

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

ELA Self-Review Summary Report – December 2025

<p style="text-align: center;">OUTCOME 1: A LEARNER WELLBEING AND SAFETY SYSTEM.</p> <p><i>Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.</i></p>	<p>Strategic goals, guided by Poutaki Mātauranga Māori and aligned with Te Tiriti, were set in 2023 and reviewed in 2024. In 2025, SLT adopted monthly rolling reviews and an annual Code of Practice self-review to drive continuous improvement.</p> <p>Learner engagement shaped initiatives such as Homestay Guideline updates, drop-in clinics, Police presence at orientation, homestay checks, and a summer safety campaign. Weekly wellbeing meetings identify at-risk students, with follow-ups on absences and surveys triggering timely support.</p> <p>Staff capability is strengthened through Te Tiriti training via Hono, cultural events, Code obligation refreshers (2026), ISANA conferences, MH101 sessions, and training on bullying, harassment, and privacy. Practical tools support distressed students.</p>	<p>ELA will continue to strengthen our whole-of-provider approach within the University by further improving transparency, cultural integration, and responsiveness. The format of formal records of learner and stakeholder input will be improved where appropriate.</p> <p>Pending review actions will be completed where practicable, goals updated and published, and self-review outcomes made accessible. Staff training in identified areas will be expanded.</p>
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	<p>The SCIRT plan was updated in May 2025, reinforcing readiness. These measures reflect a whole-of-provider approach to learner wellbeing and safety, underpinned by strategic planning and responsiveness to diverse needs.</p>	
<p>OUTCOME 2: LEARNER VOICE</p> <p><i>Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.</i></p>	<p>ELA embeds learner voices in planning, with Student Wellbeing Goals reviewed at a 2024 Hui and the Code of Conduct in 2023. Diverse perspectives are gathered through surveys, Hui, focus groups, and cohort-specific groups. Monitoring practices were reviewed in July 2025, with improvements identified.</p> <p>Learners have access to Wellbeing and Academic Clinics, workshops, and Hui to build confidence in decision-making. Communication is clear and timely, with a 48-hour response standard and visible contact information. Complaints processes are accessible via flowcharts, orientation, and channels including clinics, email, first-language staff, and an anonymous option via UoA.</p> <p>Records are maintained, with plans to embed annual data reporting. SLT reviewed compliance with Dispute Resolution Scheme rules in November 2025, ensuring leadership oversight.</p>	<p>We will review and improve aspects of transparency, accessibility, and responsiveness in feedback and complaints processes.</p> <p>Anonymous channels and external escalation pathways will be better promoted. Annual reporting and staff refresher checks will ensure accountability and ongoing compliance.</p>

OUTCOME 3: SAFE, INCLUSIVE, SUPPORTIVE, AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

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

ELA creates safe, inclusive learning environments through clear conduct standards for students and staff, reviewed with learners in 2024. Our Code of Conduct defines bullying, harassment, and discrimination and promotes Manaakitanga, Whanaungatanga, and Kotahitanga. Cultural responsiveness is embedded via revised course content, training sessions, and cultural events.

Learners receive clear guidance through the Student Handbook, Canvas, and orientation. The Study Centre offers social and academic support. Teachers use strategies for safe participation, complemented by social activities and weekly trips. Academic support includes orientation, clinics, pre-arrival webinars, and follow-up for at-risk students.

Health and safety measures include trained staff, first aid resources, and SCIRT planning. Accessibility improvements and learner consultation ensure spaces meet diverse needs.

We are committed to creating learning environments that are safe, inclusive, and supportive of diverse learners. To strengthen this, we are working to improve visibility and access to key resources. Expansion of Pre-arrival resources such as webinars and guides to ease transition will be considered.

We aim to strengthen family and whānau engagement through inclusive initiatives. Learner input on digital platforms and Study Centre improvements will be documented for transparency.

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.

Learner wellbeing is supported through accessible resources and proactive staff care. Canvas, the Student Handbook, and orientation sessions provide guidance on healthy lifestyles, healthcare, and safety, supported by videos and pamphlets. Activities such as Mental Health Awareness Week, Pink Shirt Day, and MH101 staff training promote wellbeing. Cultural support includes first-language assistance and meet-up groups.

Learners receive clear information on health services, emergency contacts, and reporting channels. Confidential support is available via drop-ins and booked appointments, a 24-hour phone line, and private spaces. Weekly welfare meetings and staff follow-ups identify at-risk learners, guided by a Supporting Distressed Students policy. Adjustments for health needs, referrals to counselling, and assistance for interrupted study are offered where appropriate.

Risks are tracked through dashboards and at-risk lists to ensure timely response and compliance.

We are improving support for learner wellbeing by making information clearer and more accessible. We will explore ways to make guidance on accommodation, tenancy rights, emergency contacts, and harm prevention more visible across digital systems and printed materials.

Health and wellbeing resources will be reviewed and expanded if needed to ensure relevance for diverse learners.

Staff training and updated protocols for will strengthen responsiveness. Formalising re-entry processes and clarifying communication protocols will provide consistency.

OUTCOME 8: RESPONDING TO THE DISTINCT WELL-BEING 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.

We hold Student Hui sessions to gather feedback and understand learner needs. These provide a platform for international learners to share concerns and suggestions.

We are strengthening engagement with international learners to better address their distinct wellbeing and safety needs. Regular, structured opportunities for dialogue will ensure diverse voices are heard on key topics such as accommodation, cultural integration, safety, and academic support.

Outcomes from these discussions will be documented and shared with learners to promote transparency and trust. To ensure inclusivity, engagement will extend beyond in-person sessions to include flexible formats such as online surveys and virtual forums where possible, enabling all learners to contribute meaningfully.

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.

ELA engages with students, their agents and university partners through a variety of channels, weekly webinars, Q&A via our website, fairs, seminars, and in-person visits to university partners and counselling. There are a range of documented quality assurance practices in place to ensure students receive current, accurate and complete information.

Ensure linked microsites are reviewed for accuracy and completeness.

<p>OUTCOME 10: OFFER, ENROLMENT, CONTRACTS, INSURANCE AND VISA</p> <p><i>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.</i></p>	<p>ELA provides prospective students with accurate information relating to ELA, courses, programmes, staffing, facilities, services, and conditions of enrolment. A full audit of physical and digital collateral was undertaken in 2024 and updates identified and implemented.</p>	<p>Ensure students have timely and complete information regarding insurance coverage, that accurate records are kept, and students have access to appropriate channels for input (e.g. Student Hui).</p>
<p>OUTCOME 11: INTERNATIONAL LEARNERS RECEIVE APPROPRIATE ORIENTATIONS, INFORMATION AND ADVICE</p> <p><i>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.</i></p>	<p>ELA’s comprehensive orientation programmes includes online pre-departure live sessions, welcome packs, handbooks, live in-person sessions, workshops on student safety and living in New Zealand. A largescale review of orientation and onboarding has been undertaken in the past few years. Improvements were made to the format and content, as well as to the means of delivery.</p>	<p>Ensure information about work rights are displayed and readily available to students.</p>
<p>OUTCOME 12: SAFETY AND APPROPRIATE SUPERVISION OF INTERNATIONAL TERTIARY LEARNERS</p> <p><i>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</i></p>	<p>All ELA students are over 18 years of age. Learners are kept safe and appropriately supervised through rigorous checks and clear communication. Host families undergo Police vetting to ensure background safety, and in-person inspections to confirm physical standards and compliance. Accommodation details are documented in our Student Management System for transparency and traceability.</p> <p>Learners have multiple channels for support and issue resolution, including a 24-hour phone line, wellbeing drop-ins,</p>	

	<p>email, and organized meetings. Direct engagement with host families and providers enables prompt resolution of any concerns, ensuring a safe and supportive living environment.</p>	
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Next review: Q4 2026.