensive evaluation systems to track learner progress and identify those needing additional support or intervention.
- c) To provide resources focused on mental health awareness and resilience to support our learners.
- d) To provide feedback mechanisms that allow our learners to voice their experiences and offer suggestions for improvement.
- e) To provide support that recognises and incorporates the needs of Māori and Pasifika learners throughout their learning journey, enabling them to achieve their academic and personal goals.
- f) To provide support that recognises and incorporates the needs of disabled learners throughout their learning journey, enabling them to achieve their academic and personal goals.

Goal 2: To provide a well-supported, safe, and inclusive learning environment for our ākonga

Objectives:

- a) To provide regular training for staff on inclusive teaching practices that cater to diverse learning needs.
- b) To provide safe spaces for students to discuss personal and cultural issues, fostering a sense of belonging and community.
- c) To provide culturally relevant resources that reflect the histories and contributions of Māori and Pasifika peoples.
- d) To provide orientation sessions that introduce students to resources, including safety protocols and well-being services.
- e) To provide a transparent grievance process for students to report concerns related to safety or inclusivity.

- f) To provide an inclusive learning environment that caters well to our bicultural and diverse community, ensuring that all students feel valued and respected during their learning journey.

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	NZTC has a Strategic Plan encapsulated in its QMS, learning environments, and the information available to learners. The Code of Practice 2021 Framework v.22.2 addresses the whole of institution approach of NZTC in addressing CoP. 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 advisors, and the sector to inform the curriculum and processes.	Student Support Policy Learner Success Framework 2024 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
Process 2: Self review of learner wellbeing and safety practices	NZTC has extensive self-review policies and processes addressing learner wellbeing and safety in digital and physical environments across learners and stakeholders. Students provide feedback in end of course surveys, in Student Support check ins and where required students are	Student Support Communication Process Course surveys End of stage surveys Biennial student surveys ITE Working Group Policy

	<p>supported through a wellbeing support contract. NZTC works closely with the sector and collects feedback from Associate teachers, advisory groups.</p> <p>Student 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 Student Support team and can be escalated to the Registrar, the Academic Board, HR and Chief Executive Officer as required.</p> <p>NZTC reviews processes annually as well as in a timely manner as concerns are raised.</p>	<p>Code of Practice Staff Awareness Policy Health and Safety Process Māori Student Support Process Pasifika Student Support Process Orientation Process Graduates survey Compliments and Complaints Process Critical Incident Process Critical Incident Log</p> <p>Learners provide feedback:</p> <ul style="list-style-type: none"> • When submitting each Assessment online • To Student Support • Through the Complaint Process • Student Feedback Process • Compliments and Complaints Policy • Learner voice and feedback is shared with the college when a complaint is escalated to the Registrar
<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. Students are provided with an appropriate Student Handbook, which contains information on the policies, 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. During the application process, students are provided with detailed information on study pathways and NZTC clearly explains which pathways lead to Teacher registration and</p>	<p>NZTC website Undergraduate Student Handbook Postgraduate Student Handbook HW Student Handbook Field Practice Handbook Offers of Place – Domestic Students Offers of Place – International Students Offers of Place – Offshore Students Risk Management Framework Complaint Register is managed by Registrar Academic Feedback is reviewed by Academic Dean Compliments and Complaints Process Academic Regulations</p>

	<p>provisional certification. Career guides are provided for all programs.</p> <p>Students have access to the Student Support section on NZTC Online, offering a range of health and wellbeing support information from external organisations.</p>	<p>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 homestay. NZTC staff are trained in their responses to learner safety and wellbeing concerns.</p> <p>The International Marketing team and the Student 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>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 Student 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 to respond in emergencies and when</p>	<p>Introduction emails to students from Student Support that include mental health information</p> <p>Staff induction on Code issues and the referral process to Student Support</p> <p>Emergency Management Process – Adverse Event</p> <p>Emergency Management Process – Depression</p> <p>Emergency Management Process – Pandemic</p> <p>Critical Incident Response process – Death of Student</p> <p>The Student Support section on NZTC Online provides information available to all students about: General student wellbeing, physical, mental and emotional wellbeing.</p> <p>Student Support Communication Process</p> <p>Student Support Referral Process</p> <p>Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols) professional development program.</p> <p>Code of Practice Staff Awareness Policy</p> <p>Harassment Support Process</p> <p>Harassment and Discrimination Policy</p> <p>Critical incident reports (Student 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>students are on Field Practice and Weekly Centre Attendance, they are covered by centre policies. NZTC does not offer student accommodation. Emergency phone is available 24/7 to international students. Emergency situations are reviewed and reported on as part of the Critical incident review.</p>	<p>Student Support Staff PD on Mental Health First Aid 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. 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 Student Support, the lecturing team, on academic and student support discussion forums as well as via feedback from Associate Teachers, Supervisors and employers. This feedback informs the review of relevant policies and channels of information for students.</p>	<p>Applicants Interviews Enrolment process A001(including Discussion forums) International student Orientations Kōrero Talanoa End of course and end of stage surveys Student Support Complaint process Appeal process Student handbooks (section appeal process) Student Support Communication Process (Courtesy calls) Program Board Process Program – Academic Board referral process Critical Incident log</p>
<p>Process 2: Learner complaints</p>	<p>NZTC has well-articulated ways for learner complaints on assessment and other study issues. Students can raise complaints via Student Support, or through their lecturers who will then refer students to Student Support. Depending on what the complaint relates to, it is managed through various processes. Students can also offer their feedback through the end of course surveys. These surveys are reviewed by the Academic Dean who uses the feedback to</p>	<p>Student Support International student Orientations Kōrero Talanoa Compliments and Complaints Policy Compliments and Complaints Process Complaints and Outcome Register Review of complaints Student handbooks (section complaint process)</p>

	<p>inform practices at NZTC. This feedback then informs the review of relevant policies. NZTC has a multicultural team that supports the culturally appropriate responses to student complaints. 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 Student Support team.</p>	<p>Appeal process Academic Board</p>
<p>Process 3: Compliance with the Dispute Resolution Scheme</p>	<p>NZTC complies with the dispute resolution scheme and provides information on the scheme to learners during their enrolment and their studies. Student 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 Review of complaints Program Board Process 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. Lecturers also monitor NZTC Online to ensure a positive and 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. Māori and Pasifika students are supported through kōrero 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 Student Support referral process Student 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 are learning in a culturally safe and well supported environment that also encourages peer relationships and networking.</p> <p>Throughout their studies, students are guided by the academic as well as the Student 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>Student Support</p> <p>Student Support Communication Process (Courtesy calls)</p> <p>Tutorials</p> <p>Student 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 Student 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>Student 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>Student Support section on NZTC Online</p> <p>Student Support</p>

<p>assistance to meet their basic needs</p>	<p>NZTC provides information about support for students from internal and external sources. International students receive information on tenancy rights and are made aware of the Citizens Advice Bureau. The Student Support team also shares relevant information, guiding students to external support and useful websites based on their individual needs.</p>	<p>Orientation</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. Currently NZTC are developing a resource centre on their website to allow for easy access to external resources to support staff and learners during the learning journey and in their personal lives. There is also the Kōrero Talanoa sessions to support our Māori and Pasifika learners during their study time with NZTC.</p>	<p>Student Support section on NZTC Online Student Support Student 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, both domestic and international, to monitor their wellbeing and academic progress. Emergency contacts for students are recorded on the Student Profiles and Student Support guides students with appropriate information for international as well as external support services related to students' wellbeing and safety practices. Students are invited to declare any diverse needs in the application process or via Student Support throughout their studies. 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. Detailed records of reported risks are kept on student profiles.</p>	<p>Enrolment processes (Domestic and International) Offer of place Student Support Student Support referral process Emergency Management Process – Depression Harassment and Sexual Assault policies SELMA Incident Reports Student Support Communication Process</p>

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary 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)
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A	N/A
Process 1: Information and promotional activities	N/A	N/A
Process 2: Accommodation staff	N/A	N/A
Process 3: Accommodation staff must be fit and proper persons	N/A	N/A
Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	N/A	N/A
Process 5: A safe and inclusive residential community	N/A	N/A
Outcome 6: Accommodation administrative practices and contracts	Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.	

Process 1: General principles	N/A	N/A
Process 2: Student accommodation contracts	N/A	N/A
Outcome 7: Student accommodation facilities and services	Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.	
Process:	N/A	N/A

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)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.	
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>NZTC offers detailed information during the enrolment, orientation and throughout the duration of their studies, ensuring learners are aware of the support available to them.</p> <p>Student Support contacts students at regular, scheduled intervals and can be contacted by students at any time, including through an emergency phone for needs outside of college hours. During the orientation process, students are well informed of how they can seek help and 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.</p> <p>Students have regular opportunities to provide feedback to NZTC through face-to-face meetings, phone calls, or online communication with Student Support and lecturers, as well as through end of course and end of stage surveys, and triadic meetings.</p>	Student Support section on NZTC Online Student Support Student 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 Student Support that include mental health information Staff induction on Code issues and the referral process to Student Support Critical Incident Response process – Death of Student Critical incident log Code of Practice Staff Awareness Policy Complaint Process Student Feedback Process Compliments and Complaints Policy

<p>Outcome 9: Prospective international tertiary learners are well informed</p>	<p>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.</p>	
<p>Process 1: Marketing and promotion</p>	<p>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 or to students directly during the education fairs and roadshows. 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, entry criteria, and program fees (and scholarships) 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.</p>	<p>NZTC website NZTC Global website International Student Enrolment Process International Student Enrolment Process (Offshore) International Student Support Process Guidelines for Offshore Delivery Career Guides Educational Partner Agreement Offer of place Homestay agreement</p>
<p>Process 2: Managing and monitoring education agents</p>	<p>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 Partners 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. Educational Partner 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 believe that the Educational Partner is not fulfilling the expectations of NZTC and the obligations of the CoP.</p>	<p>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</p>

<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	<p>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.</p>	
<p>Process 1: Offer of educational instruction</p>	<p>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 and Police Vetting are conducted for all ITE programs. Workplace Support forms required for the HW Level 2, Level 3 and Level 4 programs.</p>	<p>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)</p>
<p>Process 2: Information to be provided before entering contract</p>	<p>The Offer of Place directs learners to the website and other documents, such as the NZTC Refund Policy, program study requirements, and mode of learning, for their 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 Partners 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.</p>	<p>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</p>
<p>Process 3: Contract of enrolment</p>	<p>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.</p>	<p>Offer of place Student Withdrawal and Refund Policy (Domestic ECE) Student Withdrawal and Refund Policy (Domestic HW) Student Withdrawal and Refund Policy (International)</p>

Process 4: Disciplinary action	NZTC has robust disciplinary processes in place for learners. Students who fail to meet their obligations or fail to 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 Compliance Team (Up Education Group)
Process 6: Immigration matters	NZTC works in partnership with Immigration New Zealand and abides by the rules and stipulations of INZ. NZTC reports breaches of visa conditions as well as Student enrolment termination to INZ.	Immigration New Zealand 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
Outcome 11: International learners receive appropriate orientations, information and advice	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>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 Student 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) Student Support Communication Process Student handbooks Regulations Student Support section on NZTC Online</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>Signatories must ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardians of learners under 18 years.</p>	
<p>Process 1: International tertiary learners under 18 years</p>	<p>N/A</p>	<p>N/A</p>
<p>Process 2: International tertiary learners under 10 years</p>	<p>N/A</p>	<p>N/A</p>
<p>Process 3: Decisions requiring written agreement of parent or legal guardian</p>	<p>N/A</p>	<p>N/A</p>
<p>Process 4: Accommodation for international tertiary learners under 18 years</p>	<p>N/A</p>	<p>N/A</p>

Process 5: Safety checks and appropriate checks	N/A	N/A
Process 6: Accommodation for international tertiary learners 18 years or over	<p>NZTC has agreements in place with relevant homestay companies that meet the regulatory and legislative requirements for homestay accommodation. NZTC 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 “Host families NZ Ltd” meets all regulatory and legislative requirements.</p> <p>Student Support performs check-ins with students in homestay accommodation during their stay to ensure the student is safe and happy at their accommodation. If any issues were to arise the International Team will support the student to resolve the relevant issue or possibly organise a different homestay if required.</p>	<p>Homestay agreement Student Support Communication Process Student Support Orientation Student Support section on NZTC Online</p>

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

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Identified gaps in compliance with key required processes
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A
Outcome 6: Accommodation administrative practices and contracts	N/A
Outcome 7: Student accommodation facilities and services	N/A

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	N/A
Outcome 9: Prospective international tertiary learners are well informed	N/A
Outcome 10: Offer, enrolment, contracts, insurance and visa	N/A
Outcome 11: International learners receive appropriate orientations, information and advice	N/A
Outcome 12: Safety and appropriate supervision of international tertiary learners	N/A

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	<ul style="list-style-type: none"> • Student 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Student 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 and processes	<ul style="list-style-type: none"> • Student Support 	Annual	QMS Policy	<ul style="list-style-type: none"> • Survey results • Student Support calls • International team feedback

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A				
Outcome 6: Accommodation administrative practices and contracts	N/A				
Outcome 7: Student accommodation facilities and services	N/A				

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