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## 2023 Self Review – The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 v6

| # | Date  | Details   | Approved             |
|---|---|---|----------------------|
| 1 | 18 <sup>th</sup> October 2023                         | Core Self Review Completed and sent to ELT for sign Off   | S Brougham           |
| 2 | 27 <sup>th</sup> October 2023                         | ELT approved Code Report and upload to NZQA   | Q Rashid             |
| 3 | 14 <sup>th</sup> February 2024                        | Review and update on progress re action points – Welfare and Website  | S Brougham           |
| 4 | 8 <sup>th</sup> May 2024                              | Review of progress on Homestay contracts, action points and website developments / rollout.   | G Taylor             |
| 5 | 25 <sup>th</sup> July and 1 <sup>st</sup> August 2024 | Some important amendments relating to Outcomes 1-2, 5-7 and 12, specifically pertaining to accommodation for international tertiary learners, and complain and incident definitions | K Grenon<br>G Taylor |

*Version 6*

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## Overview

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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 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*.

## Executive Summary

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TII's records demonstrate a high level of compliance with nearly all outcomes of *The Code* in 2023. There are three action points, identified in the self-assessment that we will implement in 2023 that will refine our processes and or information. We are pleased to note that we did not find any evidence of Non or Low Compliance.

### Actions taken in respect of the 2022 Code Review

#### Action 1 Homestay Documentation

In 2023, we updated documentation related to the student accommodation contract including adding this to the TII's student homestay application form and agreement.

In addition, our TII's homestay host family agreement was updated to list current staff members and contact details.

| Actions Resolved  |                             |  |
|---|-----------------------------|--|
| Action Taken  | Staff member(s) responsible | Timeline for action needed / Ongoing self-review system                  |
| Updated TII's homestay host family agreement to give contact information for current staff members. | V Rawle                     | Updated January 2023 and again October 2023 with new staff appointments. |

#### Action 2 Health, Safety and Wellbeing Meetings.

During 2023, the Health, Wellness and Safety Committee met regularly to review progress on several safety and wellbeing matters.

| Actions Resolved  |                             |   |
|---|-----------------------------|---|
| Action Taken  | Staff member(s) responsible | Timeline for action needed / Ongoing self-review system       |
| Meetings took place in November 2022, February 2023, May 2023, and August 2023. | Stewart Brougham            | Meetings and minutes / outcomes and actions points available. |

TII would like to see greater student participation in the Wellness, Health, and Safety meetings. In 2024 we would look to place a higher-level language student onto the Committee to strengthen *Student Voice* and *Student wellness related matters including homestay*. (See 2024 Self Review.)

### Action 3 Student Handbook

The Student Handbook provides students with a significant amount of information that is consistent with Code requirements. We have provided details of how to make a complaint both Internally and Externally and have included flyers and notices on student common areas around the process. We have also placed the NZQA, [“How to Make a Complaint”](#) 1 page flyer in each classroom.

| Action going forward   |                             |  |
|--|-----------------------------|--|
| Action Taken   | Staff member(s) responsible | Timeline for action needed / Ongoing self-review system  |
| Contact Information on Internal and External Complaints Process Flyers in each Classroom | V Rawle<br>C Fox            | Student Handbook available to all students. Flyer placed in each classroom Jan 2023 and checked quarterly. |

All items detailed in the 2022 Code Review have now been enacted and closed off.

## Recommendations made in respect of the 2023 Code Review

Overall, TII are satisfied with progress towards the implementation of the Code of Practice 2021. We are pleased to note that several documents have been refined and processes checked to see they meet.

A review of the Website under Part 6, Outcome 9 identified a need to refine our website. The focus would be to improve the design, navigation, visibility of goals around Wellness and an ability to track visitor informatics using Google Analytics.

### Recommendation 1 Upgrade of TII Website

| Action going forward  |                             |   |
|---|-----------------------------|---|
| Action Recommended  | Staff member(s) responsible | Timeline for action needed / Ongoing self-review system   |
| <p>Website Upgrade</p> <p>The current website does not provide necessary analytics and does not allow the formatting of new approved courses in a style and design consistent with our brand.</p> <p>A review and overhaul of the website has been approved and will include opportunities to increase visibility around Strategic Goals on Wellness.</p> | Julian Becker               | <p>TII are currently in discussions with a web developer around a site redesign. A Concept Plan is in place.</p> <p>Our current website will stay live until migration to the new website. There is no change in domain name or pointing.</p> <p>The new site will provide greater visibility around wellness goals and objectives, access to a range of policies and easier navigation to programme and student support resources.</p> |

### Recommendation 2 Communication between TII students and parents as applicable

| Action going forward.  |                                    |  |
|--|------------------------------------|--|
| Action Recommended   | Staff member(s) responsible        | Timeline for action needed / Ongoing self-review system  |
| Pressure test communication flows between homestay families, students, and where necessary – parents and TII | Carolyn Elliot<br>Stewart Brougham | Jan – March 2024 Ensure that students, homestay and TII have verifiable communication flow and that any issues are addressed. Validate use of forms QA processes |

### Recommendation 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. This expectation reflects work undertaken in 2023 around new programme development and a general improvement in the flow of international students to New Zealand.

| Action going forward.  |                                    |  |
|--|------------------------------------|--|
| Action Recommended   | Staff member(s) responsible        | Timeline for action needed / Ongoing self-review system  |
| Check that student enquiries in homestay requests and associated placement are robust. | Carolyn Elliot<br>Stewart Brougham | Jan – March 2024<br>Ensure that student homestay requests and placement are based on gathered information and student needs. |
| Confirm that contracts and monitoring meet requirements.                               | Carolyn Elliot<br>Stewart Brougham | Jan to March 2024<br>Feedback from students and homestays on existing processes  |

### Overview of 2023 Attestation

The following report gives an overview of TII’s documents and procedures that relate to each section of *The Code*.

#### Part 1 and Part 2 of *The Code*.

Part 1 and Part 2 of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 provide the scope, intent, details of its legislative function and details important definitions used in *The Code* document. As such they provide context and advice, however, have no Outcome statements or reporting requirements and no action is required on an annual basis by way of attestation.

#### Part 3,4,6. and 8

The following self-review details Talent International Institutes (TII) review of Part 3 to 8 of *The Code*. This self-review was overseen by the Code Administrator, Stewart Brougham (TII Principal).

#### Legend (Refer, [NZQA Sample Attestation 2023](#), “Self-Review Toolkit”)

A common legend will be used to indicate compliance within the self-review process. The legend reflects the wording used in the sample Code Implementation document released by NZQA. 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.

Part 3

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

(All requirements relate to domestic and international tertiary learners and are signatory requirements where they relate to international tertiary learners)

| Outcome 1:<br><i>A learner wellbeing and safety system</i>          | <i>Quality of Compliance</i> | <i>Evidence</i>   |
|---|------------------------------|---|
| Process 1:<br>Strategic goals and strategic plans                   | Implemented                  | New strategic objective and goals published in handbook covering learner wellbeing. There are specific goals and objectives for Wellness, approved by ELT. Our website is undergoing a significant rebuild and the wellness goals will be published on the site as part of the redesign. (See Recommendation 1) |
| Process 2:<br>Self-review of learner wellbeing and safety practices | Implemented                  | Our Wellness Health and Safety Meetings meet regularly and review wellbeing and safety.   |
| Process 3:<br>Publication requirements                              | Implemented                  | Our student handbook contains information related to wider strategic Goals and Objectives. Further details on wellness should be added. We discuss wellness issues with students and this feedback has informed the development of the goals and objectives put in place this year.<br>See Recommendation 1     |



|   |                    |  |
|---|--------------------|--|
| <p>Process 4:<br/>Responsive wellbeing and safety systems</p> | <p>Implemented</p> | <p>Staff have attended Code of Practice training offered by NZQA online, and ongoing health and wellbeing professional development is undertaken by staff. Tutors maintain a risk register for students and note any issues or concerns in our SMS, (Wisenet).</p> <p>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 Senior Leadership Team. 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.</p> <p>As defined in the Talent International Institute's Policy and Process Document 2022 v2: TII defines a <i>Critical Incident</i> 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.</p> <p>Further TII definitions around critical incidents are:<br/> <i>An Emergency</i> is 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.<br/> <i>Epidemic/Pandemic</i>: Country wide or worldwide spread of disease; widespread occurrence of infectious disease which may spread quickly too many people.<br/> <i>Learner-Centered event</i>: 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</p> |
|---|--------------------|--|

|  |   |
|--|---|
|  | <p>serious injury or accident-causing death. This can be course related or outside of teaching time.</p> <p><i>Incident Emergency Control Centre</i> is an area or zone on campus that becomes 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 senior management team which 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 strategic way forward for the organisation. This group is convened on advice from the Incident Controller.</p> <p>A full review of these processes, procedures and definitions will be undertaken in 2024, as per TII's policy review cycle.</p> |
|--|---|

| Outcome 2:<br>Learner Voice | <i>Quality of Compliance</i> | <i>Evidence</i>   |
|-----------------------------|------------------------------|---|
| Process 1:<br>Learner voice | Implemented                  | <p>Our Health, Safety and Wellbeing Committee meetings have worked well this year and contributed to meeting this outcome. Minutes are available. Our Principal meets with students every second month to allow students <b>a voice</b> to senior management and our student feedback forms are used every 6 weeks to allow students to comment on teaching delivery and wider services.</p> <p>Student feedback forms are reviewed by teachers and the Principal with teachers providing additional written reflective feedback so that they demonstrate an understanding of and a consideration of student comments and suggestions.</p> <p>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.</p> <p>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.</p> |

|  |                    |  |
|--|--------------------|--|
| <p>Process 2:<br/>Learner complaints</p> | <p>Implemented</p> | <p>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</p> <p>TII documents all complaints and complaints records are kept by the CEO, who also oversees the complaints process.</p> <p><b><i>There was one formal complaint from a student in 2023.</i></b></p> <p><i>The complainant was attending a non-credit bearing, non NZQA programme. It is provided here out of an abundance of transparency. The matter was investigated by the CEO and a resolution found. As a result of the complaint, further training was undertaken with a staff member regarding their engagement with a student.</i></p> <p>The following policies and document support <i>Process 2</i>.</p> <ul style="list-style-type: none"> <li>• Resolution of Learner Complaints Policy (p84),</li> <li>• Assessment Policy (p8) which details our academic appeals process for learners.</li> <li>• The Student Handbook</li> </ul> <p>Guidance is also provided in our <b>Student Handbook</b> - regarding how to deal with concerns / conflicts (e.g., financial, academic, sexual harassment) and external support bodies. Avenues for financial disputes are also listed. Details of how to make a complaint to NZQA are contained in the handbook and displayed in every teaching room and in student common areas.</p> <p><b>TII student appeal form</b> – students can use this form to appeal attendance records, termination, intention to terminate, warning letter or results.</p> <p>Students have various avenues available for making complaints and suggestions, including speaking to staff, suggestions boxes on campus, or by emailing staff or TII via the info@tii.ac email account.</p> <p>In 2024, TII will undertake a full review of the complaints process 2024, - this will include a refinement of the complaint definition. A high-level complaints summary will be included in the published 2024 self-review.</p> |
|--|--------------------|--|

|   |                    |   |
|---|--------------------|---|
| <p>Process 3:<br/>Compliance with the<br/>Dispute Resolution<br/>Scheme (DRS)</p> | <p>Implemented</p> | <p><b><i>No formal complaints or disputes in 2023 viz DRS</i></b></p> <p>Staff training completed in 2023 on the function of the DRS. In addition, the relevant complaint procedures are in the Student Handbook (p15) and posted on various social spaces on campus. The application form is available in TII main student areas.</p> <p>Key staff are familiar with the DRS scheme rules and able to comply with the processes necessary to manage a complaint appropriately.</p> |
|---|--------------------|---|

## Part 4

### Wellbeing and safety practices for all tertiary providers

| <p>Outcome 3:<br/><i>Safe, inclusive, supportive, and accessible physical and digital learning environments</i></p> | <p><i>Quality of Compliance</i></p>                 | <p><i>Evidence</i></p>  |
|---|---|---|
| <p>Process 1:<br/>Safe and inclusive communities</p>  | <p style="text-align: center;">Well Implemented</p> | <p>Our annual Code of Practice training includes strategies for identifying and dealing with abuse of various kinds. Staff attended a range of Code Workshops facilitated by NZQA and ITENZ.</p> <p>Health, Safety and Wellbeing meetings contribute to compliance with this process.</p> <p>TII celebrates its cultural inclusivity as a key value and attribute. We make specific reference to cultural, gender and faith-based inclusivity during orientation and uphold this principle in our delivery of services.</p> <p>Students are made aware of a range of external support services during orientation and a list of common external services are provided in the <b>Student Handbook</b>. Additional flyers and posters can be found in classrooms or in social spaces.</p> |
| <p>Process 2:<br/>Supporting learner participation and engagement</p>   | <p style="text-align: center;">Well Implemented</p> | <p>Student participation and engagement is assessed by teachers via 6-weekly progress tests help meet requirement for monitoring student progress. Weekly feedback reports by staff have the option to flag students who may be “At Risk” so that proactive intervention can take place. Students also participate in several social events.</p> <p>In 2023, one of our students was awarded a Christchurch City Council award for her support and advocacy.</p> <p>Posters are also placed in each teaching room and in common areas discussing factors that could indicate an “At Risk” student.</p>  |

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|--|-------------------------|--|
| <p>Process 3:<br/>Physical and digital spaces and facilities</p> | <p>Well implemented</p> | <p>TII always prioritises student needs when considering the design of spaces. Our building is equipped with high-speed Wi-Fi, free for student use. Student concerns related to heating, lighting, food needs are considered where applicable. We have a well-equipped building for student use. Students can, in consultation with the teacher, adjust room layout to suit student and staff needs in terms of teaching pedagogy.</p> <p>We do not have Māori students at present, however, note that their needs may require us to adjust our physical room arrangements to suit their needs where this accommodated within the wider needs of the student population.</p> <p>Students have access to PC's and can bring BYO devices onto the premises.</p> <p>Rooms are equipped with touch screen large TVs capable of linking to laptops to facilitate teaching.</p> <p>Students can remain post study to use facilities up until, 6:00pm.</p> |
|--|-------------------------|--|

| Outcome 4:<br><i>Learners are safe and well.</i>  | <i>Quality of Compliance</i> | <i>Evidence</i>  |
|---|------------------------------|--|
| <p>Process 1:<br/>Information for learners about assistance to meet their basic needs</p> | <p>Well Implemented</p>      | <p>Student handbooks and brochures are available at reception comply well with this process. Students speak to teachers and support staff regarding their individual needs. This includes questions related to housing, insurance, transportation, parking, food, social clubs, events, and medical and welfare needs.</p> <p>We discuss issues related to tenancy with students wishing to rent accommodation to help safeguard their interests. We have also discussed with international students, local ethnic support, and community clubs they could join i.e., Canterbury Kerala Association, the Canterbury Chinese Student Association, or local Philippine Community groups.</p> |
| <p>Process 2:<br/>Promoting physical and mental health awareness</p>                      | <p>Implemented</p>           | <p>The student handbook and brochures available at reception comply well with this process. A specific Mental Wellness booklet is available and referenced in the Student Handbook.</p> <p>Several staff have been trained this year via St Johns on their Mental Health 101 course allowing them to support staff and students with information related to mental health.</p> <p>We encourage students to eat responsibly, exercise including use of the TII Gym and to balance study, work and an active and engaged social life. We are currently discussing with external providers access to resources on good mental health and wellness indicators.</p>                             |



|  |                         |  |
|--|-------------------------|--|
| <p>Process 3:<br/>Proactive monitoring and responsive wellbeing and safety practices</p> | <p>Well Implemented</p> | <p>The application form and annual Code of Practice training comply with this process well.</p> <p>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.</p> <p>Where students disclose pre-existing or emerging health issues, the teachers 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, LIAs, or HR specialists before responding.</p> <p>Students have access to Student Suggestion boxes or through their 6-week evaluations to raise compliments or concerns or via their Student Representatives meeting with the Principal.</p> <p>Students who are identified by staff as being “At Risk” are recorded on our SMS (Wisenet) and regular discussions take place with appropriate staff to support and manage student and staff welfare needs.</p> <p>We have, during COVID, allowed students to study remotely (on request) while isolated; so, they are part of the student community and issues associated with isolation and disengagement could be minimised.</p> <p>We have, at our discretion, offered students with health issues extension credits to study free at the school where their initial study programme was compromised by significant health issues.</p> |
|--|-------------------------|--|

## Part 6

### Additional wellbeing and safety practices in tertiary providers enrolling international learners.

| <b>Outcome 8:</b><br>Responding to the distinct wellbeing and safety needs of international tertiary learners   | <i>Quality of compliance</i> | <i>Evidence</i>  |
|---|------------------------------|--|
| <b>Process 1:</b><br>Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the Outcomes of Parts 3, 4 and 5 of this code. | Implemented                  | <p>TII's self-review evidence for outcomes 1-4 (above) applies to both domestic and international tertiary learners, ensuring that TII's process and practice respond effectively to diverse international learner needs.</p> <p>Our <b>Health, Wellness and Safety Committee</b> has allowed us to make improvements in our services and we will continue to use this Committee alongside our Wellness Goals and Student Voice to triangulate and monitor wellbeing and safety practices for international students.</p> <p><b>Quarterly Safety and Wellbeing meetings with students:</b> Input from students has been received, however language barriers with ESOL students and cultural dynamics can prevent full and frank feedback from students. Further work will be undertaken in 2024 to engage further with students around this outcome.</p> |

| Outcome 9:<br>Prospective international tertiary learners are well informed | Quality of Compliance | Evidence   |
|---|-----------------------|--|
| Process 1:<br>Marketing and promotion                                       | Implemented           | <p>The following documentation provides the required information to students and collects the feedback necessary to ensure compliance with this process.</p> <ul style="list-style-type: none"> <li>• Student Application Form</li> <li>• Enrolment survey</li> <li>• First week questionnaire</li> <li>• Student and Programme Handbook</li> <li>• Marketing Flyers</li> <li>• TII website</li> </ul> <p>The TII website is currently planned for a major rebuild in late 2023 or early 2024. Student handbooks were also updated in 2023 and a series of further reviews in documentation to align with our QMS will be undertaken in 2024. <b>Refer Recommended Action Point 1</b></p>  |
| Process 2:<br>Managing and monitoring education agents                      | Implemented           | <p>The following policies and documentation are compliant with Process 2. Several Marketing and Agent Management policies were updated in 2023 in line with QMS review requirements and to ensure alignment with the Pastoral Care of Tertiary and International Learners.</p> <p>Policy: recruitment agents: Management and Monitoring (in our QMS).</p> <ul style="list-style-type: none"> <li>• Education Agent Reference Check form</li> <li>• TII Agent application form</li> <li>• Agent agreement template</li> <li>• agent performance review form</li> <li>• Agent Survey</li> <li>• Completed agent surveys show students are happy with their agents.</li> </ul> <p>In August 2023, TII appointed a Marketing Director to head our recruitment and conversion processes. He is currently reviewing.</p> |

| Outcome 10:<br>Offer, enrolment,<br>contracts,<br>insurance, and visa   | Quality of<br>compliance | Evidence   |
|---|--------------------------|--|
| Process 1:<br>Offer of educational<br>instruction                       | Well<br>Implemented      | <p>The following documentation and policies (in addition to our placement tests which ensure the correct level of instruction), ensure compliance with this process.</p> <ul style="list-style-type: none"> <li>• Offer of Place and associated conditions</li> <li>• Conditional Offer of Place with conditions</li> </ul> <p>Internal QA 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.</p>   |
| Process 2:<br>Information to be<br>provided before<br>entering contract | Implemented              | <p>The <b>Student Handbook</b> and application forms comply with this process. A summary of the new code has been added to the <b>Student Handbook</b> to improve compliance further.</p> <p>Prospective students can access details on our EER via our website. <b>Offers of Place</b> detail Programme Titles, duration and where applicable NZQF Levels and credit values.</p> <p>Refund conditions are detailed in the <b>Offers</b> and reiterated in the <b>Student Handbook</b> and <b>Programme Handbook</b>. ( P18), including reference to conditions set out in Clause 46, (Process 7)</p> <p>TII is not covered by any conditions set out in Process 2 (b)</p> <p>We will continue to refine our information to 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.</p> <p>Students receive comprehensive details related to the offer. Where the applicant is under 18, this information must be read, and a corresponding application signed by the parent or legal guardian.</p> |

|   |                         |   |
|---|-------------------------|---|
| <p>Process 3:<br/>Contract of enrolment</p> | <p>Implemented</p>      | <p>The student Application Form (Over and Under 18 version) plus the Offer of Place detail key elements of Process 3.</p> <p>We could be clearer around elements (d) and (e) and further refinement of the Offer Letter will be undertaken.</p> <p>We are comfortable that the Offer of Place represents affair and reasonable agreement between the parties.</p>   |
| <p>Process 4:<br/>Disciplinary action</p>   | <p>Implemented</p>      | <p>Details of situations upon which disciplinary action could be taken are listed in our QMS, Cheating and Academic Appeals Process, and detailed in both the Student Handbook and the Programme Handbook.</p> <p>In addition, students can refer to the <b>Learner Discipline Policy (P46)</b>.</p>  |
| <p>Process 5:<br/>Insurance</p>             | <p>Well Implemented</p> | <p>The Application Form provides details of the requirement for insurance, and this is confirmed in all Offers of Place. Our Student Officers track visa and insurance renewal dates and provide updates to students as required.</p> <p>In 2023, we took steps to monitor one student who had his policy renewal declined for age related reasons and assisted him to find a new provider and with another we sought clarification from the student that their self-selected policy met the minimum requirements set out in <i>The Code</i>.</p>   |
| <p>Process 6:<br/>Immigration matters</p>   | <p>Well Implemented</p> | <p>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.</p> <p>Staff have been trained to check and notify the Principal of any situations emerging where a student should be reported to INZ.</p> <ul style="list-style-type: none"> <li>• <b><i>Students are required to give their visa information on the application form.</i></b></li> <li>• <b><i>Wisenet System</i></b></li> <li>• <b><i>Academic achievement and attendance policy</i></b></li> </ul> <p>We notify INZ of student departures that are not consistent with their Visa conditions.</p> |

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| <p>Process 7:<br/>Student fee protection and managing withdrawal and closure</p> | <p>Well Implemented</p> | <p>Details can be found in our QMS under Cancellations, Withdrawal and Transfers for international students' Policy. Details are also listed in:</p> <ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• Application Forms</li> <li>• Refund Policy</li> </ul> <p>TII maintain and active dialogue with Public Trust to ensure that student fees &gt;\$500 are loaded into the corresponding Student Trust Accounts and funds are drawn down as set out in the Public Trust Payment Schedule.</p> <p>Details of withdrawal and closure are detailed in our QMS and in our <b><i>Student Handbook</i></b> available to all students (P19)</p> <p>TII maintain a good relationship with the local Public Trust Office who have helped train staff during the year as part of our PD programme.</p> |
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| <p><b>Outcome 11:</b><br/>International learners receive appropriate orientations, information, and advice.</p> | <p>Quality of compliance</p> | <p>Evidence</p>  |
| <p><b>Process 1:</b><br/>Provision of information</p>   | <p>Implemented</p>           | <p>The following documentation complies with this Outcome. Completed documentation is available for 2023.</p> <ul style="list-style-type: none"> <li>• Orientation checklist (Updated 2023)</li> <li>• TII websites (Under review)</li> <li>• Student handbook (Updated 2023)</li> <li>• Procedure for Under 18 enrolments.</li> <li>• TII Application Form (Updated 2023)</li> <li>• Under 18 International Student Enrolment Approval Form</li> <li>• Under 18 International Student Enrolment Parental Consent or Designated Caregiver (Indemnity Form)</li> <li>• Blanket Consent Form</li> <li>• Parent Handing Over document</li> </ul> <p>Considerable care and attention is given to supporting students to understand their duties, obligations and provide age-related orientation. While we are meeting the requirements of <i>The Code</i> we will continue to review information shared and available for students and in particular information sent to parents or legal guardians in terms of their ability to understand content and context in English.</p> |

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| <p><b>Outcome 12:</b><br/><i>Safety and appropriate supervision of international tertiary learners</i></p> | <p><i>Quality of compliance</i></p> | <p><i>Evidence</i></p>   |
| <p><b>Process 1:</b><br/>International tertiary learners under 18 years.</p>                               | <p>Implemented</p>                  | <p>In 2023, we had a small number of applicants under 18 – all lived with their parents. We ensured that parents signed the necessary contracts and remained updated on their child’s application progress, as well as actively participating in crucial decisions.</p> <p><i>The following documentation ensures compliance with this Code requirements</i></p> <ul style="list-style-type: none"> <li>• Procedure for under 18 enrolments</li> </ul> |

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|   |                    | <ul style="list-style-type: none"> <li>• Under 18 International Student Enrolment Parental Consent of Designated Caregiver (Indemnity Form)</li> <li>• Under 18 International student Enrolment approval form</li> <li>• Application form</li> <li>• Blanket Consent Form</li> <li>• Under 18 International Student Designated Caregiver Agreement</li> <li>• Parent handover letter</li> </ul> <p><i>If learners (under 18) are not living with parents, the following additional documentation ensures compliance with this Code requirements</i></p> <p>Homestay Welcome Pack</p> <ul style="list-style-type: none"> <li>• Home visit checklist</li> <li>• Homestay host family agreement</li> <li>• Under 18 International Student Designated Caregiver Agreement</li> </ul> <p>Throughout the period of enrolment, our Student Support team maintained open communication with parents and provided on-campus support to all students. We also offered a 24-hour contact number for both learners and parents of those under 18 years of age, ensuring assistance was readily available if needed.</p> <p>All staff working with learners under 18 years of age are Police vetted.</p> <p>All international learners under the age of 18, lived with their parents. No accommodation-related conduct issues arose.</p> |
| <p>Process 2:<br/>International tertiary learners under 10 years.</p> | <p>Implemented</p> | <p>TII only enrolls international students under 10 who live with their parents (enrolment records are available). For all students enrolled (under 10 years of age), we ensured that parents signed the necessary contracts and remained updated on their child’s application progress, as well as actively participating in crucial decisions.</p> <ul style="list-style-type: none"> <li>• Refer to Process 1 for relevant documentation.</li> </ul> <p>Throughout the period of enrolment, our Student Support team maintained open communication with parents and</p>  |



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|  |                    | <p>provided on-campus support to all students. We also offered a 24-hour contact number for both learners and parents of those under 10 years of age, ensuring assistance was readily available if needed.</p> <p>All staff working with learners under 18 years of age are Police vetted.</p> <p>In 2023, all international TII learners under the age of 10, lived with their parents. No accommodation-related conduct issues arose.</p> |
| <p>Process 3:<br/>Decisions requiring written agreement of parent or legal guardian.</p> | <p>Implemented</p> | <p>Our enrolment process outlines mandatory steps, including the requirement for the guardians/parents of learners under 18, to complete and sign application forms. Additionally, guardians/parents of learners under 18 years of age, actively participate in decisions that impact the student’s welfare and academic journey with TII.</p>  |

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| <p>Process 4:<br/>Accommodation for international tertiary learners under 18 years.</p> | <p>Implemented</p> | <p>All TII international learners in 2023 who were under 18 years of age, lived with their parents. Our Student Support team communicates with parents regularly, provides on campus support to the learner, and a 24/7 contact phone number for both parents and learners.</p> <p>Additionally:</p> <ul style="list-style-type: none"> <li>• Staff regularly review processes and undertake refresher training via NZQA Code 101 workshops.</li> <li>• All staff working with learners under 18 years of age are Police vetted.</li> </ul> <p>For international learners, the following documentation and procedures ensure compliance with the process (* if homestay accommodation is required)</p> <ul style="list-style-type: none"> <li>• Home Visit Checklist*</li> <li>• Procedure for under 18 enrolments</li> <li>• Residential caregiver application form</li> <li>• Homestay host family agreement*</li> <li>• Homestay welcome pack*</li> <li>• Homestay family evaluations*</li> <li>• Homestay host feedback survey*</li> <li>• Safety and wellbeing meetings</li> <li>• Under 18 international student enrolment parental consent of designated caregiver</li> <li>• Under 18 international student residential caregiver agreement*</li> </ul> <p>The Student Support team meets with international learners within the first week of study and maintains regular check-ins where students are asked if there are any issues of concern with their accommodation. Students may also disclose concerns to their tutors.</p> <p>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.</p> |
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| <p>Process 5:<br/>Safety checks and appropriate checks for learners under 18 years.</p> | <p>Implemented</p> | <p>All TII international learners in 2023 who were under 18 years of age, lived with their parents. Our Student Support team communicates with parents regularly, provides on campus support to the learner, and a 24/7 contact phone number for both parents and learners. Additionally, staff regularly review processes and undertake refresher training via NZQA Code 101 workshops.</p> <p>However, should our learners require homestay accommodation, the following documentation and procedures ensure Code compliance.</p> <ul style="list-style-type: none"> <li>• Under 18 International Student residential Caregiver Agreement</li> <li>• Interview of homestay/caregiver</li> <li>• ID verification of homestay and Police vetting of homestay</li> <li>• Homestay host family application form, includes reference checks of homestay</li> <li>• Homestay host family agreement</li> </ul> |
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| <p>Process 6:<br/>Accommodation for international tertiary learners 18 or over.</p> | <p>Implemented</p> | <p>In 2023, TII was not asked to provide accommodation services. All international learners over the age of 18 years of age had <b>private accommodation arrangements</b>. Where privately arranged boarding (with family or friends), or homestay arrangements had been made, the Student Support team offered to complete a home visit for those students. TII support staff visited several homestays arranged privately by students over 18. <i>Home Visit Checklist</i> was used to ensure accommodation was appropriate and supplied clear guidance to both students and accommodation parties around key responsibilities and obligations. Staff were able to provide a range of resources, including online resources.</p> <p>The Student Support team meets with international learners within the first week of study and maintains regular check-ins where students are asked if there are any issues of concern with their accommodation. Students may also disclose concerns to their tutors.</p> <p>TII provides information to prospective students about homestay options within Christchurch. This information is set out in the TII Application Form, Homestay Forms, and a range of related documentation. The following documents supply the relevant information and were updated in 2023 as an outcome of the 2022 Code Review.</p> <ul style="list-style-type: none"> <li>• Home visit checklist</li> <li>• Homestay welcome pack</li> <li>• Student homestay application form and agreement</li> </ul> <p><i>The following documentation and procedures also ensure compliance with the Code requirements.</i></p> <ul style="list-style-type: none"> <li>• Host family evaluation form</li> <li>• Safety and Wellbeing meetings</li> </ul> <p>We anticipate that in 2024, with the release of new programmes, our homestay services will be selected. The Student Support team will oversee homestay placement. Students have a phone number for our Support staff, and they can phone this on a 24/7 basis. Regular feedback will be obtained from both the homestay provider and the student.</p> <p>TII is currently investigating potential contracts with reputable homestay providers.</p> |
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|  |  | <p>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.</p> |
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## Conclusion

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Talent International Institute continues to provide well developed systems and support for domestic and international students. The implementation of the new Code and the review of systems shows that:

- The 2022 action points were resolved, and
- 3 recommendations were made for the 2023 period as detailed on pages 8 and 9.

Several staff were involved in the self-review including the CEO, Marketing Director, Principal, Assistant Admissions and Student Support Manager and the Student Co-Ordinator. Triangulation of staff feedback was used to validate current delivery and follow-up discussions were used to develop recommendations.

None of the recommendations indicate major risk. The website redevelopment is necessary to accommodate several new programmes approved in late 2022 and 2023. The other two recommendations relate to management and communications between homestay families and TII / Students. In 2023 we did not offer homestays to our international students who will choose to stay with family or source their own accommodation privately.

We maintained an overview and support for students on request and we have taken the opportunity to review documentation related to homestay management, as well as secure an experienced external homestay company to assist us in placement during 2024. It would be prudent to seek to test and validate our documentation and processes as we begin to offer homestay placements in 2024, hence the two recommendations.

The Code Self Review 2023 recommendations will be discussed at ELT and subject to sign off, the attestation will be completed online by the CEO before the due submission deadline 1<sup>st</sup> November 2023.