Wednesday 31st October 2024

EDUCATION (PASTORAL CARE OF TERTIARY AND INTERNATIONAL LEARNERS) CODE OF PRACTICE 2021.

SELF-REVIEW REPORT AND ACTION PLAN 2024

Overview

As a signatory *to The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (*The Code*), Talent International Institute (TII) is required to ensure that it operates in accordance with *The Code* when engaging with prospective students, educational agents, service providers and external agencies.

This self-review report, reviews and updates previous action plans, summarises our alignment to *The Code,* and identifies areas where we can continue to refine our delivery. The report meets an annual compliance requirement for signatories to *The Code*.

Summary

Talent International Institute's (TII) records demonstrate a high level of compliance with nearly all outcomes of *The Code* in 2024. Overall, TII is satisfied with progress towards the implementation of the Code of Practice 2021.

There were three action points identified in the 2023 self-assessment but without any evidence of non or low compliance found. The subsequent action plan led to processes and information being checked, refined, and changes implemented throughout 2024. There are 9 new action points identified in this self-assessment (2024), mostly as part of regular review-cycles and /or due to the delivery of new programmes (new student groups), with no evidence of non or low compliance found while completing the review. The Action Plan points are presented in blue in the 2024 Self - Review Report and Action Plan alongside the summary of findings

Actions Plan: 2023 Code Review

ACTION 1: UPDGRADE TALENT INTERNATIONAL INSTITUTE'S WEBSITE

ACTION 2: COMMUNICATION TESTING (Homestay Families/Students/Staff)

ACTION 3: HOMESTAY MANAGEMENT

ACTION 1: UPDGRADE TALENT INTERNATIONAL INSTITUTE'S WEBSITE

RESOLVED		
Action Recommended	**Staff**	**Update and Conclusion**
Website Upgrade	Marketing Director	TII contracted a Web-Developer in 2023 to redesign the site. A concept plan was presented and implemented once accepted by TII. The existing site remained in place until the new website went live in May 2024. There was no change in domain name or pointing.

ACTION 2: COMMUNICATION TESTING (Homestay families/Students/Staff)

RESOLVED		
Action Recommended	**Staff**	**Update and Conclusion**
Test communication flows between homestay families, students, and where necessary – parents and TII	Principal & Lead Administrator	Testing was planned for Jan – March 2024, however there had been no students in homestay situations at that time - therefore process review was done in theory. On May 1st, 2024, TII signed a Homestay Provider Agreement with New Zealand Homestay (NZH). The provider is Code compliant and is contracted to provide full homestay services from vetting homestay families and premises, organising placements and liaison between all parties including TII. Following the theoretical review, TII has made use of NZH in the support of a number of a short stay (less than 2 weeks) holiday programme international students coming from Japan. During this visit we had good communication between the local coordinator for NZH and TII.

ACTION 3: HOMESTAY MANAGEMENT

TII have undertaken a full review of processes associated with homestay management and have also engaged the services of an external homestay company to assist with the projected 2024 flow of students requiring homestays.

RESOLVED		
Action Recommended	**Staff**	**Update and Conclusion**
Ensure student enquiries for homestay requests and placements are thorough,	Principal & Lead Administrator	May 2024 – Contract signed with Homestay Provider

and contracts and monitoring comply with requirements.		TII does not provide Homestay and Accommodation Services. Any students requiring a homestay can be referred to NZH or choose a provider of their own choice. Students enrolled into longer term, NZQA approved programmes tend to prefer living with their own families or in private rental accommodation.

2024 Self - Review Report and Action Plan

The following report provides an overview of each section of *The Code*. From August to October 2024, TII conducted a Gap Analysis /Self Review of its documents, policies, processes and procedures, using the NZQA Self Review Toolkit A, Outcomes 1-4 and 8-12. This review was led by TII's Learner Wellbeing and Safety Committee (LWSC), under the supervision of the Academic Quality Manager (QM). This committee holds the responsibility to implement actions outlined in this document and to assess outcomes.

A common legend is used to indicate compliance within the self-review process, (refer: NZQA: Code Implementation Continuum for Self-Review – Self Review Toolkit 2024). Using a consistent legend will aid understanding and transfer of information to the attestation document.

Well-Implemented	No action(s) required.
Implemented	No action required but consolidation of systems ongoing
Developing Implementation	Adequate reporting, implementation requires further work
Early stages of Implementation	Implementation has not started or requires significant work.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety Outcomes 1-4

Outcome	Summary of Findings	Action Plan
Outcome 1: A learner wellbeing and safety system: Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.		
Process 1: Strategic goals and strategic plans. Clause 7(1)	**(a)** Annual strategic plans are developed by the Senior Leadership Team (SLT) aligning with TII's vision, mission, and values featured on the redesigned website - launched May 2024. The Code of Practice statement was updated in 2023, and our *Disability Action Plan Strategy* (DAP) was posted in June 2024. Our newly introduced DAP and *Learner Success Plans* (LSP) include quarterly deliverables reviews. The LWSC, which also works as the DAP Committee, meets bi-monthly to address all aspects of learner wellbeing, health and safety and to gather *Student Voice* (SV) feedback. Regular Professional Development (PD) for staff focuses on learner wellbeing, while *Individual Learner Plans* (ILPs) enable student input. Policies related to wellbeing and safety are reviewed by the LWS/DAP Committee, with key documents accessible in the *TII Policies and Procedures Manual* and the *Student Handbook*. These include information on Student Wellbeing and Support, Privacy, the Code *and* multiple key student policies, i.e., *Privacy, Attendance, Refund*	**Implemented** We have sufficient evidence and practices in place, enhanced further as staff continue to build relationship with iwi.

AP 1: TII Cultural Strategy will be developed and implemented in January 2025, |

Outcome	Summary of Findings	Action Plan
	policies and the *Complaints Procedure*– all updated as part of TII's policy review cycle. The QM oversees policy reviews, ensuring 1/3 are assessed each year within the 3-year cycle. **(b)** TII honours Te Tiriti o Waitangi through its *Culture of Care,* creating an inclusive and supportive environment. This commitment is embedded into TII, enriching the educational experience for all students. LWSC initiatives include celebrating Māori heritage with festivals, events, signage etc., and promoting the use of te reo Māori in various communications. TII engages expert input for policy development, community groups, and government agencies, as well as from students and staff, and has begun building a relationship with, and gaining input from iwi. A qualified Māori Hauora coach has supported at-risk learners in 2024. PD planned for 2024-2025 includes further training on The Code, Te Tiriti o Waitangi, Te Whare Tapa Whā (TWTW) and other cultural wellbeing models. To capture these efforts, a TII Cultural Strategy will be developed and implemented in January 2025, further honouring Te Tiriti o Waitangi in practice.	
Clause 7 (2)	**(a)** At TII, learner wellbeing and safety are continuously monitored, with the Learner Wellbeing and Safety Committee (LWSC) and Disability Action Plan (DAP) Team meeting bimonthly. Additionally, the SV and Health and Safety (H&S) teams meet monthly to report directly to the LWSC. **(b)** TII updates goals following the Code Gap Analysis, planning implementation over 12 months and prioritising any urgent matters. Both the DAP and LSP include deliverables schedules are monitored by the LWSC /QM.	7.2: **Well - Implemented** We have sufficient evidence and practice in place.
Clause 7 (3).	TII actively engages learners (including the SV), Student Services, LWSC, and stakeholders to shape practices and strategic goals and to plan for learner wellbeing and safety. Review processes are established and implemented with meaningful stakeholder involvement through Programme Advisory Groups, industry placements, and guest speakers, and community groups – all contributing to the review of strategic goals and plans.	7.3: **Well - Implemented** We have sufficient evidence and practice in place.
Process 2: Self review of learner wellbeing and safety practices. **Clause 8 (1)**	The Code and DAP Strategy systems and policies are continuously monitored and formally reviewed annually by the LWSC to ensure learner wellbeing and safety. The H&S) Committee meet monthly and report to the LWSC. Ongoing practice is informed by feedback from the SV and student surveys. The Student Management System (SMS) provides Educational Performance (EPI) data that guides practice and strategic goals. TII policies related to learner wellbeing and safety are reviewed in a three-year cycle and documented in the Policy and Procedures Manual, QMS, Student Handbook, and on the website. Additionally, academic guides for staff regarding learner wellbeing and safety are being developed and reviewed continuously. We are reviewing our SMS system due to challenges with effective reporting and data accessibility, and exploring other SMS providers, with a review completion target set for December 2024.	**Implemented** We have sufficient practices and evidence in place that would be enhanced by more effective reporting functions from our SMS. **AP 2: Review of SMS completed by December 2024**
Clause 8 (2) (3)	At TII, we intentionally engage a diverse range of learners, including those from priority groups and learners from various academic levels. This includes collaboration with the SV, reference to ILPs, and feedback from student surveys. SV operates with monthly minuted meetings, supported by a guide that outlines its role in creating a strong student culture. Action points from meetings (SLT, AQC, HS, LWSC/DAP, SV) and information from tutors, Student Services, and ILPs, address matters related to learner wellbeing and safety. Stakeholder engagement is ongoing and informs learner wellbeing	**Well -Implemented** We have sufficient practice and evidence in place. Ongoing processes in place

Outcome	Summary of Findings	Action Plan
	and safety practices. Complaints are documented in a register maintained by the General Manager (GM).	
Process 3: Publication requirements **Clause 9**	**(a&b)** The DAP and Code Strategies are incorporated into TII's *Strategic Plan for Business*, updated annually and accessible on the TII website. The Student Handbook includes information on wider strategic goals and objectives and is informed by student feedback on wellness issues. TII's mission, vision, and values are also published online. (c) The DAP Strategy, created in June 2024, aligns with the Code of Practice Statement and Action Plan, - available on the website. There have been no complaints in 2024, and the NZQA EER rating is published as Category 1. Minutes from relevant meetings and ILPs are accessible to staff.	**Well -Implemented** We have sufficient practice and evidence in place. Ongoing processes in place
Process 4: Responsive wellbeing and safety systems	**Overview for Process 4 (Clause 10 1-3)** We have well established and effective complaints and incident reporting systems and TII's responses are timely. TII's Emergency Management Plans and protocols, including those listed in the critical incident and emergency management register, support TII's compliance with Code requirements. Incidents are recorded and records are kept securely. The incident register is maintained by the Lead Administrator and reported to the SLT. Staff are informed of complaints and incident procedures and able to advise learners when required. This information is also available to learners in the Student Handbook. As defined in the Talent International Institute's Policy and Process Document **TII defines a *Critical Incident* as an unplanned or unforeseen traumatic event which has an impact on the institution, its staff, its learners and the wider community.** Examples of critical incidents and emergencies are, but not limited to fire, chemical spill, gas leak, flood, pandemic, and an act of terrorism, threat to safety of staff, learners and the wider community. Further TII definitions around critical incidents are *Emergency:* an event, or series of events, that can cause death or significant injuries to staff, learners, or the public; or that can suspend business, disrupt operations, create significant physical or environmental damage, or that can threaten the TII's financial standing or public image. *Epidemic/Pandemic*: Country wide or worldwide spread of disease; widespread occurrence of infectious disease which may spread quickly to many people. *Learner-Centered event:* is an event involving one or more learners, which may involve sudden illness (potential for pandemic response), sudden illness causing death, self-harm incident, accident-causing serious injury or accident-causing death. This can be course related or outside of teaching time. The *Incident Emergency Control Centre* (Level 2 Meeting Room) is an area or zone on campus that has become the base for the Incident Emergency Management Team (IEMT). The IEMT is a group led by an Incident Controller who has been assembled from throughout TII and who has the training, skills and knowledge required to react effectively during an incident or emergency. IEMT is responsible for the operational management of the incident or emergency in line with the Incident Emergency Management Plan with the immediate focus on saving life and property. Strategic Emergency Management Group is the SLT and will be responsible for events that have long-term, high fiscal impact on the organisation. Such an event would have an impact on business continuity and a strategic way forward for the organisation. This group is convened on advice from the Incident Controller. A full review of	See explanation of Clause 10 (1-3) below

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Outcome	Summary of Findings	Action Plan
	these processes, procedures and definitions began in August 2024 and will conclude in February 2025 as per TII's policy review cycle. During the week of Code Attestation, a critical incident occurred. TII is following our process and investigating this incident. When the investigation is concluded, TII will update this document. No other critical incidents have been reported to date.	
Clause 10 (1-2)	**(1)** Effective processes and mechanisms have been established and well implemented to identify and address trends or concerns related to learner wellbeing. **(2)(a-c)** Ongoing staff training needs are identified, with resources from both internal and external providers. Staff have completed PD training on Te Tiriti o Waitangi, The Code, wellbeing, cultural capability, learner disclosures, and diversity with ongoing professional development planned 2024-2025. **(d)** TII has effective complaints and incident reporting systems, ensuring timely responses. The Critical Incident/Emergency Policy will be reviewed in February 2025. **(e)** All staff received training in responding to disclosures and relevant matters, and external service providers are engaged to support learners. **(f)** A new Privacy Officer was appointed in 2024, with policies in place for safe handling of personal information. Key staff have completed Privacy Commission Training, and **(g)**, and PD sessions with local service providers address learner wellbeing. **(h)** In emergencies, the GM declares a Critical Incident, activating the management plan. The Incident Emergency Management Team oversees responses, focusing on safety and property protection. A review of these processes will occur as part of TII's policy cycle. **(i)** TII assesses and identifies training needs on an ongoing basis and brings in external/internal PD resources as needed. As part of our ongoing processes, TII will review the Critical Incident/Emergency Policy Due February 2025 as part of our ongoing processes	**Implemented** We have sufficient practice and evidence in place that will be further enhanced by the following: **AP 3: Further PD on how to recognise indications of suicide/self-harm and general learner distress. Planned for January/February 2025**
Clause 10 (3)	**a)** Solid emergency response plans and policies are in place, with regular drills and information provided during Orientation. **(b)** A 24/7 contact details for urgent matters is listed in the Student Handbook; many staff are First Aid qualified and trained as Emergency/Fire Wardens. **(c)** The SLT coordinates decision-making during emergencies, following established procedures in the TII Critical Incident and Emergency Management Policy. **(d)** Emergency procedures are accessible on campus noticeboards and the TII website, with updates provided regularly. **(e)** Staff receive training on emergency protocols, mental health, de-escalation, and risk identification. <u>TII has procedures in place to lock doors in an emergency,</u> but also shares this building with several other businesses. Led by Huadu (Landlord) Building Manager, work is currently underway to create a lockdown policy for the whole building, coordinated between all business tenants. (Due June 2025)	**Implemented** We have sufficient practices and evidence in place **AP 4: In coordination with other building tenants, led by the landlord's Building manager, create and implement a lockdown procedure for the whole building. Due June 2025 (tentative)**
Outcome 2: Learner Voice: Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.		
Process 1: Learner voice Clause 12.	Relevant information regarding maintaining a culture where the learner voice is respected is also covered in the Annual Code of Practice training and has featured in several NZQA 101 Code workshops. TII builds robust and effective relationships with learners and their communities to review, develop and improve learner wellbeing and safety strategic goals, strategic plans and practices	**Well - Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	(a-b) Effective relationships with our diverse range of learners are built through orientation, SV meetings, surveys (at 6 weeks approximately 6 months), and one-on-one interactions. Student feedback forms are reviewed by the QM and Principal and reviewed with tutors. **(b)** Our LWSC meetings have worked well this year and contributed to meeting this outcome. The SV are involved in reviewing wellbeing and safety strategies, with the SV actively contributing feedback. Where necessary we have used senior staff with language skills to act as translators to aid understanding of issues raised by students through the process. The principle being student voice does not equate to the need to speak English rather an open mechanism to give student an opportunity to raise compliments, observations, or concerns. **(c)** Formal processes include monthly Student Voice meetings, student surveys, and engagement with cultural advisors, while informal processes involve ongoing communication with students and families. **(d)** Timely resources and information are provided to enhance learner participation in decision-making, supported by ILPs and community, and industry engagement. **(e)** Plans are in place to increase student representation in wellness meetings, with a member from the Student Voice invited to the Learner Wellbeing and Safety Committee meetings twice yearly.	
Process 2: Learner complaints **Clause 13.**	In June to August 2024, TII reviewed the complaints process – and the review has included a refinement of the complaint definition. This refined definition (as stated above) was posted in the amended Code of Practice Overview and Action Plan 2023 document posted on the TII website 1st August 2024. **A complaint is defined by TII as a formal grievance about the quality of education or services, including unfair treatment, breaches of policy, or unmet expectations. (a-b)** TII has a robust formal process in place, overseen by the GM and supported by the *Resolution of Learner Complaints Policy, the Assessment Policy* which details our academic appeals process for learners, the *NZQA Complaints Process*, and the *Student Handbook*. There have been no complaints in 2024 and one complaint in 2023 where the complainant, enrolled in a non-credit bearing, non-NZQA programme, had their issue investigated by the then CEO, leading to a swift resolution and additional training for a staff member on student engagement. Complaints are handled in a timely, thorough, and sensitive manner for the wellbeing of the complainant. Systems, processes, and practices are reviewed and updated, as required, to ensure as much as practicable, that there is a significantly lower likelihood of the same complaint/issue reoccurring **(c-d)** The complaint procedure is accessible through the Student Handbook, campus noticeboards, and student services, detailing how to address concerns. TII accepts alternative ways of receiving complaints, accepts joint complaints, and encourages the presence of a support person (of the student's choice), throughout the complaints process. **(e-f)** Complaints are recorded, and the GM keeps a confidential register of these complaints. The learner's experience is covered well in our complaint procedure. **(g)** Staff training completed in 2023 on the function of the DRS. In addition, the relevant complaint procedures are in the Student Handbook) and posted on various social spaces on campus. The application form is available in TII main student areas. Key staff are familiar with the DRS scheme rules and able to comply with the processes necessary to manage a complaint appropriately. **(h)** The Student Handbook identifies the next steps if the learner is not satisfied with any step through the process. This approach is	**Well -Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	communicated with the complainant and encourages them to seek independent resolution. Likewise, learners may seek the support of an outside agency.	
Process 3: Compliance with the Dispute Resolution Scheme **Clause 14.**	The Senior Leadership Team (SLT) is well-versed in DRS rules and capable of managing complaints, ensuring compliance, and advising staff and students on necessary processes. DRS training was completed by staff in late 2023, and for all staff and students, complaints procedures are available in the Student Handbook and campus noticeboards.	**Well -Implemented** We have sufficient practices and evidence in place.
**Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments:** Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	
Process 1: Safe and inclusive communities **Clause 16 (1).**	**(a-b)** TII prioritises student success in a safe, inclusive environment. Code of Practice training for staff is held bi-annually and covers abuse identification and response strategies. Health & Safety and Learner Wellbeing Committee meetings ensure compliance. TII values cultural inclusivity, highlighted during orientation, and provides information on external support services in handbooks and around campus. Student feedback is gathered through surveys and the Student Voice initiative, while ongoing professional development addresses issues like bullying and mental health awareness. The SV, ILPs, Student Support Services, Student Handbooks, staff PD, signage around campus, ongoing review of processes, ongoing discussion with learners, and the work of the LWSC, all ensure that TII is recognising and responding effectively to issues arising. TII employed specialised staff experienced with at-risk youth, including a Māori Hauora coach, and a youth worker. Tikanga is reinforced and staff will hold huis with whānau as necessary. **(c-d)** Through organisational leadership and meetings, TII promotes an inclusive culture in the learning environment. The SV engages with cultural needs, addressing Tertiary Education Strategy questions and providing feedback. This has led to initiatives like cultural events, staff professional development, and the TII Campus Cultural Day in October 2024, celebrating diverse cultures. **(e)** Learners are provided with updated information sources and resources through multiple and readily available channels, including a range of external support services (through orientation, the Student Handbook and additional flyers and posters can be found in classrooms or in social spaces. **(f)** The learning environments are collaborative, encouraging students to connect and support each other, including their friends, whānau, and community. This is facilitated through processes such as the enrolment process, SV, LWBS & DAP meetings, shared kai/cultural events, site visits, placements, and ongoing engagement with cultural and community groups.	**Well -Implemented** We have sufficient practices and evidence in place.
Process 2: Supporting learner participation and engagement	**(a-b)** Students are invited to express their opinions in a nurturing and secure environment. They have opportunities to share their perspectives during class discussions, ILPs, and through the SV initiative, as well as in direct conversations with staff. Student Voice representatives attend LWSC and HS meetings at least twice a year, allowing them to engage actively and share their thoughts within their learning community. In this way, learners are encouraged to connect and build relationships, develop social, spiritual and cultural networks. **(c)** TII has begun the journey of incorporating and using te	**Implemented** We have sufficient practices and evidence in place, enhanced by staff of continuing to embrace te reo and tikanga Māori in practice.

Outcome	Summary of Findings	Action Plan
Clause 17 (1).	reo and tikanga Māori in the life of TII, an initiative embraced by staff and students, informed by ongoing PD and community/iwi involvement.	
Clause 17 (2).	**(a-b)** Teachers assess student participation and engagement through six-weekly progress tests and weekly feedback reports that identify students who may be "At Risk" for proactive intervention. Individual Learning Plans support learners in adjusting to tertiary study, while the School of Construction facilitates individual meetings to discuss career goals and academic progress, alongside support for returning learners' visa applications. Tutors maintain oversight of learner achievement through course trackers, and SMS. We are investigating the possibility of a new SMS system to enhance reporting and monitoring effectiveness and reliability. **(c-d)** Learners are given the chance to confidentially discuss pathways, wellbeing, career development and/or further study through ILPs, Student Services, SV, and referrals and access to external agencies, providers, and guest speakers.	**Implemented** We have sufficient practices and evidence in place that would be enhanced by more effective reporting functions from our SMS. Review of SMS - see **AP 2**
Process 3: Physical and digital spaces and facilities **Clause 18.**	**a)** TII prioritises student needs in space design, featuring high-speed Wi-Fi and addressing concerns about heating and lighting. **b)** The organisation provides a safe learning environment, using feedback from student surveys and the Student Voice to identify barriers and improve facilities. **c)** Tutors work with students to adjust room layouts to support diverse teaching methods, with access to technology and social spaces. **d)** Māori input is actively sought for designing physical and digital environments, ensuring cultural considerations are integrated into learning practices.	**Well -Implemented** We have sufficient practices and evidence in place.
Outcome 4: Learners are safe and well: Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.		
Process 1: Information for learners about assistance to meet their basic needs. **Clause 20 (1).**	**(a-c)** TII provides comprehensive support for learners to identify and manage their basic needs from pre-enrolment to study completion. Student handbooks and brochures at reception offer essential information, while teachers and support staff are available to discuss individual needs, including housing, transportation, food, and welfare. Guidance on tenancy issues is provided for students seeking accommodation. Additionally, international students connect with local ethnic support and community clubs, such as the Canterbury Kerala Association, local Philippine (and other) community groups and the Canterbury Chinese Student Association, enhancing their integration and support networks. Students and staff are encouraged to utilise the fully equipped gym and Mason Durie's Te Whare Tapa Whā (Hauora) holistic health wellbeing model has been introduced and implemented into the AE programme and further staff PD is planned in February 2025 to introduce to all staff. TWTW aligns with TII's Culture of Care.	**Well-Implemented** We have sufficient practices and evidence in place that are enhanced by ongoing PD processes.
Clause 20 (2).	Other than providing breads and spreads to Pumanawa students (Alternative Education) and facilitating the preparation and cooking of food for Pumanawa class teaching activities, TII does not serve food to students and staff. TII does not provide accommodation premises for students.	**Implemented** We have sufficient practices and evidence in place
Process 2: Promoting physical and	**(a-d)** TII prioritises students' physical and mental health through various resources and support systems. The Student Handbook includes a dedicated Mental Wellness booklet, while staff trained in	**Well -Implemented**

Outcome	Summary of Findings	Action Plan
mental health awareness **Clause 21.**	Mental Health 101 provide relevant support. Initiatives encourage responsible eating, exercise, and balanced lifestyles. The Pumanawa program offers physical fitness activities. Classroom discussions, noticeboards, and guest speakers promote awareness of health practices, alongside ILPs and the Student Voice forum. Cultural connections are supported by a Māori Hauora coach and the diverse staff backgrounds. Health and Safety information is shared during orientation, and students can report concerns to tutors. Overall, TII encourages a culture of care, aligning with Mason Durie's Te Whare Tapa Whā model, with further staff training planned for 2025 to enhance understanding of holistic wellbeing.	We have sufficient practices and evidence in place.
Process 3: Proactive monitoring and responsive wellbeing and safety practices. **Clause 22 (1).**	**(a-c)** Systems, processes, and practice meet the requirements of this clause. Interactions with nominated people are kept securely in the SMS. The application form and annual Code of Practice training comply with this process well. Alternative contact details for over 18s are included in the enrolment form along with guidance on when such an approach would be made, generally in an emergency. **(d-g)** When students disclose health, learning, or wellbeing issues, staff meet with them to assess needs and offer support, including referrals to external services if necessary. Informal discussions, along with the Student Voice forum and ILPs, facilitate ongoing communication. (TII management, staff are approachable, and students can raise concerns with them. SV representatives may act as advocates, and suggestion boxes have been used for anonymous disclosures. Staff at TII treat student information/disclosure with care and according to the Privacy Act. Students identified as "At Risk" are recorded in our SMS (Wisenet), and staff communicate to support and manage their wellbeing needs. External agencies are recommended where necessary and are also listed with contact details in the Student Handbook. Incidences of harm, including sexual assault, are handled with sensitivity but quickly escalated to senior management for the support and safety of all involved. Confidentially and privacy is maintained. **(h)** There is an opportunity for disability disclose at application, in the interview process and throughout a student's study enrolment period. Refer DAP on website. Teaching teams or support staff will meet with the student to understand the issue and assess how TII can offer support where possible. If necessary, we can direct students to external services or in complex cases seek advice from health professionals, or HR specialists before responding. **(i)** TII has well established and effective processes in place to respond to disruptive and threatening behaviour in a way that is sensitive to a learner's situation. **(j)** Where a student's studies are interrupted by circumstances beyond their control, Student Services, overseen by the Principal, take a compassionate and supportive approach to facilitate re-entry into the study programme.	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 22 (2).	Critical contact information is gathered during the enrolment process. Students must notify the Administration Team of any changes to their contact information (also, students are surveyed about contact details 2x yearly).	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 22 (3).	We have processes in place to contact next of kin if there is concern about the wellbeing or safety of a student. Examples could include: if a student suffers from a medical event, self-harm, harm, serious harm, abuse, or other incident where it is considered appropriate to contact the nominated person. If Student Services are unsure	**Well -Implemented** We have sufficient practices and evidence in place.

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Outcome	Summary of Findings	Action Plan
	whether to contact a parent or guardian. the GM/Principal or DP will be consulted before doing so.	
Clause 22 (4).	Tutors maintain a risk register for students and note any issues or concerns in our SMS, (Wisenet). The risk register is kept with the administration / student services team and regular discussions take place with appropriate staff to support and manage student and staff welfare needs. Tutors report risks to be added to the register We will introduce an Audit and Risk Committee (ARC) in 2025. Risk will be recorded in the TII Risk Matrix overseen by the Audit and Risk Committee.	**Implemented** We have sufficient practices and evidence in place that will be enhanced with the introduction of the TII **Audit and Risk Committee (ARC) due June 2025. AP 5**

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners (Outcomes 8-12)

Outcome	Summary of Findings	Action Plan
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners: Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.		
Process 1: **Clause 35.**	• Outcome 1: A learner wellbeing and safety system • Outcome 2: Learner voice • Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments • Outcome 4: Learners are safe and well The Gap Analysis for Outcomes 1-4 (above) applies to international tertiary learners. In this way, TII ensures that practices and processes in place under this code respond effectively to their diverse learner needs. Our **Health and Safety, and Learner Wellbeing and Safety Committee** has allowed us to make improvements in our services and we will continue to use these committees alongside our Disability Action Plan Strategy and the Student Voice to triangulate and monitor wellbeing and safety practices for international (and all) students. Input from students has been received, however language barriers with ESOL students and cultural dynamics can prevent full and frank feedback from students. Senior international staff will translate where possible to more effectively engage with students around this outcome.	**Well -Implemented** We have sufficient practices and evidence in place. Ongoing processes in place.
Outcome 9: Prospective international tertiary learners are well informed: Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.		
Process 1: **Marketing and promotion** **Clause 37.**	**(a)** Feedback from learners, agents, student surveys, and SV is gathered for improvement and informs the marketing and promotion process. Needs are discussed with prospective students during the interview and enrolment stage, details are collected at time of entry into a programme. Staff participate in Code 101 Workshops and PD sessions (at least bi-annually). Training is ongoing and documented. **(b)** Changes to and developments of information provided to	**Well - Implemented** We have sufficient ongoing practices, systems, reviews and evidence in place.

Outcome	Summary of Findings	Action Plan
	prospective learners are addressed through Action Points raised at relevant meetings – SLT Marketing Team; LWSC and TII Student Support Services; Administration Team meetings. The following documentation provides the required information for students and collects the feedback necessary to ensure compliance with this process. • Enrolment Documentation: Student Application Form, Offer of Place, Enrolment Contract • First week questionnaire • Student and Programme Handbook • Marketing Flyers • TII website • Other documentation presented to learners at Orientation TII regularly reviews and updates information for accuracy. **(c) (i)** EER information is communicated via the TII Website, International Prospectus and flyers, via agents, and other documentation. Programme and enrolment information is available to learners through these channels and the Student Handbook. **(ii)** Educational instruction, staffing, and facilities details are provided during orientation and in promotional materials. **(iii)** The SLT Team is familiar with the Complaints Process, advising staff and students, with information available in the Student Handbook and on campus noticeboards. **(iv)** Information on learning outcomes and pathways is updated in promotional materials and shared through licensed immigration advisors. **(v)** Estimated study and living costs are documented on the TII Website and in the Student Handbook. **(vi)** TII does not provide accommodation but has a Homestay Provider Agreement with NZ Homestay, accessible via the TII website.	
Process 2: Managing and monitoring education agents **Clause 38.**	All requirements of this Clause are met by TII's well established and effective polies (reviewed as part of our 3-year Review Cycle. **(a-d)** The following policies and documentation are compliant with Process 2. Several Marketing and Agent Management policies were updated in 2023 and 2024 in line with QMS review requirements and to ensure alignment with the Code. • Agent Reference Check Form • Agent Application Form • Agent Agreements • Agent Performance Review Survey • Agent performance Review Form • Agent and Student Feedback Mechanisms (i.e., surveys) Any agent applying to work with TII Limited undergoes 2 reference checks (from 2 providers), and all documents are checked before the Agent Agreement form is signed. Existing contracts with established agents have been updated to align with the Code and Privacy requirements. Newer contracts align with Code and Privacy requirements. Contracts (as a document) are reviewed as part of our 3 yearly policy review cycle. Agent performance monitoring is as per the Code requirements and obligations. Agents acting unprofessionally (refer to Clause 38) will not have their contracts renewed and agreements will be terminated based on the seriousness of the situation. That will be determined by the SLT. **(e)** Regular updates on the website are provided to agents with key Information. This is an ongoing process. A shared OneDrive 'one-stop-shop' for agents to source flyers, photographs of Christchurch City campus and citywide videos, the Code, programme information, application and enrolment documents etc. Agents are notified as the	**Well -Implemented** We have sufficient practices and evidence in place, enhanced by the introduction of the updated Agent Performance Review Survey and Agent Performance Review Forms in September 2024.

Outcome	Summary of Findings	Action Plan
	information is updated. Training of all agents is undertaken via online meetings, emails, phone, and face to face meetings.	
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 the enrolment contract.		
Process 1: Offer of educational instruction **Clause 40.**	Evidence of TII's compliance with this clause (in addition to our placement tests which ensure the correct level of instruction), is found in enrolment and admission documents and records (including the Offer of Place) and student files. Internal Quality Assurance checks and approvals are in place to manage technical offers or conditional offers so that such conditions are fair, reasonable, and consistent with Programme Regulations in place for various programmes. Students also have access to this information from: enrolment and admission records and documents including the Offer of Place, Student Handbook, International Prospectus, TII Website, Agents, NZQA (for NQF qualifications).	**Implemented** We have sufficient practices and evidence in place.
Process 2: Information to be provided before entering contract **Clause 41 (1).**	EER and information is accessible via our website (Category 1, TII is not covered by any conditions set out in Process 2 (b), A summary of the new code has been added to the Student Handbook to improve compliance further. Offers of Place detail Programme Titles, duration and where applicable NZQF Levels and credit values. including reference to conditions set out in Clause 46, (Process 7). Before signing the OOP, students receive comprehensive details related to the offer and enrolment contract. We have continued to refine our information for students on course-related costs and in particular costs associated with books. At present, we are giving indicative costs for those as they vary and change regularly depending on availability and publisher / stockist. Where the applicant is under 18, this information must be read, and a corresponding application signed by the parent or legal guardian. Information on programmes, outcomes, complaints and DR processes, refunds, insurance, and the Code is through the application and enrolment documents and reiterated in the Student Handbook and Programme Handbook. This information is also covered during Orientation (once enrolled).	**Implemented** We have sufficient practices and evidence in place that will be further enhanced with our **updated Offer of Place and all enrolment contract documents and procedures, due to complete in December 2024, (AP 6)** as part of our ongoing policy and process review.
Clause 41 (2).	Students and /or parents or legal guardians are informed about and can access details regarding learners' rights and obligations, including those outlined in the Code, through the Application Form, The Offer of Place, The Student Handbook. Booklet, and from the TII Website.	**Well-Implemented** We have sufficient practices and evidence in place. Ongoing processes in place.
Process 3: Contract of enrolment **Clause 42 (1).**	All necessary information is included in the Application to Enrol Form and the Offer of Place. Signed documents are stored in individual student files, and regular internal audits identify any missing information which is reported to the Administrator for correction. **(a)** The OOP includes clear start and end dates, and all students receive a confirmation letter upon signing. **(b)** Information is provided via the Application Form, Offer of Place, and Student Handbook. **(c)** Additional information, such as Attendance and Cyber Security Policies, Public Trust Fees agreement, and Orientation checklist, is provided at orientation and must be signed by the student or parent/guardian if under 18. **(d-e)** Disciplinary and/or contract termination information is found in the Application Form, Offer of Place, and Student Handbook, Documents contained within the Orientation Pack as described in point. At orientation, these	**Implemented** We have sufficient practices and evidence in place. See comment for process 2, 41.1) **AP 6** Ongoing processes in place.

Outcome	Summary of Findings	Action Plan
	procedures are explained to learners in person. Learners are also repeatedly informed of the role of Student Support Services in this regard – the support is available to them.	
Clause 42 (2).	TII makes every attempt to ensure that our enrolment contracts and documents are fair and reasonable. A review of enrolment documentation is currently underway as part of our ongoing review of policy and processes.	**Implemented** We have sufficient practices and evidence in place. that will be enhanced by: **AP 6 – see above.**
Process 4: Disciplinary action Clause 43	TII ensures compliance with Code requirements. Disciplinary action situations are outlined in the QMS, Cheating and Academic Appeals Process, and detailed in the Student and Programme Handbooks. Key documents include the Offer of Place, noticeboards, and the Learner Discipline Policy (P46). Students are informed of concerns and given a chance to respond before decisions are made, following the principles of natural justice.	**Well -Implemented** We have sufficient practices and evidence in place.
Process 5: Insurance Clause Clause 44 (1-2).	The Application Form provides details of the requirement for insurance, and this is confirmed in all Offers of Place. Information is provided through the: TII Website; Offer of Place; Application Form; and Student Prospectus. Learners are required to have Insurance (covering Code requirements (a)-(d) of this Clause) from the time they commence their travel to NZ, and for the duration of their study period in NZ, until their Visa expires. International learners are not able to attend class until insurance is in place. TII organises and monitors insurance and alerts students when insurances are required to be updated. From October 21st, 2024, insurance will be in place 10 days prior to start date or if the travel date is known by TII, from the day before the student travels to NZ from their country of origin. Insurance will cover travel to country of origin or up until the day after Visa expiration (if travel dates are unavailable to TII). TII meets Code requirements in this regard. TII organises and monitors Insurance and alerts students when insurances are required to be updated. Our Student Services team track visa and insurance renewal dates and provide updates to students as required. Also see Clause 44.1 above.	**Well -Implemented** We have sufficient practices and evidence in place. Ongoing processes in place.
Clause 44 (3).	TII ensures that the insurance purchased meets the Code requirements. Insurance will cover travel for the purpose of embarking on connecting flights to and from New Zealand (see above clauses).	**Well -Implemented** We have sufficient practices and evidence in place.
Process 6: Immigration matters Clause 45.	Students' alignment with Process 6 is managed via our Academic achievement and attendance policy, supported by feedback from staff related to any academic misconduct or early departure from a given programme. In 2023, we secured staff access to Staff have access to INZ VisaView and we check and validate visa status as part of the enrolment process. Staff have been trained to check and notify the Principal of any situations emerging where a student should be reported to INZ. • Students are required to give their visa information on the application form. • Wisenet System • Academic achievement and attendance policy	**Well -Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	We notify INZ of student departures that are not consistent with their Visa conditions. TII processes and procedures are consistent with Code requirements, - (a-c) of this clause.	
Process 7: Student fee protection and managing withdrawal and closure **Clause 46 (1).**	**(a)** All fees paid by International Students >$500 are banked into TII's account with the Public Trust. TII maintain an active dialogue with Public Trust to ensure that student fees >$500 are loaded into the corresponding Student Trust Accounts and funds are drawn down as set out in the Public Trust Payment Schedule. Should a student withdraw or this signatory close and end educational instruction, details of process can be found in our QMS under Cancellations, Withdrawal and Transfers for international students' Policy. **(b)** The Refund Policy is fair and reasonable and outlines when a refund is given and under what circumstances this might happen. **(c)** Sufficient information is provided for all students (or parent/guardians of learners under 18 years of age) to understand their rights and obligations under the refund policy.	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 46 (2).	(a-e) The Refund Policy is available on the website (from the Student Handbook), and from the Application Form. This information outlines when a refund is given and under what circumstances this might happen. Points a) to e) are covered in this document.	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 46 (3).	The Refund Policy outlines the circumstances under which refunds are issued, in compliance with code requirements. Documentation is completed and sent to the Public Trust to adhere to the Anti Money Laundering Act, with a copy kept on the student file. Full programme fees are refunded, along with any excess paid beyond study fees and airport pickup, which is returned to the learner's NZ bank account at the end of their study.	**Well -Implemented** We have sufficient practices and evidence in place.
Outcome 11: International learners receive appropriate orientations, information and advice: Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.		
Process 1: Provision of information **Clause 48.**	**(a-c)** Information is provided to learners during orientation through both verbal and written formats, allowing them to ask questions. The orientation includes a city tour highlighting key facilities and services. This information is reviewed annually and includes various documents such as the orientation checklist, application forms, and the Student Handbook. The Handbook covers topics like complaints, policies, healthcare, and living in New Zealand. The TII website also offers relevant resources, including links to the Code and information on life in Christchurch. At orientation, staff explain the information in person, ensuring comprehension. Updates are regularly made to all materials to meet learners' needs. The Student Services Team is available during regular school hours, with after-hours contact information provided in the Student Handbook. NZ Homestay offers 24/7 support. Key staff names and contacts are also included in the Handbook. **(d)** Health and safety information is regularly updated and accessible to learners through various means, including: Health & Safety posters displayed on campus; The Student Handbook; The Application to Enrol Form, which allows declaration of health and disability status; Emergency evacuation procedures for students with disabilities; Guest speakers on health and safety topics; 'Site Safe' training for construction students; Participation of a Student Voice representative in health and safety meetings; Access to TII's Disability Action Plan on the website. **(e)** Information regarding termination of	**Implemented** We have sufficient practices and evidence in place that will be further enhanced with a **designated H&S noticeboard to be set up by the end of January 2025 (AP 7),** **TII will also implement a Building Assistant Register for people with disability (TII staff and students) January 2025 (AP 8)** Ongoing processes in place.

Outcome	Summary of Findings	Action Plan
	enrolment and legal rights and obligations is provided to learners through multiple channels: Student Handbook; Offer of Place; TII Website; International Prospectus; Orientation discussions with staff. This information is regularly updated and includes links to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice and relevant complaint processes. **(f)** Information about legal rights and obligations for international learners is regularly updated and accessible through: Student Handbook; Offer of Place; TII Website; International Prospectus; Links to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice; Complaints Process and related policies; This information is also covered during orientation discussions. **(g)** Information on relevant policies and services for international learners is regularly updated and available through: TII Website; International Prospectus; Offer of Place and the Student Handbook. **(h)** Information on support and facilities is available through the TII Website; International Prospectus; Student Handbook; Noticeboards and through discussions with staff. Cultural adjustment matters are addressed during orientation, in the Student Handbook, and supported by the Student Voice and Wellbeing Teams. Minimum wages and labor conditions are detailed in the Student Handbook. Maximum working hours for student visa holders are provided during orientation and discussed regularly. Employment information is accessible in the Student Handbook, with staff available for discussions. d. Employment issues are addressed at orientation, with support from tutors and Student Services. Guest speakers provide insights, and resources from the Human Rights Commission and Citizens Advice are available on campus noticeboards. **(i)** Parents, legal guardians, or residential caregivers of international learners will have access to all information, advice, or programs provided to the learner. Regular meetings are held with tutors to discuss student progress. For other user-pays international tour groups, refer to Clause 50 in Outcome 12.	
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.		
Process 1: International tertiary learners under 18 years **Clause 50.**	**(a)** TII has a limited number of international learners under 18, all residing with their parents. Parents are actively involved in the enrolment process and are kept informed about their child's progress. The Student Support Services team maintains communication with parents and offers on-campus support, including a 24-hour contact number for assistance. TII documentation includes Procedures for Under-18 Enrolments, Parental Consent Forms, Parental Under 18 International student Enrolment approval form, Application form, Blanket Consent Form, Parent handover letter. If learners under 18 do not live with parents, additional agreements are made with NZ Homestay, a registered provider. Short-term holiday programs for learners aged 10-18 involve classroom experiences linked to tours, without formal enrolment. Accommodation is organised through NZ Homestay, with some learners staying with accompanying adults at a nearby BnB. **(b)** The Student Services Team communicate daily with adult supervisors of visiting international learners aged 10-18. Progress is monitored and reported by these supervisors, typically school groups with their	**Well -Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	teachers or parents. For international learners aged 10-18 living in Christchurch, tutors meet regularly with parents to discuss student progress. Parents can also reach out directly to the tutor and Student Services with any concerns. All staff working with learners under 18 are Police vetted. Additionally, all non-short stay holiday programme international learners under 18 live with their parents, and no accommodation-related issues have occurred. **(c)** Designated staff member to proactively monitor and address any concerns about international tertiary learners under 18 years: The Student Services Coordinator will liaise with touring parties, monitor and address any concerns about international tertiary learners under 18 years. **(d)** For international learners in the care of a residential caregiver, a transfer plan is established for transferring care to the learner's parent, legal guardian, or an approved person, both during enrolment and at its end. Parents or guardians are notified of each transfer plan. In short-term holiday programs, the Student Services Coordinator facilitates communication between supervisors, chaperones, and parents. Learners are supervised until picked up by their Homestay parents, who meet with group supervisors upon drop-off. If learners are not in Homestay, their parents or chaperones stay with them. If a learner is unhappy with their Homestay situation, a transfer to another family will be coordinated with the Homestay company and relevant supervisors, involving parents as needed.	
Process 2: International tertiary learners under 10 years **Clause 51 (1).**	No learners under 10 years old have enrolled in longer NZQA-approved programmes. In the Tuition Centre, international learners under 10 living in Christchurch are required to live with their parents or legal guardians. TII only enrols these students when parents have signed necessary contracts and are kept informed about their child's progress and decisions. All staff working with learners under 18 are Police vetted. For relevant documentation, please refer to Process 1. For short stay or holiday programmes, TII typically does not accept learners under 10 <u>unless they are always accompanied by a legal guardian or parent.</u> TII has recently introduced a policy to not accept/enrol international learners under 10 years of age for holiday programme or short stay touring parties. Policy to be reviewed in March 2025.	**Implemented** We have practices and evidence in place that have been enhanced by a clearer policy on the minimum learner age acceptable on short stay visits **Action Plan: AP 8: Review newly adopted policy around international learners under 10 (in touring parties), March 2025.**
Clause 51 (2).	There have been no learners under 10 enrolled in long-term (over 1 month) NZQA-approved programs. TII has not typically accepted international short stay learners under 10, unless accompanied by a legal guardian or parent. In the Tuition Centre, international learners under 10 must live with parents or legal guardians. TII enrolls only enrols those students whose parents have signed necessary contracts and remain informed about their child's progress and decisions. Compliance with clauses 48-50 has been maintained. TII ensures compliance with clauses 48-50 by providing comprehensive orientation and support for international learners under 10, including regular updates to parents/guardians on their progress, health and safety information, and legal rights through accessible resources	**Implemented** We have practices and evidence in place. **See AP 8** Ongoing processes in place.

Outcome	Summary of Findings	Action Plan
	such as the Student Handbook, website, and direct communication with parents and guardians. Established mechanisms collect feedback from learners and parents to further improve these processes.	
Process 3: Decisions requiring written agreement of parent or legal guardian **Clause 52.**	TII has a limited number of applicants under 18, all living with their parents. The enrolment process mandates that guardians or parents of learners under 18 complete and sign application forms, actively participating in decisions affecting the student's welfare and academic journey, including those enrolled in the Tuition Centre. For short stay holiday programs, supervisors, guardians, parents, and chaperones accompany international learners under 18 and are involved in decisions impacting the learners. TII's adherence to Clause 52 of the Code is supported by robust enrollment procedures and documentation, clear communication channels between Student Services and parents or caregivers, and established feedback mechanisms. These include surveys, discussions, Individual Learning Plans (ILPs), phone calls, suggestion boxes, and the involvement of the Student Voice.	**Well-Implemented** We have sufficient practices and evidence in place.
Process 4: Accommodation for international tertiary learners under 18 years **Clause 53 (1).**	**(a)**In 2024, all TII international learners under 18 (excluding those in short stay holiday programs) lived with their parents. The Student Support team maintains regular communication with parents and offers 24/7 support for learners. Only short stay holiday program students have been placed in Homestay, as TII does not provide accommodation directly but refers students to NZ Homestay, a compliant provider. Visiting learners may stay with NZ Homestay or at Cranmer Terraces, a fully certified facility. The Student Services team collaborates with NZ Homestay and tour supervisors to ensure safe accommodation. International learners are checked within their first week and regularly surveyed about their accommodation at 2 weeks, 6 weeks, and 6 months. Orientation includes a Student Handbook outlining support services and the NZQA Complaints Procedure. **(b)** In 2024, all TII international learners under 18 lived with their parents. The Student Support team regularly communicates with parents and provides 24/7 support for learners, who are surveyed about their accommodation throughout their studies. TII does not provide accommodation directly but refers students to NZ Homestay, which most learners prefer. TII has a contract with NZ Homestay, a fully compliant provider that undergoes regulatory audits and home inspections) to ensure safety and compliance. **(c)** TII does not offer accommodation services, and there have been no international learners in Homestay over 18. NZHS, which provides Homestay services, undergoes regulatory audits and home inspections. If a learner is dissatisfied with their Homestay, TII Student Services assists in transferring to another provider. All students, whether they live with family or friends, are surveyed about their accommodation at 2 weeks (if in Homestay), 6 weeks, and 6 months. If support is needed, Student Services will visit family homes or help find alternative accommodation as requested. **(e)** TII has a written contract with NZH, effective May 2024, outlining the roles and responsibilities of each party regarding the care of learners. While TII does not provide Homestay or accommodation services, it refers students to NZH. Students can access information about NZH through the TII website or by requesting details from Student Services. This contract will be reviewed on a yearly basis to maintain compliance and effectiveness**. (f)** NZ Homestay conducts home visits and other required processes as outlined in their contract. Students	**Well-Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	are surveyed about their accommodation, and they can approach staff for support. Currently, there have been no enrolled international students under 18 in Homestay; only short-term holiday program students aged 10-16 have used this option. **(g)** TII does not provide accommodation but refers learners to NZH for Homestay options. Only short-term holiday program students aged 10-16 have been placed in Homestay, while adult international learners typically choose to live with families or rent independently. **(h)** refer to contract with NZH (or Homestay provider contracts). TII does not provide learner accommodation. Relevant forms are: TII's under 18 Parental Consent Form. Parental is also permission provided to the touring school or agency. **(i)** TII does not provide accommodation or homestay services directly. The contract with NZH ensures age-appropriate placements for learners. For visiting short stay holiday programs (1-2 weeks), students are typically placed with NZH, which maintains appropriate separation from other age groups. If holiday program touring parties seek alternative accommodations (i.e., BnB) supervisors group students by age. **(j)** All short-term holiday international students are appropriately supervised in their accommodations, whether in homestay or alternative options. There are no international students under 18 enrolled in TII's longer-term programmes.	
Clause 53 (2).	There have been no international learners over 18 and enrolled in longer term (over 1 month) NZQA approved programmes in Homestay or residential care accommodation. Adult international learners usually choose to live with family or in a rental situation.	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 53 (3).	TII adheres to the code in this regard.	**Well -Implemented** We have sufficient practices and evidence in place.
Process 5: Safety checks and appropriate checks for learners under 18 years **Clause 54 (1-2).**	**(a)** In 2024, all TII international learners under 18 lived with their parents. Our Student Support team maintains regular communication with parents, offers on-campus support to learners, and provides a 24/7 contact number for both. Staff regularly review processes and participate in NZQA Code 101 refresher training. TII has a contract with NZH for service provision, independent of TII. NZH is fully code-compliant and meets the required criteria as outlined in the contract. **(b)** TII does not provide accommodation but refers students seeking homestay services to NZ Homestay as an accommodation option. NZHS is a code compliant and approved provider. Most learners prefer to stay with families. TII has a contract with NZH for service provision, independent of TII. **(c)** TII does not provide accommodation but refers students seeking homestay services to NZ Homestay as an accommodation option. NZH is a code compliant and approved provider. Most learners prefer to stay with families. Note: TII has a contract with NZH for service provision, independent of TII. NZH is fully code compliant and meets these criteria as per the code/ as per the contract. **54.1 (d-e) and 54.2** See Process 5 (c)	**Well -Implemented** We have sufficient practices and evidence in place.
Clause 54 (3).	TII does not provide accommodation but refers students seeking homestay services to NZ Homestay as an option for accommodation. NZHS is a code compliant and approved provider. Most learners prefer to stay with families. For short stay holiday programmes,	**Well-Implemented** We have sufficient practices and evidence in place.

Outcome	Summary of Findings	Action Plan
	supervisors travelling with students will usually supervise them in accommodation. If the supervisors are accompanying the learners for the purpose of supervising them during academic instruction only – TII will insist on learners being supervised in accommodation – and this often means Homestay placements.	Ongoing processes in place.
Clause 54 (4).	TII does not provide accommodation or Homestay services. TII has a contract with NZHS for service provision, independent of TII. NZHS is fully code compliant and meets these criteria as per the code/ as per the contract.	**Well-Implemented** We have sufficient practices and evidence in place.
Process 6: Accommodation for international tertiary learners 18 or over **Clause 55 (1).**	**(a)** TII does not provide accommodation or Homestay services but has a contract with NZHS, which is fully compliant with all regulatory requirements. Learners often choose to stay with family or rent independently. The Student Services team meets with international learners in their first week and conducts regular check-ins to address any accommodation concerns. Additionally, students can disclose issues to their tutors. Formal surveys on accommodation are conducted for Homestay students at 2 weeks, 6 weeks, and 6 months, and for all students (including international) at 6 weeks and 6 months. **(b)** TII does not provide accommodation or Homestay services but contracts NZH, which is fully compliant with all regulations. TII offers information on homestay options in Christchurch through the Application Form, website, Student Handbook, and other documents. Throughout their studies, TII's Student Services regularly checks with learners and supports international students with any accommodation issues. Students are encouraged to raise concerns with the team, tutors, staff, or Student Voice representatives.	**Well-Implemented** We have sufficient practices and evidence in place.
Clause 55 (2).	TII does not provide accommodation or Homestay services. TII has a contract with NZH for service provision, independent of TII. NZH is fully code compliant and meets these criteria as per the code/ as per the contract. Most international learners prefer to live with family or find independent rental accommodation. TII Student Services will support international learners should accommodation issues arise. At orientation, all learners (including international learners) are presented with a Student Handbook outlining student support services available, and the NZQA Complaints Procedure, should that process be required. Handbooks also include references to mental wellness information and services, and other community support services.	**Well-Implemented** We have sufficient practices and evidence in place.

Report End.