



New Zealand  
Tertiary College

## Code of Practice Framework

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

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## 1. Purpose

This framework outlines how New Zealand Tertiary College (NZTC) implements, monitors, evaluates, and continuously improves compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. It establishes the governance framework for embedding the Code across the learner lifecycle and provides a structured approach to monitoring compliance, informing annual self-review, and driving continuous improvement to enhance learner wellbeing, safety, and success.

## 2. Scope

This framework applies across all functions of New Zealand Tertiary College (NZTC) that contribute to compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. It encompasses all domestic and international learners, all programmes of study, and all staff responsible for the design, delivery, management, and quality assurance of the learner experience. The framework applies throughout the learner lifecycle, from initial enquiry and enrolment through to programme completion, and provides the overarching governance framework for how NZTC implements, monitors, evaluates, and continuously improves compliance with the Code.

### 3. Governance and Accountability

#### Governance

NZTC is committed to ensuring compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 through an organisation-wide governance framework. Responsibility for implementing and monitoring the Code is shared across the College, with oversight provided through established governance, management, and quality assurance processes.

NZTC recognises that the Code contributes to an education system that honours Te Tiriti o Waitangi. The College seeks to give effect to this through learner-centred decision-making, meaningful engagement with Māori learners and stakeholders, and continuous improvement informed by evidence and learner voice.

Compliance with the Code is supported through the College's Quality Management System (QMS), which integrates policies, procedures, operational practices, monitoring activities, and continuous improvement processes. The effectiveness of these arrangements is monitored throughout the year through the College's quality assurance processes and is formally evaluated through the annual Code of Practice Self-review.

#### Accountability

Responsibility for compliance with the Code is shared across NZTC. The following roles have key governance and accountability responsibilities for implementing, monitoring, and continuously improving compliance with the Code.

| Role                        | Accountability                                                                                                                                                                                                                                                                             |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chief Executive Officer     | Holds overall organisational accountability for ensuring NZTC has appropriate systems, resources and governance arrangements in place to comply with the Code.                                                                                                                             |
| Executive Team              | Provides organisational oversight of the implementation of the Code, considers significant learner wellbeing and safety matters, supports continuous improvement, and ensures appropriate resources are available to meet NZTC's obligations under the Code.                               |
| Quality and Compliance Team | Coordinates the Code of Practice Framework and annual Code of Practice Self-review, monitors organisational compliance, analyses evidence and trends, prepares organisational reporting, identifies improvement opportunities, and monitors progress against the Quality Improvement Plan. |
| Managers                    | Ensure the Code is effectively implemented within their areas of responsibility and that staff understand and comply with relevant policies, procedures, and legislative requirements.                                                                                                     |
| All Staff                   | Contribute to a safe, inclusive, and supportive learning environment and comply with the                                                                                                                                                                                                   |

|  |                                                                 |
|--|-----------------------------------------------------------------|
|  | College's policies, procedures, and obligations under the Code. |
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## 4. Framework Principles

### **Learner-centred**

NZTC places learners at the centre of its decision-making, recognising that learner wellbeing, safety, participation, and success are fundamental to a positive educational experience.

### **Safe and Inclusive Learning Environments**

NZTC is committed to providing safe, respectful, inclusive, and accessible learning environments where learners are supported to achieve their educational goals.

### **Partnership and Collaboration**

NZTC works collaboratively with learners, staff, sector partners, advisory groups and other stakeholders to inform decision-making, enhance the learner experience and support continuous improvement.

### **Equity and Accessibility**

NZTC promotes equitable access to learning opportunities and support services, recognising the diverse backgrounds, circumstances, and needs of its learners.

### **Learner Voice**

Learner feedback is actively sought, valued, and used to inform decision-making, service improvements, and the ongoing enhancement of the learner experience.

### **Shared Responsibility**

Compliance with the Code is a shared responsibility across the College. All staff contribute to fostering learner wellbeing and ensuring the requirements of the Code are embedded in everyday practice.

### **Evidence-informed Decision Making**

NZTC uses a range of qualitative and quantitative information to monitor compliance, evaluate effectiveness, identify risks, and inform organisational decision-making.

### **Continuous Improvement**

NZTC is committed to regularly reviewing its systems, policies, procedures, and practices to ensure ongoing compliance with the Code and to continuously improve learner outcomes and experiences.

## 5. Implementation of the Code

NZTC implements the Code through an integrated, organisation-wide approach that promotes learner wellbeing, safety, participation, and success. Compliance with the Code is achieved through a combination of effective governance, documented systems, staff capability, learner-centred practices, ongoing monitoring, and continuous improvement. Together, these implementation pillars ensure the principles and requirements of the Code are embedded throughout the learner lifecycle and across all areas of the College.

| Implementation Area                        | How NZTC implements the Code                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and Governance                  | NZTC demonstrates its commitment to the Code through effective governance, clear accountability, strategic leadership, and organisational oversight. Compliance with the Code is supported through appropriate governance structures, decision-making processes, resource allocation, and regular organisational review.                                                                                                          |
| Policies, Procedures and Systems           | The requirements of the Code are embedded within NZTC's Quality Management System (QMS) through policies, procedures, Academic Regulations, documented processes, and operational systems. These provide a consistent framework for supporting learner wellbeing, safety, participation, and success across the learner lifecycle.                                                                                                |
| Staff Capability and Professional Practice | NZTC supports staff to effectively implement the Code through recruitment, induction, professional development, and access to appropriate resources and guidance. Staff are expected to foster safe, respectful, inclusive, and learner-centred environments, build positive relationships, respond appropriately to learner needs, and uphold the College's values and professional standards in all interactions with learners. |
| Learner Engagement and Support             | NZTC provides learners with clear information, equitable access to support services, opportunities to actively participate in their learning, and appropriate academic and wellbeing support throughout their studies. Learner voice is valued and informs ongoing enhancement of the learner experience.                                                                                                                         |
| Monitoring and Evaluation                  | NZTC monitors the effectiveness of its implementation of the Code through learner and stakeholder feedback, complaints, incidents, organisational reporting, programme monitoring, and other quality assurance activities. A range of evidence is used to evaluate performance, identify risks, and assess compliance with the Code.                                                                                              |
| Continuous Improvement                     | NZTC is committed to continuously improving the learner experience by using evidence from monitoring and evaluation activities to identify opportunities for improvement. Actions are incorporated into the College's Quality Improvement Plan, implemented by the relevant areas, and monitored to evaluate their effectiveness and support ongoing compliance with the Code.                                                    |

## 6. Monitoring and Evaluation

NZTC monitors and evaluates the effectiveness of its implementation of the Code through a range of qualitative and quantitative information. Evidence is collected from across the organisation to assess compliance with the Code, identify strengths and areas for improvement, monitor learner outcomes, and inform organisational decision-making. This approach supports ongoing self-review and ensures improvements are evidence-based.

| Monitoring Activity                                | Examples of Evidence                                                                                                                                                                                                                                                                                                           | Purpose                                                                                                                                                                                               |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learner Voice                                      | Orientation feedback surveys; current learner surveys; end-of-course surveys; end-of-stage surveys; graduate surveys; post-graduation surveys; post-complaint surveys; Student Support interactions; learner consultation activities; current learner and graduate participation on NZTC Advisory Groups, and learner appeals. | Gather and analyse learner perspectives on their educational experience, wellbeing, support services, inclusion, participation and success to identify strengths and opportunities for improvement.   |
| Stakeholder Voice and Consultation                 | Feedback from staff; graduates; Early Childhood Education Sector; Primary Education Sector; Secondary Education Sector; Health and Wellbeing Sector; NZTC Advisory Groups.                                                                                                                                                     | Gather feedback from key stakeholder groups to evaluate the effectiveness of programmes, learner support services, professional practice experiences, graduate outcomes and organisational practices. |
| Learner Wellbeing and Support                      | Student Support enquiries and case management records; referrals to internal and external support services; learner check-ins; support service utilisation; Microsoft Teams appointment data; emergency mobile records; wellbeing concerns recorded in the SMS; Student Support Contracts; Leave of Absence records.           | Monitor learner wellbeing, engagement and support needs, evaluate the effectiveness of support services, and ensure timely intervention and referral where required.                                  |
| Learner Participation, Progression and Achievement | Academic progress reports; participation and engagement data; attendance information; retention, withdrawals and completions; assessment outcomes; Board of Studies referrals and decisions; annual programme evaluation reports.                                                                                              | Monitor learner engagement, academic progress and educational outcomes to identify trends, support learner success, and inform timely interventions.                                                  |
| Complaints, Appeals and Learner Concerns           | Compliments, Concerns and Complaints Register; complaint themes and outcomes; post-complaint survey results;                                                                                                                                                                                                                   | Evaluate the effectiveness of complaints and appeals processes, identify recurring themes or systemic issues, and                                                                                     |

|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                         |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | external escalation information; grade appeals; Board of Studies appeals; informal concerns raised with staff; complaint resolution data.                                                                                                                                                                                                                                                                           | inform improvements to policies, processes, communication and services.                                                                                                                                 |
| Risk, Critical Incidents and Emergency Management    | Critical Incident Register; emergency mobile records; health and safety reports; organisational risk register; emergency response records; learner wellbeing concerns; reviews of Critical Incident, Incident Management and Emergency Management policies and processes.                                                                                                                                           | Monitor risks affecting learner wellbeing and safety, evaluate emergency responses, and strengthen organisational preparedness and resilience.                                                          |
| Safe, Inclusive and Accessible Learning Environments | Learner and staff feedback; Staff Confidence Survey; Supporting Disabled Learners; NZTC Advisory Group feedback; accessibility reviews; LMS review and monitoring; Discussion Forum activity; campus health and safety reviews; Building Warrants of Fitness; Disability Action Plan monitoring.                                                                                                                    | Evaluate whether physical and digital learning environments are safe, inclusive, culturally responsive and accessible, and identify opportunities to enhance learner participation and belonging.       |
| Operational and Regulatory Compliance                | QMS document reviews; compliance checks and audits; admissions and enrolment reviews; international learner compliance monitoring; education agent monitoring; internal quality assurance activities; and organisational self-review.                                                                                                                                                                               | Monitor compliance with applicable legislation, regulatory requirements, accreditation standards, and College policies and procedures, and identify opportunities to strengthen organisational systems. |
| International Learner Experience and Compliance      | International learner surveys; Orientation and Welcome Session feedback; pre-arrival and settlement feedback; Student Support enquiries and check-ins; international learner engagement and participation; international learner complaints, concerns and appeals; education agent monitoring and feedback; admissions and enrolment reviews; and international learner retention, progression and completion data. | Evaluate whether international learners receive accurate information, effective orientation, appropriate support and meet ongoing compliance requirements throughout their learner journey.             |

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| Quality Improvement and Organisational Self-review | Annual Code of Practice Self-review; Quality Improvement Plan; annual programme evaluation reports; QMS review cycle; progress against strategic goals and action plans; monitoring of improvement actions; evaluation of completed improvement initiatives. | Ensure evidence from monitoring activities informs organisational self-review, continuous improvement and the ongoing enhancement of learner wellbeing, safety, participation and success. |
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## 7. Continuous Improvement

NZTC is committed to the ongoing enhancement of the learner experience through a culture of continuous improvement. Information gathered through monitoring and evaluation activities is systematically analysed to identify strengths, risks, trends and opportunities for improvement. Where improvements are identified, actions are documented, prioritised, assigned to the appropriate College staff or committees, implemented, and monitored to evaluate their effectiveness. Progress is reviewed through the College's quality assurance and governance processes to ensure improvements are completed and embedded into practice. Continuous improvement activities may result in changes to policies, procedures, learner support services, programme delivery, staff capability, systems, resources and organisational practices, ensuring the College continues to meet the requirements of the Code and enhance learner wellbeing, safety and success.

## 8. Annual Code of Practice Self-review

NZTC undertakes an annual self-review of its compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The self-review draws upon evidence collected through the monitoring and evaluation activities outlined in this framework to evaluate organisational performance against the Code outcomes, identify areas for improvement, and inform future quality enhancement initiatives. Findings and improvement actions are documented in the Annual Code of Practice Self-review Report and monitored through the College's Quality Improvement Plan and quality assurance processes. In accordance with the Code, the Annual Code of Practice Self-review Report is published on the NZTC website to promote transparency and demonstrate the College's ongoing commitment to learner wellbeing, safety and continuous improvement.