



Ringa Atawhai Mātauranga

Student Management Handbook



Student Management Handbook

CONTENTS

This student management and support system (and Handbook) has the following structure and comprises the following Sections:

SECTION I	Background	
	(i) Purpose	2
	(ii) Relevant Guiding Documents	2
	(iii) Scope of Coverage	2
SECTION II	Student Management and Support Policy	
	(i) Policy	3
	(ii) Guidelines	3
SECTION III	PTE Procedures	
	(i) Provision of Student Information	7
	(ii) Student Well-being Programme	8
	(iii) Student Entry and Induction	9
	(iv) Admission and Enrolment Procedures	9
	(v) SDR Process	10
	(vi) Orientation	15
	(vii) Pastoral Care	17
	(viii) Student Learning and Education Support	18
	(ix) Health and Safety	19
	(x) Student Discipline	23
	(xi) Student Complaints Procedures	25
	(xii) Information Management and Student Records	28
	(xiii) Information Privacy	30
	(xiv) Recognition of Prior Learning	32
SECTION IV	Organisational Information	
	(i) Resources	34
	(ii) Roles and Responsibilities	34
	(iii) Internal Monitoring	34
	(iv) Stakeholder Consultation and Engagement	34
	(v) Evaluation and Review (Self-Assessment)	34
	(vi) Planning and Internal Reporting	35
SECTION V	Forms, Templates, Toolkits and Checklists	36

SECTION I Background

(i) Purpose

The purpose of this student management and support system handbook is to provide a structured framework, management system, policy and procedures, organisational information, and forms / templates & toolkits for the provision of academic support and pastoral care to students within the PTE.

(ii) Guiding Documents

The Guiding Documents used to develop this Student Management and Support System and Handbook are:

- NZQA – Relevant Consent and Moderation Requirements (CMR)
- NZQA – Guidelines for Private Training Establishment Registration (2022)
- NZQA – How to Maintain Registration as a PTE
- NZQA – Policies and Criteria for Ongoing Registration of PTEs
- NZQA – Guidelines for the Approval / Accreditation of Programmes
- NZQA – Tertiary Evaluation Indicators
- NZQA – NZQF Programme Approval and Accreditation Rules (2022)
- NZQA – PTE Enrolment and Academic Records Rules (2022)
- NZQA – Student Fee Protection Rules (2021)
- NZQA – Private Training Establishment Registration Rules (2021)
- MOE – Educational Code of Practice for the Pastoral Care of International Students 2021 (the Code)
- NZQA Rules Section 348 (1) of the Education and Training Act 2020 (the Act)

(iii) Scope of Coverage

This student management and support system and handbook apply to all aspects associated with the pastoral care, support, and management of students within the PTE. It includes the provision of student information, student entry, and the provision of academic, learning and pastoral care and support services. It also covers student behavioural rules and regulations, student discipline, student complaint procedures and the management of student records.

SECTION II Student Management and Support Policy

STUDENT MANAGEMENT AND SUPPORT POLICY

RATIONALE:

The Directors are committed to keeping all prospective and current students well informed, providing a safe, supportive learning environment and appropriate learning pathways, and treating all student fairly, equitably and with dignity and respect.

POLICY STATEMENT:

The purpose of this policy is to ensure that:

- the public and new and existing students are provided with complete, clear, accurate, and appropriate information and are well informed.
- new students are provided with appropriate entry information, induction, guidance, and support.
- students are provided with on-going pastoral care, guidance, and non-educational support.
- students learning needs are identified, students are provided with appropriate on-going academic and learning support and there is a strong focus on student success.
- a well ordered, safe, inclusive, caring learning environment free from harassment and discrimination is provided for all students.
- all students are treated fairly, equitably and with dignity and respect; and
- the PTE complies with all relevant Legislation, the Code and NZQA requirements.

GUIDELINES:

1. The public, prospective and current students are to be provided with clear, written, up-to-date and accurate information about the organisation and the programmes offered. The information will include a description of the programmes, selection requirements, programme costs and fee protection arrangements, and other information as required by NZQA.
2. During the admission, enrolment and entry process students are to be provided with all the necessary information, receive appropriate guidance and support, and fully understand what is required from them in their proposed programme of study.
3. Clear, systematic procedures and criteria are to be in place and implemented to manage the selection, admission and enrolment of student.
4. Students are to be provided with appropriate learning pathways and only enrolled in programmes for which they have a reasonable chance of successful achievement and programme completion. If necessary, appropriate formative assessment methods will be used to assess prospective student and the suitability of specific programmes
5. The individual learning needs and career aspirations of each student are to be identified and recorded at enrolment and later discussed with the student with the Academic Manager. Student career pathways will be put in place to address the individual needs of each student.
6. Regulations and clear procedures are to be put in place and implemented to deal with cross-credit transfer and the recognition of student prior learning and / or prior performance.
7. All new students are to be given a formal induction into the PTE including orientation packs and provided with appropriate guidance and support to help them settle into their new environment.
8. All students are to be treated fairly and equitably, with dignity, understanding and respect for their ethnic and cultural background, heritage and individual rights.
9. Students will be provided with clear programme information and kept well informed about their specific learning programme / programme regulations, and requirements and the assessment & re-assessment process and procedures.
10. Students will have ready access to both educational and non-educational guidance, well-being and support services. The PTE will adopt a “hauora holistic” approach to student well-being, pastoral care and student management. This approach will encompass taha whānau (social/cultural), taha hinengaro (emotional / mental), taha wairua (spiritual) and taha tinana (physical) dimensions to encourage and enable student progress and success.
11. All students are to be provided with quality on-going pastoral care, guidance and support. The Academic Manager will be responsible for monitoring the overall well-being and pastoral care of students, ensuring that there is early identification of issues and that the necessary guidance and support is provided to students where/when required.
12. Students are to be provided with ongoing learning and academic support that is appropriate for their programme of study and enables them to plan their learning programme and achieve

their learning goals. The PTE will have a strong focus on student success and meeting the individual learning needs of student.

13. Tutors will monitor the on-going academic achievement and progress of individual students throughout the year. Early identification of learning issues / concerns, and early intervention and provision of any necessary additional learning support and assistance will be provided to student.
14. Staff will follow appropriate professional standards and act in accordance with the principles of “Natural Justice”, “Fair Process”, the “Right to Privacy”, “Transparency” and “Good Faith” when involved in the management, care and discipline of students.
15. There are to be clear processes in place for receiving and responding to student complaints which are accessible by student and refers to NZQA’s complaint process.
16. Students are to be provided with clear behaviour rules and regulations and conduct expectations concerning programme participation and on-site behaviour. The rules and regulations are to be well publicised and accessible to both staff and students consistently and positively applied and fairly enforced using clear, effective disciplinary procedures.
17. Students are to be provided with a caring, inclusive and safe physical, cultural and emotional environment, free from any type of harassment, offensive behaviour or bullying. Learners are to be protected from potential hazards and harm that may result from the teaching programme or any related activities of the PTE, including during education outside the classroom, field trips, off-site learning and in the workplace.
18. The PTE will implement secure, systematic processes and procedures for the gathering and storing and transferring of student information and assessment data. Student records will be accurate, confidential and accessible to student, and managed and stored in accordance with the Privacy Act (2020), the PTE’s Privacy Policy and NZQA requirements.
19. The organisation will meet all student management and support requirements, Rules and regulations specified by the relevant Workforce Development Council (WDC), NZQA and the Ministry of Education.
20. The PTE will comply with all legislation and regulations relevant to the management of student, contained in the NZ Bill of Rights Act (1990), Human Rights Act (1993) and Education Act (2020), and the provisions and intent of the Treaty of Waitangi.
21. The PTE will comply with all aspects of the Education (Pastoral Care of Tertiary and International Learners 2021 and NZQA’s Student Fee Protection Policy.
22. The PTE will ensure all students, both domestic and international, are informed about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services, internally and externally.

RELEVANT LEGISLATION:

New Zealand Bill of Rights Act (1990)
Privacy Act (2020)

Human Rights Act (1993)
Education Act (2020) & Amendments

Health and Safety at Work Act 2015
Consumer Guarantees Act (1993)

Crimes Act (1961)
Fair Trading Act (1986)

RELEVANT DOCUMENTS:

Privacy Policy
Complaints Against Staff Policy
Health and Safety Policy
PTE Teaching and Learning Handbook

Privacy Information and Procedures
PTE Legislation Compliance Handbook
PTE Health and Safety Handbook

Statement of the Principle of Natural Justice, Fair Process and Good Faith
NZQA – Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

NZQA – Guide Note on the Education Amendment Act

NZQA – NZQF Programme Approval and Accreditation Rules (2022)

NZQA – Consent to Assess Against Standards on the DAS Rules (2011)

NZQA – Student Fee Protection Rules (2022)

NZQA – PTE Enrolment and Academic Record Rules (2022)

NZQA – Private Training Establishment Registration Rules (2021)

NZQA – Guidelines for Private Training Establishment Registration (2022)

RATIFICATION:

Policy ratified by Board:

C. Pea
(Signed for Board)

20/02/2025
(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

CONSULTATION:

Student, employees, management and Governance Board members are to be consulted as part of the review of this policy.

SECTION III PTE Procedures

(i) Provision of Student Information

The following information will be provided by the PTE:

PTE Prospectus and Promotional Material - for the public and prospective students. Contains publicity material and general information about the PTE and the programmes offered. The Prospectus and promotional material and information will make it clear if any of the PTE's programmes or training schemes are not approved by NZQA.

Student Handbook – for all prospective and current students. Contains detailed information about how the PTE operates. (See Domestic and International Student Handbooks).

Programme Information for Learners – this is specific information given to students at the start of the programme and includes information such as: programme regulations, programme objectives programme completion requirements, assessment statement, programme length and structure, integration of practical and work-based components, normal programme progression and the conditions that must be met before a qualification can be granted. (See (iv) Programme Information for Learners in the Teaching and Learning Programme Handbook for details).

The information provided to prospective students about programmes and qualifications delivered by the organisation will be true, accurate, and sufficient for students to make informed decisions about enrolling at the PTE. All prospective students will have easy and ready access to information that is complete and clearly written.

International Student Handbook

The Prospectus and Student Handbook will be provided to prospective new students prior to formal enrolment and admission and to all existing students prior to or at re-enrolment. Refer to International Student Handbook for full details of content.

Fees and Cost of Enrolment Information

The PTE will ensure that all printed and other information made available to prospective students has full details of:

- the total fees for each programme, including fees for class or lecture materials, any NZQA external examination fees, books, special clothing, safety equipment, tools and any other items that are or may be provided to student enrolled for that programme including any student association membership fees.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- the materials, books, any external examination timetables, special clothing, safety equipment, tools and other items that are or may be required by the PTE to be bought or provided by student enrolled for each programme or training scheme.

The PTE will, before accepting the enrolment of any prospective student, give the person a written statement of:

- the total costs and other financial commitments associated with the programme or training scheme
- the cost of fees for student services provided by the PTE.

Learner Declaration

The student will sign a declaration stating that all rules and regulations have been explained to them including fees protection and refund information. (Refer International Student handbook for details).

See Management System Part 5 Assessment and Moderation Handbook Section V for **Learner Declaration (Template 5/T2)** also in Section 5 Forms, Templates, Toolkits and Checklist of this Handbook.

Record Storage Statement

- Enrolment Records and personal details will be kept for 3 years after the student completes the programme.
- Student final achievements, results and qualification records will be indefinitely, safely and securely archived.

Student Well-being Programme

Students are to be kept well informed of the availability and are to have ready access to both educational and non-educational well-being and support services.

The PTE Student Well-being Programme will comprise:

- 1. Student Entry and Induction**
- 2. Holistic Approach to Student Well-being**
- 3. Student Pastoral Care and Guidance**
- 4. Student Learning and Educational Support**
- 5. Student Safety and Welfare**

Student Entry and Induction

Student Entry – advice and guidance

- Copies of the Student/Learner Handbook will be on display in the administration office and will be explained to students at time of enrolment and again at their orientation.
- Individual students will be provided with timely, accurate, honest, realistic and practical programme guidance, advice and programme selection assistance prior to and during formal admission and enrolment.
- The PTE will ensure that students are placed into appropriate programmes in which they have a reasonable chance of success, and which meets the full range of their needs and aspirations.
- The PTE will ensure that all learners fully understand what is required from them in their proposed programme of study. Specific student learning needs and requirements will be identified at enrolment and plans put in place to address these needs.
- Information about the availability or otherwise of Recognition of Prior Learning is to be provided to students before enrolment.
- The PTE will ensure that it complies with all requirements under the Education Act 2020 (Part 18/232A) before enrolling International student; also, Part 18/238 requiring PTEs to enrol all non-domestic students as International students.

Student Entry – Admission and Enrolment Procedures

The PTE will use the following steps and procedures to manage learner admission and enrolment:

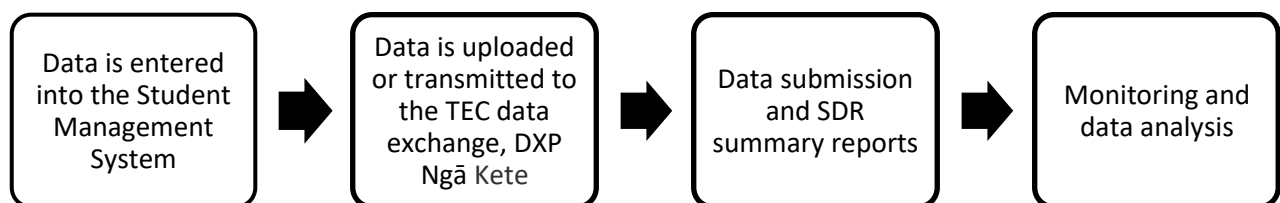
- the PTE provides prospective students with information on the PTE's qualifications and programmes
- the learner applies to the PTE for admission and enrolment (separately or together)
- the PTE verifies the learner's identity and citizenship or arranges through another party.
- the PTE confirms the learner's eligibility to study, including that they meet the relevant programme entry criteria (admission).
- the PTE offers to enrol the learner on a programme or programme of study.
- the learner accepts the offer (enrolment contract).
- the PTE records the enrolment.
- the PTE invoices the learner, or appropriate party, for tuition fees.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- the learner, or appropriate party, pays tuition fees or arranges for them to be paid, directly into the PTE's Student Fee Protection Trust Account.
- the PTE records and issues a receipt for payments of fees and any changes; and
- learner attends the programme beyond the period when "withdrawal with a refund" applies. Learners will be informed in writing of the outcome of their application and, if accepted, be given clear and accurate information about start dates, times, venues and contact details
- the PTE ensures that any subsequent changes to enrolment, including data changes, withdrawals and refunds are recorded and signed by both parties
- the PTE will enter all relevant data into Selma once enrolments are confirmed.

The SDR Collection Process

There are four stages in the process, for entering data into the student management system (Selma).



Data is entered into the Student Management System

Upon enrolment, enter data into Selma including:

- the qualifications and courses offered
- the delivery sites
- learner data, and
- the learners' course and qualification completions.

Ensure that all learner enrolment details are accurate and correct.

To do this, use your Education Sector Login to verify the information against the learner's NSN number. Print the verified details and attach them to the front of the enrolment form. Additionally, check the student's Record of Learning to confirm they have not already completed the module they are enrolling in.

To create a new student in the SMS, follow the below steps.

Student Details

1. Name
2. Date of Birth
3. Citizenship
4. Disability Access/Status/Needs

Contact Details

5. Address, Phone, Email

NZ Compliance

6. Ethnicity
7. Iwi Affiliation (if applicable)
8. Main Activity - Previous Year
9. Last Secondary School
10. Last Year At Secondary School
11. Secondary School Qualification
12. First Tertiary Education Year

NSN

13. NSN Number

If a student is re-enrolling best practice is to have them complete a new enrolment form to ensure up to date and accurate information is added to the SMS Student Index.

Upload data to the TEC data exchange, DXP Ngā Kete

Extract the SDR data in the prescribed .CSV file formats for upload into DXP Ngā Kete.

Each SDR submission requires the following SDR data files:

- March Indicative Enrolment Collection (IND): only three files – learner, enrolment and course register files. All enrolments that are made in the student management system (whether or not they have started by the specified date, including current and future enrolments), must be reported, regardless of the level of study or the funding source.

- April and August SDR: learner, enrolment and course register files, and qualification and course completion files
- December SDR: learner, enrolment and course register files, qualification and course completion files, and the Workforce Questionnaire (WFQ) – an annual statistical return of staff employed at TEOs.

Each qualification completion can only be reported once in each SDR submission but can be repeated in a later submission.

The April, August and December SDRs are cumulative for learner, enrolment, course register and course completion. The December SDR must include all data related to confirmed student enrolments for the reporting period January to December.

Data validation

On upload, DXP Ngā Kete checks the accuracy and integrity of data items in the SDR files against validation rules detailed in the Data Specification for the SDR and in the Validation rules for Indicative Enrolment Collection (IND) documents.

There are two types of validation rule:

- **Errors** – An error report is provided for individual records that fail the error validation test. You will need to correct these errors in your SMS and re-extract the files before the validation process can be completed.
- **Warnings** – A warning report is provided for each individual record that fails the warning validation test. You should check these records in your SMS. If the data item is correct according to your records, then no change is required in your system.

DXP Ngā Kete validation processes include checking learner data against data held in the National Student Index (NSI) based on the learner's National Student Number (NSN).

You must correct all errors before the SDR data submission can be completed.

Data submission and SDR summary reports

Complete the process by submitting the SDR data to TEC, including the equivalent full-time student (EFTS) forecast, and uploading SDR summary reports and a signed declaration certifying the data submitted is correct.

SDR summary reports include:

- a broad summary and sign-off of the validated SDR file

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- a detailed summary of the data in the SDR (student, enrolment and course register files)
- a summary of course completion data, and
- a summary of qualification completion data.

Note that submitting late or inaccurate SDR data may affect current or future funding or result in additional monitoring processes. TEC could ask an external auditor to confirm that the data is valid and accurate before you submit each SDR. For submission dates, see [SDR submission dates](#).

Trial SDR runs

Upload trial SDR runs in the lead-up to each SDR submission round. This provides early notice of any data errors that need to be corrected in Selma before the completed SDR needs to be submitted.

Qualification, Course and Delivery Sites registers

Update information in the Qualification, Course and Delivery Sites registers before completing and submitting the SDR.

Qualifications register

Enter new qualifications or submit changes to the credits, levels or other information in the Qualifications register at any time during the year. If the SDR report needs to include changes to any qualifications, you will submit a change request through DXP Ngā Kete before submitting a trial or final SDR.

Student Orientation

All new students will be provided with a formal orientation into the PTE. The PTEs orientation process will be well organised and welcoming. The key aim of orientation is to help familiarise students with their new environment and to help them settle in at the PTE.

The orientation of new students will include the following support and guidance information:

- Introduction / Orientation / Tour of facilities and site
- An Induction into New Zealand (for foreign students)
- PTE Student Behaviour and Rules and Regulations
- Pastoral Care and Support Services
- Health and Safety Information
- Role and availability of support workers
- Disciplinary Procedures
- Complaints Procedures
- Student Fee Arrangements
- Withdrawal and Refund Procedures
- Privacy of Information
- Student academic and study skills
- Timetabling
- Recognition of Prior Learning / Cross Credits / Credit Transfer
- List of contact persons for assistance / information

Holistic Approach to Student Well-being

For many students their academic progress is inter-dependent with their holistic well-being. The student pastoral care, guidance and support and overall student management within the PTE will be based on a holistic “Hauora Māori” model. The hauora approach to student well-being is based on a Māori philosophy and holistic approach to personal health and well-being. The Hauora model of well-being encompasses the physical, mental and emotional, spiritual, cultural and social dimensions of individual health. (Te Whare Tapa Wha.)

Hauora comprises four key components:

- **Hauora taha tinana** – the physical well-being of the physical body, physical activity, physical development and growth, personal health and care of one's body.
- **Hauora taha hinengaro** – mental and emotional well-being, clear coherent thinking, skills and knowledge, acknowledging and expressing thoughts & feelings, and responding to situations constructively.
- **Hauora taha wairua** – spiritual health and well-being, personal values and beliefs, the meaning and purpose of life, personal and cultural identity, self-awareness, self-esteem, confidence and pride.
- **Hauora taha whānau** – social well-being, family relationships, friendships, social interactions feelings of belonging, caring, compassion and social support.

All these aspects are inter-connected, overlap and work together to give total personal well-being and form a whole, well-rounded individual.

The organisation will aim to create a holistic hauora environment within the PTE that involves caring for the physical, mental and spiritual well-being of student. This holistic approach will involve caring for and developing the whole person and will include:

- student attaining relevant academic knowledge, understanding and skills
- opening up career, workplace and further study pathways / opportunities
- development of self-management skills and abilities
- development of social and communication skills, attitudes and behaviour
- personal growth, personal well-being and cultural development including self-awareness, individual identity, self-esteem and confidence
- encouraging a balanced lifestyle

The following strategies will be implemented as part of the student well-being and support programme to create a caring holistic, hauora environment for student within the PTE; also, to encourage and assist individual student personal development and well-being, and to enable student progress:

- keeping students well-informed of their programmes, programme requirements and expectations, and student roles, responsibilities and obligations
- catering for individual students needs through flexible learning / programmes and the use of Individual Learning Programmes and Student Career Pathway Plans
- creation of a safe physical, cultural and emotional environment that:
 - is a surrogate whānau situation (the marae)
 - is a trusting, friendly, supportive, positive and respectful environment for all students
 - strives for success, focuses on individual strengths and celebrates achievement
 - provides an inclusive cultural environment and sense of identity and belonging
 - accepts and accommodates diversity
- an emphasis by tutors / staff on student social, communication, self-responsibility, self-management and self-reflection skills
- a focus by tutor / staff on student personal growth and cultural development including individual identity, self-esteem, confidence and self-acceptance
- on-going student learning and educational support
- on-going individual student pastoral care and guidance
- treating all students fairly and equitably with dignity, understanding and respect for their ethnic and cultural background, heritage and individual rights

Pastoral Care and Guidance

All students are to be provided with ongoing pastoral care, guidance and support. The Academic Manager will be responsible for monitoring the overall well-being and pastoral care of students and ensuring that there is early identification of issues and that the necessary guidance and support is provided to individual students where required.

Pastoral care will commence at entry and the orientation process. Procedures will be put in place to identify learners from enrolment onwards who may require particular assistance or specific support and guidance. See Student Entry and Induction for details.

Student Learning and Education Support

Students are to be provided with the educational support, guidance and advice required to meet their individual needs and achieve academic success. All new students will be provided with academic and study skills assistance and support during the orientation process. Any specific or additional learning needs / expectations and requirements of students will be identified during enrolment and will be appropriately addressed and incorporated into the Student Learning Plan. This includes student level of academic preparedness and individual aspirations.

Students are to be provided with on-going learning and academic support that is appropriate for their programme of study and enables them to plan their learning programme, successfully complete their programme and achieve their learning goals. Also see information on Student Career Pathway Plan and Student Self Reflection.

The Academic Manager will monitor the ongoing academic achievement and progress of individual student throughout the year. Early identification of learning issues / concerns, and early positive intervention and provision of necessary and appropriate additional learning support and assistance will be provided to student.

The PTE will have procedures in place and will respond appropriately to identified skills gaps or lack of learner achievement and follow up on learners who experience barriers to programme completion. This includes literacy and numeracy support if required. Student learning and education support will be responsive to the ongoing needs of students.

Where necessary and appropriate student academic peer mentoring will be arranged for students by the programme tutor.

The tutors responsible for the teaching and assessment of specific programmes will also monitor and track the learning progress and achievement of students in their classes and will provide appropriate individual academic and learning support and assistance as required. Tutors will raise and discuss any serious concerns about individual student learning / progress with the Academic Manager.

Student Safety and Welfare

RAM has a "duty of care" and responsibility to provide a safe and secure environment for all students. Students are to be provided with a safe physical, cultural and emotional environment, free from any type of harassment, offensive behaviour, violence or bullying. Responsibility for ensuring this standard is met rests with the Chief Executive Officer, who holds overarching oversight of its implementation.

Student Health and Safety

The PTE has a responsibility to ensure that:

- the safety, welfare and well-being of all students is protected and maintained
- students do not suffer any harm through the action or inaction of PTE staff
- students are not harmed by any hazard arising at the PTE
- students are warned about significant hazards that might arise at the PTE

A safety culture is to be encouraged and promoted within the PTE. The physical health and safety of students will be protected, including during off-site learning. The buildings and facilities will have easy access and the PTE grounds and facilities will be safe, clean and well maintained.

For all field trips and situations where students leave the PTE premises for organised learning activities (other than work experience), the tutor organising the trip or event must first obtain approval from the Academic Manager and complete a Health and Safety Management Plan.

Student Health Safety Information and Induction

Students will be provided with Health and Safety information on entry and during the orientation. The Health and Safety information provided to students as part of their Induction into the PTE will include:

- Basic Health and Safety concepts
- PTE safety procedures
- Hazards and hazard reporting
- Emergency and evacuation procedures including emergency drills
- Accident, illness and incident reporting
- Location of First Aid facilities

The following information will also be provided to students as part of the Induction:

- Student social behaviour expectations
- Student Behaviour Rules and Regulations
- Student welfare / well-being programmes and pastoral care & support services

Student Health and Safety Management

Students are to be protected from potential hazards and harm that may result from the learning / teaching programmes and any related activities of the PTE, including education outside the classroom.

The PTE environment will be checked regularly, and hazards identified and addressed. Processes will be put in place to encourage students to recognise and notify the existence of hazards.

All necessary Health and Safety information will be provided to students on a daily and ongoing basis. This information will include signs and posters displayed where students gather and also appropriately sited in hazardous areas. Signs and posters will be provided in non-English versions if appropriate and illustrated with pictures and diagrams.

Procedures will be put in place to ensure students (and staff) are kept well informed and up to date on emergency procedures. Accident, injury and incident management procedures will be put in place. There will be accurate and timely reporting, recording and investigation of incidents, accidents and injuries and the implementation of any necessary follow up corrective action.

Students will be made well aware of their Health and Safety roles and responsibilities to keep themselves safe and not endanger the Health and Safety of others.

See the **Management System Part 6 Health and Safety Handbook** for further details on Health and Safety Management within the PTE.

Student Welfare and Well-being

The PTE will have effective student management, pastoral care and support policies, procedures and programmes in place to ensure the safety, welfare and wellbeing of all students.

Students will be provided with a safe emotional and cultural environment free from harassment, violence and bullying. The environment will be welcoming and create a sense of belonging. Student behavioural expectations and requirements will be well communicated and promoted to students. Students will feel confident and will be encouraged to report situations where they feel emotionally, culturally or physically threatened or unsafe while present at the PTE.

Staff will report serious student behaviour issues such as harassment and bullying to the Academic Manager. She/he will investigate the incident and provide a written report with recommended actions and file this in the student's file. If disciplinary action is necessary, the Academic Manager will deal with the situation as per the procedures outlined in Student Discipline and Disciplinary Procedures and Disciplinary Action. (see page 18).

Positive behaviour programmes will also be put in place to raise awareness and encourage appropriate social behaviour and interactions by students. Staff will be respectful, supportive and affirming in their relationships with students. Tutors will provide one-to-one guidance, mentoring, counselling and support to individual students as required and will have the responsibility for monitoring their overall welfare.

Student Behaviour Rules and Regulations

The PTE will establish and implement clear, workable, fair and equitable behaviour rules and regulations for all student enrolled at the PTE. The Student Behaviour Rules and Regulations will cover:

- Student attendance and programme participation
- On-site behaviour rules
- Off-site behaviour rules
- Respect for property
- Respect for other student and staff including violence, harassment and bullying
- Personal behaviour
- Classroom behaviour

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

- Dress standards
- Offensive behaviour
- Appropriate language
- Smoking, drugs and alcohol
- Injury and illness
- Appropriate use of computers and internet

All students will be provided with clear rules and regulations and conduct expectations that apply within the PTE. The PTE's behaviour guidelines will be explicit and applied consistently and fairly to all students. The rules and regulations are to be clearly communicated and promoted to both staff and students.

The student behaviour rules and regulations are to be included in the PTE's International Student Handbook and reinforced and explained to students during the orientation process.

Students will also be provided with a Programme Information for Learners at the start of each Programme / Learning Programme. The Programme Information for Learners will include information and an explanation of any specific programme rules and regulations that apply to individual Programmes / Learning Programmes.

All student behaviour rules and regulations are to be consistently and positively applied and fairly enforced.

NB: In accordance with the kaupapa Māori values practised, if appropriate, kaumatua or kuia support will be offered to students in the event disciplinary action is initiated.

Student Discipline

Background

- Students are to be treated fairly, equitably and consistently and in a way that respects their dignity and personal rights
- All breaches of discipline will be handled and investigated promptly and in a manner that preserves the mana and personal dignity and integrity of the individual Student involved. Students will be kept well-informed during all stages of any investigation.
- The PTE will adhere to the principles of 'natural justice', 'transparency', the 'right to privacy', 'fair process' and 'good faith' at all times when investigating and dealing with student disciplinary issues
- In disciplinary situations students are to be fairly heard and have the opportunity to put their version of events, which will be considered with an open mind and with no predetermination. Only relevant information will be considered in dealing with discipline issues.
- Breaches of the student behaviour rules and regulations will be handled according to the seriousness of the offence and the consequences directly proportional to the severity of the breach in discipline
- Breaches of the PTEs assessment rules are to be handled as per the Management System Manual Part 5 Assessment and Moderation Handbook. Breach of the assessment rules are to be followed up and investigated using the **Breach of the Rules Report (Template 5/T10)**.

Disciplinary Procedures

Students have the right to fair process during the implementation of disciplinary procedures by the PTE. The purpose of disciplinary procedures will be to prevent the reoccurrence of the inappropriate behaviour or misconduct.

The emphasis of disciplinary procedures and any resulting disciplinary action is the corrective action that is required to amend student conduct and to provide the student with a reasonable opportunity to do so, not to punish the student.

Disciplinary procedures for serious breaches of discipline, including on-going unacceptable behaviour, misconduct and serious misconduct will involve:

1. The Academic Manager (AM) assessing the situation and asking if the concern, complaint or issue is sufficiently robust or serious to require the implementation of disciplinary procedures.
2. The AM issuing a written notice to the student describing the inappropriate behaviour or misconduct and providing all the necessary information / documentation.
3. The student being given the opportunity to discuss the problem, comment and provide an explanation for the behaviour.
4. The AM considering the explanation with an open mind.
5. An accurate record being filed of all discussions and meetings.
6. Further investigation by the AM if warranted.
7. The student having the right to representation and support at any time during the disciplinary process.
8. The AM making a decision based on the relevant facts and evidence. (NB There needs to be “reasonable grounds” to support that misconduct or serious misconduct has occurred).
9. The student being advised of the decision in a respectful and appropriate way.

If a breach of discipline has occurred, then “Disciplinary Action” will be taken (see Disciplinary Action below for details).

Disciplinary Action

The PTE will be fair and equitable to all students when conducting interactions with student and in implementing its student discipline procedures. Any disciplinary action and consequences for students must be even-handed for all student involved and proportional to the seriousness of the breach of discipline or offence. Students will receive appropriate written warnings as part of any disciplinary action. Warnings must include information making it clear what the misconduct was and the consequences of any further misconduct.

Disciplinary action may include the following penalties (or combination of) depending on the seriousness and particular circumstances of each case.

- a warning / reprimand
- a directive for the student to apologise
- restorative justice procedures

- a denial of credits (for a Breach of the Assessment Rules)
- restitution requirements
- stand down or suspension
- expulsion

Misconduct means some form of deliberate wrongdoing, such as bullying, harassment or other socially unacceptable behaviour including continued disruption of other Student learning.

Serious Misconduct involves deliberate serious wrongdoing such as violence to staff or other student, theft, dishonesty or drug offences. Serious misconduct would normally involve immediate suspension followed by the implementation of disciplinary procedures and possible disciplinary action.

Student Complaints Procedures

There will be clear processes in place for receiving and responding to Student complaints and grievances, which is easily accessible by the student and includes access to external bodies with whom complaints may be lodged.

Details of the complaint's procedures / steps will be made available to students in writing at the start of each year, including details of:

- the internal process for lodging complaints and the PTE's internal procedures for receiving, responding and processing complaints; and
- a list of external bodies with whom complaints may be lodged if internal procedures do not result in a satisfactory resolution of the concerns / issues; and
- the NZQA's [Concerns about education providers - NZQA](#) portal if the RAM's internal procedures do not result in a satisfactory resolution of any concerns or issues.

The internal processes for considering student appeals and grievances will be clear, well communicated, transparent and readily accessible to students and staff. Complaints and grievances by students are to be considered in a fair, impartial, equitable and timely manner. All decisions will be free from bias or unlawful discrimination and will be based solely on relevant evidence and information. The complainant will have the right to withdraw the complaint or grievance at any time.

A detailed record is to be kept of all complaints, the inquiry, discussion, relevant meetings, final conclusion, outcomes and intended action. All the relevant documentation is to be stored in a 'Complaints File' which is to be held in a secure and confidential storage by the Academic Manager.

Students are to be provided with a written, easily understood internal process / steps to follow in order to lodge a complaint or report a grievance. Students are to be advised to use the following process if they have a serious complaint or grievance with the PTE or one of its staff members.

1. The Student should first raise the issue, problem or concern informally with the staff member involved - before invoking formal procedures (if appropriate).
2. If the issue is not resolved or the student is not satisfied with the outcome, he / she may take the complaint / grievance directly to the AM. This is done by completing and signing the Student Complaint / Grievance Form (Form 3/T1) and sending it to the AM in an envelope marked Student Complaint Confidential.
3. The AM and will investigate the complaint, discuss it with the student and clarify any issues. Any person / staff member who is the subject of a complaint will be advised of the complaint and given the opportunity to respond to it.
4. The Academic Manager and CEO (if necessary) will make a decision.
5. The student will be advised of the decision, outcomes and any action to be taken in writing within 10 days of the complaint being lodged. A follow-up letter will be sent to the complainant giving the final conclusion / agreement reached and intended action of the AM.

If a satisfactory outcome is not achieved the student is entitled to lodge a formal complaint via the NZQA's [Concerns about education providers - NZQA](#) portal.

Students must be advised that:

- they are able to make a formal complaint about the PTE to NZQA if they have attempted to follow the PTE's internal complaints procedure, but the complaint has not been resolved, and the event being complained about took place within the last 6 months; and
- complaints can be about a number of things including programme information, advertising material, staff skills, student support and guidance, programme content or delivery or assessment related.

- if the complaint is of a financial or contractual nature students will be referred to Study Complaints at: <https://www.studycomplaints.org.nz/>.

Complaints or grievances against staff involving competency or disciplinary issues will be dealt with according to the PTE's Policy for Complaints Against Staff (Ref 4/P5A) and the Information and Procedures for Complaints against Staff (Ref 4/P5B) - see the Management System Manual Part 4 Personnel Handbook for details.

Complaints and Appeals by students against assessment related decisions associated with the assessment of learning and the assessment process, such as appeals of assessment grades, non-acceptance of late work or Breach of the Rules decisions, will be handled according to the **Assessment Appeal Process** and **Assessment Complaints Procedures**. The process is outlined in the Management System Manual Part 5 Assessment and Moderation Handbook and involves use of the **Student Assessment Appeal Form (Template 5/T9)** and **Student Complaint / Grievance Form (Form3/T1)**.

Information Management and Student Records

Student information

The organisation will meet the requirements of the Education Act 2020 (Part 18 Section 236A) and the PTE Enrolment and Academic Records Rules (2022), with regard to student enrolment and academic records kept by the PTE. This includes enrolment and academic records such as date of birth, student visa information (if applicable) and academic results.

The PTE will systematically gather, verify, record and maintain student information and ensure that student records are accurate and accessible by student. The integrity of all student information will be protected. Accurate records will be kept of student progress at both programme and qualification level and these records will be made available to NZQA if requested.

Student academic records are to be made available to students (at cost) in the form of an academic transcript showing: the title of the qualification, papers or assessment standards, level credit value and date of achievements.

The PTE's student records system will allow for the monitoring of student educational performance and achievement at both programme (Programme completion) and PTE (qualification) level. (Selma)

All student enrolment details, attendance records and other general academic records will be retained by the PTE for 3 years after the student has completed their programme, and all results and qualification records kept in perpetuity.

Verification and storage of assessment data

Assessment data and results will be verified by student as part of the Assessment and Moderation process. Refer to Management System Manual Part 5 Assessment and Moderation Handbook – Verifying and Reporting Assessment Data for details.

The Tutor and the Office Manager must ensure that all assessment data is systematically stored and accurately transferred from mark book / computer records onto the Results Submission Sheet.

Checking for transposition errors must be made at all points in the data transfer process. Assessment data on the Results Submissions Sheet will be checked and signed off by the CEO before it's input onto the PTE's central database.

The PTE's data transfer processes will ensure that student details, entries and results are communicated to NZQA in an accurate and timely manner.

The PTE's assessment database system is to be regularly backed up and data files checked before and after submissions to NZQA. Staff are to use the PTE's general access page on the NZQA website to regularly check the accuracy and completeness of assessment data which has been submitted to NZQA and the CEO advised of any errors or omissions.

Students are to be encouraged and provided with information on how to use their NZQA Learner Self-Provisioning (LSP) and NZQA Record of Achievement to check their entries, results and details of assessment standards qualifications online and inform their tutor of any errors or omissions.

The PTE will give students the opportunity to check and confirm that their final recorded NZQA internal assessment results are correct before the year ends. All students are to be issued with a copy of the NZQA recorded internal assessment results for the year, the form is to be signed and verified by the student as sighted and correct and returned to the NZQA Office Manager for filing and safe storage.

All Student assessment and examination results, cross-credits, credit transfer, recognition of prior learning arrangements and achievement of awards and qualifications will be kept on permanent record, by the PTE via the Selma portal.

Refer to the Management System Manual Part 5 Assessment and Moderation Handbook for further information specifically Section III (iii) Assessment and Moderation Management Good Practice Guide Part Two Administration of Assessment, (H) Verifying and Reporting Assessment data, (I) Information Security and Privacy, (J) Retention and Storage of Assessment information and Internal Moderation Documentation.

Reporting to learners on progress / achievement

The PTE will regularly report to learners on their progress and achievement. This reporting will take place at tutor level during the programme and at PTE level at the completion of the programme.

Transfer of information and achievement data to NZQA

All student entries and withdrawals from programmes are to be managed according to NZQA requirements and by key dates. The PTE will only report assessment results which have been subject to the full internal moderation process, are complete, up-to-date and verified for accuracy and for which the PTE has been accredited to deliver.

The transfer of student achievement data to the NZQA Record of Learning database will be accurate, take place on a regular basis as soon as practical after the credits have been awarded and only in relation to the PTE's scope of accreditation.

Information Privacy

The collection, input and storage of student information and student records is to be private and secure, and all information managed in accordance with the Privacy Act and the PTE's Privacy Policy. Staff are to be made aware of their legal obligation and ethical responsibility with regard to the collection, storage and use of private information.

The PTE will take all reasonable steps to prevent the unauthorised use, disclosure, modification or misuse of personal information. This includes student personal details, enrolment information and assessment data and information.

The requirements of the Privacy Act will be observed during the storage and release of student results and student assessment work. Student assessment results will only be shown to the individual student concerned, staff of the PTE and NZQA. Student assessment results will not be published or inappropriately disclosed to any other student. Assessors will be careful when handing back marked student work and when advising students of their results not to breach privacy.

Hardcopy student records and documentation, including assessment grades and assessment material, are to be stored safely and securely and disposed of appropriately when no longer required.

RINGA ATAWHAI MATAURANGA PRIVATE TRAINING ESTABLISHMENT

The input and storage of NZQA Student assessment data on the PTE's student management system is to be closely controlled and secure, with appropriate security safeguards in place. Only the NZQA Administrator and CEO's nominee are to have access to the NZQA secure site and be able to submit assessment data to NZQA.

Students have the right and are to be given the opportunity to access, check and correct any personal information about them held by the PTE, including assessment information held by tutors

The organisation will comply with the requirements of Section 235 and 236 of the Education Act (2020) regarding the disclosure of information (for the purpose of immigration, benefits, Student loans and allowances) to Government Departments.

Recognition of Prior Learning Policy

1. Purpose

The purpose of this Recognition of Prior Learning (RPL) Policy is to establish a framework for recognising and assessing the skills, knowledge, and competencies that individuals have acquired through formal and informal learning experiences. This policy aims to provide a fair and consistent approach for granting credit towards qualifications and learning outcomes based on prior learning.

2. Scope

This policy applies to all learners seeking to have their prior learning recognised towards formal qualifications and programmes offered by Ringa Atawhai Maturanga. It encompasses various forms of learning, including but not limited to:

- Work experience
- Volunteer activities
- Non-accredited courses
- Independent study

3. Objectives

- To provide a structured process for assessing prior learning effectively and fairly.
- To encourage lifelong learning by valuing knowledge gained outside formal education.
- To support learners in achieving their educational and professional goals by reducing redundancy in learning.

4. Process

- a) Application: Individuals wishing to apply for RPL must submit an application form, along with supporting documentation that outlines their prior learning experiences.
- b) Evidence Submission: Applicants must provide evidence of their competencies, which may include:
 - Certificates of completion for relevant courses
 - Job descriptions and performance reviews
 - Portfolios showcasing projects or work completed
 - References from employers or mentors
 -

5. Assessment:

The Academic Manager in consultation with the programme kaiako will review the submitted evidence against the required competencies for the relevant qualification. The assessment may involve interviews or practical demonstrations, if necessary.

6. Outcome Notification:

Applicants will be notified of the RPL assessment outcome within 20 working days. Successful candidates will be informed about the credit awarded towards their qualification.

6. Appeals:

If an applicant disagrees with the outcome, they have the right to appeal the decision. The appeal process will be outlined in a separate document.

7. Responsibilities

1. Academic Manager: Responsible for reviewing applications, conducting assessments, and making decisions regarding RPL.
2. Learners: Responsible for providing accurate and complete evidence to support their RPL application.
3. Kaiako: Trained in RPL processes to assist and advise learners effectively.

9. Related Documents

1. RPL Application Form
2. RPL Evidence Guide
3. Appeals Process Document

RATIFICATION:

Policy ratified by Board:

C. Pea
(Signed for Board)

20/02/2025
(Date confirmed)

REVIEW:

This policy is to be reviewed as part of the PTE's Self-review Programme (Cyclic Review)

Review Date: 20/02/2027

SECTION IV Organisational Information

Resources

See the Management System Manual Part 1 Governance and Management Handbook - Strategic and Annual Planning for information on the allocation of financial, physical and human resources to student and management support within the PTE.

Roles and Responsibilities

See Management System Manual Part 1 Governance and Management Handbook pages 25 and 33 for Advisory Board, Management and Staff Roles and Responsibilities.

Internal Monitoring

Internal monitoring provides valid evidence (data and information) for evaluation, review and the planning for continuous improvement. It also enables early identification of non-compliance and quality assurance issues and concerns. There will be ongoing and continuous monitoring of the effectiveness of student management and support within the PTE. See the Management System Manual Part 1 page 35 - Governance and Management Handbook for further details on internal monitoring.

Stakeholder Consultation and Engagement

See the Management System Manual Part 1 Governance and Management Handbook – Stakeholder Consultation and Engagement for detailed information on the consultation and involvement of stakeholders.

Evaluation and Review (Self-Assessment)

See the Self-Assessment Handbook for detailed information on Evaluation and Review within the organisation. Evaluation involves the collection, analysing and interpretation of data / information obtained from the monitoring process and other sources. Review involves the use of the findings of Evaluation to make evidence-based judgements, form conclusions and identify opportunities for continuous, sustainable improvement.

The effectiveness of student management and support services provided in the PTE is to be evaluated as part of the PTEs ongoing Self-Assessment Programme. The results of Self-Assessment of student Management and support within the PTE are to be used by the AM and CEO to improve student management and support services.

The Self-Assessment Key Evaluative Question that relates to the evaluation of effectiveness of Student Management and Support within the PTE is – “How well are learners guided and supported?” The Evaluation of this aspect will involve the use of the process indicators ‘facilitating learning pathways’ and ‘fostering effective learning environments.

See Management System Manual Part 7 Self-Assessment Handbook for further details.

Planning and Internal Reporting

Decisions and results of evaluation and review are used to guide and inform planning, develop and improve student management and support programmes and guide resource allocation and staff professional development. Reporting involves informing relevant stakeholders of the evidence-based judgements, conclusions and decisions made as part of the Review and Planning process. See the Management System Manual Part 1 Governance and Management Handbook for further details of Planning and Reporting procedures within the PTE.

SECTION V Forms, Templates, Toolkits and Checklists

*The **Templates** are ‘Operational Templates’ to be used by Management and Staff once the PTE is established, as part of the on-going operation and management of the PTE.*

*The **Forms and Checklists** are also ‘Operational’ and are to be used by Management and Staff once the PTE is established, as part of the on-going operation and management of the PTE.*

Checklists are used by PTE staff to ensure that specific information and processes are accurate and complete.

Forms are usually completed by student and used to provide information for the PTE or NZQA.

The following Forms, Templates, Toolkits, Checklists and Examples are included in this Handbook Guide.

- **Form 3/T1 Student Complaint / Grievance Form**
- **Template 5/T2 Student Declaration**
- **Template 3/T3 Student Learning Plan**
- **Template 3/T4 Student Career Pathway Plan**
- **Template 3/T5 Student Self Reflection Sheet**

Student Complaint / Grievance Form

Background Information

Student should always attempt to resolve problems or disputes informally by approaching the staff member and discussing the issue / problem / concern, before lodging a formal complaint.

If a student feels uncomfortable about discussing the issue directly with the person involved, or is not satisfied with the response, then they are entitled to lodge a formal written complaint to the CEO of the PTE by using this Complaint / Grievance Form.

NB If a complaint includes allegations against another individual you need to be aware that this person will be provided with a copy of all relevant documentation, including a copy of this completed Student Complaint / Grievance Form.

Complete this form and send it to the CEO in an envelope marked "Student Complaint Confidential".

Student Details:

Student Name: _____ Student ID: _____

Programme: _____

Address: _____

Details of the Complaint

Describe your complaint / grievance.

What steps have you already taken to resolve the problem / issue / situation?

How could this problem / issue / situation now be resolved?

What are your desired outcomes for this problem / issue?

The following supporting information / evidence is attached and includes:

Signed by the Student

Date

Student Declaration

Name of Provider: _____

Student Name: _____

Programme: _____

(i) Assessment Authenticity Statement

Student:

1. I understand that all the work I submit for assessment must be my own, it must have integrity and be valid, authentic and free from plagiarism.
2. I understand that I must not receive undue assistance or the unauthorised help of others in the preparation of my assessment work.
3. I have read and understand the PTE's assessment requirements set out in the Learner Handbook and understand the consequences of submitting material for assessment that is not my own work.

(iii) Student Information Attestation

The PTE has an obligation to provide certain information to all students. Student are required to read and understand the following information which is contained in the PTE **Learner Handbook**:

- Student Entry and Enrolment Information
- Pastoral Care, Support Services and Health & Safety Information
- Student Behaviour Rules and Regulations
- Student Disciplinary and Appeals processes and procedures
- Student Complaints processes and procedures
- Assessment Rules and Re-assessment requirements
- Recognition of Prior Learning / Current Competency
- Credit Transfer and Cross Credit
- Fees Information, Withdrawals and Refunds – costs & conditions
- Privacy of Information and Student Records
- Student Fee Protection Arrangements
- Conflict of Interest and Statement of Interest of Governing Members
- Non-NZQA approved Programmes or Training Schemes currently offered by the PTE (if applicable)
- Statutory Measures that the PTE is currently subject to (if applicable)
- The PTE's NZQA EER Category and Statements of Confidence

(iii) Learner Declaration

I hereby declare that I have read and understand the above **Assessment Authenticity Statement** and **Student Information Attestation** and the relevant information contained in the **Learner Handbook**.

Signed: _____ (Student) Date: _____

Student Reflection Sheet**Name of Student:** _____ **Year:** _____**Reflection on Goals****Goals** Re-state your Long-term Learning Goals for the past year

(i)

(ii)

Obstacles / Solutions

What obstacles have you encountered, and how have they been overcome.

Obstacles	Solutions
•	•
•	•

How well have you achieved your goals for the year? **Classify each goal** as either Achieved, Partially achieved (but to be achieved in the near future) or Not Achieved.

Goal (i)

Goal (ii)

If partially achieved, state what is required to achieve the goal and the date by which it will be completed.

If not achieved, state what went wrong. Identify what obstacles were not overcome, and state a new solution for the obstacle.

Were your goals realistic?_____
Signed by Student_____
Date

Student Learning Plan

Name of Student: _____ Year: _____

Goal Setting

1. Long-term Learning Goals (for year):

(i) _____

(ii) _____

2. Short term Learning Goals (for Month ending _____)

Goal	Target
• _____ • _____ • _____	• _____ • _____ • _____

Possible Obstacles	Possible Solution
• _____ • _____ • _____	• _____ • _____ • _____

3. Plan of Action

My Plan of Action to achieve the above targets is:

	Actions Required Steps I can take to achieve my goals are:	Completion Date
Step 1		
Step 2		
Step 3		
Step 4		

5. Review / Review of Plan of Action

I will revisit my Plan of action on _____

Signed by Student _____ Date _____

Student Career Pathway Plan

Name of Student: _____ Year: _____

Career Pathway Plan

1. **My current situation is:** (Where am I at now with my career?)

2. **My preferred career is:** (Where do I want to be?)

4. What are some **barriers / problems** that could prevent me from achieving my preferred career:

- _____
- _____
- _____

4. **Other Resources and Help**

Other Resources and Help that I will require to achieve my preferred career / Pathway Plan are:

5. **External Influences**

External influences (i.e. things outside my direct control) that could affect my preferred Career / Pathway Plan are:

6. What I need to do (How am I going to get there?)

Things I need to do in order to pursue my chosen career are:

- _____
- _____
- _____
- _____

7. My Plan of Action - Specific things I plan to do are:

		Completion Date
Step 1	_____	_____
	_____	_____
Step 2	_____	_____
	_____	_____
Step 3	_____	_____
	_____	_____
Step 4	_____	_____
	_____	_____

Signed by Student _____

Breach of the Rules Report

Instructions:

The first part of this Report form is to be completed by the Academic Manager after carrying out a full investigation of a "Breach of the Rules" complaint, by an Tutor/Assessor against a tauira. The form is then given to the PTE's NZQA Liaison for comment and appropriate action and then passed onto the PTE's Manager for confirmation and signing.

Tauira Name: _____

Course: _____ Assessor Name: _____

Standard: _____ (number) _____ (version) _____ (level)

Standard Name: _____

Date of Assessment / Incident: _____

Alleged Breach of Rules: _____

Details of the Incident:

Manager's Comments / Response:

Manager's Recommendation:

(Signed by Manager)

(Date)

NZQA Liaison Comments:

Outcome / Action Taken:

☐

Manager Informed

☐

Assessor Informed

☐

Tauira Informed

☐

Tauira advised of Appeal Process

Signed by: NZQA Liaison _____

Date: _____

Signed by Manager: _____

Date: _____