



Ringa Atawhai Mātauranga

Pastoral Care Of Tertiary And
International Learners Code Of
Practice



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Wellbeing and Safety

Ringa Atawhai Mātauranga is a hauora Māori organisation, NZQA registered and accredited in 2014, with practices consistent with a kaupapa Māori worldview. This helps us define and maintain our focus and structure. Our points of difference are entrenched within this world view. Our behaviours and business ethics are influenced by the myths and legends passed down from our ancestors, not as fables embodying primitive faith in the supernatural or marvellous fireside stories of ancient times. They are deliberate constructs that encapsulate and condense into easily assimilated forms, a view of the world of ultimate reality and the relationship between the Creator, the universe and humankind.

We are engaged in an industry whose catch phrase is “FIRST DO NO HARM”. The phrase (in Latin, *primum non nocere*) is fundamental to the ethics of the industry in which we work. The primary ethical principle that forms the foundation for medical care is the concept of beneficence — the obligation to do good for others transposed internally as, “manaakitanga”.

Health and disability workers are subject to a requirement to “do no harm” to the health or wellbeing of those whom they serve. The Hippocratic tradition expresses a long-standing medical-ethical commitment to “do no harm”, which applies primarily to intentional actions but may also apply to non-actions or omissions. The standards for health and disability workers in New Zealand endorse the “do no harm” principle. Several other codes for health and disability workers express statements that more closely align with requirements of beneficence, such as acting in the best interests of their patients or putting patients’ interests first.

The “do no harm” principle is also reflected in legal obligations binding on health and disability workers. Right 4(4) of the Code of Health and Disability Services Consumers’ Rights 1996 and associated amendments. This Code states that, “every consumer has the right to have services provided in a manner that minimises the potential harm to that consumer”. Minimising harm therefore is an aspect of the general duty of health and disability workers to exercise reasonable care and skill, in accordance with Right 4(1) of the Code.

Our programmes are framed around the ethical and legal principles that guide and bind workers in the health and disability sector and our practices therefore traverse all organisational operations. Accordingly, health and safety training, encompassing appropriate tikanga practices and legal and ethical obligations are mandatory for all PTE personnel.

Te Tiriti o Waitangi Statement

The platform upon which Ringa Atawhai Mātauranga was established replicates the sentiments espoused in Te Pae Ora (Healthy Futures) Act 2022, the WAI 2575 Hauora Report 2023; and He Korowai Oranga and Whakamaua (the Ministry of Health's Māori health strategy and action plan 2020-2025):

We continue to position ourselves strategically to meet the demands of the Māori Health and Disability workforce throughout Te Taitokerau and beyond. The key features of our strategy include:

1. Recognising Māori health organisations as conduits for the community voice and influential partners in the community to effect change. Māori health organisations are integral to communities, which makes them ideal conduits for the community voice and influential leaders to effect change, to promote community engagement and to ensure consideration of the local context. There is increasing pressure on all organisations to leverage organisational data for reporting purposes; to demonstrate quality service provision and improved health outcomes. As funder expectations increase in this regard, for many organisations this represents a significant capability and capacity challenge. There is some risk that existing health inequities, including those relating to diabetes, may be exacerbated if non-governmental Māori organisations do not successfully negotiate these challenges.
2. Intersectoral integration of health and social services to support provision of whānau-centred care and influence the social determinants of health and local environment. Government agencies are increasingly taking an inter-agency approach to health and wellbeing, which theoretically provides a mechanism for organisations to provide fully funded, more holistic care in a way that acknowledges the link between health outcomes, the social determinants of health and the Whānau Ora framework. To take an approach that is consistent with the concept of hauora and to deliver whānau-centred care that particularly addresses chronic and related conditions, inter-sectoral integration of health and social services is required
3. Strengthened partnerships with mainstream health organisations for community benefit and to support measurable, evidence-based change and service delivery, particularly when Māori knowledge systems are viewed alongside a Western scientific approach. To this end we have cemented strong working relationships with:
 - Te Whatu Ora o Te Taitokerau, formerly the Northland DHB.
 - Hokianga Health and the Rawene Hospital.
 - Kensington Private Hospital.
 - North Haven Hospice and many more.

For Māori communities and Whānau, inequitable access to the best available evidence and care is exacerbated by resource constraints. Strategic partnerships are a way to overcome

this challenge and offer the opportunity to address key capability gaps by partnering with organisations who have complementary core skills.

4. Fostering and promoting student/Whānau centred practices that ensure the student voice is heard and issues that are important to students and their communities are identified and appropriate strategic goals, plans and practices developed.

Māori health organisations are important actors in systems seeking to improve outcomes and eliminate health inequities. Training the unregulated Māori and general health workforce remains paramount to ensure the future challenges facing the health sector can be achieved.

Cultural Diversity

Staff at Ringa Atawhai Matauranga are accustomed to working and training health care workers who have immigrated to Aotearoa. A large percentage of our past and current intakes comprise migrant workers. Responding to the cultural diversity of ākonga from other backgrounds is not new to us and we endeavour to embrace that diversity in the spirit of kotahitanga, respecting the differences that exist and embracing the many things we have in common.

Recently, Health New Zealand have expanded their Green List of health sector roles and added a further 34 roles that support the regulated health workforce, namely doctors, nurses and healthcare assistants. Ringa Atawhai Matauranga's enquiries have come predominantly from the Pacific Islands, India, the Philippines and to a lesser degree the Middle East. We will recruit and accept enrolments from these countries in support of Government's age care strategy to:

- improve remuneration, training and employment conditions for care and support workers in aged care
- support the National Framework to improve consistency and quality for home and community support sector services and
- train health care assistants (HCAs) to alleviate the pressure on the regulated health workforce (doctors and nurses).

We will continue to target healthcare assistants who have predominantly immigrated from the Pacific Islands, the Philippines and India.

	How to Use This Manual								
Format	This manual is provided to all staff in bound copies and reissued as amendments are made as a result of periodic self-reviews. You must notify the Academic Manager when policies and or processes require amending or updating as soon as is practical in between the set annual review date.								
Access	The table of contents lists all the policies contained within this manual. The manual contains 12 primary sections comprising the Code's key outcomes policies and processes.								
Layout	Every policy begins on a new page with the Outcome identification written in bold black type inclusive of an outcome, code descriptor and outcome statement. (Whakaaro) The Policy (Kaupapa) and then the Procedures. (Tikanga) Example: Outcome 1: A student wellbeing and safety system. Outcome 1:1 Strategic goals and strategic plans Whakaaro: Students will receive safe and reasonable services in a manner that is respectful of their rights, minimises harm and acknowledges their cultural and individual values and beliefs. Kaupapa (Policy) - A broad based signal of intent. Kaiako will: Receive training in appropriate pastoral care practices. Provide student with all information regarding their rights as consumers of RAM's services. Tikanga (Procedures) - step-by-step instructions for completing the tasks. <table><tr><th>Activity</th><th>Process</th><th>Responsibility</th><th>Timeframe</th></tr><tr><td>Code of Rights</td><td>Code of rights training will be compulsory for all kaimahi.</td><td>CEO</td><td>At time of orientation.</td></tr></table>	Activity	Process	Responsibility	Timeframe	Code of Rights	Code of rights training will be compulsory for all kaimahi.	CEO	At time of orientation.
Activity	Process	Responsibility	Timeframe						
Code of Rights	Code of rights training will be compulsory for all kaimahi.	CEO	At time of orientation.						
Updates	When updates are received inform the Academic Manager who will notify all staff of relevant changes and ensure re-prints are updated accordingly.								
Suggestions	If you would like to suggest changes to the manual, for example, if there are parts that are too hard to follow or procedures that are not working, write out the suggested changes and share your ideas at the weekly kaimahi meeting. Relevant amendments will then be made, and a newer version of the policy will be inserted into the manual.								
References	There are a number of other documents that are aligned to these policies, and they reinforce or expand on the procedures outlined in this manual. These include the organisation's eight quality manuals referenced throughout this document.								

Glossary	Māori	English
	Aromatawai	Assessment.
	Arotakenga	Evaluation
	Kaimahi	Health Workers
	Kaimihi	Receptionist/Administrator
	Kaitiakitanga	Care-taking
	Kaupapa	Policy
	Whānau	Family
	Koha	A gift in cash or kind
	Manaakitanga	Hospitality
	Pai-maitanga	Quality Person
	Poroporoake	Farewell - Exit
	Pōwhiri	Welcome – Entry
	Pukengatanga	Guidance, leadership, expertise
	Rohe	District
	Roopu Mahi	All personnel (Paid, volunteers, Directors)
	Roopu Rangatira	Board of Directors
	Taha hinengaro	The intellectual, mental wellbeing.
	Taha tinana	Physical health; physical wellbeing.
	Taha wairua	The spiritual wellbeing.
	Taha Whānau	The familial dimension; family wellbeing.
	Tamariki	Children
	Tangihanga	Funeral
	Tauira	Student
	Tikanga	Procedures
	Whakaaro	Purpose
	Whanaungatanga	Whānau connections/relationship building
Kaupapa Māori Services: Māori centered services that are offered within a Māori cultural context. They are used by Māori in particular, but are available to, and used by, people of other ethnicities.		

Abbreviations

B.O.D. – Board of Directors

The Code - Pastoral Care of Tertiary and International Students Code of Practice.

Code of Rights – The Code of Health and Disability Services Consumer Rights 1996.

HACCP – Hazard Analysis Critical Control Point. (MOH 1997)

QAM – Quality Assurance Manual

QMS – Quality Management System

RAM – Ringa Atawhai Mātauranga

SSAS - Social Sector Accreditation Standards.

General Definitions

ABUSE

Abuse occurs when Whānau experience harmful physical, psychological, sexual, material, or social effects caused by the behaviour of another person with whom they have a relationship implying trust. Abuse is when Whānau rights are denied in any of the following ways: The right to:

- Feel safe and secure
- Have independence and dignity
- A healthy living situation
- Have financial control and the protection of assets
- Individuality and choice
- Spiritual and cultural freedom
- Physical and emotional well-being

Physical Abuse involves the infliction of physical pain, injury or force.

Psychological Abuse involves behaviour, including verbal that causes mental or emotional anguish or fear.

Sexual Abuse involves sexually abusive and exploitative behaviour including threats, force or the inability of the person to give consent.

Material Abuse involves the illegal or improper exploitation and/or use of funds or other resources.

Neglect occurs when Whānau experience harmful physical, psychological, material and/or social effects as a result of another person failing to act in a manner that is a reasonable obligation of their relationship to that person.

Active Neglect is conscious and intentional deprivation of basic services for the Whānau, by a Carer.

Passive Neglect is a refusal or failure by a Carer, because of inadequate knowledge, infirmity, or disputing the value of the prescribed services, to provide basic necessities to Whānau.

Self-Neglect occurs when Whānau experience harmful physical, psychological, material, and/or social effects as a result of failing to provide themselves with the basic necessities for physical and/or mental well-being.

A “**Critical Incident**” is an event that causes unusually strong or overwhelming emotional reactions, which have the potential to interfere with the affected person’s ability to function in daily life.

Critical incidents can include:

- Death or injury of a co-worker or client.
- Suicide or unexpected death of a co-worker or client.
- Murder.
- Death or violence to a child.
- Accidents at work causing serious injury.
- Vehicle accidents involving injury and/or substantial property damage.
- Physical violence against a staff member or client.
- Robbery (armed or other).
- Natural disaster that affects an employee’s ability to function in the workplace.
- Incidents that attract unusually strong media coverage.
- Any incident where the sights, sounds or smells are so distressing as to produce a high level of immediate or delayed emotional reaction.

Critical Incident Defusing is an informal session immediately after a critical incident to allow affected persons and workers the opportunity to ventilate about the incident in a safe and secure atmosphere. Defusing is only a starting point and must be followed up with formal debriefing.

Critical Incident Debriefing is a process designed to limit the development of post-traumatic stress in people exposed to critical incidents. Debriefing is a formal meeting, done either individually or in small groups. It is held shortly after an unusually stressful incident.

Advance Directive is a written or oral directive by which a consumer makes a choice about a possible future health care procedure that is intended to be effective when he or she is not competent:

Choice means a decision to:

- (a) Receive services:
- (b) Refuse services:
- (c) Withdraw consent to services:

Consumer means a Health Consumer or a Disability Services Consumer; and includes a person entitled to give consent on behalf of that consumer.

Discrimination means Discrimination that is unlawful by virtue of Part II of the Human Rights Act 1993:

Workplace Learning and the Code

Outcome	Code Description	Statement
Ensure the health and safety of student whilst receiving off-site components of programmes.	The Code ensures that New Zealand's reputation as having a quality education provision is upheld irrespective of the location of the education.	We will ensure that the PTE supervisors, students and kaiako understand the intent of the Code for workplace learning, and how it will be applied in their context.

Process: Placement Agreements and Guidelines

Whakaaro:

The PTE will remain responsible for the overall control and discipline of students while on placement, apart from reasonable direction provided on a daily basis by the host organisation, to students, while they are undertaking the placement at that organisation's place of work.

Kaupapa:

Student placements are integral components of the programmes we deliver that allow them to experience the real-time "job" in an organisation. Placements enable students to integrate theory into practice whilst also helping them gain extra knowledge and lifelong skills that they can carry forward to their future career or chosen field.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. General principles.	There are a number of principles that underpin the PTE's student placement policy. These include: • Host organisations should recognise and value the unique contribution that student can bring • Students should be able to work without fear of discrimination. They should practice in ways that are anti-discriminatory, promoting equality and respecting confidentiality • Students should be aware of, and subject to, applicable legislation, national standards and codes of practice, including a duty to protect	Academic Manager	At all times

	the rights and promote the interests of service users and carers		
2. Placements have defined aims and objectives.	The aims and objectives of student placements are clearly defined.	Placement supervisor	Before placement
3. Placements complement the role of staff.	- Student roles are defined and distinguished from the role of staff. - Placement opportunities must not undermine the work of existing employees.		
4. Links to other policies.	There are clear links between the student placement policy and other relevant organisational policies, procedures and strategy.	Academic Manager	
5. Orientation	- The Placement Supervisor will visit the host organisation prior to placement commencing to assess suitability. - A student orientation serves to ensure the student is familiar with organisational practices and procedures, particularly in regard to health and safety. - Students are aware of and have a clear understanding of roles and boundaries, and issues of confidentiality? - A student agreement has been negotiated and signed by both parties.	Placement supervisor	
6. Risk management	- Students are subject to the organisation's risk assessment procedures as per the Placement Guidelines. - Procedures are in place for the placement supervisor, to deal with difficulties that may arise. - There is a process for dealing with complaints from the host organisation, student, the placement	Academic Manager Placement Supervisor Academic Manager	

	supervisor and the programme kaiako. Procedures are in place to manage disclosure checks?	Academic Manager	
7. Monitoring	- Procedures are in place for monitoring and assessing student during and after placement. - There are organisational monitoring and review procedures in place for the placement policy - Procedures are in place for documentation of placement progression.	Placement Supervisor	
8. Evidence	- Placement Agreements are negotiated and signed in accordance with the Placement Guidelines. - Placement guidelines are distributed to all students on placement. - The complaints process is known to students and host organisations. - Students on placement are familiar with organisational practices and procedures, particularly in regard to health and safety.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

Outcomes 1-7 Relative to domestic and international tertiary students

Outcome 1	Code Description	Statement
An established safe student wellbeing and safety system.	Maintain a whole-of-provider strategic approach and transparent learner wellbeing and safety system that responds to the diverse needs of all students.	We will take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of student.

Process 1.0: Strategic goals and strategic plans

Whakaaro:

The PTE will have a strategic, transparent and responsive system for supporting student wellbeing and safety, which will be achieved through relevant goals, plans, practices and meaningful review.

Kaupapa:

Strategic and annual planning will be carried out in accordance with the PTE's charter. Planning will include health and safety goals (pastoral care), desired outcomes, appropriate targets, performance targets, performance measures and benchmarks.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Strategic goals and strategic plans.	Strategic plans and goals are contained in the PTEs Investment Plan and updated annually in consultation with key stakeholders. (Employers, kaiako, student and Whānau). Supporting documents include:	CEO and Directors.	Revisited quarterly at Board meetings.
1.1 Communicating	- A summary of key strategies will be: written in plain, easy to read English. - Posted on the organisation's website - Included in the International Students' Handbook.	Academic Manager CEO CEO	

	- Verbally explained to student at time of orientation in English, Te Reo Māori or by interpreters to speakers of other languages, if necessary. - Contain visually attractive infographics and images to increase accessibility	Academic Manager CEO	
1.2 Cultural Diversity	Ringa Atawhai Mātauranga will adopt overarching policies that reflect nondiscrimination and cultural safety for all. Social and cultural groupings will include but are not limited to: - Ethnicity - Elderly - Gender - Sexuality - Disability - Hard of hearing - Sight impaired - Rangatahi - Immigrants	All staff	On-going
1.3 Tikanga Māori	A whole-of-provider approach will be adopted to reflect the key tikanga Māori values of: - Rangatiratanga, - Whānaungatanga, - Manaakitanga, - Pūkengatanga, - Kaitiakitanga, and - Te Reo Māori. Reference: QAM#10	All staff	On-going
1.4 Staff Training	Staff will receive training in: - Gender sensitivity. - Cultural differences. - Ethnic diversity - Risk identification In-service training, from the key groups the organisation works with, will be conducted. This will include inviting guest speakers to staff meetings on occasions	Kaimahi CEO	Upon entry On-going

1.5 Networking	The CEO and or Academic Manager will participate in community events and networking meetings as and when appropriate, in particular those within the health and social service sectors.	CEO and or Academic Manager	When appropriate.
	Cultural events will be celebrated. These may include but are not limited to: • Treaty of Waitangi celebrations • Matariki commemorations • Regional kapa haka competitions	All staff	As per dates provided.
1.6 Methodologies	• Special needs and cultural differences will be identified and documented at the time of enrolment inclusive of spirituality, dietary needs, beliefs, values and customs. • Every effort will be made to match student with support people of the same or similar cultural identity.	Kaimahi Academic Manager	At time of entry After orientation.
1.7 Cultural differences	Advisory people from different cultural and social groups will be identified and included in the resource directory. For example: • Deaf association • Blind foundation • Gay community • Heart foundation • Literacy Aotearoa • Immigrant community The community resource directory will be kept current as per the link below: https://www.heartsandminds.org.nz/support-services-directory/tai-tokerau-directory	Kaiawhina	Up-dated annually
1.8 Employment	• Culturally appropriate contract staff will be employed when necessary. For example, staff who reflect the same or similar characteristics of the predominant student cohort.	CEO	When required

1.9 Evidence	1. Policies are reviewed annually. 2. Training content and delivery is culturally appropriate. 3. Minutes and amended policies indicate stakeholder input. 4. Training plans identify cultural needs. 5. Job descriptions outline roles and responsibilities in respect of cultural needs of the defined community. 6. Staff and board members are representative of the community. 7. The Company's QAM # 1 statement of intent in regard to strategic planning and goal setting is current and fit for purpose..		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Process 2.0: Self-review of learner wellbeing and safety practices

Whakaaro:

The PTE will make continuous improvements to wellbeing and safety practices through ongoing self-review against the Code requirements.

Kaupapa:

To identify the quantitative and qualitative measures for the PTE in consultation with student and other stakeholders to ensure the effectiveness of goals, plans and processes, and identify any improvements and take corrective action needed.

Tikanga:

Process	Actions	Responsibility	Timeframe
2. Self-review	The PTE will undertake an annual self-review in accordance with toolkits A - E containing the Code's key evaluative questions	CEO	Annually
2.1 Review planning	We will: • Establish a self-review team with broad representation from within the organisation and its key student and industry stakeholders. • Establish clear lines of communication in both consultation, feedback and reporting of outcomes. • Implement a framework that matches the specific nature, context and requirements of the organisation and needs of stakeholders (particularly students). • Adopt an integrated, organisation-wide approach that includes self-review at all levels within the organisation, both formal and informal review, and use clear communication and reporting links.	Academic Manager	On-going

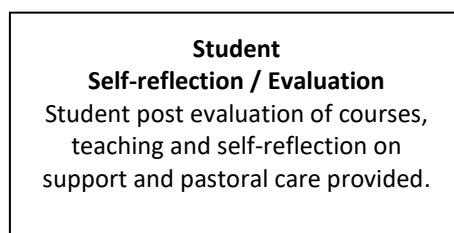
1.2 Evaluative review at all levels.	The process of self-review will be practiced at all levels of the organisation. Level 1: • Student self-reflection is part of student goal setting and planning and regular self- review of their learning and progress plus an evaluation of programme content and teaching methods. • Student will evaluate the pastoral care and well-being and the learning and additional education support provided by the PTE. Level 2: • Kaiako self-review involves on-going reflection and inquiry into teaching practice, learning, programme content, design, learning outcomes, added value for students, and regulations. This comprises both personal and professional reflection and is part of the staff performance management programme, linked to the staff professional learning and development programme Level 3: • Programme self-review includes on-going formal review involving monthly meetings, interim reviews and annual self-reviews, plus informal reviews involving dialogue and evaluative conversations with colleagues and a diverse range of student. The review will focus on how programmes can better support learner achievement, success and processes and practices that can improve outcomes for student. Level 4: Organisational Self-Assessment in accordance with the NZQA KPIs.	Academic Manager	On-going
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2.3 Staff training	Staff will receive training and refreshers courses on: • Lesson planning including objectives and outcomes. • Effective delivery • Self-evaluation • Corrective action methodologies • Te Tiriti o Waitangi • RAM's obligations under the Code • Understanding the welfare issues of diverse learner groups and appropriate cultural competencies • Identifying and timely reporting of incidents of racism, discrimination, and bullying • Physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting • Privacy and safe handling of personal information • Referral pathways (including to local service providers) and de-escalation procedures • Identifying and timely reporting of incidents and concerning behaviours • Wellbeing and safety awareness and promotion topics including – (i) safe health and mental health literacy and support; and (ii) suicide and self-harm awareness; and (iii) promoting drug and alcohol awareness; and (iv) promoting healthy lifestyles for students.	Academic Manager	Quarterly
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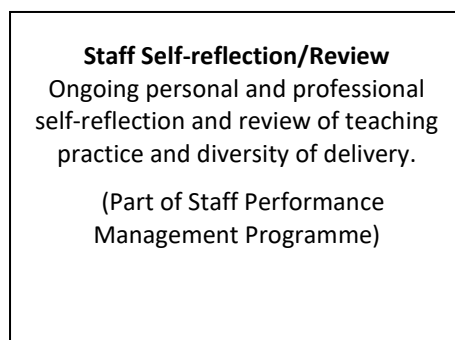
Self-Review Framework

(Self-Reviews will use an organisation-wide approach and will be implemented at all levels within the PTE.)

1. Student Level

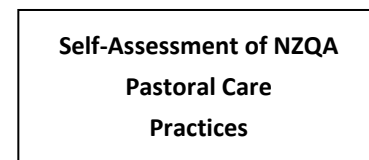
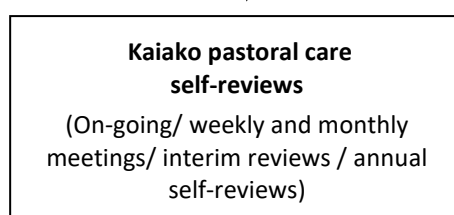
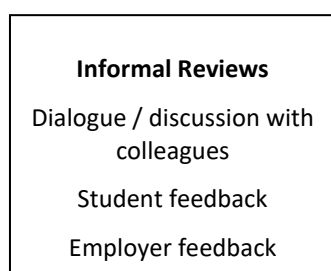


2. Kaiako / Staff Level



Staff Professional Learning &
Development
Staff Performance Appraisal
Peer Observation

3. Programme Level



4. Management /Board Level

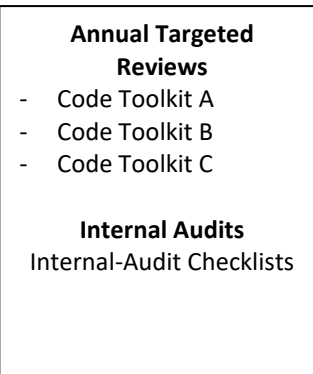
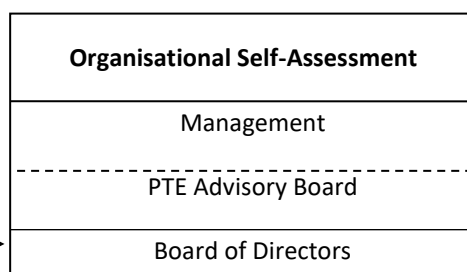
Meeting Minutes / Annual Plan
Annual Report / Recommendations

NZQA EER / Validation Reports →

Stakeholder Consultation &
Stakeholder Needs Analysis →

Community Input →

Strategic Oversight →



Priorities / Improvement Initiatives
Improvement Action Plans
Professional Development Needs
Resource Allocation

Strategic / Annual Planning

Process 3.0: Publication Requirements

Whakaaro:

The PTE will ensure that the marketing and promotion to prospective domestic and international students includes clear, sufficient, and accurate information enabling those learners to make informed choices about the programmes and services we provide.

Kaupapa:

Effective health education resources contribute to the protection of patient safety, improved health outcomes, and the empowerment of individuals and whānau to increase control over their health and wellbeing through increasing health literacy levels. Our publications and resources are produced in accordance with Rauemi Atawhai – A guide to developing health education resources in New Zealand available at:

<https://thehub.swa.govt.nz/resources/rauemi-atawhai-a-guide-to-developing-health-education-resources-in-new-zealand>.

Tikanga:

Process	Action	Responsibility	Timeframe
1. Publication development.	We will: - Spend time analysing data gathered to further build an understanding of the needs of our audience before starting to write or re-produce our promotional resources. - Clearly identify the literacy capabilities of our student audience and ensure that the messages in our publications are clearly stated for that audience. - Ask for, explore and be willing to take on board ideas that are completely new or different from your own. We will seek open and honest feedback as we work through future publication development processes. - Remain relationship focused involving student, stakeholders, colleagues and experts when developing or updating publications.	CEO	Annually
		Kaiako	When enrolling
		Kaiako	At module completion
		Academic Manager	On-going On-going

	• Encourage and respect stakeholders' participation. Having a close and ongoing relationship with them will make it easier to get ideas and regular feedback. • Work in a team, if possible, to capitalise on the mix of expertise. • Be accountable and keep track of the feedback, discussions, information and ideas we gather, the decisions we make and the reasons for those decisions. • Keep testing ideas and publications with our stakeholders by checking the publications' effect on behaviour (or the outcomes we are seeking) by running a test or trial before activation.	Academic Manager All kaimahi All kaimahi Academic Manager CEO	On-going On-going On-going Quarterly
2. Website	• The website has a clear brand identity, is easy to navigate, and has well optimized search engines. The site understands and meets student needs in a clear, simple, and efficient way. • Summaries of reports and outcomes will be posted in PDF format on the organisation's website. • Links to copies of full internal and external reports such as TEC and NZQA audits will be loaded on the RAM website. www.ringaatawhai.org.nz	CEO IT person 	Annually
3. Te Reo Māori	Selected publications will be made available in Te Reo Māori including, but not limited to: • The Complaints Procedure • Prevention of Abuse • Bullying is not OK • Protected Disclosures	CEO	On-going

4. Accessibility	Staff will ensure all students both domestic and international: • Receive relevant information at the earliest opportunity. • Receive the information in a way that is understood - verbally, visually or in Te Reo Māori. • English speaker of other languages will have access to interpreters if required. • Hearing impaired will have access to signage interpreters. • The visually impaired will have access to recorded information, if required.	All staff	Before and during enrolment
5. Self-review	• Promotional and marketing publications will be reviewed at the end of each semester and amendments made annually, informed by feedback from kaiako, student, employers, host organisations and from other key stakeholders. • In the first instance the Academic Manager will gather feedback at time of enrolment to gauge the suitability and appropriateness of current promotional material. • Other forms of data gathering may include, but are not limited to: I. Direct feedback from stakeholders II. Anonymous suggestions submitted in the suggestion box. III. Suggestions uploaded from the student portal. • Kaiako will gather information from student at the completion of programmes either verbally or as part of the written evaluation feedback.	CEO Academic Manager Admin staff Kaiako Academic Manager	Annually At enrolment Quarterly At the programmes end. Annually

	- The Academic Manager will analyse the findings of feedback received and fill in the Gaps Analysis Template. - The CEO will: I. Document: reporting on the self-review process, findings, and action plan in a user-friendly format. II. Publish the self-review report in an accessible format, to students, staff and the general public, including on our website. III. Attest: submitting an online form to NZQA to attest that the process of self-review of performance against the Code has taken place.	CEO	Annually
6. Evidence	- Surveys to analyse needs and whether they are being met (with students and other relevant parties, incl. in-house surveys, marketing surveys) - Graduate Student Barometer, other external surveys. - Copies of any prospectuses, marketing or promotional material - Self-review procedures for ensuring marketing and promotional information (both in print and online) is accurate, current and comprehensive		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Self-Review Template Marketing and Promotion

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure students both domestic and international can make informed choices about the services we provide?			
How effectively do we identify the information needs of students, both domestic and international, we intend to enrol?			
How effectively does our marketing and promotion material provide clear, sufficient and accurate information?			
Does the wording in publications meet the needs of student experiencing literacy difficulties?			
Are the methods of conveying information culturally appropriate?			

Process 4.0: Responsive wellbeing and safety systems

Whakaaro:

The PTE will take a whole of provider approach in taking all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.

Kaupapa:

Ringa Atawhai Mātauranga is a Te Whatu Ora-funded Māori health provider. In alignment with this role, our policies and procedures adhere to Ngā Paerewa Health and Disability Services Standard NZS 8134:2021. This standard upholds a holistic, organisation-wide commitment to the health and wellbeing of all those in our care. Responsibility for ensuring this standard is met rests with the Chief Executive Officer, who holds overarching oversight of its implementation.

Reference: Ringa Atawhai Mātauranga [Rongoā Māori Practice Guidelines](https://www.standards.govt.nz/shop/nzs-81342021/)
www.standards.govt.nz/shop/nzs-81342021/

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Health and safety	Ringa Atawhai Mātauranga is committed to ensuring activities and environments are safe for kaimahi, students, their whānau, and the community when undertaking programmes and or receiving services, Kaimahi will remain vigilant in preventing instances of abuse, neglect or bullying especially abuse of children in accordance with the Vulnerable Children's' Act 2014.	All kaimahi Kaimihi Kaiako Roopu rangatira Kaiwhakahaere	At all times
2. Staff training	Kaimahi will receive training and be competent in how to: - proactively seek to understand the information needs of prospective international tertiary students; and - develop and provide information to prospective international tertiary students and review the information to ensure it is kept up to date; and - ensure that prospective international tertiary students receive, as a minimum, up-to-date accessible and	Academic Manager	Quarterly

	timely information about the following: (i) the PTE's quality assurance evaluations; and (ii) the educational instruction, staffing, facilities, and equipment available to international tertiary students; and (iii) the Dispute Resolution Procedure; and (iv) potential learning outcomes for international tertiary students, including pathways for further study, employment, and residency where applicable; and (v) estimated study costs for international tertiary students, including any additional fees or levies that are on top of the basic tuition fee.		
3. Risk Management Systems	• Ringa Atawhai Mātauranga will use a consistent process across all its services for managing risk. • The risk management process will be one of: i. identifying risks, ii. identifying the potential impact of those risks and iii. deciding how to eliminate or minimise the potential impact of those risks.	CEO	On-going
4. Incident reporting	• When concerns related to wellbeing, safety, and behaviour of students arise the following procedures will apply: i. When a staff member becomes aware of an issue or concern, they will speak directly with the person and ascertain the severity of the issue. Resolve the issue if possible.	CEO	On-going

	ii. If the issue is more complex the matter will be referred to the Academic Manager who will endeavour to resolve the issue or decide if specialist intervention is necessary. iii. The Academic Manager will document all incidents and inform the CEO. • The CEO will ensure the following incidents are recorded and reported as they arise/occur. i. Accidents and incidents ii. Adverse events iii. Complaints and Suggestions iv. Referrals forwarded to Ngā Amuamu Student v. Infections and Notifiable Diseases vi. Violence or abuse vii. Disciplinary Actions viii. Outcomes of investigations.		
5. Evidence	1. Corrective actions (if any) are implemented as soon as possible. 2. Register of complaints, accidents and incidents is accessible. 3. Risk management templates are filled in and filed. 4. Staff receive training in the requirements of the Ngā Paerewa Health and disability services standard.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

Self-Review Template Safety and Wellbeing

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that instances of inappropriate behaviour by, or impacting on, international students are responded to fairly and effectively?			
How effectively do our current practices ensure that international students are advised how to report and address health and safety issues, respond to emergencies, access health and counselling services, and engage with relevant government agencies?			
How effectively do our current practices ensure that there is always (24/7) at least 1 staff member available to be contacted by our international students in an emergency?			
How effectively do our current practices ensure the contact details for each international student and their next of kin are recorded, up-to-date and accessible to the staff responsible for international students?			

Outcome 2	Code Description	Statement
Learner voice.	Understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy	We understand and will respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and rangatiratanga.

Process 2.0: The learner voice

Whakaaro:

The PTE will put students and their communities at the centre of their learning by proactively developing, sustaining and maintaining relationships with diverse learners so that their voices are heard, heeded and acted on. The Academic Manager will maintain overall oversight for monitoring students' wellbeing.

Kaupapa:

In meeting the needs of students, the PTE will maintain a "Whanaungatanga approach" when responding to the diverse learner voices. This approach is characterised by the following features:

1. Responsive, respectful, and reciprocal relationships with student, Whānau, and other supports; (manaakitanga and awhinatanga).
2. A climate of collaboration and genuine power sharing. (kotahitanga).
3. A sense of belonging (Whanaungatanga).

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Application	Tikanga Māori will underpin and guide the principles of this policy. We will endeavour to adhere to the cultural values of: • Tika - that which is fair and just. • Pono - truth, sincerity, genuineness. • Aroha - love, respect & compassion In the context of this policy, we will aim to be fair, respectful and responsible as we seek to respond to diverse learner voices and their wellbeing and safety needs in a way that upholds their mana and autonomy. We will: • Collaborate and work together to achieve improved health and safety outcomes. (Kotahitanga)	All staff	At all times

	- a list of external bodies with whom complaints may be lodged if internal procedures do not result in a satisfactory resolution and; - Study Complaints at: www.studycomplaints.org.nz/ who handle financial and contractual disputes and; Concerns about education providers NZQA portal who manage any other disputes regarding the Code.		
4. DRS	Students will be fully informed of their right to resolve disputes through the Disputes Resolution Scheme (DSR) including: - the scope of disputes that can be resolved. - their right to initiate a dispute directly with the DRS operator. - the flexibility the DRS operator has to determine the most appropriate dispute resolution process. - the powers of the DRS operator to obtain information, impose remedies, and enforce decisions - requiring the DRS operator to report on the operation and outcomes of the DRS annually - when disputes fall outside of the jurisdiction of the DRS, claimants will be directed to the NZQA Code administrator.	Academic Manager	At time of orientation
5. Evidence	- The pōwhiri process is implemented for new students. - Whakawhanautanga practices are implemented. - Monthly minutes are filed - Complaints are registered, acted on and resolved. - DSR training is provided for all staff.		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Self-Review Template Complaints and Disputes

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that all our international students have access to proper and fair procedures for dealing with complaints?			
How effectively do we ensure that international students are informed about the availability of recourse through the Concerns about education providers – NZQA portal or the DRS website or any other relevant authority if they cannot access our internal complaints process and/or are dissatisfied with the outcome or experience of using our process?	https://www.studycomplaints.org.nz/		
How effectively do our current practices ensure we are compliant with the DRS?			
Are publications regarding complaints and dispute resolution procedures clear, concise and unambiguous?			

Outcome 3	Code Description	Statement
Safe, inclusive, supportive and accessible physical and digital learning environments.	Foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	We will foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Process 3.0: Safe physical and digital learning environments

Whakaaro:

The PTE will foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Kaupapa:

The PTE's allocation of funds to the provision and maintenance of the premises and other physical and digital resources will be consistent with the Company's Charter priorities, the strategic plan and requirements and needs of student. Nothing in this policy derogates from the PTE's commitment to academic freedom as laid down in the Education and Training Act 2020: Section 267.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Discrimination, racism bullying, harassment and abuse.	The PTE will adopt a zero tolerance to racism, abuse or bullying within the learning environments. Our antiracism policy accepts the need to redistribute power, privilege, resources and opportunity. It requires us to examine power and privilege and acknowledge and address power imbalances. It is an essential enabler of wellbeing and equity, particularly for Māori, Pacific peoples and other indigenous cultures. The PTE rejects all forms of racism and is committed to the elimination of racial discrimination in all aspects of our learning and working environment. Racial discrimination, harassment or bullying of student, staff or affiliates will not be tolerated.	CEO	At all times.

	• Racism and racial discrimination can present in different and varied ways, including direct and indirect discrimination, racial vilification, race-based harassment, hostile work or learning environments, lateral violence, and casual comments (e.g. microaggressions or “jokes”). • It is the shared responsibility of the PTE’s community to combat racism and challenge racist expressions whenever it is safe to do so, irrespective of how they manifest or are intended. • The PTE will ensure that students, staff, and affiliates are made aware of what constitutes acceptable standards of behaviour within the PTE.	All staff	At all times.
2. Promoting an inclusive culture across the learning environment	• Our teaching culture will foster and develop global citizens who can collaborate with people from all ethnic, cultural, and racial backgrounds to achieve success. • The Academic Manager will ensure that course design, curriculum content, teaching methodologies, and the student experience are culturally safe, respectful, and inclusive of diverse perspectives, inclusive of all ethnicities.	All staff Academic Manager	At all times At time of programme reviews.
3. Premises	The PTE will ensure that all premises: • Are adequate and appropriate to current practices in the relevant industry. • Meet the reasonable needs of all student and staff. • Comply with the regulations relevant to their use, in particular the requirements of the Resource Management Act, the NZ Building	CEO and Directors	At all times

	Code 2004, and the Health & Safety in Employment Act 2015 and any subsequent amendments. • Are maintained to meet the safety and quality standards required of an educational establishment. • All amenities are resourced and kept to a high standard of safety and cleanliness to provide a safe environment conducive to learning. All regulations as specified in the Health & Safety at Work Act 2015, and its subsequent amendments, are adhered to. Health & safety checks will be conducted as per the Health and Safety Policy. • The features of the venue shall promote effective cultural, theoretical and practical learning and meet statutory and local body requirements.		
4. IT Safety	• IT users must use IT resources responsibly, efficiently and in an ethical manner, and with due regard to the rights of others. • All IT users must guard against any misuse which aims to disrupt IT resources at the PTE or beyond. • For the avoidance of doubt, unacceptable conduct includes, but is not limited to: (i) using IT resources in a way that interferes with the reasonable use of resources by other users (ii) using IT resources in a way that hinders the PTE in meeting its legal obligations (iii) assuming another person's identity or role (iv) communicating on behalf of the organisation that the IT user	Academic Manager and kaiako	At all times

	does not have the authority to represent (v) accessing, using, destroying, altering, dismantling or disfiguring IT resources without appropriate authority or other lawful excuse (vi) breaching any PTE or third-party copyright or patent protection and authorisations, including licence agreements (vii) breaching the privacy of individuals without appropriate authority or other lawful excuse (viii) using IT resources to bully, harass or victimise any other person (ix) using IT resources for personal gain without appropriate authority Suspected or confirmed IT incidents or breaches of policy must be reported to the Academic Manager at the earliest.		
5. Evidence	1. Key evidence for this outcome area will be students' progress and achievement, and feedback about their experience of their learning environments. Consideration is given to Māori, Pacific and International students' experiences and achievement.		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2025</u>			

Outcome 4	Code Description	Statement
Students are safe and well.	Support students to manage their physical and mental health through information and advice and identify and respond to students who need additional support.	We will support students to manage their physical and mental health through information and advice and identify and respond to students who need additional support.

Process 4.0: Students are safe and well.

Whakaaro:

The PTE will ensure students have the right foundations to support and manage their wellbeing while studying with us, and that our practices will proactively identify, monitor and respond effectively to learners at risk or in need of extra support.

Kaupapa:

Ringa Atawhai Mātauranga is a private training establishment and a government funded, provider of hauora Māori services. To give impetus to this outcome we subscribe to Sir Mason Durie's, Te Pae Mahutonga and Te Whare Tapa Wha models of practice. This policy applies to all students, domestic students, those with student visas and those holding work visas.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Assessments.	The processes for seeking help and support are presented verbally during the orientation process and listed in the International Student Handbook.	Academic Manager	At enrolment and at orientation.
	- Kaiako will ascertain the special needs of each student at time of enrolment and ensure these needs are noted on the enrolment form. - Kaiako will inform the pastoral care coordinator of any special need requirements. The whānau support person will meet with the student and in consultation with that person, fill out the organisation's support plan template. Points to note include but are not limited to:	Pastoral care coordinator	As needs are identified.

	(i) Name (ii) Age (iii) DOB (iv) Next of kin contact details (v) Natural supports (relatives, friends, spiritual advisors, kaumatua, kuia). (vi) Potential risks (vii) Plan to mitigate potential risks • Support plan details will include: (i) Nature of the concern or issue. (ii) Detailed pathway for the provision of support. (iii) List of supporting people or agencies. (iv) Timeframes. (v) Outcomes. (vi) Exit procedures. (vii) Follow-up actions.		
2. Utilising the Māori models of health.	Tikanga practices are integrated throughout the entire organisation. Kaiako will promote student health and wellbeing assessments utilising the Te Whare Tapa Wha and Te Pae Mahutonga Frameworks. These tools capture information such as eating habits and preferences, exercise regimes or lack thereof, mental, physical and spiritual wellbeing. Once the information is analysed kaiako and designated support people are able to appropriately service the individual needs of student. Refer pages 42 – 44 for details.	Kaiako	At orientation.
3. Confidentiality and privacy.	In accordance with The Health Information Privacy Code 2020 and the Privacy Act 2020, the PTE will implement security safeguards in respect of personal records. Procedures are designed to: (i) Prevent accidental loss (ii) Permit authorized access	Academic Manager and admin staff.	At all times.

	(iii) Allow people to sight, alter or amend their personal information (iv) Prevent disclosure of information without authority. (v) Prevent misuse of information.		
4. 24 Hour Contact (Inclusive of students on work visas).	The PTE will have a rostered system that ensures students have access to 24-hour support. RAM staff, including the directors, CEO, Academic Manager, Office Manager, Rongoa Lead, and the Pastoral care coordinator will work in weekly rotations at which time they will hold the PTE Emergency phone with key emergency numbers programmed into the fast dial connection. Refer to the: "Procedures for Managing International Student 24 Hour Contact" in the Policies and Procedures to Support the Code manual.	Management staff	At all times.
5. Support Agencies	A full list of supporting agencies will be displayed in the foyer of the main administration office and distributed to students on orientation day.		
6. Evidence	1) Students special needs are documented and filed. 2) Cultural health and safety assessments and filed when necessary. 3) Student information is gathered, stored and only used in accordance with the Privacy Act and the Health Information Privacy Code.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

TE WHARE TAPA WHĀ

This model incorporates four key elements of Māori health and wellness. Taha Tinana (physical health) references the body and is the physical manifestation of well-being. Taha Wairua (spiritual health) reflects the spiritual element of wellness. Taha Whānau (family health) details the need for and importance of the family on one's wellbeing, while Taha Hinengaro (mental health) relates to the importance of the mind and its ability to communicate, think and feel emotion.



This model conveys the importance of balance, with the idea that if one of these key dimensions is missing or damaged then the resulting imbalance may lead to illness. This model was developed in response to the lack of recognition of the spiritual element of health, an element that is becoming increasingly important now in mainstream health models.

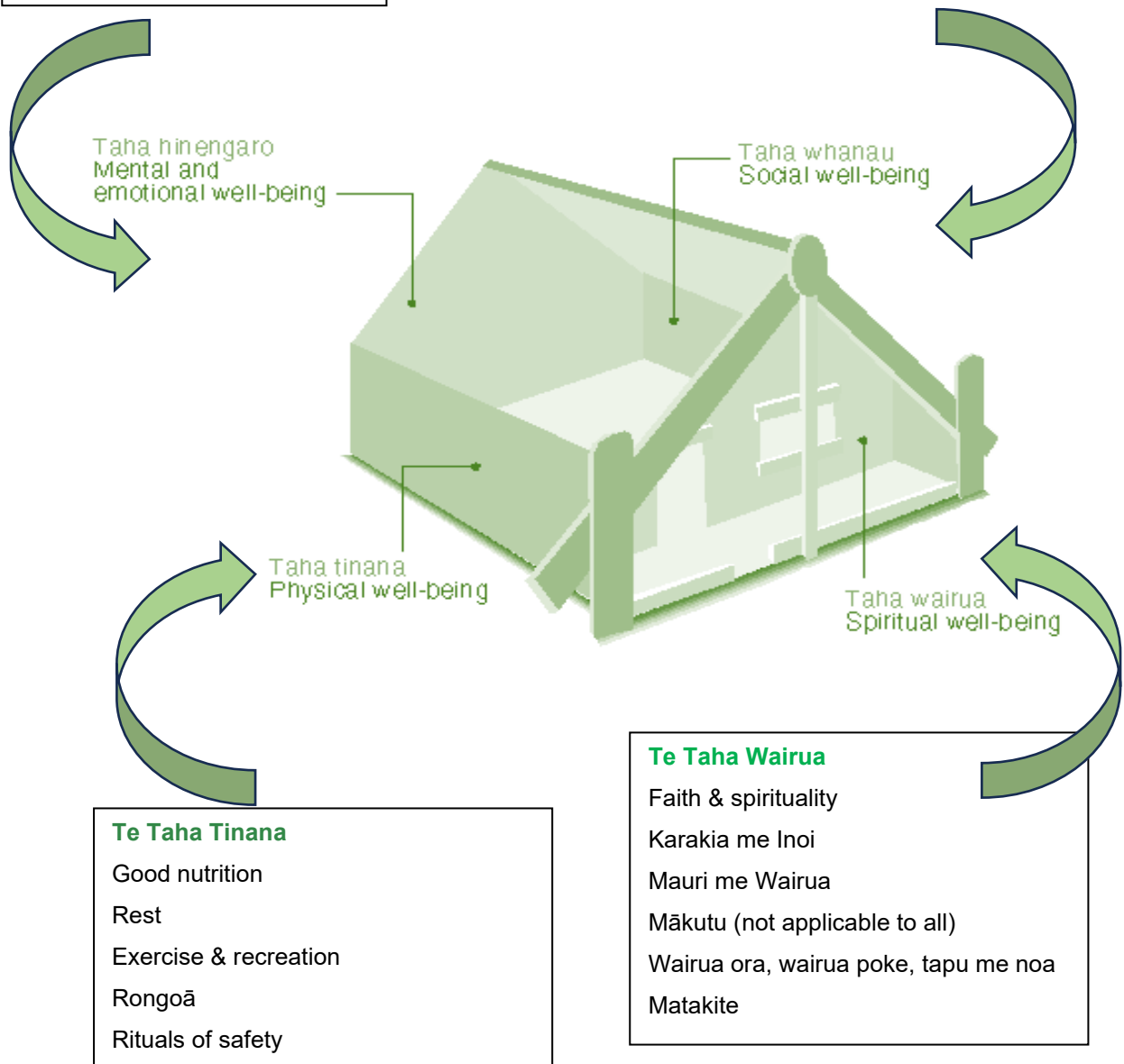
TE WHARE TAPA WHA APPLIED TO PASTORAL CARE

Te Taha Hinengaro

Ability to think
Ability to feel
Problem solving
Strategies to cope with stress
Communication
Life skills
Learning and education

Te Taha Whānau

Sense of belonging
Whakapapa/pepeha
Whānaungatanga
Connectedness
Supportive family
Positive relationships at home
Work and peer groups

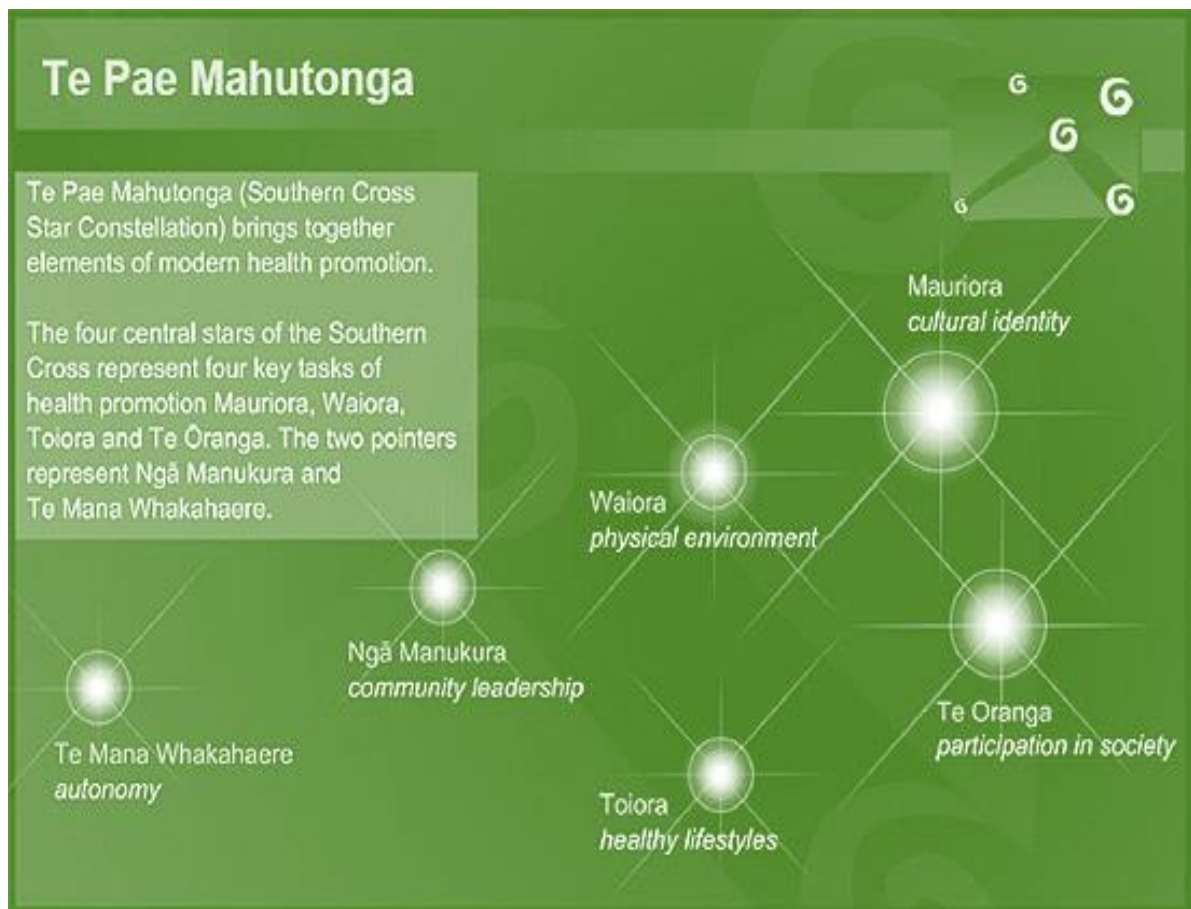


TE PAE MAHUTONGA

In the diagram below, the four central stars of the Southern Cross represent four key tasks of health promotion:

- Mauriora (cultural identity)
- Waiora (physical environment)
- Toiora (healthy lifestyles)
- Te Oranga (participation in society)

The two pointers represent Ngā Manukura (community leadership) and Te Mana Whakahaere (autonomy).



TE PAE MAHUTONGA APPLIED TO PASTORAL CARE

Waiora (Healthy environment)

Students have access to clean and safe living accommodation. Clear water. Clean air. Healthy noise levels. Opportunities to experience the natural environment. Access to clean and safe training facilities.

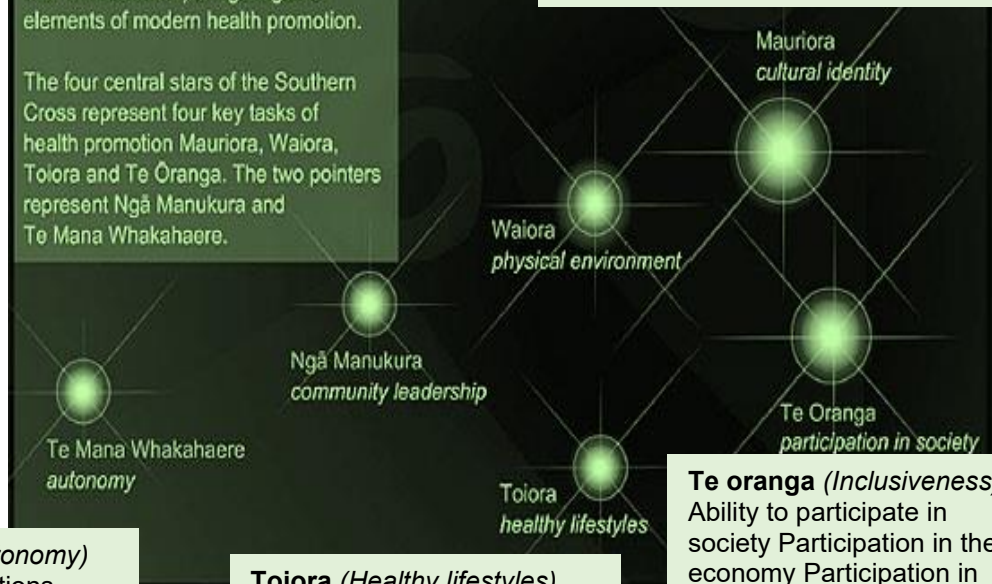
Mauriora (Cultural health)

Students have access to their own communities, language, knowledge, culture and cultural institutions such as marae, churches. Access to economic resources, land, forests and fisheries. Access to social resources such as Whānau and other support services and networks. Access to societal domains where their cultural norms are facilitated and embraced.

Te Pae Mahutonga

Te Pae Mahutonga (Southern Cross Star Constellation) brings together elements of modern health promotion.

The four central stars of the Southern Cross represent four key tasks of health promotion: Mauriora, Waiora, Toiora and Te Oranga. The two pointers represent Ngā Manukura and Te Mana Whakahaere.



Te Mana Whakahaere (Autonomy)

Recognition of group aspirations. Relevant processes. Sensible measures and indicators. Capacity for self-government.

Toiora (Healthy lifestyles)

Healthy lifestyles. Harm minimisation. Targeted interventions. Risk management. Cultural relevance. Positive development. Engaging in a caring, nurturing and transformative learning environment.

Te oranga (Inclusiveness)

Ability to participate in society. Participation in the economy. Participation in education. Participation in employment. Participation in the knowledge society. Participation in decision making.

Ngā Manukura (Community Leadership)

Establishing and maintaining appropriate community networks. Student leadership. Health leadership. Tribal leadership. Alliances between leaders, cultural groupings (the disabled, hearing and sight impaired, the Rainbow community and more).

Outcome 5	Code Description	Statement
A positive, supportive and inclusive environment in student accommodation	Ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents.	We will ensure that student accommodation promotes and fosters a supportive and inclusive community which supports the wellbeing and safety of Whānau.

Process 5.0: A positive, supportive and inclusive environment in student accommodation.

Whakaaro:

The PTE will ensure that student accommodation promotes and fosters a supportive and inclusive community which supports the wellbeing and safety of residents.

NB: At this time Ringa Atawhai Mātauranga will not be providing owner operated accommodation. The procedures below will apply if and when RAM is in a position to provide international student accommodation.

Kaupapa: In the spirit of manaakitanga the PTE will ensure the health and wellbeing of prospective residents remains paramount.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Pre-entry	Students will be provided with accurate and clear information on what to expect from the accommodation provided, what accommodation options and additional services are available, and what it would be like to live in that accommodation. This information will be provided verbally at the time of pre-enrolment, contained in the organisation's, "International Student's Handbook" and explained at orientation.	Academic Manager and kaiako	At orientation and as required.
	Students will be provided with relevant information to help them understand the full costs of living in student accommodation, such as	Academic Manager	At orientation

	information about rent and costs for additional services. - Students will be informed of the links between the PTE and the student accommodation, including the ownership structure or any third-party service agreements. - The needs of Māori, Pacific, disabled and international residents will be given particular consideration when providing information about accommodation services to them. The information provided will ensure students are supported with any concerns regarding the accommodation they have chosen. - Students will be provided with options that can cater to their identity, language and culture, including meeting dietary requirements, having alcohol-free spaces, proximity to spaces for prayer or cultural gatherings, and being accommodated with others of similar cultural, ethnic or religious background.	Academic Manager 	At orientation 
2. Responsibilities	- A variety of mediums will be used to communicate students responsibilities to landlords or homestay providers. This will include written responsibilities, house rules, and Code of conduct contained in the “International Student Handbook”. - An inclusive environment for all students, irrespective of their cultural, ethnic, religious, linguistic, socio-economic or academic background, gender identity, sexual orientation, or any other identity they choose to express, will be promoted,	CEO All staff	At orientation At all times.

	and feedback from students will be sought to understand how inclusive the environment is working for them. Feedback from students on the information provided will be used to improve the quality of information supplied, especially for Māori, Pacific, disabled and international residents.		
3. Learning and peer support	- Students will be provided with information and advice on self-care, positive well-being, and providing peer support during orientation. - Students will be supported to access the pastoral care services that are available on-site, in the community, online or by telephone. - Consideration will be given to what is important for Māori, Pacific, disabled and international students when providing information and support to access these services.	Pastoral care coordinator	At orientation
4. Emergency Response	- Students will be informed of emergency procedures and what action they should take in an emergency, including how to access and use first aid and emergency equipment, such as defibrillators and fire alarms. - Fire drills and other emergency drills will be conducted as required, and evaluations on how they went will be used to improve communications with students, to ensure they understand and follow procedures. - Processes for reporting incidents and raising health and safety concerns are clear, easy to follow, and made known to students. They will be encouraged and supported to report incidents and concerns about	Residential Manager 	At orientation 

	their accommodation and barriers that may hinder them reporting incidents or concerns. - Students will be made aware of the processes for how concerns and incidents are dealt with, and how they and other relevant parties will receive notification of the outcome or action taken. - The above information will be provided to students in a variety of ways such as posters in communal areas, in handbooks, online, through social media and in person, and in appropriate languages and formats, to meet their cultural differences. - Students will know where to access all the above information and where to go to ask questions and get additional information as required. - A critical incident and emergency procedures manual for the student accommodation will be available and kept up to date, and include: (i) processes for staff to follow in a critical incident or emergency that are specific to the accommodation and cover the immediate actions staff should take and any follow-up actions (i) processes for connecting with external service providers, police, hospitals, relevant government agencies, etc, as required (ii) debriefing processes to support residents and staff following a critical incident or emergency, including culturally appropriate support and victim support as	Academic Manager	At orientation
		Residential Manager	At all times
		Residential Manager	At all times
		CEO and Residential Manager	At all times.

	• The CEO or Residential Manager will be available and contactable 24/7 by staff in an emergency or when an issue needs de-escalation. • The number of live-in staff will be adequate to provide the support and oversight required for the number of residents in the accommodation, allowing for absences due to sickness, planned or unplanned leave, and other scenarios. • The ratio of live-in staff to resident will be appropriate to the type and nature of the accommodation. • The number of residents and their ages, backgrounds and known needs will be considered when assigning live-in staff members. • All residential staff will be subject to a Police vet and relevant background and reference checks, prior to commencing employment and must be deemed to be a fit and proper person for the position.	CEO and Residential Manager	At all times
		Residential Manager	At all times
6. Wellbeing and safety	• A welfare management plan will be developed for at-risk residents, detailing how the resident's welfare will be monitored and what action will be taken should concerns arise, including escalation or referral to external services. The plan will be developed in partnership with the resident, where possible, and takes into consideration the cultural and other needs of the resident. • Regular welfare checks will be carried out. Where a resident is identified as being at risk, a welfare management plan will be developed and implemented.	Residential Manager	As required
		Residential Manager	Weekly

Outcome 6	Code Description	Statement
Accommodation, administrative practices and contracts.	Ensure that student accommodation contracts and practices are transparent, reasonable and responsive to the wellbeing and safety needs of residents.	We will ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of Whānau.

Process 6.0: Accommodation, administrative practices and contracts

Whakaaro:

The PTE will ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

NB: At this time Ringa Atawhai Mātauranga will not be providing owner operated accommodation. The procedures below will apply if and when RAM is in a position to provide international student accommodation.

Kaupapa: The PTE will ensure residents are clear on the nature of the accommodation and the support structure within it. The care and protection of residents will be connected to the wider organisation, and its wholistic approach to the care and protection of all personnel.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. General principles	- The International Student handbook contains details of current accommodation options. - The International Student handbook provides clear information on what wellbeing and safety support services are available to students.	CEO	At orientation
2. Human resource strategy	- The PTE will provide in-depth job descriptions including: (i) the roles and responsibilities of accommodation staff, including expectations, boundaries and limitations. (ii) the type and extent of pastoral care expected in that role, and the competencies and attributes required for that role.	CEO	When owner operated accommodation is supplied.

	(iii) consideration of the needs of diverse range of students, including Māori, Pacific, disabled and international student. - Formal and informal training opportunities will be planned for each accommodation staff member based on their professional/personal backgrounds and those of the student residents in their care. - The wellbeing of accommodation staff, including having support services available will be accordance with the organisation's "Personnel Management Handbook".	Residential Manager	6 monthly
		Residential Manager	At all times
3. Student accommodation contracts	- The PTE will ensure that a student accommodation contract with a resident is: (i) clear, accessible and concise. (ii) sets out the responsibilities of the provider and the resident. (iii) advises residents of the requirements for information sharing across the PTE. (iv) the regular processes for checking on residents. (v) the deposit, bond components, fees. (vi) the refund policy and penalties. (vii) sets out the complaints, conflict resolution, and disciplinary processes in relation to residents. - The student accommodation contract will be reviewed and updated regularly to ensure it remains fit for purpose in relation to wellbeing and safety matters, considering the views of students and their representative bodies.	CEO	When owner operated accommodation is supplied.
		CEO	Annually

	(iv) Proposed actions to address the concern, issue or incident. (v) Referral details (to whom, when) (vi) Timeframes (vii) Outcomes (viii) Exit plans and backup support • To ensure concerns can be readily reported by concerned parties the PTE will ensure the residential manager's email address and the PTE's 0508 number is made available to visitors and other stakeholders. He/she will: (i) document details of who submitted the report (ii) who the report is about (iii) the nature and severity of the concern and (iv) details of when and where it occurred. • Contact information and guidance on how to report causes of concern will be posted on the PTE's website on the student accommodation tab, in house rules and on noticeboards. Accommodation staff will know when and how to respond to concerning behaviour, when to refer a resident and who to refer them to.	CEO	At all times
		CEO	At all times
6. Evidence	1. The International Student handbook contains all accommodation related details. 2. Job descriptions are fit for purpose. 3. Staff training is relevant. 4. Student accommodation contracts are fit for purpose.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

Outcome 7	Code Description	Statement
Student accommodation facilities and services.	Ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.	We will ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

Process 7.0: Student accommodation facilities and services

Whakaaro:

The PTE will ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

NB: At this time Ringa Atawhai Mātauranga will not be providing owner operated accommodation. The procedures below will apply if and when RAM is in a position to provide international student accommodation.

Kaupapa: Residents' wellbeing and educational success will be supported, as demonstrated through evidence of residents' experience of the services and facilities in their accommodation. Particular consideration will be given to the experiences of Māori, Pacific, disabled and international students. First year students, students who may need extra support, and diverse or underrepresented groups, will also be given specific consideration. The accommodation facilities and services will be compliant with all relevant legislation, regulations and codes.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Diverse needs of residents	- The PTE will ensure premises meet the needs and aspirations of residents. This may include: (i) having culturally appropriate spaces and conventions, (ii) appropriate areas for residents to practice their religion or culture, and areas and facilities to meet residents' physical and social needs. The residential manager will keep in regular contact with residents to ensure their specific needs and aspirations are being met, and improvements are made in response to feedback. Obstacles for	Residential Manager	At all times

	- Residents will be given advance notice of at least 2 weeks of planned and reactive maintenance verbally, by residential staff, by email issued by the CEO and with instruction on residential noticeboards. - Residents who will be impacted by reactive work are proactively informed as soon as practicable.		
4. Evidence	- Premises are in compliance with the NZ Building Code and Whangarei building by-laws. - Repairs and maintenance are carried out immediately with minimal disruption to residents.		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Self-Review Template Accommodation, Services & Facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that international students have a safe living environment?			
When we provide or arrange accommodation for international students 18 years or over, how effectively do our current practices ensure that this accommodation is a safe living environment?			
How effectively do our current practices ensure we maintain up-to-date appropriate checks and safety checks at residential premises.			
How effectively do our current practices ensure we provide a safe study environment for international students?			
How effectively do our current practices ensure that international student wellbeing needs are adequately supported?			

Outcomes 8-11 relate to international tertiary students.

Outcome 8	Code Description	Statement
Responding to the distinct wellbeing and safety needs of international tertiary students.	Ensure that practices under this Code respond effectively to the distinct wellbeing and safety needs of the diverse international tertiary students.	As a signatory to the Code, we will ensure that our practices respond effectively to the distinct wellbeing and safety needs of diverse international tertiary students.

Process 8.0: Safety needs of international students

Whakaaro:

The PTE will appropriately consider and respond to the distinct needs of international tertiary learners when giving effect to Outcomes 1–7 of the Code.

Kaupapa: The PTE remains committed to reducing barriers to education for all, including Māori and Pacific student, disabled students, international students and those with learning support needs. We acknowledge that international students need to feel welcomed and valued for their contribution to New Zealand and the local communities that they live and study in.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Cross-cultural awareness.	The PTE will provide staff with ongoing training and resources about understanding the welfare issues of diverse learner groups and appropriate cultural competencies.	Academic Manager	At induction
2. Cross-cultural training	- An appropriate knowledge base for all staff working with international student includes: (i) Knowledge and understanding of Te Tiriti o Waitangi, the history of colonisation, and the dynamics of racism. (ii) An understanding of Mātauranga Māori (Māori pedagogy) as well as of western paradigms. (iii) A working knowledge of te reo Māori.	Academic Manager	At all times

	achieve their study goals. They have specialist areas of knowledge and can help with course changes, programme planning, and study pathways. The ratio of kaiawhina to international students will be 1 to 10. Residential staff and programme kaiako will advise the Academic Manager of any concerns or issues that may arise. He/She will ensure that international students are appropriately matched with suitable kaiāwhina or seek specialist assistance if required.	Academic Manager	When/if concerns or issues arise.
	- To ease the transition of international students to life in the Aotearoa learning environment, we will provide an orientation programme. It will provide first-year international students with key information about: (i) timetables (ii) assessment processes (iii) online resources (iv) academic expectations (v) the wide range of support services available (vi) emergency responses (vii) the student code of conduct (viii) belonging/inclusiveness (xi) alcohol/drugs/risks. The goal of the orientation programme is to increase understanding and awareness for first year students to support academic success, maximise wellbeing, and ensure they know how to access all relevant support services available.	Academic Manager	At orientation
	Kaiāwhina support workers will help students exhibiting mental health difficulties.	Kaiawhina	When/if concerns or issues arise.

	• A minimum qualification for a person holding this post is The NZ Certificate in Health and Wellbeing L4 (The Mental Health and addiction support strand). • They will be competent to deal with challenging behaviours. • Students whose behaviours are more extreme will be referred to appropriate specialists.		
Evidence	1. Staff training details are noted in staff files. 2. Professional development plans cover all cross-cultural compliances. 3. An organisational wide approach, to looking for signs of distress in learners, is operational. 4. Care and protection procedures are operational and appropriate.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

Outcome 9	Code Description	Statement
Prospective international tertiary students are well informed.	Ensure that prospective international students receive clear, accessible, accurate and sufficient information including the provision of support services to make informed choices before they begin their study.	We will ensure that prospective international tertiary students receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services provided before they begin their study.

Process 9.0: International tertiary students are well informed

Whakaaro:

The PTE will ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services the PTE provides before they begin their study.

Kaupapa: The PTE is committed to ensuring prospective international tertiary students have a full and realistic picture of what it will be like to live and study in Aotearoa, at Ringa Atawhai Mātauranga, and that our information sharing processes are robust and seamless across the whole organisation.

Process	Actions	Responsibility	Timeframe
1. Marketing and promotion	- We will ascertain the information needs of international tertiary students by: (i) interviewing current and potential tertiary students (ii) surveying our international tertiary students within the first few weeks of enrolment (iii) surveying agents if applicable. (iv) doing our market research, i.e. Education New Zealand (ENZ) market information and Immigration New Zealand (INZ) data (v) using information from social media (e.g. Facebook, WeChat) where appropriate	Academic Manager	Prior to enrolment
	We will provide information to international tertiary students by:	CEO	Prior to enrolment

	(i) making a short video clip showing our education organisation, staff and tertiary students (ii) having an ESOL teacher check that our information is written in plain English and can be easily understood by people whose second language is English. (iii) translating information into the languages understood by our prospective international tertiary students. (i) additional materials and equipment (ii) costs for having to re-sit assessments, if required (iii) accommodation (what is and is not included) (iv) leisure activities outside of training hours (v) local transport options. (vi) what types of accommodation are available and what standards to expect (viii) relevant aspects of our accommodation policies		
2. Service Provision	• Information about our services and facilities will be provided via online prospectus, website, virtual tours, and holding an online video chat with the learner ahead of enrolment. Information will include: (i) our approaches to educational instruction (ii) when a programme might be cancelled and what will happen in that case (iii) credentials of staff	Operations Manager	At all times

	(iv) if language support is available to international tertiary students and their whānau (v) information about education and other facilities such as sporting areas, cafes (vi) if there are additional charges for any services or facilities. (vii) information relating to health and safety of international tertiary learners (including in relation to any disabilities or impairments a learner may have) • At time of enrolment, learners will be informed that, as a signatory to the Code, our organisation has agreed to observe and be bound by the Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021 (the Code) and the International Student Contract Dispute Resolution Scheme Rules 2016 (the DRS Rules) and other avenues of legal redress. • We will provide links to the NZQA website where copies of the Code can be downloaded and printed. • We will direct our international students to the Student Complaints website for information about the Disputes Resolution Scheme. • Information regarding potential learning outcomes, including pathways for further study, employment, and residency where applicable will be posted on the PTE's website and in relevant handbooks. • Prior to enrolment, international students will be fully informed of the estimated study and living costs.		
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	These costs may include fees that are not refundable		
3. Managing and monitoring education agents	- The RAM will undertake and document reference checks on all potential agents. (If applicable) Reference checking will be complete when we have sufficient information to be confident that the agent will: (i) provide quality advice to international tertiary students (ii) work with professionalism and integrity (iii) not breach the law or jeopardise RAM's compliance with the Code. - References will be sought from a range of sources, i.e.: (i) other signatories (ii) NZ Government agencies (iii) past employers. - In accordance with employment law, written contracts will clearly and unambiguously set out the terms and conditions of the partnership and be signed by both parties. Employment contracts will also contain avenues of redress when misconduct is suspected or reported. - RAM has systems for: (i) vetting and contracting education agents. (ii) monitoring activities and performance of contracted agents (iii) appropriately responding to concerns relating to education agents. - RAM will require agents to provide evidence of good performance, by providing:	CEO CEO 	Prior to contract signing Prior to contract signing 

	(i) a waiver authorising Immigration New Zealand to provide relevant data regarding the agent (ii) their offers of place acceptance rate (iii) copies of visa decline letters that the agent has received (iv) robust verification of learner documentation prior to submission to the PTE and by. (v) attending in-house training programmes with our organisation, for example, training on the Code requirements. • Agents will be required to make formal declarations regarding: (i) potential conflicts of interest (ii) acting in accordance with the New Zealand Immigration Advisors Licensing Act 2007 and with the Code (iii) adhering to the ethical standards outlined in the London Statement of Principles (iv) ensuring that any of our organisation's promotional material translated by the agent is consistent with the English language version (v) their intention to act ethically and legally at all times.	CEO	Prior to contract signing
	In the event agents breach their obligations as specified by contract RAM will take remedial action by: i. Informing the agent of the concerns or allegations raised ii. Carrying out a thorough investigation to confirm or refute the concerns or allegations	CEO	When breaches occur

	iii. Invoking disciplinary action if warranted or iv. terminating their contract if breaches are irrefutably proven.		
4. Supporting Agents.	We will ensure agents are supported and have access to up-to-date information by: (i) developing an agent handbook that includes expectations for both the agent and the signatory (ii) sending regular notifications to keep agents informed of any changes to our programmes or policies. (iii) visiting or conduct online hui with agents to share information and get their feedback (iv) requesting that agents visit our organisation, so they know what their international tertiary students can expect (v) offering regular training to upskill agents so they can provide accurate, useful information to tertiary students (vi) referring agents to Education New Zealand's new online tool for agents, agentlab.enz.govt.nz	CEO	Upon contract signing
5. Evidence	1. Publications are appropriate, contain all relevant information and are readily accessible. 2. Reference checks are conducted on agents prior to contract signing. 3. Agent's contracts cover all possible contingencies. 4. An agent's handbook is produced and is appropriate. 5. Agents are vetted appropriately.		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Self-Review Template Learner Support, Advice and Services

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our international students are fully informed about the relevant advice and services available to support their educational outcomes?			
How effectively do we ensure that our advice and information is accurate, appropriate, and effective?			
Before entering a written contract, how effectively do we appropriately assess prospective education agents?			
How effectively do we manage and monitor the conduct of our education agents and the quality of the services they provide?			
How effectively do we support and enable our education agents to perform their duties?			
How effectively do we ensure appropriate measures are put in place to address the needs and issues of international students at risk or with additional learning needs?			

Outcome 10	Code Description	Statement
Offer, enrolment, contracts, insurance and visa.	Ensure that practices for enabling students to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.	Our practices will enable students to make well-informed enrolment decisions in relation to the educational outcomes being sought, whilst ensuring all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Process 10.0: Offer, enrolment, contracts, insurance and visas

Whakaaro:

The PTE will ensure practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.

Kaupapa: We will ensure the PTE's systems and documentation are suitable to manage enrolment contracts, insurances and visa requirements relevant to international students studying in Aotearoa.

Tikanga:

Process	Actions	Responsibility	Timeframe
Offer of educational instruction.	The PTE will ensure that the educational instruction offered to international tertiary students is in accordance with the Education and Training Act 2020 and is appropriate for international tertiary students' expectations.	Academic Manager	At all times
	The programme offered will be at a level where the learner has a realistic chance of successful completion.	Academic Manager	At all times
	We will assess the academic capabilities and English language proficiency of all tertiary students, and their career intentions, and determine if future intentions match the educational opportunities we offer. We will achieve this by:	Academic Manager	At time of enrolment.

	(i) conducting interviews with offshore students via Skype. (ii) ensuring questions on the enrolment form elicit the information required (iii) through the admissions process (i.e. letters stating how the programme of study will contribute to the career intentions of the prospective learner) (iv) assessment of English language ability (v) examining the students' academic record and attendance (and achievement) at previous organisations in Aotearoa. • We will test for English language proficiency by: (i) requesting a notarised academic transcript in English. (ii) administering our own recognised language assessment. • International tertiary students will be advised in writing: (i) If they will be required to undertake tests prior to or on their arrival in Aotearoa (ii) that the programme placement, at a particular level, is dependent on that testing (iii) of the repercussions of not having reached the required standard after testing.	Academic Manager	At time of enrolment
		Academic Manager	Before start of programme
Information to be provided before entering contract	• The following information will be posted on the PTE's website, in the International Student handbook and conveyed either verbally or in writing prior to offering a Contract of Enrolment:	CEO	Prior to commencement of the programme.

	i. RAMs most recent quality assurance results; and ii. the educational instruction, staffing, facilities, and equipment available to international students; and iii. the International Student Contract Dispute Resolution Scheme (DRS); and iv. potential learning outcomes for international students, including pathways for further study and employment, where applicable; and v. estimated study and living costs for international students; and vi. accommodation and transport, or ways to obtain such information Other information provided will include: (a) Any compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international students (b) the education provided and its outcome, for example, whether a qualification is granted (c) available services and supports: (d) insurance and visa requirements for receiving educational instruction from the signatory (e) this code and the DRS rules (f) (full costs related to an offer of educational instruction (g) Rights and obligations • Refund conditions will be clearly presented in the information that we provide to international tertiary students. This information will be included in the international tertiary learner's handbook.	CEO	On-going
		↓	↓

	(i) enrolment contract, (ii) International student handbook, (iii) on our website and (iv) other documentation provided as part of the enrolment process.		
Contract of Enrolment	• The PTE will ensure the enrolment contract is fair and reasonable. The contract of enrolment between the PTE and each international tertiary learner will include the following information and terms: (i) beginning and end dates of enrolment (ii) conditions for terminating the contract of enrolment (iii) disciplinary actions and the process for termination of enrolment	Academic Manager	Annually
Disciplinary Action	The PTE will ensure any disciplinary action process that is taken will be in accordance with the principles of natural justice (which include those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action).	Academic Manager	When disputes arise
Insurance	The PTE will ensure “as far as practicable” international tertiary students have “appropriate insurance” while with us for educational instruction of two weeks’ duration or longer. Appropriate cover will include: (a) the international tertiary learner’s travel: (i) to and from New Zealand; and (ii) within New Zealand; and (iii) if the travel is part of the educational instruction, outside New Zealand; and (b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and	CEO	Before an offer of placement is made.

	(c) repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and (d) death of the international tertiary learner, including cover of – (i) travel costs of family members to and from New Zealand; and (ii) costs of repatriation or expatriation of the body; and (iii) funeral expenses. Insurance cover will include the international tertiary learner's travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period). But does not include the international tertiary learner's travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.		
Immigration matters	• The PTE will ensure as far as possible that each international tertiary learner who enrolls with us has the necessary immigration status for study in New Zealand. We will ensure international tertiary students have the valid and appropriate visa prior to enrolment by: (i) using Immigration New Zealand's Visa View service (ii) sighting the international tertiary students' visa in their passport. • When sighting the visa, we will check for the following:	CEO or Academic Manager	Before an offer of placement is made.

Records	(i) that the name of Ringa Atawhai Mātauranga is the one stated on the visa (ii) that the dates on the visa are current (iii) that the learner is enrolling/enrolled in the programme and site that is stated on the visa. • Accurate records will be retained, including the following: (i) a photocopy of the title page and the visa page of the learner's passport (ii) a copy of the Visa View enquiry results page (iii) a record of commencement and expiry dates of the visa (iv) a copy of the international tertiary learner's insurance policy.	Academic Manager	Before an offer of placement is made.
Breaches	• Known or suspected breaches of visa conditions by international tertiary students will be reported to Immigration New Zealand.	Academic Manager	As soon as breaches are identified.
Termination	• If an international tertiary learner's enrolment is terminated before the end of the anticipated enrolment period, we will notify Immigration New Zealand by completing the termination of enrolment form on the Immigration New Zealand website.	Academic Manager	Upon termination of enrolment.
Student fee protection	• The PTE has a student fee protection mechanism overseen by the Public Trust. Student fee protection covers all payments made to a PTE by, or on behalf of, a learner including: (i) fees (including programme-related costs and agents fees and/or commission)	CEO	At all times

	(ii) accommodation (iii) living expenses. • Information regarding fee refunds will be provided prior to entering into the enrolment contract. We will inform tertiary students of: (i) the circumstances in which a learner may or may not be eligible for a refund (ii) fees not protected by our refund policy (for example, travel and temporary accommodation costs prior to enrolment and accommodation placement at our institution; personal costs incurred in the event of a programme being cancelled at short notice) (iii) the timeframe that tertiary students must comply with to obtain a refund (iv) the process that must be followed to apply for a refund (such as filling out a particular form and submitting it to a particular person/department) (v) any supporting documentation that will be required for a refund application to be considered, for example a fees receipt and offer-of-place letter or medical certificate. • Information on refund policies and conditions will be provided through: (i) marketing and promotional material (ii) information for agents to provide to tertiary students (iii) learner contracts and information provided prior to the contract being signed	Academic Manager 	During enrolment and at orientation. 
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	(iv) orientation information (v) international tertiary learner handbook.		
Evidence	1. Programme overviews are up to date and accurate. 2. Results of English language assessments are file in students file/s. 3. Letters to learners are filed in individual file/s. 4. Informational publications are up to date and accurate including website postings. 5. Enrolment contracts are fair and reasonable and contain all relevant information. 6. Any disciplinary action taken is in accordance with the principles of natural justice and steps taken are noted and filed in the student's file. 7. All international students have the relevant insurance cover in place. 8. The student fee protection mechanism is in place in accordance with the Code. 9. Refund policies and procedures are documented and conveyed to students.		
Policy reviewed annually. Signed: <i>C. Pea</i> Position: Chairperson Date: 20/02/2025 Review Date: <u>20/02/2027</u>			

Self-Review Template Enrolment, Contracts, Insurance and Visas

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices support international students to make well-informed enrolment decisions?			
How effectively do we ensure that international students have the required information prior to entering an enrolment contract?			
How effectively do we ensure that our enrolment contract is fair and reasonable?			
How effectively do our current practices ensure that any disciplinary action is taken in accordance with the principles of natural justice?			
How effectively do our current practices ensure that each of our international students have the appropriate insurance for study in New Zealand?			
How effectively do our current practices ensure that proper documentation is kept and provided to international students when appropriate?			
How effectively do our current practices ensure that each of our international			

students has the necessary immigration status for study in New Zealand?			
How effectively do our current practices ensure we are compliant with the reporting requirements for terminations of enrolment and known or suspected breaches of visa conditions by international school students?			

Outcome 11	Code Description	Statement
International students receive appropriate orientations, information and advice.	Ensure that international tertiary students 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.	We will ensure that international tertiary students 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 11.0: Orientation, information and advice

Whakaaro:

The PTE will ensure that international tertiary learners can participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing, and safety.

Kaupapa: We will ensure that students are fully informed of the services, opportunities and policies to support them to realise their educational goals at Ringa Atawhai Mātauranga. This means that information delivery and content will be adapted to address the specific needs of international tertiary students.

Tikanga:

Process	Actions	Responsibility	Timeframe
1. Provision of accurate information	The PTE will ensure information is accurate, age -appropriate, up-to-date and presented in a way that meets the ongoing needs of diverse students. The literacy levels of the diverse range of students will be taken into consideration.	CEO and Academic Manager	At all times.
2. Names and contact details of designated staff members.	- Names and contact details of designated staff members will be: (i) listed on walls (ii) emergency cards (iii) in the learner handbook (iv) in the International Student Prospectus. (v) Page 30 Policies to Support the Code.	CEO	At all times

3. Health and safety	- The health and safety information we will provide will depend on what is appropriate for our international tertiary students' age range and needs. The information provided will aim to: (i) prepare international tertiary students for culture shock, such as New Zealand's different way of teaching, cultural norms and the emotional phases of change (ii) ensure that international tertiary students know there are health and safety support services available to them and how they can access these (iii) provide information about off-site health and safety services available to international tertiary students, and how to access these (iv) inform international tertiary students on how they can access the support they need, including language support - We will ensure staff training encompasses: (i) Recognising signs of culture shock (ii) How to provide health and safety support, and the procedures to access these services.	CEO	At all times
4. Termination of enrolment.	The students' Code of Conduct is contained in the International Students Handbook and lists possible consequences of breaching the Code including the conditions for terminating enrolment.	Academic Manager	At all times
5. Legal rights, obligations and entitlements.	International students will be fully informed of their legal rights, obligations and entitlements, prior to	Academic Manager	Prior to signing the enrolment contract.

	signing the enrolment contract and at the orientation. Information will be included in the International Students Handbook and posted on the PTE's website including their rights and obligations in relation to receiving educational instruction from RAM their rights under the Code.		
6. Policies	Policies relevant to international students will be posted on the PTE's website.	CEO	At all times.
7. Adjusting to a different cultural environment	To support international students to adjust to a different cultural environment we will: (i) provide information about adapting to a new culture/the cultural adjustment process (ii) ensure students experiencing culture shock are aware of the support systems available to them. (iii) foster community links to help tertiary students integrate into their community, i.e. churches, cultural and sports groups.	Academic Manager	At all times and communicated at orientation.
8. Evidence	1. Publications are age appropriate and visually attractive. 2. Staff contact details are readily available. 3. The orientation programme is age appropriate and meets the diverse needs of students. 4. Health and safety procedures are conveyed appropriately. 5. Staff training is appropriate. 6. Students are aware of the PTE's Code of Conduct policy and procedures. 7. Policies are posted on the website.		

Policy reviewed annually.

Signed: *C. Pea*

Position: Chairperson

Date: 20/02/2025

Review Date: 20/02/2027

Self-Review Template Orientation

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure our international student orientation provides the information and advice that students need at the onset of their studies?			
How effectively do we ensure that the PTE's orientation programme for international students is well-designed, age-appropriate and effective?			
How do we know we had appropriate and sufficient resources required to cover all aspects of the day's proceedings?			
How do we know how well and if we adhered to the kawa set by the mana whenua?			

International education links and resources

[Study Complaints Ngā Amuamu Taurā website](#)

[Education New Zealand \(ENZ\) website](#)

[English New Zealand website](#)

[Fulbright New Zealand Aotearoa website](#)

[Immigration New Zealand \(INZ\) website](#)

[ISANA: International Education Association website](#)

[New Zealand Educated website](#)

[New Zealand Ministry of Foreign Affairs and Trade \(MFAT\) website](#)

[New Zealand Qualifications Authority \(NZQA\) website](#)

[New Zealand Trade & Enterprise \(NZTE\) website](#)

[Universities New Zealand — Te Pūkai Tara website](#)