



**New Zealand
Tertiary College**

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

Review November 2025

TEO information

TEO Name	New Zealand Tertiary College Ltd			MoE number	8619
Code contact	Name	James Ward		Job title	Chief Executive Officer
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Current enrolments (as at 21/10/2025)	Domestic learners	Total #	1379	18 y/o or older	1373
				Under 18 y/o	6
	International learners	Total #	654	18 y/o or older	654
				Under 18 y/o	0
Current residents	Domestic learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
	International learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Kate Lee (Quality and Compliance Officer)				

Notes for this report:

1. International students studying in New Zealand with New Zealand Tertiary College (NZTC) are all at least 18 years old. This self-review report will therefore focus only on those parts of the code, which apply to international students over 18 years of age.
2. All policies, processes, student handbooks, prospectuses and the website are reviewed annually or, in cases of required updates or where regulations have changed, as and when required. The QMS stipulates the annual cycle of review, and it is carried out under the supervision of the relevant members of the Executive Team. This, therefore, applies to all future plans for adherence to Code outcomes and will not be specifically stated under each outcome below.
3. SELMA is the name of the NZTC's Student Management System.
4. MS Teams is video conferencing software that is primarily used by NZTC.
5. The NZTC Student Learning Environment is known as NZTC Online. We will use this term throughout this report.
6. When referring to The Education (Pastoral Code of Tertiary and International Learners) Code of Practice 2021 the abbreviation CoP will be used.
7. When discussing complaints, the following definition is used: A complaint is a formal expression of dissatisfaction about the actions, behaviour, or decisions of the institution, its staff, or policies. It may relate to academic matters, service delivery, or interpersonal issues, and triggers a documented investigation and response process.
8. When discussing critical incidents, the following definition is used: A critical incident is a traumatic or life-altering event that causes significant emotional or psychological distress and may disrupt a learner's ability to function. It includes serious injury, sudden illness, death, natural disasters, or acts of violence. A critical incident requires immediate, coordinated institutional response and support. This applies whether the incident occurs on or off campus, including in non-institutional settings, if: the learner's wellbeing or safety is at risk, the event is brought to the institution's attention, and it may affect the learner's engagement, safety, or academic progress.

Strategic Goals and Strategic Plans

NZTC has developed the following two key strategic goals and associated objectives to support our learners' wellbeing and safety, and to ensure they receive appropriate support during their learning journey. These goals are incorporated into existing organisational goals, plans and our Code of Practice Framework.

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

Objectives:

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

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

Objectives:

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

Stage of implementation for each outcome

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

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented
Outcome 2: Learner voice	Well implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

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

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

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.	
Process 1: Strategic goals and strategic plans	NZTC has strategic goals and plans for supporting the wellbeing and safety of their learners. These are encapsulated in its QMS policies, processes and plans, advisory groups, learning environments, and the information available to learners. The goals and plans give effect to the outcomes sought and processes required by the Code of Practice (2021). The Code of Practice 2021 Framework v.25.1 addresses the whole of institution approach of NZTC in addressing CoP outcomes. NZTC offers qualifications and a learning environment that honours the Te Tiriti o Waitangi and enables students to study in a supportive and culturally inclusive environment. Additionally, NZTC offers on and offshore study options, providing an online learning environment that acknowledges the needs and preferences of diverse learners and settings. NZTC reviews and amends (where necessary) processes and policies regularly and ensures that information provided to students is up to date. This includes regularly reviewing their strategic goals and plans that relate to learner wellbeing and safety .	Annual Programme Evaluation Reports Code of Practice Self-review Report Disability Action Plan 2025 - 2027 Partnership Plan and Progress 2023-2027 Student Support Policy The Code of Practice 2021 Framework v.25.1

Process 2: Self review of learner wellbeing and safety practices	NZTC uses their strategic goals and plans to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of the Code of Practice (2021). NZTC has a Partnership Plan and Progress 2023-2027 document which details the role of several stakeholders who provide input into student wellbeing and safety at the college. These stakeholders include: the Program Advisory Committee, Māori and Pasifika Working Group, ECE centres and sector partners, Health and Wellbeing industry partners, and schools. The Disability Action Plan 2025 – 2027 is aimed at creating an inclusive tertiary education environment to improve participation and achievement of disabled learners at NZTC by specifically addressing barriers to inclusion and success. This action plan was developed with input from staff, disabled learners, and disabled graduates, and has been endorsed by NZTC’s Program Advisory Committee and Māori and Pasifika Working Group. NZTC prepares annual evaluation reports for each of its programmes, which are used to review outcomes, changes, improvements, and challenges from the previous year. These reports include reflection on student wellbeing and safety. Students provide feedback through end of course, end of stage, student and graduate surveys, as well as through communication with NZTC staff. Staff can refer the student to the Student Support team so their feedback is noted and responded to accordingly. Student Support guides students through the Compliments and Complaints Process, ensuring the students voice and input are noted and the student is responded to if any concerns are raised. NZTC draws on the input of learners, advisory groups, and the sector to inform their learner wellbeing and safety practices. NZTC, in a timely manner,	Code of Practice Self-review Report Partnership Plan and Progress 2023-2027 Disability Action Plan 2025 – 2027 Annual Programme Evaluation Reports Student Support Communication Process End of Course and End of Stage surveys Student and Graduate surveys Orientation Process Māori and Pasifika Student Support Process Compliments and Complaints Process Health and Safety Process and Policy Critical Incident Response Policy Critical Incidents Register
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	following any reviews takes the appropriate action to address any deficiencies in learner wellbeing and safety practices.	
Process 3: Publication requirements	The NZTC website publishes it's: Code of Practice self-review report, Compliance to the Code of Practice 2021 Framework, Complaints and Critical Incidents Register, Cultural Awareness and Inclusive Practices, and their Disability Action Plan. The website is accessible by learners, staff and the general public.	NZTC website Code of Practice Self-review Report Complaints and Critical Incidents Register Cultural Awareness and Inclusive Practices resources Disability Action Plan 2025 – 2027 Partnership Plan and Progress 2023-2027
Process 4: Responsive wellbeing and safety systems	NZTC has a range of processes that both take the initiative in supporting learner safety and wellbeing and responding to learner wellbeing and safety. The processes cover learner selection, enrolment, study and homestay. NZTC staff are trained in their responses to learner safety and wellbeing concerns. The Student Support team are responsible for student wellbeing concerns, raised by either the students themselves, Associate Teachers, centres, or NZTC staff. NZTC follows up on those concerns as guided by policies and processes in place. Students are informed of support available at time of application, during orientation, in their first week of study, during Student Support check-in's, during Kōrero Talanoa sessions, in student handbooks and throughout their studies. The Student Support team have completed a Mental Health First Aid to support both their own and learner's wellbeing and safety. All new staff are provided with an induction which includes the Code of Practice requirements and obligations. Staff are trained in areas relevant to their role and follow processes to ensure learner wellbeing and	Staff induction on Code issues and the referral process to Student Support team Emergency Management Process Emergency Management Policy Critical Incident Response Process Student Support Communication Process Student Support Policy Emergency Phone Call Log Harassment Support Process Harassment and Discrimination Policy Critical Incident Response Policy Critical Incident Response Process Confidentiality Policy Critical Incident Register

	safety. Staff are trained to ensure the privacy and safe handling of personal information and also the referral pathways and escalation procedures. Students have access to the Student Support section on NZTC Online, offering a range of culturally appropriate wellbeing support and promotion of a healthy lifestyle resources. During the orientation process, students are informed about emergency processes including Civil Defence plans and information. NZTC has an Emergency Management process and policy which includes how to respond to adverse events, evacuations, campus lock-downs and pandemics. It involves a co-ordinated response from staff that is timely so that accurate information can be given to support learners. When students are on campus NZTC has policies and processes on how to respond in emergencies and when students are on Field Practice and Weekly Centre Attendance, they are covered by centre policies. NZTC does not offer student accommodation. NZTC has an emergency phone that is available 24/7 to international students. The emergency mobile number is advertised to students in their Orientation, included in the student handbook and re-iterated by the Student Support team through check-ins and as needed. The phone is manned by members of the Student Support team on a roster. Any calls received are documented in the Emergency Phone Call Log. Emergency situations are reviewed and reported on as per the Critical Incident Response Policy and Process. NZTC has a Harassment and Discrimination Policy and Support Process to support a culture of disclosure and reporting for staff and students. These ensure privacy and safe handling of the staff member or students' personal information and referral pathways and	
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	escalation procedures. External mediators can be used in the escalation process if required.	
Outcome 2: Learner voice	Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.	
Process 1: Learner voice	NZTC understands and responds to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy. Students are informed of all relevant programme and study information by the Admissions team at time of application. Students are welcomed to the college through their Orientation and are made aware of the different teams that will support them on their learning journey. Students are asked for feedback on Orientation so that this can be continually improved. The Student Support team is highlighted in Orientation as a team to come to when students have questions, issues or feedback. The Student Support team contact students in their first week of studies to see how they are going. Students are encouraged to contact this team with any pastoral care needs and they can help give guidance and support. Weekly Student Support team meetings are opportunities to document the learner voice through any feedback, concerns or themes raised and can then be incorporated in the review of college processes and policies. Students are also encouraged to contact their course lecturer for any academic support needed. Students can post on course Discussion Forums to collaborate with both their lecturer and fellow students. Collaborative and supportive relationships are encouraged and nurtured throughout the students learning journey. There are also other student facing teams who help support and assist students as needed.	Enrolment process Orientation Kōrero Talanoa End of Course and End of Stage surveys Appeal Against Grade process Student Handbooks Student Support Communication Process Program Board Process Student and Graduate Surveys Disability Action Plan 2025 – 2027 Partnership Plan and Progress 2023-2027 Student Support Team Meetings Compliments and Complaints Process

	Student communication and feedback inform the review of relevant processes, policies, wellbeing and safety strategic goals and strategies, and information for learners. Students can also offer their feedback through their end of course surveys. These surveys are reviewed by the Academic Dean who uses the feedback to inform academic content, policies and practices at NZTC. Academic regulations, policies and student handbooks are available to students on NZTC Online, enabling students to have the information needed to participate fully in decision-making processes and have awareness of NZTC's decision-making processes. Māori and Pasifika students are invited to a monthly hui called Kōrero Talanoa to give tips, guidance, answer any questions and receive feedback from learners on how their studies are going. Students can appeal grades as per the Appeal Against Grade Process. If students are referred to Program Board due to academic and/or misconduct concerns, they are asked to give their explanation and a chance to respond so this can be taken into consideration by the college when making decisions regarding their studies. Surveys are sent to graduates to get their feedback and input on their learning journey and how they feel they are meeting the Graduate Profile Outcomes of the programme. Students who identify as having a disability are followed up with at time of application and also in their first week of study to see what support needs they may have. Surveys are also sent to disabled learners to get their voice and feedback which has provided input into the Disability Action Plan 2025 – 2027. The Access and Inclusion Reference Group includes disabled learners who have given input and feedback on the development and monitoring of the	
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	Disability Action Plan 2025 – 2027 and on the participation, learning experience, achievement, and graduate outcomes of disabled learners.	
Process 2: Learner complaints	NZTC works with learners to effectively respond to and process learner complaints. Students are informed about the complaints process in their Terms and Conditions when given an offer letter during the admissions process. Students have access to the complaints process in the Student Handbook and are informed about the process during Orientation, as well as being guided by the Student Support team during their studies. Student Handbook information is also promoted and highlighted during Kōrero Talanoa sessions with students. Students can raise complaints via Student Support, or through any NZTC staff member, who will then refer students to Student Support. Student are sent a form to fill out and lodge their formal complaint. Acknowledgement of the complaint being received is completed within 24 hours. The Student Support team will inform the student how the complaint will be handled and how it is progressing. NZTC aims to investigate and decide on a response to a complaint within twenty (20) working days. Depending on the nature of the complaint and circumstances, an extended timeframe may be necessary. If the timeframe is extended, NZTC will communicate the change to the complainant. Where complaints are of a serious or sensitive nature, the college may appoint an independent person to carry out an investigation. If processes are involved, NZTC may make changes to the QMS process to ensure the college's processes remain supportive of students and stakeholders. When a complaint is received, it will be appropriately investigated; a decision made as to any action which may be necessary; and the	Terms and Conditions from Admissions Orientation Student Support Kōrero Talanoa Compliments and Complaints Policy Compliments and Complaints Process Complaints and Critical Incidents Register Student Handbooks Program Board Policy Academic Board Policy

	result of the investigation and subsequent action communicated to all parties concerned in a timely manner. All complaints will be dealt with confidentially. Where complaints are of a serious or sensitive nature, the college may appoint an independent person to carry out an investigation. Students can use a support person/people to guide and support them through the complaints process. All complaints are recorded and the outcome documented on the Complaints and Critical Incidents Register. This Register is published annually on the NZTC website.	
Process 3: Compliance with the Dispute Resolution Scheme	NZTC is familiar and complies with the Dispute Resolution Scheme and provides information on the scheme to learners during their enrolment and their studies. NZTC provides relevant information on the complaints and escalation pathways with NZQA and/or Study Complaints Ngā Amuamu Taura during their admission and orientation process as well as in handbooks for students. NZTC is aware of Study Complaints Ngā Amuamu Taura and the services they offer which follow the Education (Domestic Tertiary Student and International Student Contract Dispute Resolution Scheme) Rules 2023.	Terms and Conditions from Admissions Orientation Compliments and Complaints Process Student Handbooks Student Support Communication Process

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	
Process 1: Safe and inclusive communities	NZTC has designed its digital and physical environments to be supportive and inclusive. All staff are guided by NZTC values and are aware of anti-bullying, racism, harassment and abuse policies. Lecturers also monitor NZTC Online Discussion Forums and communication from/with learners to ensure a positive and inclusive environment. Students are made aware of expectations throughout the admission and orientation process. Behaviour expectations are also woven into the learning materials and online resources provided by NZTC. Māori and Pasifika students are supported through kōrero talanoa hui and tautoko calls. Students are encouraged to share their diverse backgrounds with other learners and the academic team on Discussion Forums, through their academic assessments, and practical placements. Students can be placed on Support Contracts, offering them extra guidance tailored to the specific challenges they are experiencing. Students are provided with Discussion Forums where they can connect with other learners, lecturers and students support staff to build relationships and support each	Admissions process Orientation Kōrero Talanoa Harassment and Discrimination Policy Student Support section on NZTC Online Discussion forums Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols) Support Contracts Māori and Pasifika Working Group Access and Inclusion Reference Group Health and Safety Policy Building WoF for Campuses

	other. NZTC has a Kaiārahi - Teaching and Learning Support lecturer who undertakes regular professional development sessions with academic staff on Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols). They also provide support and guidance with kaupapa Māori internal and external communications, promote and develop the college reo Māori strategy, conduct reo Māori webinars and workshops for associate teachers or wider ECE community, support and guide kaupapa Māori content and create Māori language resources. On NZTC online there is a section of cultural, spiritual, and community resources available to students.	
Process 2: Supporting learner participation and engagement	NZTC's learning environments ensure learners can voice their ideas and learning in culturally safe and well supported ways that encourage peer relationships and networking. NZTC Online Discussion Forums are monitored by lecturers to ensure students can voice their ideas and are learning in a culturally safe and well supported environment that also encourages peer relationships and networking. Students also attend tutorials which is a chance to engage with other learners as well as their academic lecturers. Throughout their studies, students are guided by the academic team as well as the Student Support team to support successful outcomes for students. The Student Support team contact all students at the beginning of their studies to ensure they are well prepared to succeed in their programme. Learners are encouraged on the Discussion Forums and assessments to use Te Reo and tikanga Māori. Students can submit assessments in Te Reo Māori. The monthly Korero Talanoa hui is also a chance for personal support for Māori and Pasifika students to share their voice and share their views safely in a supportive environment. The Student Support team maintain oversight of learner achievement through academic progress reports and	NZTC Online Orientation Kōrero Talanoa Academic progress report Student Support Communication Process Tutorials Student Support team Assessment process Support Contracts NZTC Website Māori and Pasifika Working Group Access and Inclusion Reference Group

	follow-up with students who may be struggling with their studies. This can be a chance to check-in with students and see if anything is impacting on their ability to engage with their studies. Student Support can also help facilitate support contracts for students who need extra support during their studies. During Orientation, students are given information to help prepare and adjust for their tertiary studies. Career and study pathways are detailed on the NZTC Website and are also shared with students as part of the application process and throughout their studies.	
Process 3: Physical and digital spaces and facilities	NZTC's digital and physical environments are safe and comply with the relevant government requirements. All NZTC campuses meet the Health and Safety Policies and Building Warrant of Fitness requirements to allow students a safe physical environment to learn in. All physical spaces have wheelchair access. NZTC Online is monitored by the academic and the Student Support team to ensure communication from learners is respectful and positive. As assessments are given and written in a digital format this allows for assistive technologies to be used by students. Student feedback through surveys, communication on Discussion Forums and advisory groups (e.g. Māori and Pasifika Working Group, Access and Inclusion Reference Group) is used to further improve the learning spaces.	NZTC Online Support contracts End of Course and End of Stage surveys Māori and Pasifika Student Support Process Student Support Online and campus library Māori and Pasifika Working Group Access and Inclusion Reference Group Health and Safety Policy Building WoF for Campuses
Outcome 4: Learners are safe and well	Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.	
Process 1: Information for learners about	NZTC provides information to support learners to meet their basic needs. NZTC provides information about support for students from internal and external sources. A list of these	Student Support section on NZTC Online Student Support Orientation

assistance to meet their basic needs	resources is found on NZTC Online and also shared by the Student Support team with students as needed. Student's Orientation has information about accommodation, tenancy rights and contact information for the Tenancy Services. The Student Support team also shares relevant information, guiding students to external support and useful websites based on their individual needs. Wellbeing information to support healthy lifestyles are also available to students through NZTC online.	
Process 2: Promoting physical and mental health awareness	NZTC provides information for learners about how to keep physically, mentally and culturally safe and well. Students have access to information about how to keep physically, mentally and culturally well via NZTC Online. Students have access to the Student Support section on NZTC Online, offering a range of health and wellbeing support information from external organisations. There is also a Cultural Awareness and Inclusive Practice section which contains documents that have a list of external resources focused on enhancing diversity and inclusion. Kōrero Talanoa sessions are also a time to support our Māori and Pasifika learners' connection to their language, identity and culture. NZTC social media channels (e.g. Instagram and Facebook) often posts tips and guides on supporting students mental and physical health and wellbeing.	Student Support section on NZTC Online Student Support Māori and Pasifika Student Support Process Student Support Policy Social media tips on wellness NZTC Online Korero Talanoa
Process 3: Proactive monitoring and responsive wellbeing and safety practices	NZTC regularly reaches out to all its learners, both domestic and international, to monitor their wellbeing and academic progress. Students are asked for a next-of-kin at time of enrolment. It is noted that their next-of-kin and/or emergency contact person can be contacted if there is a serious concern about the student's health and/or wellbeing. Student Support ensure they reach out to students regularly and encourage them to update their next-of-kin, emergency contact and student contact details if these change. Emergency and next-	Enrolment processes (Domestic and International) Student Support Emergency Management Process Harassment Support Process Complaints and Critical Incidents Register Student Support Communication Process Critical Incident Management Plan Selma

	of-kin contact details for students are recorded on the SMS. Student Support guides students with appropriate information and external support services related to students' wellbeing and safety practices. Students are invited to declare any diverse needs in the application process or via Student Support throughout their studies. NZTC is inclusive of learners with diverse needs as all programmes are assessment based. Detailed records of reported risks are kept on the SMS and students are followed up accordingly. NZTC's emergency management process details the actions to follow in cases of learners who are at risk.	
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Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

***NZTC does not offer student accommodation**

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A	N/A
Process 1: Information and promotional activities	N/A	N/A
Process 2: Accommodation staff	N/A	N/A
Process 3: Accommodation staff must be fit and proper persons	N/A	N/A
Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	N/A	N/A
Process 5: A safe and inclusive residential community	N/A	N/A
Outcome 6: Accommodation administrative practices and contracts	Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.	N/A

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

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.	
Process: Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.	As mentioned under Parts 3, 4 and 5 of this code, NZTC offers detailed information during the enrolment, orientation and throughout the duration of international students' studies, ensuring learners are aware of the support available to them. Student Support contacts students at regular, scheduled intervals and can be contacted by students at any time, including through an emergency phone for needs outside of college hours. As part of the Student Support communication process with international students, feedback and input into international students' wellbeing and safety needs is gathered and used to address any gaps in information there may be to ensure all information communicated is up to date and relevant to their needs. During the orientation process, students are well informed of how they can seek help and are guided to a range of information pertaining to their health and wellbeing. Information on cultural differences and settling into life in NZ (e.g. public transport, emergency contact details, tenancy services, banking services) are provided as part of orientation and also on the NZTC website. International	Orientation Student Support section on NZTC Online Student Support Communication Process Emergency Phone process and Emergency Phone call log Emergency Management Process Harassment Support Process Complaints and Critical Incidents register Compliments and Complaints Process International tutorials NZTC website

	tutorials are also a chance for international students to give their input into their specific wellbeing and safety needs. Students have regular opportunities to provide feedback to NZTC through MS Teams meetings, phone calls, or online communication with Student Support and lecturers, as well as through end of course and end of stage surveys, and triadic meetings.	
Outcome 9: Prospective international tertiary learners are well informed	Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.	
Process 1: Marketing and promotion	The NZTC website, social media and specific marketing materials relevant to international learners are kept up to date to ensure students can inform themselves about NZTC before getting in contact. Prospective students are given accessible links to NZTC's latest quality assurance evaluations and educational instruction. Information about Study Complaints Ngā Amuamu Tauira is provided to all international students on their terms and conditions before they start their studies with NZTC. The information is provided to NZTC's Educational Agents during regular training sessions or to students directly during the education fairs and roadshows. Programmes, study pathways and programme delivery, entry criteria, estimated study and living costs, and programme fees (and scholarships) are explained on the website, as well as by the admissions and marketing teams. The admission team ensure that students are able to make an informed decision before committing to studies at NZTC. During the application process, learners are provided with detailed information on study pathways and NZTC	NZTC website Enrolment Process Career Guides Educational Agent Agreements Offer of place and Terms and Conditions Homestay agreement

	clearly explains which pathways lead to Teacher registration and provisional certification. Career guides are provided for all programs.	
Process 2: Managing and monitoring education agents	UP Education Limited operates under a centralised agency management model, whereby it enters into agency agreements on behalf of the individual education institutions within its network (including NZTC). This arrangement is supported by a formal delegation of authority from each institution, authorising UP Education to manage agent relationships, oversee international student recruitment, and execute agency agreements accordingly. NZTC has formally endorsed this model. The International Recruitment team, responsible for managing agency partnerships, reports student recruitment performance on a weekly basis to ensure ongoing transparency and accountability. UP Education has implemented comprehensive policies and procedures to govern the onboarding and ongoing monitoring of its agency network. As part of the onboarding process, we conduct and document at least one reference check for each prospective agent to verify, as far as reasonably possible, that they are not involved in any false, misleading, or unlawful practices. The International team leverages its regional expertise to determine which institutions each agency is authorised to represent. Once an agency is approved, a formal written agreement is executed and securely stored in our SMS (CRM). These agreements are reviewed and renewed every two years, based on a comprehensive performance evaluation. The review considers key metrics such as student enrolment outcomes, visa approval rates, and the resolution of any complaints received across the authorised institutions. In the event of suspected agent	UP Education Agent Selection Policy UP Education Onboarding Agent Policy UP Education Change of Agent Policy UP Education Issuing Agent Representative Agreement Policy UP Education Agent Management Policy UP Agency Agreement

	misconduct, UP Education initiate prompt investigations. Where breaches are confirmed, we take appropriate action—ranging from formal warnings to contract termination. Warning letters may also be issued as part of our proactive compliance framework to reinforce policy adherence and institutional expectations.	
Outcome 10: Offer, enrolment, contracts, insurance and visa	Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.	
Process 1: Offer of educational instruction	All learners must have an NZTC Offer of Place signed and in place prior to the commencement of studies. Applicants need to meet entry requirements as per NZTC’s academic regulations and programme approvals. Students engage in interviews before being selected for ITE programs. Reference checks and police vetting are conducted for all ITE programs.	Offer of place Academic Regulations Programme Approval Summaries Entry and Enrolment Process
Process 2: Information to be provided before entering contract	The Offer of Place includes the NZTC website link, which has NZTC’s most recent evaluations by education quality assurance agencies, Student Withdrawal and Refund Policies, college information, prospectuses, and programme study requirements. Applicants can review this information prior to signing the offer. In addition, prospective students have access to information about NZTC throughout the enrolment process, orientation and in communication with Educational Agents and Admissions Advisors. Students are informed about insurance and visa requirements, the Code of Practice, the Dispute Resolution Scheme, and are made aware of the fees related to their studies before entering into a	Enrolment Process Entry and Enrolment Process Offer of place and Terms and Conditions UP Education Agent Management Policy UP Agency Agreement NZTC website Prospectuses

	contract with the college. Students are also made aware of their rights as students in Aotearoa.	
Process 3: Contract of enrolment	Students are protected by withdrawal and refund policies and are made aware of their rights as well as obligations prior to entering into the contract of enrolment with NZTC. NZTC's offer of place includes clear information about the beginning and end dates of enrolment; the grounds for terminating the contract of enrolment; the circumstances under which the learner's conduct may be in breach of the contract of enrolment; the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the NZTC against the student and the process that NZTC must follow when seeking to terminate the contract of enrolment.	Offer of Place and Terms and Conditions Student Withdrawal and Refund Policy (Domestic) Student Withdrawal and Refund Policy (International)
Process 4: Disciplinary action	NZTC has robust disciplinary processes in place for learners. Students who fail to meet their obligations, fail to achieve academically and/or misconduct can be brought to Program Board for extra support, or to terminate their contract. Any disciplinary action or termination of enrolment decisions are made in accordance with the principles of natural justice.	Program Board Policy Program Board Process Academic Regulations
Process 5: Insurance	NZTC has processes in place to ensure all international students have the appropriate insurance policies detailed and required by the Code. This is a requirement that students are made aware of as part of the admissions process prior to students beginning their studies. It is also included in their Offer of Place (Terms and Conditions). The insurance covers the international tertiary learner's travel – i. to and from New Zealand; and ii. within New Zealand; and iii. if the travel is part of the educational instruction, outside New Zealand; and (b) medical care in New Zealand, including diagnosis,	Offer of Place and Terms and Conditions Student Entry and Acceptance Policy Entry and Enrolment Process

	prescription, surgery, and hospitalisation; and (c) repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and (d) death of the international tertiary learner, including cover of – i. travel costs of family members to and from New Zealand; and ii. costs of repatriation or expatriation of the body; and funeral expenses.	
Process 6: Immigration matters	NZTC works in partnership with Immigration New Zealand and abides by the rules and stipulations of INZ. NZTC ensures all international learners are entitled to study in New Zealand under the Immigration Act 2009, including ensuring that each international tertiary learner who enrolls with the signatory has the necessary immigration status for study in New Zealand. Applicants may only start study with NZTC when they have attained a current and appropriate visa. NZTC reports breaches of visa conditions as well as Student enrolment termination to INZ. Students are made aware of their visa obligations through the Admissions team, Educational Agents and on their Offer of Place. They are reminded during their studies to ensure they are meeting their visa conditions and to contact an Immigration advisor and/or INZ directly for further guidance if needed. If students choose to withdraw during their studies, they are advised to seek Immigration advice as NZTC will notify INZ of their termination of enrolment.	Immigration New Zealand Educational Agents Withdrawal Process Offer of place
Process 7: Student fee protection and managing withdrawal and closure	NZTC has in place student fee protection and advice to learners regarding withdrawal and closure events. Students fees are protected by Public Trust and students	Entry and Enrolment Process Student Withdrawal and Refund Policy (Domestic) Student Withdrawal and Refund Policy (International)

	sign a Fee Protection Acknowledgment form. NZTC is audited on student fee protection on an annual basis. Students' fees are protected by the Student Withdrawal and Refund Policies and students are provided with information about the policy during the admissions process and on the NZTC website. Students are also reminded of the Withdrawal and Refund Policy at Orientation and from the Student Support team during their studies. NZTC's refund policies are fair and reasonable.	Withdrawal Process Offer of place and Terms and Conditions Fee Protect Student Acknowledgement Form
Outcome 11: International learners receive appropriate orientations, information and advice	Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.	
Process: Provision of information	NZTC provides appropriate information to international learners during the enrolment process, during orientation, and during study to support learner achievement, wellbeing, and safety. NZTC provides a detailed and thorough interview and orientation process with opportunities for students to ask questions and meet representatives from the Student Support team. NZTC's orientation information is presented in an online course guide that can be re-visited as often as students like during their studies. This course guide has information on how to navigate NZTC online and find resources to ensure they are well informed and are aware of their rights and obligations as a student. It includes information on living and studying in NZ, staff contact details, health and safety, withdrawal and refund policy, work rights and obligations. Students are also invited to attend a live MS Teams Orientation session where they have a chance to	Orientation Student Withdrawal and Refund Policy (Domestic) Student Withdrawal and Refund Policy (International) Student Support Communication Process Student Handbooks Academic Regulations Student Support section on NZTC Online NZTC Online

	meet a member of the Student Support team and ask any questions they have prior to starting their studies. Students are provided with contact details of all relevant teams and support at the college to ensure students can ask for further information or clarification at any time. NZTC Online has resources that both students and staff have access to, including academic regulations, policies and student handbooks. Students have access to the Student Support section on NZTC Online, offering a range of health and wellbeing support information from external organisations. There is also a Cultural Awareness and Inclusive Practice section which contains documents that have a list of external resources focused on enhancing diversity and inclusion.	
Outcome 12: Safety and appropriate supervision of international tertiary learners	Signatories must ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardians of learners under 18 years.	
Process 1: International tertiary learners under 18 years	N/A	N/A
Process 2: International tertiary learners under 10 years	N/A	N/A
Process 3: Decisions requiring written agreement of parent or legal guardian	N/A	N/A
Process 4: Accommodation for international tertiary learners under 18 years	N/A	N/A

Process 5: Safety checks and appropriate checks	N/A	N/A
Process 6: Accommodation for international tertiary learners 18 years or over	NZTC has agreements in place with a homestay company that meet the regulatory and legislative requirements for homestay accommodation. NZTC checks regularly with learners in homestays to ensure they are safe and well. NZTC's International Sales Team supports and guides students who wish to enter into a homestay agreement as part of the application process and ensure the homestay company "Host families NZ Ltd" meets all regulatory and legislative requirements. Student Support performs check-ins with students in homestay accommodation during their stay to ensure the student is safe and happy at their accommodation. If any issues were to arise the Student Support team can help guide and support the student on their options. The student's NZ emergency contact details are kept up to date, so if any welfare or safety concerns are held about the learner, they can be contacted if necessary.	Homestay agreement Student Support Communication Process Student Support Orientation Student Support section on NZTC Online

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	N/A
Outcome 2: Learner voice	N/A

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	N/A
Outcome 4: Learners are safe and well	N/A

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

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

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

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

Summary of action plan - 2025

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Review strategic goals and plans and look to increase diverse learner and stakeholder feedback into learner wellbeing and safety system. Review the policies and processes that relate to Critical Incidents and emergencies to ensure a responsive wellbeing and safety system.	• Student Support • Quality and Compliance	30.09.2026	• QMS Policy • Documentation of learner voice and input • Advisory Group Meetings	• Student Survey results • Data from Compliments Register • Data from Critical Incidents Register
Outcome 2: Learner voice	Increase opportunities for learner voice to be implemented into college processes, policies, programmes and learning environments. Gather formal feedback on learners' experience with the complaints	• Student Support • Academic Dean • Quality and Compliance	30.09.2026	• QMS Policy • Documentation of learner voice and input • Data from Compliments Register • Data from Complaints Register • Moderation of academic courses • Review and update documentation of	• Student Survey results • Documentation of learner voice and resulting changes • Data from Compliments Register • Data from Complaints Register

	process. Review any potential barriers diverse learners may have when making a complaint and work to reduce or eliminate these barriers.			learner's experience with complaints process • Review information that is shared with learners about the complaints process	
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Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Increase opportunities for learner voice to be implemented into college processes, policies, programmes and learning environments.	• Student Support • Academic Dean • Quality and Compliance	30.09.2026	• QMS Policy • Documentation of learner voice and input • Moderation of academic courses • Digital learning environment review • Campus environment review • Access and Inclusion Reference Group Meetings	• Student Survey results • Course and qualification completion rates • Documentation of learner voice and resulting changes • Access and Inclusion Reference Group Meetings minutes
Outcome 4: Learners are safe and well	Regular review and update of policies and processes including those that relate to Critical Incidents and Emergencies. Reviewing the internal and external support service information	• Student Support • Quality and Compliance	30.09.2026	• QMS Policy • Student Support communication process	• Student Survey results • Student Support communication with students • Data from Compliments Register

	shared with students to help promote their physical and mental wellbeing.				
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Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

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

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Regular review and update of policies and processes that are relevant to international learners.	• Student Support • Quality and Compliance	30.09.2026	• QMS Policy	• Student Survey results • Student Support communication with students • Orientation Feedback • Data from Compliments Register • Data from Complaints Register
Outcome 9: Prospective international tertiary learners are well informed	Regular review and update of policies and processes relating to Educational Agents. Ensure NZTC website and information given by Admissions team and Educational Agents remain up-to-date and comprehensive.	• Student Support • Registry • Quality and Compliance • Admissions and Sales • Marketing team	30.09.2026	• QMS Policy	• Student Survey results • Student Support communication with students • Orientation Feedback • Compliance checks • Documentation of learner voice and resulting changes
Outcome 10: Offer, enrolment, contracts, insurance and visa	Regular review and update of policies and processes relating to information provided	• Registry • Admissions Team • Quality and Compliance	30.09.2026	• QMS Policy	• Survey results • Student Support communication with students • Compliance checks • Orientation Feedback

	during admissions process.				
Outcome 11: International learners receive appropriate orientations, information and advice	Regular review and update of policies and processes. Regularly review Orientation and Student Handbooks to ensure they remain up-to-date and robust so international students are well informed.	• Student Support • Academic Dean • Quality and Compliance	30.09.2026	• QMS Policy • Orientation Feedback	• Student Survey results • Student Support communication with students • Orientation Feedback • Compliance checks • Documentation of learner voice and resulting changes
Outcome 12: Safety and appropriate supervision of international tertiary learners	Regular review and update of policies and processes. Continue to ensure accommodation information and support services are up-to-date and informative for international learners.	• Student Support • Quality and Compliance	30.09.2026	• QMS Policy	• Student Survey results • Student Support communication with students • Orientation Feedback • Compliance checks

Action Plan Review and Summary

NZTC's 2024 Code of Practice self-review report included the action plan to ensure all relevant policies and processes were reviewed and updated. In the last reporting year, the following actions have been made:

- Involvement and collaboration with wider groups within the organisation's quality and compliance department to strengthen compliance within our policies and processes.
- Reviewing and updating policies and procedures that affect wellbeing and safety practices at the college.
- A review and update of the wider groups HR documents available to staff, these being consolidated in accessible formats on an improved online platform.
- Student and Graduate Surveys were conducted and used to inform plans, systems, process and policy reviews.
- Offering a new campus location in Hamilton to students. This has helped allow more flexibility in students choices of accommodation options. This has also helped encourage further students in the Waikato region for the ECE community.
- Continual review and updates to the information learners receive prior, during admissions, during orientation and throughout their studies, have been made. This has been informed by ensuring adherence to regulatory requirements, programme and college updates and learner feedback. NZTC started offering the new Master of Teaching and Learning (ECE) programme in 2025.
- NZTC values were updated based on feedback from staff, learners and the community. The NZTC logo, branding and website have also been updated and refreshed. When the website was updated, this was another checkpoint to review and ensure the information available to learners was up to date.
- Students receive orientation materials earlier to allow them to better prepare and digest information, with a live orientation session held closer to the start date to ensure the orientation information remains relevant and students can ask questions before they start.
- Learners' graduation documents are now available online through My eQuals. This has allowed more flexibility and efficiency with students accessing their documents. The Graduation 2025 ceremony format was updated based on previous graduates' feedback.

As outlined earlier, NZTC's 2025 CoP self-review action plan moving forward includes an ongoing review of all policies and procedures that impact learner wellbeing and safety. Particular focus will be given to: enhancing opportunities to gather learner feedback (including within the complaints process); critical incidents and emergencies; the complaints process; external support information and services (such as accommodation support); and orientation and student handbooks.

Complaints and Critical Incidents Register 2025

(Reporting period: 1st October 2024 – 30th September 2025)

Complaints

When discussing complaints, the following definition is used: A complaint is a formal expression of dissatisfaction about the actions, behaviour, or decisions of the institution, its staff, or policies. It may relate to academic matters, service delivery, or interpersonal issues, and triggers a documented investigation and response process.

Nature of Complaint	International or Domestic	Status	Outcome
Student/Refund Student requesting refund outside of refund period	1 International student	In Progress	In Progress
Student/Refund Student requested refund of costs incurred from withdrawal of studies	1 International student	Closed	Resolved
Student/Academic Staff Student felt markers comments could be improved	3 Domestic students 1 International student	Closed	Resolved
Student/Assessment Student wanted assessment criteria to be clearer	1 International student	Closed	Resolved
Student/System Student had technical issues	1 International student	Closed	Resolved
Student/Student Student raised issues about another student's conduct	1 Domestic student	Closed	Resolved
Student/Process Student felt process could be improved	2 Domestic students 2 International students	Closed	Resolved
Centre/Student Centre raised concerns about a student's conduct	1 Centre (involving 1 International student)	Closed	Resolved

Student/Placement			
Student wanted location of placement to be changed	1 Domestic student	Closed	Resolved
Student/Fees			
Student wanted discounted fees confirmed for future studies	1 Domestic student	In Progress	In Progress
Student/Staff			
Student felt they did not get enough support during studies	1 Domestic student	In Progress	In Progress
Total number of complaints	17		

Complaints analysis and summary

The number of complaints has increased slightly compared to the previous reporting year. This may be attributed to efforts to improve the visibility and accessibility of the complaints process. Enhancements include clearer distinctions between concerns, feedback, and formal complaints, as well as greater promotion of the complaints process to learners. Complaints specifically related to college processes have decreased, from eight to four, which may reflect the positive impact of improvements made to IT systems and administrative procedures during 2024. Insights from last year's data informed several updates to policies and procedures, including academic support and feedback, student support communication, and the complaints process itself. Domestic students have made slightly more complaints than international students. As part of the complaints process review, this lower representation will be looked into and ways to ensure cultural barriers (if any) for making complaints are mitigated. While informal feedback on learners' experiences with the complaints process has been collected and documented, the college has made plans moving forward to formally incorporate the gathering and recording of this feedback.

Critical Incidents

When discussing critical incidents, the following definition is used: A critical incident is a traumatic or life-altering event that causes significant emotional or psychological distress and may disrupt a learner's ability to function. It includes serious injury, sudden illness, death, natural disasters, or acts of violence. A critical incident requires immediate, coordinated institutional response and support. This applies whether the incident occurs on or off campus, including in non-institutional settings, if: the learner's wellbeing or safety is at risk, the event is brought to the institution's attention, and it may affect the learner's engagement, safety, or academic progress.

Nature of Critical Incident	International or Domestic	Status	Outcome
There were no critical incidents during this period	N/A	N/A	N/A

Critical Incidents summary

While there were no critical incidents during this reporting period, continual review of the processes associated with critical incidents is undertaken to ensure a robust and responsive system is in place if a critical incident were to occur.