

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

Whitecliffe College

Annual Self-Review Report - 2024

TEO information

TEO Name	Whitecliffe Education Limited			MoE number	8509
Code contact	Name	Debra Denny		Job title	QA Manager
	Email	debrad@whitecliffe.ac.nz		Phone number	027 284 5022
Current enrolments	Domestic learners	Total #	1100	18 y/o or older	1066
				Under 18 y/o	34
	International learners	Total #	300	18 y/o or older	298
				Under 18 y/o	2
Current residents	Domestic learners	Total #	n/a	18 y/o or older	n/a
				Under 18 y/o	n/a
	International learners	Total #	n/a	18 y/o or older	n/a
				Under 18 y/o	n/a
Report author(s)	Leon Mitchell Raymond Young				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

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

	Rating
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners</p>	Well implemented / Implemented / Developing / Early stages
<p>Outcome 9: Prospective international tertiary learners are well informed</p>	Well implemented / Implemented / Developing / Early stages
<p>Outcome 10: Offer, enrolment, contracts, insurance and visa</p>	Well implemented / Implemented / Developing / Early stages
<p>Outcome 11: International learners receive appropriate orientations, information and advice</p>	Well implemented / Implemented / Developing / Early stages
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 1: A learner wellbeing and safety system WELL IMPLIMENTED</p>	<p>Whitecliffe has a comprehensive learner wellbeing and safety system that is implemented through learner-centred, holistically focused practices and processes. Learners are provided with the support and resources they need to develop and maintain a positive mindset, resilience, self-satisfaction, healthy relationships, and overall well-being throughout their educational journey. This includes maintaining good health and a sense of security. Whitecliffe ensures the safety and wellbeing of learners by adopting a whole-of-provider approach that places principles of manaakitanga, whanaungatanga and kaitiakitanga at the foundation of our engagement with and support of our learners.</p> <p>Learner Success Plan Whitcliffe’s Learner Success Plan and Learning and Teaching Framework aim to achieve equity of participation and qualification completion for Māori and Pasifika learners by 2030.</p> <p>The framework outlines clear objectives for achieving high-quality educational outcomes, supporting learners throughout their academic journeys, promoting lifelong learning skills, and ensuring equitable success for all learners.</p>	<p>Stakeholders / key documents As key stakeholders, learner wellbeing, safety, and support is prioritised in key strategic documents, including the Investment Plan, Disability Action Plan, Learner Success Plan, and Learning and Teaching Framework. To gather valuable insights and input from learners, mechanisms such as the Student Voice Group, surveys, and focus groups have been employed, and have significantly influenced the development of these documents.</p> <p>EPIs Whitecliffe regularly exceeds sector median EPIs, with strong course and qualification completions, progression rates, and first year retention rates, reflecting the positive impact of learner well-being and safety. In 2023 course and qualification completions were 88% and 72% respectively, which is 4% and 12% above sector medians. 2023 Māori and Pasifika course completions were 6% and 3% above sector medians and qualification completions were 16% and 1% above sector medians respectively.</p> <p>Orientations Whitecliffe has comprehensive mechanisms to ensure learners have access to key safety and wellbeing information. At orientation, key documents such as the</p>

	<p>This commitment to equity is demonstrated through targeted support programmes and culturally responsive teaching practices. Additionally, the framework emphasises the professional development of academic staff, focusing on essential digital and cultural competencies for effective teaching in a diverse educational landscape.</p> <p>Health and Safety policies Whitecliffe has clear health and safety policies and procedures in place at both organisation and school level. These are introduced and explained at orientations and are accessible online via the Student and Staff Hubs. Fire and evacuation drills occur on campuses and we have designated fire wardens.</p> <p>Critical incidents Although critical incidents on our campuses are rare, they are reported immediately when they do occur. Campus Managers, relevant Heads of School, the Chief Academic Officer, Programme Leaders, Pastoral Care, and other relevant parties, such as police, ambulance, fire department, crisis teams, and building managers are promptly informed.</p>	<p>Student Handbook, ECOP, and programme-specific information, along with essential learner policies and procedures—covering health and safety, complaints, and academic integrity—are introduced and explained. Learners are also directed to where these resources can be accessed. Additionally, services such as Pastoral Care and ClearHead are introduced, with a detailed explanation of the support they provide.</p> <p>External Evaluation reports support these statements. In 2021, the EER report states: <i>“Whitecliffe gives high importance to student support, both academic and pastoral. Domestic and international learners all receive the same holistic support. Staff members are fully aware of the Codes of Practice and take seriously their responsibilities as pastoral care providers.”</i></p> <p>Learner feedback Learner feedback via satisfaction surveys and related reports indicates that our wellbeing and safety practices are effectively implemented, and learners feel included, supported and safe at Whitecliffe. This is further supported by strong retention and completion data, which aligns with the comprehensive, holistic wellbeing and safety support we provide to our learners.</p> <p>The Student Voice Group (SVG) is a key channel for communication between the wider learner community and Whitecliffe staff, facilitating the exchange of information in both directions.</p>
--	---	--

		<p>Disability Action Plan</p> <p>Whitecliffe has a recently implemented Disability Action Plan that focuses on enhancing learner experience by promoting belonging and responsive support. It enables accessible and inclusive learning and teaching methods and fosters a disability-confident workplace. Decisions are made based on evidence and in consideration of the diverse needs and physical accessibility standards of our learners. Effective governance and reporting ensures agility and responsiveness.</p> <p>The Disability Action Plan was developed in close collaboration with disabled learners and staff which highlights our commitment to respect, inclusivity and a whole of organisation approach to wellbeing and safety by adopting a whanau-based approach to support the needs and challenges of learners.</p> <p>Inclusivity</p> <p>‘Belonging’ and by extension, inclusivity is one of four underlying values that guide all interactions at Whitecliffe. Whakawhanaungatanga is promoted, and is essential to build connections between learners, staff and faculty, and to develop a diverse and inclusive learner community.</p> <p>Whitecliffe has an embedded practice of taking account of learners’ needs, identities, languages and cultures in programme development, planning, teaching practice, and in learner cultural supervision. Expression of cultural identity is promoted in all delivery and actively encouraged as areas of enquiry and research amongst learners.</p>
--	--	---

		<p>Our wellbeing and safety systems are highly responsive to learners’ academic and non-academic support needs. Targeted initiatives for Māori and Pasifika learners, including pastoral care and academic mentoring by Māori and Pasifika lecturers have helped to reduce equity gaps.</p> <p>Programmes addressing financial constraints and employment challenges have been implemented, including partnerships with job search services and financial aid counselling.</p> <p>To enhance learner support, key information about their needs are captured at enrolment. This data is used to provide tailored assistance, including effective use of assistive technologies and specialised counselling, ensuring equitable support for learners with disabilities.</p> <p>Enhanced orientation processes and early warning systems support at-risk learners by enabling proactive interventions.</p> <p>Campus managers play a pivotal role in monitoring and maintaining learner wellbeing and safety. They oversee all campus functions and activities, and are recognised by learners as a primary point of contact for support or guidance.</p> <p>Learner-centred teaching and learning Whitecliffe’s learner-centred pedagogical framework emphasises engagement and ownership of learning. We provide learners authentic opportunities to contribute to the development and updating of curricula. This collaborative approach ensures the curriculum stays relevant to both learner needs and industry demands.</p>
--	--	---

		<p>Professional Development - Staff</p> <ul style="list-style-type: none"> • Whitecliffe provides staff with regular training and professional development sessions that are either general sessions for all staff, or tailored to specific roles within the organisation. • Professional development training in mental health support and identification for referral is provided to faculty and staff at various times throughout the year. This includes Mental Health First Aid training facilitated by St John. These workshops equip staff with the skills to identify and manage learners facing mental health challenges, by ensuring staff have the necessary support, protection, and education. They provide strategies for maintaining safe boundaries while supporting learners and directing them to appropriate resources, while also helping to reduce stigma and promote positive mental health throughout the organisation. • Webinars on neurodiversity and neurodivergence hosted by AKO Aotearoa were run and attended by a large proportion of staff in 2024. • Creative Arts Therapy workshops are internally facilitated and provide additional knowledge and strategies to staff for supporting learners with neurodiversity, neurodivergence and mental health challenges. • Professional development training in this area has assisted staff to have a greater awareness of the variety and specifics of mental health issues and the support that is required for learners living with these conditions. They have directly influenced the way in which faculty engage with neurodiverse learners and the way in which learners experiencing mental health issues are triaged and supported by all staff.
--	--	---

		<ul style="list-style-type: none"> • In 2023, faculty took part in the Ako Aotearoa and Tertiary Education Commission's Tapatoru Ako Professional Practice Award, with 9 staff members earning qualifications. Tapatoru, is a professional development tool that emphasises reflective practice, supports ākonga, and integrates tikanga while covering neurodiversity and neurodivergent needs. The initiative aimed to improve teaching practices related to Māori learning and enhance Māori learner engagement and success at Whitecliffe. It also focused on providing holistic support for Māori and Pasifika learners, thus strengthening our cultural support capabilities. Faculty reported that the training enriched cultural understanding and benefited staff, learners, ongoing research and pedagogical practices. • Overarching Te Tiriti O Waitangi Workshops have helped to develop staff awareness of the principles of Te Tiriti and the institution-wide obligation to them. • In February, 2024 a targeted Te Tiriti workshop facilitated by Emma Rawson-Te Patu and Adrian Te Patu was attended by Whitecliffe's CAO. The workshop focused on embedding Te Tiriti aligned frameworks within organisations, informing our strategy development. Key insights were shared with the wider leadership team for incorporation into Whitecliffe's Investment Plan and Māori strategy development. • In 2023, Hume Learning conducted targeted leadership workshops for the executive team and emerging leaders. These workshops aimed to enhance leadership knowledge, mindsets, skills, and processes, empowering participants to fulfil organisation-wide and team-specific goals and outcomes. Topics included developing purpose, leading change, stakeholder centricity,
--	--	--

		<p>diversity, growth mindset, personal accountability, feedback, building trust and emotional intelligence.</p> <ul style="list-style-type: none"> • In 2023 Whitecliffe established a comprehensive Academic Development Plan which is enabling the development of professional teaching practice for new and existing teaching staff. • Privacy 101 course. • NZQA run ECOP workshops are attended by staff periodically throughout the year to further the understanding, adherence to, and application of the Code. <p>Policies, processes, Quality Assurance Robust policies, processes and procedures are well established and periodically reviewed by a dedicated QA team to ensure they maintain efficacy, relevancy and are responsive to evolving learner needs. All policy and procedures are easily accessible to staff via the Staff Hub, and relevant learner-facing policy is located on the Student Hub - both platforms are online portals. The ECOP can be accessed on Staff and Student Hubs, is referenced in our Student Handbook and our self-review report is on our website – meeting publication requirements.</p> <p>Monitoring and reporting A robust monitoring and reporting framework helps to maintain the effectiveness of our learner wellbeing and safety plans and systems, both academic and non-academic, which enables data-driven adjustments to strategies.</p>
--	--	--

		<p>Quarterly Academic Programme Committee meetings enable faculty and staff to review and analyse programmes to ensure they support learners as academic success is inextricably linked to holistic wellbeing. Actions that are generated from these meetings feed into APERs to provide programme specific data and analysis of learner outcomes, trends, and overall wellbeing.</p> <p>The development of Power BI dashboards has improved data collection and analysis to assist with strategy development, targeted interventions and responsive support. Regular updates and qualification completion forecasts by faculty and Programme Leaders proactively address potential issues. Continuous learner feedback loops through surveys and the Student Voice Group drive responsive improvements for Māori, Pasifika, and learners with disabilities.</p> <p>Attendance monitoring Daily attendance is recorded by academic staff and is centrally monitored to track attendance and engagement. When issues arise, swift, wrap-around support is implemented and overseen by support staff and programme leaders to ensure minimum impact on learner success and progression. Staff are highly responsive to learners facing academic or personal challenges. Relevant internal support, such as Pastoral Care or the Learner Success Lead are promptly informed when learners are struggling to ensure direct follow-up. Learners have good access to support services, and this is evidenced through staff referrals and self-referrals by learners to these services.</p>
--	--	---

		<p>Regular meetings, including weekly Pastoral Care, fortnightly Operations, and programme and school-level staff meetings allow for ongoing review of key data, such as attendance, engagement and wellbeing indicators. These reviews facilitate proactive discussions regarding concerns with learner progress and/or wellbeing and enable the swift development and provision of appropriate support strategies where needed.</p> <p>These processes are evaluated through comprehensive metrics and feedback mechanisms. Our attendance, engagement, and early withdrawal tracking initiative has improved retention rates by identifying at-risk learners early and providing targeted support.</p> <p>Tracking engagement with support services Learner engagement with internal and external support services is tracked through quarterly Pastoral Care and ClearHead reports. The Pastoral Care team works closely with the Learner Success Lead, Programme Leaders, and faculty enable the prompt identification of at-risk individuals or trends within specific cohorts and demographics. The academic and support teams then develop and implement appropriate actions, such as learning plans or external support referrals. These reports and actions are submitted to the Academic Board for discussion and Pastoral Care is represented on the board, cementing our holistic wellbeing ethos and enabling continuous review and improvement of learner support services.</p>
--	--	--

		<p>Data collection and analysis</p> <p>The implementation and enhancement of data collection systems, including a formal learner evaluation policy, have significantly improved the monitoring of key metrics, including attendance, engagement, and completion rates, which are crucial to learner wellbeing. By leveraging data-driven decision-making, we have been able to tailor interventions more effectively to address specific learner needs. These targeted interventions have led to improved outcomes in areas such as retention and learner satisfaction. Additionally, regular audits and comparative analyses of forecast accuracy versus actual outcomes ensure that our data systems remain both accurate and relevant, continuously supporting the improvement of learner support strategies.</p> <p>Feedback mechanisms</p> <p>Continuous feedback loops have been established through surveys, focus groups with learners and faculty and the Student Voice Group to assess the effectiveness of support initiatives. Valuable insights into learner experiences and satisfaction levels have guided adjustments and improvements. Ongoing dialogue with learners allows for timely adjustments that are responsive to their needs.</p> <p>Whitecliffe actively promotes and facilitates opportunities for learner voice and engagement on campus through learner-centric events, such as Youth Week 2024 and community building lunches and events at the start of the terms. Whitecliffe encourages and supports learner-led initiatives such as exhibitions by assisting with facilitation and logistics.</p>
--	--	---

		<p>Feedback mechanisms have been essential in refining and optimising our support services and programmes. Immediate feedback enables timely adjustments, ensuring learner needs are met. Positive feedback from learners and faculty indicated increased satisfaction with support initiatives and services. According to the First Impressions Surveys 2024, during Semesters One and Two, and across all campuses, an average of 97% and 100% of learners, respectively, found the information about support services to be ‘helpful’ to ‘extremely helpful’.</p> <p>Learner feedback has indicated that less formal and more authentic methods of communication and promotion of support services, engagement events and other initiatives are preferred – such as campus posters.</p> <p>There are very few formal complaints lodged and the majority that are, are usually resolved at programme level with Head of School involvement.</p>
<p>Outcome 2: Learner voice IMPLEMENTED</p>	<p>Whitecliffe actively incorporates learner voice into multiple aspects of the learner journey to ensure the diverse range of our learner voices are heard, acknowledged and valued. This incorporation is central to our strategic planning, the ongoing development and review of our policies and procedures and ensures the services we provide are responsive to their needs. Learner voice is also integral to faculty self-reflection.</p> <p>The entire scope of our activities and all that we undertake at Whitecliffe has a holistic, learner-centred focus and is underpinned by our values - integrity, creativity, courage and belonging. This focus ensures targeted, flexible, and responsive academic and pastoral support systems are in</p>	<p>Whitecliffe has several feedback forums to gather student opinions, including regular surveys like the Student Satisfaction Survey, Course Evaluation, Exit, and Graduate Surveys. Learners can also provide feedback through the Student Hub, an online portal. In 2023, the Quality Assurance team reviewed and revised the Course Evaluation and Student Satisfaction Survey questionnaires to improve how feedback is captured. Results are reviewed by key stakeholders to inform action plans. Direct feedback to teaching staff is also considered during wrap-up and debriefing sessions.</p> <p>Heads of School and Programme Leaders analyse and act on this feedback, reporting outcomes in their Annual</p>

	<p>place and are in constant review and improvement. This process is directly informed by data and feedback from learners to ensure their mana and autonomy is upheld.</p>	<p>Programme Evaluation Reports. Feedback themes, actions and outcomes are shared with learners, closing the feedback loop.</p> <p>Student Voice Group (SVG) The SVG serves multiple functions, including facilitating the collation and communication of information from the wider learner community to Whitecliffe. It provides a forum where learners can discuss issues or concerns relevant to their holistic experience. Additionally, it allows Whitecliffe to present initiatives and gather valuable feedback from learners before implementation. The SVG platform provides staff the opportunity to offer immediate feedback on learner concerns, engaging in open and transparent dialogue regarding the feasibility and timelines for proposed changes or initiatives.</p> <p>In 2024, the SVG and its Terms of Reference were revised to further empower learners to implement initiatives that promote inter-school collaboration and community building as a primary function.</p> <p>The SVG aims to strengthen learner relationships and provide diverse perspectives on the learning experience and support services at Whitecliffe. It raises issues and offers feedback to Whitecliffe on matters affecting learners, while also celebrating achievements within the learner community. The SVG identifies, develops, and supports learner-led groups, organisations, and events, focusing on enhancing inter-school and inter-programme relationships through collaboration. Additionally, it serves as a critical sounding board, assisting in the development of new ideas and initiatives to support Whitecliffe. The group embodies</p>
--	--	--

		<p>kaupapa Māori and upholds the principles of the Treaty of Waitangi—partnership, participation, and protection.</p> <p>SVG actions and initiatives Previous SVG groups have contributed to the development of the Professional Teaching Practice Standards, Student Service Standards, and LMS needs analysis.</p> <p>In 2024 SVG discussions have led to the implementation of informal survey feedback sessions. These are facilitated by Programme Leaders at the start of each term when a survey has been completed the previous term. It provides staff and learners the opportunity to unpack and reflect on the feedback provided and address any concerns or issues that have been raised.</p> <p>The SVG is instrumental in promoting inter-school collaboration through campus initiatives such as wall murals, design competitions, exhibitions and social events.</p> <p>The wider learner community provides feedback to SVG members, who then share the information discussed in SVG meetings back to the learner community.</p> <p>Support for Māori and Pasifika learners Whitecliffe incorporates te reo Māori and tikanga Māori into college-wide activities to foster a sense of belonging. The formation of the Whitecliffe Roopu group focuses on embedding tikanga into our practices and exploring effective ways to support Māori learners while honouring the obligations of Te Tiriti o Waitangi (Treaty of Waitangi). Te Roopu also supports and advocates for Māori staff and learners, ensuring their needs are met. The group promotes</p>
--	--	---

		<p>and celebrates Māori culture, fostering understanding and appreciation among all staff and learners while contributing to the success and well-being of Māori learners through a culturally respectful environment and mentorship.</p> <p>Additionally, Te Roopu helps build institutional capability to support Māori perspectives. A number of our programmes support Māori and Pasifika learners through internships and exhibitions. This commitment is reflected in regular internships and exhibitions with the Tautai Trust, and consistent participation in 'new artists' shows at Artspace Aotearoa.</p> <p>Te Moana Nui is an informal group led by learners and alumni that supports Māori and Pasifika learners and graduates of Fine Arts programmes. Additionally, a Māori Fine Arts Lecturer facilitates a group for Māori and Pasifika learners, creating a forum for support and collaboration.</p> <p>Informally, Māori lecturers assist Māori and Pasifika learners, and we will be working to formalise the inclusion of tuakana-teina methodologies across our programmes in 2025.</p> <p>Te Tiriti o Waitangi We honour Te Tiriti o Waitangi by integrating Māori perspectives throughout the institution to create a supportive and inclusive environment for all learners, promoting success and cultural understanding. We are actively focusing on learner well-being and participation by incorporating te reo, Te Ao and tikanga Māori into our practices, curriculum, and community engagement. This</p>
--	--	--

		<p>approach benefits all Whitecliffe learners and supports tangata whaikaha Māori learners.</p> <p>We acknowledge Māori as tangata whenua and are committed to increasing Māori participation and improving academic outcomes. Our key commitments include addressing Māori learners' well-being, incorporating cultural recognition in formal events, promoting Māori culture throughout the institution, and developing links with local iwi to create educational opportunities for rangatahi Māori.</p> <p>Whitecliffe's commitment to Te Tiriti o Waitangi is embedded in organisational documents and strategies, including the Learning and Teaching Framework and the Learner Success Plan. The strategies are designed to support Māori learners in addition to having a positive impact on all learners.</p> <p>Through the development of inclusive curriculum, many Te Ao Māori, mātauranga and tikanga Māori practices and concepts are intrinsically embedded within our teaching and interactions with learners. We actively encourage culturally relevant research and assessments, peer learning models, known as whakawhanaungatanga, and senior learners mentoring their peers through the tuakana-teina approach. Additionally, the curriculum incorporates Māori and Pasifika knowledge and perspectives into the programme content.</p> <p>The importance placed on Māori learner voice is evidenced by our commitment to integrating te reo Māori and tikanga Māori into 50% of college-wide activities and courses, with</p>
--	--	--

	<p>Complaints Whitecliffe has a clear and accessible complaints policy and procedures available through the Staff and Student Hubs. The policy emphasises natural justice and outlines processes for addressing concerns, as well as informal and formal complaints. A flowchart and complaints form are provided to guide learners through the process.</p> <p>DSR Our policies and procedures align with DSR process. We advise staff and learners about the relevant DRS when dealing with complaints, and always ensure learners are aware they can take their concerns outside of Whitecliffe. There have not been any external complaints and appeals to date in 2024.</p>	<p>an 80% or higher learner and staff satisfaction target rate by 2027.</p> <p>Complaints statistics Whitecliffe offers extremely transparent and accessible complaints procedures for learners. A digital complaints form can be accessed and submitted on the homepage of the Student Hub. Learners can also raise concerns informally with any staff member, who will try to resolve the issue or refer it to a manager. If unresolved, the issue becomes a formal complaint documented in the Complaints Register. The Chief Academic Officer ensures timely acknowledgment and follow-up on formal complaints, including arranging meetings and requesting additional information. Learners are encouraged to state their preferred outcomes. Learners are also encouraged to raise concerns with lecturers, Programme Leaders or Heads of School before they escalate.</p> <p>Information relating to complaints and the complaints process can be found in the Student Handbook, school and programme handbooks, the Student Hub or by approaching any staff or faculty.</p> <p>There are very few formal complaints with only nine received in 2023, most of which were resolved within seven to ten working days. These complaints ranged from building maintenance issues to misunderstandings about course information and staff behaviour. All resolutions were communicated back to the complainants, ensuring transparency.</p>
--	--	--

	<p>Critical incidents Whitecliffe’s Health and Safety policy outlines procedures for managing critical incidents. Emergency contact numbers are included in the Student Handbook and displayed on campuses. In the event of an incident, the Campus Manager coordinates the response, engaging emergency services as needed and notifying senior staff and the Chief Academic Officer.</p>	<p>A total of seven formal complaints have been received in 2024. The complaints were about other learners causing disruption in the classroom, teaching, and staff conduct.</p> <p>Critical incident management Whitecliffe experienced one critical incident in 2023. The affected parties received appropriate support, and a confidential critical incident report was filed. Learners present during the incident were offered counselling support. Based on feedback, there is a recommendation to develop a specific critical incident policy or a dedicated section within the existing Health & Safety policy. No critical incidents have been recorded to date in 2024.</p>
--	--	---

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments IMPLEMENTED</p>	<p>Whitecliffe creates and maintains inclusive and safe learning environments across all programmes.</p> <p>The development and maintenance of safe, accessible digital and physical learning environments is a key investment focus for Whitecliffe and presents opportunities for growth in various areas. The provision of physical learning environments that are configured to suit learning needs, and accessible digital learning platforms help to reduce barriers to success.</p> <p>The improvement of participation and performance of Māori and Pasifika learners, ensuring equitable outcomes and fostering a more inclusive environment is a high priority</p>	<p>Safe and inclusive environments</p> <p>Programme orientations and inductions are the first step to achieving inclusivity by welcoming new and returning learners with a mihi whakatau. Learners and faculty are acknowledged as part of the same whānau, and emphasis is placed on the learning journey being a partnership between the two in which all learners are at the centre. Our values and collective goals are explained, and the forging of relationships commences through the sharing of kai.</p> <p>Integrating learner needs, identities, languages, and cultures is essential. We incorporate learners’ cultural identities into key aspects of curriculum development and support across all programmes and schools. Additionally, we were accredited the Rainbow tick in 2023.</p> <p>Targeted outreach events such as Youth Enterprise activations and community events aim to raise awareness and participation among Māori and Pasifika youth. Collaborations with iwi and Pasifika groups have strengthened cultural relevance and support networks. We offer scholarships for Māori and Pasifika learners to reduce financial barriers to enrolment and participation. The involvement of Pasifika and Māori staff in leadership initiatives enhances representation and support for learner engagement and outreach. Additionally, Whitecliffe is working to expand regional provision, focusing on pilots in</p>

		<p>Manukau and Hawera. Regional events such as the Far North Roadshow and whanau evenings are designed to increase participation.</p> <p>Participation and engagement in these events are tracked through event sign-ups and attendance records. The Admissions Team follows up after events to gather both formal and informal feedback from learners and stakeholders.</p> <p>Safe and accessible physical and digital environments We will continue to invest in developing our Learning Management System (LMS) and use tools like DesignPLUS to enhance its functionality. Our key focus areas include improving accessibility for all learners - including those with disabilities; ensuring mobile-responsive design so learners can access materials on various devices without compromising quality; enhancing multimedia integration; and integrating analytics. Our objective is to strengthen the platform's look and feel while reducing barriers to learning for Māori, Pasifika, and disabled learners. We aim to achieve a 10% improvement in learner satisfaction with the digital learning environment in 2025.</p> <p>The online Student Hub allows learners to access essential information, resources, and guidelines. It includes the Code of Practice, student feedback forms, pastoral care, international support, careers and employment resources, complaint registration, policies and procedures, the Student Handbook and Microsoft Office 365.</p> <p>Qualified technicians are readily accessible to learners in schools where specific technical processes and/or</p>
--	--	--

		<p>machinery are used, such as photographic darkrooms, lighting studios and workshops. They conduct safety and induction sessions for all technical equipment and processes before learners can access or use them.</p> <p>There are ongoing reviews of physical and digital learning environments which leads to changes that are intended to enhance the learner experience. Data collated from EPIs, learner satisfaction surveys, learner voice, Microsoft Office 365 accounts and Canvas analytics informs decisions.</p> <p>Space and learning environment configuration limitations and resourcing issues are encountered at times. Faculty and staff work to mitigate the potential impacts on learners.</p> <p>Student Voice Group and feedback from learner satisfaction surveys has provided suggestions and feedback regarding the look, design and practicality of our digital and physical learning environments and this feedback is factored into decisions, provision, and configuration.</p>
<p>Outcome 4: Learners are safe and well WELL IMPLEMENTED</p>	<p>Whitecliffe has effective strategies and robust practices to ensure our learners are safe and well.</p> <p>Pastoral Care Whitecliffe provides dedicated pastoral support, provided by the Pastoral Care Consultant and Campus Managers across all campuses, offering both individual meetings and group advice and support through talks and seminars on safety and wellbeing. This support addresses a wide range of issues, including personal, family, financial concerns, physical and mental health, stress, anxiety, disabilities, learning difficulties, and other barriers to learning progression and success.</p>	<p>Key information is collected from learners with disabilities during enrolment to provide tailored support, including assistive technologies and specialised counselling, ensuring equitable assistance for learners with disabilities. This is managed through our Admissions and International Teams. Many programmes have an interview process that allows for further discussion in advance. These issues are noted, confidentially, in attendance rolls.</p> <p>Pastoral Care and related services The significant role of the Pastoral Care Team was highlighted and endorsed in the Whitecliffe 2021 EER: <i>“The pastoral care team is well-informed about the Codes</i></p>

		<p><i>and their requirements, and this knowledge is being passed on to other staff members. There is evidence of comprehensive monitoring and reporting on the support given to learners, including analysis of data per campus and per school. There is a good understanding of issues affecting international learners and how Whitecliffe addresses them.”</i></p> <p>Learners have access to ClearHead, which is an online mental health platform that enables learners to record and monitor their mental health. It offers access to an AI chatbot for initial support and guidance, as well as a network of over 100 specialist counsellors with diverse cultural and language skills. Learners can participate in monthly wellbeing webinars led by qualified professionals and are entitled to up to three sessions with a counsellor of their choice, with additional sessions considered on a case-by-case basis.</p> <p>The School of Creative Arts Therapy has run learner wellbeing sessions, and these will resume in 2025. Sessions involve a Creative Arts Therapist-trainee guiding participants in using various creative mediums to explore their well-being. Unlike traditional art-making, creative arts therapy focuses on the processes of creating and meaning-making. The use of visual arts, movement, creative writing, and sound enhance participants well-being. This process may help individuals create calming spaces, allow for rest and recovery from everyday stresses, or promote clarity and connection with different aspects of their lives that they may wish to integrate into their daily routines.</p>
--	--	--

		<p>Responsive interventions</p> <p>Attendance and engagement tracking allows for early intervention when needed, as issues in these areas often indicate well-being or safety concerns. Learners are informed about, and have access to clear academic and pastoral support networks and individual learning plans are tailored to meet each learner's specific needs and circumstances as required. There is an expansion of mental health support and staff training in mental health awareness to further assist with holistic learner wellbeing.</p> <p>The proactive monitoring of wellbeing and safety practices as well as individual learner needs is overseen by the Pastoral Care team with insights gathered via ClearHead data, Pastoral Care team meetings minutes, Pastoral Care reports and from the updated learner concerns and complaints register. Lecturers, programme leaders, Heads of School and the Learner Success Lead also maintain data regarding learner support, safety and wellbeing needs. These are considered when developing individual learning plans for learners that are struggling, or who are facing academic and/or personal challenges.</p> <p>There is a broader Whitecliffe initiative focused on food and food poverty. This includes free basic food available at reception every day and quarterly communal lunch events to provide meals and foster community. Learners also have access to a kitchen area with essential commodities like tea, coffee, and milk.</p> <p>Provision of information to learners</p> <p>Learners are provided with information regarding their mental and physical health via ClearHead monthly</p>
--	--	---

		webinars, Pastoral Care updates on Student Hub, events, talks, notifications posters and by actively seeking advice from the Pastoral Care Consultant or other members of staff.
--	--	--

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
<p>Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners IMPLEMENTED</p>	<p>The distinct wellbeing and safety needs of our international learners are supported through a range of responsive and dedicated academic and pastoral support services and mechanisms and the voice, opinions and feedback from our international learners is heard and valued.</p> <p>The online Student Hub has a dedicated international learner page which contains information and resources to support international learners whilst studying.</p>	<p>Wellbeing and support services</p> <p>A dedicated International team provides learners with specific information and resources to assist with all aspects of studying at Whitcliffe, from admission to enrolment and throughout their educational journey. The International Business Consultant not only assists with, and ensures immigration compliance, but works closely with relevant academic and pastoral teams to monitor academic progress and personal wellbeing and safety.</p> <p>Attendance and engagement tracking, monitoring, and reporting ensure timely interventions when issues arise to offer targeted, wrap-around support.</p> <p>The Pastoral Care team offers on-campus support to international learners and facilitates referrals to external counselling and therapy services, including practitioners from diverse ethnic backgrounds and who speak the learners' first languages. Regular follow-ups and welfare checks, conducted both in person and by phone, provide an additional layer of support, ensuring international learners are well-supported and enabling the proactive identification</p>

		<p>of any potential issues. In 2023 there were 76 instances where Pastoral Care was sought by international learners and 2 instances where external counselling was accessed. In 2024 to date, the number is 87 and 1 respectively.</p> <p>Targeted international learner events such as in-person talks and presentations from the NZ Police and Water Safe are facilitated by the Pastoral Care team. Additionally, Whitecliffe collaborates with Counties Manukau to plan cultural activities and initiatives on campus.</p> <p>In addition to the standard programme orientations, dedicated sessions are held specifically for international learners to provide tailored information and advice. Learners who experience delays in starting due to visa issues are given personalised orientations to ensure they are brought up to speed and do not fall behind.</p> <p>Student voice representation and feedback International learners are represented in Student Voice Groups at the Symonds Street, Wellington, and Christchurch campuses. Feedback from learners is also gathered through Programme Leaders and Heads of School.</p> <p>The Pastoral Care team collects informal feedback from learners during their meetings, and any actions arising from this feedback is documented in the Pastoral Care tracker.</p>
<p>Outcome 9: Prospective international tertiary learners are well informed WELL IMPLEMENTED</p>	<p>Whitecliffe provides prospective international learners with clear, accurate and timely information on all aspects of their studies and regulatory obligations.</p>	<p>Provision of information to international learners The Marketing, International and Admissions teams collaborate closely to ensure that relevant programme details and other essential information are readily available to learners and their families.</p>

	<p>Managing and monitoring agents Whitecliffe maintains strong practices for managing and monitoring agents to ensure the accurate dissemination of</p>	<p>Whitecliffe provides clear and coherent marketing and promotional materials, accessible to international learners via our website. This includes detailed programme information, fees, and entry requirements, as well as a downloadable prospectus and links to immigration resources. An International Student page offers information on New Zealand, campus locations, language requirements, and work opportunities.</p> <p>The website also features a live chat option for direct communication with the Admissions team and the International team responds to queries and provides follow-up information through platforms such as WhatsApp, email, and formal letters.</p> <p>The International Team engages individually with nearly all applicants, many of whom participate in interviews with school or programme staff and applicants are required to submit a statement of intent as part of the application process. This helps to ensure the alignment of learner study expectations with the specifics of the programmes they are applying to enrol into.</p> <p>Agents are equipped with a range of collateral and receive comprehensive training, including programme-specific flyers, an eight-page international brochure and a presentation on New Zealand and Whitecliffe's offerings, as well as photos and videos.</p> <p>Managing and monitoring agents The practices employed to manage and monitor agents include regular communication with agents, and the provision of comprehensive training to equip them with</p>
--	--	---

	<p>programme information, details about living and studying in New Zealand, and assistance with visa applications.</p> <p>The International Team provides learners and agents with accurate and timely information and resources, as well as assistance with the admissions and enrolment processes.</p> <p>Learner Voice Learner voice feedback is regularly used to assist in the review and update of our marketing and promotional material to ensure it appropriate and reflective of learner needs and requirements.</p>	<p>necessary knowledge, ensuring they are well-informed and engaged. Contracts outlining terms and conditions are established with each agent to formalise expectations. The International team closely monitors agent performance, particularly the ratio of offers to visa successes - a high number of declines may lead to contract termination. Additionally, overseas travel campaigns are organised to support agents in their recruitment efforts.</p> <p>Agents are kept informed about graduate profiles to ensure they can effectively communicate this information to prospective learners.</p> <p>Learner Voice insights The International team supports learners during their onboarding process and throughout their time living in New Zealand, allowing for real-time learner feedback. The Student Satisfaction Survey features questions specifically designed to assess the international learner experience.</p> <p>Pastoral Care staff hold monthly catch-ups with learners and the International team across New Zealand to foster communication and address any concerns.</p> <p>Reports from the well-being partner ClearHead further contribute to understanding and enhancing learner satisfaction.</p> <p>This close support and communication enables learners to provide direct feedback to the Admissions and International teams.</p>

<p>Outcome 10: Offer, enrolment, contracts, insurance and visa WELL IMPLEMENTED</p>	<p>We employ a range of practices to ensure that the educational instruction offered to international tertiary learners is appropriate for their expectations. Our current practices effectively enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to committing.</p>	<p>The programme entry requirements are established to ensure that learners meet the necessary criteria for admission and language requirements align with New Zealand Qualifications Authority (NZQA) standards.</p> <p>Admissions and enrolment policies and procedures are clearly defined to mitigate the potential for misunderstanding.</p> <p>The INZ Visa View account allows for the verification of student visas and the checking of visa conditions directly from the Immigration New Zealand (INZ) visa database. The Admissions, Registry, and International teams have implemented systems and processes to ensure that international learners possess the correct documentation and permissions required to begin and maintain their studies at Whitecliffe and student records in the Student Management System (SMS) are regularly maintained and monitored.</p> <p>Members of the International team maintain close relationships with international recruiters and agents, and they provide training related to studying in New Zealand, the offerings at Whitecliffe, and specific programme details.</p> <p>Our current practices ensure international tertiary learners receive comprehensive information before entering into a contract. We provide marketing materials that clearly outline programme details, expected outcomes, and job opportunities. This ensures that prospective learners have access to the necessary information to make informed decisions about their education and career paths.</p>
--	---	---

		<p>The information provided regarding course requirements, visa processes, and English proficiency standards are accurate.</p> <p>All contracts are reviewed by registry and agents receive a copy of the contract, ensuring that they have the necessary information to guide prospective learners. Additionally, members of the International team maintain close relationships with international recruiters and agents, providing them with comprehensive training about studying in New Zealand, the offerings at Whitecliffe, and the specific programmes available. This approach ensures that learners receive accurate and detailed information throughout the enrolment process.</p> <p>Legal requirements</p> <p>The International Team arranges insurance in accordance with visa requirements. Furthermore, all documents are thoroughly checked for validity prior to the commencement of classes.</p> <p>The International Business Consultant reviews the documentation of every applicant to ensure compliance with the necessary requirements. Additionally, the INZ Visa View account facilitates the verification of student visas and the checking of visa conditions directly from the Immigration New Zealand (INZ) visa database.</p> <p>Our current practices effectively ensure that the fees of our international learners are protected, and our refund policies are fair and reasonable. Public Trust is responsible for safeguarding the fees.</p>
--	--	---

	<p>Termination of enrolment</p> <p>Our current practices effectively ensure that the termination of enrolments and disciplinary actions adhere to the principles of natural justice. Learners are informed about the Complaints Process and the attendance requirements set by Immigration New Zealand (INZ) during the orientation session. This ensures that learners are aware of their rights and responsibilities, promoting fairness and transparency in the process.</p>	<p>Our established policies and procedures ensure transparency and fairness.</p> <p>Termination of enrolment</p> <p>The following policies and procedures are adhered to: the Academic Integrity and Academic Misconduct Policy, the Student Code of Conduct and Discipline Policy, and the Student Concerns and Complaints Policy.</p> <p>Additionally, the Pastoral Care team is involved in disciplinary or termination of enrolment meetings to ensure that learners are provided with the relevant support throughout the process.</p>
<p>Outcome 11: International learners receive appropriate orientations, information and advice WELL IMPLEMENTED</p>	<p>We effectively ensure that our orientation programmes and ongoing support for international tertiary learners promote their achievement, well-being, and safety through a comprehensive approach.</p>	<p>Orientation</p> <p>The International Team works closely with learners, agents, Admissions, Registry, Heads of School and faculty to ensure orientation events and presentations are tailored for international learners.</p> <p>Orientation events and presentations specifically designed for international learners are conducted by the International team, Campus Managers and Pastoral Care staff. These orientation events cover essential topics such as ethnic and cultural well-being, the medical and transport systems in New Zealand, emergency contact numbers, vehicle insurance, and immigration information. Additionally, learners are given a 24/7 contact number for Whitecliffe Pastoral Care to ensure they have access to support at any time.</p> <p>Support Services</p> <p>Ongoing advice is provided through monthly tailored support sessions that address important topics including</p>

		<p>safety (in collaboration with New Zealand Police), water safety, ethnic social service organisations, driving in New Zealand, and updates on insurance and visa matters. Throughout their studies, learners also receive regular presentations, events, and documentation to support their needs.</p> <p>For those who miss the orientation, individual meetings are arranged with Pastoral Care and Programme Leaders. Our robust processes for recording, monitoring, and reporting attendance and engagement further ensure that we can identify learners who may be experiencing academic or pastoral issues early on, allowing for timely intervention and support.</p> <p>Additionally, a dedicated page on the Student Hub is regularly updated with important information, including immigration updates, scams, and issues related to migrant exploitation, ensuring that learners have access to relevant resources and support.</p> <p>Informal feedback from learners is collected, and with their consent, the information is shared with the relevant teams; however, most learners prefer to remain anonymous. Actions resulting from this feedback are documented in the Pastoral Care Tracker, which is accessible only to Pastoral Care staff.</p> <p>International learners provide feedback through surveys and scheduled international meetings. The Student Satisfaction Survey specifically includes questions about their orientation experiences.</p>
--	--	---

		<p>Our current practices align effectively with our organisational goals and strategic plans for learner well-being and safety. The International Team collaborates closely with Admissions, Registry, Pastoral Care, Operations, and academic leaders to monitor international learners' progress, ensuring their safety and appropriate supervision.</p> <p>Attendance records are regularly maintained and reviewed, allowing us to follow up on any absences or instances of poor performance. Additionally, we schedule special events specifically designed to support international learners, further reinforcing our commitment to their well-being and safety.</p>
<p>Outcome 12: Safety and appropriate supervision of international tertiary learners WELL IMPLEMENTED</p>	<p>Whitecliffe has robust guidelines to support under-18 international learners.</p>	<p>The Pastoral Care team has periodic meetings with under-18 international learners to ensure their wellbeing both academic and pastoral. Notes from these meetings are documented and any concerns are communicated to the parent or designated caregiver. Academic and attendance reports are also forwarded to them.</p>

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Develop and implement an integrated wellbeing framework that spans across schools and services at Whitecliffe.	Learner Success Lead (LSL), Pastoral Care (PC), Heads of School (HoS), Roopu	2025	Monitor against Learner Success Plan (LSL) and Disability Action Plan (DAP)	Learner awareness of interconnected systems and services. Cohesion and clarity of process and procedures at all levels of organisation. EPI data.
	Increase the visibility and accessibility of learner support services.	LSL, PC, HoS, Roopu	2025 - Ongoing	Monitor against Learner Success Plan.	All learners are comprehensively informed of available support services.
	Develop a 'Welcome to Whitecliffe' Canvas page. Provide learners with immediate access to essential academic, pastoral, wellbeing, and safety information upon enrolment, streamlining the provision of key information.	Canvas Team (CT), Teaching & Learning Team (T&L), faculty onboarding specialists	Feb, 2025	CT to oversee development and implementation.	All learners have access to W2W course upon enrolment.
	Improve real-time data systems to provide actionable insights into learner behaviours and outcomes, strengthening our proactive support strategies.	Quality Assurance (QA), PC, LSL	Ongoing	QA to monitor and provide insights.	Targeted interventions leading to improved EPIs.
Outcome 2: Learner voice	Develop a formal learner voice framework at the school and programme levels to ensure	HoS, PL, LSL	Term 2, 2025	LSL to liaise with schools to monitor development.	Active school-level learner voice groups.

	consistency and robustness in feedback across programmes. Learner insights and feedback will be integrated into the campus-level Student Voice Group.				
	Organise an annual, inter-school Māori and Pasifika exhibition to showcase the work and creativity of these learners. Initially held on campus, the exhibition may expand to off-site locations within Māori and Pasifika communities.	LSL, faculty, PL	Sem2, 2025	Māori and Pasifika faculty to lead and provide progress updates.	Successful exhibition on campus, leading to planning for off-site exhibition.
	Review the provision of Māori and Pasifika pastoral support role to provide non-academic assistance.	CEO, CAO, Roopu	2025	Roopu to lead review.	Needs analysis report.
	Continuous improvement of feedback mechanisms. Using learner and faculty input to make adjustments to support services and programmes, ensuring responsiveness to changing needs. Maintain and grow engagement with learner voice groups to foster active dialogue with representatives, helping to refine and optimise educational offerings.	QA, T&L, LSL	Ongoing	LSL to monitor implementation against LSP.	Streamlined feedback mechanisms implemented.

	Explore a multi-channel communication approach including email, video recordings, and in-person communication, along with a "You Said, We Did" initiative to demonstrate our responsiveness to learner needs / support.	QA, LSL, HoS, PL	Sem1, 2025	All school development and monitoring of implementation required to gauge most effective modes of communication.	Improved communication networks and learner satisfaction.
--	---	------------------	------------	--	---

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Explore enhanced use of LMS analytics, such as integrating DesignPLUS with Canvas for stronger analytics capabilities.	CT, T&L	2025-Ongoing	CT to monitor.	Improved LMS functionalities.
	Work with Iwi, Hapu and Marae to provide Rongoā Māori, holistic and cultural healing practices that benefit Māori as an alternative including class visits to Marae.	Campus Managers, HoS, Roopu	Ongoing	Campus Managers to report outcomes.	Improved cultural awareness and integration.
	Investigate strategies for strengthening communication with learners and their families by regularly seeking their feedback on their experiences of the school culture.	Admissions, Careers Development Specialist (CDS)	Feb, 2025	Admissions and CDS to monitor.	Improved communication with learners and increase in positive learner experience / satisfaction.

	Actively engage the Student Voice Group in the planning, implementation, and review of wellbeing initiatives.	PC, LSL	Mar, 2025	Ongoing review following the implementation of initiatives.	Increased learner participation in wellbeing initiatives.
	Develop Māori and Pasifika publications and collateral for school outreach and engagement, alongside cultural competency training for outreach staff.	Admissions, Marketing	2025	Admissions to develop and distribute to high-schools.	Greater programme and service awareness amongst prospective Māori and Pasifika learners.
	Enhance the quality and use of engagement and admissions data to identify and address specific barriers to access.	Admissions	2025 - ongoing	Admissions to provide reports.	Reduction in barriers to access and participation.
	Enhance campus access and facilities for learners with disabilities.	Campus Managers, Finance, CEO	2025 - ongoing	Promptly address issues as they are identified and provide regular progress updates regarding improvement and implementation.	Improved access and facilities. Learner feedback. Learner satisfaction.
	Improve learner support for learners with disabilities, neurodivergence, and learning difficulties. The implementation of Intelligent Insights (Canvas data 2) will provide comprehensive data on user activities within Canvas. Utilise conversational interfaces using AI prompts to retrieve information and visuals such as dashboards.	CT, T&L	2025	CT and T&L to research, develop, implement, and report on outcomes.	Enhanced learner satisfaction with physical and digital environments.

	Investigate providing a dedicated, well equipped inter-school learner common room at the Symonds St campus. This needs to be accessible to all and separate to (or able to be temporarily closed off from) academic areas.	CEO, Finance, LSL	2025	LSL to seek input from learner voice and faculty on needs. LSL monitor investigation.	Learner common room at Symonds St that meets learner needs.
	Increase the capacity for on campus counselling to meet the growing demand for specialised support services, as an increasing number of learners require assistance with various mental health issues and learning challenges.	CEO, CAO, PC	2025 - ongoing	PC to provide recommendations, monitor and report on any outcomes.	Increased counselling capacity.
Outcome 4: Learners are safe and well	Improved monitoring of learner feedback and learner exit data to drive responsive improvements.	QA, LSL	2025	QA and LSL to provide insights to relevant staff / teams to enable improvements.	Continued development and reflection on safety and wellbeing practices.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Review the provision of International Pastoral Support with a focus on understanding the challenges related to supporting learner cultural integration and	CEO, CAO, PC	2025	PC to drive review and provide implementation monitoring.	Increased cultural awareness.

	other support ongoing needs.				
	Implement professional development for staff focused on cultural intelligence and awareness.	PC	Term 2, 2025	PC to investigate PD and monitor participation.	Increased cultural awareness.
	Develop a monthly e-newsletter for international learners	PC, Marketing	Term 2, 2025	Marketing to monitor.	Newsletter circulated.
	Strengthen partnerships with ethnic, cultural, and social agencies.	PC, Campus Managers	Term 1, 2025	Campus Managers to forge partnerships.	Increased connectivity.
	Promote understanding of various cultural holidays and festivals to avoid scheduling assessments during fasting periods, such as Ramadan, especially for programs with a high percentage of Muslim learners.	PC, International Team (Intl Team), HoS, PL	Term 1, 2025	PC to drive initiatives and awareness campaign. HoS, PL to review scheduling.	Increased cultural awareness. Responsive scheduling.
	Evaluate the need to provide a prayer room at certain campuses.	PC, CEO, Finance	2025	PC to investigate and monitor progress.	Enhanced student wellbeing and tolerance.
	Proactively engage international learners in building a vibrant learner community by enhancing feedback channels, potentially	LSL, PC, Intl Team	Term 2, 2025	LSL to drive the development of International Student Voice group with HoS and PL.	International Student Voice group established.

	through an International Student Voice initiative.				
	Provision of additional resources on website for international learners.	Marketing, PC, Intl Team	2025	Marketing to liaise with International Team regarding implementation.	Additional resources added to website.
Outcome 9: Prospective international tertiary learners are well informed	Conduct another review of existing collateral to ensure it uses plain language.	Marketing, Intl Team	2025	Marketing to liaise with International Team regarding implementation.	Completion of review.
	Define delivery modes in offers of place. Clarify entry requirements, particularly, New Zealand school qualification equivalents in key markets.	Intl Team, Admissions, QA, HoS, Marketing	Sem2, 2025	Develop and implement centralised repository and notification system for relevant teams to ensure information is current and accurate.	Accuracy of information across all programmes.
	Provide more proactive support for agents who provide several learners such as combined sessions.	Intl recruitment team, Intl Business Consultant	2025	Application and documentation from agents to be reviewed by IBC.	Accuracy of documentation received from agents.
	Implement an agent performance survey as part of the Student Satisfaction Survey.	Intl Team	2025	QA to add to learner surveys.	Increased learner voice feedback regarding agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	To ensure accuracy, regular updates to policies and communication materials should be	HoS, Intl Team, International Business	Feb, 2025	Continued monitoring and review by IBC.	Continue to maintain current information.

	made based on the latest regulatory changes by HoS	Consultant (IBC)			
Outcome 11: International learners receive appropriate orientations, information and advice	Revise Student Handbook to include more and specific information and advice for international learners e.g. bank accounts.	QA, Intl Team, PC	Feb, 2025	Review of current handbook and update as required. QA to monitor progress.	Updated and accurate information contained in handbook.
Outcome 12: Safety and appropriate supervision of international tertiary learners	n/a	n/a	n/a	n/a	n/a

