NEW ZEALAND ACADEMIC & LEARNING INSTITUTE

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

SELF EVALUATION AND REVIEW REPORT 2026

Finalised 26 October 2026

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 2026

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

- Review all programmes annually
- Re Clause 7 (2) (a) - review learner wellbeing and safety strategic goals and strategic plan annually
- Re Clause 8 (1) - monitor learner wellbeing and safety monthly
- Re Clause 8 (1) – review quality of learner wellbeing and safety practices annually
- Re Clause 8 (2) - work with diverse learners and their communities annually to review the quality of wellbeing and safety practices
- Re Clause 9 - annually promulgate Self-Review Report to all interested parties
- Re Clause 10 (1) - analyse learner and other stakeholder feedback annually, to identify emerging concerns about learners' wellbeing and safety or behaviour
- Re Clause 10 (2), and Clause 16 (1) – 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
- Re Clause 10 (3) - annually review NZALI Health and Safety Manual
- Re Clause 12 – survey learners annually (as part of broader Stakeholder and Participant Feedback exercise)
- Re Clause 13 - review Complaints Register; and Reported Risks and Concerns Report; and Annual Complaints Report to Management, at least annually
- Re Clause 18 – review Policy on Physical and Learning Resources (in QMS); 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

Learner Wellbeing and Safety
Learner wellbeing and safety are monitored monthly by senior staff.

- Learner wellbeing and safety are discussed extensively below. In 2026, there were no new initiatives in this space. Learner wellbeing and safety are monitored monthly by senior staff, and no problems, or adverse trends, have been identified.

Code-Related Quality Improvement Plan
Monthly and annually senior management self-review the quality of our learner wellbeing and safety practices. If concerns or trends are identified, the Leadership Team investigates, and remedies the situation if it is possible to do so.

- No issues have been identified during 2026, so we don't see any obvious scope for quality *improvement* at this time.

Critical Incidents and Emergencies Report
Definition: a 'critical incident' involving a learner is an unplanned or unforeseen traumatic event affecting a learner or learners which has an impact on the institution the learner attends, its staff, its learners, and/or the wider community.
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
Definition: A complaint is "an expression of dissatisfaction made by [someone], or by a person engaged by [someone], relating to our teaching/training service, where a response or resolution is explicitly or implicitly expected. A complaint includes a complaint about a failure to provide a service".
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.

Part 3 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
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, including student accommodation, describing how they will – (a) give effect to the outcomes sought and processes required by this code; and (b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations,	➢ NZALI Strategic Goals and Strategic Plans (above) ➢ Micro-Credentials Programme Handbook (issued to all learners) ➢ Annual Complaints Report to Management 2026 (above and on website) ➢ Annual Critical Incidents and Emergencies Report 2026 (on website) ➢ Internal document: NZALI Health and Safety Manual ➢ Internal document: Critical Incident Response Protocol ➢ Internal document: New Code - NZALI Strategic Plan 2026 ➢ Internal document: New Code – Review of Strategic Plan 2026 ➢ Internal document: New Code - Complaints Register ➢ Internal document: New Code - Reported Risks and Concerns 2026 ➢ Internal document: QMS Appendix 4 (Policy on Physical and Learning Resources)	Well-implemented
Clause 7 (2). Providers must – (a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and (b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.	➢ Internal document: New Code – Review of Strategic Plan 2026 ➢ No amendments necessary	Well-implemented

Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when – (b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).	Learners and stakeholders are consulted at least annually, and feedback is welcomed at any time. ➢ Internal document: Stakeholder and Participant Feedback 2026	Well-implemented
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.	Learner wellbeing and safety are monitored monthly by CEO and AQCL. Quality of learner wellbeing and safety practices reviewed annually in annual programme self-review reports. ➢ Internal document: Self-Evaluation and Review Plan (SERP) ➢ Internal documents: [Programme] - Annual Programme Self-Review Report 2026	Well-implemented
Clause 8 (2). Providers must review their learner wellbeing and safety practices using – (a) input from diverse learners and other stakeholders; and (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.	Stakeholder and Participant Feedback is reviewed annually. Complaints Register is reviewed at least annually. ➢ Internal document: Stakeholder and Participant Feedback 2026 ➢ Internal document: New Code - Complaints Register	Well-implemented
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.	n/a (2026: no actions necessary)	n/a

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) – (a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and (b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and (c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.	NZALI Self-Review Report (this document) promulgated to staff annually, uploaded to website annually, and Summary Report added to Programme Handbook annually * See REGULATORY | (nzali.ac.nz) * See Micro-Credential Programme Handbook (issued to all learners)	Well-implemented
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.	Emerging concerns about learner wellbeing are monitored monthly by AQCL and CEO. Safety issues, and behaviour issues, and any trends, are monitored monthly by AQCL and CEO. 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. ➢ See Micro-Credential Programme Handbook (Appendix 6: Compendium of useful web links) (issued to all learners) ➢ Internal document: Self-Evaluation and Review Plan (SERP) ➢ Internal document: Stakeholder and Participant Feedback 2026 ➢ Internal documents: [Programme] - Annual Programme Self-Review Report 2026	Well-implemented

Clause 10 (2). Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to – (a) Te Tiriti o Waitangi; and (b) the provider's obligations under this code; and (c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	Re (a) – (c): • 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). • Since non-teaching staff don't generally have the NZCALNE qualification, all staff must sign off on new staff entry protocol re ToW material. • Annual workshops are held to cover (a) – (c). • 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) ➢ Internal document: TEMPLATE(Staff entry)(protocols) ➢ Internal document: Staff Handbook ➢ Internal document: New Code - Annual Retreat (Report to CEO) 2026 ➢ Internal document: New Code – ECOP 2021 and TToW	Well-implemented
(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and (e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and (f) privacy and safe handling of personal information; and (g) referral pathways (including to local service providers) and escalation procedures; and (h) identifying and timely reporting of incidents and concerning behaviours; and (i) wellbeing and safety awareness and promotion topics including – i. safe health and mental health literacy and support; and ii. suicide and self-harm awareness; and iii. promoting drug and alcohol awareness; and iv. promoting healthy lifestyles for learners.	Annual workshops are held to cover (d) – (i). ➢ Internal document: New Code - Annual Retreat (Report to CEO) 2026 ➢ Internal document: NZALI Process - Securely destroying documents containing learner or client info 260824	Well-implemented

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 – (a) making these plans readily available to learners when they begin their study; and (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 (c) co-ordinating decision-making across the provider when responding to emergencies; and (d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and	Emergency and evacuation procedures are discussed with learners as part of induction onsite Hard copy of Summary Health and Safety Manual for Learners is given to learners at induction 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) ➢ Internal document: Health and Safety Manual ➢ Internal document: NZALI(Executive Assistant Tasks Protocols) ➢ Internal document: TEMPLATE(New Tutor)(protocols) ➢ Internal document: MICRO-CREDENTIALS/template - MC Induction checklist (Tutor) ➢ Internal document: GOVERNANCE(Master list of qualifications, DD, and admin)	Well-implemented
(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	Annual workshops cover indicators of imminent danger to a learner or others, and what action they can reasonably provide to help make them safe. ➢ Internal document: Health and Safety Manual (Appendix 1) ➢ Internal document: New Code - Annual Retreat (Report to CEO) 2026	Well-implemented
(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 – i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and ii. the follow-up de-briefing processes to support all learners and relevant staff; and	➢ Internal document: Health and Safety Manual ➢ Internal document: Critical Incident Response Protocol	Well-implemented

(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.	Critical Incidents and Emergencies Report is uploaded to website annually * See Annual Critical Incidents and Emergencies Report 2026 on website	Well-implemented

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
Process 1: Learner voice **Clause 12.** Providers must have practices for – (a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and (b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and (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 (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 (e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.	Re (a) - (c): by annual survey Tutors are our 'eyes and ears on the ground'. Issues become apparent to tutors quickly, as they constantly communicate with the learners Learners network with each other constantly Cultural blessings and meal options help meet cultural sensitivity requirements Re (d) and (e), the way our programmes are structured, and the resources we provide, provide the necessary support to learners Annual Self-Review Report (this document) is made available to learners Programmes are responsive to what is happening in the community Changes to programmes and delivery are communicated in a timely manner, and changes occur in a way that learners can work with Opportunities to negotiate are provided If learners' first languages are not English, tutors are prepared to go the extra mile to make sure everyone understands what is being said.	Well-implemented

Process 2: Learner complaints **Clause 13.** Providers must – (a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and (b) inform learners on how the complaint will be handled and how it is progressing; and (c) handle complaints in a timely and efficient way, including having practices that – i. are appropriate to the level of complexity or sensitivity of the complaint; and ii. consider the issues from a cultural perspective; and iii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and iv. comply with the principles of natural justice; and	Clear complaints (and compliments) protocols are in place ➢ Re (b) see Micro-Credential Programme Handbook (issued to all learners) ➢ Internal document: NZALI Complaints and Compliments Policy and Procedure ➢ Internal document: New Code – Complaints Register ➢ Internal document: New Code - Reported Risks and Concerns 2026	Well-implemented
(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for – 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 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 iii. providing an opportunity for a support person or people (who can be chosen by the learner)	➢ See Micro-Credential Programme Handbook (issued to all learners) ➢ Internal document: NZALI Complaints and Compliments Policy and Procedure	Well-implemented

to guide and support the learner through the complaints process; and iv. providing the opportunity for groups of learners to make joint complaints; and		
(e) record complaints; and (f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on – 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 ii. learner experience with the complaints process and the outcome of their complaint; and (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 (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 – 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 dispute, for example, the code administrator,	The Annual Complaints Report to Management is published to website annually The Complaints Register is reviewed at least annually ➢ See Annual Complaints Report to Management 2026 (on website) ➢ See MC Programme Handbook (issued to all learners) ➢ Internal document: NZALI Complaints and Compliments Policy and Procedure ➢ Internal document: New Code – Complaints Register	Well-implemented

the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and 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.		
Process 3: Compliance with the Dispute Resolution Scheme **Clause 14.** (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.	Provider is Study Complaints | Ngā Amuamu Tauira https://www.studycomplaints.org.nz/ ➢ Details provided to all learners in Programme Handbook.	Well-implemented
(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	Noted	

Part 4 Wellbeing and safety practices for all tertiary providers

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
Process 1: Safe and inclusive communities **Clause 16 (1).** Providers must have practices for – (a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying [including digital bullying], harassment and abuse; and (b) working with learners and staff to recognise and respond effectively to discrimination, racism (including	Ongoing training on this provided during staff retreats We build into our pedagogy opportunities for learners to share their experiences about family and community, as part of their learning experience Learners are made aware of our practices during induction process Tutors maintain an environment which is respectful for everyone	Well-implemented

systemic racism), bullying, harassment and abuse; and (c) promoting an inclusive culture across the learning environment; and (d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and (e) providing all learners with information – i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and ii. about the cultural, spiritual, and community supports available to them; and	Friends and family/whānau are invited to graduation ceremonies Re (e) ii Programme Handbook provides links ➢ See MC Programme Handbook (issued to all learners) ➢ See Summary Health and Safety Manual (issued to all learners) ➢ See MICRO-CREDENTIALS/template - MC Induction checklist (Learner) (issued to all learners) ➢ Internal document: Health and Safety Manual ➢ Internal document: New Code - Annual Retreat (Report to CEO) 2026	
(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.	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. Graduation programme allows learners to bring as many friends and family members as they wish.	Well-implemented
Process 2: Supporting learner participation and engagement **Clause 17 (1).** Providers must provide learners with opportunities to – (a) actively participate and share their views safely in their learning environment; and (b) connect, build relationships and develop social, spiritual and cultural networks; and (c) use te reo and tikanga Māori to support Māori learners' connection to identity and culture	Our teaching and learning pedagogy is learner-centred. The learning environment is an open space where learners feel comfortable to engage with each other Regular opportunities for learners to provide feedback on their learning experiences are provided, so that ongoing reflection and review is possible	Well-implemented

	We run learner-centred, interactive sessions, where collaborative, culturally inclusive learning methodologies such as Tuakana Teina, Te whare Tapa wha, etc., are applied Learners network with each other constantly Learners are permitted to present assessments in te reo Māori, and appropriate resourcing would be provided We operate culturally inclusive learning environments where learners feel safe, relevant, and included Cultural blessings and meal options meet cultural sensitivity requirements Tutors are our 'eyes and ears on the ground'. Issues become apparent to tutors quickly, as they constantly communicate with the learners.	
Clause 17 (2). Providers must have practices for supporting learners through their studies, including – (a) enabling learners to prepare and adjust for tertiary study, and	Guidance for students around pathways for further study, employment, and (for international students) residency, is available upon request. Help in writing CVs and covering letters is available, and academic references can be made available to support applications. Information sessions on immigration-related matters, such as work visas and residency, can be arranged with licensed immigration advisors. Included in every learning programme that NZALI develops is a section that focusses on goal setting. This is where learners work through with their tutor their personal and career/study goals and create action plans that are meaningful for them. When programmes are reviewed by the Academic Programme Committee (at least annually), the consistency with which this programme development process applies is monitored. ➢ See internal Micro-Credential self-review documents ➢ See Micro-Credential Programme Handbook ➢ See website	Well-implemented
(b) maintaining appropriate oversight of learner achievement and engagement; and (c) providing the opportunity for learners to discuss, in	Achievement and engagement are measured in annual Micro-Credential Programme Self-Review Reports	Well-implemented

confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and	Learner achievement is recorded in learner transcripts, and in Completion Certificates Learner engagement is measured in learner reflections, and the formal evaluation learners complete at the end of their programme Re (c) – opportunities always available (see internal document Health and Safety Manual) Tutors are our 'eyes and ears on the ground'. Tutors monitor any signs that may indicate learner disengagement 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 Learners are provided with the tutor's email address and phone number should they want to make a time to discuss any issues Tutors consult with General Manager to develop any appropriate responses required to support learners ➢ Internal documents: [Programme] - Annual Programme Self-Review Reports 2026 (these reports include completed evaluation forms) ➢ Internal document: Health and Safety Manual.	
(d) providing learners with advice on pathways for further study and career development, where appropriate.	See 17 (2) (a) above	Well-implemented
Process 3: Physical and digital spaces and facilities **Clause 18.** Providers must have practices for– (a) providing healthy and safe learning environments; and (b) identifying and, where possible, removing access barriers to provider facilities and services; and	CEO is responsible for annual review of Policy on Physical and Learning Resources. CEO responsible for annual review of resources.	Well-implemented

	➢ Internal document: QMS Appendix 4 (Policy on Physical and Learning Resources) ➢ Internal document: GOVERNANCE(Review of Resources) 2026	
(c) involving learners in the design of physical and digital environments when making improvements; and (d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	n/a (no improvements made in 2026)	n/a

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
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 – (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 (b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand (n/a); and (c) maintain a healthy lifestyle	At induction, learners go through the Micro-Credential Programme Handbook which has information on services available (including pastoral care), and links to useful agencies 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. * See Micro-Credential Programme Handbook - Appendix 6 (Compendium of useful web links) (issued to all learners) * See Summary Health and Safety Manual (Stress Management, and Alcohol and Drugs) (issued to all learners) ➢ Re (c) - see internal document: Health and Safety Manual (Stress Management, and Alcohol and Drugs).	Well-implemented
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 (NZALI does not currently have a campus, or accommodation).	n/a

Process 2: Promoting physical and mental health awareness **Clause 21.** Providers must have practices for – (a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and (b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and	Awareness is promoted in Health and Safety Manual. Pastoral care is available from NZALI, and links to useful agencies are provided in Programme Handbook * See Micro-Credential Programme Handbook (issued to all learners) * See Summary Health and Safety Manual (issued to all learners) ➢ Internal document: Health and Safety Manual.	Well-implemented
(c) supporting learners' connection to their language, identity, and culture; and	Graduation ceremonies include families and community members, and involve culturally relevant practices that relate to celebrating achievement Cultural practices are embedded in learning sessions, for example mihi, karakia, correct pronunciation of names The world view and experiences of the learner are included in the content and learning context.	Well-implemented
(d) providing accurate, timely information and advice to learners about – i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and ii. how they can report health and safety concerns they have for their peers; and iii. how to respond to an emergency and engage with relevant government agencies; and iv. how they can make positive choices that enhance their wellbeing.	These matters are covered in the Health and Safety Manual, which is referenced in induction slides and in the learner induction checklist The Micro-Credential Programme Handbook provides links re (d) i * See Micro-Credential Programme Handbook (issued to all learners) * See Summary Health and Safety Manual (issued to all learners) * See MICRO-CREDENTIALS/template - MC Induction checklist (Learner) (issued to all learners) ➢ Internal document: Health and Safety Manual.	Well-implemented

Process 3: Proactive monitoring and responsive wellbeing and safety practices. **Clause 22 (1).** Providers must have practices for – (a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and	Part of enrolment process (learners submit this information on their enrolment form) ➢ See MICRO-CREDENTIALS/MICRO-CREDENTIAL Application Form 260825 (filled out by all learners).	Well-implemented
(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 (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	Circumstances are described in the Programme Handbook ➢ See Micro-Credential Programme Handbook (issued to all learners) ➢ Internal document: Health and Safety Manual. ➢ Internal document: TEMPLATE(New tutor)(protocols) ➢ Internal document: MICRO-CREDENTIALS/template - MC Induction checklist (Tutor).	Well-implemented
(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 (e) providing opportunities for learners to raise concerns about themselves or others in confidence; and	➢ Internal document: Health and Safety Manual.	Well-implemented
(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and (g) identifying learners who are at risk of harming others, and i. having clear and appropriate pathways for assisting them to access services when they	Covered at staff retreats/workshops. 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 General Manager, 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 General Manager will inform the Chief Operating Officer and an appropriate support process is determined and actioned.	Well-implemented

need it; and ii. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and	Re (g), tutors/staff members immediately notify the General Manager/AQCL to remove the affected student/staff member from the unsafe situation. Once this is done, appropriate support services are identified and accessed. ➢ Internal document: Health and Safety Manual (Confidential Needs, Concerns, and Risks Guidance and Reporting Form) ➢ Internal document: New Code - Annual Retreat (Report to CEO)2026	
(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and	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. ➢ See MICRO-CREDENTIALS/MICRO-CREDENTIAL Application Form 260825 (filled out by all learners) ➢ See NZALI Disability Action Plan 260902 ➢ Internal document: NZALI Disability Action Plan Review 260916.	Well-implemented
(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and	Covered at staff retreats/workshops. 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 General Manager, 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 General Manager will inform the Chief Operating Officer and an appropriate support process is determined and actioned. ➢ See NZALI Process - Behaviour Management Agreement (in Micro-Credential Programme Handbook) ➢ Internal document: Health and Safety Manual (Confidential Needs, Concerns, and Risks Guidance and Reporting Form) ➢ Internal document: New Code - Annual Retreat (Report to CEO) 2026.	Well-implemented
(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their	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 AQCL and APC.	Well-implemented

transition back into tertiary study.		
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.	n/a (no learners under 18, or international learners).	n/a
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, or international learners).	n/a
Clause 22 (4). Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.	Reported risks and concerns are reviewed annually Complaints Register is reviewed at least annually. ➢ Internal document: New Code – Reported Risks and Concerns 2026 ➢ Internal document: New Code - Complaints Register.	Well-implemented

Part 5 Additional wellbeing and safety practices in tertiary student accommodation

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
Outcome 5: A positive, supportive, and inclusive environment in student accommodation	(n/a – tertiary accommodation not provided).	n/a
Outcome 6: Accommodation, administrative practices, and contracts	(n/a – tertiary accommodation not provided).	
Outcome 7: Student accommodation facilities and services	(n/a – tertiary accommodation not provided).	

Part 6 Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

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

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

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
Process: 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. **Part 3** **Outcome 1: A learner wellbeing and safety system** Process 1: Strategic goals and strategic plans Process 2: Self review of learner wellbeing and safety practices Process 3: Publication requirements Process 4: Responsive wellbeing and safety systems **Outcome 2: Learner voice** Process 1: Learner voice Process 2: Learner complaints Process 3: Compliance with the Dispute Resolution Scheme **Part 4** **Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments** Process 1: Safe and inclusive communities Process 2: Supporting learner participation and engagement Process 3: Physical and digital spaces and facilities **Outcome 4: Learners are safe and well** Process 1: Information for learners about assistance to meet their basic needs Process 2: Promoting physical and mental health awareness Process 3: Proactive monitoring and responsive wellbeing and safety practices.	NZALI does not recruit international students to come to study in New Zealand on a student visa. The only 'international student' we could conceivably have would be a learner on one of our micro-credential courses who is not a New Zealand citizen or permanent resident, and yet is legally present in New Zealand (for example, on a work visa). Currently we do not have any non-New Zealand citizen or permanent resident learners enrolled in our micro-credentials. However, NZALI, in a previous incarnation, *did* recruit international students to come to study in New Zealand on student visas, so we are familiar with the distinct wellbeing and safety needs of diverse international tertiary learners. Our processes under Parts 3 and 4 of this code (Part 5 is not applicable) have been designed to accommodate both domestic and international students, and no special comments are necessary here. Refer to Outcomes 1 – 4 above, under Parts 3 and 4.	Well-implemented

Part 5 (re student accommodation) n/a – tertiary accommodation is not provided		

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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
Process 1: Marketing and promotion: Each signatory must have marketing and promotion practices, that include – (a) proactively seeking to understand the information needs of prospective international tertiary learners; and (b) developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and (c) ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following – i. the signatory's quality assurance evaluations; and ii. the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and iii. the Dispute Resolution Scheme; and iv. potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and 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 vi. accommodation and transport, or ways to obtain	Again, NZALI does not recruit international students to come to study in New Zealand on a student visa, and currently we do not have any non-New Zealand citizen or permanent resident students enrolled. However, our marketing and promotion practices have been designed with both domestic and 'international' students in mind, and no special comments are necessary here. NZALI, in a previous incarnation, did recruit international students to come to study in New Zealand, so we are familiar with the information needs of prospective international tertiary learners. Guidance for students around pathways for further study, employment, and (for international students) residency, is available upon request. Help in writing CVs and covering letters is available, and academic references can be made available to support applications. Information sessions on immigration-related matters, such as work visas and residency, can be arranged with licensed immigration advisors. ➢ See MICRO-CREDENTIALS/template - MC OOPAC (Offline Offer of Place, Acceptance, and Contract document) ➢ See MICRO-CREDENTIALS/template - Online MC AAPI email (Online Application Acknowledgement and Payment Instructions email) ➢ See Micro-Credential Programme Handbook ➢ See website.	Well-implemented

such information.		
Process 2: Managing and monitoring education agents 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	Not Applicable, NZALI does not contract with education agents to enrol international students.	n/a

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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
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.	Currently we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled. However, our processes have all been designed with both domestic and 'international' students in mind, and the educational instruction offered to 'international' students would be in accordance with the Act, and would be appropriate for such students. ➢ See Quality Management System (QMS).	Well-implemented
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 (b) quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, our template Offer of Place, Acceptance, and Contract document covers all of the requirements of this process. ➢ See MICRO-CREDENTIALS/template - MC OOPAC (Offline Offer of Place, Acceptance, and Contract document) ➢ See MICRO-CREDENTIALS/template - Online MC AAPI email (Online Application Acknowledgement and Payment Instructions email) ➢ See Micro-Credential Programme Handbook ➢ See website.	Well-implemented

international tertiary learners; and (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 (e) staffing, facilities, and equipment; and (f) available services and supports; and (g) insurance and visa requirements for receiving educational instruction from the signatory; and (h) this code and the relevant Dispute Resolution Scheme Rules; and (i) full costs related to an offer of educational instruction. (2) 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.		
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 (b) the grounds for terminating the contract of enrolment; and (c) the circumstances under which the learner's conduct may be in breach of the contract of enrolment; and (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	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, our template Offer of Place, Acceptance, and Contract document covers all of the requirements of this process. Note: Clause 1(c) seems nonsensical to us; 'the circumstances under which the learner's conduct may be in breach of the contract of enrolment' are if the learner breaches any requirement of the contract of enrolment. ➢ See MICRO-CREDENTIALS/template - MC OOPAC (Offline Offer of Place, Acceptance, and Contract document) ➢ See MICRO-CREDENTIALS/template - Online MC AAPI email (Online Application Acknowledgement and Payment Instructions email) ➢ See Micro-Credential Programme Handbook (Micro-Credential General Rules & Regulations section) ➢ See Micro-Credential Programme Handbook (Discipline Policy for Learners).	Well-implemented

(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). (2) Each signatory must ensure that the contract of enrolment is fair and reasonable.		
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).	Noted. Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, any process undertaken under clause 42(1)(e) for terminating the contract of enrolment would be conducted in accordance with the principles of natural justice. ➢ See Micro-Credential Programme Handbook (Micro-Credential General Rules & Regulations section) ➢ See Micro-Credential Programme Handbook (Discipline Policy for Learners).	Well-implemented
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	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, our template Offer of Place, Acceptance, and Contract document references this code, and the requirements of this process. ➢ See MICRO-CREDENTIALS/template - MC OOPAC (Offline Offer of Place, Acceptance, and Contract document) ➢ See MICRO-CREDENTIALS/template - Online MC AAPI email (Online Application Acknowledgement and Payment Instructions email) ➢ See Micro-Credential Programme Handbook (Micro-Credential General Rules & Regulations section).	Well-implemented

(iii) funeral expenses. (2) 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.		
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.	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, our Offer of Place, Acceptance, and Contract document references this code, and the requirements of this process. ➢ See Micro-Credential Programme Handbook (Visas section) ➢ See QMS.	Well-implemented
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 –	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, fees would be handled in accordance with this Process 7, and this process is referenced in our template Offer of Place, Acceptance, and Contract document. ➢ See MICRO-CREDENTIALS/template - MC OOPAC (Offline Offer of Place, Acceptance, and Contract document) ➢ See MICRO-CREDENTIALS/template - Online MC AAPI email (Online Application Acknowledgement and Payment Instructions email) ➢ See Micro-Credential Programme Handbook (NZALI Student Withdrawals and Fee Refunds Policy section).	Well-implemented

(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.		

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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
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	Although we do not recruit international students, and we have no non-New Zealand citizen or permanent resident students enrolled, our Quality Management System covers all of the requirements of this process. ➢ See QMS ➢ See Micro-Credential Programme Handbook ➢ See Micro-Credential Programme Handbook (Discipline Policy for Learners).	Well-implemented

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.		

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.

Phase in the gap analysis process:		
Key required processes	Sources of evidence of our compliance	Comments
Process 1: International tertiary learners under 18 years	Not Applicable, NZALI does not enrol learners under the age of 18.	n/a
Process 2: International tertiary learners under 10 years	Not Applicable, NZALI does not enrol learners under the age of 10.	n/a
Process 3: Decisions requiring written agreement of parent or legal guardian [learners under 18 years] **Process 4: Accommodation for international tertiary learners under 18 years** **Process 5: Safety checks and appropriate checks for learners under 18 years**	Not Applicable, NZALI does not enrol learners under the age of 18.	n/a
Process 6: Accommodation for international tertiary learners 18 or over	Not Applicable, NZALI does not provide accommodation services to international tertiary learners.	n/a

Assessment Key

The four assessment options are:

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