

**Achievement NZ Limited**

**The Education (Pastoral Care of Tertiary  
and International Learners) Code of  
Practice Strategy and Action Plan - 2023**

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# 1. Overview

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice, known as the Code, came into effect on 1 January 2022, replacing the previous International Code and Interim Domestic Code.

Under the Education and Training Act 2020, the purpose of the Code is to require providers to:

1. Take all reasonable steps to maintain the wellbeing of domestic tertiary students and to protect international students
2. Ensure as far as possible that domestic tertiary students and all international students have a positive experience that supports their educational achievement. With this purpose in mind, the Code must be implemented in a way that is appropriate to learners' needs.

The Code is about contextualising pastoral care practices in a way that is “appropriate” to the needs of learners. As Code Administrator, NZQA expects providers to take responsibility for determining what is appropriate practice for their learners, including practice undertaken by any contracted third party.

Providers are required to work proactively with learners and other stakeholders to understand what ‘appropriate’ means to them

## **Working out what is ‘appropriate’**

To work out what is appropriate means:

1. We work proactively with students and other stakeholders to understand what ‘appropriate’ means to them
2. We use evidence, that is
  - a. Input from diverse learners and other stakeholders
  - b. Relevant data on what we know, such as feedback surveys, focus groups, attendance rates, achievement data and other items
3. We need to consider this evidence in light of our four strategic elements:
  - a. Create and deliver outstanding learning experiences for students
  - b. Championing the best in one another – our staff team
  - c. Build strong stakeholder/industry relationship
  - d. Academic integrity and business excellence
4. We make robust, defensible, and documented decisions about what is appropriate and why.

Achievement NZ Limited is committed to effectively embedding the Code, for the wellbeing, safety, and inclusion for all learners in our community, including Māori, Pasifika, and those with disabilities and neuro-diversities.

To ensure that we are truly enacting our values in supporting learners, we seek to create a warm, inclusive, and welcoming environment so students can flourish, succeed, and achieve their goals.

Achievement NZ's Code of Practice strategy is the organisations' programme for the wellbeing, safety, and inclusivity of all learners in a culturally relevant manner. Accompanying this strategy is the Disability Action Plan (DAP) strategy. A copy can be viewed on Achievement NZ's website.

The organisation's Code of Practice strategy provides the opportunity to identify and remove

barriers so learners may achieve their educational goals and aspirations in a safe manner that promotes their health and wellbeing.

Achievement NZ Limited is approved by NZQA as a Code signatory.

## 2. Who is the Code for?

The Code is for students who are studying on campus, online, offshore, and/or in workplace-based settings.

The Code sets out the roles and responsibilities of Tertiary Education Organisations (TEOs) in promoting and supporting learner wellbeing, safety, and educational achievement.

Under the Code, providers support and respect learners and their learning, ensuring they are accepted for who they are, supported in their learning and wellbeing, connected with social and cultural networks, and able to express their voice.

The Code has four key elements known as the cornerstones of the Code, and twelve outcomes.

## 3. Cornerstones of the Code

There are four key cornerstones of the Code, these are listed below. Our commitment to the Code is expressed through what we inwardly value and outwardly express, or in an acronym SHOW:

1. **Student Voice**
  - a. While any relationship needs commitment and engagement from both parties to be successful, the Code requires providers to build and maintain strong relationships with diverse learners and other stakeholders through meaningful partnership
2. **Honouring Te Tiriti o Waitangi**
  - a. Principles of partnership, protection, and participation are inherent to the Code
3. **Organisational wide approach - committed to effectively embed the Code**
  - a. Under a whole-of-provider approach, the Code requires providers to have a strategic, transparent, and responsive safety and wellbeing system. This means that under a whole-of-provider approach, we take a strategic, outcomes-focused approach to learner wellbeing and safety
  - b. We work with diverse learners and stakeholders to understand and respond effectively to their needs
  - c. We have the capability and capacity to put learner wellbeing and safety practices in place
  - d. We are transparent about our wellbeing and safety system and its performance, so that learners and other stakeholders have clear and accessible information about wellbeing and safety practices
  - e. Lastly, under a whole-of-provider approach, we will undertake quality self-review that uses and embeds learner voice and relevant data, to regularly review, develop, and improve practices so that they remain fit for purpose
4. **Wellbeing and safety of students and staff.**

We **SHOW** care in a meaningful way to learners, for student academic success, wellbeing and safety in a culturally warm and relevant learning environment.

## 4. The 12 Tertiary Outcomes of the Code

Below are the 12 Tertiary Outcomes of the Code. As Achievement NZ does not offer student accommodation, outcomes 5 - 7 are not applicable. The outcomes are:

1. **Organisation structures for whole of organisation approach**
  1. Outcome 1: Learner wellbeing and safety system
  2. Outcome 2: Learner voice
2. **Wellbeing and safety practices for all learners**
  3. Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments
  4. Outcome 4: Learners are safe and well
3. **Student Accommodation**
  5. Outcome 5: A positive, supportive, and inclusive environment in student accommodation
  6. Outcome 6: Accommodation administrative practices and contracts
  7. Outcome 7: Student accommodation facilities and services
4. **International Tertiary Learners**
  8. Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners
  9. Outcome 9: Prospective international tertiary learners are well informed
  10. Outcome 10: Offer, enrolment, contracts, insurance, and visa
  11. Outcome 11: International learners receive appropriate orientations, information and advice
  12. Outcome 12: Safety and appropriate supervision of international tertiary learners.

## 5. The Code Outcomes in detail

### Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and strategic plans

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

Process 3: Publication requirements

Process 4: Responsive wellbeing and safety systems

- We have strategic goals and plans to support the wellbeing and safety of our students across the organisation
- We work proactively with our learner and stakeholders, and use relevant data to develop and review these, with action put into place where improvement or enhancement can be made
- These plans and goals are available to our students, our team, and the public.

- We will gather relevant information to identify trends so that we can connect our students to support in a timely manner
- We will provide training for our team and ensure they have the resources to support learner safety and wellbeing
- We will have a plan for responding effectively to assist our students in emergency situations in our learning community
- We will keep accurate records and reflect and report back on these, at least annually.

## Outcome 2: Learner voice – what we call Student Voice

Process 1: Student (learner) Voice

Process 2: Students (learner) complaints

Process 3: Compliance with the Dispute Resolution Scheme

- For details on Student Voice, please view the Student Voice Guide
- For details on Student (learner) complaints please view the Student Handbook

In summary:

- We will work with students to understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds learner mana and autonomy
- We will have practices to build effective relationships with students and provide them with skills and resources to participate in decision making processes, and provide information to help students understand our decision-making processes
- We will work with students to sensitively handle any complaints and seek to reach a resolution in a timely and respectful manner
- We will have a complaint process that is easily accessible to students and the people that support them, including what to do if we can't resolve an issue
- We will provide information about the Dispute Resolution Scheme and comply with its rules for domestic students.

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

Process 1: Safe and inclusive communities

Process 2: Supporting learner participation and engagement

Process 3: Physical and digital spaces and facilities

- We will work with staff and students to recognise and respond effectively to discrimination, racism, bullying, harassment, and abuse, and have practices in place for reducing harm resulting from any of the issues listed
- We will promote an inclusive culture across the learning environment and uphold the cultural needs and aspirations of students
- We will provide students with information that supports understanding, acceptance, connection, and collective responsibility for an inclusive learning environment

- We will provide students with the information about cultural, spiritual, and community support available to them
- We will provide an accessible learning environment for students where they can connect with others, build relationships, support each other, and welcome their friends, families, and whanau
- We will provide students with opportunities to actively participate and share their views safely in their learning environment to connect, build relationship, and develop social, spiritual, and cultural networks, and use te reo and tikanga Māori to support Māori learners' connection to identity and culture
- We have practices for supporting students through their studies, including enabling learners to prepare and adjust for tertiary study, and maintaining appropriate oversight of student achievement and engagement
- We will provide the opportunities for students to discuss, in confidence, any issues that are affecting their ability to study and provide learners with a response to their issues
- We will provide students with advice on pathways for further study and career development, where appropriate
- We will encourage students to actively participate and share their views safely in their learning environment; connect, build relationships, and develop social, spiritual, and cultural networks; and use te reo Māori and tikanga Māori to support Māori learners' connection to identity and culture
- We will have practices in place for providing healthy and safe learning environments; identifying and where possible, removing access barriers to our facilities and services; involving students in the design of physical and digital environments when making improvements; engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.

#### Outcome 4: Learners are safe and well

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

Process 2: Promoting physical and health awareness

Process 3: Proactive monitoring and responsive wellbeing and safety practices

- We will have practices for enabling all students and prospective learners to identify and manage their basic needs – the essential material requirements to support wellbeing and safety including housing, food, and clothing
- This includes providing accurate, timely, and tailored information on how they can access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety.
- When we make food available on campus, we will ensure that the food is available includes a range of healthy food options that is obtainable at a reasonable cost or in some cases free
- We will have practices for providing opportunities and experiences for students that improve their physical and mental health and wellbeing and safety
- We will promote awareness of practices that support good physical and mental health, that are credible and relevant to students

- We will support students' connection to their language, identity, and culture
- We will provide accurate and timely information and advice to students about how they can access medical and mental health services through our organisation or through community and public services, including culturally responsive services
- We will provide accurate and timely information and advice to students about how they can report health and safety concerns they have for their peers
- We will provide accurate and timely information and advice to students about how to respond to an emergency and engage with relevant government agencies
- We will provide accurate and timely information and advice to students about how they can make positive choices that enhance their wellbeing
- We will have practices in place for:
  - Requesting that domestic students 18 years and over provide a name and up-to-date contact details of a nominated person
  - Describing the circumstances in which the nominated person referred to above should be contacted in relation to their wellbeing and safety
  - Contacting the person nominated by domestic students 18 years and over, in the circumstances described above, or where the provider has reasonable grounds for believing that a disclosure is necessary to prevent or lessen a serious threat to the student's life or health
- We will have emergency evacuation procedures in place to assist students, including those with disabilities to evacuate the building
- We will have Health and Safety related policies and procedures in place to ensure the safety and wellbeing of students
- We will have an adequate number of first aid qualified staff trained to assist in an emergency
- We will collect medical and disability information in a timely manner during the enrolment process, to ensure an effective response in an emergency situation
- We will provide the necessary Health and Safety information to students during the orientation process and through other means such as Student Handbooks etc.
- We will conduct a risk assessment through our RAMS (Risk Assessment and Management System), to ensure safe trips and excursions.

### **Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners**

- Achievement NZ does not currently offer services to international students.

### **Outcome 9: Prospective international tertiary learners are well informed**

- Achievement NZ does not currently offer services to international students.



### **Outcome 10: Offer, enrolment, contracts, insurance, and visa**

- Achievement NZ does not currently offer services to international students.

### **Outcome 11: International learners receive appropriate orientations, information, and advice**

- Achievement NZ does not currently offer services to international students.

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

6. Achievement NZ does not currently offer services to international students.

## **7. Vision and Strategy**

Achievement NZ's vision is to demonstrate best practice in Code implementation and practice. This involves moving beyond compliance to embrace an innovative paradigm for wellbeing and safety. This strategy is supported by the Senior Leadership Team (SLT), and includes the Board, CEO, and Senior Managers.

Achievement NZ's Code strategy sits within the organisation's broader strategic framework and is aligned within its first and second Key Strategic Elements: "Create and deliver outstanding learning experiences for students" and "Champion the best in one another – our staff team".

The strategic process below outlines how the Code strategy is implemented.

## **8. Strategic Process**

### **1. Allocation of responsibilities**

The CEO, with support from the SLT is responsible, on behalf of the Board, for the leadership and implementation of the Code. The CEO is responsible to ensure the Code is effectively implemented across the organisation.

The Learner Wellbeing, Safety and DAP Team is responsible for the implementation of this strategy. The team is made up of staff across the organisation and meets regularly with records of minutes kept. The Learner Wellbeing, Safety and DAP Team works closely with the Cultural Team, Student Voice and Academic and Quality Committee (AQC). The Learner Wellbeing, Safety and DAP Team reports to the CEO. The CEO reports to the Achievement NZ Board.

### **2. Review of current practices**

This means reviewing current practices using the Self-Review GAP Analysis tool. The analysis assesses multiple areas, including:

- Learner wellbeing and safety system
- Student Voice
- Complaints systems and processes
- Physical and digital spaces and facilities
- Promotion of physical and health awareness

- Wellbeing and safety monitoring
- International students
  - Marketing and promotions
  - Travel and Insurance
  - Visas
  - International student safety and wellbeing

Once the assessment is completed, action plans are prepared and reviewed. The Learner Wellbeing, Safety and Disability Action Plan Team works through the priority areas to improve the organisation's ability to create an inclusive and supportive environment for learners.

### 3. Setting goals and targets

Goals and targets are reviewed and include the following:

- Assessment of current position, using the self-review tool
- Identify Gaps and implement goals and targets through an action plan
- Prepare a schedule of deliverables and measure outcomes.

A schedule of deliverables is to be prepared annually to identify milestones and timelines – see section 6.

### 4. Evaluative Strategies

Reviewing our current and future practices enables the organisation to track improvements and identify opportunities for further improvements. The following items are reviewed:

- Student voice feedback, including feedback from diverse learners
- Attendance rates
- Academic achievement of learners including Māori, Pasifika, and those with disabilities and neuro-diversity
- Safety and wellbeing feedback through surveys
- GAP analysis and milestone achievements
- Policy and process reviews.

This process results in robust, defensible, and documented decisions about what is appropriate and why. This is an ongoing process of review and practice improvement over time. This evaluative, evidence-based approach will develop growing confidence in decision-making and importantly the wellbeing and safety of students.

### 5. Communication of policies and processes

The Learner Wellbeing, Safety and DAP Team is responsible for the development of Code policies and processes for the organisation. The AQC is responsible to review and approve policies and processes. Students and staff are updated on the relevant policy releases with key policies uploaded on the Achievement NZ website.

## 6. Professional Development

We are focused on ensuring staff are well trained and supported in implementing and embedding the Code into the fabric of the organisation. Annually, a PD schedule is prepared to support staff and their ongoing professional development to support student success in a safe and culturally relevant manner. Professional development and training records are to be kept.

## 9. Privacy Policy

A copy of the organisation's Privacy Policy is available on the Achievement NZ website. The Privacy Policy complies with the Privacy Act 2020 which sets out how we will collect, use, disclose and protect personal information. The Policy ensures personal information, collected, and held by Achievement NZ Limited is managed in accordance with the requirements of the Privacy Act 2020, the 13 privacy principles and other relevant laws.

When applying the Code, Achievement NZ protects learners' privacy. Key student privacy considerations include having a clear and lawful purpose when obtaining, using and sharing learners' information.

## 10. Code of Practice – Schedule of Deliverables - 2023

### Milestones and timelines

The Learner Wellbeing, Safety and DAP Team is responsible to prepare a schedule of deliverables for each calendar year. The schedule of deliverables is to include, Milestone title, Milestone description and deliverable date.

At the end of each calendar year, and potentially more frequently, an assessment of outcomes is to be noted against each Milestone and actions implemented to address any identified gaps.

At the beginning of each calendar year a new schedule of deliverables is to be prepared and reviewed by the Learner wellbeing, Safety and DAP Team.

No.	Milestone title	Milestone description	Deliverable date
<b>Governance</b>			
1.	Governance reporting	The Board is responsible for the implementation of the Code of Practice. Through the Academic Quality Committee (AQC) the Code of Practice strategy is reviewed and approved. Reports and updates are reviewed, discussed and shared with the board, including the annual attestation report.	Ongoing 1/12/2023 Bi-monthly
<b>Learner Wellbeing, Safety and DAP Team</b>			
2.	Learner Wellbeing, Safety	The Learner Wellbeing, Safety and DAP Team is tasked with the implementation of the Code of	Ongoing

	and DAP Team	Practice. The CEO is responsible for the implementation of this initiative Meeting facilitation is shared amongst team members Meetings are to occur bi-monthly Meeting minutes are to be kept	Ongoing Ongoing Ongoing Ongoing
<b>Learner Wellbeing, Safety and DAP Team functions</b>			
3.	NZQA GAP Analysis	NZQA Gap Analysis Self-review covering outcomes 1 - 4 and 8 - 12: Using the GAP Analysis Toolkit, review current systems, processes and practices to identify gaps. From the GAP analysis prepare an action plan with implementation timelines specified. The NZQA Action plan template is used for recording actionable items. Action plan outcomes are reviewed and assessed for effectiveness	30/6/2023 Annually 31/7/2023 Annually 15/12/2023 Annually
4.	Code strategy and Schedule of Deliverables	Code strategy and schedule of deliverables is prepared and reviewed by the Learner wellbeing, Safety and DAP team: The review is to occur by the end of the second quarter of each calendar year The Code of Practice strategy is then tabled with the AQC for review and approval.	30/6/2023 Annually 30/6/2023 Annually 30/6/2023 Annually
<b>Student Voice</b>			
5.	Student Voice	Student Voice, including representation from Māori, Pasifika, Non- Māori /Non-Pasifika and learners with disabilities and neuro diversity, is sought to effectively implement this strategy Implement Student Voice initiatives that improve provider practice and processes and champion student success, retention and progression, and their safety and wellbeing. Proactively respond to and resolve student complaints and provide summary reports to the Board including any dispute resolution scheme interactions.	30/11/2023 Ongoing
<b>Honouring the treaty – Te Tiriti o Waitangi</b>			
6.	Honouring The	Engage the perspective of the Cultural Team to	Ongoing

	Treaty - cultural inclusivity	<p>support learners and their wellbeing and safety in a culturally safe and relevant manner.</p> <p>Support staff through professional development through PD on Te Tiriti, unconscious bias, and other programmes to equip staff to be culturally inclusive and supportive of learners.</p> <p>(For full details on cultural initiatives, see the Cultural Strategy).</p>	15/12/2023
<b>Organisational wide approach</b>			
7.	Organisational wide approach	An organisation wide approach is taken to ensure sound and robust systems, processes and feedback loops are in place for the effective implementation and embedding of the Code	30/10/2023 Ongoing
<b>Wellbeing and safety of students and staff</b>			
8.	Wellbeing and safety of students and staff	Strengthen student and staff wellbeing and safety systems through effective self-assessment and implementation processes.	15/12/2023 Ongoing

## 11. Appendix – Code scenarios to discuss in small groups

Consider the following scenario in the context of your organisation.

A learner faints in class and falls out of their chair. You don't know the reasons why they have fainted, however, to respond to this immediately, what do you need to do? What would a response to this situation look like in your organisation?

- From the Code, are found in clauses:10(3) providers must have plans for assisting and responding to the situation
- 10(3) (b) providers must have a suitably prepared staff member to be contacted in an emergency
- 10(3) (e) they have an indicator of the immediate danger to learners and what actions to be made
- 10(2) staff (including teaching staff) have relevant training and resources
- 10(2)(g) staff know where to escalate the issue (for example to a hospital) if needed
- 10(2)(h) how to report such incidents in a timely manner.

Now let's consider if something extends beyond the initial fainting in the class. If a learner faints in class and falls out of their chair and during a check over with staff, the learner discloses that they have not had anything to eat today and that they don't have any money for food until the next week's student allowance comes through.

- Consider, how does this change what an appropriate response is for this learner?
- Under the Code, what else needs to be considered?
- What would the next steps be in your organisation? Now that the acute phase of the emergency is handled (either by the institution, hospital, or other options available to you as the provider), what would be your next steps?
- Some relevant clauses include clause 17(2), that the learner has the opportunity to discuss their personal matters in confidence. This could be in relation to class workload pressures, not eating, social anxiety, bullying, or financial concerns.
- The outcome 4 processes are also relevant as the learner needs to have the relevant information to get some help, either from your organisation, government support, or community support, if required.

Consider the following- You discover in a follow-up meeting, that the learner says that they often have a shortfall in their budget and resort to eating from the flat's communal cooking supplies after everyone else has gone to bed or gone out, mixing the oil and sugar just to have anything to eat.

- Consider: What do you do with this knowledge?
- And what is your responsibility as a provider in this situation?
- What support is available and appropriate to meet the long-term needs for this learner?