KIWI COLLEGE
of New Zealand

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

Self-Review Report

October 2024

TEO information

TEO Name	Kiwi College of New Zealand			MoE number	8748	
Code contact	**Name**	Peter Meng		**Job title**	Managing Director	
	Email	peter@kiwi.ac.nz		**Phone number**	0211988588	
Current enrolments	**Domestic learners**	**Total #**	# 7	**18 y/o or older**		# 1
				Under 18 y/o		# 6
	International learners	**Total #**	# 64	**18 y/o or older**		# 51
				Under 18 y/o		# 13
Current residents	**Domestic learners**	**Total #**	0	**18 y/o or older**		0
				Under 18 y/o		0
	International learners	**Total #**	0	**18 y/o or older**		0
				Under 18 y/o		0
Report author(s)	Peter Meng					

Overview of this report:

1. Kiwi College of New Zealand (Kiwi College) primarily serves international students, offering a range of programmes, including General English, NZCEL (Applied) (Level 3), University Foundation Certificates (UFC) Levels 3 and 4, as well as short-term study tours and vocational courses such as LCQ (Level 4) and Coffee Appreciation (Level 2).

2. The minimum age requirement varies depending on the programme: 10 years old for short-term study tours, a minimum of 14 years for Kiwi College English and Coffee Appreciation, and 16 years for NZCEL (Applied) (Level 3), University Foundation programmes, and LCQ.

3. Kiwi College provides homestay placements for students under 18 with families from its own homestay network. For larger groups, the College occasionally uses contracted homestay service companies when internal placements are unavailable.

4. All policies, procedures, student handbooks, prospectuses, and the website undergo annual reviews or updates as needed, particularly in response to regulatory changes. The Quality Management System (QMS) governs this annual review cycle, which is overseen by the relevant managers or committees.

5. As of the date of this report, the student body comprised of 7 domestic students (of which 1 student was aged under 18 years) and 64 international students (of which 13 students were aged under 18 years).

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

	Rating
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented

Outcome 4: Learners are safe and well	Implemented

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

	Rating
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

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

Key Evaluation Questions & Outcomes

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

Excellent   Good   Average   Poor

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.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation

Process 1: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	Good	We received input from the Local Advisory Committee and Student Focus groups on our strategic goals and plan.	Ongoing engagement with key stakeholders and students to plan and review strategic priorities in respect of student wellbeing and safety matters.

Process 2: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	Good	Use of a range of tools and outcomes to determine wellbeing and safety practices, including feedback received from stakeholders and students, e.g. achievement of strategic goals and priorities, and through targeted surveys.	Ongoing monitoring and review of strategic goals and priorities set out in the strategic plan.

Process 3: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Good	Website is regularly updated and relevant information provided through printed and digital communications media, including student handbook and admissions documentation.	Ongoing monitoring and review, and updating of our communications media and platforms.

Process 4: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	Good	Feedback received from staff meetings, SRC meetings, H&S meetings, Student Support Officer and Campus Manager identifying challenging behaviours and potential H&S hazards.	Ongoing implementation of effective strategies to address potential wellbeing and safety concerns.
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Average	Staff feedback suggest gaps in awareness of cultural competence and knowledge of effective strategies to address unbecoming welfare issues.	Implement workshops and training sessions in understanding wellbeing and culturally sensitive interactions and relationships between staff members and staff and students.
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	Good	Orientation includes H&S information, and emergency contact details. Bi-annual practice and review of evacuation procedures.	Implement quarterly evacuation awareness sessions with staff and students as well as conduct emergency evacuation drills.
How effectively do we record, and report information on critical incidents and emergencies at	Not Applicable	No necessity for recording and reporting of critical incidents and emergencies to date.	Maintain risk management monitoring and emergency measures.

KEQ			
our organisation to the relevant stakeholders?			

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Good	Open and transparent inter- and intra-departmental communication across various forums and committees.	Maintain a cross-departmental review process and address issues of concern. Ongoing planned professional development.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Feedback received through a range of student surveys, including orientation, course and graduate surveys, discussions of wellbeing and safety concerns raised at SRC and staff meetings, and their resolutions.	Maintain a cross-departmental review process and address issues of concern. Implement robust data analysis and interpretation.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goal 2 measures of success and outcomes for Strategic Priority 4 and 10 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation

Process 1: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Good	Feedback received through a range of student surveys, including orientation, course and graduate surveys and SRC meetings.	Ongoing implementation of effective strategies to gather a range of learner voices.

Process 2: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	Excellent	Student feedback received through a range of student surveys, including orientation, course and graduate surveys and SRC meetings.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Excellent	Students are informed about the complaints process and ways to lodge complaints during the orientation programme and other relevant documentation such as the Student Handbook and flowcharts in the classrooms and notice boards.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Good	Maintain a Complaints register and respond to complaints lodged as well as publish resolutions through the feedback to both complainants and respondents. Maintain a record of the number of complaints on the website.	Ongoing monitoring and update of complaints register and relevant information.

Process 3: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Excellent	Appropriate training has been provided to relevant staff. No serious disputes and/or critical incidents lodged to date.	Continuous monitoring and review applicability of Dispute Resolution Scheme.

Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	Good	Feedback received through a range of student surveys, including orientation, course and graduate surveys and SRC meetings.	Ongoing implementation of effective strategies to gather a range of learner voices.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Feedback received through a range of student surveys, including orientation, course and graduate surveys and SRC meetings.	Ongoing implementation of effective strategies to gather a range of learner voices.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goal 2 and 3 measures of success and outcomes for Strategic Priority 4 and 10 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

Wellbeing and safety practices for all tertiary providers

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.

Stage of implementation for outcome 3	Well implemented / <mark>Implemented</mark> / Developing implementation / Early implementation

Process 1: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Good	Students actively participate in planned school activities. Kiwi College appoints a diverse workforce, that creates an inclusive environment in the classroom. Orientation provides students with information about safety practices.	Offer a diverse range of school activities

Process 2: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Excellent	Students are involved in multiple activities like Matariki, Pink Shirt Day, Environment Day and International Languages Day. Feedback received through a range of student surveys, including orientation, course and graduate surveys and SRC meetings.	Ongoing implementation of effective strategies to enhance learner participation and engagement.

Process 3: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?

| How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners? | Excellent | We have a Warrant of Fitness for the Building. All amenities are compliant with H&S and local council regulations. All teaching and learning facilities are fit for purpose, including IT connectivity and digital technologies. | Ongoing implementation of effective strategies to maintain facilities for all students. |

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Good	Provision of classroom design and activities that create an inclusive learning environment through both face-to-face, online and digital engagement through various teaching modes e.g. campus and distance learning.	Continuously plan and design learning spaces for diverse learner groups and learning opportunities via online and distance learning.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Feedback received from a range of student surveys, including orientation, course and graduate surveys, as well as through SRC representatives, who raise concerns that are escalated to management for resolution.	Continuous review of survey tools and range of questions, and analysis of data set and interpretation of survey results.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goal 3 and 12 measures of success and outcomes for Strategic Priority 6 and 10 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 4	Well implemented / <mark>Implemented</mark> / Developing implementation / Early implementation

Process 1: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Excellent	Relevant and essential information provided on our website, and contained in both printed and digital formats in a range of documentation such as admission documents, International Student Prospectus, Student Handbook, Programme Handbooks, Marketing promotions and recruitment materials.	Continuous monitor and review prospective student needs and international student market demands, as well as ensuring compliance with Code requirements.

Process 2: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Good	Students seek guidance and support from Student Support Services, which provides appropriate information and referrals to medical and wellbeing practitioners in terms of students' physical	Continuously monitor, review and expand our network of medical and wellbeing practitioners.

		and mental health concerns.	

Process 3: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	Good	Students seek guidance and support from Student Support Services, which provides appropriate information and referrals to medical and wellbeing practitioners in terms of students' physical and mental health concerns.	Continuously monitor, review and expand our network of medical and wellbeing practitioners.

Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Good	Students seek guidance and support from Student Support Services, which provides appropriate information and referrals to medical and wellbeing. practitioners in terms of students' physical and mental health concerns.	Continuously monitor, review and expand our network of medical and wellbeing practitioners.
How effectively do our current practices identify and respond to learners who need additional support?	Good	Students seek guidance and support through confidential conversations with Student Support Services regarding their specific needs in terms of their physical, cognitive and educational needs and development.	Maintain a cross-departmental review to effectively respond to learners who need additional support.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and	Good	Feedback received from a range of student surveys, including orientation, course and graduate surveys, as well	Continuous review of survey tools and range of questions, and analysis of data

safety practices for this outcome?		as through SRC representatives, who raise concerns that are escalated to management for resolution.	set and interpretation of survey results.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goal 2 and 3 measures of success and outcomes for Strategic Priorities 4 and 10 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 8	Well implemented / ==Implemented== / Developing implementation / Early implementation

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?	Excellent	Feedback received from a range of student surveys, including orientation, course and graduate surveys, including analysis of responses and agent feedback.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA. Ongoing training of staff on Code requirements and participation in NZQA Code workshops.
How effectively do we access and integrate international tertiary learner voice into decisions around the planning and provision of our learner support services?	Excellent	Feedback received from SRC representatives and parents, and input from senior management and staff through engagement with students.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA. Ongoing training of staff on Code requirements and participation in NZQA Code workshops.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.

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.

Stage of implementation for outcome 9	Well implemented / <mark>Implemented</mark> / Developing implementation / Early implementation

Process 1: 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?	Excellent	We have a very good understanding of our target markets, international students' educational needs and the different types of media channels for specific markets and production of marketing and promotional materials for specific countries and languages.	Continuous research of international student market conditions and demands and updating of marketing and promotional materials both in print and digital formats.

Process 2: 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?	Good	Evaluation of agents' interaction with students, performance and compliance reviews. Feedback received from students and parents. Implementation of remedial action as a result of findings. Feedback received from agents through consultation, interviews and training.	Effective training of education agents and understanding of international student market dynamics. Ensuring agent compliance with both Code requirements and immigration regulations.

Overall self-review - Outcome 9: Prospective international tertiary learners are well informed

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?	Excellent	Information is shared via the website, interviews, e-mails, programme handbooks, International Student Prospectus	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Prospective learners will indicate their educational goals and needs, and special needs, through the application process.	Maintain a cross-departmental review process and address issues of concern.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goal 16 measure of success and outcomes for Strategic Priorities 8 and 25 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 10	Well implemented / Implemented / Developing implementation / Early implementation

Process 1: 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: • expectations • English language proficiency,	Excellent	Evaluation of Placement Tests results and Interview responses. Outcomes of consultation and engagement of students in respect of their educational and	Continuous monitoring and review of programmes and courses through student performance and graduate outcomes and feedback, as

		career pathways. Demand for specific programmes and courses being offered in General English and specialized programmes. High student retention and progression rates and achievement outcomes.	well as improving teaching practice.
• academic ability and • desired educational outcomes?			

Process 2: 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?	Good	All relevant information pertaining to educational offers, international student Code requirements, and accommodation availability and support services are accessible on the website, prospectus and other sources/documents.	Continuous monitoring and review of our pre-contract process and information provision.
How effectively do our current practices ensure that this information is accurate, timely and tailored to the needs of prospective international tertiary learners?	Good	Feedback gathered from students, parents and agents, website hits, and user reports.	Continuous monitoring and review of admissions documentation and provision of a multilingual website and key documents.

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?	Excellent	All relevant information contained in the contracts of enrolment comply with the terms and conditions for the respective parties, and the requirements of the Code.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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?	Excellent	The application of termination of enrolments and disciplinary actions are strictly adhered to the policies and procedures as set out in the Misconduct Policy and Student Code of Conduct which are based on a reasonably fair and transparent process that is aligned to principles of natural justice.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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?	Excellent	We check and verify that the information provided on the insurance policy meets with all the requirements as stipulated in the Code.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

Process: Immigration matters

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 necessary immigration status for study in New Zealand?	Excellent	We check and verify that the visa information meets with all Code requirements.	Continuous monitoring and alignment to ongoing immigration and Code changes.

Process: Student fee protection and managing withdrawal and closure

KEQ	How effectively?	How do know?	How can we improve?

| How effectively do our current practices ensure that our international tertiary learners' fees are protected and that our refund policies are fair and reasonable? | Excellent | Withdrawal, Refund and Fee Protection Policy and Procedures are easily accessible and published on our website as well as contained in the Student Handbook. Fees are protected by Public Trust and audited annually. | Continuous monitoring and alignment to ongoing changes to the Code by NZQA. |

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

KEQ	How effectively?	How do we know?	How can we improve?
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?	Excellent	Policies and Procedures are in place. Information is shared via the website, interviews, e-mails, programme handbooks, International Student Prospectus	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Prospective learners will indicate their educational goals and needs, and special needs, through the application process.	Maintain a cross-departmental review process and address issues of concern.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goals 6 and 7 measures of success and outcomes for Strategic Priorities 10 and 12 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 11	Well implemented / <mark>Implemented</mark> / Developing implementation / Early implementation

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?	Good	Feedback received from orientation questionnaire and analysis of data. Provision of key information in Programme/Course Handbooks and Student Handbook.	Maintain a cross-departmental review process and address issues of concern.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Feedback received from a range of student surveys, including orientation, course and graduate surveys. Discussions and issues of concern raised at SRC meetings.	Maintain a cross-departmental review process and address issues of concern. Implement robust data analysis and interpretation.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goals 6 and 7 measures of success and outcomes for Strategic Priorities 10 and 12 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.

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.

Stage of implementation for outcome 12	Well implemented / <mark>Implemented</mark> / Developing implementation / Early implementation

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?	Excellent	Homestay families have been police-vetted and approved in terms of Code requirements. Authorized report on accommodation being safe and comfortable. Designated guardian/caregiver signed designation form. Three-monthly homestay visits and interviews conducted, reported and issues addressed by Homestay Coordinator. Maintain a student/homestay/parent complaints register and investigate complaints effectively for resolution.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do we communicate with the parents or legal guardians of our learners under 18 years?	Good	Communicate with parents/guardians on a regular basis, in respect of any issues identified and resolved.	Maintain a cross-departmental review process and address issues raised by students or parents/guardians and to be resolved in a timely manner.

When we provide or arrange accommodation for learners 18 years or over (that is not subject to Part 5 of the Code): - how effectively do our current practices ensure that this accommodation is a safe, acceptable, and lawful living environment? - how effectively do we communicate with the learner and ensure accommodation issues arising are addressed?	Excellent	Homestay families have been police-vetted and approved in terms of Code requirements (Applicable only to Kiwi College accommodation arrangements). Six-monthly homestay visits and interviews conducted, reported and issues addressed by Homestay Coordinator. Report on accommodation being safe and comfortable. Maintain a student/homestay complaints' register and investigate complaints effectively for resolution.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Good	Feedback received from a range of student surveys, including orientation, course and graduate surveys. Discussions and issues of concern raised at SRC meetings.	Maintain a cross-departmental review process and address issues of concern. Implement robust data analysis and interpretation.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Good	Apply the three principles – participation, partnerships and protection – in respect of wellbeing and safety practices.	Maintain a cross-departmental review process and address issues of concern.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Excellent	Current practices aligned against Strategic Goals 6 and 7 measures of success and outcomes for Strategic Priorities 10 and 12 of the Strategic Plan.	Continuous monitoring and alignment to ongoing changes to the Code by NZQA.