



The NZIE Self-Assessment of practice and procedures against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

This is a summary of the NZIE self-assessment of their implementation of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (the Code) for 2026.

Self-Assessment Framework

The Self-Assessment of NZIE's practices and procedures uses the NZQA gap analysis template to assess our practice against twelve outcome statements of the Code. The twelve outcome statements include:

Outcome 1: Learner wellbeing and Safety Systems – Providers take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Outcome 2: Learner Voice – Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments – Providers foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Outcome 4: Learners are safe and well – Providers support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners. – Providers ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Outcome 9: Prospective international tertiary learners are well informed. Providers ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a Provider provides before they begin their study.

Outcome 10: Offer, Enrolment, Contracts, Insurance and Visa. Providers have practices for enabling learners to make well-informed enrolment decisions in relation to the education outcomes being sought by the learner and ensuring that all relevant parties are clear and their interests and obligations prior to entering the enrollment contract.

Outcome 11: International learners receive appropriate orientations, information, and advice. Providers ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.

Outcome 12: Safety and appropriate supervision of international tertiary learners. Providers ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

For each outcome, NZIE self-assesses our performance against an NZQA continuum matrix. NZIE assesses itself as being one of the following stages of the continuum. A gap in practice or a gap in evidence would indicate that an outcome of '*Early stages of implementation*' or '*developing implementation*' were appropriate. Where there were no gaps in evidence, but minor gaps in practice, the '*implemented*' outcome may be an appropriate outcome. Where no gaps in practice or gaps in evidence were apparent, then a '*well implemented*' outcome would be appropriate.

Early Stages of Implementation: Implementation of the Code has not yet started or requires significant work.

Developing Implementation: Implementation of the Code is underway, yet requires further work.

Implemented: The Code is Implemented.

Well Implemented: The Code is well implemented.

Self-Assessment Methodology

The Academic Manager constructed the Code Self-Assessment team, consisting of the Student Success Team Leader, Coordinators and Programme Leaders. The Team was provided with the mandate to search for and request documentation and evidence from anywhere in the organisation that was pertinent to the Code Outcome Statements.

The purpose of the self-assessment was to establish gaps in practice or gaps in evidence across every section and subsection of the Code.

Evidence to support the gap analysis outcome consisted on the ability to locate and assess the effectiveness of policies, procedures, feedback, data, reviews, and outcomes against the Code statements.

The Team engaged with and consulted the wider team during the search for evidence.

Task ONE: Conduct an assessment on the effectiveness of the 2024-2025 Action Plans. Where complete, the evidence was added to the 2025 self-assessment. Where incomplete, the actions were reconsidered and reframed and added to the 2025 Action Plan.

Task TWO: Conduct a self-assessment on focus areas of the 2025 self-assessment where outcomes were found to be with gaps in practice or gaps in evidence.

Task THREE: Conduct a self-assessment of the Code's four outcome statements across the wider NZIE teaching and learner support teams.

Task FOUR: Complete the 2025 Self-assessment against the Code.

Task FIVE: Present the self-assessment to te Kahu Rōpu o NZIE for their approval and publication.

Task SIX: Complete the NZQA Attestation Statement and publish the Code Outcomes on the NZIE website.

NZIE's Self-Assessment Outcome Statements

The Code Outcome:	2025 Self-Assessment Continuum Rating:
Outcome 1: Learner wellbeing and Safety Systems NZIE takes a whole-of-provider approach to maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner Voice NZIE understands and responds to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.	Well implemented / Implemented / Developing / Early stages
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments NZIE fosters learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well NZIE supports learners to manage their physical and mental health through information and advice, and identifies and responds to learners who need additional support.	Well implemented / Implemented / Developing / Early stages
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners.	Well implemented / Implemented / Developing / Early stages NZIE does not have any international learners at this stage . NZIE is currently reviewing and updating policies to ensure they meet the wellbeing and safety needs of future international learners.
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages NZIE does not have any international learners at this stage. Policies around marketing, recruitment, and ethical enrolment practices are under review to ensure compliance.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages NZIE doesn't have international learners at this stage. Policies and processes are being updated to align with visa and insurance requirements set by Immigration NZ.

Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages NZIE doesn't have international learners at this stage. A structured orientation programme for international learners is under development, ensuring that all students receive information on academic expectations, support services, and cultural integration.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages NZIE doesn't have international learners at this stage. NZIE is reviewing and updating student safety policies to ensure they are fit for purpose for international learners.

Summary of performance under each outcome

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Providers take a whole-of-provider approach to maintain a strategic and transparent learner's wellbeing and safety system that responds to the diverse needs of their learners. Weekly Student Success meetings take place once a week. At risks students are documented on a spreadsheet and are discussed with actions. The level of risk is identified; STAR 1-high, STAR 2 – Medium and STAR 3 – Low. Notes are entered with actions. Each delivery team has their own meeting, sharing good practice, students with late assessments, low attendance are discussed with possible approach.	- Organisation-wide wellbeing survey: 98.24% felt safe learning online; 97.87% knew who to approach when they needed help; 93.28% agreed NZIE provides resources and support for mental health and wellbeing Examples of evidence: - Risk Register - Meeting notes (Weekly meetings) - Student feedback - SLEMA Event log
Outcome 2: Learner voice	- Learner voice is collected through organisation-wide wellbeing surveys, mid and end of course surveys, programme evaluations, on-to-one discussions. - Student Success contact and programme-level feedback. Evidence shows that learners generally feel supported, listened to and positive about their learning experience. Importantly, NZIE is not only gathering feedback; there is evidence that learner feedback has led to changes in orientation, Canvas, cultural support, teaching practices and learner support.	Organisation-wide programme self-assessment found learner voice generally between 94% and 100% positive for tutor support and relevance where surveys were conducted. Examples of learner voice groups: - Vocational - Digital Marketing - NZCEL

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	• NZIE provides a safe and supportive physical and digital learning environments. • Regular health and safety checks are carried out at the Manukau campus to ensure the safety of all students and staff who are on site is maintained. • The campus is accessible in terms of wheelchair access • Online programmes use Canvas, Zoom, structured resources, recordings and learner support systems; • Campus programmes provide practical learning environments with tutor and Student Success support. • Cultural inclusion and accessibility have become increasingly explicit through Te Ao Māori practices, Te Whare Tapa Whā, cultural onboarding, neurodiversity initiatives and revisions to learning resources. • The evidence is strong for perceived safety and teaching accessibility. However, digital accessibility and disability inclusion require further development.	In the 2025 Wellbeing Survey, 98.24% reported feeling safe learning online, while 94.34% agreed that course content was clear and accessible, 97.18% rated tutors positively for explaining content clearly, 96.82% were satisfied with learning resources and 93.31% responded positively about Canvas. Cultural inclusion results were also strong: 96.46% agreed NZIE respects their cultural background, 90.03% felt they had opportunities to share their culture, 90.82% agreed support services met cultural needs and 87% said NZIE celebrates cultural diversity.
Outcome 4: Learners are safe and well	NZIE has established mechanisms to identify and respond to wellbeing issues through tutors, attendance monitoring, Student Success, early intervention, referrals, orientation and learner surveys. Learners on campus have access to breakfast (bread, butter, tea, coffee, cereal and sugar) free of charge. Support services are listed in the student handbook for quick and easy access. Available digitally in the Akonga Hub. Learners generally know where support is available, and programme evidence shows strong relationships between tutors and learners. The strongest programmes demonstrate that close learner monitoring and pastoral relationships contribute to retention and achievement.	97.87% of wellbeing-survey respondents knew who to approach for help, while 93.28% agreed NZIE provides support for mental health and wellbeing.

	Tutor followed up attendance daily. Tutor will escalate to Student Success Coordinator if unable to contact. SSC will communicate with student and discuss the reason of absence. Offer support or options that could meet the need of the student. The next of kin will be contacted if student does not respond. All communication are recorded digitally in Selma. Youth Guarantee are given HOP cards and top-ups made available to ensure they get to class.	
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	NZIE currently has no international tertiary learners.	NZIE does not currently have international learners, but we are actively reviewing our policies and student wellbeing strategies to ensure a safe supportive, and inclusive learning environment for all students.
Outcome 9: Prospective international tertiary learners are well informed.	Although we do not currently enroll in international students, NZIE is reviewing its information-sharing strategies to ensure that when we do, prospective learners will have clear, transparent, and comprehensive guidance about studying with us.	
Outcome 10: Offer, enrolment, contracts, insurance, and visa	NZIE is reviewing its enrolment and compliance processes to ensure that when we enroll with international students, all regulatory requirements, including visa and insurance obligations, are met efficiently and effectively.	

Outcome 11: International learners receive appropriate orientations, information, and advice.	While NZIE does not currently have international learners, we are developing orientation strategies and student support systems to ensure that if we do enroll international students, they receive a comprehensive and well-structured introduction to their studies.	
Outcome 12: Safety and appropriate supervision of international tertiary learners	NZIE is committed to ensuring a safe learning environment. While we do not currently enroll in international students, we are strengthening our safety policies and supervision protocols to ensure full compliance and readiness for future enrolments.	

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A	N/A
Outcome 6: Accommodation of administrative practices and contracts	N/A	N/A
Outcome 7: Student accommodation facilities and services	N/A	N/A

Findings from 2025 Gap Analysis

Organisational structure to support whole of-provider approach to learner wellbeing and safety

	Gaps identified
Outcome 1: A learner wellbeing and safety system	- Periodic reviews of learner support systems are not yet consistently documented across all schools - The organisation-wide post-survey feedback loop requires review to ensure actions are communicated to learners.
Outcome 2: Learner voice	Learner voice from Māori, Pacific, disabled learners, priority learners and learners who withdraw or disengage needs to be more systematically captured and analysed.

	Gaps identified
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	A consistent organisation-wide process for identifying and responding to individual accessibility and disabled learner needs requires further strengthening.
Outcome 4: Learners are safe and well	NZIE to strengthen consistent documentation of the learner support pathway from risk identification, intervention and follow-up through to outcome and case closure.

	Gaps identified
Outcome 5	NA
Outcome 6	NA

	Gaps identified
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners ,	NA
Outcome 9: Prospective international tertiary learners are well informed	NA

	Gaps identified
Outcome 10: Offer, Enrolment, Contracts, Insurance and Visa	NA
Outcome 11: International learners receive appropriate orientations, information, and advice.	NA

Complaint Information

Three complaints reported in 2026, All were resolved by the Resolution Facilitator in line with the complaints policy process.

Critical Incident Information

No Critical Incidents reported in 2026.

Summary of action plan

Outcome	Action	Owner	Success Measured
Outcome 1	Complete and record a learner support review for each school every six months, covering interventions, withdrawals, complaints and learner feedback.	Academic Manager	100% of schools complete the review and record actions.
Outcome 2	Update learner feedback and action register across all schools to close the feedback loop by communicating outcomes and changes back to learners.	Academic Manager	Register is used by all schools and actions are followed through to closure.
Outcome 3	Include disabled learner voice activities and collect exit feedback from all priority learners who withdraw.	Academic Manager	Priority learner feedback and withdrawal themes are reported in each school self-assessment
Outcome 4	Update learner support processes to show risk identified, action taken, follow-up, outcome, and case closure.	Academic Manager	Monthly checks confirm learner support cases contain all five stages