



New Zealand Management Academies Ltd (8661)

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

Self-review summary 2026

Self-review report

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
- References to UP Education (UP) are to NZMA's parent company that provides governance and international student recruitment and enrolment services to NZMA

Ongoing self-assessment activities

- UP Admissions/International compliance team audits – ongoing
- The annual NZMA Campus Quality and Compliance Review (CQCR) is based around the stages of the student journey. The CQCR is run in two parts on all campuses, meeting with staff to discuss campus practice, and document verification checks confirming process compliance. Part 2 referenced in this self-review was conducted in 2H 2025, and Part 1 in 1H 2026
- Student evaluation surveys are run three times per year, with results quoted in this self-review being 2026 year-to-date at the time of review. On average, the 2026 results show an incremental improvement on 2025

TEO information

TEO Name	NZ Management Academies Ltd			MoE number	8661
Code contact	Name	Kathy Maclaren		Job title	Head of Quality
	Email	Kathy.maclaren@nzma.ac.nz		Phone number	09 557 1252
Current enrolments	Domestic learners	Total #	3043	18 y/o or older	2552
				Under 18 y/o	491
	International learners	Total #	268	18 y/o or older	268
				Under 18 y/o	0
Report author(s)	Chris Bradley				

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	NA

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	NZMA has established an integrated learner wellbeing and safety system characterized by strategic oversight, proactive intervention, learner engagement, continuous improvement, cultural responsiveness, and a strong organisational commitment to learner well-being and safety. The strategy is driven centrally at Executive Management Team (EMT) level and is implemented across all campus and support teams. The leadership from EMT models a whole-of-organisation approach; and centers a culture of learner well-being and safety. It is notable that this culture extends beyond Code requirements as, for example, staff well-being days are built into the annual calendar as well. EMT has an annual cycle of strategic review and re-development. Individual EMT members then develop plans relevant to their roles and roll those out either organisation-wide or to relevant teams. The positive outcomes evident across learner voice, wellbeing, inclusion, learner support, and international learner experiences indicate that these systems are operating effectively in practice and are contributing to positive learner experiences and outcomes. Examples of initiatives with learner well-being and safety at their core include • Embedding the Learner Success Lead role as business as usual • Continued pursuit of parity of achievement for Māori and Pasifika • Access and success for all learners under the Disability Action Plan	Strategic documents, learner feedback, quality assurance activities, learner success data, operational reporting, staff development activities, and evidence from learner support interventions provide assurance that NZMA's learner wellbeing and safety systems are effective, continually reviewed, and focused on supporting positive learner experiences and outcomes. At a governance and leadership level, learner wellbeing and safety are monitored through Executive Management Team and Senior Management Team meetings, strategic planning processes, annual business planning, organisational reporting, and review against strategic priorities. Wellbeing and safety considerations are reflected across key organisational frameworks, including the Learner Success Strategy, Pastoral Care Framework, Nurture Strategy, Disability Action Plan, stakeholder engagement activities, and wider quality management systems. We gather learner feedback through multiple channels, including student evaluation surveys, student representative meetings, monthly campus learner meetings, international learner forums, informal learner interactions, and targeted consultation activities. These mechanisms provide direct insight into learner experiences and identify opportunities for service improvement. Survey results continue to indicate positive learner experiences, including evidence that 92% of learners agree or strongly agree that NZMA provides a supportive environment. Operationally, NZMA monitors attendance, learner engagement, academic progress, support interventions, parity outcomes, and

	• Staff development in te reo Māori and integrating • Integrating te ao Māori perspectives within learning environments • Shifting attendance monitoring to a well-being focus, and disciplinary procedures to a restorative process to the greatest extent possible • Nurture Strategy for seamless and phased transfer of pastoral care responsibilities from A key strength evident across NZMA is the focus on early identification and intervention of issues likely to affect well-being. Staff monitor attendance, academic progress, learner engagement, and wellbeing indicators to identify learners who may require support. Learner Success Leads, tutors, campus leadership, and senior management work collaboratively to develop support plans, implement interventions, and connect learners with further assistance where required. Monthly academic reviews of learners at risk of withdrawal or non-completion support timely intervention and coordinated responses to learner needs. The system includes well defined health and safety, risk management, and critical incident procedures all embedded in day-to-day business. NZMA maintains strong oversight of learner safety through health and safety systems, emergency management processes, emergency contact procedures, regular audits, campus safety reviews, evacuation drills, and learner information resources. Learners receive information through orientation processes, the Student Handbook, campus communications, and other support resources that promote wellbeing, safety, and access to assistance. Learner voice plays an important role in informing organisational improvement. NZMA actively engages learners through surveys, student representative structures, monthly campus learner meetings, and targeted engagement with specific learner groups. Feedback gathered through these channels contributes to decision-making regarding learner support, campus improvements, teaching and learning experiences, and pastoral care. Survey findings reviewed	learner success metrics. Monthly reviews of priority learners support timely intervention when risks emerge, while Power BI reporting enables real-time visibility of performance data, helping management identify trends, monitor outcomes for diverse learner groups, and allocate support where required. Staff capability is supported through structured induction, professional development, process toolkits, pastoral care guidance, and Code-related training. Evidence of recent staff development relating to cultural capability, privacy, escalation processes, learner support, and documentation practices provides assurance that staff understand their responsibilities and are equipped to support learner wellbeing and safety. Key evidence sources for Outcome 1 • Organisational strategic planning • UP Education policies and procedures • NZMA QMS • Safety Champion system • Student evaluation surveys • Student handbook • Campus noticeboards • Feedback from campus teams • Benchmarking against 2025 self-review
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	across this self-review indicate that learners generally feel informed, included, respected, and supported. Learner wellbeing systems include proactive support for learners experiencing barriers to participation and achievement. Support services include academic support, learning support, counselling services, external referral pathways, wellbeing conversations, learner support planning, attendance interventions, financial hardship support, and referrals to specialist services where appropriate. International learners are supported through dedicated pastoral care processes alongside participation in broader learner support systems. Professional development supports staff capability and confidence in responding to learner needs. Recent development activities have included training related to supporting Māori learners, confidentiality and privacy, escalation of support needs, documentation practices, and fair process expectations. Staff also complete Māori and Pasifika capability development as part of induction processes, supporting culturally responsive and learner-centred practice. Top	
Outcome 2: Learner voice	Over time, NZMA has established and embedded a range of mechanisms that enable learner participation, support learner voice, and provide opportunities for learners to influence decisions affecting their educational experience. Survey outcomes, consultation activities, representative structures, one-to-one student-tutor conferences, and complaint processes indicate positive engagement and a strong sense of inclusion among learners. We continue to strengthen this approach by improving representation across different learner groups and enhancing the consistency of documenting actions and communicating outcomes arising from learner feedback (closing the loop). We identified one area for improvement 1. Better consistency across campuses to ensure actions in response to learner feedback are recorded and outcomes are communicated back to learners	Four monthly student survey results, representative structures for all students and for intentional students, complaint information, student-tutor one-to-one meetings, and operational reviews by management and senior staff provide assurance that learners have multiple opportunities to contribute their views, that their feedback informs organisational decision-making, and that NZMA maintains systems designed to support meaningful learner participation, wellbeing, and continuous improvement. Learner feedback is gathered through quarterly student online evaluation surveys that cover the full learner journey, including enrolment, induction, programme delivery, support services, learning environments, work preparation, and pathways. Survey data is analysed by Campus Managers and shared with learners through campus meetings and follow-up discussions, helping to ensure learner perspectives are reviewed, understood, and acted

	Learners are encouraged to participate in decision-making through multiple channels, including class meetings, student representatives, Kaiāwhina, student and tutor individual meetings, regular student evaluation surveys, direct engagement with staff, and dedicated forums for specific learner groups, including international learners. These processes support effective relationships between learners and NZMA and help ensure that learner needs, perspectives, and experiences are understood and responded to in a timely manner. Student representative and Kaiāwhina meetings provide a structured mechanism for gathering and responding to learner feedback. Held regularly with campus management, these meetings enable learners to raise issues on behalf of their classes, discuss campus-wide matters, and contribute to decision-making processes. Student Services Fee consultation is integrated into these structures, providing learners with opportunities to influence decisions about the use of student support funding and ensuring learner perspectives contribute to investment decisions relating to services and support. Learner feedback is gathered systematically through 4-monthly student evaluation surveys, which seek perspectives on all aspects of the learner journey, including enrolment, orientation, learning environments, support services, programme delivery, tutor effectiveness, work preparation, and future pathways. Feedback is analysed by Campus Managers and discussed with learners through campus meetings and follow-up engagement activities, helping ensure that learner perspectives inform operational improvements and institutional decision-making. International learners are provided with dedicated opportunities to share their experiences and raise issues relevant to their study and living circumstances. These meetings provide an additional channel through which specific wellbeing, safety, settlement, and educational concerns can be identified and addressed, while also ensuring international learners remain connected to broader learner voice processes across NZMA.	upon. It also informs self-assessment for reporting and improvement at the organisational level. Structural provision for student voice includes class meetings, student representatives, Kaiāwhina, and regular learner forums. Monthly student representative and Kaiāwhina meetings with Campus Managers provide a formal opportunity for learners to raise issues, discuss concerns, and contribute ideas for improvement. Student Services Fee consultation includes learner participation in decisions affecting support services and campus life. Evidence from learner surveys quoted throughout this self-review shows that learners generally experience NZMA as an environment where they feel included and heard. YTD student evaluations in 2026 are strong evidence that students are included in decision-making • 90% of students feel included and informed, and that they have a voice in decisions that affect them International learner meetings, focused engagement activities with representatives and Kaiāwhina, and day-to-day interactions between learners and staff provide further qualitative evidence regarding learner experiences. These channels allow NZMA to identify emerging issues, seek clarification on survey themes, and verify whether intended improvements are being experienced by learners in practice. We also review incidents and learner wellbeing concerns as part of its wider commitment to learner safety. Critical incidents are managed in accordance with established procedures, with appropriate support and reporting arrangements implemented where necessary. Key evidence sources for Outcome 2 • CQCR Pt 2: 3.4 • Student evaluation surveys • Information for students on campus noticeboards • Feedback from campus teams • Benchmarking against 2025 self-review
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NZMA also maintains processes through which learners can raise concerns or complaints. Learners have access to clearly structured complaints and appeals processes that operates consistently across campuses and provides both informal and formal pathways for resolution. NZMA promotes early resolution wherever possible, while also maintaining escalation processes and providing information about external avenues available through NZQA should concerns remain unresolved. The organisation seeks to ensure complaints and concerns are addressed fairly, promptly, and in ways that support learner wellbeing throughout the process.

In 2025, NZMA received 8 formal complaints. All complaints were resolved internally through the NZMA complaints process. Due to the low numbers, the data cannot be disaggregated by campus, as the complaints/complainants could be identified. However, the following category breakdown can be provided:

Nature of complaint	# Complaints
Interaction/behaviour of other students	2
Disciplinary process	1
Withdrawal due to non-engagement	1
Completion processing timeframes	1
Communication regarding financial support	1
Placement opportunity	1
Contract/fee payment	1

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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	NZMA's physical and digital learning environments are supported by systems and practices intended to create safe and accessible learning experiences for all learners. Campus safety is supported through health and safety policies and procedures, annual audits, building warrant of fitness requirements, emergency drills, programme-specific safety practices, and active supervision arrangements. Digital learning environments, including Microsoft Teams class communities, support learner connection and participation for all learners be they studying by distance, blended, or face-to-face mode. Thematic across our review of all Code outcomes, and our monitoring of regular student feedback, is consistent evidence that we are fostering learning environments that are safe, inclusive, accessible, and supportive, enabling learners from diverse backgrounds to participate fully in their education and achieve successful outcomes. This is well corroborated evidence of a proactive approach to promoting learner wellbeing, removing barriers to participation, and creating a learning culture where learners feel welcomed, connected, and able to succeed. Campus environments reflect a commitment to recognising and celebrating diversity. Staff actively encourage participation in events and initiatives that support inclusion and create opportunities for learners from different backgrounds to share experiences, build networks, and develop positive relationships. Initiatives such as Pink Shirt Day, cultural events, campus cultural groups, latterly a cross-campus sports event, and community partnerships support the development of inclusive and respectful campus cultures. Information regarding learner wellbeing and support services is clearly	Student survey results, learner success data, support interventions, self-assessment activities, campus safety processes, cultural engagement initiatives, and ongoing monitoring of learner outcomes provide strong evidence that NZMA is creating learning environments where learners feel safe, respected, included, supported, and able to succeed. NZMA's assessment of the effectiveness of its learning environments is informed through learner feedback, learner success data, attendance and achievement monitoring, quality assurance reviews, pastoral care records, and ongoing oversight by campus leadership and learner support teams. These sources provide evidence that learners experience NZMA as a safe, inclusive, supportive, and accessible place to learn. Student feedback indicates a strong sense of belonging and connection within the learning environment. Survey results show high levels of learner satisfaction regarding opportunities to connect with others, participate in campus life, and access support services, with learners reporting that they feel part of a supportive community. Learners consistently report that they feel respected, able to be themselves, and that their culture, values, and individuality are recognised within the NZMA community. • 88% of students agreed that information about how to access study or personal support services was clear • 91% report a sense of belonging & community at NZMA • 93% feel they have opportunities to connect and interact with others Monthly meetings involving the Head of Learner Success, Campus Managers, and Learner Success Leads review learners requiring additional support and monitor progress against agreed

	communicated and readily accessible through inductions, learner communications, noticeboards, and direct engagement with staff. A strength of NZMA's approach is its early identification and support processes for learners who may face barriers to success. Information gathered during enrolment is used to identify support needs and facilitate planning before programme commencement. Information regarding disabilities, learning difficulties, barriers to study, and support requirements is transferred between CRM and SMS systems to enable continuity of support. Structured handover processes between enrolment, learner support, and academic teams support early intervention and tailored learner success strategies from the beginning of the learner journey. The Learner Success Lead plays a key role in coordinating learner support and promoting inclusive educational practices. Learners are introduced to available support services at programme commencement, and learning support plans are developed collaboratively with learners, tutors, and support staff where appropriate. Tutors undertake individual needs assessments with learners who disclose disabilities or additional support needs and work alongside learner support staff to develop effective learning strategies and accommodations. NZMA's approach emphasises adapting the learning environment to meet individual learner needs and empowering learners to take ownership of strategies that support their success. Academic support is integrated within NZMA's wider wellbeing framework. Tutors, supported by Learner Success Leads, monitor learner engagement, achievement, literacy and numeracy development, attendance, and overall progress. Cultural inclusion is an important feature of campus life. Tikanga Māori is visible within campus practices, interactions, and learning experiences, and NZMA continues to strengthen relationships with iwi and community partners. Learners are provided with opportunities to explore identity, culture, and belonging through activities such as the development of pepeha, engagement with pūrākau, cultural	interventions. These reviews provide assurance that support needs are identified early, actions are coordinated, and learners receive appropriate academic and wellbeing assistance. Enrolment information, individual needs assessments, learner support plans, attendance follow-up processes, literacy and numeracy assessments, one-to-one learner meetings, and pastoral care records all provide evidence that NZMA actively identifies and responds to learner needs. Evidence reviewed across learner support activities demonstrates a strong emphasis on understanding barriers to participation and working collaboratively with learners to support successful outcomes. The effectiveness of NZMA's inclusive and culturally responsive practices is also evident through learner participation in whānau events, cultural activities, community partnerships, Kaiāwhina initiatives, volunteering opportunities, and other engagement activities that support connection and belonging. These activities contribute to positive learner experiences while strengthening social, cultural, and community networks. Campus safety and accessibility are monitored through health and safety systems, annual audits, emergency drills, programme-specific safety requirements, and routine campus reviews. Learners receive information about safety, support services, behavioural expectations, and reporting pathways through orientation, programme inductions, classroom discussions, and the Student Handbook. Key evidence sources for Outcome 3 • CQCR general findings • Student evaluation surveys • Student handbook • SMS event logs • Safety Champion • Information for students on campus noticeboards • Anecdotal feedback from campus teams • Benchmarking against 2025 self-review
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	networking opportunities, and participation in learning experiences that strengthen understanding of te ao Māori. Kaiāwhina play an important role in ensuring Māori learner voice is represented, and that Māori and Pasifika cultural perspectives remain visible within campus life. Te reo and tikanga development programmes for leaders further support culturally responsive practice. We identified one area for improvement 1. Ensure support plans and assistance being provided to all neuro diverse learners and those with learning disabilities are documented in SELMA Top	
Outcome 4: Learners are safe and well	Overall, available evidence indicates that NZMA has established systems and practices that support learner wellbeing, provide avenues for early identification of risk, facilitate access to support services, and create learning environments where learners generally report feeling safe, supported, connected, and able to participate successfully in their studies. NZMA takes a practical approach to supporting learners' material wellbeing and basic needs. Throughout the enrolment process, staff actively identify potential barriers that may impact study participation, including financial circumstances, family commitments, transport issues, accommodation needs, childcare responsibilities, and access to learning resources. Learners are supported through advice and assistance relating to StudyLink applications, student allowances and loans, accommodation and tenancy issues, transport options, childcare arrangements, and the completion of forms and applications required to access support services. This early identification approach helps ensure barriers are recognised before they become obstacles to learner success. Student feedback indicates that learners experience NZMA as a safe and supportive environment. Survey results show that a high proportion of learners feel comfortable and safe on campus, experience NZMA as supportive, and have opportunities to connect and interact with others. These outcomes provide assurance that	Student evaluation survey results, enrolment information and SMS event logs, learner support records, attendance monitoring, health and safety reporting, counselling and learner success lead support referrals, quality assurance reviews, and direct learner feedback provide strong evidence that NZMA maintains systems and practices that support learner wellbeing, promote safety, identify emerging risks, and help learners access the assistance they need to succeed. Student survey results provide strong evidence that learners experience NZMA as a safe and supportive environment. In 2025: • 93% of students feel comfortable and safe on campus • 94% say Class/campus is safe/no hazards (response to: (Equipment & tools in my training space are working and safe to use. Furniture in my classroom is safe and comfortable). • 86% are positive about Accessibility of facilities There is good evidence of early identification and support is provided through pre-enrolment and enrolment interactions and early 1:1 conference with class tutor leading to pooling of information in event logs regarding barriers, personal circumstances, support requirements, resources, family commitments, and other factors that may affect learner success. This enables adjustments to be made to accommodate student safety and well-being. Actions are planned and taken by class tutors and further, as needed, in

	learners generally experience their campuses as welcoming environments where wellbeing and safety are prioritised. Learners are provided with information and access to a wide range of support services both on and off campus. Student services areas, noticeboards, learner handbooks, and staff interactions provide information relating to financial support, tenancy services, health services, addiction support, family planning, drug and alcohol services, counselling, and community support agencies. NZMA's approach emphasises not only making information available but also actively supporting learners to access assistance when required. Health and safety responsibilities are clearly assigned, incident and risk reporting is managed through the Safety Champion system, and campuses operate within established health and safety frameworks, including evacuation procedures and Critical Incident Management policies and procedures. Class sizes, staffing levels, programme delivery arrangements, and off-site learning activities are reviewed to ensure learner safety while maintaining high-quality learning experiences. In 2026, NZMA recorded two incidents that met our critical incidents criteria, and affected staff. Due to low numbers this data is not being disaggregated further due to specific incident identification issues. Both incidents were reported and dealt with immediately as per NZMA's policies and procedures. Where appropriate, counselling and support services were offered and taken up by affected staff. Both incidents related to sudden death of individuals known only to staff. A needed improvement identified in the 2025 self-review has been well implemented and is adding value to a more seamless approach to students' needs individually. This involved the lack of visibility for tutors of information gathered during the enrollment process. A summary now appears as the first entry in the SMS event log for the tutors' immediate access and awareness in preparation for the first tutor-student conference. We have identified one area for improvement	conjunction with campus management, and/or referrals for learner success lead support, or booking free counselling sessions for a student. This reflects a whole team approach to student safety and well-being, but with clear confidentiality protocols as needed. Periodic 1:1 student-tutor conferences, a well-being approach to attendance management, ongoing availability of free on-site and online counselling and team approach to pastoral care deliver a strong focus on student safety and well-being. Health and safety performance is monitored through incident and risk reporting within the Safety Champion system, monthly health and safety reporting, campus reviews, and implementation of emergency and critical incident processes. These systems provide organisational oversight of learner safety and contribute to a culture of continuous monitoring and improvement. Evidence reviewed across learner support interventions demonstrates that staff regularly assist learners with financial support applications, accommodation issues, transport challenges, wellbeing concerns, referrals, advocacy, and access to community services. The frequency and breadth of these interactions indicate that learner wellbeing support is embedded in day-to-day practice rather than being delivered solely through formal support services. Key evidence sources for Outcome 4 • CQCR Pt 1: 2.2; Pt 2: 3.3 • Student evaluation surveys • Student handbook • Anecdotal feedback from campus teams • Benchmarking against 2025 self-review
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	1. Ensure facilities, equipment, and staffing are sufficient to cater safely for student numbers, and meet programme accreditation requirements Top	
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Overall, available evidence indicates that NZMA has established systems, support mechanisms, and learner engagement processes that recognise the distinct needs of international learners and provide opportunities for those learners to participate, contribute their perspectives, access support, and succeed in a safe, inclusive, and supportive educational environment. International learners are provided with opportunities to actively share their views, contribute feedback, and participate in decision-making processes that influence their learning experience and wellbeing. Dedicated monthly international learner meetings with are held alongside opportunities for participation in the class student rep system that also has a voice with campus management. This is one example showing international learners have both targeted and inclusive mechanisms to express their perspectives. Feedback from these meetings, together with quarterly survey results from international learners, contributes to campus and organisational decision-making relating to learner support and wellbeing services. Safety and responsiveness for international students is supported with a dedicated 24/7 emergency contact, typically through the Campus Manager or staff member with pastoral care responsibility. Learners are provided with emergency contact information during orientation and campuses promote this information through practical measures such as learner phone contacts and noticeboards. This provides an additional layer of support for international learners who may not have established local support networks. International learners benefit from the same learner-centred support systems available to all learners, including access to tutors, learner support personnel, wellbeing guidance, counselling pathways, and interventions where risks to engagement, well-being, or academic	In total, orientation programmes tailored at least in part for international students, CQCR findings, international learner meeting notes, survey results, pastoral care processes, and emergency support arrangements provide evidence that NZMA has effective systems in place to understand, respond to, and support the distinct wellbeing and safety needs of international learners. International learner voice is gathered through monthly international learner meetings with Campus Managers, alongside quarterly learner surveys and wider learner consultation activities. Records of these meetings provide evidence that concerns, suggestions, and wellbeing issues are actively sought and discussed, while survey analysis enables NZMA to identify trends and opportunities for improvement across campuses and programmes. 2026 YTD student evaluations provide strong evidence of positive international learner experiences. Results show that: • 91% of international feel their differences, values and culture are respected by NZMA • 91% agreed their tutor cares about their success and makes an effort to connect with them as an individual • 95% agreed their tutor is positive, considerate and respectful • 85% said NZMA staff gave timely support info These results provide strong evidence that international learners generally experience NZMA as safe, welcoming, inclusive, supportive, and culturally responsive. The findings also suggest that the organisation's learner voice mechanisms, wellbeing services, and pastoral care processes are visible and accessible to international learners.

	success are identified. Staff are expected to understand their role in pastoral care and are supported through ongoing professional development relating to learner wellbeing, pastoral care practice, and effective learner support. Recent staff development initiatives have reinforced expectations regarding learner engagement, pastoral care responsibilities, and support practices across the organization. Student feedback indicates that learners experience positive relationships with staff and feel supported throughout their studies. International learners report high levels of confidence in staff support, with strong agreement that staff are sensitive to their personal needs, available to talk to confidentially, and provide useful information about support available both within NZMA and through external services. These findings demonstrate that support structures are generally accessible and responsive to learner needs. Top	Key evidence sources for Outcome 8 • CQCR Pt 2: 3.3, 3.5 • International student evaluation surveys • Student handbook • International student support and resources section of NZMA website • Information for international students on campus noticeboards • Anecdotal feedback from campus teams • Benchmarking against 2025 self-review
Outcome 9: Prospective international tertiary learners are well informed	Overall, available evidence indicates that NZMA has established systems and processes that support informed learner decision-making, provide high-quality guidance during application and enrolment, and help prospective international learners understand programme expectations, support services, costs, and future opportunities before commencing study. The combination of direct learner engagement, comprehensive information resources, and robust education agent management contributes to a well-supported transition into tertiary education. NZMA systematically and comprehensively provides information needed for prospective international learners are able to make informed decisions about studying in New Zealand and with NZMA before they enrol. This addresses students' information needs throughout the enquiry, application, enrolment, and transition to campus stages. Prospective students can access relevant information about programmes, study expectations, pathways, costs, support services, and life as an international student in New Zealand – a good example,	Taken together, learner survey results, admissions audits, marketing reviews, CRM records, agent management processes, visa approval trends, programme information resources, and recruitment quality assurance activities provide strong evidence that NZMA is supporting prospective international learners to make informed decisions about studying in New Zealand and at NZMA. Information provision and recruitment practices are reviewed through learner feedback, admissions audits, education agent monitoring, CRM records, marketing review processes, and ongoing analysis of international learner experiences. These sources provide assurance that prospective international learners have access to accurate, timely, and relevant information before making enrolment decisions. Student survey results provide strong evidence that learners feel supported and informed throughout the application process. In 2025 • 89% of international learners agreed or strongly agreed that the information they received prepared them for study with NZMA

	is the comprehensive relevant information, advice, and guidance on the international student support section of the NZMA website. Specific information is further detailed in Outcome 10 below, in the context of informed enrolment decisions. Prospective learners have opportunities to ask questions, seek clarification, and discuss their aspirations and circumstances with UP Admissions staff allocated to their enquiry, or campus teams for more specific enquiries, before confirming enrolment decisions. Student feedback indicates high levels of satisfaction with the support received during application and enrolment processes, suggesting that learners generally feel well supported and informed as they prepare to begin their studies. NZMA, through the wider UP Education international recruitment and admissions functions, maintains multiple channels for communicating accurate and current information to prospective learners. Information is made available through NZMA and Agent Hub websites, downloadable prospectus and handbook, social media platforms, education fairs, digital marketing materials, application documentation, student, pre-departure guides, living in New Zealand information, arrival information, accommodation advice, and direct communications with learners. These resources are regularly reviewed and updated to ensure prospective learners receive current information regarding programmes, fees, entry requirements, English language requirements, study pathways, and support services. Learner survey results indicate that most international learners believe they received sufficient information to prepare for study, including information about programme costs, available support mechanisms, class schedules, learning expectations, and programme organisation. Feedback also indicates strong confidence in staff knowledge and responsiveness, with learners reporting that staff were able to answer questions and provide guidance throughout the enrolment process. These findings provide evidence that prospective learners are receiving information that assists them to understand what to expect before beginning their programme of study.	• 91% agreed that they were told about the costs of their programme and how to access financial support/payment options • 85% said they knew before starting what their class schedules were (i.e. timetable, work placement etc) • 100% said that staff were able to answer their questions • 83% said their agent gave them full and clear information about their programme of interest; a further 12% said they gave some clear information; and fewer than 5% indicated a need for us to look into as a potential agent management issue These results confirm that prospective learners are receiving sufficient information and guidance to support informed decision-making and a positive transition into study. The effectiveness of information management processes is further supported through regular reviews of marketing content and admissions processes. Information is updated whenever programme changes occur and is distributed through an MS Teams channel for UP Admissions, learner-facing channels (NZMA website) and the dedicated agent hub website, helping to ensure consistency between information provided directly by NZMA and information provided through education agents. Education agent management provides an important source of assurance regarding information quality and informed learner decision-making. Evidence includes documented reference checks, written contracts, agent manuals, agent communications, CRM records, agent training activities, and monitoring of visa approval rates and learner enrolments. The systematic management of agents helps reduce the risk of inaccurate information being provided to prospective learners and supports compliance with international learner obligations. Agent performance indicators also provide evidence of effectiveness. NZMA reports improvements in both student recruitment outcomes and visa approval rates, suggesting that agents are providing increasingly accurate information and appropriate guidance to
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	The organization's wider learner support systems, wellbeing framework, learner success processes, and pastoral care practices are reflected in information provided to learners prior to enrolment and throughout their transition into study. Prospective learners receive information regarding learner support services, pastoral care arrangements, accommodation guidance, arrival information, and the wider support available to international learners studying in New Zealand. This information is intended to help learners make informed choices and prepare effectively for both study and life in New Zealand. Information relating to programmes, fees, schedules, support services, admissions processes, and learner pathways is reviewed through established admissions and marketing processes. The UP Education Marketing Team develops and updates promotional materials using market intelligence, feedback from in-market recruitment teams, annual agent surveys, and changes to programme offerings. Information is made available both directly to prospective learners and through approved education agents to support consistency and accuracy. As education agents are the most frequent channel of prospective international student enquiries, NZMA maintains formal agent management processes to ensure prospective learners receive accurate, ethical, and up-to-date information. Agents undergo a minimum of two written reference checks prior to onboarding, operate under written contracts renewed every two years, and are supported through ongoing communication, training, and access to the dedicated agent portal. The agent portal website is very well resourced by UP Education and NZMA. It ensures that we control the information, resources, and tools used by agents, giving us confidence that prospective students receive only authoritative information and advice through their agents. Agent information, contracts, communications, and supporting documentation are maintained within the Customer Relationship	prospective learners. Ongoing communication with agents and annual feedback processes support continuous improvement in recruitment practices and information quality. Additional assurance is provided through admissions audits, CRM documentation, application records, and ongoing oversight by recruitment and admissions teams. These systems help verify that learners receive the required information, that information remains current and accurate, and that processes operate consistently across different markets and recruitment channels. Key evidence sources for Outcome 9 • CQCR Pt 1: 1.1, 2.1 • International student evaluation surveys • Student handbook • International student support and resources section of NZMA website • Benchmarking against 2025 self-review
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	Management (CRM) system. NZMA also monitors agent performance through enrolment activity, visa approval rates, and complaint information and investigates any concerns regarding agent conduct. Where misconduct is identified, sanctions may be applied, including contract termination. Independently, student feedback is gathered in the quarterly student survey as to the quality and integrity of their experiences with their agent. These are typically positive with fewer than 5% giving cause for monitoring. The student feedback is both indicative of good agent management and a contributor to our agent management. Top	
Outcome 10: Offer, enrolment, contracts, insurance and visa	NZMA's performance in this area to be strong. Learners receive comprehensive information, guidance, and support that enables informed programme selection and realistic expectations about study. Rights, responsibilities, obligations, and protections are communicated clearly, while fair enrolment, refund, disciplinary, visa, insurance, and fee protection processes provide confidence that learners are supported and protected throughout their educational journey. These systems contribute significantly to successful learner outcomes through fairness, transparency, and consistency in all stages of the learner experience. NZMA has established a comprehensive system to support informed learner decision-making, learner protection, and fair treatment throughout the international learner journey. The effectiveness of this approach is underpinned by strong collaboration between NZMA programme, quality assurance, and campus teams and the specialist admissions, recruitment, compliance, and international support functions within UP Education. This integrated model provides the benefits of scale, specialist expertise, standardised systems, and consistent processes, helping ensure that prospective learners receive accurate, current, and comprehensive information from their first enquiry through to enrolment and commencement of study.	Assurance derives from well-designed organisational structures and functions, including • Highly systematised and standardised systems and workflow ensure consistency, accuracy, and compliance • Well function collaboration across UP Admissions and NZMA campus and quality teams • Proactive monitoring of international student visa and insurance with staff dedicated to this function • Student Fee Protection compliance built into the relationship with Public Trust UP Admissions feedback is that the NZMA programme and QMS information is clear and accessible. NZMA liaises with its UP Admissions team, and provides: programme information via a 'Snapshot' document; updates re programme changes; CRT and RPL assessments; interpretation of programme entry requirements; student and programme handbooks; maintenance of website currency . There is a systemised transfer of key information from UP Admissions using a linked CRM system to the NZMA SMS, with an event log of key student information automatically created when the enrolment is set up in the SMS.

	Central to NZMA's approach is the principle of matching the right learner with the right programme. Enrolment procedures relevant to Outcome 10 are a process of ensuring programme suitability and learner success, in which prospective learners are supported to understand their interests, aspirations, educational goals, and future pathways before making decisions about study. Tools such as the online "Help Me Decide" resource, programme guidance from admissions staff, and discussions with education agents support informed programme selection and encourage learners to consider how programmes align with their future study and career aspirations. Programme selection decisions are then supported through • Assessment of academic entry requirements • Evidence of English language proficiency • Programme-specific interviews where required, and • Additional safety or police checks for specific programmes with regulatory or industry requirements programmes Conditional offers are issued where evidence is incomplete. and are monitored until all requirements are satisfied. This provides assurance that learners are entering programmes for which they are appropriately prepared and in which they have a realistic opportunity to succeed. A wide range of information is made available through the NZMA website, international student information pages, programme information resources, prospectus, admissions communications, and agent channels. Information provided covers • Programme and qualification content and outcomes • Fees and associated costs • Entry requirements • Work placement opportunities where included	Student feedback is positive • 89% of international students strongly agreed that they got the support they needed during their application process • 100% strongly agreed that staff were able to answer their questions • 87% agreed they were told before enrolment about costs and how to access financial support or payment options Key evidence sources for Outcome 10 • CQCR Pt 1: 1.1, 1.3 • Code of Practice and CQCR review meeting with UP Admissions and Compliance teams • Continuing compliance audits of student visas and insurance / currency and validity • International student evaluation surveys • Student handbook • Benchmarking against 2025 self-review
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	• Support services • Insurance and visa obligations and guidance • Learner rights and responsibilities including complaints and dispute resolution processes, fee protection arrangements, withdrawal and refund policy • Virtual campus tours showing campus facilities and learning environments This information ensures learners arrive with realistic expectations and are able to make informed choices about their study. Particular attention is given to the needs of international learners. Dedicated international student information provides guidance on preparing to travel to New Zealand, accommodation, insurance requirements, visa responsibilities, airport arrival arrangements, orientation, support services, working while studying, and accessing help if concerns arise. Learners are also provided with clear information about the Code of Practice, complaints processes, and the Dispute Resolution Scheme, ensuring they understand both their rights and the protections available to them. The NZMA website contains transparent regarding our performance and quality. Information available to prospective learners includes rates of successful programme completion, learner satisfaction, external evaluation and review findings until the end of 2025 anyway, and current Code of Practice self-review information. This contributes to an environment in which learners can make decisions based on reliable and transparent information. The enrolment contract, Student Handbook, and associated policies clearly outline the expectations and responsibilities of both learners and NZMA. Learners receive information regarding attendance requirements, conduct expectations, complaints and appeals processes, withdrawal and refund provisions, and circumstances that may lead to disciplinary action or termination of enrolment. These processes are founded on principles of fairness, transparency, natural justice, and due process. NZMA places particular emphasis on early intervention, wellbeing and restorative approaches, and learner	
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	support when addressing attendance or conduct concerns, seeking positive educational outcomes wherever possible. NZMA also maintains systems that safeguard learners throughout their study. Dedicated compliance functions within UP Education monitor the validity and currency of learner visas and insurance coverage, helping ensure that international learners meet regulatory requirements and continue to have appropriate protection while studying in New Zealand. Robust fee protection arrangements are maintained through Public Trust, providing additional assurance that learner fees remain protected in accordance with regulatory requirements. Staff capability supports the effective delivery of these responsibilities. Admissions staff participate in Code-related professional development, mandatory internal Code of Practice training is completed by NZMA staff, and campus leaders receive training regarding fair process and the application of natural justice principles. These arrangements help ensure that learners are treated consistently, fairly, and respectfully throughout their interactions with NZMA. Top	
Outcome 11: International learners receive appropriate orientations, information and advice	Orientation activities introduce learners to the campus environment, available support services, key staff, learner expectations, and information required to successfully begin their studies. Orientation includes campus tours, information about learner rights and responsibilities, support services, health and safety requirements, complaints pathways, and guidance regarding studying and living in New Zealand. Orientation checklists and comprehension checks are used to confirm that learners have engaged with and understood key information. The organisation has established systems to support learner safety and wellbeing from the commencement of study. Emergency contact	Overall, evidence indicates that NZMA provides international learners with orientation, information, support, and pastoral care designed to promote educational success, wellbeing, inclusion, and safety. The combination of structured orientation processes, comprehensive learner resources, ongoing support, regular wellbeing engagement, and positive learner feedback suggests that international learners are generally well supported as they transition into and progress through their studies. Strong evidence for the effectiveness of orientation, information, and advice given comes from students themselves in YTD international student evaluations. These are at the high end of our

	and next-of-kin information is collected and maintained for international learners, providing an important foundation for communication and support with any wellbeing or safety concerns. Verification processes occur through enrolment, orientation, and early learner engagement activities, with staff responsible for ensuring records remain accurate and current. Regular review activities also identify opportunities to improve the quality and consistency of information held within learner management systems. Information for international learners includes their integration into NZMA's broader learner support framework with access to the same wellbeing, learner success, counselling, pastoral care, and engagement systems available to all learners. Learner wellbeing, attendance, engagement, and academic progress are monitored, enabling staff to identify learners who may require additional support and respond through appropriate interventions and referrals for counselling or Learner Success Lead support. Survey feedback indicates that learners experience positive transitions into study and report positive experiences during their first weeks at NZMA. Students commonly report positive interactions with NZMA from the pre-enrolment stage through to arrival on campus and commencement of study. Learner feedback indicates that international learners generally feel welcomed, supported, informed, and connected during the early stages of their learner journey. These findings support the view that orientation, induction, and advice about learner support processes are contributing positively to learner experiences. Health and safety information is incorporated throughout learner induction processes and programme delivery. Programme-specific health and safety expectations are communicated to learners, and learning environments are subject to ongoing review to identify opportunities for improvement. Information is reinforced through learner resources, orientation activities, health and safety communications, and ongoing interactions with staff, ensuring that	target range of 80% - 100% and represent an incremental improvement on 2025 • 90% of international students reported that the information provided was very or mostly accurate and relevant • 89% strongly agreed that the information given prepared them for study • 91% strongly agreed that the Student Handbook helped them understand their responsibilities as a student of NZMA • 93% strongly agreed that information on accessing support and services for study or personal needs was clear • 96% strongly agreed that they knew who to contact if they had an issue or complaint and understood the process to follow Additional assurance is provided through pastoral care processes, attendance and engagement monitoring, learner support records, and ongoing interactions between international learners and staff. International learners have access to the same wellbeing, learner success, counselling, and support systems available to all learners, while also benefiting from resources and activities tailored to their transition into a new educational and cultural environment. Taken together, orientation documentation, student handbooks and welcome resources, wellbeing meeting records, survey results, learner support systems, and ongoing compliance reviews provide strong evidence that NZMA is effectively supporting international learners to understand their responsibilities, access support services, navigate campus life, and participate successfully in their studies from the commencement of their learner journey. Key evidence sources for Outcome 11 • CQCR Pt 1: 2.1, 2.2 • International student evaluation surveys • Student handbook • International student support and resources section of NZMA website
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	learners understand how to seek support and respond to concerns should they arise. We have identified two areas for improvement 1. Gymnasium orientation / induction would benefit from being more consistent across campuses that have an on-campus gym. Current practice ranges from systematic to more ad hoc, and this review advocates a shared approach with a strong emphasis on health and safety and related rules and expectations for gym use 2. In some cases, orientation for international students would be more effective with advanced knowledge of student enrolment and arrival details. This calls for clarification of roles and responsibilities for monitoring and communicating students' movement and progress between acceptance of enrolment and arrival on campus Top	• Information for international students on campus noticeboards • Anecdotal feedback from campus teams • Benchmarking against 2025 self-review
Outcome 12: Safety and appropriate supervision of international tertiary learners	Process 1 – 5: • NZMA does not enrol international learners under 18 years of age Process 6: • NZMA does not provide or arrange accommodation for international tertiary learners 18 years or over that is not subject to Part 5 Top	NA