



**New Zealand
Tertiary College**

**The Education (Pastoral Care of Tertiary and
International Learners) Code of Practice 2021**
Reporting period: 1 July 2025 – 30 June 2026

TEO information

TEO Name	New Zealand Tertiary College Ltd			MoE number	8619
Code contact	Name	James Ward		Job title	Chief Executive Officer
	Email	James.Ward@nztc.nz		Phone number	(09)5204000
Current enrolments (as at 20/07/2026)	Domestic learners	Total #	1498	18 y/o or older	1494
				Under 18 y/o	4
	International learners	Total #	692	18 y/o or older	692
				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.
9. Unless otherwise stated, references to activities, survey results and quality improvements relate to the reporting period 1 July 2025 to 30 June 2026.

Introduction

New Zealand Tertiary College (NZTC) is committed to providing a safe, inclusive and supportive learning environment where all learners can thrive. This self-review evaluates NZTC's implementation of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 during the reporting period from **1 July 2025** to **30 June 2026**.

The review draws on learner feedback, organisational self-review, quality assurance activities, complaints and critical incident data, learner success information, policy and process reviews, and stakeholder consultation. It considers the effectiveness of NZTC's learner wellbeing and safety systems, identifies areas of good practice, and informs priorities for continuous improvement.

During the reporting period, NZTC continued to strengthen its whole-of-provider approach to learner wellbeing through the review and enhancement of learner support processes, governance arrangements, orientation, communication, and quality management systems. These improvements are reflected throughout this report and support the College's strategic goals for learner wellbeing, safety and success.

Strategic Goals and Strategic Plans

During the reporting period, NZTC reviewed and refreshed its strategic goals and plans to better reflect the College's evolving priorities, learner needs and commitment to continuous quality improvement. The updated strategic goals provide a clear framework for organizational decision-making and guide the College's approach to learner wellbeing, safety, success and continuous improvement.

Goal 1: Foster a culture of learner wellbeing, safety, and continuous improvement

NZTC is committed to maintaining a whole-of-provider approach that promotes learner wellbeing, safety, participation, and success through effective systems, responsive practices, and continuous improvement.

Objective 1.1: Maintain an effective learner wellbeing and safety system (Outcome 1)

To maintain an effective learner wellbeing and safety system that responds to the diverse needs of learners and supports ongoing review, evaluation, and improvement.

Objective 1.2: Strengthen learner voice and partnership (Outcome 2)

To ensure learner voice is actively sought, valued, and used to inform decision-making, service improvement, and learner support practices.

Goal 2: Provide safe, inclusive, accessible, and supportive learning environments

NZTC is committed to creating learning environments where all learners feel safe, valued, respected, and supported to achieve their educational and personal goals.

Objective 2.1: Foster safe, inclusive, supportive, and accessible learning environments (Outcome 3)

To provide learning environments that are inclusive, culturally responsive, accessible, and designed to support positive learning experiences for all learners.

Objective 2.2: Promote learner wellbeing, safety, and success (Outcome 4)

To support the physical, emotional, cultural, and mental wellbeing of learners through proactive support, appropriate resources, and responsive wellbeing and safety practices.

Goal 3: Support international learners to thrive throughout their learner journey

NZTC is committed to ensuring international learners are well informed, appropriately supported, and able to participate successfully and safely throughout their educational experience.

Objective 3.1: Respond to the distinct wellbeing and safety needs of international learners (Outcome 8)

To understand and respond to the unique wellbeing, safety, and support needs of international learners.

Objective 3.2: Ensure prospective international learners are well informed (Outcome 9)

To provide clear, accurate, and accessible information that enables prospective international learners to make informed decisions about studying with NZTC.

Objective 3.3: Support informed enrolment and compliance requirements (Outcome 10)

To ensure international learners receive accurate information and appropriate support regarding enrolment requirements, contractual obligations, insurance, and immigration matters.

Objective 3.4: Provide effective orientation, information, and advice (Outcome 11)

To provide comprehensive orientation, information, and ongoing advice that supports learner success, wellbeing, engagement, and safety.

Objective 3.5: Promote the safety and support of international learners (Outcome 12)

To ensure international learners have access to appropriate support, guidance, and wellbeing resources that contribute to their safety and successful participation in study.

2025-2026 Highlights

Highlights from the reporting period

During the reporting period, NZTC continued to strengthen its learner wellbeing and safety systems through ongoing quality improvement, learner feedback and regular review of policies and processes.

Key achievements included:

- The Student Support team increased its regular on-campus presence through scheduled campus days, improving the visibility and accessibility of support services and providing learners with greater opportunities to access face-to-face assistance.
- Student Handbooks were redesigned into a core handbook supported by programme-specific handbooks, improving the accessibility and consistency of information about learner support, wellbeing services, policies and expectations.
- Enhanced learner transition into study through an improved Orientation programme, online Orientation guide and the introduction of on-campus Welcome Sessions.
- A new Leave of Absence process and supporting form were introduced to provide a more consistent, learner-centred approach to supporting students requiring temporary leave from their studies.
- Strengthened early identification and intervention for learners requiring additional support through enhanced Student Support communications, earlier learner progress monitoring, and the introduction of Enhanced Support Contracts.
- Expanded learner access to support by introducing Microsoft Teams appointments and extending the 24/7 emergency mobile service to domestic learners.
- Introduced Kia Whakamanawatia, providing culturally responsive academic coaching and wellbeing support for Māori and Pacific learners.
- Expanded Cultural Awareness and Inclusive Practices resources and continued staff professional development in te reo Māori, disability confidence, mental health awareness and culturally responsive practice.
- Strengthened governance and consistency through comprehensive reviews of the Board of Studies, Academic Progress, Leave of Absence, Misconduct and Serious Misconduct, and Compliments, Concerns, and Complaints Management processes.
- Enhanced learner voice by improving Orientation, current learner, graduate and post-complaint surveys, ensuring learner feedback continues to inform quality improvement and service delivery.
- Strengthened oversight of education agents through enhanced due diligence, reputation and conduct reviews, performance monitoring, and quality assurance processes.
- Tutorial delivery was reviewed and standardised, learning resources expanded, and tutorial planning more closely aligned with learning outcomes and assessment requirements.
- Briefing Guidelines were reviewed and refined across courses, providing clearer guidance, improving consistency, and supporting stronger student performance.
- Launched a redesigned NZTC website, improving the accessibility, navigation and presentation of information for prospective and current learners.
- Hamilton was introduced as a new campus location during the reporting period, expanding access to face-to-face teaching, learner support services and engagement opportunities for learners in the Waikato region.

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 maintains a clear strategic framework that places learner wellbeing and safety at the centre of organisational planning and decision-making. Strategic goals guide the College's approach to implementing the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, ensuring learner wellbeing and safety is embedded across governance, academic and operational activities. Reporting period highlights - Developed strategic goals and objectives specifically aligned with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice. - Continued implementation of the Partnership Plan 2024–2027, strengthening partnerships with learners, Māori and Pacific communities, employers and sector stakeholders to support learner wellbeing, inclusion and success. Evaluation The regular review and refinement of NZTC's strategic goals and plans demonstrates that learner wellbeing and	- Updated Strategic Goals and Objectives developed during the reporting period and align directly with Outcomes 1-4 and 8-12 of the Code of Practice. - Strategic goals include clearly defined objectives that support learner wellbeing, learner voice, inclusion, and the success of domestic and international learners. - Strategic priorities inform organisational planning, quality assurance activities, self-review and continuous improvement. - Progress against strategic priorities is monitored through annual planning, organisational self-review and Code of Practice reporting.

	safety remain embedded within the College's long-term strategic direction. This ongoing approach enables the College to monitor progress, respond to emerging needs and continually enhance its learner wellbeing and safety practices.	
Process 2: Self review of learner wellbeing and safety practices	NZTC has an established self-review framework that supports the ongoing evaluation and enhancement of learner wellbeing and safety practices. Self-review is embedded across governance, quality assurance, programme evaluation and operational processes, ensuring learner wellbeing remains a key consideration in organisational decision-making. Self-review draws on information from multiple sources, including learner feedback, staff feedback, programme evaluations, quality assurance activities, complaints and compliments, critical incidents, sector engagement and advisory groups. Information gathered through these processes is used to identify strengths, opportunities for improvement and emerging learner needs. Reporting period highlights During the reporting period, NZTC undertook a number of significant reviews and improvement initiatives to strengthen learner wellbeing and safety. These reviews focused on improving the learner experience, increasing consistency across the College, strengthening governance and enhancing learner support throughout the student journey. Key improvements implemented during the reporting period included:	• Annual programme evaluation reports. • Quality Management System review. • Learner feedback and survey results. • Student Support records and trend analysis. • Complaints and critical incident reviews. • Programme Advisory Committee (PAC), Māori and Pasifika Working Group Membership (MPWG), and Access and Inclusion Reference Group (AIRG) feedback and recommendations.

	• Orientation programme enhanced following learner feedback to improve students' transition into study. • Reviewed and updated a range of learner support processes including Academic Progress, Leave of Absence, Student Support, Board of Studies and Compliments and Complaints. • Improved access for learners to the Student Support team through online booking of 20-minute Microsoft Teams meetings and on-campus sessions. • Reviewed and standardised tutorial delivery, expanded learning resources, and aligned tutorial planning more closely with learning outcomes and assessment requirements. Evaluation NZTC's self-review processes effectively drive continuous improvement in learner wellbeing and safety practices. Evidence gathered through learner feedback, quality assurance activities and organisational review is used to identify strengths, respond to emerging needs and implement meaningful improvements. The range of initiatives undertaken during the reporting period demonstrates a proactive approach to enhancing the learner experience and maintaining effective learner support systems.	
Process 3: Publication requirements	NZTC is committed to transparency and accountability by publishing the annual self-review of its implementation of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The self-review provides an evaluation of the College's learner wellbeing and safety practices, identifies areas of strength and	• NZTC website • Code of Practice Self-review Report • Complaints and Critical Incidents Register • Cultural Awareness and Inclusive Practices resources • Disability Action Plan 2025 – 2027

	continuous improvement, and is made publicly available in accordance with the requirements of the Code. The NZTC website publishes its: 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.	Partnership Plan and Progress 2024-2027
Process 4: Responsive wellbeing and safety systems	NZTC maintains a comprehensive framework to identify, respond to and manage learner wellbeing and safety concerns. Staff are trained to recognise wellbeing issues and respond appropriately, with clear referral pathways and escalation procedures supporting timely intervention. The Student Support team coordinates responses to concerns raised by learners, Associate Teachers, placement centres and NZTC staff in accordance with established policies and processes. Learners are informed about available wellbeing services and support throughout their learner journey, including during application, Orientation, Welcome Sessions, Student Support check-ins, through the Student Handbook and during their studies. Student Support staff are trained in Mental Health First Aid, strengthening the College's capacity to respond effectively to learner wellbeing needs. Learners have access to a dedicated Student Support section on NZTC Online, which provides culturally appropriate wellbeing resources and information promoting healthy lifestyles. Orientation also introduces learners to emergency procedures, including Civil Defence information and the support available during emergencies. NZTC maintains an Emergency Management Policy and Process to coordinate responses	- Learner feedback gathered through Orientation, Student Support interactions, and end-of-course, end-of-stage and graduate surveys. - Student Support records, including learner enquiries, referrals, case management records and follow-up activities. - Academic progress monitoring. - Referrals and outcomes managed through the Board of Studies, Academic Progress and Leave of Absence processes. - Complaints, critical incidents and emergency phone records, including trend analysis and resulting quality improvements. - Annual reviews of policies, procedures and supporting documentation relating to learner wellbeing and safety through NZTC's Quality Management System. - Staff feedback, operational reviews and continuous improvement initiatives implemented during the reporting period. - Internal monitoring of learner support services, including utilisation of Student Support appointments and other wellbeing initiatives.

	to critical incidents. While on campus, learners are supported through NZTC's emergency procedures, and during Professional Practice or Weekly Centre Attendance/Weekly School Attendance they follow the emergency procedures of their placement centre/school. Although NZTC does not provide student accommodation, all learners have access to a 24/7 emergency phone managed by the Student Support team. Emergency situations are recorded, reviewed and managed in accordance with the Critical Incident Response Policy and Process. NZTC also maintains a Harassment and Discrimination Policy and Support Process that promotes a culture of disclosure and reporting, supports confidentiality, and provides clear referral and escalation pathways, including access to external mediation where appropriate. Reporting period highlights Key improvements implemented during the reporting period included: • The Orientation process was enhanced to provide learners with earlier access to an online Orientation guide before commencing their studies, alongside new on-campus Welcome Sessions on their first day of study, supporting early engagement and awareness of available support services. • The Student Support team increased its regular on-campus presence through scheduled campus days, improving the visibility and accessibility of support services and providing learners with	
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	greater opportunities to access face-to-face assistance. • The Lack of Academic Progress Process and associated Student Support Contracts were reviewed and updated to strengthen early intervention, clearly communicate expectations, and provide consistent support for learners experiencing academic difficulties. • Student Handbooks were redesigned into a core handbook supported by programme-specific handbooks, improving the accessibility and consistency of information about learner support, wellbeing services, policies and expectations. • A new Leave of Absence process and supporting form were introduced to provide a more consistent, learner-centred approach to supporting students requiring temporary leave from their studies. • Learner access to Student Support was enhanced through the introduction of online booking for 20-minute Microsoft Teams appointments, while the 24/7 emergency mobile number was extended to domestic learners, improving access to both routine wellbeing support and emergency assistance. Evaluation NZTC's responsive wellbeing and safety systems continue to effectively support learners through proactive engagement, early identification of concerns and coordinated support. The improvements implemented during the reporting period have strengthened the accessibility, consistency and responsiveness of learner	
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	support, demonstrating NZTC's commitment to continuous improvement.	
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 values learner voice as an integral part of its quality assurance and continuous improvement processes. Learners are informed about their programme, study requirements and available support from the time of application and throughout their learner journey. Opportunities to provide feedback are embedded across the learner lifecycle through Orientation, Student Support interactions, course Discussion Forums, end-of-course surveys, end-of-stage surveys, current learner and graduate surveys, and other targeted feedback mechanisms. Learner feedback is reviewed by relevant staff and informs the ongoing review of academic programmes, learner support services, policies, practices and strategic priorities. Learners are supported to participate in decisions affecting their studies through transparent academic regulations, appeals processes and Board of Studies procedures, which provide opportunities for learners to present their perspective before decisions are made. NZTC also actively seeks the perspectives of disabled learners through targeted engagement and the Access and Inclusion Reference Group, ensuring their experiences contribute to the development, implementation and monitoring of the Disability Action Plan 2025–2027 and ongoing improvements to learner participation, achievement and outcomes.	• Learner feedback gathered through Orientation, end-of-course, end-of-stage, current learner and graduate surveys. • Feedback received through the Compliments, Concerns, and Complaints Management Process, Student Support interactions and Student Support team meetings. • Input from disabled learners through the Disability Action Plan 2025–2027 and the Access and Inclusion Reference Group. • Learner participation in academic and decision-making processes, including the Appeal Against Grade and Board of Studies processes. • Ongoing review of learner feedback to inform improvements to the Enrolment Process, Orientation, Student Handbooks, Student Support Communication Process and Partnership Plan and Progress 2024–2027.

	Reporting period highlights Key improvements implemented during the reporting period included: • An Orientation feedback survey was introduced to gather ongoing learner feedback, with responses reviewed monthly to inform continuous improvements to the Orientation programme. • A post-complaint feedback survey was introduced to gather learner feedback on their experience of the complaints process and identify opportunities for continuous improvement. • A post-graduation survey was introduced to gather graduate feedback on their graduation ceremony experience and identify opportunities to enhance future ceremonies. • Graduate and current learner surveys were enhanced to collect more detailed information about learners' health conditions, disabilities and ethnicities, together with feedback on the factors that supported or challenged their learning and opportunities for NZTC to further improve the learner experience. Evaluation NZTC effectively gathers and responds to diverse learner voices throughout the learner journey. The enhancements implemented during the reporting period have strengthened opportunities for learners to provide feedback and have their experiences inform continuous improvements to policies, practices and learner support.	
Process 2: Learner complaints	NZTC has established processes to respond to and manage learner complaints in a fair, timely and transparent manner. Learners are informed about the	• Learner feedback gathered through the post-complaint feedback survey and Student Support interactions.

	complaints process during admission through the Terms and Conditions of Enrolment, during Orientation, in the Student Handbook, and throughout their studies by the Student Support team. Learners may raise a complaint with the Student Support team or any NZTC staff member, who will refer the matter to Student Support where appropriate. To lodge a formal complaint, learners complete a Complaint Form. Receipt of the complaint is acknowledged within 24 hours, and learners are advised how their complaint will be managed and kept informed of its progress throughout the process. NZTC aims to investigate complaints and provide a response within 20 working days. Where the nature or complexity of the complaint requires additional time, learners are informed of the revised timeframe. Complaints are investigated confidentially and, where appropriate, an independent investigator may be appointed to ensure an impartial process. Learners may be supported by a support person throughout the complaints process. Following the investigation, NZTC determines any actions required and communicates the outcome to the parties involved. Where complaints identify opportunities for improvement, relevant policies, processes or practices are reviewed and updated as appropriate. All complaints and their outcomes are recorded in the Complaints and Critical Incidents Register, which is published annually on the NZTC website. Reporting period highlights A review of learner complaints received during the reporting period identified assessment decisions, communication and learner support as the most common themes. Overall, complaints were primarily	• Complaints recorded and monitored through the Complaints and Critical Incidents Register, including analysis of trends, outcomes and opportunities for improvement. • Regular review of the Compliments, Concerns, and Complaints Management Policy and Process to ensure they remain clear, fair and effective. • Oversight of complaints and associated improvements through the Academic Board and Board of Studies. Learner information provided through the Admissions Terms and Conditions, Orientation and Student Handbooks to support awareness of the complaints process and available resolution pathways.
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	individual in nature rather than indicating systemic concerns across the College. Findings from this review informed updates to the Compliments and Complaints Process and associated communication templates to improve communication, consistency and the learner experience. Key improvements implemented during the reporting period included: The Compliments and Complaints Process was reviewed and updated to improve clarity, ensure consistent communication throughout the process, and provide complainants with clear information about next steps, timeframes and outcome options. A post-complaint feedback survey was also introduced to support continuous improvement. Evaluation NZTC's learner complaints process is effective in providing learners with a fair, transparent and timely mechanism for raising and resolving concerns. The improvements implemented during the reporting period have strengthened communication, consistency and the use of learner feedback to support continuous improvement.	
Process 3: Compliance with the Dispute Resolution Scheme	NZTC is familiar with, and complies with, the Education (Domestic Tertiary Student and International Student Contract Dispute Resolution Scheme) Rules 2023. Learners are informed of the complaints process and the available escalation pathways, including NZQA and Study Complaints Ngā Amuamu Tauira, during admission, Orientation and throughout their studies via the Student	- Information provided to learners through the Admissions Terms and Conditions, Orientation, Student Handbook and Student Support communications. - The Compliments, Concerns, and Complaints Management Process, which outlines the College's internal complaints procedures and escalation

	Handbook. NZTC ensures learners are aware of their right to access the independent dispute resolution service if they are dissatisfied with the outcome of the College's internal complaints process.	pathways, including referral to Study Complaints Ngā Amuamu Tauira where appropriate.
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	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 fosters safe, inclusive and respectful learning communities across both its physical and digital learning environments. Staff are guided by the College's values and policies relating to bullying, racism, harassment and discrimination, and promote positive, respectful interactions throughout the learner journey. Learners are introduced to behavioural expectations during admission and Orientation, with these expectations reinforced through learning materials, online resources and ongoing communication. Learners are encouraged to build supportive relationships through NZTC Online Discussion Forums, Professional Practice and collaborative learning activities that value diverse perspectives and experiences. Māori and Pacific learners are supported through the <i>Kia Whakamanawatia</i> academic coaching programme, while the Kaiārahi – Teaching and Learning Support lecturer strengthens culturally responsive teaching practices by supporting staff development, promoting te reo Māori me ōna tikanga, and developing kaupapa Māori resources. Learners also have access to cultural, spiritual and community resources through NZTC Online. Where additional support is required, learners may be	• Admissions and Orientation introduce learners to NZTC's expectations for respectful, safe and inclusive learning environments. • Regular learner check-ins and accessible Student Support services help identify and respond to wellbeing and safety concerns at an early stage. • Support policies and processes, Student Support Contracts, and the Student Support section on NZTC Online provide learners with ongoing guidance, information and access to support. • Ngā wāhanga akoranga: Te Reo Māori me ōna tikanga (The Māori language and its protocols) and NZTC Online Discussion Forums promote culturally safe learning and respectful engagement. • Feedback gathered from learners and College staff, together with advice from the Māori and Pasifika Working Group and the Access and Inclusion Reference Group, is used to identify

	offered an individualised Student Support Contract to assist them to successfully engage with their studies and the wider learning community. Reporting period highlights Key improvements implemented during the reporting period included: • Introduced Kia Whakamanawatia, providing culturally responsive academic coaching and collaborative learning opportunities for Māori and Pacific learners. • Reviewed and updated Cultural Awareness and Inclusive Practices resources for learners, staff and stakeholders. Ensured mandatory Unteach Racism initiative for staff was completed. • Expanded staff professional development in te reo Māori, disability confidence and culturally responsive practice. • Introduced Enhanced Support Contracts for disabled learners. Evaluation NZTC's approach to fostering safe, inclusive and respectful learning environments is effective in supporting positive learning experiences for diverse learner groups. The initiatives implemented during the reporting period have strengthened culturally responsive practice, enhanced inclusion and accessibility, and increased opportunities for learners to participate in learning environments where diversity is recognised, respected and valued.	opportunities to strengthen inclusion, cultural safety and learner wellbeing. • Health and Safety Policy requirements and Building Warrants of Fitness are regularly reviewed to ensure NZTC's physical learning environments remain safe and accessible.
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	• Orientation and Welcome Sessions prepare learners for study and introduce the support available throughout their learner journey. • Student Support maintains regular communication with learners and monitors

	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 Kia Whakamanawatia initiative encourages 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 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. Reporting period highlights Key improvements implemented during the reporting period included: • Tutorial delivery was reviewed and standardised, learning resources expanded, and tutorial planning more closely aligned with learning outcomes and assessment requirements. • Hamilton was introduced as a new campus location during the reporting period, expanding access to face-to-	learner participation and academic progress to identify learners requiring additional support. • NZTC Online Discussion Forums, tutorials and Kia Whakamanawatia provide opportunities for learners to engage with College staff and their peers in supportive learning environments. • Feedback gathered by College staff, including Student Support, lecturers and administrative staff, together with learner surveys and academic progress monitoring, is used to identify barriers to learner participation and inform timely interventions. • Academic, Enhanced and Professional Experience Support Contracts support learners requiring additional assistance to engage successfully with their studies.
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	face teaching, learner support services and engagement opportunities for learners in the Waikato region. • Introduced Welcome Sessions to support learners transitioning into study and strengthen early engagement. • Enhanced Orientation through a new online Orientation Guide and improved pre-study information for commencing learners. • Introduced earlier learner progress monitoring, enhanced Student Support communication and tailored Academic, Enhanced and Professional Experience Support Contracts to strengthen learner engagement and retention. • Expanded Student Support appointments through Microsoft Teams, improving access to support for learners studying throughout New Zealand. • Briefing Guidelines were reviewed and refined across courses, providing clearer guidance, improving consistency, and supporting stronger student performance. Evaluation NZTC's approach to supporting learner participation and engagement is effective in creating an inclusive, culturally safe and supportive learning environment. The initiatives implemented during the reporting period have strengthened learners' transition into study, improved early identification of learners requiring additional support, enhanced access to tailored wellbeing and academic support, and increased opportunities for learners to engage with College staff and their peers 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	• NZTC Online, Orientation and Welcome Sessions are regularly reviewed to ensure learners can access safe, inclusive and supportive learning environments.

	physical environment to learn in. All physical spaces have wheelchair access. NZTC Online is monitored by the academic and Student Support teams 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. Reporting period highlights Key improvements implemented during the reporting period included: • Enhanced NZTC Online Orientation and Welcome Sessions. • Expanded online Student Support appointments through Microsoft Teams. • Improved online learner resources, Resource Centre and academic support materials. • Additional tutorials were offered to cater to growing student attendance. • Undertook the Staff Confidence Survey: Supporting Disabled Learners to identify opportunities to further enhance inclusive learning environments and facilities. Evaluation NZTC's physical and digital learning environments are effective in providing learners with safe, accessible and inclusive spaces that support learning, wellbeing and engagement. The improvements implemented during the reporting period have strengthened access to learning and support services, enhanced the availability of online	• Health and safety requirements and Building Warrants of Fitness are regularly reviewed to maintain safe and accessible physical learning environments. • Learner feedback gathered through surveys, NZTC Online Discussion Forums and advisory groups, including the Māori and Pasifika Working Group and the Access and Inclusion Reference Group, informs continuous improvements to physical and digital learning spaces. • The Staff Confidence Survey: Supporting Disabled Learners identifies opportunities to further enhance accessibility and inclusive learning environments. • Student Support services, learner resources and academic support materials are regularly reviewed to ensure they remain accessible and responsive to learners' needs.
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	resources, and informed ongoing improvements to inclusive learning environments through learner and staff feedback.	
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	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 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 is also available to students through NZTC online. Reporting period highlights Key improvements implemented during the reporting period included: - Expanded the range of health, wellbeing, cultural and community support information available through NZTC Online, making it easier for learners to access internal and external support services. - Enhanced Orientation through updates to online information and on-campus Welcome Sessions, providing learners with improved information about available support services and how to access them. - Extended the 24/7 emergency mobile service to domestic learners, improving access to urgent wellbeing support outside normal business hours.	- Orientation and on-campus Welcome Sessions provide learners with information about available support services and how to access assistance. - The Student Support section on NZTC Online provides current health, wellbeing, cultural, accommodation, tenancy and community support information from internal and external sources. - The Student Support Communication Process supports regular contact with learners and enables staff to identify when additional assistance or referrals may be required. - Student Support interactions and referrals to external organisations provide evidence that learners are being connected with appropriate services based on their individual needs. - Learner feedback and information shared with College staff, including Student Support, lecturers and administrative staff, are used to identify gaps and improve the accessibility and relevance of support information. - Records of learner enquiries, support provided and referrals made are used to monitor emerging needs and inform ongoing improvements to learner support services.

	Evaluation NZTC's approach to providing learners with information to support their basic needs is effective and continues to be strengthened through ongoing review and enhancement. The improvements implemented during the reporting period have increased the accessibility of health, wellbeing, cultural and community support information, strengthened learners' awareness of available services, and improved access to timely support both during and outside normal business hours.	• Use of the 24/7 emergency mobile service is monitored to help ensure learners can access urgent wellbeing support outside normal business hours.
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. NZTC social media channels (e.g. Instagram and Facebook) often post tips and guides on supporting students mental and physical health and wellbeing. Reporting period highlights Key improvements implemented during the reporting period included: • Introduced the Kia Whakamanawatia academic coaching programme to provide culturally responsive academic and wellbeing support for Māori and Pacific learners.	• Orientation, the Student Support section on NZTC Online and Cultural Awareness and Inclusive Practices resources provide learners with information to support their physical, mental and cultural wellbeing. • Student Support interactions and learner feedback are used to identify whether learners can access appropriate wellbeing information and services. • Wellbeing resources and external support information are regularly reviewed to ensure they remain current, relevant and accessible. • Staff professional development in mental health awareness, disability confidence and culturally responsive practice strengthens the support provided to learners. • Feedback from learners and College staff informs ongoing improvements to wellbeing resources and support services.

	- Expanded Cultural Awareness and Inclusive Practices resources to promote learner wellbeing, inclusion and cultural safety. - Continued staff professional development in mental health awareness, disability confidence and culturally responsive practice to strengthen learner wellbeing support Evaluation NZTC's approach to providing learners with information about how to keep physically, mentally and culturally safe and well is effective and continues to evolve through ongoing review and enhancement. The initiatives implemented during the reporting period have strengthened culturally responsive support, expanded wellbeing and inclusion resources, and enhanced staff capability to provide appropriate guidance and support, ensuring learners have access to relevant information and services throughout their studies.	
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-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	- The Academic Progress Process, Leave of Absence Process, Misconduct and Serious Misconduct Process, Board of Studies Process and emergency management procedures are regularly reviewed to support consistent responses to learner wellbeing and safety concerns. - Student Support maintains regular communication with learners and monitors academic progress and wellbeing throughout their studies. - Learner needs are identified through interactions with College staff, including Student Support, lecturers and administrative

	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. Reporting period highlights Key improvements implemented during the reporting period included: • Introduced earlier learner progress monitoring and enhanced early intervention processes to identify learners requiring additional academic or wellbeing support. • Expanded Academic Support Contracts and introduced Enhanced Support Contracts to provide tailored support for learners with additional needs. • Expanded Student Support appointments through Microsoft Teams, improving timely access to support for learners studying throughout New Zealand. • Reviewed and strengthened the Academic Progress, Leave of Absence, Misconduct and Serious Misconduct, and Board of Studies processes to support consistent and responsive management of learner wellbeing and safety concerns. Evaluation NZTC's processes for identifying and responding to learners requiring additional wellbeing and safety support are effective and continue to be strengthened through ongoing review and continuous improvement. The initiatives implemented during the reporting period have enhanced early identification of learners requiring additional support, improved access to tailored interventions, and strengthened the College's ability	staff, learner feedback and academic progress monitoring. • Student Support records and reported wellbeing concerns recorded in the Student Management System inform timely interventions and appropriate referrals. • Support Contracts provide structured support for learners requiring additional academic or wellbeing assistance.
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	to respond consistently and proactively to learner wellbeing and safety concerns.	
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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	Providers must ensure that student accommodation contracts and practices are transparent, reasonable,	

administrative practices and contracts Process 1: General principles	and responsive to the wellbeing and safety needs of residents. N/A	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.	NZTC has established a comprehensive support system to respond to the distinct wellbeing and safety needs of international learners throughout their enrolment and studies. International learners receive detailed information during admission, Orientation and throughout their programme to ensure they understand the support services available and how to access them. Student Support maintains regular scheduled contact with international learners and is available at any time should additional assistance be required, including access to an after-hours emergency phone service. Learner feedback is gathered through scheduled Student Support check-ins, Microsoft Teams meetings, phone calls, online communication, tutorials, and end-of-course and end-of-stage surveys. This feedback is used to continually review and enhance the information, services and support provided to international learners. Learners are also provided with information and resources to assist them in settling into life in New Zealand, including guidance on healthcare, public transport, emergency services, banking, tenancy and other community support services through Orientation, NZTC Online and the NZTC website.	• Orientation, the Orientation Guide and Welcome Sessions provide international learners with information about support services and settling into life in New Zealand. • The Student Support team ensures regular contact with international learners throughout their studies. • Student Support appointments, international tutorials, triadic meetings (if applicable) and learner surveys provide opportunities for learners to raise wellbeing and safety concerns. • Feedback gathered by College staff, including Student Support, lecturers and administrative staff, is used to identify learner wellbeing and safety needs and improve support services. • NZTC Online and the NZTC website are regularly reviewed to ensure settlement and wellbeing information remains current and accessible.

	Reporting period highlights Key improvements implemented during the reporting period included: • Enhanced Orientation through the introduction of an online Orientation Guide and revised Orientation survey questions, providing additional opportunities for international learners to provide feedback on their transition into study and identify any wellbeing or support needs early in their programme. • Introduced on-campus Welcome Sessions for commencing learners, creating an additional opportunity for international learners to engage with College staff, ask questions and discuss any wellbeing or settlement concerns. • Expanded Student Support appointments through Microsoft Teams, providing international learners with greater flexibility to engage with Student Support and discuss their wellbeing and safety needs regardless of their study location. • Enhanced current learner and graduate surveys to gather more meaningful feedback on learners' experiences, informing ongoing improvements to support services and learner wellbeing initiatives. • Continued regular scheduled Student Support check-ins with international learners, using learner feedback to review and improve the information, services and support provided throughout the learner journey. Evaluation NZTC's approach is effective in identifying and responding to the distinct wellbeing and safety needs of international learners throughout their learner journey.	
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	The enhancements implemented during the reporting period have strengthened opportunities for learners to engage with the College, provide feedback and access support, enabling NZTC to respond proactively to emerging needs and continuously improve the information, services and support provided to international learners.	
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	NZTC provides clear, accurate and accessible information to prospective international learners to support informed decision-making before they enrol. Information is available through the NZTC website, social media, marketing materials, education agents, education fairs and direct engagement with the Admissions and Marketing teams. Prospective learners are provided with comprehensive information about programme offerings, study pathways, programme delivery, entry requirements, tuition fees, estimated living costs, scholarships and career outcomes, including which programmes lead to teacher registration and provisional certification where applicable. Learners are provided with information about Study Complaints Ngā Amuamu Tauira before commencing their studies. Throughout the admissions process, the Admissions team works closely with prospective learners to ensure they understand their study options and can make informed decisions about studying at NZTC.	• The NZTC website, prospectuses, marketing materials and social media are regularly reviewed to ensure information is accurate, current and accessible. • The Admissions and Marketing teams review programme information, entry requirements, fees and learner support information before publication. • Education agents are provided with current marketing and admissions information to support consistent communication with prospective learners. • The Offer of Place and Terms and Conditions are reviewed to ensure prospective learners receive accurate information before enrolment. • Feedback from prospective learners, applicants, education agents and College staff is used to identify opportunities to improve the accessibility and clarity of information.

	Reporting period highlights Key improvements implemented during the reporting period included: Launched a new NZTC website, improving the accessibility, navigation and presentation of information for prospective learners and ensuring programme, admission and student support information was accurate, current and easy to access. Evaluation NZTC's marketing and promotional processes are effective in ensuring prospective international learners receive clear, accurate and accessible information to support informed decisions about studying at the College. The launch of the new NZTC website during the reporting period has strengthened the accessibility, quality and consistency of information available to prospective learners, enhancing their ability to understand programme options, entry requirements and support services before enrolling.	
Process 2: Managing and monitoring education agents	NZTC, through UP Education, has established a comprehensive framework for the appointment, management and monitoring of education agents to ensure prospective international learners receive accurate, ethical and reliable information. Prior to appointment, prospective agents undergo due diligence, including reference checks and compliance screening, before entering into a formal written agreement that clearly outlines their responsibilities and obligations. Agent performance and conduct are monitored throughout the relationship through annual account planning, quarterly performance reviews, student	- The UP Education Agent Management Policy and UP Agency Agreement establish clear expectations for education agents. - Reputation and Conduct Reviews, annual account planning and quarterly performance reviews monitor agent performance and compliance. - Visa outcomes, complaints and learner feedback are reviewed to identify concerns and inform corrective actions where required. - Education agent websites, social media and marketing materials are periodically reviewed to ensure information remains accurate and compliant.

	feedback, visa outcome monitoring, complaints analysis, and oversight by Regional Managers and Directors. Marketing materials and agent communications are also reviewed to ensure information provided to prospective learners remains accurate and compliant. Where concerns are identified, corrective action is taken, including additional monitoring, formal warnings or termination of the agency agreement where appropriate. This ongoing monitoring framework helps ensure agents continue to meet NZTC's expectations and regulatory requirements. Reporting period highlights Key improvements implemented during the reporting period included: • Strengthened education agent due diligence by introducing a formal Reputation and Conduct Review alongside existing reference checks, including reviews of agent websites, social media and marketing materials to identify any misleading or deceptive representations. • Enhanced ongoing monitoring of education agents through annual Reputation and Conduct Reviews, performance monitoring, trigger-based reviews where concerns arise, and random spot checks of publicly available marketing materials. • Strengthened complaints monitoring by using complaints relating to agent advice or conduct to inform targeted reviews and corrective actions where required. • Enhanced oversight of agent performance through structured annual account planning, quarterly	• Monitoring outcomes are used to strengthen quality assurance processes and support continuous improvement of education agent management
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	performance reviews and monitoring of visa outcomes and other conduct indicators. Commenced development of additional quality assurance measures, including post-enrolment student feedback on agent advice, risk-based monitoring of agents, and strengthened governance reporting to further enhance oversight. Evaluation NZTC's processes for appointing, managing and monitoring education agents are effective in ensuring prospective international learners receive accurate, ethical and reliable information. The enhancements implemented during the reporting period have strengthened due diligence, ongoing monitoring, quality assurance and governance, providing greater assurance that education agents continue to meet contractual, regulatory and ethical expectations throughout their engagement with the College.	
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	NZTC has established robust admission and enrolment processes to ensure learners are admitted only when they meet programme entry requirements and are able to make informed decisions about their studies. All learners receive and accept an Offer of Place before commencing their programme, confirming the terms and conditions of their enrolment. Admission decisions are made in accordance with NZTC's Academic Regulations,	- The Entry and Enrolment Process, Academic Regulations, Programme Approval Summaries and Offer of Place are regularly reviewed. - Admissions staff assess each application against programme entry requirements before an Offer of Place is issued.

	programme approval requirements and published entry criteria. Applicants are assessed against the relevant admission requirements before an offer is made, ensuring they are appropriately prepared for their chosen programme of study. Reporting period highlights Key improvements implemented during the reporting period included: • Reviewed and updated admission and enrolment documentation to ensure information provided to applicants remained accurate, current and aligned with programme approval and regulatory requirements. • Enhanced the information available to prospective learners through the launch of the new NZTC website, improving access to programme information, entry requirements and admission guidance. Evaluation NZTC's admission and enrolment processes are effective in ensuring learners are provided with accurate information and are admitted only when they meet the relevant programme entry requirements. The processes support informed decision-making, promote consistency and fairness in admission decisions, and ensure learners understand the terms and conditions of their enrolment before commencing their studies. The improvements implemented during the reporting period have further strengthened the accessibility and quality of information available to prospective learners and enhanced the consistency of admission practices.	• Programme information is reviewed to ensure admission decisions remain consistent with approved programme requirements. • Feedback from applicants, admissions staff and academic staff informs continuous improvements to admission processes.
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Process 2: Information to be provided before entering contract	NZTC provides prospective learners with comprehensive, accurate and accessible information before they enter into a contract with the College, enabling them to make informed decisions about their studies. Prior to accepting an Offer of Place, learners are provided with information about their programme of study, fees, withdrawal and refund policies, study requirements, visa and insurance obligations (where applicable), the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, Study Complaints Ngā Amuamu Tauira, and their rights and responsibilities as learners in Aotearoa New Zealand. This information is available through the Offer of Place, the NZTC website, Admissions Advisors, education agents (where applicable), and throughout the enrolment process. Reporting period highlights Key improvements implemented during the reporting period included: • Launched a new NZTC website, improving access to accurate, current and comprehensive information for prospective learners before they accepted an Offer of Place. • Reviewed and updated admissions and enrolment information to ensure programme information, policies and learner guidance remained accurate and aligned with regulatory requirements. Evaluation NZTC's pre-enrolment information processes are effective in ensuring prospective learners receive the information required to make informed decisions before entering into a contract with the College. The	• Enrolment, Offer of Place and Terms and Conditions documents are regularly reviewed. • The NZTC website, prospectuses and admissions information are reviewed to ensure information remains accurate and current. • Admissions staff and education agents provide prospective learners with consistent information before enrolment. • Feedback from applicants, admissions staff and education agents informs ongoing improvements to pre-enrolment information.
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	improvements implemented during the reporting period have strengthened the accessibility, quality and consistency of information provided to learners, supporting transparency and informed enrolment decisions.	
Process 3: Contract of enrolment	NZTC ensures learners are provided with a clear and transparent contract of enrolment before commencing their studies. The Offer of Place and Terms and Conditions outline the rights and responsibilities of both the learner and the College, including the duration of enrolment, withdrawal and refund provisions, circumstances that may result in disciplinary action or termination of enrolment, and the processes followed where disciplinary action is required. Learners are informed of these conditions before accepting their Offer of Place, ensuring they understand their contractual obligations and the protections available to them throughout their studies. Reporting period highlights Key improvements implemented during the reporting period include: - Reviewed and updated the Offer of Place and Terms and Conditions to ensure they remained accurate, current and aligned with legislative and regulatory requirements. - Reviewed the Student Withdrawal and Refund Policy to improve clarity and ensure learners were provided with accurate information before entering into a contract of enrolment. Evaluation NZTC's contract of enrolment processes are effective in ensuring learners are provided with clear information	- The Offer of Place, Terms and Conditions and Academic Regulations are regularly reviewed. - Withdrawal, refund, and enrolment processes are regularly reviewed to ensure contractual information remains accurate and current. - Admissions staff provide learners with information about their rights and responsibilities before enrolment. - Feedback from learners and College staff informs continuous improvements to enrolment documentation and processes.

	about their rights, responsibilities and the conditions of their enrolment before commencing their studies. The reviews undertaken during the reporting period have strengthened the clarity, consistency and alignment of enrolment documentation with College policies and regulatory requirements.	
Process 4: Disciplinary action	NZTC has established fair, transparent and robust processes for managing concerns relating to learner conduct, academic progress and other matters that may require disciplinary action. Where concerns arise, learners may be referred to the Board of Studies for review. The Board of Studies considers each case on its individual circumstances, taking into account all relevant information before reaching a decision. Learners are provided with the opportunity to respond to the concerns raised, submit supporting information, and have their circumstances considered before a decision is made. All disciplinary decisions, including decisions to withdraw a learner from their programme, are made in accordance with the principles of natural justice, procedural fairness and NZTC's policies and Academic Regulations. Reporting period highlights Key improvements implemented during the reporting period include: - Completed a comprehensive review of the Board of Studies process, including updated Terms of Reference, review categories, decision-making processes and communication templates to strengthen consistency, transparency and procedural fairness. - Reviewed the Misconduct and Serious Misconduct Process to ensure disciplinary procedures remained	- The Board of Studies Process and Academic Regulations are regularly reviewed. - The Misconduct and Serious Misconduct Process supports fair, transparent and consistent decision-making. - Board of Studies decisions and outcomes are monitored to ensure consistency across learner cases. - Student Support Contracts and communication templates are reviewed to support procedural fairness and learner understanding. - Feedback from learners and College staff informs ongoing improvements to disciplinary processes.

	clear, consistent and aligned with legislative and regulatory requirements. • Introduced standardised Board of Studies communication templates, providing learners with clearer information about the review process, Board decisions and appeal rights. • Reviewed the Student Support Contract framework, strengthening the use of supportive interventions where appropriate before disciplinary action is considered. Evaluation NZTC's disciplinary processes are effective in ensuring learner concerns are managed fairly, consistently and in accordance with the principles of natural justice. The improvements implemented during the reporting period have strengthened the transparency, consistency and governance of disciplinary decision-making while supporting learners to understand the process and their rights throughout any disciplinary proceedings.	
Process 5: Insurance	NZTC has established processes to ensure all international learners hold appropriate insurance that meets the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 before commencing their studies. Insurance requirements are communicated throughout the admissions process and are clearly outlined in the Offer of Place and Terms and Conditions. International learners are required to maintain compliant insurance for the duration of their studies, covering travel, medical care, repatriation and other minimum requirements specified by the Code. Enrolment is not finalised until appropriate insurance arrangements have been confirmed.	• Enrolment, Offer of Place and Terms and Conditions documents are regularly reviewed. • Insurance documentation is verified before international learners' complete enrolment. • Admissions staff monitor compliance with insurance requirements throughout the admission process. • Feedback from admissions staff informs continuous improvements to insurance information and verification processes.

	Reporting period highlights Key improvements implemented during the reporting period include: Reviewed admissions and enrolment documentation, including the Offer of Place and Terms and Conditions, to ensure insurance requirements remained accurate, current and aligned with the Code. Evaluation NZTC's insurance processes are effective in ensuring international learners are informed of their insurance obligations before commencing their studies and maintain appropriate insurance throughout their enrolment. The review of admissions documentation during the reporting period has strengthened the clarity and accessibility of information provided to prospective international learners.	
Process 6: Immigration matters	NZTC has established processes to ensure all international learners hold the appropriate immigration status to study in New Zealand before commencing their programme. Throughout the admissions process, learners are informed of their visa obligations by the Admissions team, education agents (where applicable), and through the Offer of Place and Terms and Conditions. Learners are reminded of their ongoing responsibility to comply with their visa conditions throughout their studies and are encouraged to seek advice directly from Immigration New Zealand or a licensed immigration adviser where required. NZTC fulfils its obligations under the Immigration Act 2009 by verifying learners' eligibility to study before enrolment and notifying Immigration New	- Immigration documentation is verified before international learners are enrolled. - Admissions staff monitor visa requirements and liaise with learners where further information is required. - Feedback from admissions staff informs ongoing improvements to immigration information and processes.

	Zealand where required, including where an international learner's enrolment is terminated. Reporting period highlights Key improvements implemented during the reporting period include: Reviewed admissions and enrolment documentation, including the Offer of Place and Terms and Conditions, to ensure visa requirements and learner immigration responsibilities remained accurate and aligned with Immigration New Zealand requirements. Evaluation NZTC's immigration processes are effective in ensuring international learners meet the immigration requirements for study in New Zealand and understand their ongoing visa obligations. The improvements implemented during the reporting period have strengthened the clarity of information provided to learners and supported continued compliance with Immigration New Zealand requirements.	
Process 7: Student fee protection and managing withdrawal and closure	NZTC has established processes to protect learner fees and ensure learners are informed about their rights and options in the event of withdrawal or provider closure. Student fees are protected through an approved student fee protection arrangement administered by Public Trust, and learners acknowledge this protection before commencing their studies. Information about student fee protection and NZTC's Student Withdrawal and Refund Policy is provided throughout the admissions process, on the NZTC website, within the Offer of Place and Terms and Conditions, and reinforced during Orientation and through Student Support. These processes ensure	- The Student Withdrawal and Refund Policies, Withdrawal Process and Entry and Enrolment Process are regularly reviewed. - The Offer of Place and Fee Protection Student Acknowledgement Form provide learners with information before enrolment. - Annual fee protection audits confirm compliance with legislative requirements. - Student withdrawal enquiries and feedback are monitored to identify opportunities for continuous improvement.

	learners understand the financial protections available to them and the procedures that apply should they withdraw from their studies or if an unforeseen closure event occurs. Reporting period highlights Key improvements implemented during the reporting period include: • Reviewed the Student Withdrawal and Refund Policy to ensure it remained fair, transparent and aligned with legislative and regulatory requirements. • Reviewed admissions and enrolment documentation, including the Offer of Place and Terms and Conditions, to ensure information about fee protection and withdrawal remained accurate and accessible. • Launched a new NZTC website, improving access to information about student fee protection, withdrawal and refund processes for prospective and current learners. • Reviewed Orientation resources, strengthening information provided to learners about withdrawal procedures, refunds and available support services. Evaluation NZTC's student fee protection and withdrawal processes are effective in safeguarding learner fees and ensuring learners are well informed about their rights and options throughout their enrolment. The improvements implemented during the reporting period have strengthened the accessibility, clarity and consistency of information provided to learners, supporting informed	
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	decision-making and compliance with regulatory requirements.	
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 international learners with comprehensive information throughout the learner journey to support their achievement, wellbeing and safety. Information is provided during the enrolment process, Orientation and throughout learners' studies to ensure they understand their rights and responsibilities, the support services available, and how to access assistance when required. Orientation is delivered through an online Orientation Guide, which learners can revisit throughout their studies, and on-campus Welcome Sessions, where learners have the opportunity to meet College staff, including Student Support, ask questions and become familiar with studying at NZTC. Learners also have access to a wide range of resources through NZTC Online, including the Student Handbook, Academic Regulations, policies, health and wellbeing resources, and Cultural Awareness and Inclusive Practices resources. Contact details for relevant College teams are readily available, ensuring learners can access information and support whenever required. Reporting period highlights Key improvements implemented during the reporting period include:	• Orientation, the enhanced Orientation Guide and on-campus Welcome Sessions provide international learners with information to support their transition into study and life in New Zealand. • The Student Handbook, Academic Regulations, NZTC Online and the Student Support section on NZTC Online are regularly reviewed to ensure information remains current and accessible. • Student Support maintains regular communication with international learners throughout their studies. • Learner feedback gathered through Orientation, Student Support interactions and learner surveys informs ongoing improvements to information and support resources. • Feedback from College staff is used to ensure information continues to meet the needs of international learners.

	• Enhanced the online Orientation Guide by updating content and resources to ensure learners had access to accurate, current and relevant information about studying at NZTC, learner rights and responsibilities, available support services, and living in New Zealand. • Introduced on-campus Welcome Sessions, providing international learners with an additional opportunity to meet College staff, ask questions, and become familiar with the support available before commencing their studies. • Expanded the Student Support and Cultural Awareness and Inclusive Practices resources available through NZTC Online, improving learners' access to wellbeing, inclusion and community support information. • Launched a new NZTC website, improving access to accurate and up-to-date information for prospective and current international learners. Evaluation NZTC's approach to providing information to international learners is effective in ensuring learners have timely access to the information, resources and support they need to achieve academically and maintain their wellbeing and safety. The enhancements implemented during the reporting period have improved the quality, accessibility and relevance of information provided before enrolment, during Orientation and throughout learners' studies, enabling international learners to make informed decisions and access support when required.	
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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 does not arrange or manage accommodation for international learners aged 18 years or over. International learners are responsible for arranging their own accommodation before and during their studies. During the admissions process, learners who require assistance can be referred to reputable homestay providers to support them in securing suitable accommodation. NZTC also provides information and guidance during the admissions process, Orientation and throughout learners' studies about living in New Zealand, tenancy rights and where to seek assistance if accommodation	• Orientation provides learners with information about accommodation options, tenancy rights and support available in New Zealand. • The Student Support section on NZTC Online is regularly reviewed to ensure accommodation and community support information remains current. • Student Support assists learners with accommodation enquiries and, where requested, refers them to reputable homestay providers and appropriate external services.

	issues arise. Student Support is available to provide advice, practical support and referrals to appropriate external services where accommodation-related concerns are identified. Reporting period highlights Key improvements implemented during the reporting period include: • Enhanced the online Orientation Guide, updating information about living in New Zealand, tenancy support and community services available to international learners. • Expanded the Student Support resources available through NZTC Online, improving access to external services and information relevant to accommodation and independent living. Evaluation NZTC's approach is effective in ensuring international learners are supported to secure suitable accommodation independently and know where to access advice and assistance if required. Learners who request accommodation support during the admissions process can be referred to reputable homestay providers, while the enhancements implemented during the reporting period have improved the accessibility and quality of information available to support independent living in New Zealand.	• Learner feedback and Student Support interactions are used to identify accommodation-related concerns and improve the information and support provided. • Feedback from College staff informs ongoing improvements to accommodation guidance and support resources
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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

Review of the 2025 Action Plan

NZTC's 2025 Code of Practice self-review report identified a range of actions to further strengthen learner wellbeing and safety through ongoing review, enhanced learner voice, improved support services, and the continuous improvement of policies, processes and information provided to learners. During the reporting period, significant progress was made in implementing these actions.

The following improvements were implemented during the reporting period:

- Developed and implemented updated Strategic Goals and Objectives that align directly with the outcomes of the Code of Practice and strengthen the College's strategic approach to learner wellbeing and safety.
- Reviewed and enhanced learner feedback mechanisms through improvements to Orientation, current learner, graduate and post-complaint surveys, enabling learner voice to more effectively inform quality improvement activities.
- Introduced Welcome Sessions and enhanced the online Orientation Guide to strengthen learners' transition into study and improve access to key information before and during commencement.
- Expanded Student Support services through earlier learner progress monitoring, enhanced Student Support communication, Microsoft Teams appointments, and the introduction of Enhanced Support Contracts to strengthen early intervention and learner success.
- Introduced the Kia Whakamanawatia academic coaching programme and expanded Cultural Awareness and Inclusive Practices resources to further support Māori and Pacific learners and strengthen culturally responsive practice across the College.
- Continued staff professional development in mental health awareness, disability confidence, te reo Māori and culturally responsive practice to enhance staff capability to support learner wellbeing and inclusion.
- Undertook comprehensive reviews of key learner wellbeing and safety processes, including the Academic Progress, Leave of Absence, Board of Studies, Misconduct and Serious Misconduct, Compliments, Concerns, and Complaints Management, and Student Support processes, improving consistency, clarity and responsiveness.
- Strengthened governance and oversight of education agents through enhanced due diligence, reputation and conduct reviews, ongoing performance monitoring, complaints monitoring and quality assurance activities.
- Expanded online learner resources, wellbeing information and support services available through NZTC Online and launched a redesigned NZTC website to improve accessibility and the availability of information for prospective and current learners.
- Extended the 24/7 emergency mobile service to domestic learners, ensuring all learners have access to urgent wellbeing support outside normal business hours.

The actions identified in the 2025 self-review have strengthened NZTC's whole-of-provider approach to learner wellbeing and safety. These improvements have enhanced learner support, increased opportunities for learner voice, strengthened culturally responsive and inclusive

practices, improved access to information and support services, and reinforced NZTC's commitment to continuous quality improvement. Future actions arising from this self-review are outlined in the 2026 Action Plan.

2026 Action Plan

The 2026 Action Plan reflects the findings of this self-review and identifies the priority areas for ongoing enhancement of learner wellbeing and safety. The actions focus on evaluating the effectiveness of recently implemented initiatives, strengthening learner engagement and support, maintaining safe, inclusive and accessible learning environments, and ensuring information, resources and support services continue to meet the needs of domestic and international learners. Progress will be monitored through NZTC's established quality assurance processes, learner feedback, compliance monitoring and annual self-review activities, with improvements implemented where opportunities are identified.

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

Outcome	Objective	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Maintain an effective learner wellbeing and safety system	Review learner wellbeing, safety and emergency management systems and implement identified improvements.	Operations Manager SS Team Lead QC Team	30.09.2026	QMS review cycle; Critical Incident Register review; learner surveys; annual self-review activities	Evidence of improvements implemented; learner wellbeing and safety systems remain effective and responsive to learner needs
Outcome 2: Learner voice	Strengthen learner voice and partnership	Increase opportunities for learner feedback and participation throughout the learner journey.	Registrar SS Team Lead AIRG Members Academic Leadership Operations Manager Administration Team QC Team	30.09.2026	Learner surveys; complaints review; learner feedback records; AIRG and student consultation activities	Increased learner participation; documented examples of learner-informed improvements; positive learner feedback regarding opportunities to contribute

Wellbeing and safety practices for all tertiary providers

Outcome	Objective	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and	Foster safe, inclusive, supportive	Review accessibility of learning environments, systems and resources	IT Team Operations Manager Academic Leadership	30.09.2026	Accessibility reviews; learner surveys; AIRG feedback;	Improved accessibility of resources and systems; positive learner feedback;

accessible physical and digital learning environments	and accessible learning environments	and implement identified improvements.	QC Team Executive Team SS Team Lead AIRG Members		programme review processes	increased learner participation and engagement
Outcome 4: Learners are safe and well	Promote learner wellbeing, safety and success	Review learner support pathways, wellbeing resources and referral processes.	SS Team Lead AIRG Members QC Team Academic Leadership	30.09.2026	Student Support reviews; referral pathway review; learner feedback; support service utilisation data	Increased awareness and use of support services; positive learner wellbeing feedback; accessible and current support information available

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

Outcome	Objective	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

Outcome	Objective	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	Respond to the distinct wellbeing and safety needs of international learners	Review international learner wellbeing, safety and support processes.	SS Team Lead QC Team Operations Manager	30.09.2026	International learner surveys; learner feedback; support records; orientation feedback	Positive international learner feedback; evidence of improvements implemented in response to identified needs
Outcome 9: Prospective international tertiary learners are well informed	Ensure prospective international learners are well informed	Review information provided to prospective international learners.	Operations Manager Registry QC Team	30.09.2026	Website review; agent monitoring; compliance checks; learner feedback	Information remains accurate, current and accessible; positive learner feedback regarding admissions and pre-enrolment information
Outcome 10: Offer, enrolment, contracts, insurance and visa	Support informed enrolment and compliance requirements	Review enrolment, visa, insurance and learner information processes.	Operations Manager Registry	30.09.2026	Compliance reviews; admissions audits; learner feedback	Continued compliance with Code requirements; learners demonstrate understanding of rights and obligations
Outcome 11: International learners receive appropriate orientations, information and advice	Provide effective orientation, information and advice	Review orientation materials, learner handbooks and support resources.	SS Team QC Team	30.09.2026	Orientation review; handbook review; orientation feedback; learner surveys	Positive orientation feedback; increased awareness of support services; learner resources remain current and accessible
Outcome 12: Safety and appropriate supervision of international tertiary learners	Promote the safety and support of international learners	Review accommodation support information, emergency contact processes and wellbeing resources.	SS Team Lead	30.09.2026	Student Support reviews; emergency contact audits; learner feedback	Learners report feeling safe, supported and connected; accommodation and wellbeing information remains current and accessible

Complaints and Critical Incidents Register 2026

Reporting period: 1st July 2025 – 30th June 2026

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.

Complaints Process

NZTC's Compliments, Concerns and Complaints Management Process provides learners and other stakeholders with clear, accessible and transparent pathways for raising concerns and formal complaints. Learners are encouraged to first raise concerns informally with the relevant person where appropriate. If the matter is not resolved, a formal complaint can be lodged using the Formal Complaint Lodgement and Details Form. Information about the complaints process is available through the Student Handbook, NZTC Online and Student Support. All complaints are acknowledged within 24 hours and managed by an appointed Complaints Manager. NZTC aims to investigate and respond to complaints within 20 working days and keeps complainants informed throughout the process, including where additional time is required. Complaints are managed in accordance with the principles of natural justice, ensuring all parties have an opportunity to respond. Where appropriate, complainants and respondents may bring a support person, including whānau, family members or friends, to meetings. Independent investigators may be appointed for serious or sensitive complaints. All complaints are recorded in NZTC's Compliments, Concerns and Complaints Register and relevant learner management systems. Following resolution, complainants are invited to complete an anonymous survey about their experience of the complaints process. Feedback is reviewed annually to identify trends, evaluate the effectiveness of the process and inform continuous improvement. The Compliments, Concerns and Complaints Management Process was comprehensively reviewed during the reporting period to strengthen communication, improve consistency across complaint types, introduce learner feedback following complaint resolution, and further align the process with the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Complaints Data

Nature of complaints

Nature of Complaint	Number
Academic and administrative processes	10

Assessment and marking	7
Professional experiences	1
Fees	1
Programme Experience	1
External stakeholder	1
Total	21

Learner type

Learner type	Number
International student	12
Domestic student	8
External stakeholder	1
Total	21

Complaint outcomes

Outcome	Number
Resolved through NZTC's internal complaints process	21
Escalated externally following completion of NZTC's internal process	2
Total	21

Analysis of complaint data

During the reporting period, NZTC received 21 formal complaints. Twenty complaints were managed and resolved through the College's internal complaints process. One complaint involving several learners was managed through an alternative complaints process appropriate to the circumstances. Two of the 21 complainants subsequently chose to seek an external review. The majority of complaints related to academic and administrative processes, assessment, and marking. Complaint trends informed reviews of policies, processes, and learner communications, demonstrating that complaints are used as a valuable source of continuous improvement. Compliments received during the reporting period also provided evidence of positive learner experiences and effective support practices.

Learner Experience

Following resolution of each complaint, complainants are invited to complete an anonymous feedback survey regarding their experience of the complaints process. Learner feedback is reviewed alongside complaint data to evaluate the effectiveness of the process and identify opportunities for improvement.

Improvements Made

Complaint trends, learner feedback and the comprehensive review of complaints process undertaken during the reporting period resulted in several improvements, including:

- clearer complaints information and communication;
- introduction of standardised templates and a Formal Complaint Lodgement Form;
- introduction of an anonymous post-complaint learner feedback survey;
- strengthened recording and monitoring of complaints; and
- improvements to learner communications and academic and administrative processes, including Board of Studies processes and assessment-related guidance.

Evaluation

NZTC's learner complaints process is effective in providing learners with a fair, transparent and accessible mechanism for raising concerns. Analysis of complaint data demonstrates that complaints are managed promptly, reviewed consistently and used to inform continuous improvement. The enhancements implemented during the reporting period have strengthened communication, consistency and organisational learning, ensuring learner feedback continues to contribute to improving the learner experience.

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.

Critical Incident Data

Critical Incidents	Number
Critical incidents reported	0
Domestic students affected	0
International students affected	0
Total	0

Analysis of critical incident data

As no critical incidents occurred during the reporting period, no trends or recurring issues were identified. NZTC continued to monitor learner wellbeing, health and safety through routine learner support, health and safety reporting, and organisational risk management processes to identify and respond to emerging issues where required.

Review of Critical Incident Management

NZTC has established arrangements to respond to critical incidents and emergencies that may affect the wellbeing, health or safety of learners, staff or visitors. These arrangements include clearly defined response procedures, communication protocols, learner support mechanisms and escalation pathways to ensure incidents are managed promptly and appropriately. Emergency information and support services are communicated to learners through Orientation, the Student Handbook and other learner communications.

Future Work

During the next reporting period, NZTC will review its existing Critical Incident and Incident Management policies and procedures to ensure they remain current, reflect best practice, and continue to support a coordinated and effective response to incidents affecting the wellbeing, health and safety of learners, staff and visitors.