New Zealand Management Academies Ltd (8661)

The Educational (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 self-review summary 2024

Background

- NZMA has been a code signatory and has been participating in annual self-assessment and attestation for the international student code for many years.

- NZMA had mapped practices against domestic code (IDC) and developed an action plan early 2021.

- Implementation of the IDC 2021 action plan for organisational continuous improvement and alignment with code outcomes in is progress. There is significant crossover between IDC and new code outcomes, as such both reviews inform actions for alignment to outcomes.

Self-Assessment Activities

Gaps Analysis and Action Plan: October 2021- January 2022

NZMA undertook a gap analysis and reviewed current practice against the new Code to identify gaps and develop a plan to address them.

- QA undertook mapping and gaps analysis against existing QMS policies and processes October 2021.
- International code review information aligned with new code outcomes.
- EMT reviewed current strategic documents and activities.

Ongoing review

UP admissions/International compliance team audits - ongoing

The annual NZMA Quality Campus Compliance Review (CQCR) is based around the stages of the student journey, with Part 2 covering student safety and wellbeing scheduled for September – October 2024. The CQCR is run on all campuses meeting with staff to discuss campus practice, and document verification checks confirming process compliance. This is an opportunity to check effectiveness and progress of actions implemented

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	**Well implemented** / Implemented / Developing / Early stages
Outcome 2: Learner voice	**Well implemented** / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	**Well implemented** / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	**Well implemented** / Implemented / Developing / Early stages

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

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

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Safety & wellbeing of all ākonga/learners is effectively managed from NZMA's Executive Leadership Team and filters down to all staff throughout the business. Wellbeing and safety is strongly embedded as part of what we do to support our students, this is evident in our purpose values and processes. We have been and continue to engage students as partners and have their voices heard and integrated in decision-making about pastoral care. NZMA proactively engages with learners on identifying areas for improvement by utilising mechanisms that work with our learner groups: utilising feedback through student evaluation surveys, where we specifically ask how we can improve in different aspects of our support and delivery; monthly campus student meetings to work through any campus level improvements. We have built Code requirements into our QMS policies, procedures and practice. Process Toolkits have been developed and implemented to guide staff on their role and responsibilities in relation to NZMA polices and ultimately Code requirements. We measure the effectiveness of implementation of our QMS at campus level through two main mechanisms: Campus Quality Compliance Reviews, and analysis of student feedback. The campus reviews follow the student journey, and Code expectations are built into expectations. Formal reports are written, improvements identified, and campus managers respond with developing action plans as needed. Reports and plans are	Our student survey results from Q1, 2 and 3 2024 show that: • 91% of learners agree/strongly agree that NZMA provides a supportive environment • 87% of learners agree/strongly agree that NZMA support services / activities have made a positive difference for them

reviewed by both Head of Operations and Head of Quality, as member of the NZMA Executive Management Team.

Student evaluation feedback is analysed at campus/service level, as well as by different learner groupings to ensure that diverse learner needs are being met.

Formal recorded meetings are held every month at senior management and throughout the year for EMT. These are comprehensive meetings that focus on all aspects of our operations including financial, academic, regulatory, health and safety, new proposals and initiatives, and actual performance against commitments.

Information gathered, performance data, best practice, regulatory changes and requirements, and new initiatives are discussed and shared, and the Power BI reporting system provides complete transparency of real-time data related to performance, parity, enrolment, data etc which allows support and oversight in the management of potential risks.

During 2024, NZMA has conducted the following development workshops in addition to adult education development and training:

- 7 Principles of working with Māori learners
- Building connections with learners – first two weeks of study
- Radical Candor – care deeply and challenge directly
- AI – ethics and safety
- IFS conversations for raising issues with learners
- Empowering students: cultivating accountability and setting expectations
- Accelerating Student Experience: 3 Es
- Unconscious bias
- Understanding and working with neurodiverse learners
- Growth Mindset

NZMA Pastoral Care policy Process workflow 'Responding to Student Care Issues' covers a range of issues and escalation

	processes, as well as privacy and parameters relating to disclosing personal information.	
	We are confident there are well established practices to ensure we assist students and respond effectively in emergency situations.	
	UP Education has recently reviewed and updated the Critical Incidents Management policy and processes. These will be implemented at beginning of 2025.	
	Campuses have locally relevant emergency plans and procedures for reporting issues. These are discussed in detail at orientation and drilled where appropriate, evacuation for example. A comprehensive support and guidance directory is provided in the Student Handbook and International Student Welcome booklet.	
	Identified Improvement	
	In response to feedback from both tutors and learners, NZMA is currently reviewing 'QTime', to ensure that it is fit for purpose for our current diverse learner groups. The new processes will be implemented from the beginning of 2025.	
Outcome 2: Learner voice	We are confident we are capturing student voice in a way that allows for different perspectives and drives decisions.	Our student survey results from Q1, 2 and 3 2024 show that:
	We have strong learner voice practices in place, demonstrating we take a whole of provider approach to wellbeing throughout the student journey. There are a range of channels for students to provide feedback and be engaged in campus-based decision-making:	• 90% of learners agree/strongly agree that they feel included and informed, and that they have a voice in decisions that affect them
	• Weekly class meetings where students can interact directly with their tutor and student representatives/ Kaiāwhina.	• 87% of learners agree/strongly agree that they knew who to contact if they had an issue or complaint and the process to follow
	• Student Representative and Kaiāwhina Meetings: Held once a month with CM. Raises points on class behalf.	
	• CSSF consultation with student reps on setting and using service support fees	
	• Student evaluation surveys are conducted each quarter, and seeks feedback on all aspects of the student journey –	

enrolment, orientation/induction, environment, support structures, programme, tutor, preparation for work, and pathways.

- Focussed meetings with student representatives and Kaiāwhina to follow up on themes from student evaluation surveys.

Campus Managers receive the evaluation feedback for their campus, which they then analyse, respond and feedback to learners through their campus meetings.

Our complaints process is comprehensive and follows good practice.

Students have access to a clearly structured complaints procedure that is common to all campuses. It follows an internal procedure, with escalation provision, and leads students to NZQA with contact details, for unresolved complaints.

We have a strong focus on low level resolution of complaints as much as possible. Often concerns are resolved informally at first instance, when the concern is brought forward.

NZMA received 13 formal complaints in 2023, relating to different areas of concern from tutor interaction through to fees. 70% were from domestic, non-Māori, non-Pasifika students. Due to low volume it is difficult to disaggregate further without identifying specific complainants. 10 of the 13 complaints were resolved internally. The three remaining complaints from 2023 were not resolved to the satisfaction of each of the complainants, and the complainants were informed of NZQA's complaints procedure. Tutor interaction was the topic of 11 of the complaints, with 6 from one cohort relating to one tutor. (See Appendix 1 for further detail).

In 2023, NZMA recorded four incidents that met our critical incidents criteria. Due to low numbers this data is not being disaggregated further due to specific incident identification issues. All four incidents were reported and dealt with immediately and where required reported to appropriate external agencies, as per NZMA's policies and procedures. In all incidents

| | counselling and support services have been offered and taken up by affected staff and students. Three of the four incidents related to threats to the safety of students or staff, including the presence of an individual behaving in a threatening manner.

Identified improvement

In 2023, we put in place a mechanism to collect learner feedback on their experience of the process. We see the value of this to assess if process is effective in meeting learner needs. In 2023, we sought feedback from 3 complainants (after the new process was put in place) regarding their experience of the complaints process, none of the surveyed responded. In 2024, we are monitoring the consistent use of the survey mechanism to gain feedback on the complaints process. | |
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	We are confident that our campuses provide a safe, secure and inclusive environment for students and there are well established practices to ensure this is maintained.

Our student handbook outlines rules and expectations, and they are followed up on in every instance. Students know they can (in the first instance) talk to their tutor who can then support and escalate problems if needed for resolution. If issues do arise, action will occur.

It is common practice for classes to develop their own class code of conduct – rules and expectations they all agree on.

The Code of Conduct, safe and appropriate teaching strategies, and zero tolerance for harmful behaviours all contribute to campuses that are largely free of bullying, harassment, and discrimination.

Smaller class sizes mean that tutors get to know their students very well and can recognise when any issues, harassment or | It is evident through student feedback, our students feel respected, included and supported, and rules and regulations are well understood.

Our campuses are inclusive environments for all students of all backgrounds. Students report through surveys that they are respected, included and free to be themselves.

Our student survey results from Q1, 2 and 3 2024 show that:

- 92% of learners agree/strongly agree that they feel their differences, values and culture are respected
- 86% of learners agree/strongly agree that staff are sensitive to their personal needs and are available to talk to confidentially
- 87% of learners agree/strongly agree that staff give them useful and timely information about support available with NZMA and from external services |

	bullying may be occurring. Often students will feel comfortable enough to come and speak with their tutor about it straight away. Where students have behaved inappropriately, actions have been taken swiftly. We have a zero tolerance for bullying/racism etc. We attempt to deal with issues at the class and wider campus level first, then deal with specific individuals where necessary. Pink Shirt Day is a key event in all campus calendars. Meetings with class tutor focused on building relationships, goal setting, and talking through student concerns by facilitating class meetings every week, fostering a whānau relationship within classes. Qtime one-on-one meetings with student to track progress, set goals, and nurture student hauora. Whanau evenings held in campuses engaging in whanau visiting campus, meeting all staff, seeing what learning on campus is like by way of engaging activities etc Campuses provide a range of cultural networking opportunities, that include: volunteering at local community events; relationships with Youth providers such as Manaakia Ora and Te Waiariki Purea Trust; work experience in the community Hosting Whanau evenings on campus; campus cultural groups; cross campus activities. Social and cultural networking is practiced within classes to help students in the real word, this includes best practice sessions and modelling on our networking platforms. Te taha whānau (social/cultural) and te taha wairua (spiritual) health is supported at NZMA by: • Promoting a sense of belonging through a structured orientation programme, providing social opportunities for students to interact and form friendships • Scheduling class-based team building activities and icebreakers for students to interact and form friendships • promoting cultural awareness, diversity, and acceptance through scheduled events, supporting student cultural activities, groups, and clubs	It is evident there are extensive and supportive interactions at NZMA, and considerable investment by campus staff as well as ongoing self-assessment of practices to ensure students are prepared and supported to achieve and pathway. Student evaluations are typically very positive that the campus is a fun and supportive environment and that they are supported to get to know other students and to work well as a group. Our campuses are multi-cultural environments and are conspicuously welcoming for all students including, particularly for Māori and Pasifika. PowerBI dashboards assist in the monitoring of attendance, achievement, literacy and numeracy gains. Monthly meetings between Head of Learner Success, Campus Manager and Learner Success Lead to review ongoing actions for support of learners requiring extra learning support. Annual Campus Quality Compliance Review reports

- MS Teams' groups for each class helps students connect online when unable to be on campus.
- The establishment of Kaiāwhina (student advocates) positions ensure Māori learners have a voice at NZMA and that we maintain a focus on Te Ao Māori, with an understanding of /ability to establish needs of tikanga Māori and cultural needs of Pasifika learners
- Hoani Waititi kaupapa Māori framework where tikanga in incorporated into learning and support.
- Karakia within meetings.
- Te Reo and Tikanga development programme for our leaders

Academic student support includes specific initiatives designed to proactively address issues that may create barriers to success. Tutors are primarily responsible for support relating to academic matters with assistance from the associated Learners Success Lead.

Each tutor meets with their ākonga/learners that self-identify a disability and carry out an individual needs assessment to best support them through learning strategies.

Student progress reports – Qtime: Progress Review is held every 6 weeks, to monitor, discuss and support student progress through their course. A one-on-one discussion is held between the tutor and student focussing on work ready and functional skills completion of tasks and how to support development.

Monitoring attendance and progression to ensure student welfare and achievement in the event that a student is attending classes regularly but still not performing in their studies; or ceases attendance before course completion, NZMA will intervene and provide support and guidance as necessary.

All students enrolled in levels 2 and 3 are required to complete LNAAT to assess L&N level and learning support needs. Development must be discussed at the Student Progress Review NZMA has establishing numeracy and literacy within learner success with a focus on addressing the inequality of outcomes

between Māori and Pasifika students and their non-Māori and Pasifika peers.

Where applicable, subjects like tertiary studies/academic studies take place early in programmes so that students are better equipped to succeed in their studies.

There is a strong focus on engaging students in study including: L&N activities; Higher level tutors talking to the lower level classes; Going over course assessment conditions and requirements prior to sitting assessment (pre assessment; sharing graduate Success stories; Academic writing workshops APA for higher levels.

Practices to support safe learning and communal environments and facilities; and the security of students include:

- UP Education Policies and Procedures to manage site Health & Safety
- H&S Audits to check compliance for site safety (annual Building WOF) safety & energy equipment; exits, regular fire & evaluation drills.
- Qtime (Quality time) process: meetings held between Tutor and student to assist with pastoral care
- Student induction include H&S site induction (including programme where specific risks i.e., trades/hospitality), the information in the student handbook must be discussed (H&S, and support/referral services for health and wellbeing)
- Privacy: Adherence to Police Vetting requirements in terms of use of personal information

Staff ratios and supervision in place for programme with higher risk – Trades (toolkit meetings), hospitality (host responsibility, under 18 checks).

Enrolment process requires Sales team to ascertain student learning difficulties/impairment includes questions relating to barriers and support needs (i.e., impairments, barriers). This information is shared between the enrolment processing system (CRM) and the SMS (SELMA).

	Student Handbook policies: includes behavioural misconduct and bullying/harassment policy, and how to escalate issues including where this is online. *Identified improvement* NZMA has implemented an online campus with purely asynchronous individual learning. Most of the learners that enrol into this learning environment have different expectations and needs from the traditional NZMA campus-based learners. We are currently working through a Continuous Improvement Project which includes how we interpret the Code for this very different context and very different learner persona.	
Outcome 4: Learners are safe and well	We are confident campuses have practices that assist students to identify and manage their basic needs through established processes documenting opportunities at and throughout enrolment to check how well' basic needs are met and where reasonable standards of material wellbeing are impacted, we have information and support for accessing services on and off-campus. We are confident we have policies, support resources/documents, and practices in place to support student physical and mental health, and identify students in need of support at risk. Qtime (Quality time) process: Q-time 1st meeting template includes prompts that ask about living situation and circumstances to identify and address specific barriers and or needs. Where student needs arise in QTime sessions, tutors can enlist support of CM, refer students to agencies or contact parents if appropriate (U18). Regular communication channels: Campus staff across all campuses and regardless of role, work extensively to support and assist students directly with advice, referrals, and advocacy Class/Student rep meetings regularly occur canvassing students re their needs and CSSF for counselling and other services.	Enrolment Interview Notes Form includes questions relating to barriers and support needs (i.e., resources available, family commitments etc) Student noticeboards and handbook promotes information on where to find local support services relating to drug, alcohol, addiction, safe sex and family planning. Qtime with trainer/tutor allows learners the opportunity to raise any concerns about themselves in confidence Monthly reports via Safe365 Annual Campus Quality Compliance Review reports. Student Survey data confirms students feel well supported at NZMA. Our student survey results from Q1, 2 and 3 2024 show that: • 91% of learners agree/strongly agree that NZMA provides a supportive environment • 87% of learners agree/strongly agree that NZMA support services / activities have made a positive difference for them • 93% of learners agree/strongly agree that they feel comfortable and safe on campus

	Student Services area include a range of handouts and brochures such as tenancy services, addiction support, health, and financial information &support services on and off-campus.	• 80% of learners agree/strongly agree that they feel NZMA makes time to check on their wellbeing
	Student Notice boards include contact details of support services.	• 94% of learners agree/strongly agree that the have opportunities to connect and interact with others
	Te taha hinengaro (psychological) health NZMA counselling services in place and referral to other services as required.	
	Te taha tinana (physical health) promoting positive health and lifestyle choices: breaks and a range of classroom activities scheduled to allow for body movement throughout classroom delivery.	
	Q time/Staff PD – Ako to enhance staff understanding and learning around Māori and Pasifika language and student's needs.	
	Students experience stable class groupings and tutor allocations, and a familiar campus environment with day-to-day contact with teaching, management, and admin.	
	Health and safety, all incident and risks are reported and logged in safe365. NZMA has internal health and safety roles and responsibilities, evacuation protocol in place and Critical Incident Management Policy and Procedures.	
	Sonder is at 24/7 app available for all our international ākonga/learner to access and provides safety, medical and mental health support. In addition to this we have internal counsellors for ākonga/learners.	

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	We are confident that we have practices in place that support and respond to the distinct wellbeing and safety needs of our international learners. In addition to on-campus pastoral care practices for all learners, we also have the following in place for international learners: • a third-party app (Sonder) to support international students' personal safety and wellbeing. Sonder can provide students with in-person support in three centres and can contact campus staff or emergency services on students' behalf in other centres. • guidance in the International Student Welcome booklet about emergencies. • Designated 24/7 emergency contact (usually the Pastoral Care Officer or Campus Manager) for international learners with the person, and contact details, advised to students at orientation. Good practice in campuses has included: downloading and signing into Sonder, and having students enter emergency contact details in their phones during orientation, posting the information on noticeboards and websites. We have effective mechanisms in place to access and integrate international learner voice into decision making regarding planning and provision of learner support services at both individual campus level and organisational level: • Monthly international learner meetings with campus manager • Quarterly survey responses from international learners analysed	International student Day 1 orientation checklist and documentation completed and uploaded against each individual student record in CRM NZMA and UP Education audits confirm campus orientation activities are completed on Day 1. Monthly campus based international student wellbeing meeting notes recorded Our student survey results from Q1, 2 and 3 2024 show that: • 94% of international learners agree/strongly agree that NZMA provides a supportive environment • 90% of international learners agree/strongly agree that staff are sensitive to their personal needs and available to talk to confidentially • 90% of international learners agree/strongly agree that staff give them useful and timely information about support available with NZMA and from external services • 89% of international learners agree/strongly agree that they feel NZMA makes time to check on their wellbeing • 87% of international learners agree/strongly agree that NZMA support services / activities have made a positive difference for them • 95% of international learners agree/strongly agree that they feel comfortable and safe on campus • 93% of international learners agree/strongly agree that they have opportunities to connect and interact with others

		• 95% of international learners agree/strongly agree that they feel that differences, values and culture are respected
		• 92% of international learners agree/strongly agree that they feel included and informed, and that they have a voice in decisions that affect them
Outcome 9: Prospective international tertiary learners are well informed	Our marketing and promotional collateral provide clear, sufficient and accurate information. We also actively manage and monitor our education agents. The UP Education Marketing team develop promotion materials annually based on feedback from our in-market student recruitment team as well as the outcome of annual agent surveys and publicly available international education market research. We also constantly update our websites and collateral when there is an update of our study programmes. To ensure students can receive the most updated information directly or through their agents, we publish our collateral both on websites and on the UP Education agent portal. Agent Portal As a component of the agent onboarding process, we conduct a minimum of two written agent reference checks. These reference checks are documented and uploaded to the agent's record in our CRM system. We provide written contracts to all active agents, and copies of these contracts are stored in our CRM system. Contract renewals occur every two years. Agent info and communication records are hosted in our CRM system. Reference checks, written contracts and any documents between us and agents are well saved and sorted. We assess agent performance by tracking student enrolment activity, visa approval rates, and the resolution of any received complaints.	We conduct an agent survey on an annual basis investigating the agents' experience working with us. In the outcome of 2023 annual agent survey, agents rated the accuracy of the information we provide through our websites and collaterals 4.1 out of 5. Through our current practice, we are seeing an improvement of agent performance both on student numbers and visa approval rates. Our student survey results from Q1, 2 and 3 show that: • 92% agreed/strongly agreed that they got the support they needed during their application process • 92% agreed/strongly agreed that the info received prepared for study with NZMA Regular audit of admissions processes CRM records Information for international learners on the NZMA, TCC, and NZIS websites, as well as printed collatoral

	We conduct investigations into any cases of misconduct, and if agents are found to be in violation, they may face appropriate sanctions, which can extend to contract termination.	
	All relevant information is included in the Agent manual and on the agent portal.	
	As most of our international learners are referred by our agents, we ensure our agents are well informed and trained by our in-market recruitment team frequently so that they could inform their clients with the most updated information. We also consistently optimizing our website, social media platforms and digital marketing collateral with most relevant information so that our prospective students can access the information of study and services from us directly.	
	We also translate some of our collateral into different languages, e.g. Chinese and Korean, so that our Chinese and Korean prospective students with limited English proficiency can also access to the information effectively.	
Outcome 10: Offer, enrolment, contracts, insurance and visa	UP Education has a centralised admissions team who are trained to assess students English and academic background to ensure they qualify for the different programme of study. IELTS and TOEFL results are verified online. For vocational programmes, NZQA Rules are followed.	SFP attestations and audits comply with NZQA SFP requirements. Relevant documentation templates: • Enrolment acceptance form • Student Fee Protection Policy • Student Refund Entitlements Policy • Application form • Contract of enrolment form • Enrolment acceptance form • Student handbook • Orientation presentation • International student information pack • Studentsafe inbound learners brochure • Studentsafe inbound learners policy wording
	All programmes have set English and academic criteria. In some instances, an interview may be required, as well as police vetting and/or safety checks. This information is available on the website & prospectuses.	
	Regional managers, sales team & agents are well trained on our products and they guide the students to choose the right programme.	
	EDMs are sent out when there is any change	Admissions and provider audits for visa, insurance, entry criteria • Insurance records in CRM • Insurance audit records in CRM • Dashboard reports for insurance monitoring • Visa audit records in CRM
	The contract of enrolment, enrolment acceptance form covers the required information which required for students to return with signature prior confirming their enrolment. We only enrol	

students under the age of 18 when close to their 18th birthday and they have family support systems already in NZ.

Student are informed about their rights and obligations through the application form and enrolment process with associated documentation.

The Offer letters, Enrolment Acceptance and Contracts of Enrolment are comprehensive.

The Student Handbook and Code of Conduct clearly outlines the expected behaviours of students and the consequences of not meeting those expectations.

The process follows the principles of natural justice. Students are made aware of disciplinary processes through the Student Handbook, Orientation and Induction materials and documentation.

We have a robust process in place where do not allow reconfirmation or students cannot enrol without insurance which meets the minimum requirements set out above.

UP Education arranges international student travel insurance from StudentSafe and every offer includes insurance fees which student can pay for the arrangement. StudentSafe insurance is a comprehensive insurance which meets all the expected requirements.

Some students elect to have their own insurance coverage, but this insurance must meet the code requirements

Admissions must have payment or evidence of insurance before a reconfirmation letter will be issued. Insurance is again checked as part of the Orientation process.

Any identified issues with visas and insurance is dealt with by the appropriate person (Admissions, LIA) in appropriate timeframes.

We have a series of compliance checks to ensure that no international student starts attending class without holding the correct valid visa for their course.

- Visa View checking result for students with interim visas uploaded in CRM.
- Automatic reminder emails regarding visa expiry date sent to students
- Termination of enrolment form and INZ confirmation email uploaded in CRM
- Fee Protect Student Acknowledgement Form signed by international student and campus admin are uploaded in CRM.

Our student survey results from Q1, 2 and 3 2024 show that:

- 92% agreed/strongly agreed that they got the support they needed during their application process

- 92% agreed/strongly agreed that the info received prepared for study with NZMA

On day 1 of Orientation passport and visa is checked, copied and stamped and signed. If a student presents a visa that is not a student or interim visa or incorrect, clarification as to whether the student may attend or not is checked with INZ immediately. Students are not allowed to commence the programme until INZ has confirmed the student can attend and/or the visa is re-issued.

Beyond the start of the course, a number of other visa monitoring checks are performed. If a student is holding an interim visa, they will be regularly followed up to check if they have received a decision from INZ at no less than 3-week intervals, noting that Interim visas may expire 21 days after a decline decision is made by INZ. We may also check a student's conditions to study on Visa view. We can track student visa expiry on CRM. When students have a visa that expires before their course finish dates, we work with them to make sure they apply for their new visa in time and do not let them attend class if they let their visa lapse or a valid interim visa is not supplied.

Each month an audit of student records on CRM is undertaken to ensure that documentation is loaded and is correct. There are also on-going weekly compliance updates, checking on visa and insurance expiry.

NZMA has effective tools and processes to check that only students who are entitled to undertake education and training attend classes. If any breaches are found they are swiftly rectified and if applicable students are stood down until they are meet the eligibility criteria for study.

Processes and checks in place ensure that NZMA is up to date with immigration issues.

A CRM Dashboard has also been set up for monitoring students' visa status and expiring date. A weekly check is conducted within the compliance team. If any student fails to provide a valid visa after the current visa expiry date, the student will be removed from class immediately, and INZ is informed.

	The Licensed Immigration Advisors manage interactions with INZ effectively.	
	When a student is withdrawn or enrolment is terminated by NZMA, we use INZ's online termination form to notify them as soon as possible. NZMA has one Licensed Immigration Advisor, who has responsibility for covering all transactions with INZ regarding individual student visa issues.	
	NZMA uses Public Trust as SFP Provider. Roles and responsibilities are clearly laid out in regards to transfer of student fees into Public Trust. Fee payment and transfer is internally checked as part of student documentation compliance checks (weekly). NZMA uses exception reporting to identify any issues with Public Trust drawdowns.	
	The policies are constructed to align with the Code Requirements	
Outcome 11: International learners receive appropriate orientations, information and advice	The information is provided comprehensively and systematically in welcome booklet and Student Handbook. Handbook is dated and versioned as reviewed so that its currency can be assured.

In most campuses international students are very clear and confident about who to go to, and how, to access support from designated staff members.

An app (Sonder) is increasingly being used for international student support and we need to remain aware that the app does not replace the need for students to have ready access to designated staff on campus.

The information is provided in two key documents for students (and staff)

- Student Handbook 2023
- Welcome Booklet for International Students (Health and Safety & General Information for International Students in New Zealand

As well as through a variety of modes including

- Pre-arrival provision of orientation information by sales and recruitment staff | International compliance team also conduct frequent review and audit of our websites and collaterals to ensure the content is updated and relevant.

International student Day 1 orientation checklist and documentation completed and uploaded against each individual student record in CRM

NZMA and UP Education audits confirm campus orientation activities are completed on Day 1

Monthly campus based international student wellbeing meeting notes recorded

Our student survey results from Q1, 2 and 3 2024 show that:

- 92% of international learners agreed/strongly agreed:
  - Student handbook helped me understand my responsibilities as a student of NZMA
  - Information on accessing support and services for study or personal needs was clear |

	- Orientation checklist - Checks to gauge students' understanding of the Orientation content - International student noticeboards on campus - PowerPoint presentations and speakers We are confident that our Orientation delivery achieves the intent and requirements of the Code and that campuses have gone beyond provision of required information, by bringing the information to life through multiple exposures, interactive and engaging delivery, and the establishment of supportive inter-personal relationships with students from the outset. Students commonly report very positive interactions with NZMA from pre-enrolment stage, through to their arrival on campus and commencement of study. As a result, students typically report feeling well informed, supported, and included in campus life.	89% of international learners agreed/strongly agreed that they knew who to contact if they had an issue or complaint & the process to follow 90% of international learners agreed/strongly agreed that they enjoyed orientation, and felt excited about starting their programme 96% of international learners agreed/strongly agreed that they felt welcome
Outcome 12: Safety and appropriate supervision of international tertiary learners	NA – no under 18 currently enrolled	