



**NEW ZEALAND ACADEMIC & LEARNING INSTITUTE**

**THE EDUCATION (PASTORAL CARE OF TERTIARY AND INTERNATIONAL LEARNERS)  
CODE OF PRACTICE 2021**

**SELF EVALUATION AND REVIEW REPORT 2023**

**Finalised 25 October 2023**

**Preamble**

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ('The New Code') requires providers to have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation.

This report is presented per Clause 9 of the New Code.

**NZALI Strategic Goals and Strategic Plans 2023**

The following are our strategic goals and strategic plans for supporting the wellbeing and safety of learners:

- Review all programmes annually
- Review learner wellbeing and safety strategic goals and strategic plans annually
- Monitor learner wellbeing and safety monthly
- Review quality of learner wellbeing and safety practices annually
- Work with diverse learners and their communities annually to review the quality of wellbeing and safety practices
- Annually promulgate Self-Review Report to all interested parties
- Analyse learner and other stakeholder feedback annually, to identify emerging concerns about learners' wellbeing and safety or behaviour
- Run annual staff workshops, to provide staff with ongoing training and resources tailored to their roles in the organisation, re the requirements of the New Code; and support all staff through ongoing learning around Māori tikanga
- Annually review NZALI Health and Safety Manual
- Survey learners annually (as part of broader Stakeholder and Participant Feedback exercise)
- Review Complaints Register; and Reported Risks and Concerns Report; and Annual Complaints Report to Management, at least annually
- Review Policy on Physical and Learning Resources; and review all resources, annually
  
- Regularly review, update (and keep up-to-date) website, and all relevant manuals, documents, handbooks, and protocols
- Make the New Code available to all learners and staff, in English and te reo Māori
- Promote the New Code on our website and in learning material

- Regularly update details of welfare support organisations listed in Programme Handbook
- Involve learners in the design of physical and digital environments when making improvements
- Engage with Māori and involve Māori in the design of physical and digital environments where appropriate
- Keep records of all plans, reviews, and action plans, and ensure the plans and reviews are made available in an accessible form to students, staff, and stakeholders annually.

**Revisions to strategic goals and strategic plans since the last Self-Review Report was published:**

The following revisions have been made to our strategic goals and strategic plans since the last Self-Review Report was published:

- None

**Critical Incidents and Emergencies Report**

Per Clause 10 (3) (g) of the New Code, the following critical incidents and emergencies have occurred since the previous Self-Review Report was published:

- None

**Annual Complaints Report to Management**

Per Clause 13 (f) of the New Code, the following reports concerning complaints have been received by management since the previous Self-Review Report was published:

- None

**Assessment Key**

See foot of this document for explanations of the four assessment options available for use in the 'Assessment' column.

## Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

### 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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Assessment
<p><b>Process 1: Strategic goals and strategic plans</b></p> <p><b>Clause 7 (1).</b> Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will –</p> <p>(a) give effect to the outcomes sought and processes required by this code; and</p> <p>(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations,</p>	<ul style="list-style-type: none"> <li>* NZALI Strategic Goals and Strategic Plans (above)</li> <li>* Micro-Credentials Programme Handbook (issued to all learners)</li> <li>* Annual Complaints Report to Management 2023 (above and on website)</li> <li>* Annual Critical Incidents and Emergencies Report 2023 (on website)</li>   <li>➤ Internal document: NZALI Health and Safety Manual</li> <li>➤ Internal document: New Code - NZALI Strategic Plan 2023</li> <li>➤ Internal document: New Code – Review of Strategic Plans 2023</li> <li>➤ Internal document: New Code - MC Stakeholder Consultation 2023</li> <li>➤ Internal document: New Code - Complaints Register</li> <li>➤ Internal document: New Code - Reported Risks and Concerns 2023</li> <li>➤ Internal document: QMS Appendix 4 (Policy on Physical and Learning Resources)</li> </ul>	<p>Well-implemented</p>
<p><b>Clause 7 (2).</b> Providers must –</p> <p>(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and</p> <p>(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.</p>	<p>No amendments necessary</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code – Review of Strategic Plans 2023</li> </ul>	<p>Well-implemented</p>

<p><b>Clause 7 (3).</b> Providers must work proactively with learners and stakeholders (and document this work) when –</p> <p>(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).</p>	<p>Learners and stakeholders are consulted at least annually, and feedback is welcomed at any time.</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code - MC Stakeholder Consultation 2023</li> <li>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</li> </ul>	<p>Well-implemented</p>
<p><b>Process 2: Self review of learner wellbeing and safety practices</b></p> <p><b>Clause 8 (1).</b> 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.</p>	<p>Learner wellbeing and safety are monitored monthly by CEO and DOS Quality of learner wellbeing and safety practices reviewed annually in annual programme self-review reports.</p> <ul style="list-style-type: none"> <li>➤ Internal document: Self-Evaluation and Review Plan (SERP)</li> <li>➤ Internal documents: [Programme] - Annual Programme Self-Review Report 2023</li> </ul>	<p>Well-implemented</p>
<p><b>Clause 8 (2).</b> Providers must review their learner wellbeing and safety practices using –</p> <p>(a) input from diverse learners and other stakeholders; and</p> <p>(b) 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.</p>	<p>Stakeholder and Participant Feedback is reviewed annually Complaints Register is reviewed at least annually.</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</li> <li>➤ Internal document: New Code - Complaints Register</li> </ul>	<p>Well-implemented</p>
<p><b>Clause 8 (3).</b> 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.</p>	<p>n/a (2023: no actions necessary)</p>	<p>n/a</p>

<p><b>Process 3: Publication requirements</b></p> <p><b>Clause 9.</b> Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available)</p> <p>–</p> <ul style="list-style-type: none"> <li>(a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and</li> <li>(b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and</li> <li>(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.</li> </ul>	<p>NZALI Self-Review Report (this document) promulgated to staff annually, uploaded to website annually, and Summary Report added to Programme Handbook annually</p> <ul style="list-style-type: none"> <li>* See <a href="https://www.nzali.ac.nz/code-of-practice/">https://www.nzali.ac.nz/code-of-practice/</a></li> <li>* See Micro-Credentials Programme Handbook (issued to all learners)</li> </ul>	<p>Well-implemented</p>
<p><b>Process 4: Responsive wellbeing and safety systems</b></p> <p><b>Clause 10 (1).</b> 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.</p>	<p>Learner wellbeing, safety, and behaviour issues, and any trends, are monitored monthly by DOS and CEO</p> <p>Programme Handbook contains detailed information, and is reviewed annually. If any learner is referred to social, medical, or mental health services, this is followed up, to ensure contact was made.</p> <ul style="list-style-type: none"> <li>* See Micro-Credentials Programme Handbook (Appendix 6: Compendium of useful web links) (issued to all learners)</li> <li>➤ Internal document: Self-Evaluation and Review Plan (SERP)</li> <li>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</li> <li>➤ Internal documents: [Programme] - Annual Programme Self-Review Report 2023</li> </ul>	<p>Well-implemented</p>

<p><b>Clause 10 (2).</b> Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –</p> <ul style="list-style-type: none"> <li>(a) Te Tiriti o Waitangi; and</li> <li>(b) the provider’s obligations under this code; and</li> <li>(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and</li> </ul>	<p>Re (a) – (c):</p> <ul style="list-style-type: none"> <li>• All teaching staff acquire the NZ Certificate in Adult Literacy and Numeracy Education (NZCALNE), which introduces the tutor to a range of educational frameworks including those underpinning Māori world views, and covers how to include Te Tiriti o Waitangi in their teaching practice (3Ps - Partnership, Protection, and Participation).</li> <li>• Since non-teaching staff don’t generally have the NZCALNE qualification, all staff must sign off on new staff entry protocol re ToW material.</li> <li>• Annual workshops are held to cover (a) – (c).</li> <li>• The internal document ‘New Code – ECOP 2021 and TToW’ (which deals with the interface between NZALI, the New Code, and Te Tiriti o Waitangi) is reviewed annually)</li> </ul> <ul style="list-style-type: none"> <li>➤ Internal document: TEMPLATE(Staff entry)(protocols)</li> <li>➤ Internal document: Staff Handbook</li> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> <li>➤ Internal document: New Code – ECOP 2021 and TToW</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and</li> <li>(e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and</li> <li>(f) privacy and safe handling of personal information; and</li> <li>(g) referral pathways (including to local service providers) and escalation procedures; and</li> <li>(h) identifying and timely reporting of incidents and concerning behaviours; and</li> <li>(i) wellbeing and safety awareness and promotion topics including – <ul style="list-style-type: none"> <li>i. safe health and mental health literacy and support; and</li> <li>ii. suicide and self-harm awareness; and</li> <li>iii. promoting drug and alcohol awareness; and</li> <li>iv. promoting healthy lifestyles for learners.</li> </ul> </li> </ul>	<p>Annual workshops are held to cover (d) – (i).</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> <li>➤ Internal document: GOVERNANCE(Secure Destruction Protocols and Diary)YYMMDD</li> </ul>	<p>Well-implemented</p>

<p><b>Clause 10 (3).</b> 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 –</p> <ul style="list-style-type: none"> <li>(a) making these plans readily available to learners when they begin their study; and</li> <li>(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and</li> <li>(c) co-ordinating decision-making across the provider when responding to emergencies; and</li> <li>(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and</li> </ul>	<p>Emergency and evacuation procedures are discussed with learners as part of induction onsite</p> <p>Hard copy of Summary Health and Safety Manual for Learners is given to learners at induction</p> <p>Re (b) all tutors are first aid-trained, their qualifications are kept up to date (checked annually), and first aid kits are carried by all tutors (checked annually)</p> <ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual</li> <li>➤ Internal document: NZALI(Director of Operations Tasks Protocols)</li> <li>➤ Internal document: TEMPLATE(New Tutor)(protocols)</li> <li>➤ Internal document: template - MC Induction checklist (Tutor)</li> <li>➤ Internal document: GOVERNANCE(Master list of qualifications, DD, and admin)</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(e) 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</li> </ul>	<p>Annual workshops cover indicators of imminent danger to a learner or others, and what action they can reasonably provide to help make them safe.</p> <ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual (Appendix 1)</li> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(f) 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 – <ul style="list-style-type: none"> <li>i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and</li> <li>ii. the follow-up de-briefing processes to support all learners and relevant staff; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual</li> </ul>	<p>Well-implemented</p>

<p>(g) 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.</p>	<p>Critical Incidents and Emergencies Report is uploaded to website annually</p> <p>* See Annual Critical Incidents and Emergencies Report 2023 on website</p>	<p>Well-implemented</p>
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## 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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
<p><b>Process 1: Learner voice</b></p> <p><b>Clause 12.</b> Providers must have practices for –</p> <ul style="list-style-type: none"> <li>(a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and</li> <li>(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and</li> <li>(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and</li> <li>(d) 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</li> <li>(e) providing timely and accessible information to learners to increase transparency of providers’ decision-making processes.</li> </ul>	<p>Re (a) - (c): by annual survey</p> <p>Tutors are our ‘eyes and ears on the ground’. Issues become apparent to tutors quickly, as they constantly communicate with the learners</p> <p>Learners network with each other constantly</p> <p>Cultural blessings and meal options help meet cultural sensitivity requirements</p> <p>Re (d) and (e), the way our programmes are structured, and the resources we provide, provide the necessary support to learners</p> <p>Annual Self-Review Report (this document) is made available to learners</p> <p>Programmes are responsive to what is happening in the community</p> <p>Changes to programmes and delivery are communicated in a timely manner, and changes occur in a way that learners can work with</p> <p>Opportunities to negotiate are provided</p> <p>If learners’ first languages are not English, tutors are prepared to go the extra mile to make sure everyone understands what is being said</p> <p>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</p>	<p>Well-implemented</p>

<p><b>Process 2: Learner complaints</b></p> <p><b>Clause 13.</b> Providers must –</p> <ul style="list-style-type: none"> <li>(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and</li> <li>(b) inform learners on how the complaint will be handled and how it is progressing; and</li> <li>(c) handle complaints in a timely and efficient way, including having practices that – <ul style="list-style-type: none"> <li>i. are appropriate to the level of complexity or sensitivity of the complaint; and</li> <li>ii. consider the issues from a cultural perspective; and</li> <li>iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and</li> <li>iv. comply with the principles of natural justice; and</li> </ul> </li> </ul>	<p>Clear complaints (and compliments) protocols are in place</p> <ul style="list-style-type: none"> <li>* Re (b) see MC Programme Handbook (issued to all learners)</li> <li>➤ Internal document: NZALI Complaints and Compliments Policy and Procedure</li> <li>➤ Internal document: New Code – Complaints Register</li> <li>➤ Internal document: New Code - Reported Risks and Concerns 2023</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for – <ul style="list-style-type: none"> <li>i. 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</li> <li>ii. 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</li> <li>iii. providing an opportunity for a support person or people (who can be chosen by the learner)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* See MC Programme Handbook (issued to all learners)</li> <li>➤ Internal document: NZALI Complaints and Compliments Policy and Procedure</li> </ul>	<p>Well-implemented</p>

<p>to guide and support the learner through the complaints process; and</p> <p>iv. providing the opportunity for groups of learners to make joint complaints; and</p>		
<p>(e) record complaints; and</p> <p>(f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on –</p> <p>i. 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</p> <p>ii. learner experience with the complaints process and the outcome of their complaint; and</p> <p>(g) 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 [NZQA] complaints process, the code administrator’s [currently also NZQA] complaints process, and the Dispute Resolution Schemes; and</p> <p>(h) 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 –</p> <p>i. 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</p>	<p>The Annual Complaints Report to Management is published to website annually</p> <p>The Complaints Register is reviewed at least annually</p> <ul style="list-style-type: none"> <li>* See Annual Complaints Report to Management 2023 (above and on website)</li> <li>* See MC Programme Handbook (issued to all learners)</li> <li>➤ Internal document: NZALI Complaints and Compliments Policy and Procedure</li> <li>➤ Internal document: New Code – Complaints Register</li> </ul>	<p>Well-implemented</p>

<p>dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and</p> <p>ii. 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.</p>		
<p><b>Process 3: Compliance with the Dispute Resolution Scheme</b></p> <p><b>Clause 14.</b></p> <p>(1) 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.</p>	<p>New provider will be Tertiary Education Dispute Resolution (TEDR): <a href="http://www.tedr.org.nz">www.tedr.org.nz</a>, <a href="mailto:contact@tedr.org.nz">contact@tedr.org.nz</a>, 0800 00 8337.</p> <p>➤ TEDR flyer (provided to all learners at induction).</p>	<p>Well-implemented</p>
<p>(2) Failure to comply with the relevant Dispute Resolution Scheme rules is a breach of this code and may trigger sanctions by the code administrator</p>	<p>Noted</p>	

### 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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
<p><b>Process 1: Safe and inclusive communities</b></p> <p><b>Clause 16 (1).</b> Providers must have practices for –</p> <ul style="list-style-type: none"> <li>(a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying [including digital bullying], harassment and abuse; and</li> <li>(b) working with learners and staff to recognise and respond effectively to discrimination, racism (including systemic racism), bullying, harassment and abuse; and</li> <li>(c) promoting an inclusive culture across the learning environment; and</li> <li>(d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and</li> <li>(e) providing all learners with information –               <ul style="list-style-type: none"> <li>i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and</li> <li>ii. about the cultural, spiritual, and community supports available to them; and</li> </ul> </li> </ul>	<p>Ongoing training on this provided during staff retreats</p> <p>We build into our pedagogy opportunities for learners to share their experiences about family and community, as part of their learning experience</p> <p>Learners are made aware of our practices during induction process</p> <p>Tutors maintain an environment which is respectful for everyone</p> <p>Friends and family/whānau are invited to graduation ceremonies</p> <p>Re (e) ii Programme Handbook provides links</p> <ul style="list-style-type: none"> <li>* See MC Programme Handbook (issued to all learners)</li> <li>* See Summary Health and Safety Manual (issued to all learners)</li> <li>* See MC Induction checklist (Learner) (issued to all learners)</li> </ul> <ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual</li> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.</li> </ul>	<p>Our teaching and learning pedagogy is learner-centred. Our approach includes learners and their interaction with each other in their learning journey, and ensures that the learning environment is an open space where learners feel comfortable to engage with each other.</p>	<p>Well-implemented</p>

	Graduation programme allows learners to bring as many friends and family members as they wish.	
<p><b>Process 2: Supporting learner participation and engagement</b></p> <p><b>Clause 17 (1).</b> Providers must provide learners with opportunities to –</p> <ul style="list-style-type: none"> <li>(a) actively participate and share their views safely in their learning environment; and</li> <li>(b) connect, build relationships and develop social, spiritual and cultural networks; and</li> <li>(c) use te reo and tikanga Māori to support Māori learners’ connection to identity and culture</li> </ul>	<p>Our teaching and learning pedagogy is learner-centred. The learning environment is an open space where learners feel comfortable to engage with each other</p> <p>Regular opportunities for learners to provide feedback on their learning experiences are provided, so that ongoing reflection and review is possible</p> <p>We run learner-centred, interactive sessions, where collaborative, culturally inclusive learning methodologies such as Tuakana Teina, Te whare Tapa wha, etc., are applied</p> <p>Learners network with each other constantly</p> <p>Learners are (of course) permitted to present assessments in te reo Māori, and appropriate resourcing would be provided</p> <p>We operate culturally inclusive learning environments where learners feel safe, relevant, and included</p> <p>Cultural blessings and meal options meet cultural sensitivity requirements</p> <p>Tutors are our ‘eyes and ears on the ground’. Issues become apparent to tutors quickly, as they constantly communicate with the learners</p>	Well-implemented
<p><b>Clause 17 (2).</b> Providers must have practices for supporting learners through their studies, including –</p> <ul style="list-style-type: none"> <li>(a) enabling learners to prepare and adjust for tertiary study, and</li> </ul>	<p>Where learners identify that they want their programme to support their access to tertiary study, an appropriate action plan is created, and is incorporated into their course outcome.</p> <ul style="list-style-type: none"> <li>➤ Internal documents: Lesson plans where appropriate</li> </ul>	Well-implemented

<p>(b) maintaining appropriate oversight of learner achievement and engagement; and</p> <p>(c) 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</p>	<p>Achievement and engagement are measured in annual MC Programme Self-Review Reports</p> <p>Learner achievement is recorded in learner transcripts, and in Completion Certificates</p> <p>Learner engagement is measured in learner reflections, and the formal evaluation learners complete at the end of their programme</p> <p>Re (c) – opportunities always available (see internal document Health and Safety Manual)</p> <p>Tutors are our ‘eyes and ears on the ground’. Tutors monitor any signs that may indicate learner disengagement</p> <p>Tutors make a point of inviting learners to discuss anything that is arising for them at the start of every session in the group, and also at the end of the session, should they want to speak in private, or seek learning support or guidance on how best to access the support that is available to them in their community.</p> <p>Learners are provided with the tutor’s email address and phone number should they want to make a time to discuss any issues</p> <p>Tutors consult with coordinators to develop any appropriate responses required to support learners</p> <ul style="list-style-type: none"> <li>➤ Internal documents: [Programme] - Annual Programme Self-Review Reports 2023</li> <li>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</li> <li>➤ Internal document: Health and Safety Manual</li> <li>➤ Internal documents: Completed formal evaluation forms</li> <li>➤ Internal documents: Copies of learner reflections</li> </ul>	<p>Well-implemented</p>
<p>(d) providing learners with advice on pathways for further study and career development, where appropriate.</p>	<p>See 17 (2) (a) above</p>	<p>Well-implemented</p>

<p><b>Process 3: Physical and digital spaces and facilities</b></p> <p><b>Clause 18.</b> Providers must have practices for–</p> <ul style="list-style-type: none"> <li>(a) providing healthy and safe learning environments; and</li> <li>(b) identifying and, where possible, removing access barriers to provider facilities and services; and</li> </ul>	<p>CEO is responsible for annual review of Policy on Physical and Learning Resources.</p> <p>CEO responsible for annual review of resources.</p> <ul style="list-style-type: none"> <li>➤ Internal document: QMS Appendix 4 (Policy on Physical and Learning Resources)</li> <li>➤ Internal document: GOVERNANCE(Review of Resources)2023</li> </ul>	<p>Well-implemented</p>
<ul style="list-style-type: none"> <li>(c) involving learners in the design of physical and digital environments when making improvements; and</li> <li>(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.</li> </ul>	<p>n/a (no improvements made in 2023)</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code – MC Stakeholder and Participant Feedback and Review 2023</li> </ul>	<p>n/a</p>



## 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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
<p><b>Process 1: Information for learners about assistance to meet their basic needs.</b></p> <p><b>Clause 20 (1).</b> 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 –</p> <ul style="list-style-type: none"> <li>(a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and</li> <li>(b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand (n/a); and</li> <li>(c) maintain a healthy lifestyle</li> </ul>	<p>At induction, learners go through the Programme Handbook which has information on services available (including pastoral care), and links to useful agencies</p> <p>Tutors are our ‘eyes and ears on the ground’. Informal conversations about any unmet basic needs can occur at any time, between learners and tutors.</p> <ul style="list-style-type: none"> <li>* See MC Programme Handbook - Appendix 6 (Compendium of useful web links) (issued to all learners)</li> <li>* See Summary Health and Safety Manual (Stress Management, and Alcohol and Drugs) (issued to all learners)</li> <li>➤ Re (c) - see internal document: Health and Safety Manual (Stress Management, and Alcohol and Drugs)</li> </ul>	<p>Well-implemented</p>
<p><b>Clause 20 (2).</b> 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.</p>	<p>n/a (NZALI does not currently have a campus, or accommodation)</p>	<p>n/a</p>

<p><b>Process 2: Promoting physical and mental health awareness</b></p> <p><b>Clause 21.</b> Providers must have practices for –</p> <p>(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and</p> <p>(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and</p>	<p>Awareness is promoted in Health and Safety Manual.</p> <p>Pastoral care is available from NZALI, and links to useful agencies are provided in Programme Handbook</p> <ul style="list-style-type: none"> <li>* See MC Programme Handbook (issued to all learners)</li> <li>* See Summary Health and Safety Manual (issued to all learners)</li> </ul> <p>➤ Internal document: Health and Safety Manual.</p>	<p>Well-implemented</p>
<p>(c) supporting learners’ connection to their language, identity, and culture; and</p>	<p>Graduation ceremonies include families and community members, and involve culturally relevant practices that relate to celebrating achievement</p> <p>Cultural practices are embedded in learning sessions, for example mihi, karakia, correct pronunciation of names</p> <p>The world view and experiences of the learner are included in the content and learning context</p>	<p>Well-implemented</p>
<p>(d) providing accurate, timely information and advice to learners about –</p> <ul style="list-style-type: none"> <li>i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and</li> <li>ii. how they can report health and safety concerns they have for their peers; and</li> <li>iii. how to respond to an emergency and engage with relevant government agencies; and</li> <li>iv. how they can make positive choices that enhance their wellbeing.</li> </ul>	<p>These matters are covered in the Health and Safety Manual, which is referenced in induction slides and in the learner induction checklist</p> <p>The Programme Handbook provides links re (d) i</p> <ul style="list-style-type: none"> <li>* See MC Programme Handbook (issued to all learners)</li> <li>* See Summary Health and Safety Manual (issued to all learners)</li> <li>* See MC Induction Checklist (Learner) (issued to all learners)</li> </ul> <p>➤ Internal document: Health and Safety Manual.</p>	<p>Well-implemented</p>

<p><b>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</b></p> <p><b>Clause 22 (1).</b> Providers must have practices for –</p> <p>(a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and</p>	<p>Part of enrolment process (learners submit this information on their enrolment form)</p> <p>* See learner enrolment form (filled out by all learners)</p>	<p>Well-implemented</p>
<p>(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and</p> <p>(c) 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</p>	<p>Circumstances are described in the Programme Handbook</p> <p>* See MC Programme Handbook (issued to all learners)</p> <p>➤ Internal document: Health and Safety Manual. ➤ Internal document: TEMPLATE(New tutor)(protocols) ➤ Internal document: template - MC Induction checklist (Tutor)</p>	<p>Well-implemented</p>
<p>(d) 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</p> <p>(e) providing opportunities for learners to raise concerns about themselves or others in confidence; and</p>	<p>➤ Internal document: Health and Safety Manual.</p>	<p>Well-implemented</p>
<p>(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and</p> <p>(g) identifying learners who are at risk of harming others, and</p> <p>i. having clear and appropriate pathways for assisting them to access services when they need it; and</p> <p>ii. protecting learners and staff who experience</p>	<p>Covered at staff retreats/workshops.</p> <p>Re (f), tutors are our ‘eyes and ears on the ground’, and liaise one-on-one with learners constantly. If any learners are identified as at risk, the tutor discusses with the Coordinator, and an appropriate support strategy is agreed that provides the learner with appropriate guidance concerning relevant support services. Depending on the level of risk, the Coordinator will inform the Director of Studies and an appropriate support process is determined and actioned.</p>	<p>Well-implemented</p>

<p>harm from other learners and/or staff, including sexual assault; and</p>	<p>Re (g), tutors/staff members immediately notify their Coordinator/DOS to remove the affected student/staff member from the unsafe situation. Once this is done, appropriate support services are identified and accessed.</p> <ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual (Confidential Needs, Concerns, and Risks Guidance and Reporting Form)</li> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> </ul>	
<p>(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and</p>	<p>Tutors liaise one-on-one with learners once they have completed the health declaration on their enrolment form to see how we can work with the learner to accommodate any special needs.</p> <p>* See learner enrolment forms (filled out by all learners)</p>	<p>Well-implemented</p>
<p>(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and</p>	<p>Covered at staff retreats/workshops.</p> <p>The tutor has a one-on-one conversation with the learner to ascertain what is creating the disruptive behaviour for the learner. Once this is established the tutor will set up a behaviour management agreement. Should this not be possible, the tutor discusses with the Coordinator, and an appropriate behaviour management strategy is agreed that provides the learner with appropriate behaviour management guidance, or access to the relevant support services identified in Clause 16. Depending on the level of risk, the Coordinator will inform the Director of Studies and an appropriate support process is determined and actioned.</p> <ul style="list-style-type: none"> <li>➤ Internal document: Health and Safety Manual (Confidential Needs, Concerns, and Risks Guidance and Reporting Form)</li> <li>➤ Internal document: New Code - Annual Retreat (Report to CEO)2023</li> </ul>	<p>Well-implemented</p>
<p>(j) 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.</p>	<p>Tutors are our 'eyes and ears on the ground', and liaise one-on-one with learners constantly, and accommodate, as much as possible, any requests for 'catch-up' sessions. Re-entry requests would be dealt with by DoS and APC.</p>	<p>Well-implemented</p>
<p><b>Clause 22 (2).</b> Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.</p>	<p>n/a (no learners under 18, or international learners)</p>	<p>n/a</p>

<p><b>Clause 22 (3).</b> 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.</p>	<p>n/a (no learners under 18, or international learners)</p>	<p>n/a</p>
<p><b>Clause 22 (4).</b> Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.</p>	<p>Reported risks and concerns are reviewed annually</p> <p>Complaints Register is reviewed at least annually.</p> <ul style="list-style-type: none"> <li>➤ Internal document: New Code – Reported Risks and Concerns 2023</li> <li>➤ Internal document: New Code - Complaints Register</li> </ul>	<p>Well-implemented</p>

### Assessment Key

The four assessment options are:

<p>Early stages of implementation</p>	<p><b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation.  <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b>.  <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.  <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements.  <b>No</b> or <b>limited</b> reporting processes from self-review.</p>
<p>Developing implementation</p>	<p><b>Some</b> understanding of Code outcomes and requirements across the organisation.  <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice.  <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.  <b>Some</b> practices in place to monitor against all Code outcomes and requirements.  <b>Adequate</b> reporting processes from self-review.</p>
<p>Implemented</p>	<p><b>Sufficient</b> understanding of Code outcomes and requirements across the organisation.  <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect learner voice.  <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.  <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements.  <b>Effective</b> reporting processes from self-review.</p>
<p>Well-implemented</p>	<p><b>Thorough</b> understanding of Code outcomes and requirements across the organisation.  <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice.  <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.  <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements.  <b>Highly-effective</b> reporting processes from self-review.</p>