New Zealand Management Academies Ltd (8661)

The Educational (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 self-review summary

Background

- NZMA has been a code signatory and has been participating in annual self-assessment and attestation for the international student code for many years.
- NZMA had mapped practices against domestic code (IDC) and developed an action plan early 2021.
- Implementation of the IDC 2021 action plan for organisational continuous improvement and alignment with code outcomes in is progress. There is significant crossover between IDC and new code outcomes, as such both reviews inform actions for alignment to outcomes.

Self-Assessment Activities

Gaps Analysis and Action Plan: October 2021- January 2022

NZMA undertook a gap analysis and reviewed current practice against the new Code to identify gaps and develop a plan to address them.

- QA undertook mapping and gaps analysis against existing QMS policies and processes October 2021.
- International code review information aligned with new code outcomes.
- EMT reviewed current strategic documents and activities.

Ongoing review

UP admissions/International compliance team audits - ongoing

The annual NZMA Quality Campus Compliance Review (CQCR) is based around the stages of the student journey, with Part 2 covering student safety and wellbeing scheduled for September – October 2023. The CQCR is run on all campuses meeting with staff to discuss campus practice, and document verification checks confirming process compliance. This is an opportunity to check effectiveness and progress of actions implemented.

Stage of implementation for each outcome

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

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

	Rating
Outcome 1: A learner wellbeing and safety system	**Well implemented** / Implemented / Developing / Early stages
Outcome 2: Learner voice	**Well implemented** / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / **Implemented** / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / **Implemented** / Developing / Early stages

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

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

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	Safety & wellbeing of all ākonga/learners is effectively managed from NZMA's Executive Leadership Team and filters down to all staff throughout the business. Wellbeing and safety is strongly embedded as part of what we do to support our students, this is evident in our purpose values and processes. Each year information and evidence gathered (including metric data and feedback from a wide range of stakeholders) is used in the review and development of NZMA's strategic direction. Specific plans are then determined by relevant EMT members. This process includes our Learner Success Strategy. Stakeholder engagement and data is significant in guiding decision making. Stakeholder engagement is frequent and in depth at NZMA. Formal recorded meetings are held every month at senior management and throughout the year for EMT. These are comprehensive meetings that focus on all aspects of our operations including financial, academic, regulatory, health and safety, new proposals and initiatives, and actual performance against commitments.	Strategic goals/strategic plans and best practice initiatives to support the wellbeing and safety of our ākonga/learners through the following documents. • ESG commitments • Learner Success Strategy • Investment Plan • Stakeholder Engagement Plans • Organisational Values • EMT & SMT meeting minutes • Student Handbook • Campus Manager Manual • International Student Welcome Book • Disability Action Plan • Safe 365 • NZMA QMS • Nurture Strategy • Qtime Framework • Pastoral Care Framework • Induction for Tutors • Professional Development Plans for Tutors In addition to the overarching frameworks and documentation above: • Regular "Qtime" (Quality time) meetings held between tutor and ākonga/learners to assist with

Information gathered, performance data, best practice, regulatory changes and requirements, and new initiatives are discussed and shared, and the Power BI reporting system provides complete transparency of real-time data related to performance, parity, enrolment, data etc which allows support and oversight in the management of potential risks.

We have been and continue to engage students as partners and have their voices heard and integrated in decision-making about pastoral care:

Currently building relationships with iwi around the country to deliver programmes of study that directly support what specific iwi or hapu groups need, while ensuring Māori learners are supported to embrace their culture meaningfully.

Compulsory Student Service Fee (CSSF) funds range of key services to students to enhance campus life and student wellbeing. Every year we hold a meeting with Student Representatives, Kaiāwhina and Campus Management to discuss the level of fees, the type of services, procurement of services and authorisation of expenditure. Accurate meeting minutes must be taken and emailed to the Head of Ops, who will use the minutes from each campus to compile a report for the TEC.

Our student support includes learning support, counselling services (including an external referral agency for staff and students), 24-hour professional support in the form of Sonder offering in-situation support that spans from mental fitness to physical threat, delivered in the form of preventative care or quick response. Sonder support is multi-lingual, around the clock, and delivered at the point of need – whether that is on or off campus. We also offer extensive support with StudyLink and Recruitment and Pathway Advisors. All academic staff Campus Managers play

pastoral care and are recorded in the student management system.

- The Student Handbook to be signed by all students at the start of course, this includes behavioural misconduct and bullying/harassment policy

- Staff recruitment process includes comprehensive reference check and police vetting

  - Equal opportunities policy – ensuring the best, most competent people are selected for positions

- Visitors are required to sign in on arrival to the campus at all locations and comply with Health and Safety requirements.

- Health & Safety Audits are completed twice annually, inclusive of building warrant of fitness compliance, test & tag compliance, fire drills, ensuring adequate first aid trained staff are available to meet the needs of the campus. Posters that display information on emergency services and safety plans.

- All staff as part of their induction process carry out AKO Aotearoa Māori and Pacifika competencies training modules in their first year of teaching.

- Training sessions are recorded and consultancy with Ngāti Whātua Orakei to strengthen cultural understanding and competencies of our staff.

- Emergency contact details for all students are updated in the student management system on day one.

- CSSF information on website

a significant role in supporting our students' learning journey and pastoral care requirements. NZMA staff have had development workshops relating to: - Unconscious bias - Understanding and working with neurodiverse learners As part of honouring its commitment to Te Tiriti o Waitangi, and working with underserved learners, NZMA is implementing '7 principles of working with Māori learners.' NZMA Pastoral Care policy Process workflow 'Responding to Student Care Issues' covers a range of issues and escalation processes. Te taha hinengaro (psychological) health NZMA counselling services in place and referral to other services as required. NZMA Pastoral Care policy covers privacy and parameters relating to disclosing personal information. We are confident there are well established practices to ensure we assist students, and respond effectively in emergency situations Campuses have locally relevant emergency plans and procedures for reporting issues. These are discussed in detail at orientation and drilled where appropriate, evacuation for example. A comprehensive support and guidance directory is provided in the Student Handbook and International Student Welcome booklet Posters display information on emergency services, safety plans. Our critical incident process mirrors NZQA guidance. UP Exec and CEO co-ordinate emergency response	- Monthly academic meetings are held for all priority ākonga/learners at risk of withdrawal or non-completion between Head of Learner Success and Senior Management, at a campus level individual strategies though ākonga/learner plans are developed with the learner and agreed upon, The Power BI reporting system provides real time data that shows academic performance, parity of diverse ākonga/learners, enrolments and provides and supports Executive and Senior Management identifying where intervention may be required to reduce risk. - Both physical and digital information is available to support learners with wellbeing and safety awareness (student handbook and noticeboards) - Learner Success noticeboard and COP noticeboard are in place, which are annually reviewed and updated as necessary.

	UP/CEO Communications managed by communications manager	
Outcome 2: Learner voice	We are confident we are capturing student voice in a way that allows for different perspectives, and drives decisions. We have strong learner voice practices in place, demonstrating we take a whole of provider approach to wellbeing throughout the student journey. There are a range of channels for students to provide feedback and be engaged in campus-based decision-making: • Weekly class meetings where students can interact directly with their tutor and student representatives/ Kaiāwhina. • Student Representative and Kaiāwhina Meetings: Held once a month with CM. Raises points on class behalf. • CSSF consultation with student reps on setting and using service support fees • Student evaluation surveys are conducted each quarter, and seeks feedback on all aspects of the student journey – enrolment, orientation/induction, environment, support structures, programme, tutor, preparation for work, and pathways. • Focussed meetings with student representatives and Kaiāwhina to follow up on themes from student evaluation surveys. Campus Managers receive the evaluation feedback for their campus, Our complaints process is comprehensive and follows good practice. Students have access to a clearly structured complaints procedure that is common to all campuses. It follows an	• Monthly campus meetings between Campus Managers and student representatives/ Kaiāwhina, discussing feedback received, ideas for their campus, and closing the loop. • CSSF information on website • SMT review of student voice feedback • Complaints procedure available on our website and in the student handbook, student noticeboards and we track and monitor complaints. • Student evaluation survey responses show that learners understand the N ZMA complaints procedures • The complaints register provides a centralised tool and data base to capture information relating to the campus, type and subject of complaint, stage of process and outcome. It is limited to Campus management and includes not personal information other than the student's id number. The actual details of complaint are held on the student's confidential file in SELMA. • Regular "Qtime" (Quality time) meetings held between tutor and ākonga/learners to assist with pastoral care and are recorded in the student management system.

internal procedure, with escalation provision, and leads students to NZQA with contact details, for unresolved complaints.

We have a strong focus on low level resolution of complaints as much as possible. Often concerns are resolved informally at first instance, when the concern is brought forward.

Our process and information explain how we will provide an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process.

In 2022, the NZMA complaints processes were updated to ensure that all expectation set within the CoP were being addressed.

NZMA received 10 formal complaints in 2022, relating to different areas of concern from learning materials/resources through to tutor interaction, class/campus environment, or campus management. 82% were from domestic, non-Māori, non-Pasifika students. Due to low volume it is difficult to disaggregate further. Seven of the 10 complaints were resolved internally, one unresolved escalated to NZQA (now resolved). The two remaining complaints from 2022 were not resolved to the satisfaction of each of the complainants, and the complainants were informed of NZQA's complaints procedure. Analysis shows that there are no particular themes from the nature of the complaints.

We have put in place a mechanism to collect learner feedback on their experience of the process. We see the value of this to assess if process is effective in meeting learner needs. This is not yet consistently implemented.

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	We are confident that our campuses provide a safe and secure environment for students and there are well established practices to ensure this is maintained. Our student handbook outlines rules and expectations, and they are followed up on in every instance. Students know they can (in the first instance) talk to their tutor who can then support and escalate problems if needed for resolution. If issues do arise, action will occur. It is common practice for classes to develop their own class code of conduct – rules and expectations they all agree on. The Code of Conduct, safe and appropriate teaching strategies, and zero tolerance for harmful behaviours all contribute to campuses that are largely free of bullying, harassment, and discrimination. Smaller class sizes mean that tutors get to know their students very well and can recognise when any issues, harassment or bullying may be occurring. Often students will feel comfortable enough to come and speak with their tutor about it straight away. Where students have behaved inappropriately, actions have been taken swiftly. We have a zero tolerance for bullying/racism etc. We attempt to deal with issues at the class and wider campus level first, then deal with specific individuals where necessary. Pink Shirt Day is a key event in all campus calendars.	Policies regarding harassment and discrimination are outlined in the student handbook, these behaviours are viewed as major expulsion. We outline what we defined as harassment, bullying & discrimination. See below for specifics: • UP Anti-bullying, harassment, and discrimination policy (NZ) UP's zero tolerance of all forms of bullying, harassment, and discrimination. • UP Education Student Interaction and Ethical Behaviour Policy • Student Conduct & Discipline policy and process • Student Handbook: Discrimination/bullying/ harassment policy, recognising and escalating issues. • Staff Pastoral Care Guide -Supporting Students Cultural respect section • Student Handbook – Anti bullying • Tutor manual It is evident through student feedback, our students feel respected, included and supported, and rules and regulations are well understood. Our campuses are inclusive environments for all students of all backgrounds. Students report through surveys that they are respected, included and free to be themselves.

	Meetings with class tutor focused on building relationships, goal setting, and talking through student concerns by facilitating class meetings every week, fostering a whānau relationship within classes. Qtime one-on-one meetings with student to track progress, set goals, and nurture student hauora.	It is evident there are extensive and supportive interactions at NZMA, and considerable investment by campus staff as well as ongoing self-assessment of practices to ensure students are prepared and supported to achieve and pathway.
	Whanau evenings held in campuses engaging in whanau visiting campus, meeting all staff, seeing what learning on campus is like by way of engaging activities etc	Student evaluations are typically very positive that the campus is a fun and supportive environment and that they are supported to get to know other students and to work well as a group. Our campuses are multi-cultural environments and are conspicuously welcoming for all students including, particularly for Māori and Pasifika.
	Campuses provide a range of cultural networking opportunities, that include: volunteering at local community events; relationships with Youth providers such as Manaakia Ora and Te Waiariki Purea Trust; work experience in the community Hosting Whanau evenings on campus; campus cultural groups; cross campus activities.	PowerBI dashboards assist in the monitoring of attendance, achievement, literacy and numeracy gains.
	Social and cultural networking is practiced within classes to help students in the real word, this includes best practice sessions and modelling on our networking platforms	Monthly meetings between Head of Learner Success, Campus Manager and Learner Success Lead to review ongoing actions for support of learners requiring extra learning support.
	Te taha whānau (social/cultural) and te taha wairua (spiritual) health is supported at NZMA by: - Promoting a sense of belonging through a structured orientation programme, providing social opportunities for students to interact and form friendships - Scheduling class-based team building activities and icebreakers for students to interact and form friendships - promoting cultural awareness, diversity, and acceptance through scheduled events, supporting student cultural activities, groups, and clubs - MS Teams' groups for each class helps students connect online when unable to be on campus.	Annual Campus Quality Compliance Review reports

	• The establishment of Kaiāwhina (student advocates) positions ensure Māori learners have a voice at NZMA and that we maintain a focus on Te Ao Māori, with an understanding of /ability to establish needs of tikanga Māori and cultural needs of Pasifika learners • Hoani Waititi kaupapa Māori framework where tikanga in incorporated into learning and support. • Karakia within meetings. • Te Reo and Tikanga development programme for our leaders Academic student support includes specific initiatives designed to proactively address issues that may create barriers to success. Tutors are primarily responsible for support relating to academic matters with assistance from the associated Learners Success Lead. The Learner Success Lead meets with all ākonga/learners that self-identify a disability and carry out an individual needs assessment to best support them through learning strategies. Student progress reports – Qtime: Progress Review is held every 6 weeks, to monitor, discuss and support student progress through their course. A one-on-one discussion is held between the tutor and student focussing on work ready and functional skills completion of tasks and how to support development. Monitoring attendance and progression to ensure student welfare and achievement in the event that a student is attending classes regularly but still not performing in their studies; or ceases attendance before course completion, NZMA will intervene and provide support and guidance as necessary.	

Literacy and numeracy (LN) support

All students enrolled in levels 2 and 3 are required to complete LNAAT to assess L&N level and learning support needs. Development must be discussed at the Student Progress Review NZMA has establishing numeracy and literacy within learner success with a focus on addressing the inequality of outcomes between Māori and Pasifika students and their non-Māori and Pasifika peers.

Where applicable, subjects like tertiary studies/academic studies take place early in programmes so that students are better equipped to succeed in their studies.

There is a strong focus on engaging students in study including: L&N activities; Higher level tutors talking to the lower level classes; Going over course assessment conditions and requirements prior to sitting assessment (pre assessment; sharing graduate Success stories; Academic writing workshops APA for higher levels.

Safe learning environments

Practices to support safe learning and communal environments and facilities; and the security of students include:

- UP Education Policies and Procedures to manage site Health & Safety
- H&S Audits to check compliance for site safety (annual Building WOF) safety & energy equipment; exits, regular fire & evaluation drills.
- Qtime (Quality time) process: meetings held between Tutor and student to assist with pastoral care
- Student induction include H&S site induction (including programme where specific risks i.e., trades/hospitality), the information in the student

	handbook must be discussed (H&S, and support/referral services for health and wellbeing) • Privacy: Adherence to Police Vetting requirements in terms of use of personal information Staff ratios and supervision in place for programme with higher risk – Trades (toolkit meetings), hospitality (host responsibility, under 18 checks). Enrolment process requires Sales team to ascertain student learning difficulties/impairment includes questions relating to barriers and support needs (i.e., impairments, barriers). This information is shared between the enrolment processing system (CRM) and the SMS (SELMA). Student Handbook policies: includes behavioural misconduct and bullying/harassment policy, and how to escalate issues including where this is online	
Outcome 4: Learners are safe and well	We are confident campuses have practices that assist students to identify and manage their basic needs through established processes documenting opportunities at and throughout enrolment to check how well' basic needs are met and where reasonable standards of material wellbeing are impacted, we have information and support for accessing services on and off-campus. We are confident we have policies, support resources/documents, and practices in place to support student physical and mental health, and identify students in need of support at risk. Each campus has staff to assist and support student welfare. The campus must provide information and assistance relating to: • StudyLink applications	Enrolment Interview Notes Form includes questions relating to barriers and support needs (i.e., resources available, family commitments etc) Sonder is available for all learners to access Student Survey data confirms students feel well supported at NZMA. Student noticeboards and handbook promotes information on where to find local support services relating to drug, alcohol, addiction, safe sex and family planning. Qtime with trainer/tutor allows learners the opportunity to raise any concerns about themselves in confidence Monthly reports via Safe365 Annual Campus Quality Compliance Review reports

	- advice on allowances and student loans - finding accommodation, tenancy rights - travel and transport options - childcare - completing campus forms and applications - Ensure students have completed Studylink and or other funding applications for financial support. - Induction & Orientation identifies the sections on support services in the student handbook. Qtime (Quality time) process: Q-time 1st meeting template includes prompts that ask about living situation and circumstances to identify and address specific barriers and or needs. Where student needs arise in QTime sessions, tutors can enlist support of CM, refer students to agencies or contact parents if appropriate (U18). Regular communication channels: Campus staff across all campuses and regardless of role, work extensively to support and assist students directly with advice, referrals, and advocacy Class/Student rep meetings regularly occur canvassing students re their needs and CSSF for counselling and other services. Student Services area include a range of handouts and brochures such as tenancy services, addiction support, health, and financial information &support services on and off-campus. Student Notice boards include contact details of support services. Te taha hinengaro (psychological) health NZMA counselling services in place and referral to other services as required.	

	Te taha tinana (physical health) promoting positive health and lifestyle choices: breaks and a range of classroom activities scheduled to allow for body movement throughout classroom delivery. Q time/Staff PD – Ako to enhance staff understanding and learning around Māori and Pasifika language and student's needs. Students experience stable class groupings and tutor allocations, and a familiar campus environment with day-to-day contact with teaching, management, and admin. Health and safety, all incident and risks are reported and logged in safe365. NZMA has internal health and safety roles and responsibilities, evacuation protocol in place and Critical Incident Management Policy and Procedures. Sonder is at 24/7 app available for all our ākonga/learner to access and provides safety, medical and mental health support. In addition to this we have internal counsellors for ākonga/learners.	

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	A third-party app (Sonder) was introduced in 2020 to support students' personal safety and wellbeing, and there is some guidance in the International Student Welcome booklet about emergencies. Sonder can provide students with in-person support in three centres and can contact campus staff or emergency services on students' behalf in other centres. Campuses have designated a staff member, usually the Pastoral Care Officer or Campus Manager, as the 24/7 emergency contact for students with the person, and contact details, advised to students at orientation. Good practice in campuses has included: downloading and signing into Sonder, and having students enter contact details in their phones during orientation, posting the information on noticeboards and websites.	International student Day 1 orientation checklist and documentation completed and uploaded against each individual student record in CRM NZMA and UP Education audits confirm campus orientation activities are completed on Day 1 Monthly campus based international student wellbeing meeting notes recorded
Outcome 9: Prospective international tertiary learners are well informed	Information provided exceeds the requirements for prospective international students to best understand our programmes and student experience. NZMA is supported by UP Education marketing, student recruitment and admissions staff. UP Education ensures there is a variety of ways in which prospective international students can gain information on our programmes and student experience.	Marketing collateral UP 2023 Agent Survey Summary Audit of admissions processes CRM records Information for international learners on the NZMA, TCC, and NZIS websites • Printed prospectuses (published information on programme options, fees, dates, entry requirements, English language proficiency requirements, accommodation, admissions, etc.)

To date the process for providing the most up to date information for international students has been comprehensive and effective. All marketing and promotional material provided is reviewed internally and externally at multiple levels and with stakeholders across multiple business divisions to ensure that information is clear, sufficient, and accurate always. UP's marketing team works closely with the NZMA international sales team and Executive Management Team to make sure information through all channels to international students is always up to date. A product specialist regularly reviews and updates all collateral to ensure accuracy and consistency each time variables change, and new versions of documents are created. Version control is used to ensure the latest version is in the public domain. New versions are simultaneously updated on the website and on the agent portal, with agents and the sales team advised when necessary or during the weekly meeting. The Marketing Team and NZMA Careers and Employment Team interviews current students as market research and to identify compelling student stories to use in a range of marketing channels. UP Education thoroughly manage and monitor our agents effectively with comprehensive contracts bespoke marketing collaterals and rigorous processes around the updating to each of these. Our agent engagement is extensive and regular either face to face or via Zoom as appropriate. At UP Education, each Regional Manager is assigned a portfolio of agents. Regional Managers are responsible for selection, assessment on-boarding of new agents. An application process is used to on-board new, or prospective	• Website pages dedicated to prospective international students (displaying the above information) • Agent portal (hosting the full range of current marketing material alongside contracts and legal material required by agents to provide to prospective students) • Social media content and posts showcasing a range of programme options and student life • Flyers and PowerPoint presentations, as required for various regions, countries and/or agents • EDM's sent to prospective students and agents with latest information and detail changes • Education fairs • Student handbooks • Application forms • Arrival information (Auckland and Wellington airports) • Pre-departure Guide • Accommodation advice • Student emails (to advise current updates)

	agents, both onshore and offshore. We are confident that this process is as comprehensive and effective as it could be.

All agent contracts are generated and stored in our CRM.

No agent can enter into a relationship with UP Education without a written contract being signed.

If the agent contract has expired Admissions will advise General Manager to ensure that it is updated where necessary.

We ensure that all active agents are trained regularly, as that they are provided with relevant updates on our programmes, and policies via email distribution.

Regular visits to the agents or Zoom calls where physical office visits are not practical and a feedback loop when a student complaint is received. Investigation is launched through our Regional Team to discuss with the agent and ensure they are giving accurate information to students.

We also monitor the Immigration New Zealand Agent list of agents on the website giving information about visa declines, to determine if we need to make any changes to the agents we work with.

UP Education undertakes regular review of its agents based on performance and behaviour and terminates contracts, where appropriate. | |
| **Outcome 10**:
Offer, enrolment, contracts, insurance and visa | UP Education has a centralised admissions team who are trained to assess students English and academic background to ensure they qualify for the different programme of study. IELTS and TOEFL results are verified online. For vocational programmes, NZQA Rules are followed.

All programmes have set English and academic criteria. In some instances, an interview may be required, as well as | SFP attestations and audits comply with NZQA SFP requirements.
Relevant documentation templates:
    •   Enrolment acceptance form
    •   Student Fee Protection Policy
    •   Student Refund Entitlements Policy
    •   Application form
    •   Contract of enrolment form |

police vetting and/or safety checks. This information is available on the website & prospectuses. Regional managers, sales team & agents are well trained on our products and they guide the students to choose the right programme. EDMs are sent out when there is any change The contract of enrolment, enrolment acceptance form covers the required information which required for students to return with signature prior confirming their enrolment. We only enrol students under the age of 18 when close to their 18th birthday and they have family support systems already in NZ. Student are informed about their rights and obligations through the application form and enrolment process with associated documentation. The Offer letters, Enrolment Acceptance and Contracts of Enrolment are comprehensive. The Student Handbook and Code of Conduct clearly outlines the expected behaviours of students and the consequences of not meeting those expectations. The process follows the principles of natural justice. Students are made aware of disciplinary processes through the Student Handbook, Orientation and Induction materials and documentation. We have a robust process in place where do not allow reconfirmation or students cannot enrol without insurance which meets the minimum requirements set out above. UP Education arranges international student travel insurance from StuddentSafe and every offer includes insurance fees which student can pay for the arrangement. StudentSafe	• Enrolment acceptance form • Student handbook • Orientation presentation • International student information pack • Studentsafe inbound learners brochure • Studentsafe inbound learners policy wording Admissions and provider audits for visa, insurance, entry criteria • Insurance records in CRM • Insurance audit records in CRM • Dashboard reports for insurance monitoring • Visa audit records in CRM • Visa View checking result for students with interim visas uploaded in CRM. • Automatic reminder emails regarding visa expiry date sent to students • Termination of enrolment form and INZ confirmation email uploaded in CRM • Fee Protect Student Acknowledgement Form signed by international student and campus admin are uploaded in CRM.

insurance is a comprehensive insurance which meets all the expected requirements. Some students elect to have their own insurance coverage, but this insurance must meet the code requirements. Admissions must have payment or evidence of insurance before a reconfirmation letter will be issued. Insurance is again checked as part of the Orientation process. Any identified issues with visas and insurance is dealt with by the appropriate person (Admissions, LIA) in appropriate timeframes. We have a series of compliance checks to ensure that no international student starts attending class without holding the correct valid visa for their course. On day 1 of Orientation passport and visa is checked, copied and stamped and signed. If a student presents a visa that is not a student or interim visa or incorrect, clarification as to whether the student may attend or not is checked with INZ immediately. Students are not allowed to commence the programme until INZ has confirmed the student can attend and/or the visa is re-issued. Beyond the start of the course, a number of other visa monitoring checks are performed. If a student is holding an interim visa, they will be regularly followed up to check if they have received a decision from INZ at no less than 3-week intervals, noting that Interim visas may expire 21 days after a decline decision is made by INZ. We may also check a student's conditions to study on Visa view. We can track student visa expiry on CRM. When students have a visa that expires before their course finish dates, we work with them to make sure they apply for their new visa in time and do not let them attend class if they let their visa lapse or a valid interim visa is not supplied.	

	Each month an audit of student records on CRM is undertaken to ensure that documentation is loaded and is correct. There are also on-going weekly compliance updates, checking on visa and insurance expiry. NZMA has effective tools and processes to check that only students who are entitled to undertake education and training attend classes. If any breaches are found they are swiftly rectified and if applicable students are stood down until they are meet the eligibility criteria for study. Processes and checks in place ensure that NZMA is up to date with immigration issues. A CRM Dashboard has also been set up for monitoring students' visa status and expiring date. A weekly check is conducted within the compliance team. If any student fails to provide a valid visa after the current visa expiry date, the student will be removed from class immediately, and INZ is informed. The Licensed Immigration Advisors manage interactions with INZ effectively. When a student is withdrawn or enrolment is terminated by NZMA, we use INZ's online termination form to notify them as soon as possible. NZMA has one Licensed Immigration Advisor, who has responsibility for covering all transactions with INZ regarding individual student visa issues. NZMA uses Public Trust as SFP Provider. Roles and responsibilities are clearly laid out in regards to transfer of student fees into Public Trust. Fee payment and transfer is internally checked as part of student documentation compliance checks (weekly). NZMA uses exception reporting to identify any issues with Public Trust drawdowns.	

	The policies are constructed to align with the Code Requirements	
	Up Education and NZMA have very clear policies and guidelines relating to student fee protection and refund entitlements at all stages of the student journey with NZMA	
	The enrolment documentation clearly outlines the refund, withdrawal and closure procedures. Students and parents both in market and upon enrolment understand what the procedures are and are requested to sign off at each phase of the application process.	
	UP Education ensures that all parties understand and have sufficient information on the refund policies, fee protection policies, the trust account agreement, as well as the rights and obligations under these policies.	
Outcome 11: International learners receive appropriate orientations, information and advice	The information is provided comprehensively and systematically in welcome booklet and Student Handbook. Handbook is dated and versioned as reviewed so that its currency can be assured.	International student Day 1 orientation checklist and documentation completed and uploaded against each individual student record in CRM
	In most campuses international students are very clear and confident about who to go to, and how, to access support from designated staff members.	NZMA and UP Education audits confirm campus orientation activities are completed on Day 1
	An app (Sonder) is increasingly being used for international student support and we need to remain aware that the app does not replace the need for students to have ready access to designated staff on campus.	Monthly campus based international student wellbeing meeting notes recorded
	The information is provided in two key documents for students (and staff)	
	• Student Handbook 2023	

	• Welcome Booklet for International Students (Health and Safety & General Information for International Students in New Zealand
	As well as through a variety of modes including
	• Pre-arrival provision of orientation information by sales and recruitment staff
	• Orientation checklist
	• Checks to gauge students' understanding of the Orientation content
	• International student noticeboards on campus
	• PowerPoint presentations and speakers
	We are confident that our Orientation delivery achieves the intent and requirements of the Code and that campuses have gone beyond provision of required information, by bringing the information to life through multiple exposures, interactive and engaging delivery, and the establishment of supportive inter-personal relationships with students from the outset. Students commonly report very positive interactions with NZMA from pre-enrolment stage, through to their arrival on campus and commencement of study. As a result, students typically report feeling well informed, supported, and included in campus life.
Outcome 12: Safety and appropriate supervision of international tertiary learners	NA – no under 18 year olds currently enrolled