

**IPU New Zealand's 2023 Self-Review for  
*The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021***

**Background**

<https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/>

**Tertiary and International Learners Code of Practice**

*The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (the Code) supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

It sets out the requirements that education providers must meet for the wellbeing and safety of their learners.

**Who does the Code apply to?**

The Code applies to education providers (registered schools, registered private training establishments, Te Pukenga, universities, wananga) who:

- enrol international students,
- enrol domestic tertiary students, and/or
- enrol (with a tertiary provider) industry trainees or apprentices.

**How do I get a copy of the Code?**

You can download *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* below:

Download the Code in English (PDF, 925KB)

Download the Code in Te Reo Maori (PDF, 939KB)

## **Annual Self-Review and Attestation at IPU New Zealand**

Under the Code, IPU New Zealand must:

- Carry out a self-review of how we meet the relevant Code outcomes and processes.
- Document the self-review for our own records and external evaluation and review.
- Make our self-review report available, in an accessible format, to learners, staff and the public on our website.
- Attest to the New Zealand Qualifications Authority (NZQA) that we have undertaken this self-review.

### **What is self-review?**

Self-review is an ongoing process to examine IPU New Zealand's performance compared to the expectations of the Code. The goal is to identify strengths and weaknesses so that IPU New Zealand can make actual, worthwhile improvements to our systems and practice.

### **What is attestation?**

Attestation is a declaration made each year to NZQA that self-review of learner wellbeing and safety practices under the Code is taking place. The attestation is made by completing an online attestation form which is signed by, or authorised by, IPU New Zealand's CEO.

### **How does IPU New Zealand undertake a self-review?**

We evaluate and continuously improve our performance by:

- Gathering data and other evidence including student voice, about our learner wellbeing and safety systems and practices.
- Reflecting on the data and other evidence to identify gaps, strengths, weaknesses, and opportunities for improvement.
- Coming to conclusions about our own effectiveness in meeting the expectations of each Code Outcome.
- Using self-review reflections to inform ongoing improvements to pastoral care of all learners at IPU New Zealand.

We keep a record of our self-review, including the evidence, for our own quality assurance purposes, as well as for external evaluation and review.

Focus groups, including managers and selected staff from multiple work units (Student Support, Facilities Management, Academic Faculty, Information Technology, and Academic Registry), collaborate to examine our current practices with respect to each of the 12 Outcome areas in the Code.

Our full review, evaluations, and recommendations can be found in the online Google Sheets titled '*Gap Analysis - The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021*' and '*Tasks for Pastoral Code Outcomes*'.

A self-review summary, respective of each outcome area follows:

**Overall self-review 2023 - Outcome 1: A learner wellbeing and safety system**

**Stage of implementation Outcome 1: Well implemented / Implemented / Developing implementation / Early implementation**

Key Evaluation Questions (KEQ)	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Student Wellbeing Annual plan with goals and Annual Review, and Policy need to be developed</li> <li>- IPU New Zealand Pastoral Care Code Compliance Manual to be developed</li> </ul> <p>It is noted that the development of an effective learner wellbeing and safety system, and its implementation, has been negatively impacted by staff shortage after a major organisational restructuring in 2022.</p>	Identified gaps to be filled

		<p>The restructuring was conducted as part of IPU New Zealand’s recovery plan from the grave impact of the Covid-19 global pandemic.</p> <p>The staff shortage issue is likely to be resolved in 2024, resulting in improvement in development and implementation of an effective learner wellbeing system.</p>	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Student Welfare Committee to regularly review their learner wellbeing and safety strategic goals and strategic plans</li> <li>- Review and update IPU New Zealand's complaints process</li> </ul> <p>The IPU New Zealand’s complaints process is currently reviewed and updated.</p> <p>Recent development includes policy proposals on various student representatives (for example, by programme and by nationality), process to deal with student queries and complaints, etc., which will go through student consultation and approval process in coming weeks.</p>	Identified gaps to be filled
How effectively does our	Not very effective and needs	Various practices in place, but gaps	Identified gaps to be filled

<p>organisation uphold the principles of Te Tiriti o Waitangi/Treaty of Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>improvement</p>	<p>have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Signage, translation of website, teaching blocks, graduation ceremony, etc., in Te Reo Maori to be developed</li> <li>- Further strengthening our relationship with iwi</li> </ul> <p>Recent development includes draft Te Reo Maori headlines of the IPU New Zealand's website, closer relationship with the local iwi leader.</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effective but needs improvement</p>	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Update Student Welfare Committee to regularly review their learner wellbeing and safety strategic goals and strategic plans</li> <li>- Publish all information on IPU New Zealand's website</li> </ul> <p>Currently all information to be published on IPU New Zealand's website is being collated.</p>	<p>Identified gaps to be filled</p>

**The policy and operational changes identified from the review of Outcome 1 will be completed by June 2024**

### Overall self-review 2023 - 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.

---

Stage of implementation Outcome 2: Well implemented / **Implemented** / Developing implementation / Early implementation

---

#### Process: Learner's voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"><li>- Include open-door practice in the staff induction pack</li><li>- Basic training for student reps to help them participate in IPU New Zealand's decision-making processes</li><li>- Develop clear written procedure for how policies and other official documents etc are approved - and post on our website</li></ul> <p>The IPU New Zealand's complaints process is currently reviewed and updated.</p> <p>Recent development includes policy proposals on various student representatives (for example, by programme and by nationality), policy development and approval process, etc.</p>	Identified gaps to be filled

		<p>Policy development at IPU used to take a long time since policy drafts needed to go through an approval process by the Board of Trustees.</p> <p>This process has been changed recently in order to improve efficiency.</p> <p>It is now approved that the Academic Board is responsible for approval of academic policy proposals, and the Directors are responsible for approval of non-academic policy proposals. In both cases, the Board of Trustees reserve the right to veto policies approved by the Academic Board or the Directors, making such policies invalid.</p>	
--	--	--	--

**Process: Learner complaints**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we work with learners to effectively respond to, and process complaints?	Effective but needs improvement	Various practices in place, but gaps have been identified, for example: <ul style="list-style-type: none"> <li>- Review our complaints system process in line with the Code</li> <li>- Have a focus, including managers and student reps to formalise IPU New Zealand's complaints process</li> </ul>	Identified gaps to be filled

		Recent development includes policy proposals on process to deal with student queries and complaints, etc., which will go through student consultation and approval process in coming weeks.	
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Posters need to go in each building and on screens</li> <li>- More information on IPU New Zealand's processes need to be advertised following the updated complaints policy/procedures</li> </ul> <p>Recent development includes policy proposals on process to deal with student queries and complaints, etc., which will go through student consultation and approval process in coming weeks.</p> <p>Once approved, more posters on complaint processes will be placed in each building and on screens.</p>	Identified gaps to be filled
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Send links to each student via Student Portal in Wisenet</li> </ul> <p>Recent development includes policy proposals on process to deal with student queries and</p>	Identified gaps to be filled

		<p>complaints, etc., which will go through student consultation and approval process in coming weeks.</p> <p>Once approved, complaints and complaints procedures will be publicised on our website.</p>	
--	--	---	--

**Process: Compliance with the Dispute Resolution Scheme (DRS)**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified, for example: - Send links to each student via Student Portal in Wisenet</p> <p>The DRS is currently publicised on our website, on screens, Student Life Handbook, etc.</p> <p>It is planned to include in new staff induction process familiarisation of the DRS process.</p>	Identified gaps to be filled

**Overall self-review 2023 - Outcome 2: Learner voice**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their	Effective but needs improvement	See above	See above

mana and autonomy?			
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective but needs improvement	See above	See above
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi/Treaty of Waitangi throughout our learner wellbeing and safety practices for this outcome?	Not very effective and needs improvement	<p>Various practices in place, but gaps have been identified, for example: - Signage, translation of website, teaching blocks, graduation ceremony, etc., in Te Reo Maori to be developed</p> <p>Recent development includes draft Te Reo Maori headlines of the IPU New Zealand's website, closer relationship with the local iwi leader.</p> <p>The national anthem of New Zealand, sung in Te Reo Maori and English, is now sung at graduation ceremonies, etc.</p>	Identified gaps to be filled
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Effective but needs improvement	See above	See above

The policy and operational changes identified from the review of Outcome 2 will be completed by June 2024

## Wellbeing and safety practices for all tertiary providers

### Overall self-review 2023 - 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.

---

Stage of implementation Outcome 3: Well implemented / Implemented / **Developing implementation** / Early implementation

---

#### Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Effective but needs improvement	Various practices in place, but gaps have been identified, for example: <ul style="list-style-type: none"><li>- Develop a policy and guidelines to support students and staff diversity,</li><li>- Hold multiple Powhiri, build on the existing MoU with local Maori school (TO TOA)</li><li>- Training for Hall Leaders, student support, anti-harassment advisors</li><li>- Review and update the internal complaints process</li><li>- Statement to go on the website to explain IPU New Zealand's stance on inclusivity</li></ul>	Identified gaps to be filled

#### Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Effective but needs improvement	Various practices in place, but gaps have been identified, for example: <ul style="list-style-type: none"> <li>- Review professional development available for teaching staff around creating safe shared spaces for diverse students in the classroom</li> <li>- Incorporate cultural activities for online students</li> <li>- Develop guidelines for staff to support Maori learners</li> <li>- Organise staff training regarding confidentiality and privacy act (esp. Student Support and managers)</li> </ul>	Identified gaps to be filled

**Process: Physical and digital spaces and facilities**

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Effective but needs improvement	Various practices in place, but gaps have been identified, for example: <ul style="list-style-type: none"> <li>- Consult with students about how they feel about a healthy and safe environment on campus</li> <li>- Put signage for people to stay away from the ponds on campus.</li> <li>- Review nutritional value of meals in Dining Hall - esp. vegetarian options</li> <li>- Put up posters in Dining Hall and Halls of Residence about eating healthy, staying hydrated and healthy use of phones and social media</li> </ul>	Identified gaps to be filled

		<ul style="list-style-type: none"> <li>- Guidelines for teaching staff regarding water and food in classrooms</li> <li>- Start doing hazard assessments for all on-campus buildings and the hazard registers to be kept up to date</li> <li>- Organise more fire and earthquake drills for students and staff</li> <li>- Get a student body to make consultations and improvements</li> <li>- Recruit an extra advisor from Rangitane for the regular consultations</li> </ul>	
--	--	--	--

**Overall self-review 2023 - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Effective but needs improvement	See above	See above
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective but needs improvement	See above	See above
How effectively does our organisation uphold the principles	Not very effective and needs improvement	Various practices in place, but gaps have been identified, for example:	Identified gaps to be filled

<p>of Te Tiriti o Waitangi/Treaty of Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>		<p>- Signage, translation of website, teaching blocks, graduation ceremony, etc., in Te Reo Maori to be developed</p> <p>Recent development includes draft Te Reo Maori headlines of the IPU New Zealand's website, closer relationship with the local iwi leader.</p> <p>The national anthem of New Zealand, sung in Te Reo Maori and English, is now sung at graduation ceremonies, etc.</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effective but needs improvement</p>	<p>See above</p>	<p>See above</p>

**The policy and operational changes identified from the review of Outcome 3 will be completed by June 2024**

**Overall self-review 2023 - 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.

Stage of implementation Outcome 4: Well implemented / Implemented / **Developing implementation** / Early implementation

**Process: Information for learners about assistance to meet their basic needs**

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?</p>	<p>Effective but needs improvement</p>	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Add links to social services (OP shops, JustZilch, CAB, YOSS etc), financial services, tenancy services and laws, employment services and laws on website</li> <li>- Display signage in the Dining Hall about procedures to request dietary requirements, purchasing meal tickets, etc.</li> <li>- Get student consultation in what other services they would like us to provide to them</li> <li>- Add links to rights and obligations as a tenant in New Zealand, develop residential contracts from students living on campus</li> <li>- Put links on website, Halls of Residence, Dining Hall and screens for good healthy lifestyle advice</li> <li>- Consult a dietician on quality of</li> </ul>	<p>Identified gaps to be filled</p>

		<p>meals served on campus</p> <ul style="list-style-type: none"> <li>- Review how meals are planned, what number of meal options need to be available every day, nutrition guidelines for each meal (esp. vegetarian meals) and draw up guidelines to be followed each time</li> </ul> <p>Recent development includes student resident contract draft, dining hall meal assessment by nutritionists, etc.</p>	
--	--	---	--

**Process: Promoting physical and mental health awareness**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Effective but needs improvement	<p>Various practices in place, but gaps have been identified.</p> <p>Currently we provide (as reactive support) student wellbeing checks, reference to health practitioners including counsellors and (as proactive support) Tiki Tours, club activities etc. for physical/mental health promotion and socialisation.</p>	Identified gaps to be filled

**Process: Proactive monitoring and responsive wellbeing and safety practices**

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do our proactive monitoring, wellbeing, and safety practices identify and respond to the support needs of individual learners?</p>	<p>Effective but needs improvement</p>	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Resume earthquake drills</li> <li>- Posters and emails to promote sun safety, stopping smoking, smoke-free day, mental health day, earthquake safety, etc.</li> <li>- Need training and exercise advice for students from experts</li> <li>- Guidelines to consistently recognise and celebrate days of importance in different cultures, not just those in New Zealand</li> <li>- Guidelines about how residential students can get into town to see a doctor if unwell or if buses won't take them where they need to go</li> <li>- Consult with students about what wellbeing needs they have, and how they think IPU New Zealand can support them</li> <li>- Clearly set out to students that they can report concerns over wellbeing or safety of another student in confidence to Student Support staff - and what procedures will be followed</li> <li>- Review Hall Leader training requirements and consider adding in some kind of mental health/wellbeing training</li> <li>- Review what training is needed (eg: customer service, cultural sensitivity, privacy and</li> </ul>	<p>Identified gaps to be filled</p>

		confidentiality, wellbeing, health, safety) by Student Support staff - and draw up policy/guidelines	
--	--	--	--

**Overall self-review 2023 - Outcome 4: Learners are safe and well**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we support learners to manage their physical and mental health through information and advice?	Effective but needs improvement	See above	See above
How effectively do our current practices identify and respond to learners who need additional support?	Effective but needs improvement	See above	See above
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective but needs improvement	See above	See above
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi/Treaty of Waitangi throughout our learner wellbeing and safety practices for this outcome?	Not very effective and needs improvement	<p>Various practices in place, but gaps have been identified, for example:</p> <ul style="list-style-type: none"> <li>- Signage, translation of website, teaching blocks, graduation ceremony, etc., in Te Rea Maori to be developed</li> </ul> <p>Recent development includes draft Te Reo Maori headlines of the IPU New Zealand's website, closer relationship with the local iwi</p>	Identified gaps to be filled

		<p>leader.</p> <p>The national anthem of New Zealand, sung in Te Reo Maori and English, is now sung at graduation ceremonies, etc.</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effective but needs improvement</p>	<p>See above</p>	<p>See above</p>

**The policy and operational changes identified from the review of Outcome 4 will be completed by June 2024**

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

### **Outcome 5: A positive, supportive and inclusive environment in student accommodation**

Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which supports the wellbeing and safety of residents.

---

**Stage of implementation Outcome 5: Well implemented / Implemented / Developing implementation / Early implementation**

---

#### **Summary of key points:**

There are good practices in place, but needs improvement due to identified gaps, such as, for example:

- Develop residential agreements for students who opt to live in the Halls of Residence (drafts prepared – legal check done)
- Find or develop videos that give examples of cultural differences, or about disabled people's needs, to show during orientation
- Improve Student Life Handbook (SLH) and/or orientation to ensure information is provided for Maori, Pacific and disabled students on how to access pastoral care services
- Review Hall Leader manual - in consultation with residential students
- Review professional development and training requirements for Hall Leaders as Accommodation Staff and how it can be included in their contracts

#### **Highlights/Evidence:**

- Student Life Handbook, Prospective student application form, marketing material, website, orientation.

#### **Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with development of residential agreements.

**The policy and operational changes identified from the review of Outcome 5 will be completed by June 2024**

### **Outcome 6: Accommodation administrative practices and contracts**

Providers must ensure that student accommodation contracts and practices are transparent, reasonable, and responsive to the wellbeing and safety needs of residents.

---

**Stage of implementation Outcome 6: Well implemented / Implemented / Developing implementation / Early implementation**

---

#### **Summary of key points:**

There are good practices in place, but needs improvement due to identified gaps, such as, for example:

- Improve website to explain more details about wellbeing and safety support in Halls and consult with students to review annually
- Hire accommodation staff who are paid and who can be selected according to existing skills and training, with enough staffing to provide 24/7 coverage, and minimise the amount IPU New Zealand needs to spend on training for staff (hiring process in progress)
- Clarification over who is responsible for what in the residential facilities (ie: Student Support Manager as Accommodation Manager, Hall Leaders as unpaid workers, and any paid accommodation staff going forward - and security guards)
- New IPU New Zealand residential contracts that cover everything listed in Outcome 6 (drafts prepared – legal check done)
- Policy or guidelines to ensure that review of residential contracts takes place annually, in consultation with students and other stakeholders - taking into account diversity of students
- Consult with students over updated refund policy and ensure final policy is on website and included in residential contract

#### **Highlights/Evidence:**

- Academic Registry guidelines include the information on how to access the forms on website for internal and external stakeholders including, staff, agents and prospective and current students

#### **Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with development of residential agreements

**The policy and operational changes identified from the review of Outcome 6 will be completed by June 2024**

### **Outcome 7: Student accommodation facilities and services**

Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.

---

**Stage of implementation Outcome 7: Well implemented / **Implemented** / Developing implementation / Early implementation**

---

#### **Summary of key points:**

There are good practices in place, but needs improvement due to identified gaps, such as, for example:

- Require feedback from residents about any suggested improvements for communal areas (indoors and outdoors) (regularly received and discussed at Hall Leader meetings)
- Provide clear information about insurance cover in Halls, examples to explain who has to pay, or pay excess, which things students should have their own insurance for, etc. on website and with residential contracts (student resident contract prepared, reflecting this)
- Annual planning for improvements in Halls and budget to ensure it is possible on an ongoing basis (hall renovation budget is in place)
- Policy to explain how Hall conditions will be kept up over time (incl. budget, annual plan responsibilities, consultation with residents)

#### **Highlights/Evidence:**

- Resident students have appropriate spaces for holding their own events and activities. Communal areas in the accommodation are designed to promote a sense of community and encourage social interaction and activities. It has suitable open and communal spaces for residents to relax, study, eat and meet, and appropriate and adequate space for running activities for residents.
- Each student gets their own key to enter their own Hall of Residence. At night an on-campus security guard checks all the exit doors. Security bars have been installed on the window of each room. Sensor lights are installed at the entrance of each Hall of Residence. Every room is for single occupants and has a study desk. Students can also study in the communal area, T Block, Library or other buildings like teaching blocks, Dining Hall for group study.
- We have a gym, recreation centre, library, computer lab, field, Dining Hall, gardens on campus, bush walks around campus, and study rooms. We provide heated rooms with full bedding (with extra blankets if needed), and hot water bottles available for students. Each Halls of Residence provides a good wifi service.

**Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with renovation of bathrooms (hall renovation project in progress).

**The policy and operational changes identified from the review of Outcome 7 will be completed by June 2024**

### **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.

---

**Stage of implementation Outcome 8: Well implemented/ **Implemented** / Developing implementation / Early implementation**

---

#### **Summary of key points:**

There are good practices in place, but needs improvement due to identified gaps, such as, for example:

- Consider IPU New Zealand to become ISANA International Education Association New Zealand (ISANA NZ) and Australia and New Zealand Student Services Association Limited member (as a whole organisation) (Now IPUNZ is a member of both organisations)

#### **Highlights/Evidence:**

- Some IPU New Zealand staff are ISANA International Education Association New Zealand (ISANA NZ) members. They go for the professional development courses/workshops organised by ISANA.

#### **Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with the ISANA organisational membership. (Membership secured)

**The policy and operational changes identified from the review of Outcome 8 will be completed by June 2024**

### **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.

---

**Stage of implementation Outcome 9: Well implemented / **Implemented** / Developing implementation / Early implementation**

---

#### **Summary of key points:**

- Marketing and Promotional Material - implemented, next review in March 2024 to update latest pricing and relevant information that ensures international learners are well informed through the prospectus and promotional material. Website is frequently updated to ensure the latest events, information and updates are shared with international students.
- Managing and Monitoring Education Agents - implemented, currently we ensure a solid agent management process. The marketing team carefully selects credible agents (based on market intelligence, previous track records, Education New Zealand Recognised Agency (ENZRA), Immigration New Zealand (INZ)-recommended agents, published approval data, etc.) from international markets based on the simplified process map, conduct Quality Management System (QMS) on agents, and reviews performance periodically.

#### **Highlights/Evidence:**

- Streamlined and robust process for signing up a new agent, includes two reference checks, agent signing the code of conduct, and QMS as per NZQA Code of Practice.
- Process map that clearly shows the guideline of agency selection, renewal and termination of contract.
- Each agent that recruits students, has to sign a legal contract that is uploaded in our Student Management System (SMS).
- Contracts are one year contracts that are renewed each year after the performance review of the agents.
- Simplified process to manage and monitor education agents and their performance.
- Study Guides for Degree and Postgraduate programmes are online, facilities and equipment information is in promotional booklets, Student Life Handbook and online, list of teaching staff is available online (iv) Learning outcomes are published on the website under the programmes section vi) Pre-departure pack, including Student Life Handbook, information on accommodation, transportation, insurance etc.

### **Planned improvements - 2023/24:**

- Develop Marketing Standard Operating Process (SOP) which includes;
  - agent monitoring process - including agency renewal/cancellation process/including QMS for agent selection.
  - guidelines for marketing and promotional events.
  - new-hire training schedule for staff and
  - others - this will be an on-going document with continuous development.
  
- Pre-departure orientation through marketing team after visa approval (prior to the intake)
  - Cover agency feedback/cover feedback on marketing material - through feedback forms (to be designed).
  
- Involvement of Academic Advisor members during information sharing session/promotional events including agent training sessions.
  
- Website improvements with course outcomes, paper offering, and career outcomes (responsibility - Public Relations, in consultation with academic team, Academic Registry, and Marketing team)
  
- Prospectus - with latest pricing updates, clear and relevant course information including DRS, living costs, accommodation options, library services, student testimonials and recreation facilities etc.

**The policy and operational changes identified from the review of Outcome 9 will be completed by June 2024 (some improvements will be on-going).**

**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.

---

**Stage of implementation Outcome 10: Well implemented / **Implemented** / Developing implementation / Early implementation**

---

**Summary of key points:**

Our pre-enrolment, offers and contract information is up-to-date, clear and succinct. It is available in our provisional application form, website, prospectus and enrolment and fees guide. Our communication is regular with the agents, students and parents throughout the enrolment process. During the communication process, we check the student's lifestyle and study needs. The under-18 students are highlighted prior to orientation so systems are accessed and they are cared for and followed up with by assigned carers. Parents are involved and receive reports on their child's academic progress. The disputes resolution process video has been uploaded to our website and is talked about during the student orientation. The Dispute Resolution Scheme (DRS) and iComplaints information can be easily found on the website; this information is also advertised on the screens in the Administration Building and Dining Hall. Documentation and other relevant information on the under-18 year old students is stored safely under the New Zealand Privacy Act. General staff profiles are currently being written for website updates so that students and their families know who is supporting and working with the students.

Immigration matters and student insurance at IPU New Zealand have always been taken very seriously. Current systems in regards to students' visa statuses are considered to be very effective. Each international student's visa details are entered into the database with high accuracy. Regular reports are run in order to check on each international student's immigration status. Notifications and reminders are sent to those whose visas are expiring soon. Staff are encouraged to remind students about immigration requirements such as attendance and academic progress, and those who breach their visa conditions are reported to Immigration New Zealand. Due to visa processing times and the short time-frames for current students changing programmes to get visa changes, we are proactive in making sure visa applications are started early. We have been receiving positive feedback from the students about the services we provide them for their visa renewals. We have further reviewed procedures to ensure there are no gaps, and exceed the current Code requirements.

**Highlights/Evidence:**

- We assess the academic capabilities and English language proficiency of all tertiary learners and their career intentions and determine if future

intentions match the educational opportunities we offer. This is achieved by collecting tertiary learners' application form, certified copies of passport/birth certificate, scholarship application form, certified copies of academic transcripts, English proficiency test results, statement of purpose, CV and references.

- The most recent results of our New Zealand Qualifications Authority (NZQA) External Evaluation and Review (EER) are available on our website <https://www.ipu.ac.nz/> and in IPU New Zealand's prospectus.
- Links to the NZQA website where copies of the Code can be downloaded and printed are available on our website.
- Information on the Dispute Resolution Scheme and iStudent Complaints provided by NZQA is available on our website and can be downloaded by international tertiary learners, and their parents or legal guardians (if under 18).
- All information is available on our website and is also sent via weblink with each Offer of Place to both international and tertiary students.
- We have processes in place to monitor the ongoing validity of our tertiary learners' visas during the period for which they are enrolled with us, to ensure that they continue to meet their visa conditions. For example, processes to monitor international tertiary learners' academic progress, attendance, and expiry dates of visas.
- Any known or suspected breaches of visa conditions by international tertiary learners and when an international tertiary learner's enrolment is terminated before the end of the anticipated enrolment period, are reported to Immigration New Zealand.
- Student fee protection covers all payments made to us by, or on behalf of, a learner. These include fees (including programme-related costs and agents fees and/or commission), accommodation and living expenses.
- Our refund policy is fair and reasonable and is in line with NZQA guidelines.

#### **Planned improvements – 2023/24:**

- Develop our policies and procedures to clearly explain what sort of disciplinary action we may take and in what circumstances, so that our international tertiary learner (and their parents or legal guardians if the learner is under 18) is fully aware of any consequences.
- Review and update the institutional policy on student insurance. Provide clear information about insurance cover in Halls, examples to explain who has to pay, or pay excess, which things students should have their own insurance for, etc. on website and with residential contracts.
- To clarify refund conditions, consider informing tertiary learners of circumstances in which a learner may, or may not, be eligible for a refund.

**The policy and operational changes identified from the review of Outcome 10 will be completed by June 2024.**

**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.

---

**Stage of implementation Outcome 11: Well implemented / **Implemented** / Developing implementation / Early implementation**

---

**Summary of key points:**

There are good practices in place, but needs improvement due to identified gaps, such as, for example:

- Continue developing FAQ for website - team with reps from different departments plus consultation with students.
- Set up a working group with reps from each department to review all information provided to students via orientation, website, booklets etc and consult with students - needs to have a leader - maybe Quality Assurance staff member?
- Consult with students (incoming and existing) to find out what information they require on their arrival.
- Add a talk about culture shock and acculturation process to orientation - compulsory for all Hall Leaders and Student Reps to attend - and video of talk on website.
- Create a list of laws that provide students' rights, and laws which restrict students while in New Zealand for website (draft list prepared, ready to be uploaded on the website).

**Highlights/Evidence:**

- Academic Handbook, Student Life Handbook

**Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with the development of FAQ on the website.

**The policy and operational changes identified from the review of Outcome 11 will be completed by June 2024**

### **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 of age.

---

**Stage of implementation Outcome 12: Well implemented / Implemented / **Developing implementation** / Early implementation**

---

#### **Summary of key points:**

Practices in place but needs improvement due to identified gaps, such as, for example:

- Guidelines for staff organising homestays for international learners under 18, and for students, and for homestay families need to be developed
- Need a new clause in enrolment process to explain to under 18s that their wellbeing and safety information will be shared with parents/guardians and that if they have questions or concerns, they need to raise this with IPU New Zealand directly
- Any accompanying staff to be set HandS induction and Student Support induction tasks and have a PeopleSafe account while in NZ supervising under-18s.
- Add to homestay and residential guidelines how under-18s will be supervised on campus and in homestay, including if they are school students from Japan - plus create job description and induction to ensure any Soshi employee from Japan who is supervising under-18s knows what their responsibilities are

#### **Highlights/Evidence:**

- These students usually come with a supervisor from their home institution. If not, we appoint a staff member to look after their needs on campus and in the Halls of Residence

#### **Planned improvements - 2023/24:**

- Identified gaps to be filled - starting with development of guidelines for staff organising homestays for international learners under 18, and for students, and for homestay families.

**The policy and operational changes identified from the review of Outcome 12 will be completed by June 2024**

**IPU New Zealand's overall stage of the implementation of the Code**

---

Overall implementation Well implemented / Implemented / **Developing implementation** / Early implementation

---

**Attestation: IPU New Zealand - MoE 8550**

In accordance with Outcome 1 and clause 89 of the Code, I confirm that:

- A self-review of the organisation's performance against the Code has been undertaken.
- The resulting self-review report is available in an accessible format to learners, staff, and the general public, including on our organisation's website.
- Any policy and operational changes that have been identified from the review will be completed by June 2023.
- Contact details for our Code contact person have been checked and updated if necessary.

**Signature**

<b>Name: Hiroshi Ohashi</b>	<b>Title: CEO</b>
-----------------------------	-------------------

**IPU New Zealand's overall stage of the implementation of the Code**

---

Overall implementation Well implemented / Implemented / Developing implementation / Early implementation

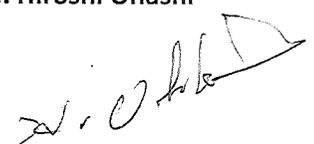
---

**Attestation: IPU New Zealand - MoE 8550**

In accordance with Outcome 1 and clause 89 of the Code, I confirm that:

- A self-review of the organisation's performance against the Code has been undertaken.
- The resulting self-review report is available in an accessible format to learners, staff, and the general public, including on our organisation's website.
- Any policy and operational changes that have been identified from the review will be completed by June 2023.
- Contact details for our Code contact person have been checked and updated if necessary.

**Signature**

<p><b>Name: Hiroshi Ohashi</b></p> 	<p><b>Title: President of Soshi Gakuen New Zealand Incorporated</b></p>
---	---

## Appendix I: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p> <ul style="list-style-type: none"> <li>• <b>No or limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No or limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No or limited</b> consideration of <b>Te Tiriti o Waitangi/Treaty of Waitangi</b> and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>No or limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No or limited</b> reporting processes from self-review</li> </ul>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p> <ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of <b>Te Tiriti o Waitangi/Treaty of Waitangi</b> and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<p><b>Implemented</b> The Code is implemented</p> <ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of <b>Te Tiriti o Waitangi/Treaty of Waitangi</b> and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<p><b>Well-implemented</b> The Code is well-implemented</p> <ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of <b>Te Tiriti o Waitangi/Treaty of Waitangi</b> and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>
---	---	---	--