Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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

Te Oranga me Te Haumaru Ākonga

Learner Wellbeing and Safety

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	Alphacrucis College, NZ			MoE number		8573	
Code contact	**Name**	Ruth Martin		**Job title**		Registrar	
	Email	admissions@acnz.ac.nz		**Phone number**		09 580 1500	
Current enrolments	**Domestic learners**	**Total #**	122	**18 y/o or older**		122	
				Under 18 y/o		none	
	International learners	**Total #**	11	**18 y/o or older**		11	
				Under 18 y/o		none	
Current residents	**Domestic learners**	**Total #**	N/A	**18 y/o or older**		none	
				Under 18 y/o		#	
	International learners	**Total #**	N/A	**18 y/o or older**		#	
				Under 18 y/o		#	
Report author(s)	Andrew Ayles Reviewers: Ruth Martin, Steve Allen, Peter Park						

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	ACNZ developed diverse learning hubs to meet the cultural aspirations of its students as well as provide opportunity for students to gather, dialogue and receive additional learning support and peer support in their native language. Learning hubs are held in person and on digital platform for the following hubs: 1. Tongan Hub; ACNZ Penrose Campus Site 2. Samoan Hub; ACNZ Napier Campus Site 3. Māori Hub; Digital platform 4. Timaru site; Campus Site 5. Korean Hub(s); Digital platforms 6. International Hub(s); Digital platforms (Kaokao talk, emails, monitored by ACNZ International Student Engagement Officer 7. Intensive Literacy and Numeracy; support provided for migrants ACNZ has a committed and passionate Student Engagement Team (SET). SET is made up of various levels of management and operations to ensure learner wellbeing and safety systems are implemented at every level of the organisations at a high standard. SET members include the National Director (also acting as Māori Liaison Officer),	ACNZ Strategic Plan ACNZ Strategic Learner Plan ACNZ Investment Plan Quality Management System (QMS) Policies and Procedures ACNZ Learning Hub feedback ACNZ Learning Hub report(s) ACNZ Site Governance Report(s); Timaru Intensive Numeracy and Literacy semester report(s) Student satisfaction survey Staff Wellbeing survey Student Representative Meeting minutes Exit survey Course Evaluation Stakeholder feedback SET meeting minutes Student Engagement Plan Management Team meeting minutes (includes quality assurance) Orientation ppt Orientation survey The Code review report The Code monitoring report from NZQA

	Registrar, Head of Studies (Level 6, 7), Head of Studies (Level 4, 5), Pasifika Engagement Officer, International Engagement Officer. SET team track and monitor performance indicators, Moodle activity, assignment submissions, extension requests, attendance and report back to SET on a fortnight basis of issues / barriers to learning for students. SET provide guidelines and support advice to help each student engagement officer assist students to remove or minimise such issues / barriers. SET minutes taken. All SET discussions are confidential. SET meetings are held each fortnight to discuss and plan college events to ensure gathering and celebrations are acknowledged and participated in by staff and students to foster inclusive environments, tracking and monitoring of students identified as risk level indicator of performance, achievement, retention and follow up actions. SET works with students closely to provide best practice and support mechanisms towards learner success. SET minutes taken. Each team members KPI's / goals are discussed with team objectives on a fortnight basis and are based on the outcomes of the Education Code. All goals and objectives are to promote learner success within ACNZ and outlined in Strategic Learner Intent Plan, ACNZ Strategic Plan, Investment Plan that are also conducive to ACNZ vision, mission and goals and stakeholder needs.	EER Report Degree Monitoring Reports (English and Korean) Professional Development Plan (whole-college) Student Dashboard Summary Māori Liaison Report

	Outcome 1: These outcomes and objectives are discussed at all levels within ACNZ (Governance and Management, Academic, Student Engagement, Operations, Quality Assurance) and reported as part of continuous self-assessment to ensure a learner wellbeing and safety system is embedded.	
Outcome 2: Learner voice	Student voice is captured by the following tools: • Orientation survey • Student satisfaction surveys • International student feedback • Course evaluations • Exit surveys • Student Representatives • Wellbeing checks • Corridor conversations • Learning hub feedback The feedback provides data for the Heads of Studies to use to understand the quality of the teaching process. Overall, the qualitative and quantitative feedback is very positive and reflects the appreciation felt by the students of the value of such widespread support. The engagement of a Pasifika Engagement Officer and an International Student Engagement Officer was made to ensure students were supported during the global pandemic, and throughout their journey with ACNZ.	As above.

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	For ACNZ, our educational success is guided by strategic plans, goals that are held in Strategic Learner Plan, Investment Plan and ACNZ Strategic Plan. Our educational success is achieved when the programs delivered enable the continued growth of the College and equip students to make positive, meaningful, and transformative contributions to society. This delivery is supported by relevant, innovative, and nationally disseminated learning and teaching practices, comprehensive student services and support, and world standard research and scholarship. To achieve this, the college will: • Increase faculty scholarship and skills, and improve infrastructure and capacity, in the delivery of high quality, technology-enhanced learning and teaching • Improve student experience and increase retention rates through comprehensive and responsive student services and support • Improve the design and delivery methods of programs to maximize attractiveness and accessibility in existing and emerging fields that meet the needs of AC's constituency To achieve the educational success discussed above, the college is guided by its Strategic Plan.	As above. Qualitative and quantitative data is gathered from student surveys / surveys and analysed by QA. These findings are reported to MT for discussion and action points noted. Findings are captured at various points with governance and management (Academic, Council, Executive, HoS, SET) where actions are taken to improve services.

	This is also guided by the following: • Student voices • Orientation • Tutor feedback • Head of Studies meetings • Evaluation feedback • Student Rep meetings • Employer feedback • Industry voice Learner Success Strategic plan includes Māori and Pacific Plan (p. 16-18).	
Outcome 4: Learners are safe and well	Student wellbeing and safety is a whole-college approach and is incorporated in the activities described in Outcome 3 above.	As above.

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	ACNZ's dedicated International Student Engagement Officer is in regular contact with the international learners, through face-to-face contact, phone calls and emails. Surveys are conducted annually, and results are discussed in the SET meetings, and Management Team Meetings.	As above.
Outcome 9: Prospective international tertiary learners are well informed	All relevant and compliant information for prospective learners is on our website. Agents are vetted and approved by Management, and must attend a code workshop before being engaged.	Responses from agents and students is positive and there are no complaints or issues from students enrolled through agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Fully compliant.	TEC and NZQA audit results.
Outcome 11: International learners receive appropriate orientations, information and advice	Orientation is conducted each semester and is compulsory for attendance. All required information is also in student Handbooks, letter of offer, enrolment forms, etc.	File audits completed satisfactorily by TEC and NZQA.

Outcome 12: Safety and appropriate supervision of international tertiary learners	See Outcome 8.	

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Process 4, 10, 2: • Revise supervisor's handbook as per code: Completed. • Poster of referral services to be displayed on student notice board. Completed. • ACNZ Wellness and Safety Plan. Live on website. Implementation via faculty days & student prospectus. Completed. • Online resources to be included for NZ context and emergency numbers listed on website. Completed. Process 4, 10, 3 • Student ID to include emergency numbers 24 / 7. Completed. • Website to go live 2023. In progress. • Introduce related Health and Safety and Emergency staff at orientation and in class visits. In progress. • Faculty day – staff to be informed at start of the year and mid-year. Completed. • Hub location – fire and earthquake drill records. Completed. • Terrorism QMS policy. Completed. • Staff training sessions and PD to be provided at least twice per year as part of H & S meetings. Completed per faculty meeting and monthly team meetings. • Emergency service chart to be on student notice boards and ILN rooms in English and Korean languages. Completed.
Outcome 2: Learner voice	Process 2 • Need to display chart in rooms and on student notice board as well as DRS. Completed. • Complaint process to be translated into Korean language and made available as online resource and part of student handbook if not done so already. Completed. • MT concern, complaint process flow chart. Completed as per student handbook 23.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Process 1 • NZQA Know the Code workshop training was given first to SET team however, the whole college will know be enrolled in workshops with NZQA as part of PD plan. So far, they have only been kept informed via Senior management and internal professional development sessions at faculty days and team meetings. Completed. Building capability and capacity college-wide. PD plans, faculty days. • Student handbook to be made available on website. Completed.

NZQA	
	• New staff must sign to acknowledge they have read and understood the related policies.
	• Study skills workshops and tutorials on Moodle in different languages (Tongan, Samoan and Korean). English Completed.
	• Korean to be completed.
	• Tongan to be completed.
	• Moodle – set contacts
	• Basic academic took kit for students ' how to…completed
	• SELMA to be used to capture information related to students that may impact their ability to study. Completed. Staff training required.
	• Mental health and hospital numbers etc on student notice board. Completed.
	• Include in orientation dedicated numbers and put on back of student ID for 2023. Completed.
	• 24-hour emergency contacts need to be given to students at orientation. Completed.
Outcome 4: Learners are safe and well	• Code videos on website. Completed.
	• Add mental health videos to health and safety section for orientation. Completed.
	• Mind health presentations to be recorded and released to students on Moodle for mental health resources. Delayed due to Cyclone Gabrielle and Covid.
	• Student handbook (mental health section). Completed – referral lists.
	• Think about a digital SET fun service. Ongoing as per minuted.
	• Safety video before orientation starts. Showed Know the Code mental health etc. completed per semester orientation.
	• Orientation slide ppt. completed.
	• New and or amendment to admissions policy required. Completed.
	• Registrar Manual updated as per CODE requirements, sections.
	• Application form review. Completed
	• PD for staff induction. Completed.
	• Orientation ppt to cover: protecting from theft, personal safety, sexual harassment , sexual health, drugs , fraud, employer and employee rights, mind health, water safety, earthquake, Pregnancy care. Completed.
	• Learners will complete an 'emergency contact form'; that includes: student contacts , next of kin contact details for NZ and hometown. Completed.
	•

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

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	As above: Same practices and policies for domestic and international learners. Emergency numbers printed on back of Student ID cards. Completed.
Outcome 9: Prospective international tertiary learners are well informed	Agent training on Code: completed.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Compliant. Confirmed through TEC and NZQA audits.
Outcome 11: International learners receive appropriate orientations, information and advice	No gaps. Comprehensive orientation provided.
Outcome 12: Safety and appropriate supervision of international tertiary learners	As above. No gaps identified.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	**Process 2**: **Self review of learner wellbeing and safety practices. clause 9.** All relevant publication requirements information to Outcome 1 to be put onto new website. Including QMS to be made available on Moodle.	LK	31.12.22	MT / QA weekly monitoring and tracking	Completed on website redevelopment. Set to go live as soon as possible.
	Process 4. Responsive wellbeing and safety systems (clause 10 (2, b – g). Induction process to be reviewed by MT and improved to include The Code requirements for DRS, Mental Health, Risk, QMS related policies (name).	MT	31.12.22	MT / QA weekly monitoring and tracking	Completed. Minuted MT weekly. Monitoring and Tracking on compliance and Code outcomes.
	Hubs – fire / earthquake drills QMS Terrorism policy	LK	31.12.22	MT / QA weekly monitoring and tracking	Completed 2022. 2023. First quarter. S1 Fire drill completed. report on SP.MT minutes. S2, Fire drill scheduled.

					Annual Earthquake drill – scheduled s2, 2023
	Student ID cards to have emergency contact numbers	RM	31.12.22	MT / QA weekly monitoring and tracking	Completed S1 2023.
	Flow charts and emergency contacts and health and mental wellness contacts to be displayed in student spaces. (English and Korean)	HO	31.12.22	MT / QA weekly monitoring and tracking	Completed.
	Orientation (additional videos for health and safety to be played before orientation	HO	31.12.22	MT / QA weekly monitoring and tracking	Completed 2022. Completed S1, 2023.
	Review Emergency Management Plan and lines of communication are clear for all locations	MT	31.12.22	MT / QA weekly monitoring and tracking	SWOT MT completed first quarter 2023 for year ending 2022. Emergency plan reviewed MT. First quarter 2023.
Outcome 2: Learner voice	**Process 1. Learner voice Clause 12.** Gather data: Hub reports & surveys International Students; Agents	LK, PS, PP	31.12.22	MT / QA weekly monitoring and tracking	Quality Assurance calendar. SET minutes MT minutes Student Representative minutes Timaru summative monthly reports Weekly Tongan learning hub engagement

					Agent / survey s2, 2022 completed Agent / survey 21, 2023 completed Korean HoS Korean student/faculty meetings 2022, 2023 minuted Course evaluations and surveys
	Process 2. Learner complaints Clause 13. Complaint and Grievance flow chart displayed in class rooms and Moodle (Eng. & Korean) DRS displayed on student notice board and Moodle (Eng. & Korean) NZQA Know the Code poster notice board and Moodle (Eng. & Korean) *student handbook (AA)	HO, SA., ML	31.12.22	MT / QA weekly monitoring and tracking	Know the Code displayed in English and Korean language DRS displayed English language Flow chart pending Student handbook issued 2023 Course handbooks updated 2023 Know the code displayed foyer monitor, Moodle, Website , student newsletters, orientation 2023
	Council Report(s) include Q A (student voice, rep meetings, stakeholder voice etc)	LK, AA	31.12.22	MT / QA weekly monitoring and tracking	See ACNZ Council reports

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
	Process 3. Compliance with the Dispute Resolution Scheme **Clause 14.** Grievance and Complaint process – Orientation ppt / videos – Know the Code, DRS	AA	31.12.22	MT / QA weekly monitoring and tracking	Completed Ongoing capability training college wide – faculty days Pd plan
	Grievance and Complaint process – AC Induction ppt / videos – Know the Code, DRS	LK, HO	31.12.22	MT / QA weekly monitoring and tracking	Student handbook 2023 inclusive of code requirements and related information Orientation know the code for students, faculty, college, SET, agents

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical	Process 1: Safe and inclusive communities Clause 16 (1) Know the Code – whole college PD with NZQA (external PD)	LK	31.12.22	MT / QA weekly monitoring and tracking	Related policies Equity and Diversity plan 2022-2025 Disability plan 2022-2025 Wananga collaboration ITENZ Māori engagement Chapel

and digital learning environments					Shared student luncheons Language weeks QA Calendar 2023 Completed 2022. Scheduled 2023.
	Student handbook to be made available on website New staff must sign to acknowledge they have read and understood the related policies	AA, LK, HO	31.12.22	MT / QA weekly monitoring and tracking	Completed
	Kiwi Experience MOU	PC	31.12.22	MT / QA weekly monitoring and tracking	N/A
	Study skills workshops and tutorials on Moodle in different languages (Tongan, Samoan and Korean) Moodle – set contacts Basic academic took kit for students ' how to…	SA	31.12.22	MT / QA weekly monitoring and tracking	Study skills on Moodle – English, Korean pending Tongan – face to face mode of delivery and student support via Tongan learning hub Study skills accessible via Moodle, Website
	SELMA to be used in 2023 to capture information related to students that may impact their ability to study.	RM	31.12.22	MT / QA weekly monitoring and tracking	Implemented. PD SELMA in progress 2023. PD 1. Completed PD 2. Completed PD 3. To be scheduled RM

	Process 3. Physical and digital spaces and facilities Clause 18 Mental health and hospital numbers etc on student notice board Include in orientation dedicated numbers and put on back of student ID for 2023	HO	31.12.22	MT / QA weekly monitoring and tracking	Completed. Available student noticeboards, student handbook ID completed s1 2023. ID s2 2023 completed.
	24 hour emergency contacts need to be given to students at orientation Drills for hubs Recorded collected	HO	31.12.22	MT / QA weekly monitoring and tracking	Completed s1 2023. ID s2 2023 pending Fire drill record available. Up to date as per s1, 2023 Earthquake drill scheduled s1 2023 Records H&S on SP
Outcome 4: Learners are safe and well	**Process 1: Information for learners about assistance to meet their basic needs.** **Clause 20 (1).**				
	Tenancy contacts on student notice board	RM, JL, ML	31.12.22	MT / QA weekly monitoring and tracking	N/A
	Code videos on website	VR	31.12.22	MT / QA weekly monitoring and tracking	Completed. Website live May 23 Completed. Moodle
	Add mental health videos to health and safety section for orientation	SA, AA	31.12.22	MT / QA weekly monitoring and tracking	As above. Completed.

	Mind health presentations to be recorded and released to students on Moodle for mental health resources Student handbook (mental health section) Think about a digital SET fun service				SET activity to be added to QA Calendar 2023
	Process 3: Proactive monitoring and responsive wellbeing and safety practices. New and or amendment to admissions policy required & REVIEW	RM	31.12.22	MT / QA weekly monitoring and tracking	Completed EC Minuted.
	PD plan - PD for staff Induction (at risk students)	LK	31.12.22	MT / QA weekly monitoring and tracking	PD Plan 2023 completed. Mandatory TTW
	Orientation ppt to cover protecting from theft personal safety sexual harassment sexual health drugs fraud employer employee rights mind health water safety earthquake pregnancy care	SA	31.12.22	MT / QA weekly monitoring and tracking	Policies and procedures Student handbook 2023 completed Code of Conduct revised by EC (to include supervisors, mentors and volunteers) Employment Contract and legal services acquired 2022/2023 for employment contracts 2023. Employersure.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
	Clause 22 (2). Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.	RM	31.12.22	MT / QA weekly monitoring and tracking	Ongoing.
	Learners must fill in both local and international (if int. student) details and hometown address. An emergency number and email must also be provided by student upon enrolment process. Learners will complete an 'emergency contact form'; that includes - student contacts next of kin contact details for NZ and hometown	RM	31.12.22	MT / QA weekly monitoring and tracking	Compliant.
	Next of kin and students parents address and phone details are available in the form and on SELMA Indemnity document In this form, caregiver, guardian, parent providers their details home address and phone number in both NZ and overseas	RM	31.12.22	MT / QA weekly monitoring and tracking	Compliant.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success

Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A				
Outcome 6: Accommodation administrative practices and contracts	N/A				
Outcome 7: Student accommodation facilities and services	N/A				

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and	24/7 Emergency numbers to be printed on back of student ID card each year. Completed 2023.	HO	S1 – 2023	Completed.	Completed.
safety needs of international tertiary learners					
Outcome 9: Prospective international tertiary learners are well	Training of agents through provision of workshops customised by visiting them individually and following up with them through webinars, zoom meetings or phone calls. Agent workshops completed. Agent renewal contracts with CODE requirements. Completed. Agent know the code workshop mandatory prior to signing annual agreement implemented 2023. Agent survey per semester. Feedback to ISO and SET. Agent training material provided to meet Code requirements and the ongoing changes. Implemented. Development of 'Nau mae haere mae information pack for NZ & AKL area. Implemented.	LK, HO	Prior to S1, 2023	Agent mandatory workshops completed. Agent documentation and application process via MT. Code requirements implemented and included in Agent contract. Know the Code agent video presented to international students upon orientation process Agent survey per semester	Completed s1, 2023.

informed	Development of Marae experience for international students to recommence post covid-19 restrictions and is safe to do so. This is to provide a Māori experience that is authentic to New Zealand. Implemented 2023 via Wananga experiences			Supervisor, mentor police vetting implemented s1, 2023 Internships. Pastoral care model for internships peer reviewed s1, 2023. Changes implemented. Supervisor, internship, mentor contract agreements English and Korean	
	AC remind system for agency renewal contract needs to be put in place and delegated to CM tasks. Completed. All Agents, Registrar, Campus Manager and International Student Engagement officer knows the importance of verifying agent applications and ensuring agent compliance with the Code of Practice, Immigration NZ requirements and programme entry requirements. Completed.			Completed as per above.	Completed by start of s1, 2023.

		HO			All agents undergo pre-contract vetting including reference checks to ensure they have no history of presenting misleading information. All appointed agents are quired to have completed the Education Agent Agreement. Completed.
	All agents undergo pre-contract vetting including reference checks to ensure they have no history of presenting misleading information. All appointed agents are quired to have completed the Education Agent Agreement. Completed. Agreements are based on the 'Education (Pastoral Care of International Students) Codie of Practice 2022, The Code. Implemented. Agent survey to be scheduled in quality assurance calendars (one post orientation, one post each semester). Implemented. SET satisfaction survey per semester.				Agreements are based on the 'Education (Pastoral Care of International Students) Codie of Practice 2022, The Code. Implemented. Agent survey to be scheduled in quality assurance calendars (one post orientation, one post each semester). Implemented. SET satisfaction survey per semester. Completed to date.

Outcome 10: Offer, enrolment, contracts, insurance and visa **And** **Outcome 11: International learners receive appropriate orientations, information and advice**	Registrar manual updated each year of any additional changes that may have occurred. Completed 2022. Agent training course 'The Code' (compulsory before renewal of contracts for 2023); Completed. To be conducted by Registrar, Campus Manager & International engagement officer before as part of application / renewal of contract. Agents must sign a declaration form that they attended the workshop and dated. Completed.	RM, PP, ML, HO			Registrar manual updated each year of any additional changes that may have occurred. Completed 2022. Agent training course 'The Code' (compulsory before renewal of contracts for 2023); Completed. To be conducted by Registrar, Campus Manager & International engagement officer before as part of application / renewal of contract. Agents must sign a declaration form that they attended the workshop and dated. Completed.
	AC Student prospectus done professionally by AUC marketing team as part of 'onboarding' strategy. ON hold due to resourcing. ACNZ completed 2023.				AC Student prospectus done professionally by AUC marketing team as part of 'onboarding' strategy. ON hold due to

	Student handbook 2023 – moodle and website. Completed website live May 23. The Code reviews to be added to quality assurance calendar for 2023 and reported each quarter to AC via report structure. This will ensure Code review and monitoring are taking place throughout each quarter annually and reported to uplines. QA Completed. Regular Code review per MT. PD; specific to International student engagement officer and registrar is Code related to ensure up to date information as changes occur on international front (NZI). Completed. PD plans . full briefing on disciplinary process at orientation. Completed. AC Wellbeing and Safety Framework. Policies and Procedures. Current. Student handbook. Completed 2023. Course handbooks. Completed 2023. Registrar manual updated 2023. Registrar manual to be updated by 31 December 2022. Completed. Review noted in QA Calendar. Agent training workshops 2023 as part of renewal, new contract application process. Implemented 2023.				resourcing. ACNZ completed 2023. Student handbook 2023 – moodle and website. Completed website live May 23. The Code reviews to be added to quality assurance calendar for 2023 and reported each quarter to AC via report structure. This will ensure Code review and monitoring are taking place throughout each quarter annually and reported to uplines. QA Completed. Regular Code review per MT. PD; specific to International student engagement officer and registrar is Code related to ensure up to date information as changes occur on international front (NZI). Completed.

					PD plans
	Update Welcome pack for 2023 English and Korean language Marae experience and traditional welcome – 2023 schedule.				. full briefing on disciplinary process at orientation. Completed. AC Wellbeing and Safety Framework. Policies and Procedures. Current. Student handbook. Completed 2023. Course handbooks. Completed 2023. Registrar manual updated 2023. Registrar manual to be updated by 31 December 2022. Completed. Review noted in QA Calendar. Agent training workshops 2023 as part of renewal, new contract application process. Implemented 2023.

					Update Welcome pack for 2023 English and Korean language Marae experience and traditional welcome – 2023 schedule.
Outcome 12 Safety and appropriate supervision of international tertiary learners	. Registrar manual for enrolment of 18yrs or under to be included as policy and processes as per NZQA The Code guidelines by 31 December 2022 *must ensure all sections following for each clause under outcome 12 'Safety and appropriate supervision of international tertiary learners are stated clearly	RM			. Registrar manual for enrolment of 18yrs or under to be included as policy and processes as per NZQA The Code guidelines by 31 December 2022 *must ensure all sections following for each clause under outcome 12 'Safety and appropriate supervision of international tertiary learners are stated clearly Internal audit. May 2023. TEC Desktop audit completed 2022. Closed.