

Compliance to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 Framework

The following Framework details New Zealand Tertiary College's ("NZTC") compliance to the relevant Outcomes of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ("the Code").

Notes:

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.

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Part 3: Organisational structures to support a whole-of-provider approach to learner wellbeing and safety.

Outcome 1: A Learner Wellbeing and Safety System

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Process 1: Strategic goals and plans	Process 2: Self-Review of learner wellbeing and safety practice	Process 3: Publication requirements	Process 4: Responsive wellbeing and safety systems
Annual Programme Evaluation Reports	Code of Practice Self-review Report	NZTC website	Staff induction on Code issues and the referral process to Student Support team
Code of Practice Self-review Report	Partnership Plan and Progress 2023-2027	Code of Practice Self-review Report	Emergency Management Process
Disability Action Plan 2025 – 2027	Disability Action Plan 2025 – 2027	Complaints and Critical Incidents Register	Emergency Management Policy
Partnership Plan and Progress 2023-2027	Annual Programme Evaluation Reports	Cultural Awareness and Inclusive Practices resources	Critical Incident Response Process
Student Support Policy	Student Support Communication Process	Disability Action Plan 2025 – 2027	Student Support Communication Process
The Code of Practice 2021 Framework v.25.1	End of Course and End of Stage surveys	Partnership Plan and Progress 2023-2027	Student Support Policy
	Student and Graduate surveys		Emergency Phone Call Log
	Orientation Process		Harassment Support Process
	Māori and Pasifika Student Support Process		Harassment and Discrimination Policy
	Compliments and Complaints Process		Critical Incident Response Policy
	Health and Safety Process and Policy		Critical Incident Response Process
	Critical Incident Response Policy		Confidentiality Policy
	Critical Incidents Register		Critical Incident Management Plan
			Critical Incident Register

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	Process 2: Learner complaints	Process 3: Compliance with Dispute Resolution Scheme
Enrolment process	Terms and Conditions from Admissions	Terms and Conditions from Admissions
Orientation	Orientation	Orientation
Kōrero Talanoa	Student Support	Compliments and Complaints Process
End of Course and End of Stage surveys	Kōrero Talanoa	Student Handbooks
Appeal Against Grade process	Compliments and Complaints Policy	Student Support Communication Process
Student Handbooks	Compliments and Complaints Process	
Student Support Communication Process	Complaints and Critical Incidents Register	
Program Board Process	Student Handbooks	
Student and Graduate Surveys	Program Board Policy	
Disability Action Plan 2025 – 2027	Academic Board Policy	
Partnership Plan and Progress 2023-2027		
Student Support Team Meetings		
Compliments and Complaints Process		

Part 3:

COMPLIANT	- We have the required practices in place - We have sufficient evidence on which to make judgements about the effectiveness of our practices
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Note: We have evidence that a Strategic plan is in place (through policies, processes and information available to students). However, the strategic plan is not presented as one sole document

Part 4: Wellbeing and safety practices for all tertiary providers

Outcome 3: 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	Process 2: Supporting learner participation and engagement	Process 3: Physical and digital learning spaces and facilities
Admissions process	NZTC Online	
Orientation	Orientation	
Kōrero Talanoa	Kōrero Talanoa	
Harassment and Discrimination Policy	Academic progress report	NZTC Online
Student Support section on NZTC Online	Student Support Communication Process	Support contracts
Discussion forums	Tutorials	End of Course and End of Stage surveys
Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols)	Student Support team	Māori and Pasifika Student Support Process
Support Contracts	Assessment process	Student Support
Māori and Pasifika Working Group	Support Contracts	Online and campus library
	NZTC Website	Māori and Pasifika Working Group
Access and Inclusion Reference Group	Māori and Pasifika Working Group	Access and Inclusion Reference Group
Health and Safety Policy	Access and Inclusion Reference Group	Health and Safety Policy
Building WoF for Campuses		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 assistance to meet their basic needs	Process 2: Promoting physical and mental health awareness	Process 3: Proactive monitoring and responsive wellbeing and safety practices
Student Support section on NZTC Online	Student Support section on NZTC Online	Enrolment processes (Domestic and International)
Student Support	Student Support	Student Support

Orientation	Māori and Pasifika Student Support Process Student Support Policy Social media tips on wellness NZTC Online Korero Talanoa	Emergency Management Process Harassment Support Process Complaints and Critical Incidents Register Student Support Communication Process Selma
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Part 4:

COMPLIANT	- We have the required practices in place - We have sufficient evidence on which to make judgements about the effectiveness of our practices
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Part 5: Additional wellbeing and safety practices in tertiary student accommodation

Not applicable

Part 6: Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international students

Outcome 8: Responding to the distinct wellbeing and safety needs of international students

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.*

Orientation Student Support section on NZTC Online Student Support Communication Process Emergency Phone process and Emergency Phone call log Emergency Management Process
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Harassment Support Process
Complaints and Critical Incidents register
Compliments and Complaints Process
International tutorials
NZTC website

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	Process 2: Management and monitoring education agents
NZTC website	UP Education Agent Selection Policy
Enrolment Process	UP Education Onboarding Agent Policy
Career Guides	UP Education Change of Agent Policy
Educational Agent Agreements	UP Education Issuing Agent Representative Agreement Policy
Offer of place and Terms and Conditions	UP Education Agent Management Policy
Homestay agreement	UP Agency Agreement

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 education instruction	Process 2: Information to be provided before entering contract	Process 3: Contract of enrolment	Process 4: Disciplinary action
Offer of place	Enrolment Process	Offer of Place and Terms and Conditions	Program Board Policy
Academic Regulations	Entry and Enrolment Process	Student Withdrawal and Refund Policy (Domestic)	Program Board Process
Programme Approval Summaries	Offer of place and Terms and Conditions	Student Withdrawal and Refund Policy (International)	Academic Regulations
Entry and Enrolment Process	UP Education Agent Management Policy		

	UP Agency Agreement		
	NZTC website		
	Prospectuses		

Process 5: Insurance	Process 6: Immigration matters	Process 7: Student fee protection and managing withdrawal and closure
Offer of Place and Terms and Conditions	Immigration New Zealand	Entry and Enrolment Process
Student Entry and Acceptance Policy	Educational Agents	Student Withdrawal and Refund Policy (Domestic)
Entry and Enrolment Process	Withdrawal Process	Student Withdrawal and Refund Policy (International)
	Offer of place	Withdrawal Process
		Offer of place and Terms and Conditions
		Fee Protect Student Acknowledgement

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
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

Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

Process 6: Accommodation for international tertiary learners 18 and over

Homestay agreement

Student Support Communication Process

Student Support

Orientation

Student Support section on NZTC Online

Part 6:

COMPLIANT	• We have the required practices in place • We have sufficient evidence on which to make judgements about the effectiveness of our practices
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Part 7: Wellbeing and safety practices for schools enrolling international learners

Not applicable