



PRIVATE AND CONFIDENTIAL

2022 Attestation

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

The following report details the annual attestation for 2022 by Talent International Institute relating to its compliance with the new Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The report demonstrates sound compliance and engagement with stakeholders to support our students. The report is provided as part of our obligations as a Code Signatory under s 238F the Education Act 1989.

Talent International Institute Code of Practice Attestation 2022

Part 3

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

(All requirements relate to domestic and international tertiary learners and are signatory requirements where they relate to international tertiary learners)

Documents / procedures

Quality of compliance + Evidence

Changes to procedures/documents

Ways to improve

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

7. **Process 1:** Strategic goals and strategic plans

(1) Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will –

(a) give effect to the outcomes sought and processes required by this code; and

(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.

Website / handbook

Our strategic goals and plans are available on our website and in the student handbook. We believe they allow us to meet these criteria well.

(2) Providers must –

(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and

(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.

(3) Providers must work proactively with learners and stakeholders (and document this work) when –

(a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and

(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).

These points will be covered in our quarterly Safety and Wellbeing meetings. Input from diverse stakeholders will be invited. The agenda for the meeting ensures all the requirements of this section will be met.

The first Safety and Wellbeing meeting was held on the 23rd of September (minutes available). This was a preliminary meeting which familiarized staff with the requirements of the ongoing meetings. The strategic goals and plans will be reviewed in the next meeting (later this year).

Ensure regular (quarterly) Safety and Wellbeing meeting for 2023.

<p>8. Process 2: Self-review of learner wellbeing and safety practices</p>		<p>At the Safety and Wellbeing meeting, relevant staff were made aware of the documents and data related to wellbeing and safety that need to be compiled in advance of future meetings.</p>
<p>(1) Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.</p>	<p>Our learner wellbeing and safety practices:</p> <p>Critical incident and emergency management policy.</p> <p>Health and safety: commitments are responsibilities policy</p> <ul style="list-style-type: none"> • Protection of vulnerable young person policy. • Risk management policy • Resolution of Learner complaints policy • Fire / earthquake action notices distributed in premises • Student handbook (has emergency and services numbers) • TII's concern / conflict resolution process • students at risk register • Health and safety checklist • First Week Survey <p>This asks students for information about their experience in TII and also their accommodation.</p> <p>Learner wellbeing and safety relating to agents Agent survey (in this form, student rate their agent against a variety of criteria. Agent reference check form Agent performance review form</p> <p>Policy: recruitment agents: Management and Monitoring. This details the processes that need to be followed in order to undertake appropriate checks on agents before they are employed and to monitor them while they are representing TII.</p> <p>Learner wellbeing and safety practices relating to accommodation</p>	<p>In addition, a new system for monitoring room safety was implemented and a staff member trained in supporting mental health issues and report back to TII staff. Staff notices have been updated with registered First Aid staff member names and contact details.</p>

	<ul style="list-style-type: none"> Residential caregiver agreements (e.g. homestay, designated caregiver agreement, temporary caregiver) – templates or actual Procedures for and records of monitoring and review of quality of residential care (including records of police-vetting) Templates for or actual written agreements from parents or legal guardians who wish to provide residential care for their child through a designated caregiver Procedures for or actual written records of handover of care for all students at end of enrolment 	
(2) Providers must review their learner wellbeing and safety practices using –		
(a) input from diverse learners and other stakeholders; and		
(b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider’s obligations under current privacy legislation, disaggregated by diverse learner groups.		
(3) Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.	<u>Qualitative and quantitative data:</u> <ul style="list-style-type: none"> First week surveys Students on risk register- discussion among staff members regarding these students and any concerns about other students. Agent reviews Any records relating to accommodation 	
9. Process 3: Publication requirements	Any deficiencies identified in our Wellbeing and Safety meeting will be followed up and recorded.	
Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available)		
(a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and		
(b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and		
(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.	Website / handbook	These are published on the TII website and in the revised student handbook.

10. Process 4: Responsive wellbeing and safety systems	Website / handbook	These are published on the TII website and in the revised student handbook.
(1) Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.		The results of the self-review are published on the TII website and in the revised student handbook.
(2) Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to –		
(a) Te Tiriti o Waitangi; and		Minutes of the Safety and Wellbeing meeting include all attendees / those who have given input to the meeting. Staff have been circulated a number of documents related to Māori Ako principles and support for Pasifika students. We are currently working with your PAC Māori representatives to undertake updated training in Te Tiriti of Waitangi and Akonga support.
(b) the provider's obligations under this code; and	Annual Code of Practice training includes discussion of areas of the treaty relevant to TII	Staff training completed in October 2022. Minutes available
(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	An overview of the Code of Practice and TII's obligations is given at the annual training session.	Code of Practice Training materials are available for review (2022 training completed late October). A number of staff also attended the ITENZ and NZQA online Code Training Workshop
(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and	The annual code of practice training includes the reporting pathways available to staff that have concerns about students. In addition, staff are given training scenarios to learn and explore how to respond to different sorts of concern.	
(e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and	The annual code of practice training includes the reporting pathways available to staff that have concerns about students. In addition, staff are given training scenarios to learn and explore how to respond to different sorts of concern.	
(f) privacy and safe handling of personal information; and	As a part of the annual Code of Practice training, staff are reminded of the contact details of the	
(g) referral pathways (including to local service providers) and escalation procedures; and		

(h) identifying and timely reporting of incidents and concerning behaviours; and	various external support agencies that are listed in the student handbook. These include agencies that can help with all of the listed issues.	Staff member trained in Mental Health support.
(i) wellbeing and safety awareness and promotion topics, including –		
(i) safe health and mental health literacy and support; and		
(ii) suicide and self-harm awareness; and		
(iii) promoting drug and alcohol awareness; and	As a part of the annual Code of Practice training, staff are reminded of the contact details of the various external support agencies that are listed in the student handbook. These include agencies that can help with all of the listed issues. Fire and earthquake action posters are distributed in TII’s buildings.	
(iv) promoting healthy lifestyles for learners.		
(3) Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localised or more widespread), including –		
(a) making these plans readily available to learners when they begin their study; and		
	<p>All students are given emergency contact details for a designated staff member.</p> <p>Health and safety checklist</p> <p>Emergency Management Plan- all staff are required to read and sign that they have read this plan.</p> <p>Any critical incidents / health a safety related issues are noted and kept for our records.</p> <p>Regular fire drills</p> <p>First aid kit available and regularly restocked.</p> <p>Civil defence contacts available.</p>	
(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and	Fire and earthquake action posters are distributed in TII’s buildings.	All listed documents and procedures are available for viewing.
(c) co-ordinating decision-making across the provider when responding to emergencies; and	All students are given emergency contact details for a designated staff member.	No near misses / accidents recorded in 2022

(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and	<p>Health and safety checklist</p> <p>Emergency Management Plan- all staff are required to read and sign that they have read this plan.</p> <p>Any critical incidents / health a safety related issues are noted and kept for our records.</p> <p>Regular fire drills</p> <p>First aid kit available and regularly restocked.</p> <p>Civil defence contacts available.</p>	<p>2x fire drills in 2022 (as of October)- record available.</p>
(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and		
(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –		
(i) engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and		
(ii) the follow-up de-briefing processes to support all learners and relevant staff; and		
(g) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.		

11. Outcome 2: Learner Voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

12. Process 1: Learner voice

Providers must have practices for –

(a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and	<p>When relevant, input or attendance from a wide variety of stakeholders will be invited for the quarterly Safety and Wellbeing meetings.</p> <p>Staff meet and received feedback from students via 6 weekly review sessions</p>	<p>Records of the first Safety and Wellbeing meeting are available.</p> <p>Student evaluations and open text feedback also available,</p>
(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and		
(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and		

(d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and		
(e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.		
13. Process 2: Learner complaints		
Providers must –		
(a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and	<p>Resolution of learner complaints policy- details how learner complaints should be addressed.</p> <p>Assessment policy- details our academic appeals process for learners</p> <p>The student handbook -gives information to students regarding how to deal with concerns / conflicts (e.g. financial, academic, sexual harassment).</p> <p>TII student appeal form – students can use this form to appeal attendance records, termination, intention to terminate, warning letter or results.</p>	<p>Records of any complaints are kept. No formal complaints this year.</p> <p>1 informal complaint addressed well through internal processes</p> <p>The listed policies and procedures are available for view.</p>
(b) inform learners on how the complaint will be handled and how it is progressing; and		
(c) handle complaints in a timely and efficient way, including having practices that –		
(i) are appropriate to the level of complexity or sensitivity of the complaint; and		
(ii) consider the issues from a cultural perspective; and		
(iii) include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and		
(iv) comply with the principles of natural justice; and		
(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for –		
(i) providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and		
(ii) addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and		
(iii) providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and	Students are welcome to involve a support person / group of people if they choose.	
(iv) providing the opportunity for groups of learners to make joint complaints; and		

(e) record complaints; and		
(f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on –		Quarterly Safety and Wellbeing meetings include examination of any complaints made- no official complaints as of October 2022.
(i) the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and		
(ii) learner experience with the complaints process and the outcome of their complaint; and		
(g) promote and publicise complaint and dispute resolution processes available to learners including, but not limited to, the provider’s internal complaints process, the education quality assurance agency complaints process, the code administrator’s complaints process, and the Dispute Resolution Schemes; and	Student handbook	Our complaints process can be viewed in the student handbook and the external complaints process is also posted in student rooms and common areas.
(h) advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider’s internal complaints process or outcome, including –	Student handbook (this includes recourse to external bodies and DRS)	
(i) how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and	Student handbook- external bodies for contractual and financial disputes are listed.	
(ii) how to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code.	Student handbook	Our student handbook includes information about complaints procedures (including contacting NZQA) and gives an overview of TII’s obligations under the code of practice. When NZQA publishes a student summary of the new code of practice (currently in progress), it would be good to put this into our student handbook.

		This should include the contact details for how to make a complaint regarding the code.
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14. Process 3: Compliance with the Dispute Resolution Scheme

<p>(1) Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.</p>	<p>Staff are familiar with the DRS. In addition, the relevant complaint procedures are in the student handbook, the application form and on display in TII's schools.</p>	<p>A number of staff attended the NZQA Code training where DRS updates were provided.</p>
<p>(2) Failure to comply with the relevant Dispute Resolution Scheme rules is a breach of this code and may trigger sanctions by the code administrator.</p>		

Part 4

Wellbeing and safety practices for all tertiary providers

Documents / procedures

Quality of compliance + Evidence

Changes to procedures/documents

Ways to improve

(All requirements relate to domestic and international tertiary learners and are signatory requirements where they relate to international tertiary learners)

Physical and digital learning environments

15. **Outcome 3:** Safe, inclusive, supportive, and accessible physical and digital learning environments

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

16. **Process 1:** Safe and inclusive communities

(1) Providers must have practices for –

(a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and

Annual Code of Practice training includes ways to deal with such instances of abuse.

All listed policies procedures and training materials are available to be viewed.

(b) working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and

Staff are required to report to the Director any serious breach of conduct including sexual harassment, racial discrimination, use or possession of unlawful substances, intoxication, and other unacceptable behaviour

(c) promoting an inclusive culture across the learning environment; and

(d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and

Students are informed in the Student Handbook and in their orientation about inappropriate behaviors

(e) providing all learners with information –

(i) that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and

From resolution of learner complaints policy:
“Consistent with its learner-centred approach and focus on quality TII in investigating and addressing concerns/complaints will not discriminate on the grounds of gender, gender identity, race, ethnicity, sexual orientation, marital status, age, disability, religious or ethical beliefs, or political opinions.”

(ii) about the cultural, spiritual, and community supports available to them; and

(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.

17. **Process 2:** Supporting learner participation and engagement

(1) Providers must provide learners with opportunities to –

(a) actively participate and share their views safely in their learning environment; and

TII maintains a culture where students are encouraged to approach staff and share their issues.

Annual Code of Practice training materials are available to view

(b) connect, build relationships and develop social, spiritual and cultural networks; and	Annual Code of Practice training contains content relating to encouraging this kind of culture.	(next training scheduled for late October)
(c) use te reo and tikanga Māori to support Māori learners' connection to identity and culture.		
(2) Providers must have practices for supporting learners through their studies, including –		
(a) enabling learners to prepare and adjust for tertiary study, and	TII runs a variety of programs which include preparation for academic contexts, including tertiary study.	Details of TII's courses can be viewed in the prospectus and the website.
(b) maintaining appropriate oversight of learner achievement and engagement; and	Records of achievement are kept for each student. 6-weekly progress tests are performed.	Records available for viewing.
(c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and	TII maintains a culture where students are encouraged to approach staff and share their issues. Annual Code of Practice training contains content relating to encouraging this kind of culture.	Training materials available to be viewed.
(d) providing learners with advice on pathways for further study and career development, where appropriate.	Examples of pathways followed by former TII students are given on the website.	
18. Process 3: Physical and digital spaces and facilities		
Providers must have practices for–		
(a) providing healthy and safe learning environments; and	TII health and safety checklist (completed at least annually).	Completed forms available to be viewed.
(b) identifying and, where possible, removing access barriers to provider facilities and services; and		
(c) involving learners in the design of physical and digital environments when making improvements; and	Student needs inform any design of these environments	Student teaching areas are flexible and staff can alter desk arrangements to meet teaching and cultural needs.
(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.		
19. Outcome 4: Learners are safe and well		
Providers must support learners to manage their physical and mental health through information and advice, and identify and respond to learners who need additional support.		
20. Process 1: Information for learners about assistance to meet their basic needs		
(1) Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can –	The student handbook provides tenancy information Tenancy brochures are also available from reception	All documentation available for viewing.

(a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and	Information on shopping, banking, transport, recreation etc. is provided in our handbook. Health care providers are listed in the handbook.	
(b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and		
(c) maintain a healthy lifestyle.		
(2) If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.		
21. Process 2: Promoting physical and mental health awareness		
Providers must have practices for –		
(a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and	Note: “Healthy eating, active living” booklets available at reception. Relevant information is provided in the student handbook.	
(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and		
(c) supporting learners’ connection to their language, identity, and culture; and	Cultural differences are welcomed and accepted.	
(d) providing accurate, timely information and advice to learners about –		
(i) how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and	Our student handbook has contact information for a large variety of external bodies that support physical and mental health. TII maintains a culture where students are encouraged to approach staff and share their issues (including concerns about peers). Our student handbook contains information on emergency procedures. The student handbook has relevant information about this.	TII’s literature is available for viewing.
(ii) how they can report health and safety concerns they have for their peers; and		
(iii) how to respond to an emergency and engage with relevant government agencies; and		
(iv) how they can make positive choices that enhance their wellbeing.		
22. Process 3: Proactive monitoring and responsive wellbeing and safety practices		
(1) Providers must have practices for –		

(a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and	Students are required to provide contact details for a nominated person on their application form.	All listed documentation and training materials is available to be viewed.
(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and	Our application form asks students to provide this information.	
(c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the student's life or health; and	All staff receive training on appropriate reporting and contacting designated individuals during the annual code of practice training.	
(d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and	TII maintains an open culture where students can approach staff with any concerns they may have.	
(e) providing opportunities for learners to raise concerns about themselves or others in confidence; and		
(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and	Annual code of practice training includes relevant information.	
(g) identifying learners who are at risk of harming others, and –		
(i) having clear and appropriate pathways for assisting them to access services when they need it; and		
(ii) protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and		
(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and		
(i) responding to disruptive and threatening behaviour in a way that is sensitive to a learner's situation; and	TII maintains a culture of professionalism and sensitivity between staff members and students.	TII have active connections with Workbridge and have facilitated on line study during the COVID period to facilitate support for students who had to isolate/ We maintained active connections with students who were in isolation to check on their wellbeing.
(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.		

<p>(2) Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.</p>	<p>Application form (which must be completed by parents for under-18 students) requires contact details to be specified.</p>	<p>All listed documents and training materials are available to be viewed.</p>
<p>(3) Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.</p>	<p>Staff receive training on this in the annual Code of Practice training.</p>	
<p>(4) Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.</p>		

Part 5

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

Documents / procedures

Quality of compliance + Evidence

Changes to procedures/documents

Ways to improve

(All requirements relate to domestic and international tertiary learners and are signatory requirements where they relate to international tertiary learners. Tertiary providers are responsible for ensuring requirements are met in student accommodation)

23. **Outcome 5:** A positive, supportive and inclusive environment in student accommodation
Providers must ensure that student accommodation promotes and fosters a supportive and inclusive community which support the wellbeing and safety of residents.

We have a professional homestay company who are tasked with this aspect of compliance. However, before a homestay is selected to receive a student we will visit the homestay (HS) and ensure through a checklist that the HS is suitable.

We also will give a homestay pack which includes our expectations.
Residential Caregivers are expected to sign a contract which itself stipulates conditions required in relation to the Code

Our administration staff have a checklist to comply with whenever a new Residential Caregiver (Homestay) is registered. This documentation is saved both in hard and soft copies.

There will also be a record on email of the correspondence related with checking appropriateness of a homestay.

We can also provide a checklist which we use and checklists which have been used whenever we have engaged the services of a homestay.

We go to homestays and do a physical check of the home and the host family.

Relevant forms:

All documentation is available to be viewed.

No homestays in 2022

	<p><i>Student Homestay Evaluation (survey)</i> <i>Homestay Host Feedback Survey</i> Homestay checklist Homestay welcome pack Residential caregiver application form</p>	
24. Process 1: Information and promotional activities		
(1) Providers must ensure student accommodation has practices for –		
(a) ensuring residents receive clear, sufficient, accurate and transparent information and advice about the type and nature of student accommodation and services provided; and	We use a professional homestay company. We view all the relevant documentation from the homestay company.	<p>All documentation is available to be viewed.</p> <p>No homestay students in 2022</p>
(b) using information provided by prospective residents at the time of application, to help plan their transition into student accommodation; and	Home visit checklist	
(c) working with residents to develop and provide information and tools that help residents understand their responsibilities within a communal living environment, including those relating to diversity; and	Homestay welcome pack – this details all the responsibilities of host families and the information they should communicate to the residents.	
(d) providing residents with learning and peer support, and information on –	Student homestay application form and agreement This allows students to specify their requirements so they can be better catered for.	
(i) self-care and positive wellbeing and safety; and		
(ii) how to access wellbeing services on campus and in the community; and		
(iii) how to provide peer support to other residents; and		
(e) providing residents with information and advice on what action to take in an emergency and the mechanisms for reporting incidents and raising health and safety concerns.		
(2) The information required by this clause must be readily available, accessible, and promoted to residents.		
25. Process 2: Accommodation staff		
Providers must ensure that –		
(a) accommodation staff are provided with ongoing training and resources that are appropriate for their role as set out in clause 10(2); and	We use a professional homestay company. We view all the relevant documentation from the homestay company	All documentation are records are available to be viewed.

<p>(b) the experience and training of accommodation staff is appropriate for the type and nature of accommodation that is being provided; and</p>	<p>Homestay welcome pack – this details all the responsibilities of host families and the information they should communicate to the residents.</p>	<p>No homestays in 2022</p>
<p>(c) there is managerial oversight of accommodation staff at all times (24 hours a day, 7 days a week) so that issues can be escalated when they occur; and</p>		
<p>(d) the level of live-in accommodation staffing provides appropriate oversight and support for residents based on the type and nature of accommodation (for example, a higher level of staffing for halls of residence primarily intended for first-year learners); and</p>		
<p>(e) there is ongoing wellbeing support for accommodation staff.</p>		
<p>26. Process 3: Accommodation staff must be fit and proper persons</p>	<p>We use a professional homestay company. We view all the relevant documentation from the homestay company</p>	<p>All documentation and records are available to be viewed.</p>
<p>Providers must take all reasonable steps to ensure that each member of the accommodation staff –</p>	<p>Residential caregiver application form- this requires potential residential caregivers to consent to police vetting and to provide character references.</p> <p>Under 18 international student designated caregiver agreement</p> <p>This form states that the designated caregiver must: Inform the school of any people 18 years or over who come to stay at your house for any more than five (5) or more consecutive nights at any month.</p> <p>Under 18 international student enrolment approval form</p>	<p>No homestay students in 2022</p>
<p>(a) is suitable for employment in student accommodation; and</p>		
<p>(b) are the subject of a Police vet where required under the Children’s Act 2014 if the accommodation includes learners who are under 18.</p>		
<p>27. Process 4: Proactive monitoring of residents’ wellbeing and safety and responsive wellbeing and safety practices</p>	<p>Procedure for under 18 enrolments”- outlines all of the documents that need to be completed for an under 18 enrolments. This also specifies that:</p> <ul style="list-style-type: none"> • police vetting may be required for all members of the household over 18 if TII is arranging their homestay. 	

<p>(1) Providers must ensure student accommodation has practices for –</p>		
<p>(a) working with residents to evaluate their needs and planning how these can be reasonably and practicably met and monitored; and</p>	<p>We use a professional homestay company.</p>	
<p>(b) having clearly defined processes within the student accommodation for –</p>	<p>Relevant forms: <i>Student Homestay Evaluation (survey)</i> <i>Homestay Host Feedback Survey</i></p>	
<p>(i) residents, staff, or visitors to be able to report a cause for concern about a resident’s behaviour; and</p>	<p>Homestay checklist Homestay welcome pack</p>	
<p>(ii) referring and responding to instances of resident behaviours that are a risk to self or others; and</p>	<p>Residential caregiver application form</p>	
<p>(c) having appropriate welfare safeguards, including –</p>	<p>When relevant, our quarterly Safety and Wellbeing meetings will seek input from students regarding any concerns (including those relating to accommodation). Also, input will be invited from homestay parents. When relevant.</p>	<p>No homestay students in 2022</p>
<p>(i) developing and implementing a welfare management plan for residents assessed as being at risk, that includes welfare checks and which could include referral to external services; and</p>		
<p>(ii) systems to regularly check that residents continue to be active within their student accommodation and, if a resident is identified as being at risk, developing and implementing a welfare management plan; and</p>		
<p>(iii) appropriate arrangements for residents under 18, including for effective communication with a parent or legal guardian regarding wellbeing and safety; and</p>	<p>As specified on the Under 18 International Student Enrolment Approval Form, parents agree that TII will send them a progress report once the course has been completed and TII will contact them if there are concerns about the student. In addition, this form confirms that parents have received contact details for pastoral care officers who they can contact at any time.</p>	<p>No homestay students in 2022</p>
	<p>Care transfer plan- this specifies exactly when the homestay parents become responsible for the student and the circumstances under which they would leave the care of the homestay parent. Parents complete and sign this document.</p>	
	<p>In addition, records of communication between TII and parents are retained.</p>	

<p>(iv) welfare checks, which may be undertaken where reasonable in the circumstances (this information must be clearly set out in the house rules for residents); and</p>	<p>Our Procedure for under 18 enrolments document specifies that a home visit must be performed prior to arrival of the student to ensure it meets COP requirements.</p>	
<p>(v) routine checks providing 24 hours' notice to a resident if staff members will be entering a resident's room.</p>	<p>We have staff members designated to care for under 18 students.</p> <p>Our process for under 18 enrolments specifies that 6-weekly pastoral care meetings and home visits must be carried out.</p>	
<p>(2) Providers must have a link between student accommodation and its organisation's wider information gathering and communication system described in clause 10(1), to report any emerging concerns about a resident's wellbeing or their behaviour, so residents can be connected quickly to the appropriate services.</p>	<p>When relevant, our quarterly Safety and Wellbeing meeting will seek input from homestay parents regarding any concerns they may have. In addition, input from all students will be invited in these meetings.</p>	<p>Minutes of the meetings are recorded and available for viewing.</p>
<p>(3) Providers must ensure that there is a critical incident and emergency procedures manual in student accommodation which –</p>	<p>Procedure for under 18 enrolments</p>	<p>Our procedure for under 18 enrolments has been updated to specify that residential caregivers should receive a copy of TII's critical incident manual. In addition, the procedure specifies that providers must give equivalent information relevant to the accommodation where required (fire escape routes etc.).</p>
<p>(a) is consistent with the provider's wider organisational manual described in clause 10(3)(e); and</p>		
<p>(b) includes plans for residents when it becomes unsuitable or unsafe for them to remain in student accommodation in an emergency.</p>		
<p>28. Process 5: A safe and inclusive residential community</p>	<p>Home visit checklist. This is completed prior to the student entering the accommodation.</p>	<p>All documentation is available for viewing.</p>
<p>In addition to the requirements described in outcome 3, providers must ensure student accommodation has practices for –</p>	<p>Under 18 international student designated caregiver agreement</p>	<p>No homestay students in 2022</p>
<p>(a) ensuring that house rules are clear, reasonable, and accessible to residents, and that they promote and encourage –</p>	<p>This form states that the designated caregiver must:</p>	
<p>(i) resident safety; and</p>	<p>Inform the school of any people 18 years or over who come to stay at your house for any more than five (5) or more consecutive nights at any month.</p>	
<p>(ii) a sense of community and association with fellow residents; and</p>		

(iii) learning and personal growth; and	Residential caregiver application form- this requires potential residential caregivers to consent to police vetting and to provide character references. In addition, it requires	
(iv) residents and staff working together to ensure a positive and respectful community; and		
(b) working with residents to –		
(i) develop and improve house rules; and		
(ii) develop and maintain appropriate initiatives to build a sense of community within student accommodation; and		
(iii) promote responsible social behaviour and academic success.	Homestay host family agreement – this explains what is required of the host family as per this section.	

29. Outcome 6: Accommodation administrative practices and contracts

Documents / procedures

Quality of compliance + Evidence

Changes to procedures/documents

Ways to improve

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

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

Relevant forms:
Student Homestay Evaluation (survey)
Homestay Host Feedback Survey
 Homestay checklist
 Homestay welcome pack
 Residential caregiver application form
 Under 18 international student designated caregiver agreement.

All listed documents are available to be viewed. We believe they are all transparent, reasonable and responsive to wellbeing and safety needs.

No homestay students in 2022

30. Process 1: General principles

Providers must ensure that student accommodation providers have practices that include –

(a) disclosing on its website –

(i) the ownership structure and operator details of its student accommodation arrangements; and

(ii) the details of the wellbeing and safety practices offered at each student accommodation facility; and

No homestay students in 2022

(b) a human resource strategy which –

(i) requires the job descriptions for all accommodation staff to clearly describe –

a. the duties and responsibilities of the role in relation to the learner wellbeing and safety; and

b. the relevant competencies and attributes that a person must demonstrate to be able to fulfil that role, and the ongoing training that will be available to develop these competencies; and

Relevant forms:
Residential caregiver application form- this form requires residential caregivers to give details of their home situation, details of routine etc. to ensure they are suitable carers for students.

Homestay host family agreement – this form specifies the duties and responsibilities of host stay families. In addition, contact information of TI staff members is given, for host families to contact if they have concerns.

Forms are available for viewing.

Note: homestay host family agreement needs to be updated to show current staff members and contact details.

<p>(ii) sets out the support services that are available to ensure the wellbeing and safety of accommodation staff in carrying out their duties and responsibilities.</p>	<p>Homestay welcome- this document also specifies the requirements of homestay families. It also states that the host family can contact the homestay coordinator to raise issues or ask questions.</p>	
<p>31. Process 2: Student accommodation contracts</p>		
<p>(1) Providers must ensure that a student accommodation contract with a resident –</p>		
<p>(a) is clear, accessible and concise; and</p>		<p>No homestay students in 2022</p> <p>Before next use, TII's student homestay application form and agreement should be updated to reflect these requirements. This will be added to our action plan to be done before the end of 2022.</p>
<p>(b) sets out the responsibilities of the provider and the resident; and</p>		
<p>(c) advises residents of the requirements for –</p>		
<p>(i) information sharing across the provider; and</p>		
<p>(ii) the regular processes for checking on residents; and</p>		
<p>(d) sets out the deposit, bond components, fees, refund policy and penalties; and (e) sets out the complaints, conflict resolution, and disciplinary processes in relation to residents.</p>		
<p>(2) Providers must ensure that the student accommodation contract used with residents is reviewed and updated regularly to ensure it remains fit for purpose in relation to wellbeing and safety matters, taking into account the views of learners and their representative bodies.</p>		
<p>(3) Providers must ensure student accommodation refund policies –</p>		
<p>(a) are reasonable; and</p>		<p>No homestay students in 2022</p>
<p>(b) provide residents (or a parent or legal guardian of residents under 18 years) with sufficient information to understand their rights and obligations under those refund policies.</p>		
<p>(4) Providers must ensure student accommodation providers give prospective residents a copy of the house rules, and information about the complaints process and the Dispute Resolution Scheme before they sign the accommodation contract.</p>	<p>Residential caregiver application form- this form requires residential caregivers to give details of their home situation, details of routine etc. to ensure they are suitable carers for students.</p> <p>Homestay host family agreement – this form specifies the duties and responsibilities of host stay families. In addition, contact information of TI staff members is given, for host families to contact if they have concerns.</p>	<p>Relevant documentation can be viewed. No homestay students in 2022</p>

	<p>Homestay welcome- this document also specifies the requirements of homestay families. It also states that the host family can contact the homestay coordinator to raise issues or ask questions.</p> <p>Information regarding the DRS and complaints process is included in the student handbook and covered in the orientation.</p>	
(5) Providers must ensure that accommodation providers keep a log of complaints received from residents concerning a breach or breaches of this code in relation to student accommodation and make this log available to the residents.	Homestay Host Family Agreement	Our homestay host family agreement has been updated to reflect this.

32. Outcome 7: Student accommodation facilities and services		
<i>Documents / procedures</i>		<i>Quality of compliance + Evidence</i> <i>Changes to procedures/documents</i> <i>Ways to improve</i>
Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.		
Providers must ensure that student accommodation facilities and services are maintained to a standard sufficient to support residents' wellbeing and safety and educational success.	Home visit checklist	
33. Process:		
(1) Providers must ensure that student accommodation facilities and services –	Home visit checklist We use a professional homestay company. We view all the relevant documentation from the homestay company.	No homestays in 2022
(a) respond effectively to the diverse needs of residents and make necessary adjustments where practicable; and		
(b) provide accessible spaces for a range of interests, activities and needs; and		

<p>(c) are secure, clean, dry, warm, comfortable, accessible, and is conducive to study and a variety of learning styles; and</p>	<p>Student homestay application form and agreement – in this form, students specify their individual needs regarding their homestay.</p>	
<p>(d) provide utilities, services and other facilities that are adequate and appropriate for the character and size of the residential community; and</p>	<p>Homestay host family application form</p>	
<p>(e) have appropriate insurance cover; and</p>		
<p>(f) are funded adequately to carry out strategic goals and strategic plans for student accommodation, including repairs, replacement, and improvements; and</p>	<p>Homestay host family agreement – this specifies the conditions that host families must provide to residents.</p>	
<p>(g) have adequate and appropriate controls in place to ensure accountability for financial processes including –</p>	<p>Homestay welcome pack – this also specifies host family requirements.</p>	
<p>(i) providing receipts for all financial transactions with the resident; and</p>		
<p>(ii) providing residents with up-to-date information on what they owe to the accommodation provider.</p>		
<p>(2) Providers must ensure that any alterations, maintenance and repairs to student accommodation are undertaken in a timely manner that minimises interference with the quiet enjoyment of the residents.</p>		

Part 6

**Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners
(These requirements for providers enrolling international tertiary learners are in addition to the requirements for Part 3, Part 4, and Part 5)**

<i>Documents / procedures</i>		<i>Quality of compliance + Evidence</i> <i>Changes to procedures/documents</i> <i>Ways to improve</i>	
34. Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners		Quarterly Safety and Wellbeing meetings. Input from students will be invited at these meetings, to raise any issues they may have.	Increase student participation
Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.			
35. Process:			
Signatories must engage with diverse international tertiary learners to understand their wellbeing and safety needs under the outcomes of Parts 3, 4 and 5 of this code.			Discuss with class reps and advocate for reps to attend meetings or use students suggestions boxes of student feedback to have a voice in their student journey

36. Outcome 9: Prospective international tertiary learners are well informed			
<i>Documents / procedures</i>		<i>Quality of compliance + Evidence</i> <i>Changes to procedures/documents</i> <i>Ways to improve</i>	
Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.			
37. Process 1: Marketing and promotion			
Each signatory must have marketing and promotion practices, that include –			
(a) proactively seeking to understand the information needs of prospective international tertiary learners; and	<p>Discussions with agents are important.</p> <p>Skype interviews with selections of students (particularly from India) have been used in the past.</p> <p>In house discussions with our marketing team are used to inform ourselves about the types of information that students require.</p>	<p>Enrolment survey (this includes question for students to specify extra information they would have liked in the enrolment process to help TII better provide for future students)</p> <p>First week questionnaire</p>	<p>At this time (mid-October) first week questionnaires and enrolment surveys have been given to recently enrolled students. The completed forms are expected next week.</p>
(b) developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and	<p>Accurate information on the course and possible employment opportunities or next study step is included in brochures, student handbook and website. The information on our website is now available in six different languages enabling students and their families to access information on their own terms.</p>	<p>Student handbook</p> <p>TII website</p>	<p><i>Student handbook and website can be seen to contain up-to-date information.</i></p> <p><i>The student handbook is updated regularly.</i></p>

	<p>Regular updates of the handbook, regular agent meetings</p> <p>Agent training- agents are sent up to date information and advised to send all enrolment information to prospective students</p> <p>Information on living costs (as well as possible employment opportunities that can subsidise costs) are realistic</p> <p>Yearly marketing review.</p>		
(c) ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following –			
(i) the signatory’s quality assurance evaluations; and		Our student handbook provides all this information.	Our student handbook (which provides all this information) is reviewed regularly by our marketing department to ensure it is current and accurate
(ii) the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and		Prospectus	
(iii) the Dispute Resolution Scheme; and		Our website also has specific information about the courses we offer and the results of evaluations.	
(iv) potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and		Our website has a model paths section, where examples of student paths following education with TII are given.	
(v) estimated study and living costs for international tertiary learners, including any additional fees or levies that are on top of the basic tuition fee; and			
(vi) accommodation and transport, or ways to obtain such information.			
38. Process 2: Managing and monitoring education agents			

<p>Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code, including –</p>			
<p>(a) carrying out and recording reference checks on potential education agents to ensure as far as possible that they are not involved in any conduct that is false, misleading, deceptive, or in breach of the law; and</p>	<p>We gather data from our students as well as from the agents concerned. For some of our agents who are in-country we have a strong working relationship which has been proven to be effective over a significant period of time. Questionnaires of students are carried out on a regular basis. One of the specialist questionnaires deals specifically with this clause.</p> <p>We have forms which detail steps which staff carry out to check agent credentials</p>	<p>“Agent survey”- this is for student feedback on agent performance.</p> <p>Policy: recruitment agents: Management and Monitoring (in our QMS). This details the processes that need to be followed in order to undertake appropriate checks on agents before they are employed and to monitor them while they are representing TII.</p> <p>Specific forms are available to record all information relating to background checks and monitoring agents (Sharepoint)</p> <p>Education Agent Reference Check form TII Agent application form Agent agreement template</p> <p>Specific staff members are designated to undertake this.</p>	<p><i>Our recruitment agents: Management and Monitoring policy is very thorough and available to view. In addition, all of the relevant forms and surveys are available</i></p>
<p>(b) entering into written contracts with each of its education agents; and</p>	<p>We have a policy written in our Quality Management System that this will be followed. All marketing staff are trained to follow this process. Quality is assured by the Code Review Process itself and by Marketing and Administration reviews.</p>	<p>To monitor agent performance: As per our QMS, we have an annual review of agents “agent performance review form”- done annually</p> <p>Agent Survey: for students to give feedback on agent performance.</p>	<p><i>Our Recruitment agents management and monitoring policy can be sighted.</i></p> <p><i>Completed agent surveys are available for 2022. They show that students are happy with their service.</i></p>
<p>(c) during the term of a contract, monitoring the activities and performance of its education agents in relation to –</p>			
<p>(i) their obligations as specified in the contract; and</p> <p>(ii) whether they provide prospective and enrolled international tertiary learners with reliable information and advice about studying, working, and living in New Zealand; and</p>			

<p>(iii) whether they act with integrity and professionalism in their dealings with prospective and enrolled international tertiary learners; and</p>		<p>Recruitment agents management and monitoring policy- <i>details what to do if there are problems:</i></p>	<p>Agent performance reviews are done annually near the end of the year.</p>
<p>(iv) whether they have engaged in any activity or conduct that, in the opinion of the signatory, is or may be in breach of the law or that jeopardises the signatory's compliance with this code; and</p>		<p>Recruitment agents management and monitoring- in policies and procedures This policy points out that we must have a contract for agents. <i>It also describes the process we go through if there is any evidence of misconduct.</i></p>	
<p>(d) managing the education agents by –</p>			
<p>(i) terminating contracts with an agent if there is evidence which, on balance of probabilities, shows that the education agent –</p>			
<p>a. has been involved in any serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the law; or</p>			
<p>b. has jeopardised the signatory's compliance with this code; or</p>			
<p>(ii) taking appropriate action to address misconduct by act or an omission by an education agent in relation to the other matters described in subclause (c); and</p>			
<p>(e) ensuring that its education agents have access to, and maintain, up-to-date information relevant to their duties as specified in the contracts with the signatory.</p>		<p>Our agent training procedures ensure agents have up to date information. We have regular communication with our agents to keep them updated.</p>	

39. Outcome 10: Offer, enrolment, contracts, insurance, and visa			
	Comments	Existing procedures and practices	<i>Quality of compliance + Evidence</i> <i>Changes to procedures/documents</i> <i>Ways to improve</i>
Signatories must have practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract.			
40. Process 1: Offer of educational instruction			
Signatories must ensure that the educational instruction offered to international tertiary learners is in accordance with the Act and is appropriate for international tertiary learners' expectations, English language proficiency, academic ability, and the educational outcomes being sought.		Students are tested on their level of English upon entry into TII, to ensure they are placed into the correct class. In addition, students are interviewed about their goals.	Entry test data is kept
41. Process 2: Information to be provided before entering contract			
(1) Signatories must have practices that ensure prospective international tertiary learners (or the parents or legal guardian of international students under 18 years) receive, as a minimum, accurate, timely and tailored information about the following before entering into a contract with the learner –			TII use industry standard software to ensure that consistent documentation is provided to students. Flyers and marketing material is check by the CEO before use and the website is maintained to ensure it contains up to date and accurate information.
(a) the most recent results of their evaluations by education quality assurance agencies; and	NZQA evaluation category is on the website and in the student handbook as required by the Code in order for students to have a clear understanding	Student handbook Website	All documentation is kept and available for viewing.

	<p>of the how the organisation is viewed by the government.</p> <p>Our application form directs students to sections of the handbook to read before signing. This includes the section with TII's evaluation results.</p>		
(b) quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international tertiary learners; and	No compliance notices or conditions have been imposed on TII.		
(c) the education provided and its outcome, for example, whether a qualification is granted; and	Website / handbook Present on orientation checklist	Student handbook Website	
(d) refund conditions that comply with the process in clause 46; and	Section 11.7 of QMS. Details refund conditions. Refund conditions are present on the application form and in the student handbook. Students receive these prior to signing their contract.	Student handbook Application form	
(e) staffing, facilities, and equipment; and	Details about staffing, facilities and equipment are present in the student handbook which is provided before students enter into a contract with us.	Student handbook	
(f) available services and supports; and	Present in handbook	handbook	
(g) insurance and visa requirements for receiving educational instruction from the signatory; and	Info present in handbook.	handbook	
(h) this code and the relevant Dispute Resolution Scheme Rules; and	The handbook has a student concerns/conflict resolution section. The student handbook has information related to the code of practice and provides a link to the full code.	Complaints Procedure Complaint Form Handbook Student handbook	A summary of the Code of Practice for students will be published by NZQA- when available, this will be used as a basis for a code summary in our

<p>(i) full costs related to an offer of educational instruction.</p>	<p>All costs are clear and transparent, through our website and through the information that agents provide to prospective students. Costs may be provided either directly to the student if they have no agent.</p> <p>Students are also provided with information about the specific fees that relate to their course of study with the application form.</p>	<p>Website has the current fees for each course. The offer of place letter advises students of the fees.</p> <p>Our enrolment process ensures that students receive information about the specific fees for their course with their application form. This is to ensure that they know the fees prior to entering into a contract.</p>	<p>handbook. This will be added to our action plan.</p>
<p>(2) Each signatory must ensure that, before entering into a contract of enrolment or enrolling with the signatory, each international tertiary learner (or the parents or legal guardian of international students under 18 years) is informed of the learner’s rights and obligations in relation to receiving educational instruction from the signatory, including the rights under this code.</p>	<p>The rights and responsibilities of learners are listed on the application form and are present in the student handbook.</p> <p>We are very thorough in ensuring that all prospective students are sent all the information they need regarding possible courses that are available to them as well as the costs and the requirement for insurance. This is evidenced by the mail trails of documents sent and received.</p> <p>We also have data gathered both at enrolment, during the course and at the end of the course which shows high student satisfaction with our processes.</p>	<p>See Rights and Responsibilities of Learners policy (TII policies and procedures manual).</p> <p>Rights and responsibilities are listed on the application form.</p>	<p><i>Application form and student handbook can be viewed.</i></p>
<p>42. Process 3: Contract of enrolment</p>			
<p>(1) Each signatory must ensure that a contract of enrolment is entered into between the signatory and each international tertiary learner (or the parents or legal guardian of international students under 18 years) that includes the following information and terms –</p>			

(a) clear information about the beginning and end dates of enrolment; and		Application form	All documentation is available for viewing.
(b) the grounds for terminating the contract of enrolment; and		Application form	
(c) the circumstances under which the learner's conduct may be in breach of the contract of enrolment; and		Application form	
(d) the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the signatory against the student (for example suspension or exclusion); and		Application form	
(e) the process that the signatory must follow when seeking to terminate the contract of enrolment under paragraph (b) or to take disciplinary action under paragraph (d).		Application form	
(2) Each signatory must ensure that the contract of enrolment is fair and reasonable.	Our study contracts have been legally reviewed		
43. Process 4: Disciplinary action			
Any process undertaken under clause 42(1)(e) for terminating the contract of enrolment under clause 42(1)(b) or for taking disciplinary action under clause 42(1)(d) must be in accordance with the principles of natural justice (which includes those necessary to ensure the prompt, considered, and fair resolution of the matter that is the subject of the action).		Learner discipline policy	We have a learner discipline policy that details disciplinary action. The QMS has been overseen for quality both by the CEO and by independent legal contractors with expertise in this area.
44. Process 5: Insurance			
(1) Each signatory must have practices that ensure, as far as practicable, each international tertiary learner who is enrolled with the signatory for educational instruction of 2 weeks' duration or longer has appropriate insurance covering –		Our application form and Offer Letters include clear details on Insurance. We have a standard policy that students can elect as part of the application process.	Insurance coverage is details and reviewed regularly by the Admissions Officer
(a) the international tertiary learner's travel –		Application form	All documentation is available for viewing.
(i) to and from New Zealand; and			
(ii) within New Zealand; and			

(iii) if the travel is part of the educational instruction, outside New Zealand; and			
(b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and			
(c) repatriation or expatriation of the international tertiary learner as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and			
(d) death of the international tertiary learner, including cover of –			
(i) travel costs of family members to and from New Zealand; and			
(ii) costs of repatriation or expatriation of the body; and			
(iii) funeral expenses.			
(2) Subclause (1)(a)(i) and (ii) includes the international tertiary learner’s travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period).			
(3) Subclause (1)(a)(i) does not include the international tertiary learner’s travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.			
45. Process 6: Immigration matters			
Signatories must have practices that as far as possible will ensure that international tertiary learners are entitled to study in New Zealand under the Immigration Act 2009, including –			
(a) ensuring that each international tertiary learner who enrolls with the signatory has the necessary immigration status for study in New Zealand; and	Our academic achievement and attendance policy describes how TII meets Immigration New Zealand (INZ) requirements for educational instruction.	Academic achievement and attendance policy Students are required to give their visa information on the application form	<i>All immigration documents are kept on record and can be viewed.</i>

	<p>Our admin staff check all documents relating to immigration status for prospective students.</p> <p>Students are clearly informed of their responsibilities of meeting their visa requirements. Student progress is measured regularly to monitor progress, and attendance is documented using Wisenet.</p>		
<p>(b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and</p>	<p>Breaches of visas are to be identified by our staff and reported to INZ immediately. No breaches in 2022.</p>	<p>Wisenet System:</p> <ul style="list-style-type: none"> - Attendance sheets - Learner profile - Learner logbook - Enrolment logbook - Student Evaluations - Email communications with parents, legal guardians and caregivers - Risk Register for under-18 - Moodle LMS for academic monitoring 	<p>We have records of warning letters that have been sent to students in the past when they have been at risk of breaching their visa conditions.</p>
<p>(c) notifying Immigration New Zealand of terminations of enrolment.</p>	<p>Students with poor attendance records are issued with warning letters. These are kept on file and will be available for examination.</p> <p>Teachers take note of attendance at the beginning of every class. All teachers have class rolls which are closely monitored</p> <p>Head Teacher sends a message to any students identified as being absent from class to check their health & safety</p> <p>The attendance notes are kept on file</p> <p>Our academic staff is very effective in reporting pastoral care issues.</p> <p>We ensure that follow up procedures are in place for students who stop attending before they finish their course by contacting the students, and if necessary issuing warning letters.</p> <p>Systems are in place for the monitoring of under 18 students which are based on frequent communication with the student, guardians, caregivers and teachers.</p>	<p>Academic achievement and attendance policy- this details what we do if students are at risk of not meeting the conditions of their visa, or if they violate their visa conditions. This includes notifying Immigration New Zealand by phone or using the online notification process.</p>	<p>Our academic achievement and attendance policy shows our processes and is available to be viewed.</p>

46. Process 7: Student fee protection and managing withdrawal and closure			
(1) Signatories must ensure that –			
(a) fees paid by international tertiary learners are secure and protected in the event of student withdrawal or the ending of educational instruction or the closure of a signatory; and	Information about refunds is provided to students in our handbook and on the application form. Also covered during orientation.	Cancellations, withdrawal and transfers for international students policy	Evidence of funds safely held Documentation relating to any refunds is kept. Cancellations, withdrawal and transfers for international students policy – available for view.
(b) its refund policies are fair and reasonable; and	Our funds are kept in the Public Trust Our accounts are audited according to NZQA requirements	Student handbook- details refund rights and obligations.	The fact that our funds are kept in the public trust and our audits give us confidence that we are compliant in this regard.
(c) it provides its international tertiary learners (or the parents or legal guardian of international tertiary learners under 18 years) with sufficient information to understand their rights and obligations under those refund policies.	We file our compliance returns on time. We can provide evidence of funds returned. We use the Public Trust and all of our funds transfers are in accordance with Code requirements. Administration staff who handle funds are all well trained in this respect.	Application form gives refund and withdrawal conditions. Cancellations, withdrawal and transfers for international students policy - sets out conditions under which international students may receive a refund.	Our refund policy is adhered to well and available to be viewed.
(2) A refund policy must include refund conditions for the following situations –			
(a) failure by an international tertiary learner to obtain a study visa; and	Audits of our accounting practices all show that we are compliant in this respect.		
(b) voluntary withdrawal by an international tertiary learner; and			
(c) the signatory ceasing to provide a course of educational instruction as contracted with an international tertiary learner, whether as the result of a decision by the signatory or as required by an education quality assurance agency; and			
(d) the signatory ceasing to be a signatory; and			
(e) the signatory ceasing to be a provider.			

<p>(3) In the situation in subclause (2)(c) or (d), the tertiary signatory must deal with fees paid for services not delivered or the unused portion of fees paid as follows –</p>			
<p>(a) refund the amount in question to the international tertiary learner (or the learner’s parent or legal guardian); or</p>			
<p>(b) if directed by the international tertiary learner or the code administrator or the agency responsible for fee protection mechanisms, transfer the amount agreed with the student (or the student’s parent or legal guardian if the student is under 18 years) to another signatory.</p>			

<p>47. Outcome 11: International learners receive appropriate orientations, information and advice</p>			
	Comments	Existing procedures and practices	<p><i>Quality of compliance + Evidence</i> <i>Changes to procedures/documents</i> <i>Ways to improve</i></p>
<p>Signatories must ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety.</p>	<p>We have a compliant website and very comprehensive pre-enrolment material which is given to every student.</p> <p>We have pre-enrolment processes that are followed and these processes are checked for consistency and compliance with the Code.</p> <p>Our orientation process is thorough and clearly describes all information that is required by the students at the outset of their programs.</p>	<p>Orientation checklist Enrolment survey</p> <p><i>The student handbook and application form</i> - contain all the information that students require prior to studying with TII. In addition, the student handbook contains extensive information about resources about how to maintain wellbeing and safety.</p>	<p>Students are surveyed as to their feelings about the enrolment process.</p> <p>Completed orientation checklists are kept as hard copies in student files.</p>

	<p>Our orientation checklist ensures we cover all relevant material with students during their orientation.</p> <p>We test the English level of students before they enrol which helps ensure they enter into a suitable course.</p>	TII websites	
48. Process: Provision of information			
Signatories must –			
(a) ensure that information and advice provided by the signatory to international tertiary learners is accurate, age-appropriate, up to date and presented in a way that meets the ongoing needs of diverse learners; and	Our student handbook gives useful information to students during the period of their enrolment. This contains all information (a)- (g)	Orientation for Online Students PPT	Our documentation shows compliance with these points.
(b) ensure that ongoing provision of information and advice is appropriate to the needs of the learner (or the parents or legal guardian of international learners under 18 years) within the particular learning, communal and residential context; and	We have an orientation program which explains relevant information including (a)-(g)	Student handbook- this contains the information that students need. The handbook can be presented and explained as part of the orientation.	
(c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and	Students are provided with complete and thorough information on school facilities and academic requirements prior to entering class and are informed of health and safety precautions, emergency procedures, documentation required, complaint procedures, attendance requirements, school timetabling, placement tests and their classes.	Orientation checklist- ensures that all required points are covered.	
(d) provide appropriate information relating to health and safety of international tertiary learners (including in relation to any disabilities or impairments a learner may have); and			
(e) provide information about the termination of enrolment; and			
(f) provide information to international tertiary learners (or the parents or legal guardian of international learners under 18 years) about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services; and	Information is readily available in the following ways: <ul style="list-style-type: none"> Teachers and admin staff are accessible Student handbook and brochures 		

<p>(g) provide information about the international tertiary learner's rights and entitlements, including any entitlement to a fee refund, if the learner voluntarily withdraws from the educational instruction; and</p>	<p>Notice boards Assembly Staffroom doors left open for students to enter and talk if necessary Noticeboards regularly updated Regular updating of the website Appropriate safety information is given during orientation Signage of safety warnings and of emergency procedures are displayed. Office Manager ensures signage is made Reports from Admin on Fire Drill performance Accident Register is maintained</p> <p>Information is age-appropriate. At orientation activities with age restrictions such as smoking and drinking are mentioned.</p> <ul style="list-style-type: none"> • Agents inform students of banking systems • Students are informed of various help agencies available in the city during orientation • Students make requests for residential address confirmation from the school as a required by banks, libraries, etc. to verify identification • Detailed information is available in the student handbook 		
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	<ul style="list-style-type: none"> 24 hour emergency contact person and number is given to students 		
(h) provide each international tertiary learner with full information and advice on –			
(i) all relevant policies of the signatory; and		This information is available in the student handbook.	All documentation is available to be viewed.
(ii) the services, support, and facilities that the signatory offers; and			
(iii) where applicable, how to adjust to a different cultural environment; and			
(iv) where applicable –			
a. minimum wages and labour conditions in New Zealand			
b. maximum hours of work permitted under visa conditions; and			
c. how to access information and support regarding employment; and			
d. how to report misconduct by employers; and			
(i) for an international tertiary learner under 18 years ensure where applicable, that any parent, legal guardian, or residential caregiver of the learner has access to the information, advice or programme that has been provided to the learner.	<p>Parents of under 18 students are responsible for signing all enrolment forms. These forms contain and direct parents to all relevant information regarding the student’s programs and wellbeing.</p> <p>Website is up to date and contains all of the information that is pertinent to U18 enrolment.</p> <p>The school maintains an effective email history for the parents which proves that the correct procedures under the Code have been maintained.</p>	<p>Procedure for under 18 enrolments.</p> <p>TII Application Form</p> <p>Under 18 International Student Enrolment Approval Form</p> <p>Under 18 International Student Enrolment Parental Consent of Designated Caregiver (Indemnity Form)</p> <p>Blanket Consent Form</p> <p>Parent Handing Over document</p>	Records of all completed forms are kept.

49. Outcome 12: Safety and appropriate supervision of international tertiary learners

	Comments	Existing procedures and practices	<p><i>Quality of compliance + Evidence</i></p> <p><i>Changes to procedures/documents</i></p> <p><i>Ways to improve</i></p>
<p>Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.</p>	<p>Staff members responsible for under-18 students are trained in this.</p> <p>We have a professional homestay company who are tasked with this aspect of compliance. However, before a homestay is selected to receive a student we will visit the homestay (HS) and ensure through a checklist that the HS is suitable.</p> <p>We also will give a homestay pack which includes our expectations.</p> <p>Residential Caregivers are expected to sign a contract which itself stipulates conditions required in relation to the Code Our administration staff have a checklist to comply with whenever a new Residential Caregiver (Homestay). This documentation is saved both in hard and soft copies.</p> <p>There will also be a record on email of the correspondence related with checking appropriateness of a homestay.</p> <p>We can also provide a checklist which we use and checklists which have been used whenever we have engaged the services of a homestay.</p> <p>We go to homestays and do a physical check of the home and the host family.</p> <p>Our Procedure for under 18 enrolments document specifies that a home visit must be performed prior to arrival of the student to ensure it meets COP requirements.</p> <p>We have staff members designated to care for under 18 students.</p>	<p>Homestay Welcome Pack: link</p> <p>Home visit checklist</p> <p>Procedure for under 18 enrolments</p> <p>Homestay host family agreement- specifies requirement that host family provide supervision for under-18 students at all times while in the accommodation.</p> <p>Under 18 International Student Enrolment Parental Consent of Designated Caregiver (Indemnity Form) In this form, parents need to give permission for a specific designated caregiver to provide accommodation. The address and contact details are supplied here.</p>	<p>Completed homestay documentation including checklist for accommodation are kept for our records.</p> <p>No homestay students in 2022</p>

	<p>We have comprehensive documentation regarding this. This includes a homestay family pack as well as other documents. We feel that the processes around this aspect of the Code are efficient. We have significant documentary evidence to support this belief.</p>	<p>Under 18 International student Enrolment approval form – This specifies that TII will contact parents if there are any concerns or medical issues. In addition, it specifies that TII will provide a progress report once the course has been completed. Also, the parents need to confirm that they have been given contact details of pastoral care officers who they can contact at any time and that they approve the accommodation that has been arranged.</p>	
<p>50. Process 1: International tertiary learners under 18 years</p>			
<p>(1) In relation to international tertiary learners under 18 years, each signatory must have additional practices including –</p>	<p>The only under18 international students that we have live with their parents.</p>	<p>Homestay Records Homestay Welcome Pack:</p>	<p><i>All listed policies and procedures and completed documents relating to under 18 enrolments are available to be viewed (there were no homestays in 2022).</i></p>
<p>(a) not enrolling an international tertiary learner 10 years or older but under 18 years who does not live with a parent or legal guardian unless –</p>	<p>We have significant documentary evidence to prove that we have compliance policies and procedures in this area. Administrative staff are aware of the requirements under the Code. Administrative and Code reviews check for compliance in this area.</p>	<p>“Procedure for under 18 enrolments”- outlines all of the documents that need to be completed for an under 18 enrolment. This also specifies that:</p> <ul style="list-style-type: none"> • police vetting may be required for all members of the household over 18 if TII is arranging their homestay. • A visit must be made to the homestay prior to the student’s arrival to ensure it meets COP requirements. • A pastoral care meeting must take place every 6 weeks. 	
<p>(i) the learner is in a properly supervised group of learners whose educational instruction is not for more than 3 months; or</p>			
<p>(ii) the learner is in the care of the manager of tertiary student accommodation covered in Part 5 of this code; and</p>			
<p>(iii) the learner is in the care of a residential caregiver; and</p>			
<p>Required documents include:</p>			

		<p>Application form (to be completed by parents)</p> <p>Under 18 international student enrolment approval form. Parents complete this form to give consent for their son/daughter to attend their course at TIL.</p> <p>Under 18 International Student Enrolment Parental Consent of Designated Caregiver (Indemnity Form)</p> <p>Blanket Consent Form In this form, parents give consent for education outside the classroom (EOTC)</p> <p>Under 18 International Student Designated Caregiver Agreement If students are staying with a designated caregiver, the designated caregiver is also required to complete the “designated caregiver agreement” and “under 18 parental consent of designated caregiver form”</p>	
<p>(b) maintaining effective communications with the parents, legal guardian, or residential caregivers of international tertiary learners concerning their wellbeing and progress in study; and</p>	<p>We record all relevant information both on Hard and Soft copies. As part of our enrolment process, we ensure that all documentation is filled out correctly. At the end of the process the enrolment is signed off on by the staff member in charge. Email records show communication with all parties.</p> <p>We have a feedback sheet for students and residential caregivers.</p>	<p>Under 18 International Student Enrolment Parental Consent of Designated Caregiver (Indemnity Form) In this form, parents need to give permission for a specific designated caregiver to provide accommodation. The address and contact details are supplied here.</p> <p>Under 18 International student Enrolment approval form – This specifies that TIL will contact parents</p>	<p><i>Completed forms with contact details are kept for our records.</i></p>

	Our enrolment documentation sets out communication expectations.	if there are any concerns or medical issues. In addition, it specifies that TII will provide a progress report once the course has been completed. Also, the parents need to confirm that they have been given contact details of pastoral care officers who they can contact at any time and that they approve the accommodation that has been arranged.	
(c) ensuring that at least 1 staff member is designated to proactively monitor and address any concerns about international tertiary learners under 18 years; and	We have designated staff members to ensure that under 18 students are appropriately cared for.	Parent handing over letter- various versions of this letter can be used depending on the precise situation.	<i>Records of arrangements to transfer responsibility of the student from one party to another are kept.</i>
(d) if the international tertiary learner is in the care of a residential caregiver, –	Significant documentation proves that we are in compliance in this respect (although no students in this category in 2022). We have a soft and hard copy paper trail that can be used to verify this aspect.		
(i) ensuring that a plan is in place for the transfer of care of the learner from the residential caregiver to the learner’s parent or legal guardian, or another person approved by the parent or legal guardian, for –			
a. each transfer that occurs during the period of enrolment; and			
b. the transfer that occurs at the end of enrolment; and			
(ii) ensuring that the parent or legal guardian is notified of each transfer plan.			
51. Process 2: International tertiary learners under 10 years			
(1) Each signatory must ensure that its international tertiary learners under 10 years live with a parent or legal guardian.	The only international students under 10 that we have live with their parents.		
(2) The requirements in clauses 49 and 50 apply, in addition to this clause, to international tertiary learners who are under 10 years.			

<p>52. Process 3: Decisions requiring written agreement of parent or legal guardian</p> <p>Each signatory must ensure that, where appropriate, it obtains the written agreement of the parent or legal guardian of an international tertiary learner under 18 years with respect to decisions affecting the learner.</p>	<p>Our enrolment process details steps that must be taken. This includes that students or guardians if under 18 must complete and sign the application form details decisions affecting the student.</p>	<p>Enrolment process document</p>	<p>All enrolment documents are kept and available to be viewed.</p>		
<p>53. Process 4: Accommodation for international tertiary learners under 18 years</p>					
<p>(1) In relation to an international tertiary learner under 18 years who is in the care of a residential caregiver while living in accommodation that is not subject to Part 5 of this code, the signatory must –</p>					
<p>(a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and</p>	<p>Staff members responsible for under-18 students are trained in this. We have a professional homestay company who are tasked with this aspect of compliance. However, before a homestay is selected to receive a student we will visit the homestay (HS) and ensure through a checklist that the HS is suitable. We also will give a homestay pack which includes our expectations. Residential Caregivers are expected to sign a contract which itself stipulates conditions required in relation to the Code</p> <p>Our administration staff have a checklist to comply with whenever a new Residential Caregiver (Homestay). This documentation is saved both in hard and soft copies.</p> <p>There will also be a record on email of the correspondence related with checking appropriateness of a homestay.</p>	<p>Home Forms: link here Homestay Records: link here Homestay Welcome Pack: link here</p> <p>Home visit checklist</p> <p>Procedure for under 18 enrolments- specifies that police vetting is done.</p> <p>Residential caregiver application form- this requires potential residential caregivers to consent to police vetting and to provide character references.</p> <p>Homestay host family agreement – this specifies the conditions that host families must provide to residents.</p> <p>Homestay welcome pack – this also specifies host family requirements.</p>	<p>Completed homestay documentation including checklist for accommodation are kept for our records.</p> <p>No homestay students in 2022</p>		
<p>(b) ensure that the safety check referred to in clause 54 is completed and is up to date; and</p>					
<p>(c) ensure that an appropriate check is completed and is up to date for each person who is 18 years or over and who resides at the residential caregiver’s accommodation, for the purpose of ensuring the safety of the learner; and</p>					
<p>(d) have a written agreement with the residential caregiver that specifies the role and responsibilities of each party in relation to the care of the learner; and</p>					

	<p>We can also provide a checklist which we use and checklists which have been used whenever we have engaged the services of a homestay. We go to homestays and do a physical check of the home and the host family.</p> <p>Our Procedure for under 18 enrolments document specifies that a home visit must be performed prior to arrival of the student to ensure it meets COP requirements.</p> <p>We have staff members designated to care for under 18 students.</p> <p>We have comprehensive documentation regarding this. This includes a homestay family pack as well as other documents.</p> <p>We feel that the processes around this aspect of the Code are efficient. We have significant documentary evidence to support this belief.</p>		
<p>(e) maintain effective communication with the learner and the learner’s parent or legal guardian when accommodation issues arise, and take responsibility for addressing those issues, including reporting them to relevant authorities and moving learners to appropriate accommodation; and</p>	<p>Staff members responsible for under-18 students are trained in this.</p> <p>We have documentation which can be sighted with regard to this section of the Code.</p> <p>We believe are processes are effective. Our confidence is supported by email records and hard copies which are kept whenever we have followed this process.</p>	<p>Homestay family evaluations Homestay host feedback survey</p> <p>Safety and wellbeing meetings. When relevant, input from students, parents and host parents will be invited at this meeting. They can raise any issue, including relating to accommodation.</p>	<p><i>All communications are kept and available for view.</i></p>
<p>(f) conduct sufficient learner interviews and home visits to monitor and review the quality of residential care, taking into consideration the age of the learner, the length of the stay, and other relevant factors; and</p>	<p>Staff members responsible for under-18 students are trained in this.</p> <p>As mentioned in the previous section, we have a homestay familiarisation</p>	<p>Student Homestay Evaluation (survey): Homestay Host Feedback Survey</p>	<p><i>Records of home visits and pastoral care meetings are kept.</i></p>

	<p>pack which sets out the responsibilities of a homestay. We also have a data gathering process whereby we survey both the homestay and the homestay student. We also discuss the rights and obligations with homestays verbally and in writing when the homestay signs a contract with the school. Our contractor also follows the appropriate steps when organising homestays. All of their policies and processes are available for examination.</p> <p>Our process for under 18 enrolments specifies that 6-weekly pastoral care meetings and home visits must be carried out.</p>	<p>Procedure for under 18 enrolments- specifies 6-weekly pastoral care meetings to be held with students.</p> <p>Safety and wellbeing meetings. Input from students, parents and host parents will be invited at this meeting. They can raise any issue, including relating to accommodation.</p>	
<p>(g) if the learner’s residential caregiver is a designated caregiver ensure that the parent or legal guardian of the learner has provided written agreement that the designated caregiver will be subject to the signatory’s approval and that the signatory is not responsible for the learner’s day-to-day care when the learner is in the custody of the designated caregiver; and</p>	<p>As of the writing of this report, the organisation has not experienced this situation. We do have documentation which can be given to a residential caregiver in this situation (which can be sighted) dealing with this. We feel that our existing processes and procedures are robust and if this situation arises would be appropriately carried out.</p> <p>In our Under 18 international student enrolment parental consent of designated caregiver form, parents state that they understand that the designated caregiver will be subject to TII’s approval. The parents also confirm that they hand over care of their son/daughter to the designated caregiver.</p>	<p>Under 18 international student enrolment parental consent of designated caregiver</p> <p>In this form, parents state that they understand that the designated caregiver will be subject to TII’s approval. The parents also confirm that they hand over care of their son/daughter to the designated caregiver.</p>	<p>All documents and records are available to be viewed.</p>

<p>(h) if the learner’s residential caregiver is a supervisor described in clause 54(3), ensure that the parent or legal guardian of the learner has provided written agreement that the signatory is not responsible for the learner’s day-to-day care when the learner is in the custody of that supervisor; and</p>	<p>As of the writing of this report, the organisation has not experienced this situation. We do have documentation which can be given to a residential caregiver in this situation (which can be sighted) dealing with this. We feel that our existing processes and procedures are robust and if this situation arises would be appropriately carried out.</p>	<p>Note: definition of supervisor: the residential caregiver is a supervisor • is not a resident of New Zealand • is travelling with and accompanying the international student for the purpose of supervising him/her during the student’s educational instruction.</p>	<p>All documents and records are available to be viewed.</p>
<p>(i) ensure that there is appropriate separation of international tertiary learners from others of different ages in the accommodation; and</p>		<p>Under 18 international student residential caregiver agreement This form states that the residential caregiver must: Inform the school of any people 18 years or over who come to stay at your house for any more than five (5) or more consecutive nights at any month. This form also sets out the basic conditions of care.</p> <p>Homestay host family agreement- specifies requirement for appropriate supervision.</p>	
<p>(j) ensure that the learner is appropriately supervised in the accommodation.</p>			
<p>(2) For the purposes of clause 53(1)(c), a person who is 18 years or over and who resides at the residential caregiver’s accommodation includes a person of that age who –</p>			
<p>(a) temporarily resides at that accommodation; or</p>		<p>Under 18 international student residential caregiver agreement This form states that the residential caregiver must: Inform the school of any people 18 years or over who come to stay at your house for any more than five (5) or more consecutive nights at any month.</p>	<p>We feel we have complied well with this clause in the past, although it has not been relevant for 2022.</p>
<p>(b) is or will be residing at that accommodation for 1 or more periods in any month (whether or not for valuable consideration), each period of which is 5 or more consecutive nights.</p>			

<p>(3) To avoid doubt, if the residential caregiver is a supervisor described in clause 54(3) or a designated caregiver, the signatory must meet the requirements of this clause and ensure the safety, health, and wellbeing of the international tertiary learner.</p>			
<p>54. Process 5: Safety checks and appropriate checks for learners under 18 years</p>			
<p>(1) The safety check for the residential caregiver referred to in clause 53(1)(b) must include –</p>			
<p>(a) a confirmation of identity; and</p>	<p>The listed forms require the information listed in this section to be given.</p>	<p><i>Under 18 International Student residential Caregiver Agreement</i></p> <p><i>Homestay host family application form</i></p> <p><i>Homestay host family agreement</i></p> <p>In addition, we have used a professional homestay company in the past to ensure compliance with these areas.</p>	<p>Not relevant for 2022</p>
<p>(b) a reference check that includes contacting at least 1 of the following persons or bodies for the purpose of obtaining information that the signatory considers relevant to a risk assessment –</p>			
<p>(i) the residential caregiver’s current or previous employer, professional body, or registration authority; and</p>			
<p>(ii) the licensing authority that is relevant to the residential caregiver’s business or professional activities; and</p>			
<p>(iii) a person who is not related to the residential caregiver; and</p>			
<p>(c) a police vet, to obtain information that is relevant to a risk assessment; and</p>			
<p>(d) an interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment; and</p>			
<p>(e) a risk assessment that takes into account all of the information that was obtained under paragraphs (a) to (d), to determine whether the residential caregiver poses a risk to the safety of the international tertiary learner; and</p>			
<p>(2) The safety check for the residential caregiver referred to in clause 53(1)(b) is up to date if it is completed within 3 years after the date of the latest safety check.</p>			
<p>(3) Subclause (1)(b) to (e) does not apply to a residential caregiver who –</p>			

(a) is a supervisor referred to in paragraph (e) of the definition of residential caregiver in clause 5(1); and			
(b) is not a resident of New Zealand; and			
(c) is travelling with, and accompanying, the international tertiary learner for the purpose of supervising them during the learner's educational instruction.			
(4) An appropriate check referred to in clause 53(1)(c) is up to date if it is completed within 3 years after the date of the latest check.			
55. Process 6: Accommodation for international tertiary learners 18 or over			
(1) In relation to an international tertiary learner 18 years or over who lives in accommodation provided or arranged by a signatory and not subject to Part 5, the signatory must –			
(a) ensure that the learner's accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and	The home visit checklist gives instructions for staff members to follow when checking accommodation	Home visit checklist	No accommodation arranged by TII in 2022.
(b) maintain effective communication with the learner when accommodation issues arise, and must take responsibility for addressing those issues, including reporting them to relevant authorities.	If issues arise with homestays, we have a professional homestay company to deal with them.	Host family evaluation form -this seeks student input on their experience in accommodation.	
(2) In this clause, accommodation issues include issues of health and wellbeing arising from a learner's accommodation or connected with it.	Before we agree to a homestay, we visit the house ourselves and document that all of the necessary standards are being met. We can also prove total compliance by the comprehensive records which we keep regarding homestays.	Safety and Wellbeing meetings. At these meetings, input will be invited from all students on any matter including accommodation.	