

Response to Code

About The National School of Aesthetics

Te Kura Whakaoho ā Roto ā Waho (The National School of Aesthetics, affectionately known as NaSA) was established on 3 July 1985 and remains New Zealand's oldest and longest running beauty therapy and nail technology tertiary education organisation (TEO).

Based in Ōtautahi Christchurch, The National School of Aesthetics (Te Kura Whakaoho ā Roto ā Waho) aspires to provide quality training of a practical and theoretical nature to allow our ākonga / students to:

- Obtain formal tertiary qualification(s) at levels 4 and 5 on the New Zealand Qualifications Framework, whether to a nationally recognised or international standard, in beauty therapy, nail technology, spa therapies, paramedical beauty therapies, and / or associated therapies; and
- Competently perform the duties and services of their specialised areas, with a strong understanding of the related underpinning knowledge, to the highest industry-required standards possible.

We offer first class training to the highest standard, built from a dedicated team of qualified beauty tutors and operations / quality assurance professionals. Our classes are small, so our ākonga / students thrive in the more intimate learning environment. This welcoming atmosphere helps them build and scaffold their knowledge in a safe and inclusive setting.

Our premises offer well-lighted, well-ventilated practical and theory classrooms, a large, trendy, versatile communal lounge space with comfortable seating (the Great Hall), and hot and cold drinking facilities. Local, national, and international visitors have called our premises "world class".

One of our top priorities has been, and continues to be, the wellbeing and safety of our ākonga / students. Our Student Liaison Officer upholds this with her expertise and knowledge, and she provides our ākonga / students with the opportunity to build trust and relationships with all of us at the school from their initial enquiry through to their graduation and beyond.

Our Web site offers a wide range of information and resources which are easily accessible to both domestic and international ākonga / students. This information covers areas such as: student support; student welfare; application, interview and enrolment; academic requirements; and much more.

We respect and honour Te Tiriti o Waitangi and support Māori-Crown relations. Our team regularly reviews our practices to ensure we remain culturally responsive to the needs of our Māori ākonga / students. We have systems and processes in place to support ākonga / student wellbeing and safety; these policies and procedures are reviewed regularly. This document outlines our response to the Code, including what we do to meet our obligations under the code, what we still need to do, and how we will work to improve our practices. One particular focus we are using relates to our Māori, Pasifika, disabled and diverse ākonga / students; however, all ākonga / students have positive individual traits we also want to encourage and support throughout their learning journey with us.

Nāku iti noa, nā, The team at The National School of Aesthetics

Strategic Goals and Strategic Plans for Supporting the Wellbeing and Safety of Our Students

- A strategic goal articulates some aspect of the school's long term vision. Effective goals provide specific points of reference, so it can be measured and achieved.
- A strategic plan takes the strategic goals and builds a map on how to reach the goal. The analysis may specify individuals or departments on carrying out particular activities, as well as setting time frames for carrying out short and medium term objectives. Strategic Goals

We will continue to:

Goal	Strategic Goal
1	<p>Make sure our systems, policies and procedures balance the need to:</p> <ul style="list-style-type: none"> • prepare our students for the workforce and • maintain the safety and wellbeing of our students <p>during:</p> <ul style="list-style-type: none"> • an annual review process and • urgent reviews as needed.
2	<p>Use both:</p> <ul style="list-style-type: none"> • formal feedback <ul style="list-style-type: none"> ○ through programme evaluations undertaken in June and December each year and • informal feedback <ul style="list-style-type: none"> ○ as it comes in <p>from our students to identify any student-body-wide issues we can address and possibly solve.</p>
3	<p>Give our students clear and accurate information whenever and wherever we can, from before they apply for one of our programmes through to graduation.</p>
4	<ul style="list-style-type: none"> • Support our students to the best of our abilities and • Refer them to external agencies when and where their needs or issues exceed our expertise on an as-needed basis.

Goal	Strategic Goal
5	<ul style="list-style-type: none"> • Grow and • Maintain and • Review <ul style="list-style-type: none"> ○ annually and ○ when urgent as needed <p>the information we supply our students on the importance of caring for themselves:</p> <ul style="list-style-type: none"> • physically • mentally • emotionally.
6	<ul style="list-style-type: none"> • Review our systems, policies, and procedures <p>to help make sure they meet the needs of our students and our stakeholders as part of an annual review process, and</p> <ul style="list-style-type: none"> • Alter and / or • Add and / or • Eliminate and / or • Replace systems, policies, and procedures <p>when issues appear with them as a part of that review within 3 months of the review, if possible.</p>
7	<p>Contribute to giving effect to the relevant principles of Te Tiriti o Waitangi and supporting Māori-Crown relations when we continue to:</p> <ul style="list-style-type: none"> • enrol a higher-than-general-population average of Māori students in Christchurch and Canterbury (overall, on average) • encourage our Māori students to achieve and succeed in demonstrating and applying skills and knowledge • gauge (and respond to) outcomes of our Māori students, when and where possible • award successful Māori students <ul style="list-style-type: none"> ○ New Zealand qualifications at levels 4 and 5 on the New Zealand Qualifications Framework and ○ international qualifications (where applicable), both of which ○ lift the educational outcomes of Māori (the majority of which enrolling with us with no formal qualifications or lower-level qualifications)

Goal	Strategic Goal
8	<p>Make sure our complaints procedure continues to be fit-for-purpose, encouraging students and us to:</p> <ul style="list-style-type: none"> • resolve minor complaints – which comprise almost all complaints we receive: <ul style="list-style-type: none"> ○ verbally ○ as quickly as we can ○ as easily as we can ○ as directly as we can ○ to the best of our abilities to achieve a reasonable outcome • put major complaints in writing in a clear and concise manner for further investigation, when and where required • access other avenues to resolve major complaints where the options in our internal complaints procedure have been exhausted

We will also:

Goal	Strategic Goal
9	<ul style="list-style-type: none"> • Create and • Expand <p>a centralised area on our Web site within the Students subsection to give students information on student safety and wellbeing in a central place</p> <ul style="list-style-type: none"> • Creation achieved early 2022 • Expansion further in 2022 and 2023
10	<p>Increase team awareness of the Code and introduce training if required (to be conducted by December 2022).</p>
11	<p>Make sure our reviews, findings, and actions are published on our Web site, where and when required by the Code (first report in early 2023 on 2022).</p>
12	<ul style="list-style-type: none"> • Investigate the reinstatement of the student council model to gather formal feedback, and • If reinstated, create terms of reference and appoint both team and student members to meet: <ul style="list-style-type: none"> ○ monthly ○ six-weekly, or ○ bi-monthly. <p>(If reinstated, reinstatement from August 2022 to allow new beauty therapy and nail technology students from the July 2022 intake to settle-in.)</p>

Strategic Plans

We plan on achieving these goals in the following ways:

Goal	Plans	Frequency	When	Responsible
1	Review select systems, policies and procedures	Annually	March every year	Ops team
		When urgent	As needed	Ops team
	Create new systems, policies and procedures to meet requirements or plug gaps	Annually	March every year	Ops team
		When urgent	As needed	Ops team
	Alter or scrap existing systems, policies and procedures where they no longer meet requirements	Annually	March every year	Ops team
		When urgent	As needed	Ops team
2	Gather formal feedback from students through programme evaluations	Biannually	June and December each year	Ops team
	Analyse formal feedback from students through programme evaluations	Biannually	August and February each year	Ops team
	Report to team on formal feedback from students through programme evaluations	Biannually	August and February each year	Ops team
	Implement any changes undertaken due to formal feedback from students through programme evaluations	When needed	As needed	All team members
	Gather informal feedback from students	As needed	As needed	All team members
	Analyse and discuss informal feedback from students	As needed	As needed	All team members
	Implement any changes undertaken due to informal feedback from students	As needed	As needed	All team members
3	Review and analyse information given to students (course information pack, Web site, et cetera)	Annually	August	Ops team
		When urgent	As needed	Ops team

Goal	Plans	Frequency	When	Responsible	
	Create new documents, pages in documents and / or Web pages to meet requirements or plug gaps	Annually	August	Ops team	
		When urgent	As needed	Ops team	
	Alter or remove documents, pages in documents and / or Web pages where they no longer meet requirements	Annually	August	Ops team	
		When urgent	As needed	Ops team	
	Make new, altered, and / or updated information given to students live	Annually	September	Ops team	
		When urgent	As needed	Ops team	
4	Review practices and information on student support, including external agencies we can refer students to	Annually	March	All team members	
		When urgent	As needed	All team members	
	Create new practices and information on student support to meet requirements or plug gaps, including external agencies we can refer students to	Annually	March	All team members	
		When urgent	As needed	All team members	
	Alter or remove practices and information on student support where they no longer meet requirements, including external agencies we can refer students to	Annually	March and / or August	All team members	
		When urgent	As needed	All team members	
	5	Grow the information we supply to students on caring for themselves	Once	Late 2022	All team members
		Review information we supply to students on caring for themselves	Annually	March	All team members
When urgent			As needed	All team members	
Add new information we supply to students on caring for themselves to meet requirements or plug gaps		Annually	March and / or August	All team members	
		When urgent	As needed	All team members	

Goal	Plans	Frequency	When	Responsible
	Alter or remove information we supply to students on caring for themselves where it no longer meets requirements	Annually	March and / or August	All team members
		When urgent	As needed	All team members
6	Review our quality management system and other related policies, procedures, and so on	Annually	March	Ops team
		When urgent	As needed	Ops team
	Create new policies, procedures, and so on to meet requirements or plug gaps	Annually	March to May	Ops team
		When urgent	As needed	Ops team
	Alter or remove policies, procedures, and so on where they no longer meet requirements	Annually	March to May	Ops team
		When urgent	As needed	Ops team
7	Review our enrolment practices to ensure opportunities for Māori students, as well as students from other groups, remain accessible	Annually	March	Ops team
		When urgent	As needed	Ops team
	Review our systems, policies and procedures to ensure they help both Māori students and all students achieve and succeed	Annually	March	Ops team
		When urgent	As needed	Ops team
	Monitor and analyse outcomes for both Māori students and all students (as part of monitoring and analysing outcomes for all students), including withdrawals, course completions, programme completions, qualifications awarded, and further employment / study	Annually	March	Ops team
		When urgent	As needed	Ops team
	Create new systems, policies and procedures to plug gaps around achievement and success for both Māori students and all students	Annually	March	Ops team
		When urgent	As needed	Ops team
	Alter or remove systems, policies and procedures where they no longer meet requirements around achievement and success for both Māori students and all students	Annually	March	Ops team
		When urgent	As needed	Ops team

Goal	Plans	Frequency	When	Responsible
	Create, monitor, alter and / or remove teaching practices to help and / or remove barriers to achievement and success for both Māori students and all students	As needed	As needed	All team members
		When urgent	As needed	All team members
8	Investigate and possibly create a centralised database to record student complaints (also determine whether informal / minor complaints need to be documented).	Once	First quarter 2023	Ops team
	If a centralised database is created and minor complaints need to be documented, educate team members on how to use and access this database.	As needed	First quarter 2023	Ops team
	Track major complaints, including date received, nature of complaint, and solution of complaint.	As needed	As needed	Ops team
	Ensure team members are aware of the complaints procedure, its location on our Web site and how it works	As needed	As needed	Ops team
	Ensure complaints procedure meets the requirements of the Code (usually conducted as part of the annual review of policies and procedures)	Annually	March every year	Ops team
		When urgent	As needed	Ops team
	Ensure all external options to resolve complaints are listed and contact information is up to date	Annually	March every year	Ops team
		When urgent	As needed	Ops team
9	Create a centralised area on our Web site to give students information on student wellbeing and safety in one area	Once	Completed 2022	Ops team
	Expand the centralised area on our Web site giving students information on student wellbeing and safety in one area	Annually	March and / or August	Ops team
		When urgent	As needed	Ops team
	Alter or remove information on the centralised area on our Web site giving	Annually	March and / or August	Ops team

Goal	Plans	Frequency	When	Responsible
	students information on student wellbeing and safety where that information no longer meets requirements	When urgent	As needed	Ops team
10	Analyse team awareness of the Code and identify gaps	Annually	Fourth quarter 2022	Ops team
		When urgent	As needed	All team members
	Introduce training and documentation if and where gaps are identified	Annually	First quarter 2023	Ops team
		When urgent	As needed	All team members
	Monitor the Code for any changes	Annually	March and / or August	Ops team
		When notified of changes	As needed	Ops team
11	Establish the best format for information required to be disseminated by the Code	Once	Fourth quarter 2022	Ops team
	Analyse our findings and create a report on them using the format above	Annually	March	Ops team
	Create a Web page on our Web site for this report to be housed (along with other Code information)	Once	Completed October 2022	Ops team
	Upload the report and make the link live on our Web site	Annually	April	Ops team
	Review the information on the Web page and ensure links function correctly	Annually	March and / or August	Ops team
12	Investigate reinstatement of the student council to gather formal feedback from the student body	Once	Completed June 2022	Ops team
	If student council is reinstated:			
	Create terms of reference for the student council	Once	Completed July 2022	All team members

Goal	Plans	Frequency	When	Responsible
	Review terms of reference for the student council	Annually	December	All team members
	Establish meeting frequency for the student council (monthly, six-weekly, bi-monthly)	Once	Completed July 2022	All team members
	Review meeting frequency for the student council and adjust if required	As needed	As needed	All team members
	Appoint team members and student representatives to the student council	Every six months	February and August	All team members
	Ensure team members and student representatives new to student council have access to the terms of reference	Every six months	February and August	All team members
	Hold student council meetings at the established interval	Quarterly	Quarterly	Ops team and Principal
	Collate information into meeting minutes and distribute to appropriate team members	After each meeting	After each meeting	Ops team
	Ensure important findings and information is reviewed and potentially followed-up on	Before next meeting	Before next meeting	Ops team and Principal

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

Outcome 1:

A learner well-being and safety system

Process 1: Strategic goals and strategic plans

C	Requirement	Evidence / How we will do this
7.1	We must have: <ul style="list-style-type: none"> • strategic goals and • strategic plans for supporting the wellbeing and safety of our students, including:	
7.1.a	<ul style="list-style-type: none"> • Describing how we will give effect to the desired outcomes and processes of the Code 	<ul style="list-style-type: none"> • Upskilling colleagues in the organisation's strategic goals and plans which support learner well-being and safety systems. • Including processes which support learner well-being and safety systems into new tutor and colleague inductions • Gathering of formal and informal feedback from learners and stakeholders throughout the year on learner well-being and safety systems to ensure they remain fit for purpose and to identify areas for improvement. • Documenting information on processes which support learner well-being and safety systems within the student handbooks, website and discussed during interview, enrolment and orientation stages.

C	Requirement	Evidence / How we will do this
7.1.b	<ul style="list-style-type: none"> • Describing how we contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations. 	<ul style="list-style-type: none"> • Demonstrating and socialising the Te Whare tapa whā model to learners from orientation in order to support them identify any mental, physical, social and spiritual barriers they may have to learning (including any previous learning experiences). • Implementing a mana-enhancing approach to the learning environment by building whānaungatanga with learners from day one. • Ensuring appropriate and culturally responsive well-being and safety systems are in place to support our priority Māori, Pacific and disabled learners. • Demonstrating successful course and programme completions for Māori learners • Where possible, including local iwi into stakeholder engagement and advisory meetings to ensure our educative practice is always culturally responsive to our Māori learners.
7.2	We must:	
7.2.a	<ul style="list-style-type: none"> • Regularly review our: <ul style="list-style-type: none"> ○ student wellbeing and safety strategic goals and ○ student wellbeing and safety strategic plans 	<ul style="list-style-type: none"> • Minuting weekly team meetings with tutorial teams, the Principal, Student Liaison Officer and Operations team to discuss progress of goals and plans pertaining to learner well-being and safety. • Gathering, reviewing, and acting upon formal and informal learner feedback from programme / course evaluations and Student Council meetings • Performing programme evaluations twice annually.

C	Requirement	Evidence / How we will do this
7.2.b	<ul style="list-style-type: none"> • Within a reasonable time after the review, make amendments to our: <ul style="list-style-type: none"> ○ student wellbeing and safety strategic goals and ○ student wellbeing and safety strategic plans 	<ul style="list-style-type: none"> • Updating all documents to newest version within six weeks of discussion and old versions archived for reference. • Making all updated documents available via our website for access.
7.3	We must work with learners and stakeholders (and document the work) when:	
7.3.a	<ul style="list-style-type: none"> • We are developing our: <ul style="list-style-type: none"> ○ student wellbeing and safety strategic goals and ○ student wellbeing and safety strategic plans 	<ul style="list-style-type: none"> • Gathering student and stakeholder feedback through surveys on current well-being and safety systems in place within the organisation and identify best practice and areas for improvement, in order to inform our student well-being and safety strategic goals and plans.
7.3.b	<ul style="list-style-type: none"> • We are reviewing our: <ul style="list-style-type: none"> ○ student wellbeing and safety strategic goals and ○ student wellbeing and safety strategic plans 	<ul style="list-style-type: none"> • Gathering and reviewing formal and informal feedback from students through Student Council meetings with representation from our Māori, Pacific, disabled and diverse learners where possible on current well-being and safety systems. • Gathering and reviewing feedback from programme and course evaluations • Undertaking daily Education team meetings • Undertaking weekly team meetings

Process 2: Self review of learner wellbeing and safety practices

C	Requirement	Evidence/ How we will do this
8.1	<p>We must use our:</p> <ul style="list-style-type: none"> • strategic goals and • strategic plans <p>to regularly review the quality of our:</p> <ul style="list-style-type: none"> • student wellbeing and safety practices to ensure we meet the outcomes and practices in the Code. 	<ul style="list-style-type: none"> • Minuting weekly team meetings with student well-being and safety practices as an on-going agenda item • Implementing Quarterly Strategic focused meetings with all colleagues (from August 2022) • Gathering and reviewing feedback from Student Council meetings • Gathering and reviewing any other forms of informal and formal feedback from learners
8.2	We must review our student wellbeing and safety practices and:	
8.2.a	<ul style="list-style-type: none"> • We must use input from diverse learners and other stakeholders. 	<ul style="list-style-type: none"> • Ensuring Student Council meetings include voices from our Māori, Pacific and disabled and voices from a diverse range of learners. • Allowing Operations and Education team members to provide feedback through weekly and quarterly team meetings
8.2.b	<ul style="list-style-type: none"> • We must use relevant: <ul style="list-style-type: none"> ○ quantitative data and ○ qualitative data (including complaints) <p>that is consistent with our obligations under privacy laws, disaggregated by diverse learner groups.</p>	<ul style="list-style-type: none"> • Undertaking programme evaluations in June and December annually. • Displaying the Complaints Procedure located on website, in the school rules and in the Student Handbook • Gathering and reviewing informal and formal student feedback through Student Council meetings and other student experience surveys.

C	Requirement	Evidence/ How we will do this
8.3	We must take appropriate action to address any deficiencies in student wellbeing and safety practices, where found after a review.	<ul style="list-style-type: none"> • Revising student well-being and safety practices where necessary within one month of review. • Updating all documentation on Web site, in documentation and sharing with colleagues and learners.

Process 3: Publication requirements

C	Requirement	Evidence/ How we will do this
9	Including on our Web site, students, staff and the general public must have access to information including:	
9.a	<ul style="list-style-type: none"> • Strategic goals and • Strategic plans for supporting the wellbeing and safety of students	<ul style="list-style-type: none"> • Displaying these on our Web site – Code of Practice, Student Support and / or Student Welfare • Including them in the Student Handbook
9.b	<ul style="list-style-type: none"> • Revisions to these: <ul style="list-style-type: none"> ○ strategic goals and ○ strategic plans 	<ul style="list-style-type: none"> • Uploading and making new versions available on our Web site within six weeks of review
9.c	<ul style="list-style-type: none"> • Self-review reports on the quality of our learner wellbeing and safety practices 	<ul style="list-style-type: none"> • Minuting weekly team meetings • Gathering and reviewing feedback from Student Council and reporting on actions arising • Gathering and reviewing programme evaluations • Undertaking Quarterly Strategic Focused team meetings

Process 4: Responsive wellbeing and safety systems

C	Requirement	Evidence/ How we will do this
10.1	<p>We must:</p> <ul style="list-style-type: none"> • gather and • communicate <p>relevant information across our organisation to:</p> <ul style="list-style-type: none"> • identify emerging concerns about students' wellbeing and safety or • behaviour <p>and:</p> <ul style="list-style-type: none"> • take all reasonable steps to connect learners to: <ul style="list-style-type: none"> ○ social services ○ medical services ○ mental health services 	<ul style="list-style-type: none"> • Undertaking weekly team meetings • Creating, issuing, and monitoring Non-Attendance Notices (NANs) and attendance database • Absentee procedure • Following and enforcing Behavioural Guidelines, where required • Gathering and reviewing feedback from Student Council Meetings and reporting on actions arising • Undertaken by Student Liaison Officer – External Student Support Contact Database and Information <p>See:</p> <ul style="list-style-type: none"> • Student Support and Welfare and Appendix 3: External Support Agencies – Student Handbook • Student Welfare
10.2	<p>We must provide our team with ongoing training and resources tailored to their roles regarding:</p>	
10.2.a	<ul style="list-style-type: none"> • Te Tiriti o Waitangi 	<ul style="list-style-type: none"> • Undertaking Quarterly Strategic Focused team meetings • Formalising new colleague inductions to include student wellbeing and safety information and practices • Undertaking external professional development as and when required in Te Tiriti Practices and aromatawai assessments

C	Requirement	Evidence/ How we will do this
10.2.b	<ul style="list-style-type: none"> Our obligations under this code 	<ul style="list-style-type: none"> Reviewing progress and outcomes of student well-being and safety practices at quarterly Strategic Focused team meetings Analysing outcomes from programme evaluations which address issues of learner well-being and safety practices Actioning feedback from learner voice through student surveys and Student Council
10.2.c	<ul style="list-style-type: none"> Understanding the welfare issues of our diverse learner groups and appropriate cultural competencies 	<ul style="list-style-type: none"> Listening to and acknowledging learner voice through Student Council Student Welfare information located on website Analysing by the Student Liaison Officer through interview process
10.2.d	<ul style="list-style-type: none"> Identifying and reporting racism, discrimination, and bullying 	See: <ul style="list-style-type: none"> Bullying and Harassment Policy Ethics, Rules and Behaviour – Student Handbook
10.2.e	<ul style="list-style-type: none"> Physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting 	See: <ul style="list-style-type: none"> Student Welfare Student Support and Welfare and Appendix 3: External Support Agencies – Student Handbook
10.2.f	<ul style="list-style-type: none"> Privacy and safe handling of personal information 	See: <ul style="list-style-type: none"> Student Handbook QMS policies Student enrolment forms
10.2.g	<ul style="list-style-type: none"> Referral pathways (internal and external) and escalation procedures 	<ul style="list-style-type: none"> Undertaking by Student Liaison Officer to help students on correct referral pathway See: <ul style="list-style-type: none"> Student Support and Welfare and Appendix 3: External Support Agencies – Student Handbook QMS policies

C	Requirement	Evidence/ How we will do this
10.2.h	<ul style="list-style-type: none"> • Identifying and reporting incidents and concerning behaviours 	<ul style="list-style-type: none"> • Undertaking student well-being check-ins with tutors • Employing Student Action Plans, when and where required • Documenting and following in the class book (used by tutors) • Discussing issues in daily morning and weekly team meetings <p>See:</p> <ul style="list-style-type: none"> • Behavioural Guidelines • Ethics, Rules and Behaviour – Student Handbook • Complaints procedure
10.2.i	<ul style="list-style-type: none"> • Wellbeing and safety awareness and promotion topics including: 	
10.2.i.i	<ul style="list-style-type: none"> ○ Safe health and mental health literacy and support 	<ul style="list-style-type: none"> • Undertaking by Student Liaison Officer <p>See:</p> <ul style="list-style-type: none"> • Student Support and Welfare and Appendix 3: External Support Agencies - Student Handbook • Student Welfare
10.2.i.ii	<ul style="list-style-type: none"> ○ Suicide and self-harm awareness 	<ul style="list-style-type: none"> • Undertaking by Student Liaison Officer <p>See:</p> <ul style="list-style-type: none"> • Student Support and Welfare and Appendix 3: External Support Agencies - Student Handbook • Student Welfare
10.2.i.iii	<ul style="list-style-type: none"> ○ Promoting drug and alcohol use awareness 	<ul style="list-style-type: none"> • Undertaking by Student Liaison Officer <p>See:</p> <ul style="list-style-type: none"> • Student Support and Welfare and Appendix 3: External Support Agencies - Student Handbook • Student Welfare

C	Requirement	Evidence/ How we will do this
10.2.i.iv	<ul style="list-style-type: none"> ○ Promoting healthy lifestyles for learners 	See: <ul style="list-style-type: none"> • Student Support and Welfare - Student Handbook • Student Welfare • Student Liaison Officer
10.3	We must have plans for: <ul style="list-style-type: none"> • Assisting learners through, and • Responding effectively to Emergency situations in our school, including:	<ul style="list-style-type: none"> • Documenting and educating about our emergency procedures
10.3.a	<ul style="list-style-type: none"> • Making these plans available for students when they start their study 	See: <ul style="list-style-type: none"> • Orientation • Web Site/ Student Handbook
10.3.b	<ul style="list-style-type: none"> • Ensuring we have suitably prepared team members that students can contact in an event of an emergency 	<ul style="list-style-type: none"> • Making Education and Training and Operations team contact details available in student handbook and during orientation
10.3.c	<ul style="list-style-type: none"> • Coordinating the decision-making process across our school when responding to emergencies 	<ul style="list-style-type: none"> • Undertaking by CEO and management, where required
10.3.d	<ul style="list-style-type: none"> • Releasing timely, accurate, consistent and accessible information to students and team members during emergencies 	<ul style="list-style-type: none"> • Using the interviewee / enrolment database and other databases to contact parties via email, text or phone message • Using SELMA (student management system) for contact details • Using school iPhone and Scott's iPhone for student contact details (backed up to iCloud) • Using social media accounts (Facebook, Instagram)
10.3.e	<ul style="list-style-type: none"> • Ensuring all relevant team members are aware of the indicators of imminent danger to a student or others and 	<ul style="list-style-type: none"> • Undertaking new colleague induction process • Undertaking and utilizing training around this matter

C	Requirement	Evidence/ How we will do this
10.3.e	<ul style="list-style-type: none"> • Taking actions we can reasonably take to help make them safe 	<ul style="list-style-type: none"> • Undertaking health and safety checks (internally and / or externally) • Filing out associated registers
10.3.f	<ul style="list-style-type: none"> • Keeping a regularly updated critical incident and emergencies procedure manual which: <ul style="list-style-type: none"> ○ Guides team members involved in emergency situations and ○ Contains the immediate and ongoing actions required including: 	<ul style="list-style-type: none"> • Maintaining accurate details of colleagues who have / maintain a workplace first aid certificate • Maintaining an accident register book • Maintaining policies and procedures • Reporting on any issues during meetings
10.3.f.i	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Engaging with relevant government agencies (like NZ Police, Ministry of Health, NZQA, TEC) 	<ul style="list-style-type: none"> • Ensuring senior management and / or team members assigned by senior management liaise with relevant government agencies
10.3.f.ii	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ The follow-up de-briefing processes to support all students and relevant team members 	<ul style="list-style-type: none"> • Undertaking team meetings • Undertaking tutor group meetings • Employing student well-being check-ins • Discussions with and by the Student Liaison Officer • Undertaking Student Council Meetings
10.3.g	<ul style="list-style-type: none"> • Recording critical incidents and emergencies and 	<ul style="list-style-type: none"> • Maintaining an accident register book
10.3.g	<ul style="list-style-type: none"> • Reporting critical incidents and emergencies back annually to our management, students, other stakeholders, and NZQA: <ul style="list-style-type: none"> ○ At an aggregate level and ○ As far as we can, disaggregated into diverse learner groups 	<ul style="list-style-type: none"> • Creating and analysing end-of-intake programme evaluations for any health, safety, and well-being issues by team members • Undertaking student well-being check-ins • Reporting back during Student Council Meetings • Analysing the accident register book

Outcome 2: Learner voice

Process 1: Learner voice

C	Requirement	Evidence/ How we will do this
12.a	We must have practices to build and maintain effective relationships with student groups within our organisation	<ul style="list-style-type: none"> • Holding Student Council meetings every 6 weeks • Documenting Student Council meetings that include representation from all learner groups where possible (Māori, Pacific, disabled and a diverse range of learners)
12.b	<p>We must work with diverse learners and their communities to:</p> <ul style="list-style-type: none"> • Develop • Review • Improve <p>Student wellbeing and safety:</p> <ul style="list-style-type: none"> • Strategic goals • Strategic plans • Practices 	<ul style="list-style-type: none"> • Gaining and analysing feedback from Student Council on validity and progress of student well-being and safety systems available. • Reviewing student programme evaluations that address any issues pertaining to learner voice, safety and well-being. • Creating and analysing end-of-intake programme evaluations for patterns to inform corrective and / or preventative actions around student well-being and safety. • Performing student well-being check-ins once a term • Gathering, analysing, and discussing informal feedback from students during class

C	Requirement	Evidence/ How we will do this
12.c	<p>We must provide:</p> <ul style="list-style-type: none"> • Formal processes • Informal processes <p>For actively:</p> <ul style="list-style-type: none"> • Hearing • Engaging with • Developing <p>The diverse range of student voices and those of their communities.</p>	<ul style="list-style-type: none"> • Engaging with student body via Student Council with representation from the school being the Principal, Student Liaison Officer, and Quality Assurance and Compliance Officer • Minuting Student Council meetings to share with all students and team members within one week of meeting taking place • Documenting, discussing, and reporting back on actions from meetings to ensure compliance • Performing student well-being check-ins with students • Gathering, analysing, and discussing informal feedback from students • Engaging with external stakeholders, when and where required
12.d	<p>We must provide:</p> <ul style="list-style-type: none"> • Timely resources • Accessible resources <p>To students to support them and their student communities to:</p> <ul style="list-style-type: none"> • Develop the necessary skills to enable them to participate fully in the decision-making process 	<ul style="list-style-type: none"> • Employing one-on-one support from Student Liaison Officer as and when required • Sharing minutes and actions from Student Council meetings • Creating and distributing a thorough induction into Terms of Reference for the Student Council • Ensuring a support person is invited into any meetings regarding academic, behavioural, health and well-being meetings between student and organisation
12.e	<p>We must provide:</p> <ul style="list-style-type: none"> • Timely information • Accessible information <p>To learners to:</p> <ul style="list-style-type: none"> • Increase transparency of our decision-making processes. 	<ul style="list-style-type: none"> • Including all parties involved in decision making processes as and when required • Documenting minutes and actions which arise from formal and informal student feedback made available for all learners • Responding to formal and informal feedback through Student Council meetings and other meetings

Process 2: Learner complaints

C	Requirement	Evidence/ How we will do this
13	We must:	
13.a	<ul style="list-style-type: none"> Work with students to effectively respond to complaints 	<ul style="list-style-type: none"> Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> Complaints Procedure Complaints Records School rules and regulations
13.a	<ul style="list-style-type: none"> Work with students to process complaints (including appropriate engagement with support people) 	<ul style="list-style-type: none"> Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> Complaints Procedure Complaints Records School rules and regulations
13.b	<ul style="list-style-type: none"> Inform students how the complaint will be handled 	<ul style="list-style-type: none"> Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> Complaints Procedure Complaints Records School rules and regulations
13.b	<ul style="list-style-type: none"> Inform students how the complaint is progressing 	<ul style="list-style-type: none"> Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> Complaints Procedure Complaints Records School rules and regulations
13.c	<ul style="list-style-type: none"> Handle complaints in a timely and efficient way, including practices that: 	<ul style="list-style-type: none"> Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> Complaints Procedure Complaints Records School rules and regulations

C	Requirement	Evidence/ How we will do this
13.c.i	<ul style="list-style-type: none"> ○ Are appropriate to the complexity or sensitivity of the complaint 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations
13.c.ii	<ul style="list-style-type: none"> ○ Consider the issues from a cultural perspective 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations
13.c.iii	<ul style="list-style-type: none"> ○ Include the provision of approaches considering traditional processes (restorative justice, for example) 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations
13.c.iv	<ul style="list-style-type: none"> ○ Comply with the principles of natural justice 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations
13.d	<ul style="list-style-type: none"> • Ensure the complaints procedure is easily accessible for students, including: 	
13.d.i	<ul style="list-style-type: none"> ○ Providing students with clear information on how to use the complaints procedure 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook

C	Requirement	Evidence/ How we will do this
13.d.ii	<ul style="list-style-type: none"> ○ Providing students with the relevant people to contact with their complaint 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook
13.d.iii	<ul style="list-style-type: none"> ○ Providing students with the scope and possible outcomes of the processes 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook
13.d.ii	<ul style="list-style-type: none"> ○ Address barriers to accessing this information (language issues, lack of internet, fear of reprisal, desire for anonymity) 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook
13.d.ii	<ul style="list-style-type: none"> ○ Identify possible alternative ways of raising a complaint 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook
13.d.iii	<ul style="list-style-type: none"> ○ Allow the student to have a support person (chosen by the student) to guide and support the student through the complaints process 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook
13.d.iv	<ul style="list-style-type: none"> ○ Allow groups of students to make a joint complaint 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Orientation • Student Handbook

C	Requirement	Evidence/ How we will do this
13.e	<ul style="list-style-type: none"> • Record complaints 	See: <ul style="list-style-type: none"> • Complaints Record
13.f	<ul style="list-style-type: none"> • Report (every year and including on our Web site, where available) to: <ul style="list-style-type: none"> ○ Management ○ Students ○ Other stakeholders ○ Code administrator: 	<ul style="list-style-type: none"> • Addressing compliance issues around student complaints and responses in the end-of-intake programme evaluations • Creating, monitoring, and updating the Complaints Record • Addressing student complaints and feeding back resolutions through Student Council meetings
13.f.i	<ul style="list-style-type: none"> ○ At the aggregate level and ○ Disaggregated by diverse learner groups where practicable: <ul style="list-style-type: none"> ▪ The number of complaints made ▪ The nature of complaints made ▪ The outcomes of complaints made 	<ul style="list-style-type: none"> • Creating, monitoring, and updating the Complaints Record
13.f.ii	<ul style="list-style-type: none"> ○ Learner experience with the complaints procedure 	<ul style="list-style-type: none"> • Gathering information from students via Student Council and individualised follow-up
13.f.ii	<ul style="list-style-type: none"> ○ Learner experience with the outcome of their complaint 	<ul style="list-style-type: none"> • Gathering information from students via Student Council and individualised follow-up
13.g	<ul style="list-style-type: none"> • Promote and publicise to students: 	
13.g	<ul style="list-style-type: none"> ○ Our complaints procedure 	See: <ul style="list-style-type: none"> • Complaints procedure page • Student handbook • School rules and regulations
13.g	<ul style="list-style-type: none"> ○ NZQA's complaints process 	See: <ul style="list-style-type: none"> • Complaints procedure page • Student handbook • School rules and regulations

C	Requirement	Evidence/ How we will do this
13.g	<ul style="list-style-type: none"> ○ The code administrator's complaints process (NZQA is the code administrator) 	See: <ul style="list-style-type: none"> • Complaints procedure page • Student handbook • School rules and regulations
13.g	<ul style="list-style-type: none"> ○ The Dispute Resolution Scheme 	See: <ul style="list-style-type: none"> • Complaints procedure page • Student handbook • School rules and regulations
13.h	<ul style="list-style-type: none"> • Advise students on the next steps available to them if: <ul style="list-style-type: none"> ○ We do not accept the complaint ○ We do not feel we have the cultural competency to deal with the complaints ○ The student is not satisfied we have made adequate progress towards resolving the complaint ○ The student is not satisfied with our complaints procedure or outcome • Including: 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations
13.h.i	<ul style="list-style-type: none"> ○ How to seek resolution of a contractual or financial dispute externally, depending on the subject matter, e.g.: <ul style="list-style-type: none"> ▪ NZQA ▪ Disputes Resolution Scheme ▪ Disputes Tribunal ▪ Human Rights Commission ▪ Ombudsman 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations <ul style="list-style-type: none"> • <i>Note: The Ombudsman only deals with public tertiary education organisations.</i>
13.h.ii	<ul style="list-style-type: none"> ○ How to make a complaint to NZQA if the student believes we are failing to meet the outcomes or requirements of the Code 	<ul style="list-style-type: none"> • Supporting students through the Student Liaison Officer See: <ul style="list-style-type: none"> • Complaints Procedure • Complaints Records • School rules and regulations

Process 3: Compliance with the Dispute Resolution Scheme

C	Requirement	Evidence/ How we will do this
14	We must ensure we are familiar with the relevant Dispute Resolution Scheme rules and	<ul style="list-style-type: none"> • Discussing the Dispute Resolution scheme with the team during ongoing training and development with the Code of Practice and included into new colleague inductions
14	We must ensure we are compliant with those rules where we are involved in a dispute.	<ul style="list-style-type: none"> • Making the Dispute Resolutions Scheme available and referring to it during situations involving a dispute, where applicable

Wellbeing and safety practices for all tertiary providers

Outcome 3:

Safe, inclusive, supportive, and accessible physical and learning environments

Process 1: Safe and inclusive communities

C	Requirement	Evidence/ How we will do this
16.1	We must have practices to:	
16.1.a	<ul style="list-style-type: none"> Reduce discrimination, racism, bullying, harassment, and abuse. 	<ul style="list-style-type: none"> Upholding best practice to ensure Whānaungatanga is implemented into orientation activities for all learners Identifying all priority learners including, Māori, Pacific, diverse and disabled learners Engaging with Student Council with representation from priority learner groups Undertaking student well-being check-ins
16.1.b	<ul style="list-style-type: none"> Work with students and staff to recognise and respond effectively to discrimination, racism, bullying, harassment and abuse. 	<ul style="list-style-type: none"> Discussing issues in Student Council Discussing issues in morning and weekly team meetings Discussing issues one-on-one with the Student Liaison Officer <p>See:</p> <ul style="list-style-type: none"> Ethics, Rules and Behaviour – Student Handbook Behavioural Guidelines

C	Requirement	Evidence/ How we will do this
16.1.c	<ul style="list-style-type: none"> • Promote an inclusive culture. 	<ul style="list-style-type: none"> • Utilizing student well-being check-ins • Using Te Reo in emails, sign offs and greetings • Gathering, analysing, and acting upon formal and informal student feedback • Identifying priority learner groups and implementing culturally responsive support networks in place as and when required • Acting in an inclusive manner
16.1.d	<ul style="list-style-type: none"> • Uphold the cultural needs and aspirations of all groups 	<ul style="list-style-type: none"> • Ensuring Māori, Pacific, diverse and disabled learners are represented on Student Council
16.1.e	<ul style="list-style-type: none"> • Provide all students with information that: 	
16.1.e.i	<ul style="list-style-type: none"> ○ Supports understanding, acceptance, and connection with all learners and 	<ul style="list-style-type: none"> • Promoting inclusiveness in the school • Acting in an inclusive manner
16.1.e.i	<ul style="list-style-type: none"> ○ Supports a collective responsibility for an inclusive learning environment 	<ul style="list-style-type: none"> • Promoting inclusiveness in the school • Acting in an inclusive manner
16.1.e.ii	<ul style="list-style-type: none"> ○ Informs them about the cultural, spiritual, and community supports available to them 	<p>See:</p> <ul style="list-style-type: none"> • Student Handbook • Student Support page • Student Welfare page

C	Requirement	Evidence/ How we will do this
16.1.f	<ul style="list-style-type: none"> Provide learners with accessible learning environments, allowing them to connect with others, build relationships, support each other, and welcome their friends, families, and whānau 	<ul style="list-style-type: none"> Providing small class sizes accommodate for a more one-on-one experience Providing an accessible and large student common lounge (Great Hall) for gathering and connecting outside of class time Providing opportunities to invite whānau into learning environments during client days and as models for class (where required) Undertaking a friendly interview process where whānau can to join to ask questions and find out more prior to enrolment.

Process 2: Supporting learner participation and engagement

C	Requirement	Evidence/ How we will do this
17.1	We must provide students with opportunities to:	
17.1.a	<ul style="list-style-type: none"> Actively participate and share their views safely in their learning environment 	<ul style="list-style-type: none"> Undertaking Student Council meetings Discussing this in student well-being check-ins Interacting in class during lessons
17.1.b	<ul style="list-style-type: none"> Connect, build relationships and develop social, spiritual and cultural networks 	<ul style="list-style-type: none"> Identifying priority learner groups to connect inside and outside of learning environment Using shared communal spaces for students to connect during break times (Great Hall) <p>See:</p> <ul style="list-style-type: none"> Your Study Groups – Student Handbook Your Study Groups – Web site
17.1.c	<ul style="list-style-type: none"> Use te reo and tikanga Māori to support Māori students' connection to identity and culture 	<ul style="list-style-type: none"> Implementing Te Reo greetings and headings on teaching and learning resources Utilising Teo Reo in email greetings and sign offs

C	Requirement	Evidence/ How we will do this
17.2	We must have practices for supporting students throughout their studies, including:	
17.2.a	<ul style="list-style-type: none"> Enabling students to prepare and adjust for tertiary studies 	<ul style="list-style-type: none"> Implementing a tuakana-teina model where senior students visit new students during orientation to discuss their learning experiences in tertiary education <p>See:</p> <ul style="list-style-type: none"> Student Handbook Web site
17.2.b	<ul style="list-style-type: none"> Maintaining appropriate oversight of student achievement and engagement. 	<ul style="list-style-type: none"> Undertaking education team meetings every morning to discuss student achievement and engagement issues Recording and reporting any engagement issues in the class book for record and follow up Completing and monitoring results sheets updated by Principal and tutors for non-achievement and early intervention Updating the grades programme (MasterGrade) by Student Liaison Officer and providing any achievement issues during team meetings Communicating the attendance policy during interview, enrolment and orientation Completing Student Action Plans with tutor or Principal to identify gaps in achievement, learning and engagement and set goals for success, when and where required
17.2.c	<ul style="list-style-type: none"> Providing the opportunity for students to discuss (in confidence) any issues affecting their ability to study and 	<ul style="list-style-type: none"> Meeting with Student Liaison Officer and / or education and training team available upon request for discussions with students Performing student well-being check-ins once per term

C	Requirement	Evidence/ How we will do this
17.2.c	<ul style="list-style-type: none"> Providing students with a response to their issues affecting their ability to study 	<ul style="list-style-type: none"> Meeting with Student Liaison Officer and / or education and training team available upon request for discussions with students Performing student well-being check-ins once per term
17.2.d	<ul style="list-style-type: none"> Providing students advice on pathways for further study and career development, where appropriate. 	See: <ul style="list-style-type: none"> "Your Options after the Course" on: <ul style="list-style-type: none"> Beauty therapy Web page Nail technology Web page

Process 3: Physical and digital spaces and facilities

C	Requirement	Evidence/ How we will do this
18.a	We must have practices to provide healthy and safe learning environments.	<ul style="list-style-type: none"> Providing well-ventilated learning spaces Signposting emergency exits and providing emergency lighting Providing adequate and easily accessible toilets Providing a large communal student lounge (Great Hall) Providing hot and cold drinking water facilities Providing more-than-ample hand washing facilities available Utilising a guest sign in and sign out practice
18.b	We must identify barriers to our facilities and services.	<ul style="list-style-type: none"> Checking health and safety through regular checks Identifying and discussing possible health and safety issues in team meetings and Student Council meetings Providing handicap-accessible facilities

C	Requirement	Evidence/ How we will do this
18.b	We must remove (where possible) barriers to our facilities and services.	<ul style="list-style-type: none"> • Checking health and safety through regular checks • Providing complementary Wi-Fi for all students and team members • Providing handicap-accessible facilities
18.c	We must have practices involving students in the design of physical and digital learning environments when making improvements.	<ul style="list-style-type: none"> • Discussing through Student Council meetings • Performing User Experience (UX) usability tests, when and where required
18.d	We must have practices for engaging with Māori and involving Māori in the design of physical and digital environments (where appropriate).	<ul style="list-style-type: none"> • Discussing through Student Council meetings • Performing User Experience (UX) usability tests, when and where required Collaborating with external stakeholders and local iwi where appropriate in design of physical and digital learning environments

Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

C	Requirement	Evidence
20.1	We must have practices that allow all students to identify and manage their basic needs, including:	
20.1.a	<ul style="list-style-type: none"> How to access services through community and public services that will help them maintain reasonable standards of material wellbeing and safety 	See: <ul style="list-style-type: none"> Student Welfare page Student Handbook Student Liaison Officer
20.1.b	<ul style="list-style-type: none"> How to access suitable accommodation and understand their rights and obligations as a tenant in New Zealand 	See: <ul style="list-style-type: none"> Accommodation Options page Student Handbook
20.1.c	<ul style="list-style-type: none"> How to maintain a healthy lifestyle 	See: <ul style="list-style-type: none"> Student Welfare page Student Handbook nutrition lessons (beauty) exercise lessons (beauty)
20.2	If we provide food to students, we must ensure the food includes healthy food with a reasonable price.	Not applicable. We do not provide or sell food to students on campus.

Process 2: Promoting physical and mental health awareness

C	Requirement	Evidence
21	We must have practices for:	
21.a	<ul style="list-style-type: none"> • providing opportunities and experiences for students that improve their physical and mental health and wellbeing and safety 	<ul style="list-style-type: none"> • Providing a large communal lounge for breaks (Great Hall) • Performing beauty / spa / nail treatments on each other as part of learning however incorporates a sense of well-being into their day • Providing smaller class sizes to avoid feeling overwhelmed with large class sizes
21.b	<ul style="list-style-type: none"> • promoting good physical and mental health practices 	See: <ul style="list-style-type: none"> • Student Welfare page • Student Handbook
21.c	<ul style="list-style-type: none"> • supporting students' connection to their language, identity, and culture 	<ul style="list-style-type: none"> • Encouraging students to invite whanau, friends and family into their learning environment during client sessions • Performing student well-being check-ins which support students' ability to explore their physical, emotional, mental and social barriers to learning
21.d	<ul style="list-style-type: none"> • providing information and advice to students about: 	
21.d.i	<ul style="list-style-type: none"> ○ accessing medical and mental health services 	See: <ul style="list-style-type: none"> • Student Welfare page • Student Handbook
21.d.ii	<ul style="list-style-type: none"> ○ how they can report health and safety concerns they have for other students 	<ul style="list-style-type: none"> • Identifying in Student Council meetings • Identifying in a one-on-one meeting with Student Liaison Officer • Identifying during student well-being check-ins
21.d.iii	<ul style="list-style-type: none"> ○ how to respond to an emergency and engage with relevant government agencies 	See: <ul style="list-style-type: none"> • Orientation • Student Handbook • Workplace First Aid training

C	Requirement	Evidence
21.d.iv	<ul style="list-style-type: none"> ○ how to make positive choices that enhance their wellbeing 	<ul style="list-style-type: none"> • Undertaking student well-being check-ins • Engaging with the Student Council members to promote this <p>See:</p> <ul style="list-style-type: none"> • Student Welfare page • Student Handbook

Process 3: Proactive monitoring and responsive wellbeing and safety practices

C	Requirement	Evidence
22.1	We must have practices for:	
22.1.a	<ul style="list-style-type: none"> • having domestic students 18 and older provide next of kin details 	<p>See:</p> <ul style="list-style-type: none"> • section F of the application and enrolment form part 1 for domestic students
22.1.b	<ul style="list-style-type: none"> • describing the circumstances in which we would contact the next of kin in relation to the student's wellbeing and safety 	<ul style="list-style-type: none"> • Currently developing in: <ul style="list-style-type: none"> • Student Handbook • Operations Handbook • Education Handbook
22.1.c	<ul style="list-style-type: none"> • contacting the next of kin in the circumstances of 22.1.b or where we believe disclosure is required to prevent or lessen a serious threat to the student's life or health 	<ul style="list-style-type: none"> • Currently developing in: <ul style="list-style-type: none"> • Student Handbook • Operations Handbook • Education Handbook
22.1.d	<ul style="list-style-type: none"> • enabling students to communicate health and mental health needs with our team in confidence so we can offer the student support 	<ul style="list-style-type: none"> • Undertaking student well-being check-ins • Discussing with Student Liaison Officer who can provide information on external support agencies <p>See:</p> <ul style="list-style-type: none"> • Student Support and Welfare section – Student Handbook • Appendix 3: External Support Agencies - Student Handbook

C	Requirement	Evidence
22.1.e	<ul style="list-style-type: none"> providing students the opportunities to raise concerns about themselves or others in confidence 	<ul style="list-style-type: none"> Undertaking student well-being check-ins Discussing with Student Liaison Officer in one-on-one meetings
22.1.f	<ul style="list-style-type: none"> identifying students who are at-risk and having clear and appropriate pathways for helping them access services when they need it 	<ul style="list-style-type: none"> Identifying and discussing during weekly and daily team meetings Referring student to Student Liaison Officer if required in order to seek additional internal or external student support Identifying priority and at-risk students during enrolment stage <p>See:</p> <ul style="list-style-type: none"> Policies and procedures (currently developing) in Operations Handbook and Education Handbook
22.1.g	<ul style="list-style-type: none"> identifying students who are at risk of harming others and: 	<ul style="list-style-type: none"> Identifying and discussing during weekly and daily team meetings Referring student to Student Liaison Officer if required in order to seek additional internal or external student support Identifying priority and at-risk students during enrolment stage <p>See:</p> <ul style="list-style-type: none"> Policies and procedures (currently developing) in Operations Handbook and Education Handbook

C	Requirement	Evidence
22.1.g.i	<ul style="list-style-type: none"> ○ having clear and appropriate pathways for helping them access services when they need it 	<ul style="list-style-type: none"> • Undertaking student well-being check-ins and referring them for further assistance if required • Identifying goals within the student well-being check-in process and one-on-one meetings (where required) • Monitoring by tutors and Student Liaison Officer, where required • Referring them to external agencies <p>See:</p> <ul style="list-style-type: none"> • Policies and procedures (currently developing) in Operations Handbook and Education Handbook
22.1.g.ii	<ul style="list-style-type: none"> ○ protecting students and team members who experience harm from other students and / or staff 	<ul style="list-style-type: none"> • Having team members with workplace first aid certificates on site • Referring students to external support services when and where required <p>See:</p> <ul style="list-style-type: none"> • Policies and procedures (currently developing) in Operations Handbook and Education Handbook
22.1.h	<ul style="list-style-type: none"> • making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including studying off-campus 	<ul style="list-style-type: none"> • Undertaking student well-being check-ins • Providing any additional support we can internally • Referring students to external support services when and where required • Providing Moodle access for additional support

C	Requirement	Evidence
22.1.i	<ul style="list-style-type: none"> responding to disruptive and threatening behaviour in a way that is sensitive to a student's situation 	<ul style="list-style-type: none"> Sharing best practice amongst colleagues in de-escalation approaches <p>See:</p> <ul style="list-style-type: none"> Policies and procedures (currently developing) in Operations Handbook and Education Handbook
22.1.j	<ul style="list-style-type: none"> supporting students whose learning is interrupted due to circumstances outside their control and 	<ul style="list-style-type: none"> Undertaking student well-being check-ins Providing any additional support we can internally Referring students to external support services when and where required <p>See:</p> <ul style="list-style-type: none"> Student Support and Welfare section – Student Handbook Appendix 3: External Support Agencies - Student Handbook
22.1.j	<ul style="list-style-type: none"> providing inclusive, accessible re-entry processes for their transition into tertiary study 	<p>Note: We don't usually allow students to re-enter study as TEC marks us down for withdrawals, course non-completions, and programme non-completions in the first instance. This is taken on a case-by-case basis, though.</p>
22.2	<p>We must have up-to-date contact details and next of kin contact details for domestic tertiary learners under 18 years old and international students.</p>	<p>See:</p> <ul style="list-style-type: none"> section F of the application and enrolment form part 1 for domestic students section F of the international student enrolment form

C	Requirement	Evidence
22.3	We must contact the next of kin for domestic students under 18 years old and international students if there is a concern regarding the wellbeing or safety of the student.	<ul style="list-style-type: none">• Discussing information during team meetings See: <ul style="list-style-type: none">• Policies and procedures (currently developing) in Operations Handbook and Education Handbook

Additional wellbeing and safety practices for tertiary providers enrolling international students

Outcome 8:

Responding to the distinct wellbeing and safety needs of international learners

35	Requirement	Evidence
35		
	<p>We 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.</p>	<ul style="list-style-type: none"> • Currently no international learners are present in the school • Should international learners enrol into a programme at NaSA they will be asked if they would like to join representation onto the Student Council for those cohort of students • International learners would be introduced to each other and where possible, ensure they are in the same learning group in order to support them build connections outside of the school • Additional learner achievement and wellbeing check-ins would be made available for our international learners particularly relating to any attendance issues which arise which may affect their visa regulations.

Outcome 9:**Prospective international tertiary learners are well informed****Process 1: Marketing and promotion**

C	Requirement	Evidence
37	Our marketing and promotion practices must:	
37.a	<ul style="list-style-type: none"> Proactively seek to understand the information needs of prospective international students 	<ul style="list-style-type: none"> Careful and detailed exploration of international learner's visa requirements would be undertaken to ensure all required information is made available and easily accessible for prospective international students Additional information and external advice sought as and when needed from external parties (e.g. Immigration NZ)
37.b	<ul style="list-style-type: none"> Develop and provide information to prospective international students and 	See: <ul style="list-style-type: none"> www.nasa.co.nz Course Information Pack Student Handbook
37.b	<ul style="list-style-type: none"> Review that information to ensure it is up-to-date 	In / around August each year, we review the information on: <ul style="list-style-type: none"> Web site Student Handbook Course Information Pack
37.c	<ul style="list-style-type: none"> Ensure prospective international students receive up-to-date information about: 	
37.c.i	<ul style="list-style-type: none"> o our EER 	See: <ul style="list-style-type: none"> Who We Are page International Students page
37.c.ii	<ul style="list-style-type: none"> o our programmes, staffing, facilities, and equipment 	See our web site, course information pack and our student handbook.
37.c.iii	<ul style="list-style-type: none"> o the Dispute Resolution Scheme 	See: <ul style="list-style-type: none"> Complaints procedure page Student Handbook School rules and regulations

C	Requirement	Evidence
37.c.iv	<ul style="list-style-type: none"> ○ potential learning outcomes, including pathways for further study, employment, and residency (where applicable) 	See the individual programme pages on our Web site for further information.
37.c.v	<ul style="list-style-type: none"> ○ estimated study and living costs for international students, including fees on top of basic tuition fee 	See our web site, course information pack and our student handbook.
37.c.vi	<ul style="list-style-type: none"> ○ accommodation and transport, or ways to obtain such information 	See our student handbook, our Accommodation Web page , and our Getting to School Web page .

Process 2: Managing and monitoring education agents

C	Requirement	Evidence
38	We must have practices for effectively managing and monitoring the performance and conduct of education agents in the areas of learner safety and wellbeing, including:	
38.a	<ul style="list-style-type: none"> • Carrying out and recording reference checks on education agents 	Not required. We do not use education agents at this point in time.
38.b	<ul style="list-style-type: none"> • Enter into written contracts with each of our education agents 	
38.c	<ul style="list-style-type: none"> • Monitor the activities and performance of our education agents in relation to: 	
38.c.i	<ul style="list-style-type: none"> ○ their obligations are per our contract with them 	
38.c.ii	<ul style="list-style-type: none"> ○ if they provide international students with reliable information and advice about studying, working, and living in New Zealand 	
37.c.iii	<ul style="list-style-type: none"> ○ if they act with integrity 	
37.c.iv	<ul style="list-style-type: none"> ○ if they acted illegally or in a way that threatens our compliance with the code 	
38.d	<ul style="list-style-type: none"> • Manage education agents by 	

C	Requirement	Evidence
38.d.i	<ul style="list-style-type: none"> ○ Terminating our contract with them if there is evidence that the education agent has: 	
38.d.i.a	<ul style="list-style-type: none"> ▪ Been false, misleading, deceptive, or in breach of the law 	
38.d.i.b	<ul style="list-style-type: none"> ▪ Jeopardised our compliance with the code 	
38.e	<ul style="list-style-type: none"> • Ensure education agents have access to and maintain up-to-date information relevant to their duties as specified in our contract 	

Outcome 10:**Offer, enrolment, contracts, insurance and visa****Process 1: Offer of educational instruction**

C	Requirement	Evidence
40	<p>We:</p> <ul style="list-style-type: none"> • Offer education in accordance with the Act • Ensure what we offer the international student is appropriate for their expectations, English language proficiency, academic ability, and the educational outcomes they are seeking 	<ul style="list-style-type: none"> • Academic entry requirements for international learners made available via student handbooks available on website • Individual interview process provides further clarification as to expectations and academic educational outcomes of the programme for international learners

Process 2: Information to be provided before entering contract

C	Requirement	Evidence
41	Before enrolment:	
41.1.a	The international student receives the most recent results of the EER.	<p>See:</p> <ul style="list-style-type: none"> • Who We Are page • International Students page
41.1.b	The international student receives any information around quality improvement or compliance notices and conditions imposed on us under the Act that the code administrator directs must be disclosed.	Not required. We have no such requirements imposed on us at the present time.
41.1.c	The international student receives information about the education provided and the qualification(s) received if successfully completed.	<p>This information can be found on / in:</p> <ul style="list-style-type: none"> • Course Information Pack • programme Web pages • Student Handbook

C	Requirement	Evidence
41.1.d	The international student receives information about the refund conditions that comply with the process in clause 46.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz/withdraw/ • Student Handbook • rules and regulations • section M2 of the international student enrolment form
41.1.e	The international student receives information about staffing, facilities, and equipment.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz • Student Handbook
41.1.f	The international student receives information about available services and supports.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz • Student Handbook
41.1.g	The international student receives information about insurance and visa requirements.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz <ul style="list-style-type: none"> ○ Medical and Travel Insurance page ○ Student Visas and Permits page • the Travel and Medical Insurance and Student Visas and Permits subsections of the International Students section of the student handbook
41.1.h	The international student receives information about the Code and the relevant Dispute Resolution Scheme rules	<ul style="list-style-type: none"> • Information uploaded onto Website and Student Handbook for accessibility
41.1.i	The international student receives information on the full costs related to an offer of place.	This information can be found on / in: <ul style="list-style-type: none"> • Course Information Pack • Student Handbook • Web site • Section K of the international student enrolment form • extra expenses checklist • interview meeting

C	Requirement	Evidence
41.2	We inform the international student about their rights and obligations in relation to education from us, including the rights under the code.	<ul style="list-style-type: none"> • Informed during interview process • Student Handbook

Process 3: Contract of enrolment

C	Requirement	Evidence
42.1	At enrolment:	
42.1.a	We provide the international student with information with clear beginning and ending dates of enrolment.	<p>This information can be found on / in:</p> <ul style="list-style-type: none"> • Course information Pack • programme Web pages • international student enrolment form • confirmation of enrolment letter
42.1.b	We provide the international student with the grounds for terminating the enrolment contract.	<ul style="list-style-type: none"> • Located on website • Rules and Regulations • Enrolment form • Policies and procedures – Operations Handbook
42.1.c	We provide the international student with circumstances where the international student may be in breach of the enrolment contract.	<ul style="list-style-type: none"> • Located on website • Rules and Regulations • Enrolment form • Policies and procedures – Operations Handbook
42.1.d	We provide the international student with disciplinary action information (for example, suspension or exclusion).	<ul style="list-style-type: none"> • Located on website • Rules and Regulations • Enrolment form • Policies and procedures – Operations Handbook
42.1.e	We provide the international student information about the process we follow when we are looking to terminate the contract or take disciplinary action.	<ul style="list-style-type: none"> • Located on website • Rules and Regulations • Enrolment form • Policies and procedures – Operations Handbook
42.2	We must ensure the enrolment contract is fair and reasonable.	The enrolment contract is based off the Ministry of Education example.

Process 4: Disciplinary action

C	Requirement	Evidence
43	When we either terminate an international student's enrolment contract or take disciplinary action against an international student, they must be according to the principles of natural justice.	<ul style="list-style-type: none"> • Located on website • Rules and Regulations • Behavioural Guidelines • Policies and procedures – Operations Handbook

Process 5: Insurance

C	Requirement	Evidence/ How we will do this
44.1	We must have practices ensuring international students we enrol have appropriate insurance covering:	
44.1.a	The international student's travel:	See section 8.6.7.3 <i>Medical and Travel Insurance</i> in the Extra Requirements for International Students section of the Operations Handbook.
44.1.a.i	<ul style="list-style-type: none"> • to and from New Zealand 	
44.1.a.ii	<ul style="list-style-type: none"> • within New Zealand 	
44.1.a.iii	<ul style="list-style-type: none"> • outside New Zealand (only where classes are held outside New Zealand) 	Not required. We do not offer education outside of New Zealand.
44.1.b	Medical care in New Zealand, including diagnosis, prescription, surgery and hospitalisation	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advice sought on appropriate visa and insurance documentation required for International learners

C	Requirement	Evidence/ How we will do this
44.1.c	Repatriation or expatriation of the international student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting the student	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advise sought on appropriate visa and insurance documentation required for International learners
44.1.d	Death of the international student, including cover of:	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advise sought on appropriate visa and insurance documentation required for International learners
44.1.d.i	<ul style="list-style-type: none"> • Travel costs of family members to and from New Zealand 	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advise sought on appropriate visa and insurance documentation required for International learners

C	Requirement	Evidence/ How we will do this
44.1.d.ii	<ul style="list-style-type: none"> • Cost of repatriation or expatriation of the body 	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advice will be sought on appropriate visa and insurance documentation required for International learners
44.1.d.iii	<ul style="list-style-type: none"> • Funeral expenses 	<ul style="list-style-type: none"> • Medical and Travel Insurance – Web site • Student Handbook • Operations Handbook • All appropriate visa and insurance documentation to be checked by Student Liaison Officer prior to international student enrolment. • Where necessary, external advice will be sought on appropriate visa and insurance documentation required for international learners
44.2	<p>The period of travel covers travel from their country of origin on a date before their course starts</p> <hr/> <p>The period of travel covers travel back to their country of origin on a date after their course starts</p>	See section 8.6.7.3 <i>Medical and Travel Insurance</i> in the Extra Requirements for International Students section of the Operations Handbook.
44.3	The insurance for the international student's travel does not need to include travel to other countries except where a student is embarking on connecting flights to or from New Zealand.	See section 8.6.7.3 <i>Medical and Travel Insurance</i> in the Extra Requirements for International Students section of the Operations Handbook.

Process 6: Immigration matters

C	Requirement	Evidence
45	We must have practices that ensure international students are entitled to study in New Zealand under the law, including:	
45.a	Ensuring each international student who has enrolled with us has a student visa and permit with the correct information.	See section 8.6.7.2 <i>Student Visa and Permit Requirements</i> in the Extra Requirements for International Students section of the Operations Handbook.
45.b	Reporting any suspected breaches of visa conditions to Immigration New Zealand	<ul style="list-style-type: none"> • Student Handbook • Operations Handbook • Policies and procedures around this
45.c	Notifying Immigration New Zealand when the international student has withdrawn or had her enrolment contract terminated	See section 9.5.1.4 <i>Informing Immigration New Zealand</i> in the Processing the Withdrawal section of the Operations Handbook.

Process 7: Student fee protection and managing withdrawal and closure

C	Requirement	Evidence
46.1.a	We need to make sure any fees an international student pays are secure and protected if that student withdraws , or the programme is not delivered or has to close , or we are required to close .	See section 8.6.4.2 <i>Additional Requirements for International Students</i> in the Complete Enrolment section of the Operations Handbook.
46.1.b	We need to make sure our refund policies are fair and reasonable.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz/withdraw/ • student handbook • rules and regulations • section M2 of the international student enrolment form
46.1.c	We need to supply international students with sufficient information to understand their rights and obligations under our refund policies.	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz/withdraw/ • student handbook • rules and regulations • section M2 of the international student enrolment form

C	Requirement	Evidence
46.2	Our refund policies need to include conditions for the following situations:	
46.2.a	<ul style="list-style-type: none"> When an international student fails to obtain a student visa 	This information can be found on / in: <ul style="list-style-type: none"> www.nasa.co.nz/withdraw/ student handbook rules and regulations section M2 of the international student enrolment form
46.2.b	<ul style="list-style-type: none"> When an international student withdraws from her programme 	
46.2.c	<ul style="list-style-type: none"> Where we can no longer offer a programme 	
46.2.d	<ul style="list-style-type: none"> Where we stop being a signatory to the Code to take international students 	
46.2.e	<ul style="list-style-type: none"> Where we stop being an education provider 	
46.3	Where we either cease to provide a course that an international student is enrolled in or cease to be able to accept international students , we must:	
46.3.a	Refund the fees paid for services not delivered or the unused portion of the fees to the international student; or	This information can be found on / in: <ul style="list-style-type: none"> www.nasa.co.nz/withdraw/ student handbook rules and regulations section M2 of the international student enrolment form
46.3.b	If the international student tells us to (or if the code administrator another agency tells us to), transfer the amount agreed to another provider.	Not required. Public Trust will refund the fees to the international student.

Outcome 11:**International learners receive appropriate orientations, information and advice****Process 1: Provision of information**

C	Requirement	Evidence
48.a	Information and advice provided to international learners is accurate and up-to-date	In / around August each year, we review the information on: <ul style="list-style-type: none"> • Web site • Student Handbook • Course Information Pack
48.b	Ongoing information and advice provided to the international learners is appropriate to the needs of the learner within context	<ul style="list-style-type: none"> • Student well-being check-ins to identify a need for any additional information or advice sought from international learner's
48.c	Provide the names and contact details of designated staff members responsible for international tertiary learner support	<ul style="list-style-type: none"> • Listed in International Students section of the student handbook
48.d	Provide information relating to health and safety of international tertiary learners	<ul style="list-style-type: none"> • Student well-being check-ins • Web site • Student Handbook
48.e	Provide information about termination of enrolment	<ul style="list-style-type: none"> • Web site • Student Handbook • Enrolment form
48.f	Provide information to international tertiary learners about their legal rights and obligations and, where possible, the risks when learners receive or accept advice or services	<ul style="list-style-type: none"> • Web site • Student Handbook • Enrolment form
48.g	Provide information about the international tertiary learner's rights and entitlements, including any entitlement to a free refund, if the learner voluntarily withdraws from the educational institution	Withdrawal and refund policy and procedures are found in: <ul style="list-style-type: none"> • www.nasa.co.nz/withdraw/ • student handbook • school rules and regulations • section M2 of the international student enrolment form
48.h	Provide each international tertiary learner with full information and advice on:	

C	Requirement	Evidence
48.h.i	<ul style="list-style-type: none"> • all relevant policies of the school 	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz • student handbook • school rules and regulations
48.h.ii	<ul style="list-style-type: none"> • the services, support, and facilities the school offers 	This information can be found on / in: <ul style="list-style-type: none"> • www.nasa.co.nz • student handbook
48.h.iii	<ul style="list-style-type: none"> • where applicable, how to adjust to a different cultural environment 	This information is dealt with in various subsections (like After You Arrive in New Zealand , Culture Shock , and Appropriate Behaviour) in the International Students section of the student handbook.
48.h.iv	<ul style="list-style-type: none"> • where applicable: <ul style="list-style-type: none"> ○ minimum wages and labour conditions in New Zealand ○ maximum hours of work permitted under visa conditions ○ how to access information and support regarding employment ○ how to report misconduct by employers 	This information can be found in the Working While Studying and More Information about Working in New Zealand parts of the Student Visas and Permits subsection in the International Students section of the student handbook.
48.i	For international tertiary learners under 18, the parent / legal guardian has access to all this information	Not required. We do not enrol international students under 18 years old.

Outcome 12:

Safety and appropriate supervision of international tertiary learners

Process 1: International tertiary learners under 18 years

We do not enrol international students under 18 years old.

Process 2: International tertiary learners under 10 years

We do not enrol international students under 18 years old.

Process 3: Decisions requiring written agreement of parent or legal guardian

We do not enrol international students under 18 years old.

Process 4: Accommodation for international tertiary learners under 18 years

We do not enrol international students under 18 years old.

Process 5: Safety checks and appropriate checks for learners under 18 years

We do not enrol international students under 18 years old.

Process 6: Accommodation for international tertiary learners 18 or over

We do not provide or arrange accommodation for international students 18 years old or over.