

TEO information

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Current enrolments	Domestic learners	Total #	#84	18 y/o or older	#83
				Under 18 y/o	#1
	International learners	Total #	#34	18 y/o or older	#27
				Under 18 y/o	#7
Current residents	Domestic learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0
	International learners	Total #	#2	18 y/o or older	#1
				Under 18 y/o	#1
Report author(s)					

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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)
Process 1: Strategic goals and strategic plans 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 –	Strategic goal and plan in place as well as QMS.		We don't have the required evidence on how effective our QMS and strategic goals are – Moving forward we are now	
(a) give effect to the outcomes sought and processes required by this code; and				
(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.	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 		

		Our staff are encouraged to include Te Tiriti o Waitangi in their learning outcomes and lesson plans.		
<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 and management meeting minutes (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>	<ul style="list-style-type: none"> We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example, 78.1% of students in 2024 rated our student support service a 5 out of 5 on their first week feedback.</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).</p>	<ul style="list-style-type: none"> We have sufficient evidence on which to make 		

	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.	judgements about the effectiveness of our practices For example,		
<p>But 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:</p> <ul style="list-style-type: none"> -Student first week feedback -Midterm feedback -New Term Feedback -Exit feedback - Graduate follow up -Agent's feedback -Homestay feedback 	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		
<p>(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).</p>	<p>Goals/plan to be reviewed at end of term 3 managers' report (Start of year).</p> <p>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.</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>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>	<p>Review at yearly self-review attestation with the code of practice. Wellbeing, safety and awareness will be reminded for staff in weekly meetings.</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 (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>For example, an issue that has been raised throughout last years mid term feedback was our school facilities. We have now moved locations to a more modern building that meets the needs</p>		

		of facilities for students and staff.		
(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.	Course evaluation reports about teachers, programme, student satisfaction questionnaire	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example, Successful and consistent collection of data reviewed as it arrives.</p>		
<p>Clause 8 (3).</p> <p>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>	-Feedback from first week, mid-term, new term and exit feedback from students – we always review after each feedback – done frequently	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Example, from midterm feedback students rate homestay 75%</p>		

		which lead the homestay co-ordinator into quickly gathering homestay students to check in with how they are.		
<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>	Student handbook, staff notice board and website		<p>We don't have the required evidence to show the effectiveness.</p> <p>We are now adding a question into our midterm feedback to gain more evidence.</p>	
<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>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For example, when feedback is received a manager will</p>		

		highlight the concern and create a PD session regarding this.		
(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.	End of term management reports		We don't have the required evidence to show the effectiveness. Admin completing internal audits moving forward.	
<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>	Student welcome pack, emergency contact list, displayed around school, student handbook, student health and wellbeing policy, social media, assembly	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For example, student orientation is completed on the first day of enrolment – a chance for</p>		

		students to raise any concerns and also for student support to go over important details in the welcome pack.		
<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>	Te Tiriti o Waitangi resources provided around school		<p>•We don't have the required evidence We are now working on providing staff with PD sessions and resources for around the school and in class.</p>	
<p>(b) the provider's obligations under this code; and</p>	New staff training		<p>•We don't have the required evidence We are now working on providing staff with PD sessions and resources for</p>	

			around the school and in class.	
(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	Ongoing training with staff, extra training with new staff	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>We have an understanding of students needs regarding their learning, by their speaking interview on the first day of enrolment</p>		
(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and	PD sessions, student support procedure, incident reports	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example, any incidents can be reported immediately to student support who will support</p>		

		and report any incident.		
(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	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example, any incidents can be reported immediately to student support who will support and report any incident. Also, behaviour rules given to students at start of enrolment to establish that such behaviour will not be tolerated</p>		
(f) privacy and safe handling of personal information; and	Admin PD sessions and new staff training	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

		For example, all student files are locked away with access only to student support.		
(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	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices.</p> <p>For example, students needing extra support regarding mental health or physical health will be provided highly recommended referrals.</p>		
(h) identifying and timely reporting of incidents and concerning behaviours; and	PD sessions, student support procedure, welcome packs, emergency contact	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices. Behaviour rules given to students at start of</p>		

		enrolment to establish that such behaviour will not be tolerated		
<p>(i) wellbeing and safety awareness and promotion topics including –</p> <ul style="list-style-type: none"> 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. 	<p>PD sessions, student support procedure, promoted around school, student handbook, social media, assembly</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices.</p> <p>Information is included in students welcome pack, student handbook and student support have numbers on hand.</p>		
<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> <ul style="list-style-type: none"> (a) making these plans readily available to learners when they begin their study; and 	<p>Student support policy, Emergency contact list with welcome pack and welcome email.</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For example, students are shown emergency exits and what to do in a fire.</p>		

		Information is also displayed at fire exits and common room.		
(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	Student support staff available 24/7 with emergency phone	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Student support staff member has a 24 hour phone on hand at all times.</p>		
(c) co-ordinating decision-making across the provider when responding to emergencies; and	Outlined in admin procedures, emergency contact information in welcome email and welcome pack	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Having designated staff to respond to certain emergency evacuation plans</p>		

<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>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For example, In the new building there is a new fire safety plan, this was provided to all staff via department manager</p>		
<p>(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</p>	<p>Emergency plans, PD sessions, training with new staff, admin meetings</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For example, we have an understanding of student's needs regarding their learning, by their speaking interview on the first day of enrolment</p>		

<p>(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 –</p> <ul style="list-style-type: none"> 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 	<p>Incident reports, emergency plan, emergency contact information OSH forms and register with management</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For examples when students or staff report an incident we record the initial incident then provide a follow up then if needed a further follow up is provided to all.</p>		
<p>(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.</p>	<p>OSH forms and register with management</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>For examples when students or staff report an incident we record the initial incident then provide a follow</p>		

		up then if needed a further follow up is provided to all.		
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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</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Weekly activities are run by student support to build relationships and to encourage other relationships with peers.</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, NZCLE target language classes</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Creating classes to suit learner needs such as diverse age groups and nationalities.</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, NZCLE practicum classes, Red Cross meetings, HSM Trust refugee orientation</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>An example if this would be our involvement</p>		

		with the Waikato refugee settlers – attending their orientation to provide course information that would benefit their future.		
(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, suggestion box	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example suggestion boxes are placed around the school for students and staff to give suggestions for activities, team building or</p>		

		ideas to improve the school and their learning.		
(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, website, social media, weekly assembly	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>For example any relevant information to learners is talked about at our weekly assembly by student support staff.</p>		
Process 2: Learner complaints Clause 13. Providers must –	Complaints procedures, student support inform students of process.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness 		

<p>(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and</p>		<p>of our practices</p> <p>We have multiple student support staff available to effectively respond and process complaints.</p>		
<p>(b) inform learners on how the complaint will be handled and how it is progressing; and</p>	<p>Outline the complaints procedure, support from student support staff</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>The process of complaints is outlined in the student handbook.</p>		
<p>(c) handle complaints in a timely and efficient way, including having practices that –</p> <ol style="list-style-type: none"> i. are appropriate to the level of complexity or sensitivity of the complaint; and 	<p>Complaint procedure, support person encouraged, translation services available, students</p>	<p>• We have sufficient evidence on which to make</p>		

<ul style="list-style-type: none"> 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 	<p>informed of each conversation and updated along the way</p>	<p>judgements about the effectiveness of our practices</p> <p>One example of this is, we have a diverse staff meaning if students feel more comfortable talking with a specific nationality, they have that option.</p>		
<p>(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –</p> <ul style="list-style-type: none"> 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>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>Welcome emails are sent to every new</p>		

		student which outlines our complaints process.		
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	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	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Staff are available to help students understand and translate if needed.</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	Support person encouraged, translation services on call, staff available to translate	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the 		

		<p>effectiveness of our practices</p> <p>Multiple student support staff that can contact the Waikato translation service.</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, new term class feedback with student support, midterm feedback</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>First week of a new term, a student support staff informally sit in with each class to gain feedback and</p>		

		concerns as a whole.		
(e) record complaints; and	Complaints filed in complaints and feedback folder	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Incident reports are held by the general manager for record keeping.</p>		
(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	

			<p>put into practice.</p> <p>We are adding more information on learner complaints and incidents on our website.</p>	
<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>We are adding more information on learner complaints and incidents on our website.</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 provider is failing to meet the outcomes or requirements of this code. 	<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>An example, it is outlined in the student handbook, which is given in the welcome email as well as in every classroom onsite.</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 		

		Student support are given regular PD sessions which also outline the dispute resolution scheme.		
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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>	Complaints process, behaviour rules, warning system for student and staff, student support staff	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Behaviour rules given to students at start of enrolment to establish that such behaviour will not be tolerated</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>	Open reception and access to student support staff, in class feedback with student support,	• We have sufficient evidence on which to make		

	access to student handbook in emails and around the school	<p>judgements about the effectiveness of our practices</p> <p>Admin staff have ongoing PD sessions and given more training as incidents happen.</p>		
(c) promoting an inclusive culture across the learning environment; and	Assembly, community language classes, end of term trips, activities, cultural celebrations, social media posts	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Making sure social media and all student notice boards are up to date with what's happening around the school – including cultural events that we</p>		

		do multiple times a year.		
(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	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Celebrating cultural events throughout the year. And acknowledging the needs of cultural events outside of school, for example, students who celebrate Ramadan may need to leave to pray during class and teachers are also informed of different behaviours such</p>		

		as students being tired or low in energy.		
<p>(e) providing all learners with information –</p> <ul style="list-style-type: none"> 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 	<p>Settlers guide available, information in student handbook with support services, translation services, staff available to translate, accessible pray room</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Having students present and talk about a cultural event happening at our weekly assembly to inform others of different cultural, spiritual and community events.</p>		
<p>(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.</p>	<p>Student activities, end of term trips, onsite student games, open common room, assembly presentation, welcoming and farewell students at assembly, family open days</p>	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices 		

		An example is weekly activities, which encourage students to connect with others and build relationships.		
<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>	First week feedback, mid-term feedback, exit feedback, in class feedback, suggestion box in common room, access to student support staff.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Classes present at assembly every week on either a topic in class or something they feel passionate about sharing with others.</p>		
<p>(b) connect, build relationships and develop social, spiritual and cultural networks; and</p>	Contact with different communities such as the Jamia Mosque, Korean community, Chinese community, Japanese community, Red Cross, agents in different countries	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the 		

		<p>effectiveness of our practices</p> <p>Termly shared lunches happen to celebrate their success throughout the term and also bring food or treats from their country to share with others</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 of our practices</p> <p>During Te reo Māori week, student support share information about New Zealand identity and Māori culture.</p>		

<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>	<p>Orientation with student support staff, welcome email with student life information, welcome packs, first week feedback</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>An example is, our teachers preparing students for exams which help them gain a qualification to move onto further study.</p>		
<p>(b) maintaining appropriate oversight of learner achievement and engagement; and</p>	<p>Student Academic Reports, homework and attendance monitoring, student assembly presentations</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Every 17 weeks students will receive an academic report</p>		

		which is prepared by their teacher which helps keep track of their studies.		
(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	Student support staff available at reception, different social media used by different cultural, 24/7 emergency phone	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Student support is available at reception everyday as well as 24/7 on our school phone.</p>		
(d) providing learners with advice on pathways for further study and career development, where appropriate.	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	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Before a student exits our school,</p>		

		student support will provide them with any information needed for either, further study, re enrolment or employment.		
<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>	No smoke policy, wifi, computer rooms, common room	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Safety hazards are reported as needed as well as policies for health and safety</p>		
<p>(b) identifying and, where possible, removing access barriers to provider facilities and services; and</p>	Disabled toilets, flexible hours, 24/7-hour phone	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

		School is accessible for students that may have a disability, such as disabled toilets, evaluators and class room layout.		
(c) involving learners in the design of physical and digital environments when making improvements; and	Feedback sessions on first week, after each block of exams and exit.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Feedback is taken multiple times in a student's enrolment which is then discussed by the managers to help improve the learner's environment.</p>		
(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	Seeking advice from different providers			<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, student support services, assembly presentations, social media posts</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>As a part of a students orientation, in the welcome packs are given which include emergency contact details for a wide variety of services.</p>		

<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	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Activities are run by student support include visits from a police officer where they will provide valuable safety details for international students while living in New Zealand.</p>		

<p>(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and</p>	<p>Student handbook, flyers around the school, assembly presentations, social media posts</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>In the student assembly, acknowledging events such a NZ mental health week/month with important contact details and a chance to start valuable conversations.</p>		
<p>(c) supporting learners' connection to their language, identity, and culture; and</p>	<p>Community language classes, culture celebrations, translation services</p>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

		Celebrating a wide variety of events and cultural events with all students and encouraging students to talk about the events relating to their culture in assembly.		
<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. 	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	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>As a part of a student's orientation, in the welcome packs are given which include emergency contact details for a wide</p>		

		variety of services.		
<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>	Requested on enrolment form before the student starts.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>All students need to enter an emergency contact on their enrolment form – student support cant complete an enrolment cycle without this.</p>		
<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>	When filling out the form, marketing or student support explain why this information is needed.	<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 emergent situations with the student, this person will be contacted. If the student is absent with zero contact, we will use the emergency contact.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>In a situation of repeated absence, the emergency contact person will be contacted.</p>		
(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 pre-existing medical conditions and mental health, and special needs, also asked in our speaking interview. Student support is also available while they are studying if unexpected health issues arise.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • We have sufficient 		

	available, feedback sessions throughout the term	evidence on which to make judgements about the effectiveness of our practices Access to student support staff at reception		
(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and	Following incident report, student support trained with PD sessions, student policies, emergency contact details around the school.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices Student support are trained to document and record every incident and to pass on the case to different departments as needed.		

<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>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p> <p>Follow up and incident reports completed by student support, which helps identify the correct department or pathway for this need of the student.</p>		
<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>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

		Strict warning system for students and a zero-tolerance policy in the staff handbook.		
(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and	Leave requests if needed, lifts, disabled facilities, and alternative online class options for some levels.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices Clarifying these needs at start of enrolment process and carry this on during the first day interview so student support can discuss this with teachers and managers if needed.		
(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and	Behaviour warnings, incident reports, calling emergency services and emergency contact, student support	<ul style="list-style-type: none"> • We have sufficient evidence on which to make 		

		<p>judgements about the effectiveness of our practices</p> <p>Student support discuss the appropriate approach, this could be a informal conversation reminding them of the behaviour rules and having a conversation, it could also lead onto a incident report or warning.</p>		
<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>	<p>• We have sufficient evidence on which to make judgements about the effectiveness of our practices</p>		

		<p>An example, a student needed to return home to see a sick parent, we were able to put the students study on hold until they can return and then discussing a return to study plan when they are ready to return.</p>		
<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, caregiver indemnity form 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>All students need to enter an emergency contact on their enrolment</p>		

		form – student support cant complete an enrolment cycle without this. And also under 18 forms if parent/guardian information is filled out.		
<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>	Student support trained and aware of when to contact emergency contact	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Student support keeps Strick watch on under 18 students, for example if the student is late then emergency contact is</p>		

		contacted straight away.		
<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>	All incidents are recorded with our incident reports, complaint procedures and filed away.	<ul style="list-style-type: none"> • We have sufficient evidence on which to make judgements about the effectiveness of our practices <p>Incident reports kept by general manager, no matter severity of incident.</p>		

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>	<p>Agent satisfaction survey collected yearly to ensure we are meeting the needs of agents and students</p>	<ul style="list-style-type: none"> We have the required practices in place <p>As well as marketing collect survey information from agents, when students are enrolling marketing will discuss any issues or special needs this student</p>		

		may require before enrolment is even processed to insure all parties have a clear understanding.		
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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 students by emails, and calls, face-to-face meeting prior to students' enrolment and during their studies, marketing conducts online or face-to-face training with agents, admin conducts 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>As well as yearly agent feedback, marketing will collect feedback through the enrolment process and provide the necessary changes as they arise.</p>		

<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 or as needed, 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>Marketing provide all agents with up to date information through E-news and also keep our website up to date with course and price information.</p>		
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<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 Agent training PPT, Student Handbook</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Marketing keeping all documents accurate and up to date, which they find on flyers, enrolment agreements and agent agreements.</p>		
<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> <p>(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>	<p>Our agent reference check survey.</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>All agents go through our reference check process before accepting</p>		

		them and their students.		
(b) entering into written contracts with each of its education agents; and	Copies of all agent agreements filed and accessible to the relevant staff members.	<ul style="list-style-type: none"> We have the required practices in place <p>All agents sign agreements.</p>		
(c) during the term of a contract, monitoring the activities and performance of its education agents in relation to – <ul 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 	Our procedures are in place around contract renewal	<ul style="list-style-type: none"> We have the required practices in place <p>Makins sure agents renew contract when required.</p>		
(d) managing the education agents by – <ul style="list-style-type: none"> i. terminating contracts with an agent if there 	Terminating procedures for agents breaching the code	<ul style="list-style-type: none"> We have the required 		

<p>is evidence which, on balance of probabilities, shows that the education agent –</p> <ul style="list-style-type: none"> a. has been involved in any serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the law; or b. has jeopardised the signatory's compliance with this code; or 		<p>practices in place</p> <p>Terminating procedures for agents breaching the code</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>Following terminating process and informing necessary parties.</p>		
<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 <p>Any updates are given to agents through training and E-news.</p>		

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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)
Process 1: Offer of educational instruction 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.	Recognition of prior learning records (Certificates, exam results, prior learning search), placement test, speaking test, first week interview, promotion procedure & ongoing formative assessments.	<ul style="list-style-type: none">We have the required practices in place Every student is assed, whether this be placement test, or accepting a certificate from another institute or other language proficient exams.		

<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 <p>Information is provided by marketing, this can be our student handbook or website and also tailored advice for specific needs.</p>		
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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, terms and conditions given.</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Terms and condition are apart of every enrolment form provided at the start of enrolment and then signed when enrolment is going to go ahead.</p>		
<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 	<p>Student enrolment form and student handbook</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Terms and condition are a part of every enrolment form provided at the start of enrolment and</p>		

<p>enrolment; and</p> <p>(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</p> <p>(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>		<p>then signed when enrolment is going to go ahead.</p>		
<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>Making withdrawal and refund agreement known before signing the enrolment form.</p>		

<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 effective</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Student/teacher complaint and supporting documentation of process and resolution. Past outcomes showed our process and disciplinary action is effective</p>		
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<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>All international students must have insurance to start their studies, this needs to be provided during enrolment process. If a student comes on their first day with no insurance, they wont be allowed to start their course and we will assist in purchasing insurance if necessary.</p>		
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<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 their studies to ensure travel is covered.</p>	<ul style="list-style-type: none"> We have the required practices in place <p>Marketing outline period of insurance needed.</p>		
<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>Example of covered needed is provided.</p>		
<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 visas saved in their folders. Student enrolment checklist to make sure their visa is up-to-date and student visa type and expiry are updated on the student's database to ensure a double check. Checking student visa procedures is available for relevant staff members.</p>	<ul style="list-style-type: none"> We have the required practices in place <p>Student cant start enrolment without providing the</p>		

		correct visa for their enrolment.		
(b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and	Enrolment procedures, contact with immigration	<ul style="list-style-type: none"> We have the required practices in place <p>Lucky enough, this hasn't happened but student support and marketing are well trained to identify breaches of visa.</p>		
(c) notifying Immigration New Zealand of terminations of enrolment.	Enrolment termination form from INZ and confirmation email from INZ.	<ul style="list-style-type: none"> We have the required practices in place 		

		<p>An example of this, a student on a student visa wants to withdraw from the course for variety of reasons, students are informed we need to notify Immigration and then student support immediately fills out the termination form on the website.</p>		
<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 as a trustee – student fees are protected under student public trust account; students are informed about fee protection and sign the acknowledgement form sent to Public Trust and saved in files as well.</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

(b) its refund policies are fair and reasonable; and	Following the NZQA rules and code of practice.	<ul style="list-style-type: none"> We have the required practices in place 		
(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.	Refund and withdrawal policy given before enrolment, on enrolment form, welcome email, student support staff able to give information, website	<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. 	Refund and withdrawal policy follows these conditions.	<ul style="list-style-type: none"> We have the required practices in place <p>Refund and withdrawal policy follows these conditions.</p>		

<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. 	Refund and withdrawal policy	<ul style="list-style-type: none"> • We have the required practices in place <p>Following our refund and withdrawal policy and making sure all parties understand.</p>		
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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 is updated annually or as needed throughout the year, regular training and PD sessions	<ul style="list-style-type: none"> We have the required practices in place <p>Student support updating all documents for orientations yearly and as needed.</p>		
<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. Age-appropriate classes such as high school preparation.	<ul style="list-style-type: none"> We have the required practices in place <p>Running high school</p>		

		preparation classes for under 18 students when demand is there to balance out their timetable.		
(c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and	Information given in welcome pack, student handbook and student orientation.	<ul style="list-style-type: none"> We have the required practices in place <p>In our welcome packs, emergency contact list is provided which also include emergency contact numbers of staff.</p>		

<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>Student handbook providing relevant information for learners.</p>		
<p>(e) provide information about the termination of enrolment; and</p>	<p>Student handbook, student support staff, terms and conditions provided</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Acknowledged on enrolment terms before enrolment.</p>		
<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 		

		Student handbook provides relevant information.		
(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	Withdrawal and refund policy following code of practice	<ul style="list-style-type: none"> We have the required practices in place <p>Withdrawal and refund policy which is also on student enrolment form to be read before signing.</p>		

<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>All under 18 students have additional forms which specify their caregiver or parent and making sure all contact details are provided.</p>		
<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 		

		<p>practices in place</p> <p>All communication is done via the parent or guardian, for example exam results and reports.</p>		
<p>(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</p>	<p>All student support staff are available and one available after hours if needed</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Multiple student support staff monitor different aspects of students study life.</p>		

<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>a. each transfer that occurs during the period of enrolment; and</p> <p>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>	<p>Enrolment for requesting transfer, homestay application form, shuttle booking and shuttle confirmation email to relevant people, homestay confirmation to parent/guardian</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Communication with Homestay Co-Ordinator and guardian.</p>		
<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>	<p>N/A</p>			
<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>	<p>Under 18 documents & Enrolment Form</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Under 18 form is provided during enrolment process for the parent/guardian.</p>		
<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>	<p>Homestay procedures including homestay visit of student support</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Home visits are done from homestay co-ordinator.</p>		
<p>(b) ensure that the safety check referred to in clause 54 is completed and is up to date; and</p>	<p>Homestay procedures</p>	<ul style="list-style-type: none"> • We have the required practices in place 		

		Homestay co-ordinator ensures all homestay information is updated yearly or sooner if needed.		
(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	Homestay procedures, police check every 2 years, regular checks of any changes before students move in	<ul style="list-style-type: none"> We have the required practices in place <p>Homestay Co-Ordinator completes police vetting for all over 18 at start of application and then every two years after.</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	Homestay family enrolment form, police vetting, homestay visit forms, emails	<ul style="list-style-type: none"> We have the required practices in place 		

		Each homestay family completes and sign a homestay application form.		
(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	Homestay procedures, homestay interviews, homestay request form	<ul style="list-style-type: none"> We have the required practices in place <p>All communication is done through the parent or caregiver.</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	Homestay interviews, homestay procedures	<ul style="list-style-type: none"> We have the required practices in place <p>An example is homestay first week survey and if something is wrong or could go wrong,</p>		

		communicating with the families and additional visits if needed.		
(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	Caregiver Indemnity form	<ul style="list-style-type: none"> We have the required practices in place <p>Caregiver form is completed for every under 18 student.</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	Caregiver Indemnity form	<ul style="list-style-type: none"> We have the required practices in place <p>Caregiver form is completed for every under 18 student.</p>		
(i) ensure that there is appropriate separation of international tertiary learners from others of different ages in the accommodation; and	Homestay application form, homestay profiles, homestay procedures	<ul style="list-style-type: none"> We have the required practices in place 		

		All students have separate rooms.		
(j) ensure that the learner is appropriately supervised in the accommodation.	Homestay agreement, homestay procedures	<ul style="list-style-type: none"> We have the required practices in place <p>Homestay families read and sign agreement, and if a situation was to arrive the homestay families will contact us first for appropriate action.</p>		

<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>Homestay Co-Ordinator completes police vetting for all over 18 at start of application and then every two years after.</p>		
<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>Each homestay family completes and sign a homestay application form.</p>		

<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>	Homestay procedures and application form	<ul style="list-style-type: none"> We have the required practices in place <p>Photo ID is sighted for application and police vetting.</p>		
<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> <ul style="list-style-type: none"> i. the residential caregiver’s current or previous employer, professional body, or registration authority; and ii. the licensing authority that is relevant to the residential caregiver’s business or professional activities; and iii. a person who is not related to the residential caregiver; and 	Homestay application form and homestay procedures	<ul style="list-style-type: none"> We have the required practices in place <p>Reference check is a part of homestay application.</p>		
<p>(c) a police vet, to obtain information that is relevant to a risk assessment; and</p>	Homestay application form and police vetting forms	<ul style="list-style-type: none"> We have the required practices in place <p>All over 18 household</p>		

		members (Including short term) complete a police vetting.		
(d) an interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment; and	Homestay interview form	<ul style="list-style-type: none"> We have the required practices in place <p>With the homestay visit, interview questions are asked by the homestay co-ordinator.</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	Homestay interview	<ul style="list-style-type: none"> We have the required practices in place <p>With the homestay visit, interview questions are asked by the</p>		

		homestay co-ordinator.		
<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>	Police vetting every 2 years and homestay information update with this or prior to a student arriving	<ul style="list-style-type: none"> We have the required practices in place <p>Up to date police vetting every 2 years.</p>		
<p>Clause 54 (3). Subclause 53(1)(b) to (e) does not apply to a residential caregiver who –</p> <p>(a) is a supervisor referred to in paragraph (e) of the definition of residential caregiver in clause 5(1); and</p> <p>(b) is not a resident of New Zealand; and</p> <p>(c) is travelling with, and accompanying, the international tertiary learner for the purpose of supervising them during the learner’s educational instruction.</p>				
<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> <p>(a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and</p>	<p>Homestay visit following homestay interview form</p>	<ul style="list-style-type: none"> • We have the required practices in place <p>Homestay visits at start of homestay application and throughout years as needed – align with police vetting.</p>		
<p>(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>	<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>Homestay co-ordinator available 24/7 for any issues that may arise.</p>		
<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	self-review reports on the quality of their learner wellbeing and safety practices. – Adding in more internal self-audits.	Kaitlin	Yearly - January	Self-audit and reports comparing each year	Comparing results from years and being able to make improvements easier.
	Gather further evidence to learner wellbeing and safety strategic goals and strategic plans are effective.	Kaitlin	Yearly - December	Adding in questions to our feedback system to gather more of an outcome of our goals and plans.	Analysing feedback from learners.
	PD session for all staff on Te Tiriti o Waitangi	Kaitlin	May 2025	Ongoing PD sessions and training for new staff	Staff being able to more confidently talk about Te Tiriti o Waitangi
	Having more resources for teachers to use in the classroom environment relating to Te Tiriti o Waitangi	Chen	September 2025	Researching resources other institute's use	Teachers adding this to lesson plans.

Outcome 2: Learner voice	Adding learner complaints and learner experience to website	Andrea	April 2025	Making clear access to this information our website	People able to identity the access – potentially from feedback.
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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.	Chen & Andrea	2025	Engaging with different providers and seeking advice on how to do this.	Design being more involved and include accurate information.
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					

