

TEO information

TEO Name	Waikato Institute of Education		MoE number	8297	
Code contact	Name	Andrea Schlierike		Job title	General Manager
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Current enrolments	Domestic learners	Total #	#99	18 y/o or older	#98
				Under 18 y/o	#1
	International learners	Total #	#41	18 y/o or older	#36
				Under 18 y/o	#5
Current residents	Domestic learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0
	International learners	Total #	#13	18 y/o or older	#12
				Under 18 y/o	#1
Report author(s)					

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

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Strategic goals and strategic plans</p> <p>Clause 7 (1). Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will –</p> <p>(a) give effect to the outcomes sought and processes required by this code; and</p>	Strategic goal and plan in place as well as QMS.	<ul style="list-style-type: none"> We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.</p>	Our strategic goals and QMS has supporting information which honours Te Tiriti o Waitangi.	<ul style="list-style-type: none"> We have the required practices in place 		

<p>Clause 7 (2). Providers must –</p> <p>(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and</p>	<p>Goals/plan to be reviewed at end of term 3 managers report (Start of year). Learner safety and wellbeing is supported and addressed by timely reporting of any incidences that may occur via an incident report and noting the importance of privacy and safe handling of personal information.</p>		<p>We don't have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned.</p>	
<p>(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.</p>	<p>Goals/plan to be reviewed at end of term 3 managers report (Start of year). Learner safety and wellbeing is supported and addressed by timely reporting of any incidences that may occur via an incident report and noting the importance of privacy and safe handling of personal information.</p>		<p>We don't have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned.</p>	
<p>Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when –</p> <p>(a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and</p>	<p>Information from: -Student first week feedback -Midterm feedback -New Term Feedback -Exit feedback - Graduate follow up -Agent's feedback Homestay feedback</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness 		

		of our practices		
(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).	Goals/plan to be reviewed at end of term 3 managers' report (Start of year). The outcomes of the above surveys and feedback forms will lead to amendments to the strategic goals and plans in a reasonable timeframe following the survey.		We don't have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned.	
<p>Process 2: Self review of learner wellbeing and safety practices</p> <p>Clause 8 (1). Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.</p>	Review at yearly self-review attestation with the code of practice. Wellbeing, safety and awareness will be reminded for staff in weekly meetings.		•We don't have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned.	

<p>Clause 8 (2). Providers must review their learner wellbeing and safety practices using –</p> <p>(a) input from diverse learners and other stakeholders; and</p>	<p>Feedback from first week Mid-term New term Exit feedback from students Agent’s feedback Homestay feedback</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups.</p>	<p>Term survey result report, student complaint and follow up data</p>		<p>•We don’t have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned.</p>	
<p>Clause 8 (3). Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.</p>	<p>-Feedback from first week, mid-term, new term and exit feedback from students – we always review after each feedback – done frequently</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

<p>Process 3: Publication requirements</p> <p>Clause 9. Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available)</p> <p>–</p> <p>(a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and</p>	<p>Student handbook, welcome packs and website</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and</p>	<p>Goals/plan to be reviewed at end of term 3 managers' report (Start of year)</p> <p>Frequent PD sessions to review learner wellbeing and safety strategic goals and strategic plans within the organisation.</p>		<ul style="list-style-type: none"> •We dont have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned. 	
<p>(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.</p>	<p>End of term management reports</p>		<ul style="list-style-type: none"> •We dont have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be 	

			done as mentioned.	
<p>Process 4: Responsive wellbeing and safety systems</p> <p>Clause 10 (1). Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.</p>	<p>Student welcome pack, emergency contact list, displayed around school, student handbook, student health and wellbeing policy, social media, assembly</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>Clause 10 (2). Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –</p> <p>(a) Te Tiriti o Waitangi; and</p>	<p>Full staff PD sessions, Te Tiriti o Waitangi resources provided around school</p>		<ul style="list-style-type: none"> •We don't have the required evidence as this is new, evidence will be gathered over time. A plan on when and how this will be done as mentioned. 	
<p>(b) the provider's obligations under this code; and</p>	<p>Full staff PD sessions and new staff training</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the 		

		effectiveness of our practices		
(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	Ongoing training with staff, extra training with new staff	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and	PD sessions, student support procedure, incident reports	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and	PD sessions, student support procedure, student handbook, incident reports	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(f) privacy and safe handling of personal information; and	Admin PD sessions and new staff training	• We have sufficient evidence on which to make judgements		

		about the effectiveness of our practices		
(g) referral pathways (including to local service providers) and escalation procedures; and	PD sessions, student support procedure, social media posts, information gathered around school and student handbook	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(h) identifying and timely reporting of incidents and concerning behaviours; and	PD sessions, student support procedure, welcome packs 0 emergency contact	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(i) wellbeing and safety awareness and promotion topics including – i. safe health and mental health literacy and support; and ii. suicide and self-harm awareness; and iii. promoting drug and alcohol awareness; and iv. promoting healthy lifestyles for learners.	PD sessions, student support procedure, promoted around school, student handbook, social media, assembly		We have this in practice and some evidence, but a few topics are new and are currently being but into practice.	

<p>Clause 10 (3). Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including –</p> <p>(a) making these plans readily available to learners when they begin their study; and</p>	<p>Student support policy, Emergency contact list with welcome pack and welcome email.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and</p>	<p>Student support staff available 24/7 with emergency phone</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(c) co-ordinating decision-making across the provider when responding to emergencies; and</p>	<p>Outlined in admin procedures, emergency contact information in welcome email and welcome pack</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and</p>	<p>Emergency plans, Covid-19 plans, E-news, assembly, social media, up to date contact information, 24/7 student support</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the 		

		effectiveness of our practices		
(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and	Emergency plans, PD sessions, training with new staff, admin meetings	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including – i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and ii. the follow-up de-briefing processes to support all learners and relevant staff; and	Incident reports, emergency plan, emergency contact information OSH forms and register with management	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(g) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.	OSH forms and register with management	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Learner voice</p> <p>Clause 12. Providers must have practices for –</p> <p>(a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and</p>	<p>Interaction with student support from day one, weekly activities with student support, assembly, assembly presentations, end of term trips, family day</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and</p>	<p>Community language classes, Language week, NZCLT target language classes</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and</p>	<p>Settler’s guide, welcome packs, NZCLT practicum classes, Red Cross meetings, HSM Trust refugee orientation</p>	<p>• We have sufficient evidence on which to make judgements about the</p>		

		effectiveness of our practices		
(d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and	Flyers in different languages, cultural event celebrations, staff that speak multiple languages, community language teachers for translation, translation services	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.	Feedback, documents in different languages, staff to translate information, translation services	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
<p>Process 2: Learner complaints</p> <p>Clause 13. Providers must –</p> <p>(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and</p>	Complaints procedures, student support inform students of process.	• We have sufficient evidence on which to make judgements about the effectiveness		

		of our practices		
(b) inform learners on how the complaint will be handled and how it is progressing; and	Outline the complaints procedure, support from student support staff	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(c) handle complaints in a timely and efficient way, including having practices that – <ul style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint; and ii. consider the issues from a cultural perspective; and iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and iv. comply with the principles of natural justice; and 	Complaint procedure, support person encouraged, translation services available, students informed of each conversation and updated along the way	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		

<p>(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –</p> <p>i. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and</p>	<p>Information can be found in the student handbook, website, welcome email, talking directly to student support staff</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>ii. addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and</p>	<p>Staff available to translate, translation services on call, wide range of staff available to talk to, teachers available, support person encouraged, anonymous feedback sessions, feedback sessions with student support staff, computer facilities available, feedback box located in common room</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>iii. providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and</p>	<p>Support person encouraged, translation services on call, staff available to translate</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>iv. providing the opportunity for groups of learners to make joint complaints; and</p>	<p>Open plan/door policy, students can access student support and ask to speak about a situation,</p>	<p>• We have sufficient evidence on</p>		

	new term class feedback with student support, midterm feedback	which to make judgements about the effectiveness of our practices		
(e) record complaints; and	Complaints filed in complaints and feedback folder	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on – <ul style="list-style-type: none"> i. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and ii. learner experience with the complaints process and the outcome of their complaint; and 	Feedback/survey results displayed on website, google/business review, management review yearly complaints with managers' report start of year.		We have this in practice and some evidence, but a few ways to display results of complaints and feedback are new and are currently being put into practice.	

<p>(g) promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider’s internal complaints process, the education quality assurance agency complaints process, the code administrator’s complaints process, and the Dispute Resolution Schemes; and</p>	<p>Available in student handbook, website, welcome emails, talking to student support staff, survey results displayed on website</p>		<p>We have this in practice and some evidence, but a few ways to display results of complaints and feedback are new and are currently being put into practice.</p>	
<p>(h) advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider’s internal complaints process or outcome, including –</p> <ul style="list-style-type: none"> i. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and ii. how to make a complaint to the code administrator if a learner believes that the 	<p>Informed by management during the complaints process, student handbook, code of practice which they have in email and around the school, website</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

<p>provider is failing to meet the outcomes or requirements of this code.</p>				
<p>Process 3: Compliance with the Dispute Resolution Scheme</p> <p>Clause 14. Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.</p>	<p>Outlined in complaint procedures, new staff training, frequent PD sessions</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

Wellbeing and safety practices for all tertiary providers

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Safe and inclusive communities</p> <p>Clause 16 (1). Providers must have practices for –</p> <p>(a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and</p>	<p>Complaints process, behaviour rules, warning system for student and staff, student support staff</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and</p>	<p>Open reception and access to student support staff, in class feedback with student support, access to student handbook in emails and around the school</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(c) promoting an inclusive culture across the learning environment; and</p>	<p>Assembly, community language classes, end of term trips,</p>	<p>• We have sufficient evidence on</p>		

	activities, cultural celebrations, social media posts	which to make judgements about the effectiveness of our practices		
(d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and	Assembly, community language classes, end of term trips, activities, cultural celebrations, social media posts	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(e) providing all learners with information – i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; an ii. about the cultural, spiritual, and community supports available to them; and	Settlers guide available, information in student handbook with support services, translation services, staff available to translate	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.	Student activities, end of term trips, onsite student games, open common room, assembly presentation, welcoming and farewell students at assembly, family open days	• We have sufficient evidence on which to make judgements about the effectiveness		

		of our practices		
<p>Process 2: Supporting learner participation and engagement</p> <p>Clause 17 (1). Providers must provide learners with opportunities to –</p> <p>(a) actively participate and share their views safely in their learning environment; and</p>	<p>First week feedback, mid-term feedback, exit feedback, in class feedback, suggestion box in common room, access to student support staff.</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(b) connect, build relationships and develop social, spiritual and cultural networks; and</p>	<p>Contact with different communities such as the Jamia Mosque, Korean community, Chinese community, Japanese community, Red Cross, agents in different countries</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(c) use te reo and tikanga Māori to support Māori learners' connection to identity and culture.</p>	<p>Community language classes available, activities with students, flyers around the school</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness</p>		

		of our practices		
<p>Clause 17 (2). Providers must have practices for supporting learners through their studies, including –</p> <p>(a) enabling learners to prepare and adjust for tertiary study, and</p>	Orientation with student support staff, welcome email with student life information, welcome packs, first week feedback	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
<p>(b) maintaining appropriate oversight of learner achievement and engagement; and</p>	Student Academic Reports, homework and attendance monitoring, student assembly presentations	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
<p>(c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and</p>	Student support staff available at reception, different social media used by different cultural, 24/7 emergency phone	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		

<p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<p>Goals outlined before they enrol so studying in the appropriate course, student support assist students in enrolling for further studies, student support and teachers help student with CV</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>Process 3: Physical and digital spaces and facilities</p> <p>Clause 18. Providers must have practices for–</p> <p>(a) providing healthy and safe learning environments; and</p>	<p>No smoke policy, wifi, computer rooms, common room</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		
<p>(b) identifying and, where possible, removing access barriers to provider facilities and services; and</p>	<p>N/A</p>			
<p>(c) involving learners in the design of physical and digital environments when making improvements; and</p>	<p>Feedback sessions on first week, after each block of exams and exit.</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

<p>(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.</p>	<p>Seeking advice from different providers</p>			<ul style="list-style-type: none">• We do not have the required practices in place as this is a new procedure for us, but have a plan how this will be done as mentioned.
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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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Information for learners about assistance to meet their basic needs.</p> <p>Clause 20 (1). Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –</p> <ul style="list-style-type: none"> (a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and (b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and (c) maintain a healthy lifestyle. 	<p>Red Cross services, contact with community groups such as medical, mental health, emergency services, work and income, settlers guide Renting in New Zealand flyer, translation services, student support services, assembly presentations, social media posts</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

<p>Clause 20 (2). If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.</p>	N/A			
<p>Process 2: Promoting physical and mental health awareness</p> <p>Clause 21. Providers must have practices for –</p> <p>(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and</p>	Activities with student support, school visits from police, fire fighter and nurse, assembly presentations, social media posts	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
<p>(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and</p>	Student handbook, flyers around the school, assembly presentations, social media posts	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
<p>(c) supporting learners' connection to their language, identity, and culture; and</p>	Community language classes, culture celebrations, translation services	• We have sufficient evidence on which to make judgements about the effectiveness		

		of our practices		
<p>(d) providing accurate, timely information and advice to learners about –</p> <ul style="list-style-type: none"> i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and ii. how they can report health and safety concerns they have for their peers; and iii. how to respond to an emergency and engage with relevant government agencies; and iv. how they can make positive choices that enhance their wellbeing. 	<p>Information how to contact different services given in student handbook, welcome pack given on first day, welcome email before there enrolment starts, assembly presentations, social media posts</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</p> <p>Clause 22 (1). Providers must have practices for –</p> <p>(a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and</p>	<p>Requested on enrolment form before student starts.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and</p>	<p>When filling out the form, marketing or student support explain why this information is needed.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness 		

		of our practices		
(c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the student's life or health; and	In emergency situations with student, this person will be contacted, if the student is absent with zero contact, we will use the emergency contact	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and	Students are asked on their enrolment form to disclose any information on their mental health, also asked in our speaking interview	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		
(e) providing opportunities for learners to raise concerns about themselves or others in confidence; and	Student support at reception, 24/7 phone available, teachers available, feedback sessions throughout term	• We have sufficient evidence on which to make judgements about the effectiveness of our practices		

<p>(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and</p>	<p>Following incident report, student support trained with PD sessions, student policies, emergency contact details around the school.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(g) identifying learners who are at risk of harming others, and</p> <p>i. having clear and appropriate pathways for assisting them to access services when they need it; and</p>	<p>Behaviour warnings, emergency contact information, contact information of other services, student support</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>ii. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and</p>	<p>Warning system for students and staff, behaviour rules, harassment form</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

<p>(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and</p>	<p>Leave requests if needed, lifts, disabled facilities, online classes for some levels.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and</p>	<p>Behaviour warnings, incident reports, calling emergency services and emergency contact, student support</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.</p>	<p>Leave requests, rolling intake which means students don't have to wait to come back, support from teachers and student support</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

<p>Clause 22 (2). Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.</p>	<p>Information gathered in enrolment, and contact made with caregiver throughout students' study</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>Clause 22 (3). Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.</p>	<p>Student support trained and aware of when to contact emergency contact</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>Clause 22 (4). Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.</p>	<p>All incidents are recorded with our incident reports, complaint procedures and filed away.</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

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

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1:</p> <p>Clause 35. 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>	Agent satisfaction survey collected yearly to ensure we are meeting the needs of agents and students	<ul style="list-style-type: none"> We have the required practices in place 		

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Marketing and promotion</p> <p>Clause 37. Each signatory must have marketing and promotion practices, that include –</p> <p>(a) proactively seeking to understand the information needs of prospective international tertiary learners; and</p>	<p>Agent and student surveys, course information is provided to student prior to enrolling and during enrolment, admin conduct first week survey to make sure no issues or questions about enrolment</p>	<ul style="list-style-type: none"> We have the required practices in place 		
<p>(b) developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and</p>	<p>Email templates, flyers up to date with review every year, E-news with updates about the school, INZ or anything that could affect our agents and students</p>	<ul style="list-style-type: none"> We have the required practices in place 		

<p>(c) ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following –</p> <ul style="list-style-type: none"> i. the signatory’s quality assurance evaluations; and ii. the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and iii. the Dispute Resolution Scheme; and iv. potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and v. estimated study and living costs for international tertiary learners, including any additional fees or levies that are on top of the basic tuition fee; and vi. accommodation and transport, or ways to obtain such information. 	<p>Student and agent feedback</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Process 2: Managing and monitoring education agents</p> <p>Clause 38. Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code, including –</p> <ul style="list-style-type: none"> (a) carrying out and recording reference checks on potential education agents to ensure as far as possible that they are not involved in any conduct that is false, misleading, deceptive, or in breach of the law; and 	<p>Our agent reference check survey.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>(b) entering into written contracts with each of its education agents; and</p>	<p>Copies of all agent agreements filed and accessible to the relevant staff members.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(c) during the term of a contract, monitoring the activities and performance of its education agents in relation to –</p> <ol style="list-style-type: none"> i. their obligations as specified in the contract; and ii. whether they provide prospective and enrolled international tertiary learners with reliable information and advice about studying, working, and living in New Zealand; and iii. whether they act with integrity and professionalism in their dealings with prospective and enrolled international tertiary learners; and iv. whether they have engaged in any activity or conduct that, in the opinion of the signatory, is or may be in breach of the law or that jeopardises the signatory’s compliance with this code; and 	<p>Our procedures are in place around contract renewal</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(d) managing the education agents by –</p> <ol style="list-style-type: none"> i. terminating contracts with an agent if there is evidence which, on balance of probabilities, shows that the education agent – <ol style="list-style-type: none"> a. has been involved in any serious, deliberate, or ongoing conduct that is 	<p>Terminating procedures for agents breaching the code</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>false, misleading, deceptive, or in breach of the law; or</p> <p>b. has jeopardised the signatory's compliance with this code; or</p>				
<p>ii. taking appropriate action to address misconduct by act or an omission by an education agent in relation to the other matters described in subclause (c); and</p>	<p>Follow terminating procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(e) ensuring that its education agents have access to, and maintain, up-to-date information relevant to their duties as specified in the contracts with the signatory.</p>	<p>Agent feedback and satisfaction survey</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Offer of educational instruction</p> <p>Clause 40. Signatories must ensure that the educational instruction offered to international tertiary learners is in accordance with the Act and is appropriate for international tertiary learners' expectations, English language proficiency, academic ability, and the educational outcomes being sought.</p>	<p>Recognition of prior learning records (Certificates, exam results, prior learning search), placement test, speaking test, first week interview, promotion procedure & ongoing formative assessments.</p>	<ul style="list-style-type: none"> We have the required practices in place 		

<p>Process 2: Information to be provided before entering contract</p> <p>Clause 41 (1). Signatories must have practices that ensure prospective international tertiary learners (or the parents or legal guardian of international students under 18 years) receive, as a minimum, accurate, timely and tailored information about the following before entering into a contract with the learner –</p> <ul style="list-style-type: none"> (a) the most recent results of their evaluations by education quality assurance agencies; and (b) quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international tertiary learners; and (c) the education provided and its outcome, for example, whether a qualification is granted; and (d) refund conditions that comply with the process in clause 46; and (e) staffing, facilities, and equipment; and (f) available services and supports; and (g) insurance and visa requirements for receiving educational instruction from the signatory; and (h) this code and the relevant Dispute Resolution Scheme Rules; and (i) full costs related to an offer of educational instruction. 	<p>Student enrolment procedures, students' information and formal feedbacks, student enrolment checklists, double checking system</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
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<p>Clause 41 (2). Each signatory must ensure that, before entering into a contract of enrolment or enrolling with the signatory, each international tertiary learner (or the parents or legal guardian of international students under 18 years) is informed of the learner’s rights and obligations in relation to receiving educational instruction from the signatory, including the rights under this code.</p>	<p>Emails sent to student/their agent/legal guardian and student handbook</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Process 3: Contract of enrolment</p> <p>Clause 42 (1). Each signatory must ensure that a contract of enrolment is entered into between the signatory and each international tertiary learner (or the parents or legal guardian of international students under 18 years) that includes the following information and terms –</p> <ul style="list-style-type: none"> (a) clear information about the beginning and end dates of enrolment; and (b) the grounds for terminating the contract of enrolment; and (c) the circumstances under which the learner’s conduct may be in breach of the contract of enrolment; and (d) the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the signatory against the student (for example suspension or exclusion); and (e) the process that the signatory must follow when seeking to terminate the contract of enrolment under paragraph (b) or to take disciplinary action under paragraph (d). 	<p>Student enrolment form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 42 (2). Each signatory must ensure that the contract of enrolment is fair and reasonable.</p>	<p>Follow code of practice guidelines and refund and withdrawal policy stated on enrolment form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Process 4: Disciplinary action</p> <p>Clause 43. Any process undertaken under clause 42(1)(e) for terminating the contract of enrolment under clause 42(1)(b) or for taking disciplinary action under clause 42(1)(d) must be in accordance with the principles of natural justice (which includes those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action).</p>	<p>Student/teacher complaint and supporting documentation of process and resolution. Past outcomes showed our process and disciplinary action is affective</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Process 5: Insurance</p> <p>Clause 44 (1). Each signatory must have practices that ensure, as far as practicable, each international tertiary learner who is enrolled with the signatory for educational instruction of 2 weeks' duration or longer has appropriate insurance covering –</p> <ul style="list-style-type: none"> (a) the international tertiary learner's travel – <ul style="list-style-type: none"> i. to and from New Zealand; and ii. within New Zealand; and iii. if the travel is part of the educational instruction, outside New Zealand; and (b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and (c) repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and (d) death of the international tertiary learner, including cover of – <ul style="list-style-type: none"> i. travel costs of family members to and from New Zealand; and ii. costs of repatriation or expatriation of the body; and iii. funeral expenses. 	<p>Student enrolment form, requesting/sending student insurance, WIE medical declaration form, Uni-care declaration form for pre-existing conditions, policy and proof of insurance, email confirmation and insurance expiry in students database</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Clause 44 (2). Subclause (1)(a)(i) and (ii) includes the international tertiary learner's travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period).</p>	<p>Purchase the week prior to study starting and a month after to ensure travel is covered.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 44 (3). Subclause (1)(a)(i) does not include the international tertiary learner's travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.</p>	<p>Insurance only covers travel from their origin country to New Zealand.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Process 6: Immigration matters</p>				
<p>Clause 45. Signatories must have practices that as far as possible will ensure that international tertiary learners are entitled to study in New Zealand under the Immigration Act 2009, including –</p> <p>(a) ensuring that each international tertiary learner who enrolls with the signatory has the necessary immigration status for study in New Zealand; and</p>	<p>All international students have valid visa saved in their folder. Student enrolment check list to make sure their visa is up-to-date and student visa expiry is updated on the student's database which insures a double check. Checking student visa procedure is available for relevant staff members.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and</p>	<p>Enrolment procedures, contact with immigration</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(c) notifying Immigration New Zealand of terminations of enrolment.</p>	<p>Enrolment termination form from INZ and confirmation email from INZ.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Process 7: Student fee protection and managing withdrawal and closure</p> <p>Clause 46 (1). Signatories must ensure that –</p> <p>(a) fees paid by international tertiary learners are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory; and</p>	<p>Public trust – student fees are protected under student public trust account</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(b) its refund policies are fair and reasonable; and</p>	<p>Following the NZQA rules and code of practice.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(c) it provides its international tertiary learners (or the parents or legal guardian of international tertiary learners under 18 years) with sufficient information to understand their rights and obligations under those refund policies.</p>	<p>Refund and withdrawal policy given before enrolment, on enrolment form, welcome email, student support staff able to give information, website</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 46 (2). A refund policy must include refund conditions for the following situations –</p> <ul style="list-style-type: none"> (a) failure by an international tertiary learner to obtain a study visa; and (b) voluntary withdrawal by an international tertiary learner; and (c) the signatory ceasing to provide a course of educational instruction as contracted with an international tertiary learner, whether as the result of a decision by the signatory or as required by an education quality assurance agency; and (d) the signatory ceasing to be a signatory; and (e) the signatory ceasing to be a provider. 	<p>Refund and withdrawal policy follows these conditions.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Clause 46 (3). In the situation in subclause (2)(c) or (d), the tertiary signatory must deal with fees paid for services not delivered or the unused portion of fees paid as follows –</p> <ul style="list-style-type: none"> (a) refund the amount in question to the international tertiary learner (or the learner’s parent or legal guardian); or (b) if directed by the international tertiary learner or the code administrator or the agency responsible for fee protection mechanisms, transfer the amount agreed with the student (or the student’s parent or legal guardian if the student is under 18 years) to another signatory. 	<p>Refund and withdrawal policy</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Provision of information</p> <p>Clause 48. Signatories must –</p> <p>(a) ensure that information and advice provided by the signatory to international tertiary learners is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse learners; and</p>	Information updated annually or as needed throughout year, regular training and PD sessions	<ul style="list-style-type: none"> We have the required practices in place 		
<p>(b) ensure that ongoing provision of information and advice is appropriate to the needs of the learner (or the parents or legal guardian of international learners under 18 years) within the particular learning, communal and residential context; and</p>	Trained staff with regular PD sessions.	<ul style="list-style-type: none"> We have the required practices in place 		
<p>(c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and</p>	Information given in welcome pack, student handbook and student orientation.	<ul style="list-style-type: none"> We have the required practices in place 		

<p>(d) provide appropriate information relating to health and safety of international tertiary learners (including in relation to any disabilities or impairments a learner may have); and</p>	<p>Student handbook, student enrolment form, welcome email, welcome packs</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(e) provide information about the termination of enrolment; and</p>	<p>Student handbook, student support staff</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(f) provide information to international tertiary learners (or the parents or legal guardian of international learners under 18 years) about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services; and</p>	<p>Student handbook, welcome pack, welcome email, website, student support</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(g) provide information about the international tertiary learner's rights and entitlements, including any entitlement to a fee refund, if the learner voluntarily withdraws from the educational instruction; and</p>	<p>Withdrawal and refund policy following code of practice</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>(h) provide each international tertiary learner with full information and advice on –</p> <ul style="list-style-type: none"> i. all relevant policies of the signatory; and ii. the services, support, and facilities that the signatory offers; and iii. where applicable, how to adjust to a different cultural environment; and iv. where applicable – <ul style="list-style-type: none"> (a) minimum wages and labour conditions in New Zealand; and (b) maximum hours of work permitted under visa conditions; and (c) how to access information and support regarding employment; and (d) how to report misconduct by employers; and 	<p>Information given in student handbook – this is updated as needed yearly and throughout if needed.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(i) for an international tertiary learner under 18 years ensure where applicable, that any parent, legal guardian, or residential caregiver of the learner has access to the information, advice or programme that has been provided to the learner.</p>	<p>Welcome email with links to school information, emails for academic reports, attendance reports. Emails sent to students' parents and/or their legal guardian, or residential caregiver of the student</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: International tertiary learners under 18 years</p> <p>Clause 50. In relation to international tertiary learners under 18 years, each signatory must have additional practices including –</p> <p>(a) not enrolling an international tertiary learner 10 years or older but under 18 years who does not live with a parent or legal guardian unless –</p> <ul style="list-style-type: none"> i. the learner is in a properly supervised group of learners whose educational instruction is not for more than 3 months; or ii. the learner is in the care of the manager of tertiary student accommodation covered in Part 5 of this code; and iii. the learner is in the care of a residential caregiver; and 	Under 18 documents, enrolment policy	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(b) maintaining effective communications with the parents, legal guardian, or residential caregivers of international tertiary learners concerning their wellbeing and progress in study; and</p>	Student reports, emails between WIE and students' parents, legal guardian or residential caregivers	<ul style="list-style-type: none"> • We have the required 		

		practices in place		
(c) ensuring that at least 1 staff member is designated to proactively monitor and address any concerns about international tertiary learners under 18 years; and	All student support staff are available and one available after hours if needed	<ul style="list-style-type: none"> We have the required practices in place 		
<p>(d) if the international tertiary learner is in the care of a residential caregiver, –</p> <p>(i) ensuring that a plan is in place for the transfer of care of the learner from the residential caregiver to the learner’s parent or legal guardian, or another person approved by the parent or legal guardian, for –</p> <p style="margin-left: 40px;">a. each transfer that occurs during the period of enrolment; and</p> <p style="margin-left: 40px;">b. the transfer that occurs at the end of enrolment; and</p> <p>(ii) ensuring that the parent or legal guardian is notified of each transfer plan.</p>	Enrolment for requesting transfer, homestay application form, shuttle booking and shuttle confirmation email to relevant people, homestay confirmation to parent/guardian	<ul style="list-style-type: none"> We have the required practices in place 		
<p>Process 2: International tertiary learners under 10 years</p> <p>Clause 51 (1). Each signatory must ensure that its international tertiary learners under 10 years live with a parent or legal guardian</p>	N/A			

<p>Clause 51 (2). The requirements in clauses 49 and 50 apply, in addition to this clause, to international tertiary learners who are under 10 years.</p>				
<p>Process 3: Decisions requiring written agreement of parent or legal guardian</p> <p>Clause 52. Each signatory must ensure that, where appropriate, it obtains the written agreement of the parent or legal guardian of an international tertiary learner under 18 years with respect to decisions affecting the learner.</p>	Under 18 documents & Enrolment Form	<ul style="list-style-type: none"> We have the required practices in place 		
<p>Process 4: Accommodation for international tertiary learners under 18 years</p> <p>Clause 53 (1). In relation to an international tertiary learner under 18 years who is in the care of a residential caregiver while living in accommodation that is not subject to Part 5 of this code, the signatory must –</p> <p>(a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and</p>	Homestay procedures	<ul style="list-style-type: none"> We have the required practices in place 		
<p>(b) ensure that the safety check referred to in clause 54 is completed and is up to date; and</p>	Homestay procedures	<ul style="list-style-type: none"> We have the required practices in place 		

<p>(c) ensure that an appropriate check is completed and is up to date for each person who is 18 years or over and who resides at the residential caregiver's accommodation, for the purpose of ensuring the safety of the learner; and</p>	<p>Homestay procedures, police checks every 2 years, regular checks of any changes before students move in</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(d) have a written agreement with the residential caregiver that specifies the role and responsibilities of each party in relation to the care of the learner; and</p>	<p>Homestay family enrolment form, police vetting, homestay visit forms, emails</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(e) maintain effective communication with the learner and the learner's parent or legal guardian when accommodation issues arise, and take responsibility for addressing those issues, including reporting them to relevant authorities and moving learners to appropriate accommodation; and</p>	<p>Homestay procedures, homestay interviews, homestay request form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(f) conduct sufficient learner interviews and home visits to monitor and review the quality of residential care, taking into consideration the age of the learner, the length of the stay, and other relevant factors; and</p>	<p>Homestay interviews, homestay procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>(g) if the learner’s residential caregiver is a designated caregiver ensure that the parent or legal guardian of the learner has provided written agreement that the designated caregiver will be subject to the signatory’s approval and that the signatory is not responsible for the learner’s day-to-day care when the learner is in the custody of the designated caregiver; and</p>	<p>Caregiver identify form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(h) if the learner’s residential caregiver is a supervisor described in clause 54(3), ensure that the parent or legal guardian of the learner has provided written agreement that the signatory is not responsible for the learner’s day-to-day care when the learner is in the custody of that supervisor; and</p>	<p>Caregiver identify form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(i) ensure that there is appropriate separation of international tertiary learners from others of different ages in the accommodation; and</p>	<p>Homestay application form, homestay profiles, homestay procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(j) ensure that the learner is appropriately supervised in the accommodation.</p>	<p>Homestay agreement, homestay procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 53 (2). For the purposes of clause 53(1)(c), a person who is 18 years or over and who resides at the residential caregiver’s accommodation includes a person of that age who –</p> <p>(a) temporarily resides at that accommodation; or (b) is or will be residing at that accommodation for 1 or more periods in any month (whether or not for valuable consideration), each period of which is 5 or more consecutive nights.</p>	<p>Following homestay procedures this is met</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Clause 53 (3). To avoid doubt, if the residential caregiver is a supervisor described in clause 54(3) or a designated caregiver, the signatory must meet the requirements of this clause and ensure the safety, health, and wellbeing of the international tertiary learner.</p>	<p>Following homestay procedures this is met</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Process 5: Safety checks and appropriate checks for learners under 18 years</p> <p>Clause 54 (1). The safety check for the residential caregiver referred to in clause 53(1)(b) must include –</p> <p>(a) a confirmation of identity; and</p>	<p>Homestay procedures and application form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(b) a reference check that includes contacting at least 1 of the following persons or bodies for the purpose of obtaining information that the signatory considers relevant to a risk assessment –</p> <p>i. the residential caregiver’s current or previous employer, professional body, or registration authority; and</p>	<p>Homestay application form and homestay procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>ii. the licensing authority that is relevant to the residential caregiver’s business or professional activities; and</p> <p>iii. a person who is not related to the residential caregiver; and</p>				
<p>(c) a police vet, to obtain information that is relevant to a risk assessment; and</p>	<p>Homestay application form and police vetting forms</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(d) an interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment; and</p>	<p>Homestay interview form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>(e) a risk assessment that takes into account all of the information that was obtained under paragraphs (a) to (d), to determine whether the residential caregiver poses a risk to the safety of the international tertiary learner; and</p>	<p>Homestay interview</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<p>Clause 54 (2). The safety check for the residential caregiver referred to in clause 53(1)(b) is up to date if it is completed within 3 years after the date of the latest safety check.</p>	<p>Police vetting every 2 years and homestay information update with this or prior to a student arriving</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 54 (3). Subclause 53(1)(b) to (e) does not apply to a residential caregiver who –</p> <ul style="list-style-type: none"> (a) is a supervisor referred to in paragraph (e) of the definition of residential caregiver in clause 5(1); and (b) is not a resident of New Zealand; and (c) is travelling with, and accompanying, the international tertiary learner for the purpose of supervising them during the learner’s educational instruction. 				
<p>Clause 54 (4). An appropriate check referred to in clause 53(1)(c) is up to date if it is completed within 3 years after the date of the latest check.</p>				
<p>Process 6: Accommodation for international tertiary learners 18 or over</p> <p>Clause 55 (1). In relation to an international tertiary learner 18 years or over who lives in accommodation provided or arranged by a signatory and not subject to Part 5, the signatory must –</p> <ul style="list-style-type: none"> (a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and 	<p>Homestay visit following homestay interview form</p>	<ul style="list-style-type: none"> • We have the required practices in place 		
<ul style="list-style-type: none"> (b) maintain effective communication with the learner when accommodation issues arise, and must take responsibility for addressing those issues, including reporting them to relevant authorities. 	<p>Homestay producers, homestay coordinator available 24/7, homestay emergency card</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

<p>Clause 55 (2). In this clause, accommodation issues include issues of health and wellbeing arising from a learner's accommodation or connected with it.</p>				

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	Review strategic goals and strategic plan yearly	Management	Yearly - December	Management meetings at end of term 3	
	Gather further evidence to learner wellbeing and safety strategic goals and strategic plans	Management	Yearly - December	Management meetings at end of term 3	
	PD session for all staff on Te Tiriti o Waitangi	Siennah & Trevor	May 2024	Ongoing PD sessions and training for new staff	
	Add student learner wellbeing with end of term management report	Siennah	February 2024	Adding to the Admin section of management report	
Outcome 2: Learner voice					

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	Engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	Management	2024	Engaging with different providers and seeking advice on how to do this.	
Outcome 4: Learners are safe and well					

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					
Outcome 9: Prospective international tertiary learners are well informed					
Outcome 10: Offer, enrolment, contracts, insurance and visa					

Outcome 11: International learners receive appropriate orientations, information and advice					
Outcome 12: Safety and appropriate supervision of international tertiary learners					

