



Te Oranga me  
Te Haumarū Ākonga

**Learner Wellbeing  
and Safety**

## Self-review Toolkit for Tertiary Education Providers

### Tool B: international tertiary learners

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

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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## Tool B: key evaluative questions – international tertiary learners

Use this optional tool to help you **make sense** of your gathered information in terms of what it tells you about the effectiveness of your current practices in relation to the Code outcomes sought for your learners.

Consider how effectively your organisation is achieving the overarching outcomes, your current strengths, and any opportunities for development.

Indicate what stage your Code implementation is at under each outcome using the continuum of Code implementation in [Appendix 1](#).

You may **combine this part** with the others of **Tool B** relating to **All Tertiary Education Providers (Outcomes 1-4)** and/or **Student Accommodation (Outcomes 5-7)**.

Use the links below to download any additional pages as required:

- [All Tertiary Education Providers](#)
- [Student Accommodation](#)

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

### 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.

<b>Stage of implementation for outcome 8</b>	Well implemented / Implemented / Developing implementation / Early implementation
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### Overall self-review - Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our practices under this Code respond to the distinct wellbeing and safety needs of our diverse international tertiary learners?	Well implemented.	Our processes are being followed (SGQs, SPQs, feedback, self-assessment interviews, QIO process etc.), and student/staff feedback, as well as safety data, shows desirable outcomes are being achieved. However, we have only recently started enrolling international students.	No further improvements at this time.
How effectively do we access and integrate international tertiary learner voice into decisions around the planning and provision of our learner support services?	Well implemented.	Through the methods detailed above we are able to develop, review, and update our strategic goals and plans.	No further improvements at this time.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to	As mentioned, we are working with a consultant to develop and implement a robust strategy.

		<p>improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.</p>	
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### 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.

<b>Stage of implementation for outcome 9</b>	Well implemented / Implemented / Developing implementation / Early implementation
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#### Process: Marketing and promotion

KEQ	How effectively?	How do we know?	How can we improve?
How effectively does our marketing and promotion material provide clear, sufficient and accurate information?	Well implemented.	The information promulgated is clear, correct, and complete.	No further improvements at this time.

#### Process: Managing and monitoring education agents

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we manage and monitor our education agents?	Well implemented.	We only engage licenced immigration/education advisors and prior to engagement, and we meet and interview prospective agents to ensure they are the right fit for our prospective students. This includes a review of the agents history, and feedback from their clients. Our education agents are bound by a robust agreement that ensures compliance with all relevant rules and regulations, including The Code. As we are in the early stages of relationships with	No further improvements at this time.

		education agents, we are actively monitoring their performance and learner feedback.	
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**Overall self-review - Outcome 9: Prospective international tertiary learners are well informed**

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?</p>	<p>Well implemented.</p>	<p>The information we provide is thorough. In our case, our international learners only have two course options. We can see by assessing the records of our communication with prospective international students that our staff provide good advice and assistance.</p>	<p>No further improvements at this time.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Well implemented.</p>	<p>We proactively seek learner feedback through our day-today processes, including SGQs, SPQs, My NSAC, etc. All feedback is assessed by the CFI to better understand our practices, and to make appropriate changes.</p>	<p>No further improvements at this time.</p>
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>Implemented.</p>	<p>We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant</p>	<p>As mentioned, we are working with a consultant to develop and implement a robust strategy.</p>



		will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through complete consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.

## 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.

<b>Stage of implementation for outcome 10</b>	Well implemented / Implemented / Developing implementation / Early implementation
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### Process: Offer of educational instruction

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure the educational instruction offered to international tertiary learners is appropriate for their: <ul style="list-style-type: none"> <li>• expectations</li> <li>• English language proficiency,</li> <li>• academic ability and</li> <li>• desired educational outcomes?</li> </ul>	Well implemented.	Information is provided through various means (website, various documents, discussions etc.) and is clear and complete.	No further improvements at this time.

### Process: Information to be provided before entering contract

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that international tertiary learners receive, as a minimum, the information outlined in this process before entering a contract?	Well implemented.	Information provided through various means (website, various documents, discussions etc.) and is clear and complete, and in accordance with NZQA rules.	No further improvements at this time.
How effectively do our current practices ensure that this information is accurate, timely and tailored to the needs of prospective international tertiary learners?	Well implemented.	Information provided through various means (website, various documents, discussions etc.) and is clear and complete, and in accordance with NZQA rules.	No further improvements at this time.

### Process: Contract of enrolment

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our contracts of enrolment are fair and reasonable and contain the information and terms required by this process?	Well implemented.	Our contracts are set in accordance with NZQA rules.	No further improvements at this time.

### Process: Disciplinary action

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure terminations of enrolments and disciplinary actions are in accordance with the principles of natural justice?	Well implemented.	Our disciplinary procedures and termination process are set in accordance with NZQA rules.	No further improvements at this time.

### Process: Insurance

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that each of our international tertiary learners has the appropriate insurance for study in New Zealand?	Well implemented.	Having the appropriate level of insurance in place is a requirement of enrolment. This is assessed by an NSAC representative, then signed off by the CFI. A copy of the student's insurance policy is kept on file.	No further improvements at this time.

**Process: Immigration matters**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do our current practices ensure that each of our international tertiary learners has the necessary immigration status for study in New Zealand?	Well implemented.	Visa View is used to access the immigration status of all potential international learners, and to ensure their visa allows study at NSAC. A copy of their visa is kept on the students' record.	No further improvements at this time.

**Process: Student fee protection and managing withdrawal and closure**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do know?</b>	<b>How can we improve?</b>
How effectively do our current practices ensure that our international tertiary learners' fees are protected and that our refund policies are fair and reasonable?	Well implemented.	All course fees paid in advance by international learners are paid into a milestone trust account and are drawn down periodically and retrospectively as the course is delivered. Our refund policy is set in accordance with NZQA rules, and is well promulgated in the student handbook.	No further improvements at this time.

**Overall self-review - Outcome 10: Offer, enrolment, contracts, insurance and visa**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do our current practices enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to entering into it?	Well implemented.	Information is provided through various means (website, various documents, discussions etc.) and is clear and complete. As such, the information provided allows student to make informed decisions. Feedback from students corroborates this.	No further improvements at this time.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	We proactively seek learner feedback through our day-to-day processes, including SGQs, SPQs, My NSAC, etc. All feedback is assessed by the CFI to better understand our practices, and to make appropriate changes.	No further improvements at this time.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with	As mentioned, we are working with a consultant to develop and implement a robust strategy.

		our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.

## 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.

<b>Stage of implementation for outcome 11</b>	Well implemented / Implemented / Developing implementation / Early implementation
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### Overall self-review - Outcome 11: International learners receive appropriate orientations, information and advice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our orientation programmes and ongoing advice to international tertiary learners support their achievement, wellbeing and safety?	Well implemented.	Our international students undergo a thorough orientation, and ongoing one-on-one support. Support, advice and guidance given is documented in the student's record.	No further improvements at this time.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well implemented.	We proactively seek learner feedback through our day-to-day processes, including SGQs, SPQs, My NSAC, etc. All feedback is assessed by the CFI to better understand our practices, and to make appropriate changes.	No further improvements at this time.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Implemented.	We cater to a variety of different cultures and ethnic backgrounds. Approximately 2% of our learners identify as Maori. Notwithstanding this, in April we engaged a consultant to improve our cultural awareness strategy. This demonstrates our commitment to the integration of Māoritanga perspectives, values and knowledge into our	As mentioned, we are working with a consultant to develop and implement a robust strategy.

		organisation and training programmes. Our consultant will be our cultural ambassador and facilitate engagement with our local iwi. At NSAC we take cultural differences seriously and ensure our staff understand these to support learner wellbeing.	
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well implemented.	Through complete consideration of our policies and procedures we can see that NSAC is a learner-centric organisation. The majority of our policies and procedures are in place to either support educational performance or wellbeing and safety, and therefore align with our strategic goals.	No further improvements at this time.



## Outcome 12: Safety and appropriate supervision of international tertiary learners

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

<b>Stage of implementation for outcome 12</b>	Well implemented / Implemented / Developing implementation / Early implementation
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### Overall self-review - Outcome 12: Safety and appropriate supervision of international tertiary learners

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that our international tertiary learners under 18 years are safe and appropriately supervised in their accommodation?	N/A.	N/A.	N/A.
How effectively do we communicate with the parents or legal guardians of our learners under 18 years?	N/A.	N/A.	N/A.
When we provide or arrange accommodation for learners 18 years or over (that is not subject to Part 5 of the Code): <ul style="list-style-type: none"> <li>- how effectively do our current practices ensure that this accommodation is a safe, acceptable, and lawful living environment?</li> <li>- how effectively do we communicate with the learner and ensure accommodation issues arising are addressed?</li> </ul>	N/A.	N/A.	N/A.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	N/A.	N/A.	N/A.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	N/A.	N/A.	N/A.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	N/A.	N/A.	N/A.

## Appendix I: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p>	<p><b>Implemented</b> The Code is implemented</p>	<p><b>Well-implemented</b> The Code is well-implemented</p>
<ul style="list-style-type: none"> <li>• <b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No</b> or <b>limited</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>

