## PASTORAL CARE CODE SELF-REVIEW & ACTION PLAN

October 2023

1. **Self-review**

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

Providers must 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.

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| **Required processes** | COMPLIANT | COMMENTS |
| **Process 1: Strategic goals and strategic plans**  **Clause 7 (1).**  Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation describing how they will –   1. give effect to the outcomes sought and processes required by this code; and | YES |  |
| 1. contribute to an education system that honours [Te Tiriti o Waitangi](https://www.legislation.govt.nz/regulation/public/2021/0100/latest/link.aspx?id=DLM435834" \l "DLM435834) and supports Māori–Crown relations. | YES |  |
| **Clause 7 (2).**  Providers must –   1. regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and | YES |  |
| 1. make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review. | YES |  |
| **Clause 7 (3).**  Providers must work proactively with learners and stakeholders (and document this work) when –   1. developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and 2. reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2). | YES |  |
| **Process 2: Self review of learner wellbeing and safety practices**  **Clause 8 (1)**  Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.  **Clause 8 (2)**  Providers must review their learner wellbeing and safety practices using –   1. input from diverse learners and other stakeholders; and 2. relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups.   **Clause 8 (3)**  Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices. | YES |  |
| **Process 3: Publication requirements**  **Clause 9.**  Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available) –   1. strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and 2. revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and 3. self-review reports on the quality of their learner wellbeing and safety practices described in clause 8. | YES |  |
| **Process 4: Responsive wellbeing and safety systems**  **Clause 10 (1).**  Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners’ wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services. | YES |  |

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| **Key required processes** | **COMPLIANT** | **COMMENTS** |
| **Clause 10 (2).**  Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –   * Te Tiriti o Waitangi; and | YES |  |
| * the provider’s obligations under this code; and | YES |  |
| * understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and | YES |  |
| * identifying and timely reporting of incidents of racism, discrimination, and bullying; and | YES |  |
| * physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and | YES |  |
| * privacy and safe handling of personal information; and | YES |  |
| * referral pathways (including to local service providers) and escalation procedures; and | YES |  |
| * identifying and timely reporting of incidents and concerning behaviours; and | YES |  |
| * wellbeing and safety awareness and promotion topics including –   1. safe health and mental health literacy and support; and   2. suicide and self-harm awareness; and   3. promoting drug and alcohol awareness; and   4. promoting healthy lifestyles for learners. | YES |  |
| **Clause 10 (3).**  Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including –   1. making these plans readily available to learners when they begin their study; and | YES |  |
| 1. ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and | YES |  |
| 1. co-ordinating decision-making across the provider when responding to emergencies; and | YES |  |
| 1. disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and | YES |  |
| 1. ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and | YES |  |
| 1. keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –    1. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and    2. the follow-up de-briefing processes to support all learners and relevant staff; and 2. recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator. | PARTIALLY | * Develop a written process for what steps to follow should a ‘critical incident’ arise and communicate to all staff * Obtain learner feedback on the definition |

### **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.

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| **Key required processes** | COMPLIANT | COMMENTS | |
| **Process 1: Learner voice**  **Clause 12.**  Providers must have practices for –   1. proactively building and maintaining effective relationships with diverse learner groups within their organisation; and 2. working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and 3. working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and 4. providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and 5. providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and 6. providing timely and accessible information to learners to increase transparency of providers’ decision-making processes | PARTIALLY | Going forward we will look at ways to add specific support for Maori and Pacific Island trainees | |
| **Process 2: Learner complaints**  **Clause 13.**  Providers must –   1. work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and 2. inform learners on how the complaint will be handled and how it is progressing; and 3. handle complaints in a timely and efficient way, including having practices that –    1. are appropriate to the level of complexity or sensitivity of the complaint; and    2. consider the issues from a cultural perspective; and    3. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and    4. comply with the principles of natural justice; and 4. ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –    1. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and    2. addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and    3. Providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and    4. providing the opportunity for groups of learners to make joint complaints; and 5. record complaints; and 6. report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on –    1. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and    2. learner experience with the complaints process and the outcome of their complaint; and 7. promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider’s internal complaints process, the education quality assurance agency complaints process, the code administrator’s complaints process, and the Dispute Resolution Schemes; and 8. advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider’s internal complaints process or outcome, including –    1. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and    2. how to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code. | PARTIALLY | We are taking steps to improve our complaints process:   * Improve communication to trainees about how to make a complaint, including how information regarding complaints is stored and used * Obtain learner feedback on the definition and process * Develop feedback form for trainees who have been through the complaints process. |
| **Key required processes** | COMPLIANT | COMMENTS |
| **Process 3: Compliance with the Dispute Resolution Scheme**  **Clause 14.**  Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party. | YES |  |

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

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

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| **Key required processes** | COMPLIANT | COMMENTS |
| **Process 1: Safe and inclusive communities**  **Clause 16 (1).**  Providers must have practices for –   1. reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and | YES |  |
| 1. working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and | YES |  |
| 1. promoting an inclusive culture across the learning environment; and | YES |  |
| 1. upholding the cultural needs and aspirations of all groups throughout the learning environment; and | YES |  |
| 1. providing all learners with information –    1. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and    2. about the cultural, spiritual, and community supports available to them; and | YES |  |
| 1. providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau. | YES |  |
| **Process 2: Supporting learner participation and engagement**  **Clause 17 (1).**  Providers must provide learners with opportunities to –   1. actively participate and share their views safely in their learning environment; and | YES |  |
| 1. connect, build relationships and develop social, spiritual and cultural networks; and | YES |  |
| 1. use te reo and tikanga Māori to support Māori learners’ connection to identity and culture. | YES |  |
| **Clause 17 (2).**  Providers must have practices for supporting learners through their studies, including –   1. enabling learners to prepare and adjust for tertiary study, and | N/A – learners are all tertiary graduates |  |
| 1. maintaining appropriate oversight of learner achievement and engagement; and | YES |  |
| 1. providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and | YES |  |
| 1. providing learners with advice on pathways for further study and career development, where appropriate. | YES |  |
| **Process 3: Physical and digital spaces and facilities**  **Clause 18.**  Providers must have practices for–   1. providing healthy and safe learning environments; and | YES |  |
| 1. identifying and, where possible, removing access barriers to provider facilities and services; and | YES |  |
| 1. involving learners in the design of physical and digital environments when making improvements; and | YES |  |
| 1. engaging with Māori and involving Māori in the design of physical and digital environments where appropriate. | YES |  |

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

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

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| **Key required processes** | COMPLIANT | COMMENTS |
| **Process 1: Information for learners about assistance to meet their basic needs.**  **Clause 20 (1).**  Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –   1. access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and | YES |  |
| 1. access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and | YES |  |
| 1. maintain a healthy lifestyle. | YES |  |
| **Clause 20 (2).**  If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost. | N/A |  |
| **Process 2: Promoting physical and mental health awareness**  **Clause 21.**  Providers must have practices for –   1. providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and | YES |  |
| 1. promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and | YES |  |
| 1. supporting learners’ connection to their language, identity, and culture; and | N/A |  |
| 1. providing accurate, timely information and advice to learners about –    1. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and | YES |  |
| * 1. how they can report health and safety concerns they have for their peers; and | YES |  |
| * 1. how to respond to an emergency and engage with relevant government agencies; and | YES |  |
| * 1. how they can make positive choices that enhance their wellbeing. | YES |  |
| **Process 3: Proactive monitoring and responsive wellbeing and safety practices.**  **Clause 22 (1).**  Providers must have practices for –   1. requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and | YES |  |
| 1. describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and | NO | Review enrolment form and create non-response policy |
| 1. contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the student’s life or health; and | NO | Staff training on the process for this  Update relevant manuals |
| 1. enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and | YES |  |
| 1. providing opportunities for learners to raise concerns about themselves or others in confidence; and | YES |  |
| 1. identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and | YES |  |
| 1. identifying learners who are at risk of harming others, and    1. having clear and appropriate pathways for assisting them to access services when they need it; and | YES |  |
| * 1. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and | YES |  |
| 1. making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and | YES |  |
| 1. responding to disruptive and threatening behaviour in a way that is sensitive to a learner’s situation; and | YES |  |
| 1. supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study. | YES |  |
| **Clause 22 (2).**  Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners. | YES |  |
| **Clause 22 (3).**  Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner. | N/A no learners under 18 |  |
| **Clause 22 (4).**  Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code. | YES |  |

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

Signatories must ensure that practices under this code response effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

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| **Key required processes** | COMPLIANT | COMMENTS |
| **Clause 35: Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.** | YES | End-of-course survey for international trainees  Add marker to indicate International trainee in general survey |

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

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

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| **Key required processes** | COMPLIANT | COMMENTS |
| **Process 1: Marketing and promotion.** |  |  |
| **Clause 36:** Each signatory must have marketing and promotion practices, that include –  (a) proactively seeking to understand the information needs of prospective international tertiary learners; and | N/A – we don’t market to or promote our course to International learners. |  |
| 1. developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and | YES |  |
| 1. ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following –   (ii) the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and | YES |  |
| (iii) the Dispute Resolution Scheme; and | YES |  |
| (i) the signatory’s quality assurance evaluations; and | YES |  |
| (iv) potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and | YES |  |
| (v) estimated study and living costs for international tertiary learners, including any additional fees or levies that are on top of the basic tuition fee; and | YES |  |
| (vi) accommodation and transport, or ways to obtain such information. | YES |  |
| **Process 2: Managing and monitoring education agents Clause 37:** Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code. | N/A – IPLS does not use agents |  |

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

Signatories must have 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

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| **Key required processes** | COMPLIANT | COMMENTS |
| **Process 1: Marketing and promotion.** |  |  |
| **Clause 40. Process 1: Offer of educational instruction** Signatories must ensure that the educational instruction offered to international tertiary learners is in accordance with the Act and is appropriate for international tertiary learners’ expectations, English language proficiency, academic ability, and the educational outcomes being sought | N/A |  |
| **Process 2: Information to be provided before entering contract**   1. Signatories must have practices that ensure prospective international tertiary learners (or the parents or legal guardian of international students under 18 years) receive, as a minimum, accurate, timely and tailored information about the following before entering into a contract with the learner   (a) the most recent results of their evaluations by education quality assurance agencies; and | YES |  |
| (b) quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international tertiary learners; and | YES |  |
| c) the education provided and its outcome, for example, whether a qualification is granted; and  (d) refund conditions that comply with the process in clause 46; and | YES |  |
| (e) staffing, facilities, and equipment; and | YES |  |
| (f) available services and supports; and | YES |  |
| (g) insurance and visa requirements for receiving educational instruction from the signatory; and | YES |  |
| (h) this code and the relevant Dispute Resolution Scheme Rules; and | YES |  |
| (i) full costs related to an offer of educational instruction. | YES |  |
| 1. Each signatory must ensure that, before entering into a contract of enrolment or enrolling with the signatory, each international tertiary learner (or the parents or legal guardian of international students under 18 years) is informed of the learner’s rights and obligations in relation to receiving educational instruction from the signatory, including the rights under this code | YES |  |
| **42. Process 3: Contract of enrolment**  (1) Each signatory must ensure that a contract of enrolment is entered into between the signatory and each international tertiary learner (or the parents or legal guardian of international students under 18 years) that includes the following information and terms – (a) clear information about the beginning and end dates of enrolment; and | YES |  |
| (b) the grounds for terminating the contract of enrolment; and | YES |  |
| (c) the circumstances under which the learner’s conduct may be in breach of the contract of enrolment; and | YES |  |
| (d) the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the signatory against the student (for example suspension or exclusion); and | YES |  |
| (e) the process that the signatory must follow when seeking to terminate the contract of enrolment under paragraph (b) or to take disciplinary action under paragraph (d). | YES |  |
| (2) Each signatory must ensure that the contract of enrolment is fair and reasonable | YES |  |
| **43. Process 4: Disciplinary action** Any process undertaken under clause 42(1)(e) for terminating the contract of enrolment under clause 42(1)(b) or for taking disciplinary action under clause 42(1)(d) must be in accordance with the principles of natural justice (which includes those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action) | YES |  |
| **44. Process 5: Insurance**  (1) Each signatory must have practices that ensure, as far as practicable, each international tertiary learner who is enrolled with the signatory for educational instruction of 2 weeks’ duration or longer has appropriate insurance covering –  (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  (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.   1. Subclause (1)(a)(i) and (ii) includes 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). (3) Subclause (1)(a)(i) 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. | YES |  |
| **Process 6: Immigration matters**  Signatories must have practices that as far as possible will ensure that international tertiary learners are entitled to study in New Zealand under the Immigration Act 2009, including –  (a) ensuring that each international tertiary learner who enrols with the signatory has the necessary immigration status for study in New Zealand; and  (b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and  (c) notifying Immigration New Zealand of terminations of enrolment. | YES |  |
| **Process 7: Student fee protection and managing withdrawal and closure**  (1) Signatories must ensure that –  (a) fees paid by international tertiary learners are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory; and  (b) its refund policies are fair and reasonable; and  (c) it provides its international tertiary learners (or the parents or legal guardian of international tertiary learners under 18 years) with sufficient information to understand their rights and obligations under those refund policies.  (2) A refund policy must include refund conditions for the following situations –  (a) failure by an international tertiary learner to obtain a study visa; and  (b) voluntary withdrawal by an international tertiary learner; and  (c) the signatory ceasing to provide a course of educational instruction as contracted with an international tertiary learner, whether as the result of a decision by the signatory or as required by an education quality assurance agency; and  (d) the signatory ceasing to be a signatory; and  (e) the signatory ceasing to be a provider.  (3) In the situation in subclause (2)(c) or (d), the tertiary signatory must deal with fees paid for services not delivered or the unused portion of fees paid as follows –  (a) refund the amount in question to the international tertiary learner (or the learner’s parent or legal guardian); or  (b) if directed by the international tertiary learner or the code administrator or the agency responsible for fee protection mechanisms, transfer the amount agreed with the student (or the student’s parent or legal guardian if the student is under 18 years) to another signatory | YES |  |

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

Signatories must 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

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| **Process**: Provision of information Signatories must –  (a) ensure that information and advice provided by the signatory to international tertiary learners is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse learners; and  (b) ensure that ongoing provision of information and advice is appropriate to the needs of the learner (or the parents or legal guardian of international learners under 18 years) within the particular learning, communal and residential context; and  (c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and  (d) provide appropriate information relating to health and safety of international tertiary learners (including in relation to any disabilities or impairments a learner may have); and  (e) provide information about the termination of enrolment; and  (f) provide information to international tertiary learners (or the parents or legal guardian of international learners under 18 years) about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services; and  (g) provide information about the international tertiary learner’s rights and entitlements, including any entitlement to a fee refund, if the learner voluntarily withdraws from the educational instruction; and  (h) provide each international tertiary learner with full information and advice on –  (i) all relevant policies of the signatory; and  (ii) the services, support, and facilities that the signatory offers; and  (iii) where applicable, how to adjust to a different cultural environment; and  (iv) where applicable –  a. minimum wages and labour conditions in New Zealand  b. maximum hours of work permitted under visa conditions; and  c. how to access information and support regarding employment; and  d. how to report misconduct by employers; and (i) for an international tertiary learner under 18 years ensure where applicable, that any parent, legal guardian, or residential caregiver of the learner has access to the information, advice or programme that has been provided to the learner. | YES |  |

**49. Outcome 12: safety and appropriate supervision of international tertiary learners**

Signatories 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.

**Not applicable, no accommodation and all trainees over 18 years**

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| **Complaints & Critical Incidents register** | **2022** |
| Number of formal complaints (as per the complaints process) | 0 |
| Number of critical incidents | 0 |

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   Description automatically generatedIPLS Action Plan following Self-Review of the Code**

The Action plan below has been developed to ensure IPLS complies with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

**For the period:** 01/11/2023 to 31/10/2024

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|  | **Action/s to be taken** | **Due date** | **Measures of success** |
| **Outcome 1:** | Critical incidents process updated | 10 Dec 23 | Process and manuals updated and communicated |
| **Outcome 2:**  **Learner voice** | Investigate how we can best support for Maori and Pacific Island trainees | 31 May 24 | Positive learner feedback |
| Review complaints process and communication to trainees | 10 Dec 23 | Process and manuals updated and communicated |
| **Outcome 4: Learners are safe and well** | Trainee non-response policy | 10 Dec 23 | Positive learner feedback |
| **Outcome 8: Responding to the distinct wellbeing and safety needs of**  **international tertiary learners** | Review end-of-course surveys for International and Offshore trainees & investigate adding an International marker to main survey | 30 Dec 23 | International and Offshore learner voice clearly represented |