nzist new zealand institute of skills and technology

CODE **SELF-REVIEW REPORT** 2025

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Matakōrero

Foreword

Nāku iti noa nei, nā

It is my pleasure to present the New Zealand Institute of Skills and Technology (NZIST) Pastoral Care Code Self-review Report for 2025. I would like to start with a whakataukī / proverb.

Ehara taku toa i te toa takitahi, engari he toa takitini.

My strength is not that of an individual, but that of the collective. This whakataukī reflects the collective effort that has underpinned our approach to pastoral care. It acknowledges the commitment of our kaimahi across our network who have worked together to support ākonga in their learning journeys, with a strong focus on wellbeing and safety.

This report represents a year of significant change across the vocational education system. During 2025, NZIST and its business divisions navigated a period of transition, with a strong focus on maintaining continuity for ākonga while preparing for new and evolving organisational arrangements. This included most of our business divisions transitioning out of the NZIST at the end of 2025.

This self-review provides a snapshot of how we have continued to uphold the Code across a range of delivery environments, including work-based, online, face-to-face and residential settings. While the scope and format of this report are more focused than in previous years, it reflects the same commitment to understanding our practice and enhancing the support provided to ākonga.

The findings demonstrate the strength of the foundations built over recent years and the consistency of effort across our network. They also highlight the enduring commitment of our kaimahi, who have remained focused on promoting ākonga success throughout a period of considerable change.

I would like to sincerely acknowledge the dedication of our kaimahi for their ongoing efforts, their reflective practice, and their unwavering focus on ensuring ākonga remain at the centre of everything we do.



Gus Gilmore
Tumuaki | Chief Executive NZIST

In 2025 NZIST remained signatory to the Code, and a legal entity comprised of 25 business divisions. As such, each of the business divisions below have contributed to this aggregated report based on practice and evidence in 2025.

WelTec
Te Whare Wānanga o te Awakairangi

Tai Poutini Polytechnic
NEW ZEALAND

Wintec

WITT
WESTERN INSTITUTE OF TECHNOLOGY AT TARANAKI
TE KURA MATATINI O TARANAKI

Open Polytechnic
KURATINI TUWHERA

CONNEXIS
INFRASTRUCTURE TRAINING

Service IQ

Competenz

UCOL
Te Pae Mātauranga ki te Ao
Universal College of Learning

EarnLearn

NorthTec
TAI TOKERAU WĀNANGA

PrimaryITO
KNOWLEDGE TO GROW

Careerforce
te toi pūkenga

MANUKAU INSTITUTE OF TECHNOLOGY
Te Whare Takiura o Manukau

SOUTHERN INSTITUTE OF TECHNOLOGY
TE WHARE WANANGA O MURIHIKU

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

Whitireia
NEW ZEALAND

OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

BCITO
He Hunga Hanga Mātou
building people

EIT
EASTERN INSTITUTE OF TECHNOLOGY
TE AHO A MĀUI

nmit
Nelson Marlborough Institute of Technology
Te Whare Wānanga o Te Tauihu o Te Waka a Māui

Ara

HITO
APPRENTICESHIPS
HAIR BARBERING BEAUTY

TOI-OHOMAI

mito

He Whakarāpopotonga

Executive Summary

Although business divisions operated with greater independence last year to align with the government disestablishment directive in early 2024, this self-review report represents the work of all 25 business divisions of NZIST in 2025.

It combines the individual self-review information provided by all business divisions, based on their practice in 2025. Self-reviews included supporting evidence, such as initiatives, policies, and procedures. The required reporting of critical incidents and complaints is included in the relevant Code Outcome commentary.

This report shows that practices were in place across NZIST to uphold all of the Code Outcomes, with no areas of non-compliance identified for 2025.

There have been positive shifts in compliance levels across most Code Outcomes compared with 2024 data, highlighting a commitment to continuous improvement when upholding the Code and the prioritisation of ākonga success, wellbeing and safety.

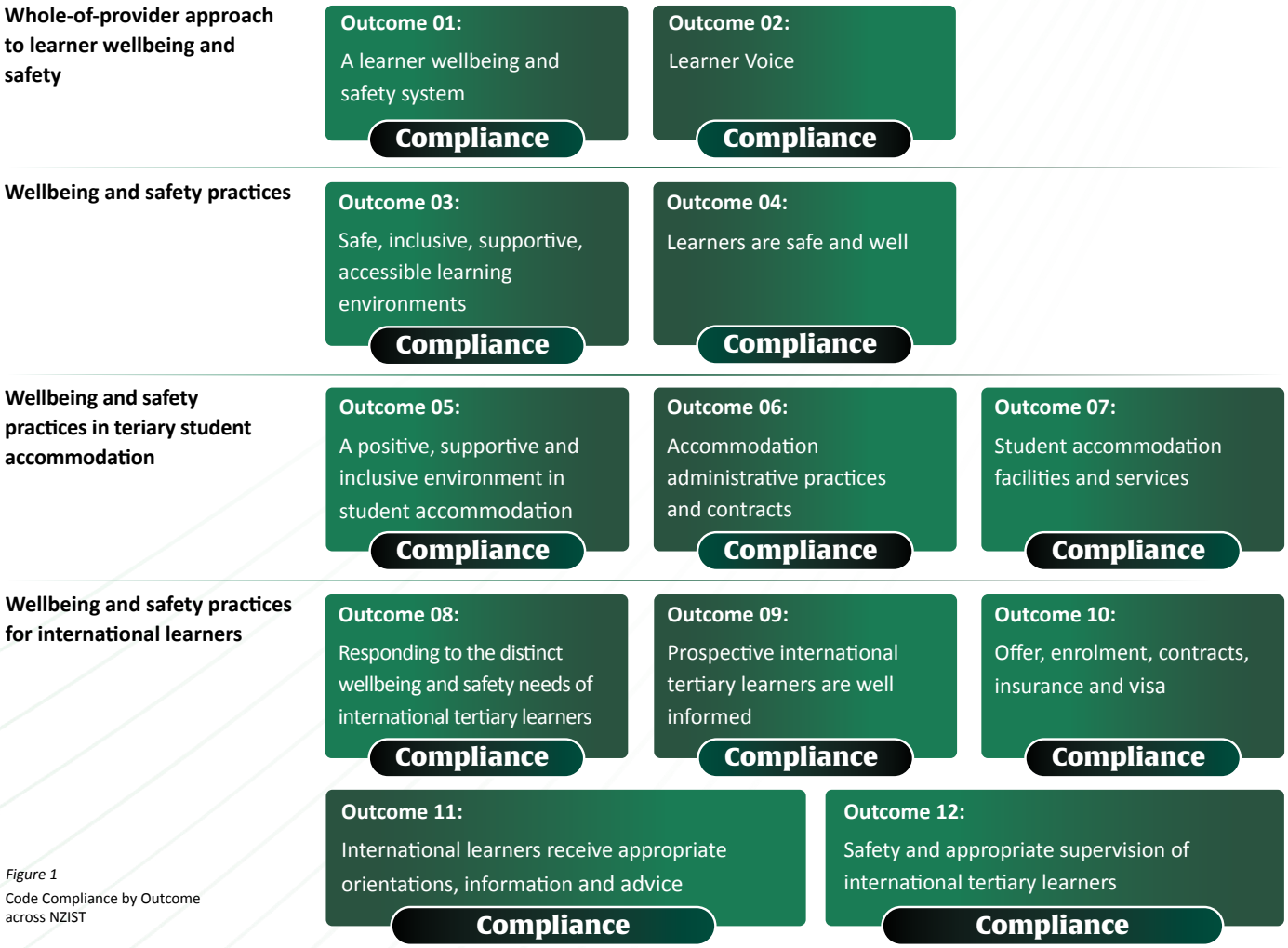


Figure 1
Code Compliance by Outcome across NZIST

Te Waehere

The Code

On 1 January 2022 the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) was implemented as a legislative requirement across Aotearoa New Zealand. It was produced by the Ministry of Education (MOE) and is monitored by the New Zealand Qualifications Authority (NZQA), as the Code Administrator.

As a signatory, the Code applies to the activities provided or organised by, or on behalf of a tertiary provider, for enrolled domestic and international tertiary ākonga, whether they are in Aotearoa New Zealand or offshore, as well as residents in student accommodation. As a tertiary provider, signatory of the Code in 2025, and a legal entity, NZIST is required to complete an annual attestation to NZQA declaring that self-reviews of learner wellbeing and safety practices to uphold the Code, have taken place.

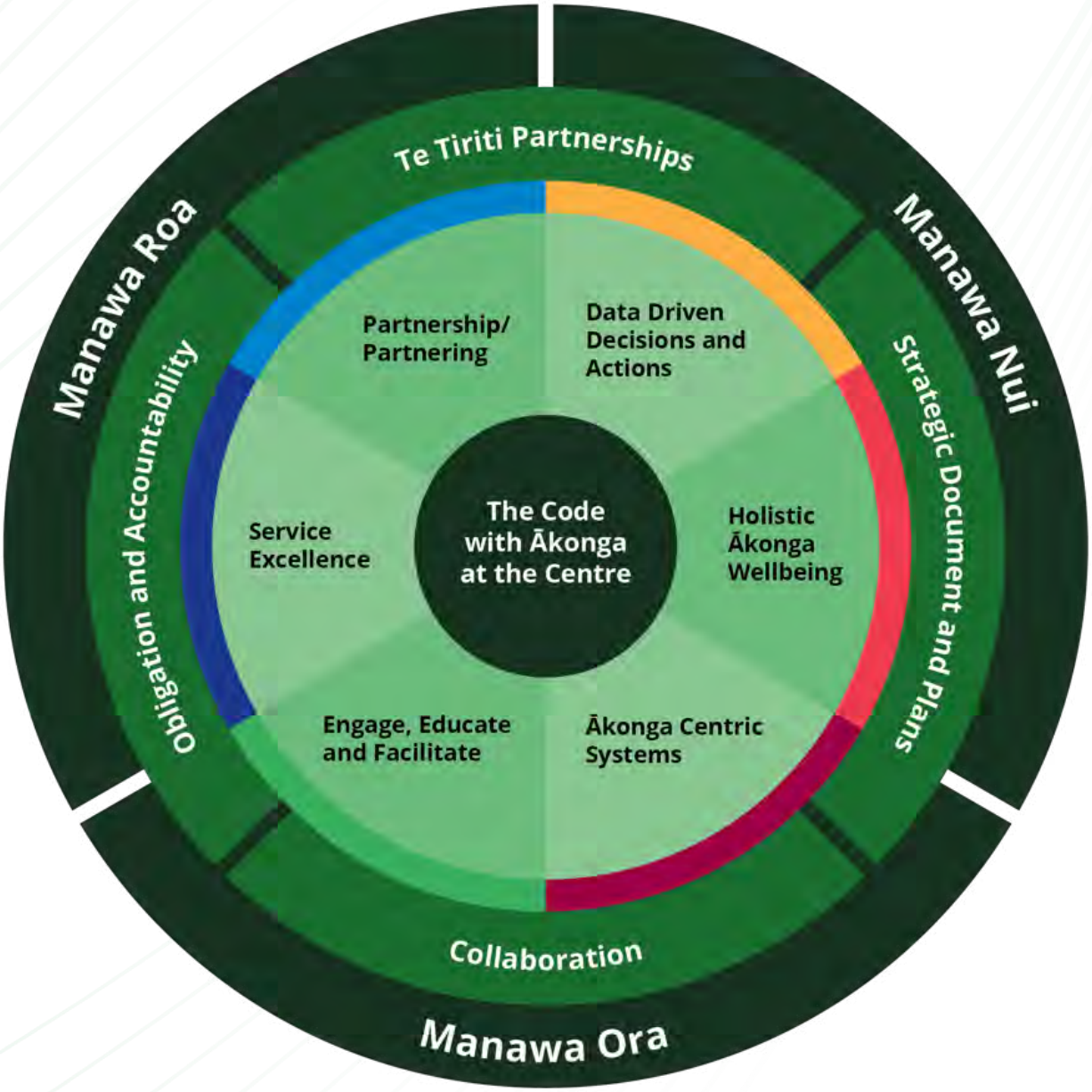
All business divisions work to uphold the four Cornerstones of the Code; Wellbeing and Safety, Te Tiriti o Waitangi, Learner Voice and Whole-of-Provider approach. Previously developed national frameworks, guides, initiatives and policies have been used to shape practice, such as:

- Wellbeing and Safety policy; to enable informed decision making, accurate reporting and regular practice reviews.
- Escalation and referral guidelines.
- Learner voice and partnering policy; promoting ākonga inclusion and active participation, meeting learner voice obligations and the adoption of Whiria Ngā Rau.
- National NZIST learner survey findings; to inform decision making and promote continuous improvement.
- Te Pae Tawhiti, Te Tiriti o Waitangi Excellence Framework; guidance on how to identify and evaluate how services work and respond with excellence to the needs of ākonga Māori and their whānau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand.

In 2025, the previously developed Ākonga Pastoral Code Framework (the Code Framework) continued to be the foundation of a whole-of-provider approach across NZIST. It provides a pathway to unified Code compliance and can be used as a guide for induvial business division frameworks in the future.



Ākonga Pastoral Code Framework



Partnership/Partnering

- Ākonga with whānau
- Iwi
- Hapū
- Ākonga Māori
- Pacific Ākonga
- Disabled Ākonga
- LGBQTI+
- Work-based Ākonga
- Residents
- International Ākonga
- Ākonga with a refugee background
- Employers and workplace educators
- Community agencies

Deliver Data Driven Decisions and Actions

- Accurate data collection
- Cyber security
- Data Sovereignty
- Effective and responsive data gathering and dissemination
- Effective-informed decisions
- Open and transparent monitoring systems
- Privacy and confidentiality maintained
- Transparent decision-making processes

Engage, Educate and Facilitate Code Compliance

- Appropriate resourcing and expectations
- Capable kaimahi and employers
- Clear, enabling, and accountable policy and guidance
- Effective and up to date monitoring and reporting
- Inspiring and accountable leadership and governance

Build on Service Excellence and Continuous Improvement

- Safe, inclusive and culturally responsive physical and digital learning environments and accommodation
- Effective risk management and reporting
- Robust and inclusive self-review and reporting
- Transparent and accountable culture

Enable and Promote Holistic Ākonga Wellbeing

- Academic support services
- Accommodation and residential services
- Advocacy support services
- Pre-start Whakawhanaungatanga and tuākana tēina initiatives
- Recreation and social engagement services
- Refugee background services
- Spiritual support services
- Toiora

Review and Develop Ākonga Centric Systems

- Academic Training systems (Delivery, assessment and timetabling)
- Accessible and reliable information and communication
- Administration and processing systems
- Ākonga voice and partnering systems
- Communication systems
- Complaints resolution system

Tikanga Mahi

Methodology

Business Division Self-reviews

Every business division has completed a Code self-review for 2025. For each relevant Code clause there is detail of their practice, with supporting evidence, assessing themselves using the compliance scale rubric, the ākonga engagement rubric and the stakeholder engagement rubric (see Appendix 2). These rubrics, which have been evaluated and refined after each self-review cycle, have enabled business divisions to review their practice comprehensively and consistently, using a unified set of measures.

The continuation of the Code Leads Advisory Group in 2025, with leaders in pastoral care across the network, has enabled collaboration, guidance, practice sharing and problem-solving. The Code leads have been instrumental in promoting pastoral care innovation, developing and operationalising learner success plans, leading self-reviews and navigating the implementation of the Code in practice.

There are ongoing challenges to applying some parts of the Code in work-based settings, where some business divisions have little to no influence on day-to-day operations. Whilst it has been clarified that the Code works alongside other legislative requirements, there is ambiguity around the roles and responsibilities of employers and learning providers. Legislation, such as the Health and Safety at Work Act 2015, is the domain of employers, who hold the primary relationship with ākonga, while the Code is the domain of the training providers.

NZIST previously wrote to NZQA to seek clarity via Crown Law and MOE, on how to apply the Code in different learning environments and modes of learning. In lieu of any changes being made to the Code, or it's applicability, NZIST has adopted a pragmatic and consistent approach to self-evaluation and reporting to mitigate the instances where relevant practice is appropriately provided by employers or contractors.



Compliance Scale Rubric

Each Code clause has been scored by every business division using a compliance scale rubric. This has provided the means to both quantify qualitative assessments and represent the two key Code qualifiers of practice and evidence. These qualifiers have been emphasised because they are relevant to every Code clause and are easily identifiable in relation to Code compliance.

Evidence of practice is required to attest to Code compliance. Triangulation of evidence refers to the use of multiple data sources or methods of gathering evidence, to check and validate self-review judgements.

Title	Description	Practice	Evidence Strength
Exemplary Compliance	Both practice and evidence to demonstrate exemplary compliance is in place for this clause.	Practice is in place to exceed Code Clause requirements.	Evidence demonstrates exemplary Code compliance. Quantitative and qualitative evidence is triangulated.
Compliance	Both practice and evidence to demonstrate compliance is in place for this clause.	Practice is in place to meet Code Clause requirements.	Evidence demonstrates Code compliance. Quantitative and qualitative evidence is triangulated.
Partial Compliance	Practice is in place and there is some evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Some evidence is provided to demonstrate practice and Code compliance.
Emerging Compliance	Practice is in place, but there is no evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Evidence of practice and Code compliance is yet to be produced.
Non- Compliant / Yet to Be Effective	No practice and no evidence to demonstrate compliance for this clause.	Practice is yet to be delivered.	Evidence of practice and Code compliance is yet to be produced.
Not Applicable	This clause does not apply to the business division.		

Whole-of-provider Self-review Report

As a legal entity in 2025, NZIST is obligated to create a single Code self-review report, that summarises and provides narrative to all business divisions' self-reviews. The same compliance scale has been used in this report as in individual business division self-reviews, with scores being averaged across the whole organisation at Code Outcome, Process and Clause levels.

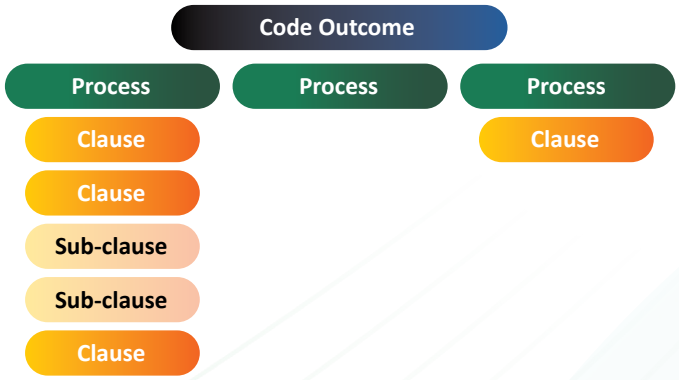
In line with NZQA guidelines, this report also includes commentary and data about complaints and critical incidents for 2025.

There is complete traceability from this consolidated Code self-review report back to the individual business division self-review responses. These provide a valuable depth of evaluation that will support the development of future practices.

There are 12 Code Outcomes that apply to NZIST.

Within each Code Outcome there are Processes that describe the main objectives of that Outcome. Within each Process there are Clauses which describe the specific requirements needed to uphold the Code.

Some Clauses also have Subclauses to explain more detailed requirements.



These are identified using titles and numbers in the Code document. For example Outcome 1, Process 1, Clause 1, Subclause b is expressed as:

7 (1)[b]

Reporting Tool – Protecht

Establishing Code self-review capability using a unified digital reporting tool was a crucial step in creating the first self-review report in 2022. This tool needed to enable effective quantitative reporting, data aggregation and a reduction in the administrative tasks required for kaimahi.

After evaluating the 2023 and 2024 self-review process, Protecht was again chosen as the tool for this cycle of reporting, with minor adaptations made based on user feedback.

Using a consistent digital platform across reporting periods has enabled great efficiencies. As the 2022, 2023 and 2024 data was already stored in Protecht, business divisions were able to review and build on their previous work, rather than starting afresh. Using Protecht has also allowed for large-scale data analysis, and the digital sharing of information.

Aggregated Data

The 2025 Code self-review data from each business division was extracted from Protecht into a PowerBI dashboard and combined to create an aggregated view of Code compliance across NZIST.

To calculate the aggregated compliance scale, a numerical value from 0 to 5 is assigned to each level.

A simple average is then applied. For example:

- business division 1 (BD1) scores Code clause 1a as exemplary compliance.
- BD2 scores 1a as partial compliance.
- BD3 scores 1a as non-compliance.

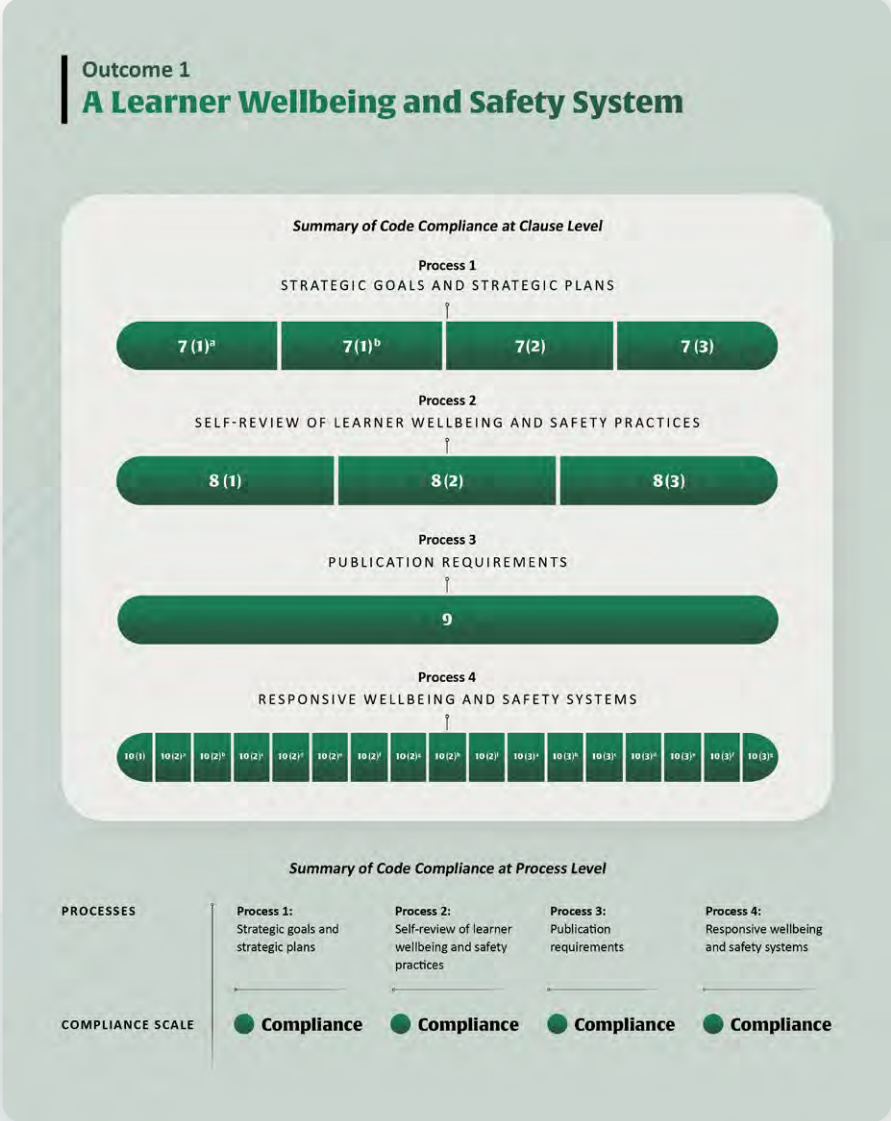
The simple average compliance score for this clause across all three BDs would be:

- (5+3+1)/3 = 3: a score of Partial Compliance.

Report Visuals

A visual summary is provided for each Code Outcome.

It shows the combined and averaged compliance scores for each Code clause and subclause. The bottom section shows the combined and average compliance scores at a Code process level. The white numbers in the bars are the Code clause numbers.

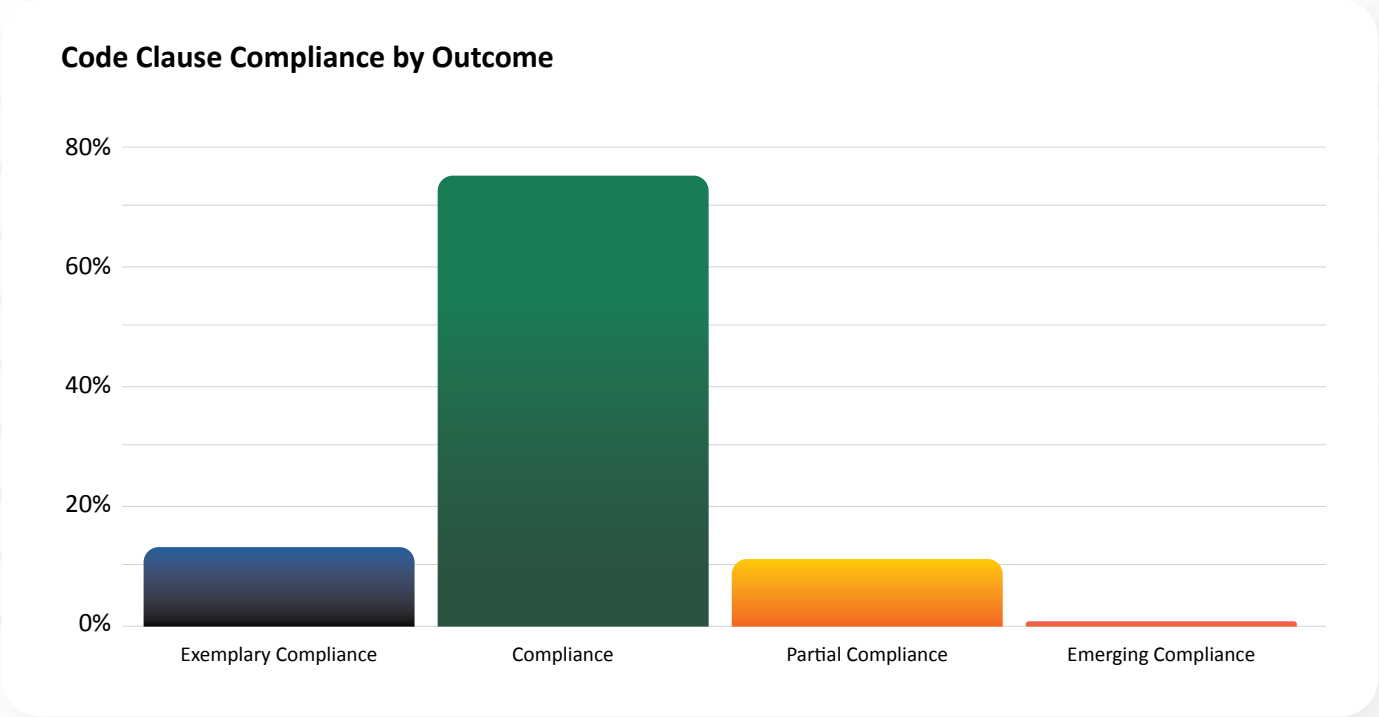


The white numbers in the bars relate to Code clause numbers.

The Code Outcome bar graphs show the aggregated compliance score percentages for the combined Code Processes within each outcome.

The percentages shown in the bar graph display to one decimal point and do not always total 100% when combined, due to rounding.

A brief commentary accompanies each graph to provide further context.



Review of the Self-review Process

Continuous improvement is intrinsic to upholding the Code. An evaluation of the 2024 self-review process took place in August 2025.

A review of the 2025 self-review cycle will occur following the publication of this report.



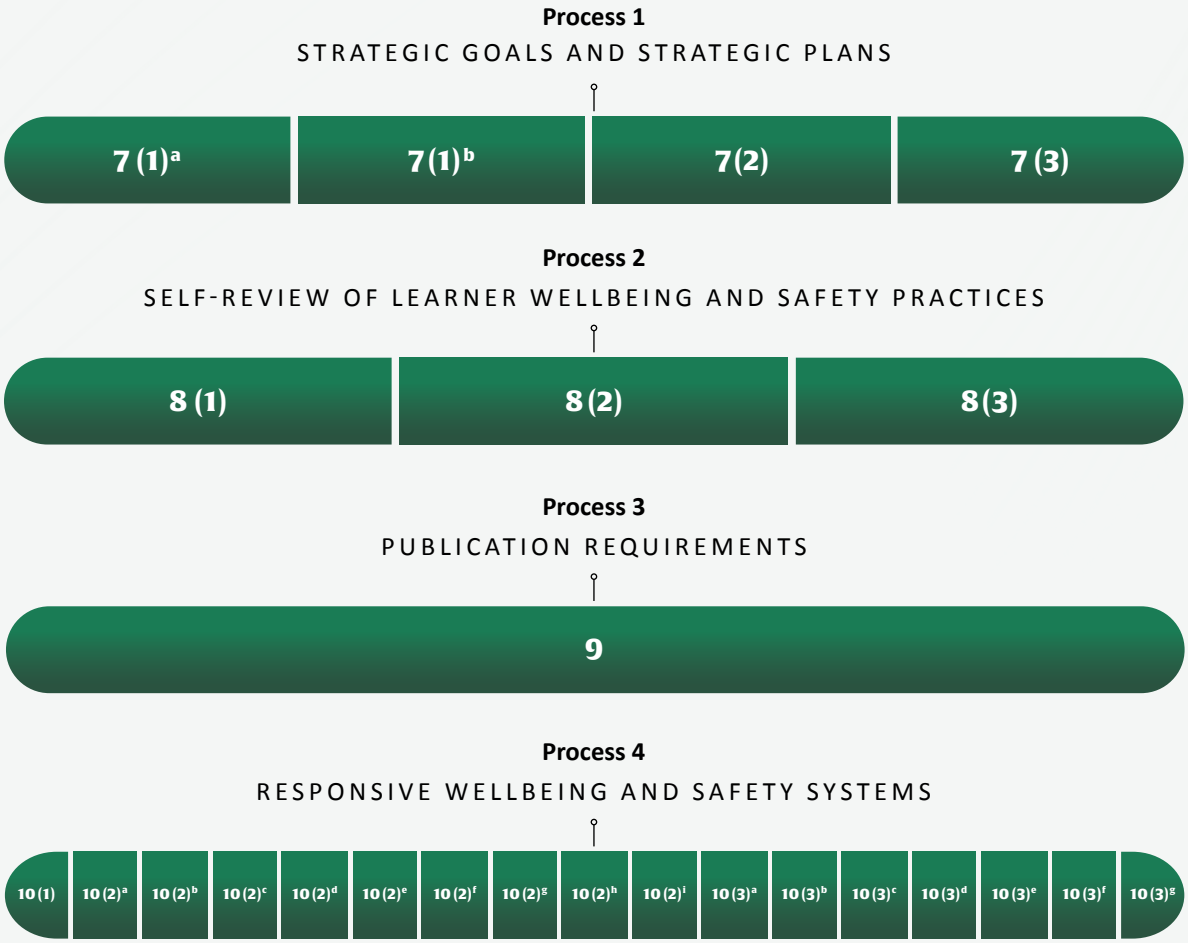
Tā NZIST Arotake Whaiaro 2025

2025 NZIST Aggregated Pastoral Code Self-Review

Analysis of Aggregated Pastoral Code Self-Reviews

Outcome 1
A Learner Wellbeing and Safety System

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level

PROCESSES	**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
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**	**Compliance**

Outcome 1: A Learner Wellbeing and Safety System

Process 1:	Process 2:	Process 3:	Process 4:
Strategic goals and strategic plans	Self-review of learner wellbeing and safety practices	Publication requirements	Responsive wellbeing and safety systems

Code Clause Compliance by Outcome



In 2025 100% of Code clauses related to a learner wellbeing and safety system, self-reviewed by business divisions, had practice in place, with 88% having triangulated evidence for this practice.

Evidence will continue to be generated as individual entities embed and refine local policies, frameworks and systems that address the requirements of Outcome One.

Examples of exemplary practice include:

- A comprehensive series of national policies, procedures, strategies and plans used as guides for the development of individual goals and plans, including Ākonga Pastoral Code Framework, Learner Success Plan, Equity and Ākonga Success Strategy, Strategic Disability Action Plan, Ākonga Concerns and Complaints Policy, Pastoral Care Policy and Ākonga Appeals Policy.
- Iwi and hapū partnerships promoted and prioritised in strategic planning.
- Monitoring, review and learner voice mechanisms are being developed and implemented to ensure Code obligations are met and wellbeing and safety systems best meet the needs of ākonga.
- Kaimahi capability development continues to be prioritised, including Code education in on-boarding programmes.

There has been a positive shift in compliance scores in Outcome One compared to 2024 data, with the number of Code clauses with triangulated evidence increasing by 4%.

The sustained positive trend in 2025 indicates increasing maturity in the application of the Code and demonstrates the ongoing commitment of business divisions to strengthen practice and evidence.

Critical Incident Reporting

Outcome One requires the reporting of critical incidents.

NZIST defines a critical incident as follows:

- An actual or impending event that needs a coordinated, medium to long-term response. It may impact on any area of NZIST activity.

It may impact on any area of NZIST activity.

- A **critical incident** has, or could have, a profound impact on people and operations. It will likely fit the definition of a **notifiable event**. It will require focused, ongoing management by a cross-functional team and, possibly, the application of a CIMS (Coordinated Incident Management Structure) approach.

Critical incidents are reported to relevant internal and external parties and authorities in accordance with the NZIST Wellbeing and Safety Policy and Incident Management Procedure, including NZIST Council.

The Wellbeing and Safety Policy and Incident Management Procedure were developed with appropriate consultation with kaimahi and ākonga and approved for initial implementation in 2023.

Critical incidents are often managed at a local or business division level. All critical incidents undergo a comprehensive review, and relevant improvements are made to processes and practices. These are reviewed again to determine whether the improvements have been reliable, efficient and effective.

It is important to note that many NZIST ākonga were not 'on-campus' learners in 2025, and their wellbeing and safety may be influenced by other organisations. For instance, the employers of work-based ākonga are ultimately responsible for the wellbeing and safety of their employees. There were also many NZIST ākonga engaged in work placements, study abroad experiences, and distance learners studying in their chosen learning environment. NZIST business divisions remained committed to working proactively to ensure ākonga and other parties are aware of the Code and are cognisant of the additional requirements it outlines for the safety and wellbeing of ākonga.

2025 Critical Incidents Data

In 2025 there were 8 critical incidents involving ākonga. In each case, the Incident Management Procedure was implemented and relevant authorities were informed.

The incidents can be grouped into the following broad categories, although each was unique in place and circumstance.

Self-harm, suicidal ideation and alleged suicide	2
Physical injury	5
Illness	1

It is challenging to ascertain patterns or themes with isolated incidents.

NZIST business divisions are large and diverse organisations, with proportionately few critical incidents reported in 2025. The response to these reflects the competence of kaimahi and the effectiveness of the systems in place.



Outcome 2
Learner Voice

Summary of Code Compliance at Clause Level

Process 1
LEARNER VOICE

12 (a) | 12 (b) | 12 (c) | 12 (d) | 12 (e)

Process 2
LEARNER COMPLAINTS

13 (a) | 13 (b) | 13 (c) | 13 (d) | 13 (e) | 13 (f) | 13 (g) | 13 (h)

Process 3
COMPLIANCE WITH THE DISPUTE RESOLUTION SCHEME

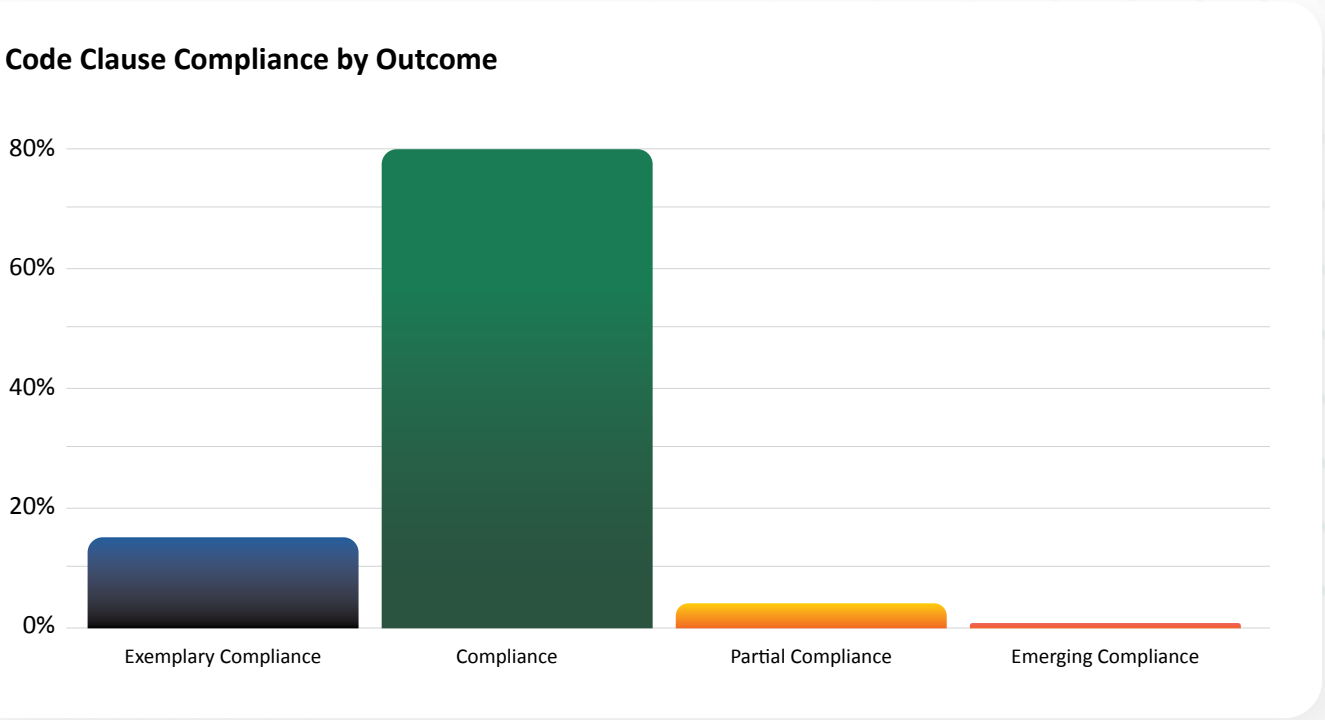
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Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** Learner Voice	**Process 2:** Learner complaints	**Process 3:** Compliance with the Dispute Resolution Scheme
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**

Outcome 2: Learner Voice

Process 1:	Process 2:	Process 3:
Learner Voice	Learner Complaints	Compliance with the Dispute Resolution Scheme



In 2025 100% of Code clauses related to learner voice, self-reviewed by business divisions, had practice in place, with 95% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Actions taken to reestablish individual business division student representative structures, including learner voice at strategic levels and collaboration with ākonga Māori, Pacific and disabled ākonga.
- A variety of formal and informal feedback opportunities are provided, such as drop-in sessions, student voice surveys, focus group hui, advisor appointments, evaluations, and student success events.
- Concerns and complaints processes are published on websites, including information on Study Complaints | Ngā Amuamu Tauira.
- Four Learner Network proposals, co-designed with ākonga and kaimahi, were used as project templates. These networks focused on Māori, Pacific, Disabled, and construction industry ākonga.

There has been a slight decrease in triangulated evidence provided in Outcome Two compared with 2024 data, as business divisions are establishing new networks and processes, which take time to generate evidence.

Concerns and Complaints Reporting

In December 2024, the national Appeals Ohu Whakahaere was disestablished. From this time, policies and processes for ākonga concerns, complaints and appeals became the responsibility of individual business divisions, including reporting obligations.

All business divisions were provided with NZIST policies and Educational Regulatory Framework – Te Kawa Maiorooro, as a foundation for developing their own.

This included the following definitions of concerns and complaints:

> **Concern** – A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where ākonga consider appropriate standards have not been met but the impact on them has not been great.
>
> **Complaint** – An expression of dissatisfaction where ākonga seek some form of redress or change in a situation; where ākonga consider that they have been directly or adversely impacted, which requires a formal process of resolution.

And guiding purpose:

> to ensure that all ākonga have access to an appeal process that is timely, conducted fairly, effectively, consistently, and in a manner that is culturally appropriate to the ākonga, following the principles of natural justice.

There are a number of methods used across business divisions for ākonga to submit a formal complaint. These include online forms or portals, through a dedicated email, or directly with relevant kaimahi either in person, via email, or by phone. Information on complaints processes is readily available to ākonga on business division websites.

Information on external organisations such as, Study Complaints | Ngā Amuamu Tauira, the Disputes Tribunal of New Zealand, the Human Rights Commission, Ombudsman New Zealand, and NZQA is also made available to ākonga.

As evidence of the accessibility of business division complaints processes, it is reassuring that 93% of respondents to the 2025 NZIST national learner surveys replied to the statement:

‘I know how to raise an issue, concern, or complaint’ with a positive response (a ‘strongly agree’, ‘agree’ or ‘slightly agree’ score).



Outcome 3

Safe, Inclusive, Supportive, Accessible Learning Environments

Summary of Code Compliance at Clause Level

Process 1

SAFE AND INCLUSIVE COMMUNITIES

16 (1)[a]	16 (1)[b]	16 (1)[c]	16 (1)[d]	16 (1)[e]	16 (1)[f]

Process 2

SUPPORTING LEARNER PARTICIPATION AND ENGAGEMENT

17 (1)	17 (2)[a]	17 (2)[b]	17 (2)[c]	17 (2)[d]

Process 3

PHYSICAL AND DIGITAL SPACES AND FACILITIES

18 (a)	18 (b)	18 (c)	18 (d)

Summary of Code Compliance at Process Level

PROCESSES	Process 1: Strategic goals	Process 2: Self-review of learner wellbeing and safety practices participation	Process 3: Publication requirements
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**

Outcome 3: Safe, Inclusive, Supportive, Accessible Learning Environments

Process 1:	Process 2:	Process 2:
Safe and inclusive communities	Supporting learner participation and engagement	Physical and digital spaces and facilities



In 2025 100% of Code clauses related to physical and digital learning environments, self-reviewed by business divisions, had practice in place, with 90% having triangulated evidence for this practice.

This demonstrates business divisions' commitment to providing safe, inclusive and supportive learning environments. Some partial and emerging compliance scores remain due to the applicability of this Outcome to some work-based learning environments.

Examples of exemplary practice include:

- Clear information is provided to ākonga on how to access support, raise concerns, get proactive advice and connect with services when their circumstances change.
- Ākonga rights and responsibilities are clearly communicated and regularly reinforced in learning environments to promote the wellbeing and safety of all members of the learning community.
- Capability development opportunities are regularly provided for kaimahi so they can respond effectively to the diverse needs of ākonga.
- A range of activities, projects and services help to create welcoming learning environments and encourage ākonga participation such as orientations, weekly karakia, wellbeing events and various cultural celebrations.
- Multiple examples of changes and enhancements being made to services and physical and digital environments based on ākonga feedback, such as simplifying online help pages, increasing privacy in dedicated counselling rooms and adapting opening hours of services.

There has been a positive shift in compliance scores in Outcome Three compared to 2024 data, with the number of Code clauses with triangulated evidence increasing by 8%.

The sustained positive trend in 2025 indicates increasing maturity in the application of the Code and demonstrates the ongoing commitment of business divisions to strengthen practice and evidence.

NZIST National Learner Survey

In addition to the Code self-review data, and examples of practice in Outcome Three, we can gain further insights into our learning environments from national learner surveys.

Two NZIST national surveys were conducted in 2025. This data provided valuable learner feedback and is evidence to support the very high levels of compliance for this Code Outcome across the network.

Eight specific Code related statements were included in the national surveys, which ākonga scored using a 6-point Likert scale.

The results below show the combined percentage of ākonga that selected a positive response ('slightly agree', 'agree,' or 'strongly agree') on the scale.

I CAN EASILY ACCESS SERVICES THAT SUPPORT ME WITH MY PHYSICAL AND MENTAL WELLBEING.

93%

I FEEL A SENSE OF CONNECTION OR BELONGING HERE.

88%

I CAN SAFELY EXPRESS MYSELF AND MY IDENTITY HERE.

94%

I FEEL MY CULTURE IS RESPECTED AND VALUED HERE.

95%

MY LEARNING EXPERIENCE IS FREE FROM DISCRIMINATION, RACISM, BULLYING, HARASSMENT, AND ABUSE.

95%

I KNOW HOW TO RAISE AN ISSUE, CONCERN, OR COMPLAINT.

91%

[BUSINESS DIVISION NAME] PROVIDES INFORMATION ON HOW I CAN MAINTAIN A HEALTHY LIFESTYLE.

88%

IT'S EASY FOR ME TO GAIN THE SKILLS AND KNOWLEDGE I NEED TO ACHIEVE MY STUDY GOALS.

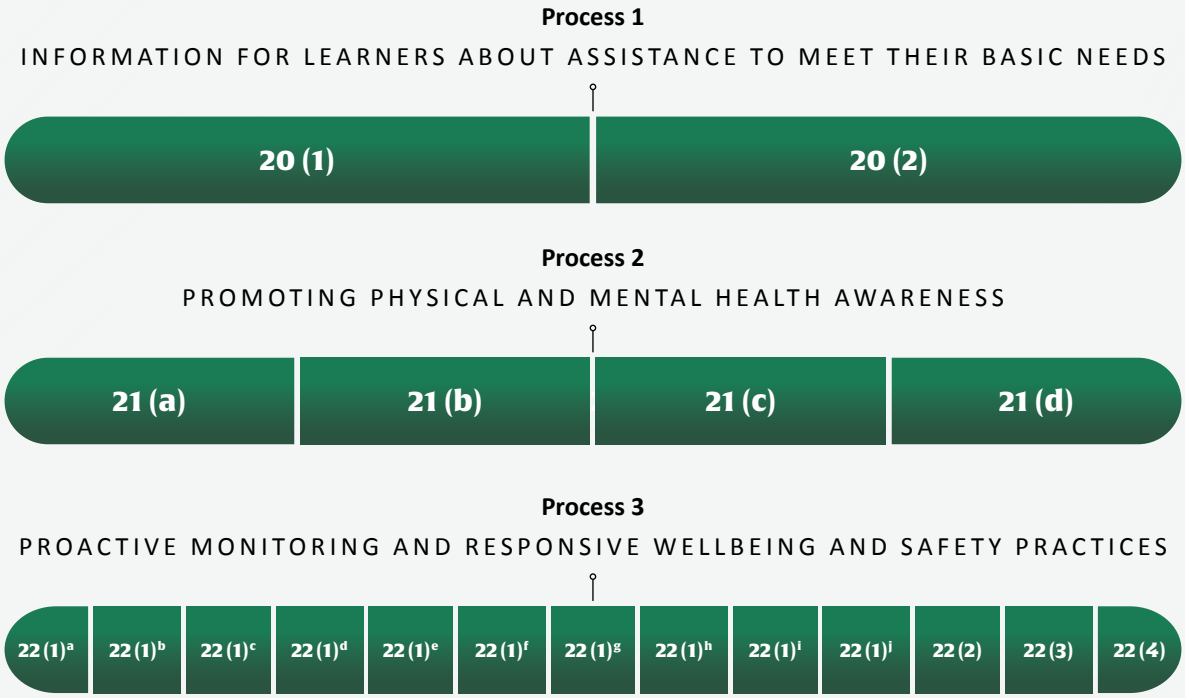
93%

There was a positive shift in responses compared to 2024 data, particularly the question of having a sense of belonging. This data includes responses from 34,870 ākonga.



Outcome 4
Learners are Safe and Well

Summary of Code Compliance at Clause Level



Summary of Code Compliance at Process Level

PROCESSES	**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
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**

Outcome 4: Learners are Safe and Well

Process 1:	Process 2:	Process 3:
Information for learners about assistance to meet their basic needs	Promoting physical and mental health awareness	Proactive monitoring and responsive wellbeing and safety practices



In 2025 100% of Code clauses related to learners being safe and well, self-reviewed by business divisions, had practice in place, with 90% having triangulated evidence for this practice.

Business divisions uphold this Code Outcome by supporting ākonga to manage their physical and mental health, by providing guidance and resources, and identifying and responding to learners with additional needs.

Examples of exemplary practice include:

- Accessible spaces and resources are provided and maintained to support ākonga wellbeing such as medical services, outdoor communal spaces, fitness studios, prayer or reflection spaces and family-friendly facilities.
- Strong links with specialist and community-based support providers, as well as student advocacy and student union groups.
- Practical wellbeing support for ākonga, including appointments with advisors, access to telehealth services, learning support, foodbanks, hardship support and mentoring.
- Workshops and events help to promote holistic wellbeing, such as cooking sessions, sporting events, Matariki celebrations and opportunities for reflection, mental health events and targeted health drives, such as blood pressure checks.
- Opportunities for ākonga to build belonging and connection through groups and networks such as tuākana-tēina sessions, rainbow groups, disability support networks and online study circles.

To note: process 1(2) is not applicable for business divisions that do not provide food / are not campus based.

There has been a positive shift in compliance scores in Outcome Four compared to 2024 data, with the number of Code clauses with triangulated evidence increasing by 5%.

The sustained positive trend in 2025 indicates increasing maturity in the application of the Code and demonstrates the ongoing commitment of business divisions to strengthen practice and evidence.

Outcomes 5–7

Overview

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

Outcomes 5 – 7 of the Code apply to business divisions providing student accommodation. Student accommodation providers are required to deliver pastoral care to residents and are exempt under section 5B of the Residential Tenancies Act 1986 (RTA). This includes where there is a formal agreement between the business division and a third-party accommodation provider.

Nine NZIST business divisions provided student accommodation in 2025 and responded to these Code Outcomes in their self-reviews. The following table provides a summary of student accommodation provided in each Rohe. It shows that there is little provision compared to ākonga numbers and that the majority of beds and NZIST operated facilities are situated in the South Island.

	Business Division	Number of Beds*	Rohe ākonga numbers*	3rd Party Provider
Rohe 1	Unitec	155 *not exclusive to Unitec	57,492	Yes
Rohe 2	EIT	98	54,379	No
	Toi Ohomai	33		Yes
	Wintec	155		Yes
Rohe 3	NMIT	87	49,763	Yes
Rohe 4	Ara	181	51,912	No
	Otago Polytechnic	231		No
	SIT	421		No
	TPP	58		No

**as of October 2025*

Summary of NZIST Student accommodation provision by Rohe



Outcome 5

A Positive, Supportive and Inclusive Environment in Student Accommodation

Summary of Code Compliance at Clause Level

Process 1

INFORMATION AND PROMOTIONAL ACTIVITIES

24 (1)[a]	24 (1)[b]	24 (1)[c]	24 (1)[d]	24 (1)[e]	24 (2)

Process 2

ACCOMMODATION STAFF

25 (a)	25 (b)	25 (c)	25 (d)	25 (e)

Process 3

ACCOMMODATION STAFF MUST BE FIT AND PROPER PERSONS

26

Process 4

PROACTIVE MONITORING OF RESIDENTS' WELLBEING AND SAFETY AND RESPONSIVE WELLBEING AND SAFETY PRACTICES

27 (1)[a]	27 (1)[b]	27 (1)[c]	27 (2)	27 (3)[a]	27 (3)[b]

Process 5

A SAFE AND INCLUSIVE RESIDENTIAL COMMUNITY

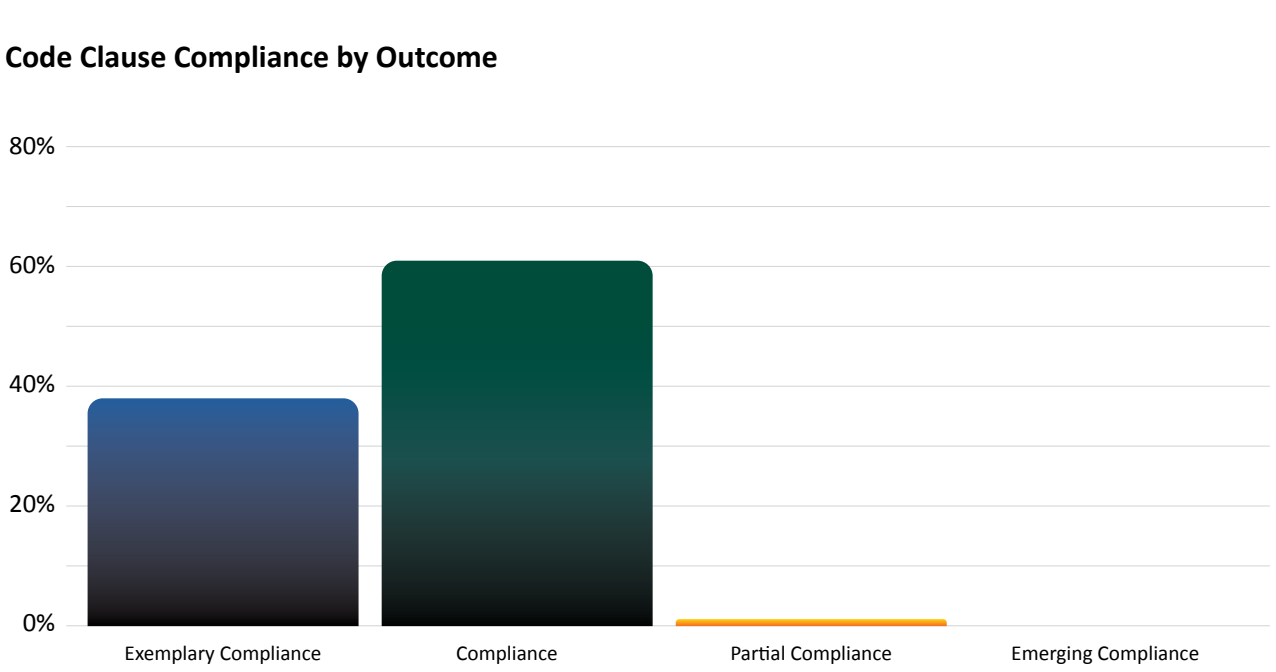
28 (a)	28 (b)

Summary of Code Compliance at Process Level

PROCESSES	Process 1: Information and promotional activities	Process 2: Accommodation staff	Process 3: Accommodation staff must be fit and proper persons	Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	Process 5: A safe and inclusive residential community
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**	**Compliance**	**Compliance**

Outcome 5: A Positive, Supportive and Inclusive Environment in Student Accommodation

Process 1:	Process 2:	Process 3:	Process 4:	Process 4:
Information and promotional activities	Accommodation staff	Accommodation staff must be fit and proper persons	Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices	A safe and inclusive residential community



In 2025 100% of Code clauses related to positive, supportive, and inclusive student accommodation environments, self-reviewed by business divisions, had practice in place, with 99% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Information is shared with ākonga through accommodation guides, websites, open days and one-on-one conversations. Prospective residents, and their whānau have opportunities to ask questions and make informed decisions on student accommodation. Providers use methods, such as signed statements, completion tracking and online tick boxes, to confirm that residents are engaging with the materials provided.
- A varied programme of activities help residents connect with others, develop practical life skills and feel part of the accommodation community.
- Recruitment and onboarding processes for kaimahi in student accommodation reflect Code requirements and the importance of supporting resident wellbeing.
- A range of proactive monitoring and response procedures help student accommodation kaimahi identify and support resident wellbeing, including access to facilities, wellbeing conversations, clear escalation pathways and referring to external services.
- Resident feedback is gathered and implemented to best support the needs and interests of ākonga.

There has been a positive shift in compliance scores compared to 2024 data. The number of Code clauses with triangulated evidence has increased by 1% for this Outcome.

Outcome 6

Accommodation Administrative Practices and Contracts

Summary of Code Compliance at Clause Level

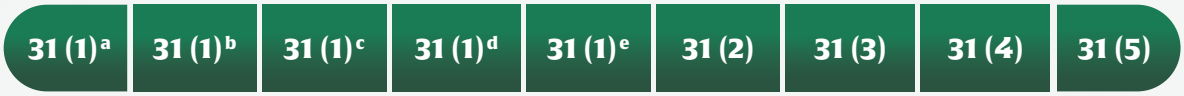
Process 1

GENERAL PRINCIPLES (ACCOMMODATION ADMINISTRATION)



Process 2

STUDENT ACCOMMODATION CONTRACTS



Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** General principles (accommodation administration)	**Process 2:** Student accommodation contracts
COMPLIANCE SCALE	**Compliance**	**Compliance**

Outcome 6: Accommodation Administrative Practices and Contracts

Process 1:
General principles (accommodation administration)

Process 2:
Student accommodation contracts

Code Clause Compliance by Outcome



In 2025 100% of Code clauses related to student accommodation principles and contracts, self-reviewed by business divisions, had practice in place, with 98% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Residential agreements and handbooks are regularly reviewed to ensure Code compliance.
- Key information for residents, such as complaints procedures, rules and responsibilities, support services, insurance and payment details, is written clearly and available for ākonga and their whānau to review prior to moving in.
- Job descriptions for accommodation kaimahi reference the Code, clearly describe roles and responsibilities and outline desirable competencies and attributes for working in student accommodation.
- Student accommodation kaimahi have access to services such as Vitae and in-person and virtual health services.

There has been a positive shift in compliance scores compared to 2024 data. The number of Code clauses with triangulated evidence has increased by 4% for this Outcome.

Outcome 7

Student Accommodation Facilities and Services

Summary of Code Compliance at Clause Level

Process 1

STUDENT ACCOMMODATION FACILITIES AND SERVICES

33 (1)[a]	33 (1)[b]	33 (1)[c]	33 (1)[d]	33 (1)[e]	33 (1)[f]	33 (1)[g]	33 (2)

Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** Student accommodation facilities and services
COMPLIANCE SCALE	**Compliance**

Outcome 7: Student Accommodation Facilities and Services

Process 1:
Student accommodation facilities and services

Code Clause Compliance by Outcome



In 2025 100% of Code clauses related to the facilities and services provided in student accommodation, self-reviewed by business divisions, had practice in place, with 96% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Residents are given opportunities to provide insights and feedback on facilities and services. Additions and alterations are then made based on this feedback, to ensure accommodation provisions meet the unique character of the residential community.
- Individual needs and preferences are accommodated wherever feasible, in consultation with residents.
- Proactive security services help to provide a safe environment for residents, including swipe card access, 24/7 contact numbers and night patrols.
- Digital platforms are utilised to report and respond to maintenance issues in a timely manner.

There has been a positive shift in compliance scores compared to 2024 data. The number of Code clauses with triangulated evidence has increased by 6% for this Outcome.

Outcomes 8–12

Overview

Additional wellbeing and safety practices for Tertiary Providers (signatories) enrolling international learners.

The requirements in Outcomes 8-12 are in addition to the requirements of Outcomes 1-4 (which are mandatory for all ākonga, including international ākonga), and Outcomes 5-7 (which are mandatory for all tertiary providers with student accommodation, including those with international ākonga).

In 2025 NZIST enrolled 10,851 international ākonga, across 15 Business Divisions, from 93 countries, predominantly from India (33.6%) and People's Republic of China (20.8%)

International student enrolment goals were set by individual business divisions in 2025, which saw a variety of new and long-standing engagement activities across the network.



Outcome 8

Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners

Summary of Code Compliance at Clause Level

Process 1

RESPONDING TO THE DISTINCT WELLBEING AND SAFETY NEEDS OF INTERNATIONAL TERTIARY LEARNERS

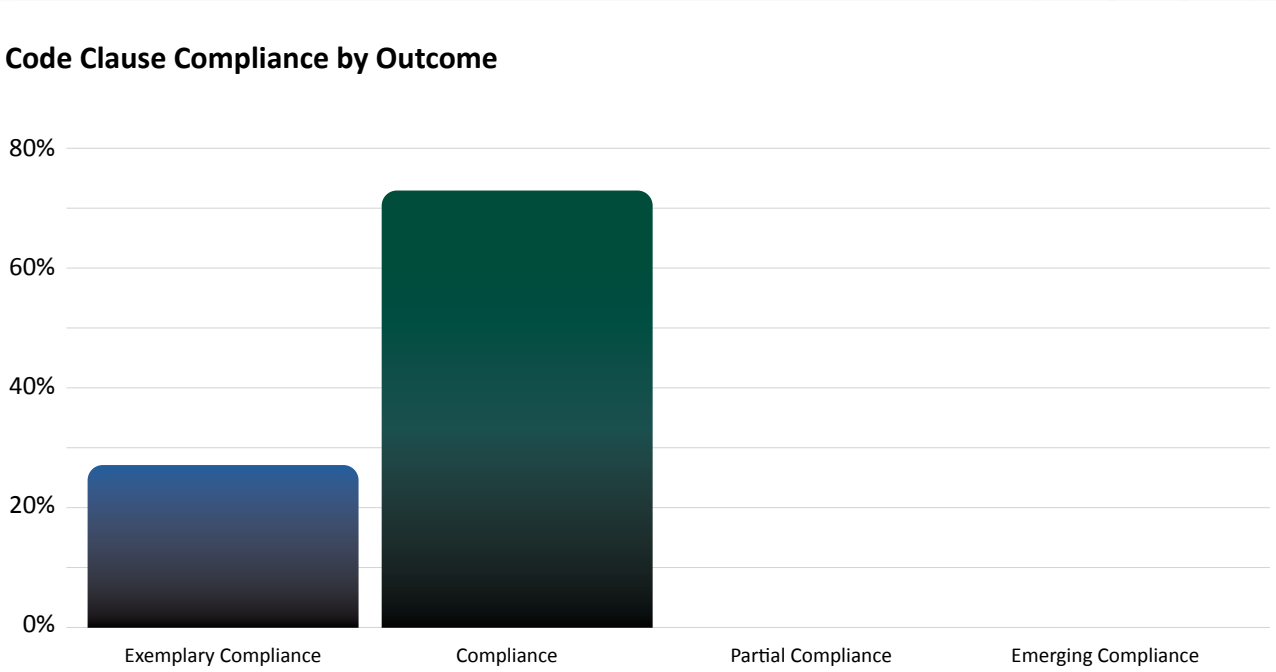
35

Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** Responding to the distinct wellbeing and safety needs of international tertiary learners
COMPLIANCE SCALE	**Compliance**

Outcome 8: Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners

Process 1:
Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners' not Student accommodation facilities and services



In 2025 100% of Code clauses regarding the wellbeing and safety of international ākonga, self-reviewed by business divisions, had practice in place, with triangulated evidence for this.

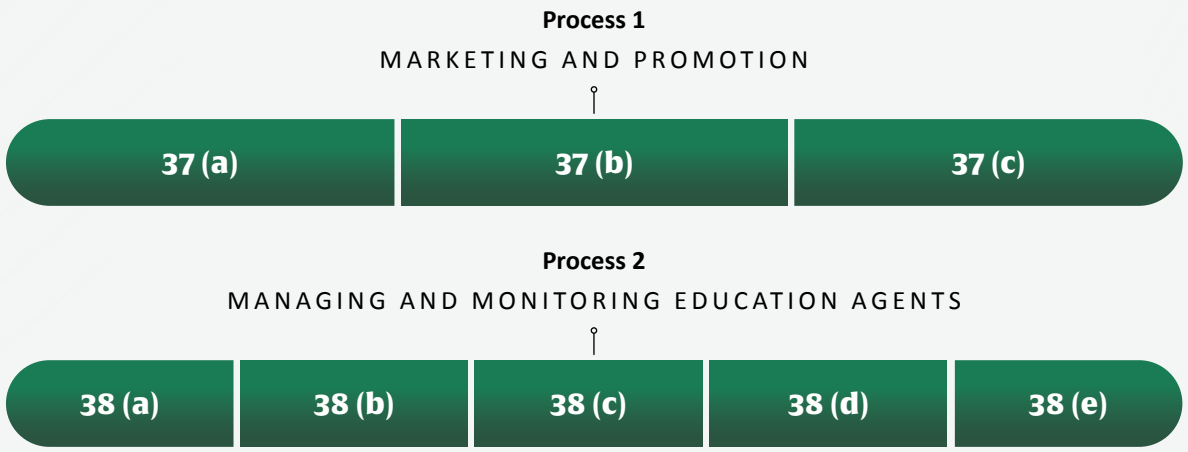
Examples of exemplary practice include:

- Multiple feedback channels, including surveys and focus groups, are available so that ākonga voice can help shape future processes and practice, and better meet the needs of international ākonga.
- Advisors dedicated to supporting international ākonga are available to answer questions, provide information on services such as counselling and medical centres, and give advice on adjusting to life in Aotearoa New Zealand.
- Engagement opportunities, such as shared lunches and celebrations help to build connections with international kaimahi and international ākonga.
- Senior International ākonga participate in mentoring programmes, to support new international ākonga and share their experiences.
- Social media and other digital platforms are utilised to share notices, provide updates and give study, health and wellbeing tips.

Outcome 9

Prospective International Tertiary Learners are Well-informed

Summary of Code Compliance at Clause Level



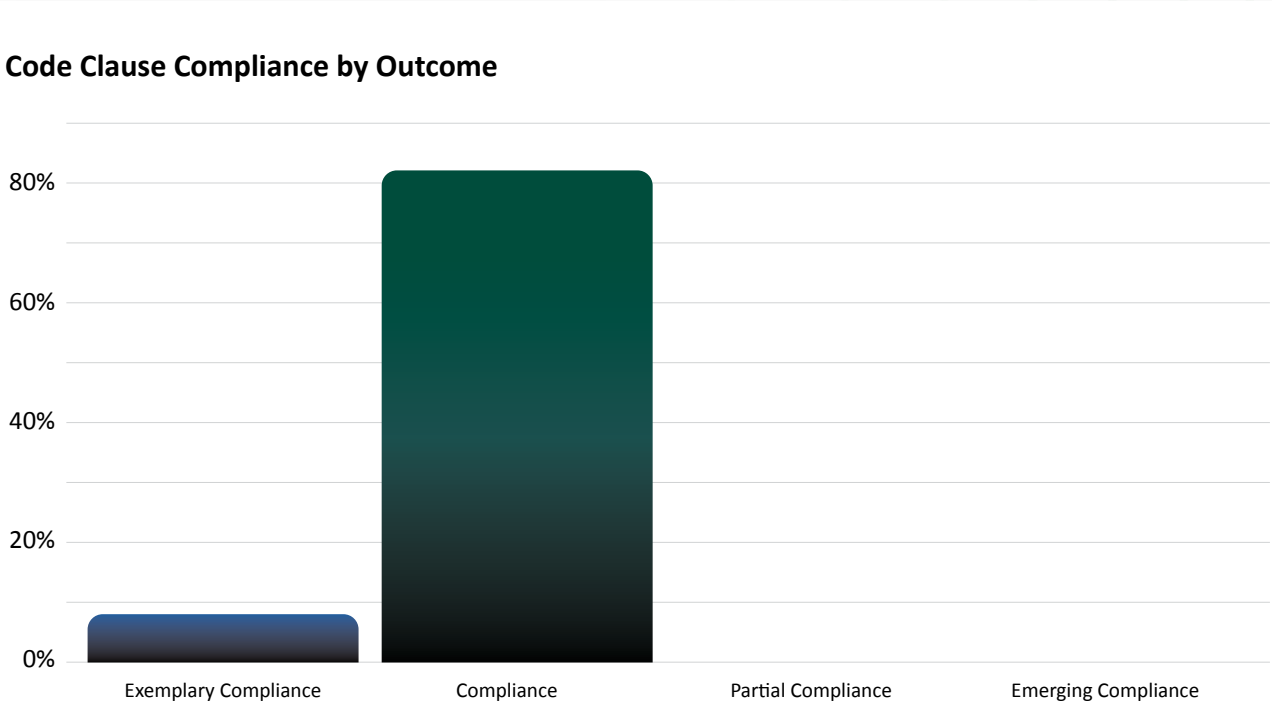
Summary of Code Compliance at Process Level

PROCESSES	Process 1: Marketing and promotion	Process 2: Managing and monitoring education agents
COMPLIANCE SCALE	**Compliance**	**Compliance**

Outcome 6: Prospective International Tertiary Learners are Well-informed

Process 1:
Marketing and promotion

Process 2:
Managing and monitoring education agents



In 2025, 100% of Code clauses regarding marketing, promotion and managing international agents, self-reviewed by business divisions, had practice in place, with triangulated evidence for this.

Examples of exemplary practice include:

- Prospectus for international ākonga are publicly available, and include clear explanations of qualifications, support available, prerequisites including English language proficiencies and relevant information on living in Aotearoa New Zealand.
- International marketing kaimahi prioritise understanding the current needs of international ākonga and whānau, to ensure marketing material is relevant.
- Marketing and promotion materials aim to provide an accurate picture of student life in Aotearoa New Zealand for international ākonga and their whānau, and where relevant, include videos on campus.
- Pre-departure and arrival guides are provided in plain English to help with preparations for travel.
- International kaimahi engage with education agents to get up to date information, share insights and receive feedback on processes, marketing and promotion.

Outcome 10
Offer, Enrolment, Contracts, Insurance and Visa

Summary of Code Compliance at Clause Level

Process 1
OFFER OF EDUCATIONAL INSTRUCTION
- 40

Process 2
INFORMATION TO BE PROVIDED BEFORE ENTERING CONTRACT
- 41 (1)[a]
- 41 (1)[b]
- 41 (1)[c]
- 41 (1)[d]
- 41 (1)[e]
- 41 (1)[f]
- 41 (1)[g]
- 41 (1)[h]
- 41 (1)[i]
- 41 (2)

Process 3
CONTRACT OF ENROLMENT
- 42 (1)
- 42 (2)

Process 4
DISCIPLINARY ACTION
- 43

Process 5
INSURANCE
- 44

Process 6
IMMIGRATION MATTERS
- 45 (a)
- 45 (b)
- 45 (c)

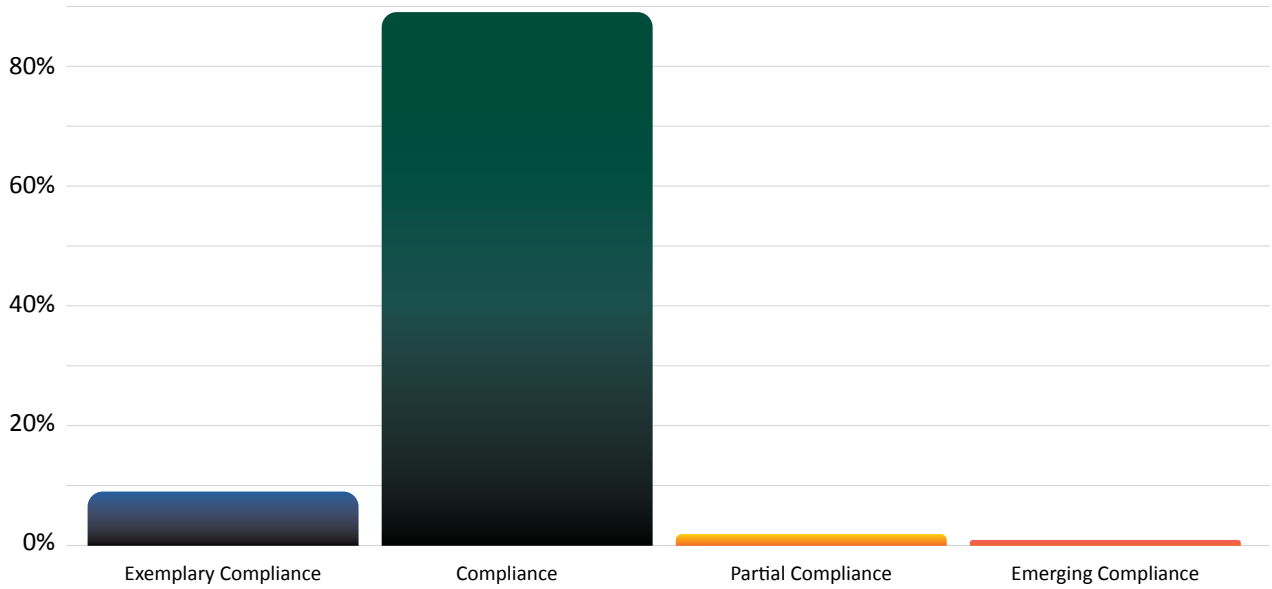
Process 7
STUDENT FEE PROTECTION AND MANAGING WITHDRAWAL AND CLOSURE
- 46 (1)
- 46 (2)
- 46 (3)

Summary of Code Compliance at Process Level

PROCESSES	Process 1: Offer of educational instruction	Process 2: Information to be provided before entering contract	Process 3: Contract of enrolment	Process 4: Disciplinary action	Process 5: Insurance	Process 6: Immigration matters	Process 7: Student fee protection and managing withdrawal and closure
COMPLIANCE SCALE	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance	Compliance

Outcome 10: Offer, Enrolment, Contracts, Insurance and Visa

Process 1:	Process 2:	Process 3:	Process 4:	Process 5:	Process 6:	Process 7:
Offer of educational instruction	Information to be provided before entering contract	Contract of enrolment	Disciplinary action	Insurance	Immigration matters	Student fee protection and managing withdrawal and closure



In 2025 99% of Code clauses regarding administrative systems and processes for international ākonga, self-reviewed by business divisions, had practice in place, with 98% having triangulated evidence for this practice.

Examples of exemplary practice include:

- Offer of Place letters are sent in a timely manner to ensure international ākonga have the opportunity to make an informed decision about their study. Relevant information is clearly outlined, such as fees and visa details.
- Ākonga rights and responsibilities are shared, with multiple formal and informal opportunities to ask follow up-questions, seek clarification and provide feedback to designated international kaimahi.
- Refund and withdrawal information is provided to international ākonga prior to enrolment and during orientation. Refund and withdrawal policies are transparent and in simple English.

Outcome 11

International Learners Receive Appropriate Orientations, Information and Advice

Summary of Code Compliance at Clause Level

Process 1

PROVISION OF INFORMATION

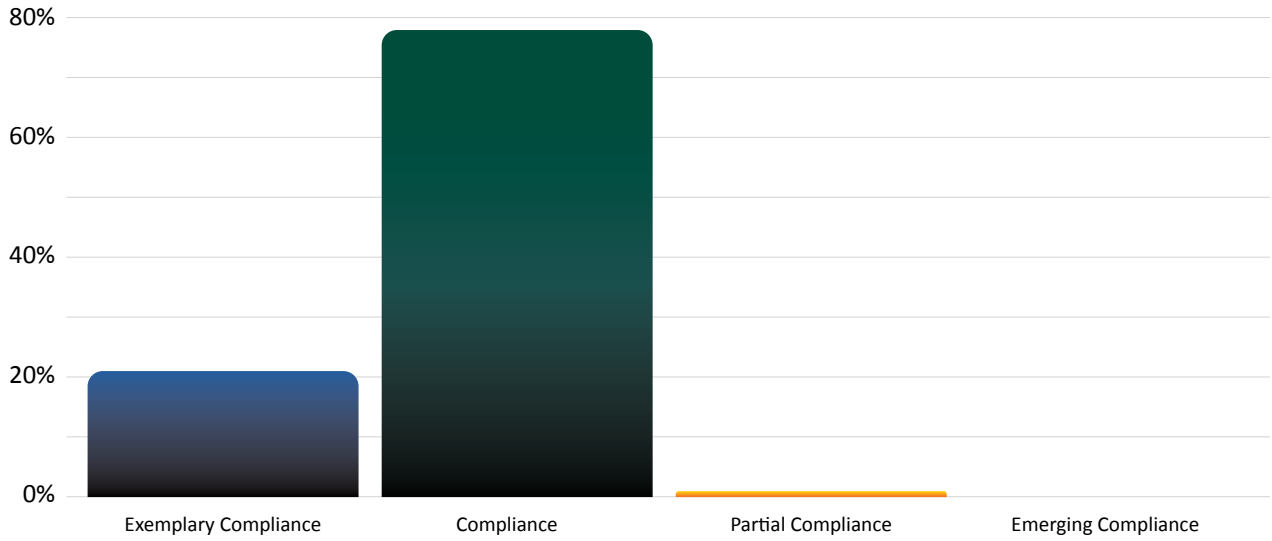
48 (a)	48 (b)	48 (c)	48 (d)	48 (e)	48 (f)	48 (g)	48 (h)	48 (i)

Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** Provision of information
COMPLIANCE SCALE	**Compliance**

Outcome 11: International Learners Receive Appropriate Orientations, Information and Advice

Process 1:
Provision of information



In 2025 100% of Code clauses on the provision of information for international ākonga, self-reviewed by business divisions, had practice in place, with 99% having triangulated evidence.

Examples of exemplary practice include:

- Ensuring international ākonga are provided with accurate information in suitable formats, such as handbooks in simple English, using visual aids, and providing additional context when appropriate, such as adding explanations of local customs.
- Information provided to international ākonga is reviewed to ensure it remains relevant, up-to-date and incorporates feedback from ākonga and whānau.
- Regular formal and informal feedback opportunities, including satisfaction and engagement surveys, focus groups, appointments with designated kaimahi and frequent email contact.
- Student advisors support international ākonga with access to services, adjustment to study in Aotearoa New Zealand and processes such as visa renewal and course enrolments.

Outcome 12

Safety and Appropriate Supervision of International Tertiary Learners

Summary of Code Compliance at Clause Level

Process 1

INTERNATIONAL TERTIARY LEARNERS UNDER 18 YEARS

50 (1)[a]	50 (1)[b]	50 (1)[c]	50 (1)[d]

Process 2

DOES NOT APPLY

Process 3

DECISIONS REQUIRING WRITTEN AGREEMENT OF PARENT OR LEGAL GUARDIAN

52

Process 4

ACCOMMODATION FOR INTERNATIONAL TERTIARY LEARNERS UNDER 18 YEARS

53 (1)[a]	53 (1)[b]	53 (1)[c]	53 (1)[d]	53 (1)[e]	53 (1)[f]	53 (1)[g]	53 (1)[h]	53 (1)[i]	53 (1)[j]

Process 5

SAFETY CHECKS AND APPROPRIATE CHECKS FOR LEARNERS UNDER 18 YEARS

54

Process 6

ACCOMMODATION FOR INTERNATIONAL TERTIARY LEARNERS 18 OR OVER

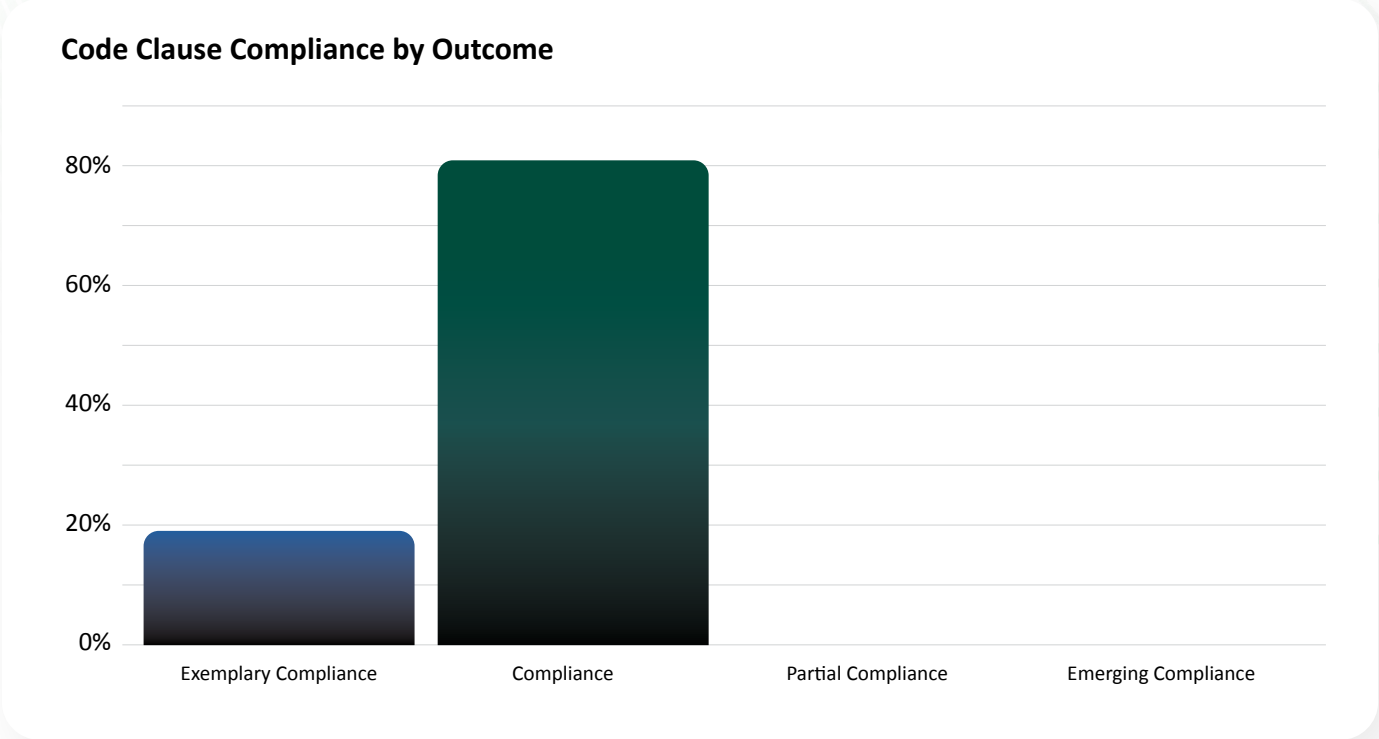
55 (1)[a]	55 (1)[b]

Summary of Code Compliance at Process Level

PROCESSES	**Process 1:** International tertiary learners under 18 years	**Process 3:** Decisions requiring written agreement of parent of legal guardian	**Process 4:** Accommodation for international tertiary learners under 18 years	**Process 5:** Safety checks and appropriate checks for learners under 18 years	**Process 6:** Accommodation for international tertiary learners 18 or over
COMPLIANCE SCALE	**Compliance**	**Compliance**	**Compliance**	**Compliance**	**Compliance**

Outcome 10: Offer, Enrolment, Contracts, Insurance and Visa

Process 1:	Process 3:	Process 4:	Process 5:	Process 6:
International tertiary learners under 18 years	Decisions requiring written agreement of parent or legal guardian	Accommodation for international tertiary learners under 18 years	Safety checks and appropriate checks for learners under 18 years	Accommodation for international tertiary learners 18 or over



In 2025, 100% of Code clauses on the provision of safe and appropriate supervision of tertiary ākonga under 18 years, self-reviewed by business divisions, had practice in place, with triangulated evidence.

Examples of exemplary practice include:

- Standard practice to have international ākonga under 18 identified in student management systems.
- Additional policies and practices in place for international ākonga under 18, including risk assessments, supervision plans, alcohol use, emergency contact data storage and use and having designated kaimahi assigned to ākonga.
- Communication pathways with whānau and international ākonga under 18, to foster positive relationships, information disclosure and academic success.
- Formal and informal check-ins with designated kaimahi and international ākonga under 18.
- Regular reporting on issues, success and progress of international ākonga under 18 to relevant governance groups.

Mahere Mahi ā-Motu

National Action Plan

National Actions Completed 2025

Framework Focus Area	Related Code Framework Action Areas	Related Pastoral Code Outcome	Completed Actions
Data Driven Decisions & Actions	• Robust & inclusive self-review & reporting. • Effective & user-friendly reporting tools. • Effective & up to date monitoring & reporting.	All	• 2024 self-review evaluation • Updates made to Protecht entry templates and user guides. • 2024 Self-review report, with attestation.

Build & Maintain Partnerships/ Partnering
Build on Service Excellence and Continuous Improvement
	• Clear, enabling & accountable policy and guidance.
	• Clear, enabling & accountable policy and guidance.
		All	• Business Divisions provided with relevant policies and framework to inform their own, including:
			  • Pastoral Code Framework
			  • Pastoral Care Policy
			  • Ākonga Concerns and Complaints Policy
			  • Ākonga Appeals Policy
			  • Learner Voice and Partnering Policy
			  • Te Kawa Maiorooro
			  • Wellbeing and Safety Policy

Engage Educate & Facilitate Code Compliance.	• Clear, enabling, and accountable policy and guidance.	Outcomes 5-7: Student Accommodation	• To offer further support for student accommodation kaimahi, NZIST provided paid memberships to the Asia-Pacific Student Accommodation Association (APSAA) with access to resources, conferences and learning opportunities specific to student accommodation.

Pastoral Code Actions for 2026

A 2026 national NZIST action plan is not included in this report, as Code signatory status, associated obligations and reporting requirements will be the responsibility of individual organisations.



Ngā Tāpirihanga
Appendices

Appendix 1

The Code Definitions

	Definition
Accommodation Staff	means any worker as defined by section 19 of the Health and Safety at Work Act 2015 who carries out work for an accommodation provider in student accommodation.
Act	means the Education and Training Act 2020
Code administrator process	relates to Part 8 of this code and has the same meaning as 238H of the Education Act 1989 which is saved by Schedule 1, clause 7(3) of the Education and Training Act 2020
Contract of enrolment between international learners and	**A** in relation to a signatory that is a State school, has the same meaning as contract of enrolment in section 10(1) of the Act; or **B** in relation to other signatories, means a written contract that is entered into between an international learner (or the learner's parent or legal guardian, if the learner is under 18 years) and the signatory that entitles the learner to receive educational instruction provided by that signatory
Designated caregiver	means a relative or close family friend designated in writing by a parent or legal guardian of an international learner under 18 years as the caregiver and accommodation provider for that learner.
Disabled or disability	includes those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others (UN Convention on the Rights of Persons with Disabilities)
Disputes Resolution Scheme	means the student contract Dispute Resolution Scheme established under section 536 of the Act.
Diverse	means various backgrounds, experiences, and beliefs and a variety of needs across a range of learning contexts. Diversity in the learner population includes, but is not limited to, learners of varying ages, cultures, religions, sexual orientation, gender identities, international learners, refugee background learners, disabled learners, distance learners, and learners with care-experience.
Education agent	means a person, body, or organisation acting on behalf of a signatory in relation to any aspect of their international learners' enrolment and study, including accommodation, and includes a subcontracted agent.

	Definition
Educational instruction includes any	**A** class, course or programme approved under section 524. **B** approved programme that a provider is accredited to provide under section 441; **C** training scheme approved under section 445; **D** consent to assess against standards granted under section 449.
Education quality assurance	agency means an agency or agencies authorised by the Act to exercise quality assurance functions in respect of providers.
Expatriation	in relation to international learners means the process of moving a person from one country or locality to another.
Fee protection mechanism	means a mechanism approved in rules made under section 452(1)(e) of the Act.
Homestay	means accommodation provided to an international learner in the residence of a family or household in which no more than 4 international learners are accommodated.
House rules	mean the house rules put in place by an accommodation provider of exempt student accommodation under section 5B of the Residential Tenancies Act 1986.
Learner	means a domestic tertiary student, an international student (either a tertiary or school student), or an industry trainee or apprentice enrolled with a tertiary provider.
Learner 'at risk'	means that a tertiary provider or school has reasonable grounds to believe that there is a serious issue relating to the learner's health, safety, or wellbeing, including for example, the learner is unable to – **A** adequately protect themselves against serious harm; or **B** adequately safeguard their personal welfare
Learner environment	refers to the diverse physical and digital locations (e.g., teaching and learning, communal, and student accommodation), contexts, and cultures in which students learn.
Legal guardian	means a person who, by court or testamentary appointment, is responsible for the learner's wellbeing and safety and financial support and provides for the care of the learner or international learner in their home country.
Licensed hostel	means a school hostel that is licensed under the Education (Hostels) Regulations 2005.
Mana	means a person's intrinsic value and inherent dignity, whether derived from a person's whakapapa (genealogy) and their belonging to a whānau, hapū, iwi, or family group, in accordance with tikanga Māori or its equivalent in the person's culture.

	Definition
Practices	mean the policies and processes implemented by the institution to realise the outcomes set out in this code.
Resident	means a learner who resides in student accommodation.
Residential caregiver	of an international learner aged under 18, means – **A** a homestay carer; or **B** a licensed school hostel manager or other person responsible for the care of international learners in a licensed school hostel; or **C** a designated caregiver; or **D** a manager of tertiary student accommodation that is exempt from the Residential Tenancies Act 1986 and covered by Part 5 of this code; or **E** in the case of temporary accommodation, a supervisor who is responsible for the care of international learners of international learners
Routine check	means a room visit and entry by a staff member of the provider where the provider has no cause for concern about the wellbeing or safety of the resident or another individual.
Signatory	means a provider that has been approved by this code administrator to enrol international learners as a signatory to this code.
Stakeholder	mean learners, staff, whānau, local communities, employers, iwi, and others who share a meaningful interest in the wellbeing and safety of learners enrolled with the provider.
Student accommodation	means student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986.
Tikanga	means Māori customary systems of values and practices.
Wellbeing and safety	means having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.
Welfare check	means a room visit and entry by a staff member of the provider where the provider, having attempted to obtain the consent of the resident for the entry, has serious concerns about the wellbeing or safety of the resident or another individual.
Welfare management plan	means a plan put in place by the provider that sets out the steps to be taken to ensure the wellbeing and safety of a resident who is assessed to be at risk. (2) In this code, a reference to the age of a person is a reference to the age of the person on their last birthday.


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Appendix 2

Compliance Scale Rubric

Title	Description	Practice	Evidence Strength	Weighting	Action Focus
Exemplary Compliance	Both practice and evidence to demonstrate exemplary compliance is in place for this clause.	Practice is in place to exceed Code Clause requirements.	Evidence demonstrates exemplary Code compliance. Quantitative and qualitative evidence is triangulated. Evidence shows shifts in relevant equity data.	5	No action required for compliance. Exemplary examples may be shared across the network. There may be actions in your plan to improve processes or to meet further Code aspirations.
Compliance	Both practice and evidence to demonstrate compliance is in place for this clause.	Practice is in place to meet Code Clause requirements.	Evidence demonstrates Code compliance. Quantitative and qualitative evidence is triangulated.	4	No action required for compliance. There may be actions in your plan to improve processes or to meet further Code aspirations.
Partial Compliance	Practice is in place and there is some evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Some evidence is provided to demonstrate practice and Code compliance.	3	Enhance evidence gathering and/ or reporting and monitoring processes. Further quantitative and/ or qualitative evidence is needed.
Emerging Compliance	Practice is in place, but there is no evidence to demonstrate compliance for this clause.	Practice is in place to meet Code Clause requirements.	Evidence of practice and Code compliance is yet to be produced.	2	Establish evidence gather- ing and/ or reporting and monitoring processes. Both quantitative and qualitative evidence is needed.
Non-Compliant / Yet to Be Effective	No practice and no evidence to demonstrate compliance for this clause.	Practice is yet to be delivered.	Evidence of practice and Code compliance is yet to be produced.	1	Immediate action needed to work towards Code compliance for this clause.
Not Applicable	This clause does not apply to the business division.			0	No action



Appendix 3

Partnership/Partnering Scale Rubrics

Ākonga Collaboration Rubric

	Question Use the questions below to inform your scoring.	Scoring Scale Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Ākonga-All	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Ākonga Māori	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Pacific Ākonga	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

	Question Use the questions below to inform your scoring.	Scoring Scale Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Disabled Ākonga	What does our practice and our evidence tell us about how effectively we impacted on the wellbeing and safety of disabled ākonga?	1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Ākonga - 'other' e.g. gender groups, international ākonga, U18, residents etc.	What does our practice and our evidence tell us about how effectively we impacted on wellbeing and safety for all ākonga?	1. Yet to identify this ākonga group (staff have scored this clause without ākonga involvement). 2. Ākonga group identified. Yet to build a sustainable relationship and gather relevant data 3. Developing relationship with ākonga group. Have some relevant data ie generic survey 4. Relationship established and representative data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

Stakeholder Collaboration Rubric

	Question Use the questions below to inform your scoring.	Scoring Scale Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Employers	What does our practice and the evidence tell us about how effectively we collaborate with Employers to impact on the wellbeing and safety of ākonga?	1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Iwi, Hapu and Whānau	What does our practice and the evidence tell us about how effectively we partner with Iwi and Hapu to impact on the wellbeing and safety of ākonga?	1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Pacific Communities and Whānau	What does our practice and the evidence tell us about how effectively we collaborate with Pacific Communities to impact on the wellbeing and safety of ākonga?	1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

	Question Use the questions below to inform your scoring.	Scoring Scale Kaimahi give a score between 1- 5 for this Code Clause, using the rubrics below.
Disabled Communities and Whānau.	What does our practice and the evidence tell us about how effectively we collaborate with Disabled Communities to impact on the wellbeing and safety of ākonga?	1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.
Other relevant Stakeholders e.g. professional bodies, advisory and community groups, public health etc.	What does our practice and the evidence tell us about how effectively we collaborate with other relevant Stakeholders to impact on the well- being and safety of ākonga?	1. Yet to identify this stakeholder group. 2. Stakeholder group identified. Yet to build a sustainable relationship and gather relevant data. 3. Developing relationship with stakeholder group. Have some relevant data. 4. Relationship established and data available. 5. Solid relationship and reliable data being reviewed collaboratively with this group.

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