The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 – Whitecliffe College Annual Self-Review Report - 2023

TEO information

TEO Name	Whitecliffe College			MoE number	8509	
Code contact	Name	Jacquie Phipps		Job title	Student Experience & Research Manager	
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Current enrolments	Domestic learners	Total # 1181		18 y/o or older	1091	
				Under 18 y/o	90	
	International learners	Total # 160		18 y/o or older	160	
				Under 18 y/o	0	
Report author(s)	Jacquie Phipps					

Stage of implementation for each outcome

The stage of implementation that most reflects Whitecliffe'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
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	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)
Outcome 1: A learner wellbeing and safety system	**Well Implemented** Whitecliffe has an established and effective learner well-being and safety system. We are an E(PCTIL)COP (Code) signatory. The Code is prioritised and features prominently on the Staff and Student intranet. Our whole-of-provider commitment to student-centred practices, student safety, well-being and support, is prioritised in all key strategic documents including the Investment Plan, Learner Success Plan, and Teaching & Learning Strategy, Digital Education Strategy, and programme documents, and in policies and procedures. In 2023 a Student Engagement Plan that aligns with these documents has been developed to provide action implementation and tracking. Whitecliffe values reflect the importance of the success and well-being of everyone in the organisation. Students are key stakeholders, and they are consulted as part of external reviews, programme monitoring, curriculum, and academic strategic development, and for key initiatives such as the needs analysis for the Learning Management System.	Strong EPIs (Educational Performance Indicators) – strong retention and completion and academic success data evidence the positive impact of student wellbeing and safety at Whitecliffe. Whitecliffe achieves above average sector EPIs in most programmes and courses. A few programmes not performing at this level were formally reviewed and improvements have been identified and implemented. Weekly attendance and engagement reporting was instituted for programmes with EPIs below Whitecliffe targets. Reports include the identification of students with issues affecting their studies that might put them at risk of failure or withdrawing and follow up actions from staff. External evaluation reports and Whitecliffe responses support these statements i.e. EER, degree monitoring, and consistency reviews. "Whitecliffe gives high importance to student support, both academic and pastoral. Domestic and international students all receive the same holistic support. Staff members are fully aware of the Codes of Practice[4] and take seriously their responsibilities as pastoral care providers." - The 2021 Whitecliffe EER report

Whitecliffe provides 24/7 online pastoral care via Clearhead, which offers Therapy, self-help tools, and wellbeing data insights.

Whitecliffe has a Student Experience role in the senior leadership team to initiate, monitor and report specifically on student success, safety, and wellbeing. The Student Experience and Research Manager works closely with the Executive, academic leaders and teaching staff, QA, operations, pastoral care, learning support, and offers direct support to the Student Voice Group. Everyone in the organisation is charged with student care.

Student feedback is consistently of a positive and constructive nature.

EPIs are generally strong. When the feedback identifies opportunities for improvement and/or EPIs fall below targets leaders review and create action plans to address identified issues. Implementation of these plans is tracked and reported to the Executive Team monthly.

The scoping, design and delivery of programmes focusses on student success. It is shaped by the outcomes of consultation with industry and community stakeholders and current students and graduates. Whitecliffe is committed to engaging with and implementing a diverse and innovative range of curriculum and programme design including pedagogies, teaching methodologies and delivery modes to appropriately meet different learning needs and provide leading-edge educational experiences.

Whitecliffe's Code signatory status is evidence of intent, commitment, and accountability.

The Staff and Student Hubs (SharePoint intranet) and CEO memo to students promote and prioritise the Code and its principles.

The Whitecliffe Investment Plan, Learner Success Plan, and Teaching & Learning Strategy and the Policy suite declare goals, objectives, actions and drive and guide implementation at an all-Whitecliffe level. All Whitecliffe documents align with and/or reflect the principles of the Code. Academic leaders and Executive members make regular reports against targets, goals and actions.

Policies and procedures are available to staff and students via the Whitecliffe intranet Staff and Student Hubs.

Student progress is tracked by academic staff and reviewed and reported by academic leaders.

Results and Awards Committees review student success and trends.

Heads and Programme Leaders report monthly on attendance, engagement and students at risk. Programmes or schools with identified retention or completion rates below those targeted are required to report weekly. Good teaching is shared across schools through staff updates to promote new engagement initiatives.

Pastoral Care and Ops team identify, track, review, and report on students at risk, and well-being initiatives. A confidential register of at-risk students is maintained by Pastoral Care staff.

Policies, procedures, services and systems support a student well-being and safety system that ensures:
- Accessible and accurate information for potential and enrolled students
- Effective orientation, induction and onboarding of students
- Student progress and well-being is monitored
- Students at risk are identified and supported
- Student success is celebrated
- Opportunities for student feedback and consultation
- Student and student data privacy is maintained appropriately
- Students are supported into jobs and careers

Whitecliffe has a Māori staff rōpu to support consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.

All-organisation awareness of the Code is strong.

In February 2023 the position of Student Experience Manager was created to provide direct leadership of student support and success.
Improvement Plan 2022: Improve all staff and student awareness of the whole-of-Whitecliffe system by referencing it specifically in inductions and orientations, handbooks and publishing this report.

Job Descriptions address activities and accountabilities in relation to student safety and well-being for: members of the Executive team, the Student Experience & Research Manager, QA Surveys Coordinator, Heads of School, Programme Leaders and Coordinators, Lecturers, Regional Manager, Campus Administrators, Pastoral Care Consultants, Admissions Advisors, and the Careers team.

Staff professional development maintains and improves staff capabilities to support the safety and wellbeing of students:
- Privacy 101 course required of all student-facing staff
- St. John's Mental Health first aid workshops undertaken by many staff
- Tapatoru Professional Development programme (Ako Aotearoa)

The Whitecliffe website promotes and prioritises the Code and meets publication requirements making available organisation and programme information and documents including:
- The Prospectus – detailed entry, programme, delivery and culture information
- The Student Handbook and admissions and enrolment documentation. These clearly present information, resources, regulations and expectations.

Health and Safety policies are implemented, and a register of incidents is maintained, reviewed and reported.

The Pastoral Care team provide on campus support and referrals to services.

2023: A mandatory all staff Code seminar was developed and delivered as part of the 2023 Academic Development Plan (ADP) professional development programme. The Student Engagement Manager (and Whitecliffe Code Administrator) has run 5 sessions with 41 staff members to date across Schools, Teams, and campuses. Further sessions are intended for the remainder of the teams including the senior leadership, continuing in 2024 and beyond. The sessions involve a refresher on the Code's content and discussion about what Whitecliffe is currently doing, and how each team and individual contributes to our support of positive student experiences and success, and the Code objectives. These discussions have provided excellent consultation opportunities on what's going well and what could be improved. These discussions are reflected in this 2023 self-review report.

Improvement opportunity identified: establish an all-Whitecliffe system for completing the students feedback loop.
A newsletter project is underway.

Improvement opportunity identified: to raise student awareness of the Code. While the Code is prominent on the Student Hub intranet and included in the Student Handbook, and mentioned in preliminary information material, anecdotal feedback during student group meetings and conversations suggest that some students remain unaware of or unfamiliar with the Code.

Clearhead provides 24-7 online Whitecliffe-wide access to mental health and well-being support for all students.
The PC Team and Clearhead review data quarterly and provide regular anonymised reports to the Academic Board and the Executive.
24-hour emergency contacts are identified.
"The pastoral care team is well-informed about the Codes 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 students, including analysis of data per campus and per school. There is a good understanding of issues affecting international students and how Whitecliffe addresses them."
- The 2021 Whitecliffe EER report

The swift and successful implementation of Covid-19 policies and procedures following Government regulations and guidelines. There were no major outbreaks amongst students or staff and teaching and support continued throughout the lockdown and traffic light restrictions.
An NZQA commended Alternative Delivery Plan and remote student support initiatives were successfully implemented.
A Covid-19 Survey of students was conducted in May 2020 asking our students about their experience studying at Whitecliffe during the COVID-19 lockdown and the period leading up to the resumption of campus-based learning and teaching. 243 students completed the survey.
Students thought support from pastoral care and online teaching went well although they struggled to feel connected to the College.

The Student Satisfaction Survey is conducted twice a year and invites new and returning students' feedback on their

		admissions, enrolment, orientations and early student experiences at Whitecliffe. Results are reported to and reviewed by Quality Assurance, Heads of School, Admissions and pastoral care. The 2023 Student Satisfaction Survey results show most respondents are generally positive about their experiences at Whitecliffe. Student Appeals and Complaints policy and guidelines are in place, and students are offered several avenues and forums for raising issues. Few formal complaints are made. Nearly all student concerns and issues are resolved at School level. Complaints are recorded in the Complaints Register that tracks their progress, actions and resolution.
Outcome 2: Learner voice	**Implemented:** Whitecliffe has effective strategies, policies and processes to hear and continue to grow the student voice. Student-centred Teaching & Learning strategy, pedagogies, and learning design support student engagement and ownership of their learning. In 2023 IT graduates were included in co-creation events during the design of seven new IT Micro-credentials. Feedback forums are available and active including Surveys (Student Satisfaction Survey, Course Evaluation surveys, Exit Surveys, Graduate Surveys), and online via the Student Hub.	QA-Surveys run: Student Satisfaction Survey, Course Evaluation surveys, Exit Surveys, Graduate Surveys. The Student Satisfaction Survey is conducted twice a year and invites new and returning students' feedback on their admissions, enrolment, orientations and early student experiences at Whitecliffe. Results are reported to and reviewed by Heads of School, Admissions, Pastoral Care and the Executive to inform regular reports and action plans. Student Appeals and Complaints policy and guidelines are available, and students are offered several avenues and forums for raising issues: approaching staff, emails and letters, the online form on the Student Hub. Few formal complaints are made. Nearly all student concerns and issues are resolved at School level. Complaints are recorded in the Complaints Register.

A review of Surveys was undertaken by QA in 2023. Questionnaires for Course evaluations, and the Student Satisfaction Survey were revised.

A formal Student Voice Group has been established and is working to become effective as a collegial, communication and consultation forum.
In 2023 we have successfully tried another approach informed by Student Voice feedback. Students favoured the forming of groups on each Campus. The Campus Manager in Pōneke Wellington is formally trialling a campus group. A group has also been active in Christchurch. Groups for Symonds Street Auckland and Manukau are planned for 2024. Fostering local groups will prompt more buy in to the Whitecliffe-wide SVG and provide opportunities for student engagement, and the development of campus and student life

Te Moana Nui is an informal student and alumni-led group of Māori and Pasifika students and past graduates of Fine Arts programmes (BFA, Hons, and MFA) interested in supporting each other and Whitecliffe. We are in discussion with a graduate member who has been doing some contract teaching with us, to take on a Māori advisory role at Whitecliffe in 2024.

Fine Arts Lecturer Matt Dowman facilitates a group of Māori and Pasifika students in Fine Arts to provide a

Student feedback direct to the teaching staff is received and noted in wrap-up and debriefing sessions – especially at postgraduate level. Heads and Programme Leaders report back to students in the next session on actions and improvements.

APERs (Annual Programme Reports) - Heads of School and Programme Leaders present analysis of and actions based on student feedback in their annual reports. HoS share the feedback and outcomes with students.

The Student Voice Group - a nominated student group provides a forum for organisation-wide student-led initiatives, feedback, discussion, and consultation. The Group has been in place for over 2 years and has consulted on the Teaching and Learning Strategy 2019-2023, and Whitecliffe Professional Teaching Practice Standards, and the LMS needs analysis, and they approved the student careers and pastoral care levy.
The campus groups in Pōneke Wellington, and Otautahi Christchurch have met, facilitated by the Campus Managers.

The Marketing Team receive testimonials from current students and graduates to share on the website, social media, in the monthly newsletter, in the annual prospectus, and for other marketing collateral.

forum and support for students. They have a Teams sight and meet during Orientation and ad hoc through the year.

Complaints

Whitecliffe has established complaints policy and procedures available in the Policy Library on the Staff and Student Hubs [Student Concerns and Complaints Policy](#)
The policy offers definitions of concerns, informal and formal complaints and serious formal complaints, and is based on the principles of natural justice.
The Policy and Procedures include a flowchart explaining the processes and a Complaints Form.

Students can raise concerns and make informal complaints at any time in person or in writing with any staff member. The staff member may be able to respond to or resolve the issue or they will refer the student to the appropriate manager, Programme Leader or Head of School to do so. If no resolution is found, the issue will become a formal complaint.

All formal complaints must be made in writing to a manager or Head of School, serious formal complaints go to a member of the Whitecliffe Executive team. All formal complaints received in writing and/or those received via the student hub complaints form are entered in the Complaints Register which is managed by the Student Experience Manager.

Policies were reviewed in 2023

[Student Concerns and Complaints Policy](#)

Concerns and informal complaints usually go directly to lecturers or Campus Managers, whom students see often. Students generally feel most comfortable approaching staff that they know. Discussion with staff suggest that these are often course related and generally quickly resolved with clarifications and conversations. All campus related concerns and complaints are directed to Campus Managers. Campus Managers and Pastoral Care staff meet weekly with their manager to share and resolve any complaints and concerns as necessary.

In 2023 to date Whitecliffe has received 9 complaints in writing and/or via the Complaints form. Eight have been resolved to the satisfaction of the student complainant in a timely manner (within a week to 10 days) the 9th is currently in process.
One related to a building cleaning issue, which was quickly resolved by the Campus Manager and cleaning contractors.
One related to a student misunderstanding of a course information email – again, quickly resolved with a conversation with the Head of School. Another related to a group of students missing on campus interaction during online components of a blended programme. This was resolved by the Programme

Complaints submitted via the complaints form automatically populate the register and trigger an immediate acknowledgement email to the complainant and a notification goes to the Student Experience Manager.

The Student Experience Manager responds with a follow up email within 48 hours, advising the complainant of who the complaint has been referred to (e.g. the appropriate manager or academic leader) and the next steps. These might include a request for further information and/or an invitation to a meeting. Complainants are encouraged to bring a support person to any meetings relating to their complaint. Complainants are always asked about their preferred outcome.

Leader arranging for these students to attend online sessions as a group on campus.

Two complaints related to staff behaviour towards students. One was resolved by a mutual conversation that cleared up a misunderstanding and the other was a matter addressed by Whitecliffe with the staff member concerned.

Three complaints were from students about students. These required interventions by staff to broker outcomes that left all parties feeling safe to continue their studies.

In all instances the staff member charged with the resolution communicated the outcome to the student complainants.

Critical Incidents
The Whitecliffe Health and Safety policy and procedures offers guidance for managing Critical Incidents
Health & Safety Policy
24 hour contact numbers are available to students in the Student Handbook and displayed on Campuses. The contact is usually the Campus or Regional Manager.

In the event of a critical incident the Campus Manager or designee will contact emergency or other services as required.

Whitecliffe experienced one critical incident in 2023. Involved parties were supported appropriately and a confidential Critical Incident Report was filed. Due to the sensitivities and privacy of the student involved, information about the incident was not widely shared. Other students who were present were offered counselling support.

During feedback sessions students expressed concern about a perceived lack of follow up – but were reassured that Whitecliffe followed expert advice approaching the targeted support.

	The Campus or Regional Manager will call together an appropriate response team and inform the CE and senior staff members on Campus.	Recommendation for improvement in 2024 – a specific Critical Incident policy or section of H&S policy relating to Critical Incidents is developed. Health & Safety Policy

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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented Whitecliffe has effective strategies, policies and processes to ensure safe, inclusive, supportive and accessible physical and digital learning environments. Whitecliffe's Teaching and Learning Strategy and Digital Education Strategy set out the principles and plans that support an inclusive learning environment. Whitecliffe's curriculum development is based on the principles of universal instructional design. A broad range of inclusive teaching and learning strategies have been established in alignment with best practice standards outlined in *Kia Ōrite: Achieving Equity – New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments*. The introduction of Canvas LMS ensures pedagogically informed technology, Kaupapa Māori, and other cultural practices that reflect their distinctive identities, pedagogies, students and services. Online teaching and learning capabilities are a focus.	H&S policies, procedures, reports and registers Clearhead availability and Clearhead data reports. Whitecliffe achieved Rainbow Tick accreditation in 2023. Staff and students from all campuses and schools participated in discussions and events including a staff video, Pride Week celebrations and acknowledgements, and the Pride Parade in Auckland. Māori Strategy development is continuing. Staff teams met with a strategy advisor and relationship building continues with local iwi. Te Whatukura (Māori staff rōpu) and Senior academic staff will visit Ōrakei Marae in November 2023 at the invitation of Ngāti Whātua. A Whitecliffe Disability Action Plan is in development. The Academic Development Programme was launched in 2023 with new lecturer and Code of Practice sessions. A number of staff successfully completed Ako Aotearoa's Tapatoru Professional Practice programme. Several staff have taken the Ako Aotearoa Supporting Dyslexic Learners workshop.

Physical campuses - There is lift access to all floors on all campuses– but wheelchair access to bathrooms does not apply on all floors. Students in wheelchairs do not have to leave a building to access a bathroom.

Staff professional development maintains and improves staff capabilities to support safe, inclusive, supportive, and accessible physical and digital learning environments.

The Whitecliffe Library technology infrastructure - the EBSCO Discovery Service (EDS) single search tool, Publication Finder for locating digital publications, and the OpenAthens (OA) authentication system provides single sign-on and has enhanced user experience. Students and staff can from any campus and remotely:

- search all library resources (books, e-books, articles, and more) in one click
- get access to the most accurate and relevant results easily and quickly
- use Single Sign-On (SSO) access to subscribed e-resources on and off-campus
- conduct searches through one interface.

Staff professional development ensures students are supported by teachers and support staff who are well informed, aware, current, and skilled.

Support is also embedded in our courses through course design and development including the development of online

Online learning environments - Whitecliffe-wide LMS development and implementation. All schools and the majority of programmes have moved to Canvas LMS from Teams, and iQualify - one remains on Moodle.

Students and staff attest to the improved access to digital resources and to the Whitecliffe Library collections.

Individual Learning Plans (Study Plans) and Special Assessment Circumstances policy are available to provide flexibility for diverse learner needs and situations including for disabled and neurodiverse learners.

Staff are supported to pursue:
Digital capability training via Canvas and online learning design and delivery training
In-house professional development around student engagement andSt. Johns First Aid and Mental Health and Wellbeing training

	course content, learning activities, online communities of practice.	
Outcome 4: Learners are safe and well	**Implemented** Whitecliffe has effective strategies, policies and processes to ensure learners are safe and well. Students at risk are identified by staff and followed up by teaching staff and/or the Pastoral Care team. The Pastoral Care Team can refer students on to specialist services. Whitecliffe has Health and Safety officers and a H&S Manual. Schools have targeted Health and Safety inductions and written instructions shared during orientations e.g., safety practices in the fashion and jewellery studios, and photo media darkrooms. The Campus Operations and Pastoral Care team meet weekly. Pastoral Care and Campus Operations provide an annual schedule of events online and on campuses to support student engagement, wellbeing and safety. Student and staff feedback continues to note the need for dedicated spaces on the main Auckland city campus for: A "sick bay" - private room for students (or staff) feeling unwell. Quiet spaces for retreat or prayer, and	Published policies, and procedures support the health and safety of students. Campus staff especially the Regional Manager, and campus managers ensure campus operations and buildings are safe. All staff are charged with monitoring health and safety. A Health and Safety register is maintained. There is a low incidence of accidents or issues. Appropriate signage and noticeboards are in place around campuses and information, and resources supporting health and safety are available online. H&S is addressed at student orientations and staff inductions. Pastoral Care and Clearhead data reports provide insight into the wellbeing of students. Minutes of Executive and Academic Board meetings reflect discussion of these reports and wellbeing and safety issues. Student feedback – Student satisfaction Survey responses tell us that the majority of students feel safe and well, and offer specific feedback about possible improvements such as the need for dedicated student spaces in Auckland. The Pastoral Care team provide on campus support and referrals to services.

	Common spaces for relaxation and socialising. Staff with private offices make their space available for students and staff in need of privacy and support.	Clearhead provides 24-7 online Whitecliffe-wide access to mental health and well-being support for all students. The PC Team and Clearhead review data quarterly and provide regular anonymised reports to the Academic Board and the Executive. 24-hour emergency contacts are identified. "The pastoral care team is well-informed about the Codes 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 students, including analysis of data per campus and per school. There is a good understanding of issues affecting international students and how Whitecliffe addresses them." - The 2021 Whitecliffe EER report Pastoral Care and Campus Operations provide an annual schedule of events online and on campuses to support student engagement, wellbeing and safety including in 2023: • Clearhead Webinar: Building Resilience and Positivity • NZ Police Presentations • Student Lunches • Clearhead: Live Yoga Session with Ekta Pathak • New International students morning tea • Study Auckland - Meet & Greet with Yamile Hernandez • Clearhead Webinar - Confronting Sexual Harassment, Bullying and Aggression in the Workplace • Drowning Prevention – Water safety

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)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Implemented Whitecliffe responds effectively to the distinct wellbeing and safety needs of international students. To further respond to these needs – a dedicated page for international students has been created on the Student Hub to provide information and resources to support their time at Whitecliffe, in their city and region, and in New Zealand. Proposed appointment of an International Student Coordinator in 2024 - reflects that growth in international student numbers.	International Team – provide students and agents with accurate and timely information and resources and assist with admissions and enrolment processes. Orientation meetings – international students attend targeted meetings and pastoral care interviews during programme orientations. Pastoral care staff introduce themselves. Pastoral Care –counselling and therapy referrals include practitioners from different ethnic groups and speakers of students' first languages e.g. Mandarin, Cantonese, Hindi, Korean, and Urdu. Student feedback – Student satisfaction Survey responses tell us that the majority of students feel safe and well
Outcome 9: Prospective international tertiary learners are well informed	Implemented Prospective international tertiary learners are well informed by Whitecliffe. International Team – provide students and agents with accurate and timely information and assist with admissions and enrolment processes. The Marketing team work closely with the International team and programme staff to ensure international students are well informed.	The International team cultivate relationships with and offer training about Whitecliffe programmes to agents and keep in close contact with prospective applicants and agents. International team members offer face to face online training and Whitecliffe inductions to agents based in New Zealand and internationally. Local agents are offered tours of campuses. Online individual information sessions are also available to prospective students. The international team can converse in several international student first languages including:

	Following student retention review in 2022, it was identified that information provided in marketing collateral and to agents should be reviewed to ensure the use of plain English and that education jargon such as "blended learning" and "formative assessment" is clearly explained. 2023 response: some language revisions completed. Increased the required acknowledgement of understanding delivery modes from prospective students with a sign off clause. Delivery methods are revisited again during programme leader orientations.	Mandarin, Cantonese, Hindi, Punjabi, Portuguese and Spanish. Programme information sheets include programme structure and delivery details, course information, and employment pathways. Improvement for 2024 – create a formal feedback mechanism e.g. survey for agents. Marketing provides text and documents on the Whitecliffe website including the annual prospectus. This makes programme information, and other useful information easily available to applicants and their families. An International Students page offers information about New Zealand and the campus locations, about language requirements and work opportunities. Live chat with the Admissions and International Team is available.
Outcome 10: Offer, enrolment, contracts, insurance and visa	**Well implemented** The international Team works closely with students, agents, Admissions, Registry and INZ to ensure offer, enrolment, contracts, insurance and visa requirements are met. Get INZ Visa View account – enables verification of student visas and checking of visa conditions directly from the INZ visa database. 2023: Completed in January 2023.	Admissions, Registry, and the International team have systems and processes in place to ensure international students have the correct documentation and permissions to begin and maintain their studies at Whitecliffe. Student records in the SMS are maintained and monitored. The International Business Consultant reviews every international applicant's documentation prior to their departure for New Zealand and again at enrolment and orientation – including verification of visas via the INZ Visa View account.

		International team members maintain close relationships with international recruiters and agents. Training about study in New Zealand, at Whitecliffe , and about Whitecliffe programmes is provided
Outcome 11: International learners receive appropriate orientations, information and advice	Implemented The international Team works closely with students, agents, Admissions, Registry, Pastoral Care, Ops and academic leaders to ensure international students receive appropriate orientations, information and advice. Occasionally international students miss scheduled orientation events due to travel or visa delays. More follow up with those who miss formal orientations was identified as an opportunity for improvement in 2022 and early 2023. Procedures were reviewed in a Lessons Learned session and follow up Orientation events were offered to late arriving students in Semester 2.	The International Team, Campus Administrators and Pastoral Care participate in programme/School orientations offering targeted information to all and especially to international students. International learners offer feedback via surveys, and attending scheduled meetings. The Student Satisfaction Survey asks about orientation experiences. As mentioned above,Pastoral Care and Campus Operations provide an annual schedule of events online and on campuses to support student engagement, wellbeing and safety including in 2023: • Clearhead Webinar: Building Resilience and Positivity • NZ Police Presentations • Student Lunches • Clearhead: Live Yoga Session with Ekta Pathak • New International students morning tea • Study Auckland - Meet & Greet with Yamile Hernandez • Clearhead Webinar - Confronting Sexual Harassment, Bullying and Aggression in the Workplace • Drowning Prevention – Water safety

| Outcome 12:
Safety and appropriate supervision of international tertiary learners | Implemented

The international Team works closely with all directorates and staff to track international student's progress to ensure their safety and appropriate supervision. | The teaching teams, International Team, Pastoral Care and Campus Administrators track and monitor international students.
Attendance records are maintained and reviewed. Absences and poor performance are followed up.

Schools provide monthly attendance and engagement reports to the Student Experience Manager. The International Team and Pastoral Care Coordinators are informed if a international student is flagged as at risk of falling below the required attendance or if their performance is not satisfactory. The International Business Consultant or Pastoral Care Coordinator will contact the student, agent and emergency contacts by email and/or phone if necessary.

Standard follow up concern and warning letters/emails are provided with the attendance policy for use by staff.

Special events are scheduled to support international students (see list above). |

Summary of action plan

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	Update October 2023
Outcome 1: A learner wellbeing and safety system	2022: Improve all staff and student awareness of the whole-of-Whitecliffe system by referencing it specifically in inductions and orientations, handbooks and publishing this report.	Student Experience and Research Manager	01 March 2023	This action plan to be part of regular Code reviews and Pastoral Care and Operations meetings.	% ratings from students and staff in surveys % of complaints satisfactorily resolved within an acceptable timeframe.	Completed. Handbook revised (QA) PC coordinators attend orientations, introduce themselves and services. Complaints register. Academic Development Programme – Code sessions to all teams underway.
	2023: Continue with ADP Code sessions across all staff.	Student Experience and Research Manager	31 Jan 2024	2024 session schedule with remaining Teams in place for start of 2024	Staff feedback % ratings from students and staff in surveys	
	Improve student awareness of the Code via explicit introduction in Orientations	Student Experience and Research Manager	31 Jan 2024	SERM briefing to Programme Leaders as they prepare their orientation presentations	Student feedback % ratings from students and staff in surveys	
	Include Code introduction in new staff inductions.	Student Experience and Research Manager	31 Jan 2024	Work with Dir P&C And include in New Lecturer sessions of ADP	Staff feedback % ratings from students and staff in surveys	

Outcome 2: Learner voice	2022: Grow the effectiveness of the Student Voice Group	Student Experience and Research Manager & Student Voice Steering Group	End of Term/quarter 1 2023 .	This action plan to be part of regular Code reviews and Pastoral Care and Operations and SVSG meetings	SVG Chair appointed and meeting schedule for the year established	2022 SVG members remain in place. Instigating campus-based groups with the support of Campus Managers to build student culture. Wellington and Christchurch in place.
	2023: Establish campus groups in Manukau and Symonds Street Establish Online Student group	Student Experience and Research Manager	End of Term/quarter 1 2024	Campus Managers on Manukau and Akld City Campuses to use Wellington model to set up local groups	Groups established. Student feedback.	
	Improve feedback loop from Student Surveys and consultations via a centralised platform e.g. monthly newsletter	Student Experience and Research Manager	Feb 2024	Programme Leaders Education has formed a working party to plan and launch and maintain this initiative	Newsletter established. Staff and student feedback.	

	Recommendation for improvement in 2024 – a specific Critical Incident policy or section of H&S policy relating to Critical Incidents is developed.	QA & Regional Manager	Feb 2024		Part of Policy suite Shared with stakeholders	

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Update October 2023
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Review the Pastoral Care resources	Regional Manager Head of Teaching, Learning, and Student Experience Head of Teaching, Learning, and Student Experience /Curriculum Project Leader/Deputy CE Academic	Mid-year 2023 Dec 2022	The following have implementation plans and reporting requirements: Student Engagement Plan (formalises and centralises multiple initiatives) Disability Action Plan (in development – internal and external reporting required) T&L Framework Canvas rollout.	% ratings from students and staff in surveys Risk register current. Reduced number of incident/accidents reported.	Recommendation coming from Academic Board for external expert review of PC services to ensure we are continuing to meet high standards of appropriate care. Disability Action Plan underway Student Engagement Plan drafted. Creative Arts Therapy initiative in place.
	Library and Learning Support Review	Student Experience and Research Manager		2-Phase Plan in place. Phase 1 New technology infrastructure		Library Review 2021 – development plan on track. Phase 2 underway.

				Phase 2 Develop digital collections		
	Develop Teaching and Learning Professional Development Programme focussing on digital fluency, responsive cultural support, disability support, learning support, course design and development, and blended and online teaching.	Learning & Teaching Design Lead	Feb 2023	Staff members are asked to identify ADP sessions each year as part of their annual PD Plan.	Staff and student feedback	Academic Development Plan developed and underway. New Lecturer and ECOP sessions have been offered.
Outcome 4: Learners are safe and well	Continue to monitor Pastoral Care provision both on site and online considering staff and student comments				Effective management of any critical incidents. Positive survey results. Pastoral Care and Clearhead quarterly reports.	\Recommendation coming from Academic Board for external expert review of PC services to ensure we are continuing to meet high standards of appropriate care

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

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Create a dedicated International student handbook and/or page for international students on the Student Hub to provide information and resources to support their time at Whitecliffe, in their city and region, and in New Zealand.	International Business Consultant	Feb intakes	Report to Pastoral Care Ops Team in Feb 2023	Handbook and/or Page available and student feedback	2023 response: Dedicated international student page created on Student Hub Sharepoint.
	Ensure Student Hub has all appropriate and up to date info and links and is easy to navigate.	Pastoral Care Coordinator	Ongoing	Completed	Code Annual review Student feedback	2023 action: proposed appointment of an International Student Coordinator -reflects that growth in international student numbers
	Ensure all International Students who miss orientation events are provided with another opportunity within one week of arrival	Programme Leaders	31 Jan 2024	SERM briefing to Programme Leaders as they prepare their orientation presentations	Student feedback % ratings from students and staff in surveys	2023: Late arriving international students were followed up individually or in pairs earlier in the year until Semester 2 when greater numbers were enrolling and visa delays were being experienced. Formal orientations were repeated in weeks 2 and 3 in Quarter 4. As required.

Outcome 9: Prospective international tertiary learners are well informed	Review marketing and programme collateral and Admissions information to ensure it is in Plain English.	Director of Marketing and Communications	Start semester 2 2023		Review complete. Texts in place. Student feedback. Reduced student queries.	2023 response: some language revisions completed. Increased the required acknowledgement of understanding delivery modes from prospective students with a sign off clause Improvement for 2024 – create a formal feedback mechanism e.g. survey for agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Get INZ Visa View account – enables verification of student visas and checking of visa conditions directly from the INZ visa database.	International Business Consultant	16 Dec 2022		Account established and in use. More effective monitoring of visa status.	2023: Completed in January 2023.
Outcome 11: International learners receive appropriate orientations, information and advice	Create a dedicated handbook and/or page for international students on the Student Hub to provide information and resources to support their time at Whitecliffe, in their city and region, and in New Zealand.	International Business Consultant	Feb intakes		Handbook and/or Page available and student feedback	

Outcome 12: Safety and appropriate supervision of international tertiary learners	Create a dedicated handbook and/or page for international students on the Student Hub to provide information and resources to support their time at Whitecliffe, in their city and region, and in New Zealand.	International Business Consultant	Feb intakes		Handbook and/or Page available and student feedback	2023 response: a dedicated page on the Student Hub has been created and maintained.

Appendix 1: Continuum of implementation for the Code

Early stages of implementation Implementation of the Code has not yet started or requires significant work	Developing implementation Implementation of the Code is underway, yet requires further work	Implemented The Code is implemented	Well-implemented The Code is well-implemented
• **No** or **limited** understanding of Code outcomes and requirements across the organisation • **No** or **limited** perspectives sought. Practices to reflect learner voice **non-existent** or **underway** • **No** or **limited** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **No** or **limited** practices in place to monitor against all Code outcomes and requirements • **No** or **limited** reporting processes from self-review	• **Some** understanding of Code outcomes and requirements across the organisation • **Some** perspectives sought, including **adequate** practices, to reflect learner voice • **Some** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Some** practices in place to monitor against all Code outcomes and requirements • **Adequate** reporting processes from self-review	• **Sufficient** understanding of Code outcomes and requirements across the organisation • **Multiple** perspectives sought, including **sound** practices, to reflect student voice • **Good** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Relevant** practices in place to monitor against all Code outcomes and requirements • **Effective** reporting processes from self-review	• **Thorough** understanding of Code outcomes and requirements across the organisation • **Diverse range of multiple** perspectives sought, including **robust** practices, to reflect learner voice • **Full** consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • **Well-established** practices in place to monitor against all Code outcomes and requirements • **Highly effective** reporting processes from self-review