



Formerly known as Chinese New Settlers Services Trust

## CNSST Education Institute Self-Review Report

published by CNSSTEI on 19/10/2022

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

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Te Oranga me  
Te Haumaru Ākonga

**Learner Wellbeing  
and Safety**



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

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

### 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.

<b>Stage of implementation for outcome</b>	Well implemented / Implemented / Developing implementation / Early implementation
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#### Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	<p>CNSST EI: CNSSTEI has its established organisational Strategic Goals and plans focusing on student wellbeing and safety.</p> <p>Our Learners: all CNSSTEI learners are provided with the opportunity of giving feedbacks through official consultation process on a yearly basis.</p> <p>Our Stakeholders: we have established network with academic and industrial stakeholders, e.g. Associations, business owners, professionals in education, with whom we have been consulting to jointly put together the learner wellbeing and safety system.</p>	<p>CNSST Annual Strategic Plan: Quoted Strategic Goals,</p> <p>“To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high quality educational experience for all learners, with a focus on learners’ safety and wellbeing; free of racism or bullying.”</p> <p>“To understand and respond to diverse learner voices and wellbeing and safety needs with cultural appropriateness.”</p> <p>Needs Analysis Forms filled out by the students.</p> <p>Wechat-based consultation and feedbacks. Letters of Support</p>	<p>Extended network of stakeholders in alignment with the further course development as well as strategies and plans for student wellbeing and safety.</p>

**Process: Self-review of learner wellbeing and safety practices**

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we review the effectiveness of our learner wellbeing and safety practices?</p>	<p>CNSSTEI has its established Annual Review System including our QMS and operations review. We also follow the schedule of annual self-review of our codes through the steps of</p> <ul style="list-style-type: none"> <li>• prepare</li> <li>• Gather</li> <li>• Make sense</li> <li>• Decide</li> </ul> <p>To ensure the learner’s learning outcomes, wellbeing and safety practice, CNSSTEI has our Teaching monitoring system, and annual appraisals to ensure the tutors’ Reflective Practice.</p>	<p>Self-review Report Achievement Report</p> <p>Monitoring Schedule of CNSSTEI Online and Onsite</p> <p>Teachers’ Appraisal and improvement advices</p>	<p>Multiple Channels to collect feedbacks from all stakeholders, e.g. organising more Learners’ Feedback Days.</p>

### Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Within a month of completion of our Code Self-Review Report, we publish the copy at CNSST Website, accessible to the public.	Copy of the Code Self-Review Report, available and accessible on CNSST Website.	Extended the accessibility of the report.

### Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	<p>CNSSTEI has been effectively gathering and communicating relevant information across our organisation including our governance, management, CNSSTEI education and support team as well as other teams of CNSST, through the established communication and monitoring system, the cross-team meetings and review. We have the established internal and external referral systems to provide timely responsive support services to our learners with cultural appropriateness.</p> <p>For instance, "Unite Against COVID-19" CNSST Service</p>	<p>Wechat-based Student Wellbeing Group Chats have been in place with CNSSTEI staff, tutor and students in one group chat. This has been an effective platform for us to identify emerging needs and connecting with support services.</p> <p>CNSST weekly organisational Social Media publishing with government updates and wellbeing-focused wrap-around services information</p> <p>Weekly staff and team meetings while Work from Home</p>	<p>Continuing and regular assessments of emerging issues</p> <p>Continuing consultation with all stakeholders</p>

	<p>Response System has been committed and capable of quickly responding to the emerging needs of our learners' learning, wellbeing and safety through online education, COVID Welfare Support (Food parcels, PPEs, Vaccination bookings, etc.) as well as other health and mental wellbeing services.</p>	<p>For Work at Office, we have bi-weekly team meetings, Monthly Management Team Meetings, Monthly organisational staff meetings, and Quarterly Board Meetings.</p> <p>Copy of "Unite Against COVID-19" CNSST Service Response System Introduction</p>	
<p>How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?</p>	<p>CNSST Management requires Reflective Practice of all our staff, tutors and contractors. We have the learning and sharing sessions hosted by our staff for reflection, training and exchange.</p> <p>We have also had the scheduled Staff Professional Development Plans, involving external and internal speakers for our staff professional development.</p> <p>Each team has its regular training sessions in relation to their work agenda, roles and responsibilities.</p>	<p>CNSST Staff Professional Development Policy Staff Training plan</p> <p>PPTs of Training sessions</p> <p>PPTs of Learning and Sharing Sessions</p> <p>Teachers' Only Day Agenda</p> <p>CNSSTEI Staff Training Log</p>	<p>Retrieve the tutors' training system in the Post-pandemic</p>

<p>How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?</p>	<p>This is one of the strengths of CNSST Foundation as a community-based social service providers providing wrap-around support services to our community including CNSSTEI learners as one of our key stakeholder group.</p> <p>We have been able to assist learners and respond in emergency situations in our learning and residential communities. For instance, under the impact of COVID-19, our learners experienced the difficulties in COVID-isolation, social isolation, financial difficulties, etc. All those needs were timely assisted and responded with cultural appropriateness.</p>	<p>7-day per week learner support system</p> <p>CNSST Annual Report with the introduction of our social services, education and social housing.</p> <p>“Unite Against COVID-19” CNSST Service Response System including Online learning, contactless delivery of PPEs, emotional support, COVID Welfare Support, Online Tai Chi, Online Mental wellbeing Workshops, Online Cultural Learning Programme, and Community Connection Service Discretionary Fund to provide financial assistance to those learners experiencing financial difficulties but with no access to government support.</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing development.</p>
<p>How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?</p>	<p>Recording system in place for student-related incidents and accidents.</p>	<p>Incident and accident log</p> <p>Student coordinator and tutor are within the Wechat-based Student Wellbeing Group Chats, providing timely responses to emerging issues.</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing development.</p>

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?</p>	<p>Policy and Procedure in place to guide our practice focusing on our learners' learning outcomes, wellbeing and safety system.</p> <p>Performance and Practice reporting and monitoring system to ensure the reflective and responsive practice.</p> <p>Professional Development system to empower CNSSTEI workforce to be capable of responding to the emerging needs with services and referrals.</p> <p>Publications accessible to all stakeholders via website, social media, CNSSTEI QMS and Student Handbook.</p>	<p>All the evidence listed as above.</p> <p>CNSST website, Social media account, CNSSTEI QMS and Student Handbook.</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>CNSSTEI has our established channels to evaluate, record and analyse the impact and outcomes.</p>	<p>Needs Analysis Forms filled out by the students.</p> <p>Wechat-based consultation and feedback analysis summary report.</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>



<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>CNSSTEI has been upholding the Principles of Te Tiriti o Waitangi throughout our learning wellbeing and safety practices.</p> <p>Under CNSST Treaty of Waitangi (TOW) Policy, CNSST's organisational operations and development reflects these key principles of TOW, Partnership, Participation and Protection. This policy allows the staff</p> <ul style="list-style-type: none"> <li>• to be aware of the availability of the TOW training at work;</li> <li>• to develop the TOW knowledge and cultural competence;</li> <li>• to extend their understanding of the TOW principles through CNSST Code of Ethics;</li> <li>• to value and adopt the TOW principles in their service delivery.</li> </ul> <p>All CNSST Learners have been arranged for Maori cultural learning opportunities while learning at CNSSTEI.</p>	<p>CNSST Treaty of Waitangi (TOW) Policy</p> <p>Policy in CNSSTEI QMS and Student Handbook</p> <p>Evidence of Maori Cultural Education and Activities</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>
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<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Effectively aligned and implemented.</p>	<p>Self-review process justifies it as follows:</p> <ul style="list-style-type: none"> <li>- Policy and procedures followed, with the timely connections with all stakeholders.</li> <li>- Performance and deliverables achieved.</li> <li>- Professional development scheduled and attended.</li> <li>- Publication of the Self-Review Report on CNSST Website.</li> </ul>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>
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## 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.

<b>Stage of implementation for outcome 2</b>	<b>Well implemented</b> / Implemented / Developing implementation / Early implementation
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### Process: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	<p>CNSSTEI Strategic Goals have included and planned for this outcome and all our educational programmes and services are in alignment with the goals to ensure the wide engagement with the diverse Learner Voices.</p> <p>Learners are empowered to express themselves with confidence through multiple channels. This has been reflected in our complaining system, needs analysis and individual learning plan, evaluation-based reflective practice, evaluation-based achievement summary and annual plans.</p> <p>One recent example is the process taken to remain online teaching from Term 3 of CNSSTEI. All our students were</p>	<p>Complaint Policy and Procedure</p> <p>Orientation, Graduation, Achievement Report, Evaluation Forms</p> <p>Needs Analysis Forms filled out by the students.</p> <p>Wechat-based consultation and feedbacks.</p> <p>Survey results on mode of teaching by class teachers (Decision was made based on</p>	<p>Further develop multiple channels to collect learners' voices.</p>

	surveyed and 58% confirmed their need to do online learning for safety concerns. Meeting has been hosted to make the final decision based on the learners' voices to remain online education till end of 2022.	Learners' voice of continue online learning till Dec 2022.)  Meeting Minutes on the evidence-based decision making	
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**Process: Learner complaints**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we work with learners to effectively respond to, and process complaints?	CNSSTEI hasn't received any complaints so far, but we do have the transparent and accessible complaint process and system in place.	Complaint Policy and Procedure  Staff Training in relevance  Policy Display on campus  Related Introduction through Orientation  Part of the key policy contents included in the Student Handbook.	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Multiple Channels accessible with culturally and linguistically appropriate support.	Policy Display on campus  Related Introduction through orientation  Part of the key policy contents included in the Student Handbook.	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.

		Bilingual Phone support, Wechat, Email, Website, run by bilingual Student Support Worker of CNSSTEI 24/7.	
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Our Team takes any learners' complaints and even feedbacks seriously with transparency, following the protocols. We have an established folder recording any of the organisational complaints in details, including the log, and written reports from all levels, and the final results and actions with the service users' signature as endorsement.	Folder – Complaint Full Records	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.

### Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	CNSSTEI has no Disputes so far, but we do have an established System in place, e.g. CNSSTEI DR Application Form.	CNSSTEI QMS Dispute Resolution Application Form	Third-party professional agencies will be involved in handling disputes.

### Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?</p>	<p>CNSSTEI hasn't received any complaints so far, but we do have the transparent and accessible complaint process and system in place.</p>	<p>Folder – Complaint Full Records</p> <p>Complaint Policy and Procedure</p> <ul style="list-style-type: none"> <li>- Policy Display on campus</li> <li>- Related Introduction through orientation</li> <li>- Part of the key policy contents included in the Student Handbook.</li> </ul> <p>Folder – Complaint Full Records</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>Our Team takes any learners' complaints, feedbacks and needs seriously with transparency, following the protocols.</p> <p>CNSSTEI has our established channels to evaluate, record and analyse the impact and outcomes.</p>		
<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>CNSSTEI has been upholding the Principles of Te Tiriti o Waitangi throughout our learning wellbeing and safety practices.</p>		<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>

	<p>Under CNSST Treaty of Waitangi (TOW) Policy, CNSST’s organisational operations and development reflects these key principles of TOW, Partnership, Participation and Protection. This policy allows the staff</p> <ul style="list-style-type: none"> <li>• to be aware of the availability of the TOW training at work;</li> <li>• to develop the TOW knowledge and cultural competence;</li> <li>• to extend their understanding of the TOW principles through CNSST Code of Ethics;</li> <li>• to value and adopt the TOW principles in their service delivery.</li> </ul> <p>All CNSST Learners have been arranged for Maori cultural learning opportunities while learning at CNSSTEI.</p>	<p>CNSST Treaty of Waitangi (TOW) Policy</p> <p>Policy in CNSSTEI QMS and Student Handbook</p> <p>Evidence of Maori Cultural Education and Activities</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Well aligned. The learners’ voices have been included in all aspects of our practice including the design, implementation and improvement of all CNSSTEI courses, wellbeing support services and extra-curriculum</p>	<p>CNSST Annual Strategic Plan: Quoted Strategic Goals,          “To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high quality</p>	<p>Continue the Annual Review and Updates of the strategic goals and plans based on our Learners’ voices.</p>

	<p>activities, etc. which has aligned well with our organisational wellbeing and safety strategic goals and strategic plans.</p>	<p>educational experience for all learners, with a focus on learners' safety and wellbeing; free of racism or bullying.”</p> <p>“To understand and respond to diverse learner voices and wellbeing and safety needs with cultural appropriateness.”</p> <p>Letter of Support from students</p>	
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## Wellbeing and safety practices for all tertiary providers

### 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.

<b>Stage of implementation for outcome 3</b>	Well implemented / <b>Implemented</b> / Developing implementation / Early implementation
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#### Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	<p>To ensure a safe and inclusive community, CNSSTEI have been effective in preparing our learners to adapt to our Learning environment both onsite and online through Orientation, Learner’s Needs Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p> <p>CNSSTEI Management Team and Tutors have signed Code of Ethics and attended regular trainings to ensure the safe and inclusive learning environment for our diverse learners.</p>	<p>CNSSTEI QMS</p> <p>Student Handbook</p> <p>CNSST Code of Ethics</p> <p>Needs Analysis and Individualised learning plan</p> <p>Zoom Manual for students</p> <p>Online Tai Chi</p> <p>Online Tai Chi workshops</p> <p>CNSSTEI has advanced our use of data and technology in teaching, evaluation and data analysis: established both onsite and online education and student wellbeing support</p>	<p>Web-based Infrastructure improvement for online learning</p> <ul style="list-style-type: none"> <li>- online homework system</li> </ul>

	<p>For campus-based education, we have been well implemented to achieve outcome with accessible learning environment.</p> <p>For online education, we have the online orientation, Zoom Manual and door-to-door delivery of learning resources and online activities. We have implemented to achieve the outcome but with a gap to provide full-range of digital learning tools, e.g. no digital homework system.</p>	<p>system for learner success; adopted an electronic evaluation system that timely collect feedbacks and auto data analysis.</p>	
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**Process: Supporting learner participation and engagement**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
<p>How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?</p>	<p>CNSSTEI has been effective in supporting learner participation and engagement through establishing both onsite and online learning systems. Both systems effectively provide learners with Orientation, Learner’s Needs Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p>	<p>Need Analysis and Individual Learning Plan</p> <p>Bilingual teachers</p> <p>Bilingual staff</p> <p>Bilingual teaching resources</p> <p>Collecting information in their native language</p>	<p>Website of CNSSTEI needs to be upgraded to serve the need of marketing and online education.</p> <p><a href="http://www.cnsstei.ac.nz">www.cnsstei.ac.nz</a></p>

		<p>Student Wellbeing Workshops presented in their native language</p> <p>Orientation</p> <p>Student Support Staff</p> <p>Student Wellbeing Wechat Groups</p> <p>Graduation Ceremony</p>	
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**Process: Physical and digital spaces and facilities**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
<p>How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?</p>	<p>CNSSTEI have been effective in providing physical and digital spaces and facilities for both onsite and online through Orientation, Learner’s Needs Assessment and Needs-based Individual Learning Plan, available and accessible Student Support Services as well as bilingual educational system with cultural responsiveness.</p> <p>For campus-based education, we have been well implemented to achieve outcome by providing</p>	<p>CNSSTEI has advanced our use of data and technology in teaching, evaluation and data analysis: established both onsite and online education and student wellbeing support system for learner success; adopted an electronic evaluation system that timely collect feedbacks and auto data analysis.</p> <p>One-to-one ZOOM Training and installation support</p> <p>ZOOM Manual for learners</p>	<p>Web-based Infrastructure improvement for online learning</p> <ul style="list-style-type: none"> <li>- online homework system</li> </ul> <p>More introduction on useful APPs for our students’ learning and daily support</p> <p>IT Support Mentoring Groups by volunteers</p>

	<p>NZQA approved venue including both physical and digital spaces and facilities, e.g. safe and inclusive learning space with good ventilation, drinking facilities, computer lap and Wi-Fi access, etc.</p> <p>For online education, we have maintained quality education by providing one-to-one training and support to learners. We have established system including the online orientation, Zoom Manual and door-to-door delivery of learning resources and online activities such like Online Tai Chi, Online mental wellbeing workshop, etc. We have implemented to achieve the outcome but with a gap to provide full-range of digital learning tools, e.g. no digital homework system.</p>	<p>Digital support for the elder students.</p> <p>Extended support to meet the digital technology needs of our students' learning and daily life CNSSTEI QMS</p> <p>Student Handbook</p> <p>CNSST Code of Ethics</p> <p>Needs Analysis and Individualised learning plan</p> <p>Online Tai Chi</p> <p>Online Tai Chi workshops</p>	
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**Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	CNSSTEI has been effective in fostering learning environments that are safe and designed to support positive learning experiences of diverse learners.	CNSST Annual Strategic Plan: Quoted Strategic Goals, "To provide for a safe, inclusive, supportive, and accessible	Web-based Infrastructure improvement for online learning - online homework system

	<p>We have the strategy in place, and the implementation in alignment with the strategy of CNSSTEI.</p> <p>All our campuses are NZQA approved venues including temporary venues.</p> <p>CNSSTEI have the rule of respectful, safe, inclusive and fair learning environment, which has been introduced through Orientation and written in QMS and Student Handbook.</p>	<p>successful, enjoyable, memorable and high quality educational experience for all learners, with a focus on learners' safety and wellbeing; free of racism or bullying.”</p> <p>NZQA approved venues with safe and accessible setting, Building WOF, etc.</p> <p>Evacuation Plan and Fire Drills</p> <p>CNSSTQMS</p> <p>CNSSTEI Student Handbook</p>	
<p>How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?</p>	<p>CNSSTEI has our established channels to evaluate, record and analyse the impact and outcomes.</p>	<p>Needs Analysis Forms filled out by the students.</p> <p>Wechat-based consultation and feedback analysis summary report.</p> <p>The gap of digital learning tools has been identified and rectified within our capacity.</p>	<p>More introduction on useful APPs for our students' learning and daily support</p> <p>IT Support Mentoring Groups by volunteers</p>

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>CNSSTEI has been upholding the Principles of Te Tiriti o Waitangi throughout our learning wellbeing and safety practices.</p> <p>Under CNSST Treaty of Waitangi (TOW) Policy, CNSST’s organisational operations and development reflects these key principles of TOW, Partnership, Participation and Protection. This policy allows the staff</p> <ul style="list-style-type: none"> <li>• to be aware of the availability of the TOW training at work;</li> <li>• to develop the TOW knowledge and cultural competence;</li> <li>• to extend their understanding of the TOW principles through CNSST Code of Ethics;</li> <li>• to value and adopt the TOW principles in their service delivery.</li> </ul> <p>All CNSST Learners have been arranged for Maori cultural learning opportunities while learning at CNSSTEI.</p>	<p>CNSST Treaty of Waitangi (TOW) Policy</p> <p>Policy in CNSSTEI QMS and Student Handbook</p> <p>Evidence of Maori Cultural Education and Activities</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>
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<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Well aligned. The outcome of Safe, inclusive, supportive, and accessible physical and digital learning environments has been implemented in all aspects of our practice including the design, implementation and improvement of all CNSSTEI courses, wellbeing support services and extra-curriculum activities, etc. which has aligned well with our organisational wellbeing and safety strategic goals and strategic plans.</p>	<p>CNSST Annual Strategic Plan: Quoted Strategic Goals,</p> <p>“To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high quality educational experience for all learners, with a focus on learners’ safety and wellbeing; free of racism or bullying.”</p> <p>“To understand and respond to diverse learner voices and wellbeing and safety needs with cultural appropriateness.”</p> <p>Letter of Support from students</p>	<p>Continue the Annual Review and Updates of the strategic goals and plans based on our Learners’ voices.</p>
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### 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.

<b>Stage of implementation for outcome 4</b>	<b>Well implemented</b> / Implemented / Developing implementation / Early implementation
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#### Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
<p>How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?</p>	<p>CNSSTEI has been effective in enabling learners to identify and manage their basic needs through accurate, timely and tailored information in a culturally and linguistically appropriate way.</p> <ul style="list-style-type: none"> <li>CNSSTEI adopted the learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health &amp; wellbeing, acculturation &amp; settlement, employment &amp; social participation, sense of belonging &amp; contribution to NZ.</li> <li>CNSSTEI has its established information and support services</li> </ul>	<p><b>CNSSTEI Learner-centric Education and Support Model</b></p> <p>Copy of New Zealand LINK</p>	<p>Multiple channels to collect diverse voices about students' basic needs and to provide tailored information in a more accessible way</p>



	<p>database and booklet in English and Chinese, which are accessible to all students in needs of understanding NZ cultures or seeking for support through official channels.</p> <ul style="list-style-type: none"> <li>• CNSSTEI have bilingual student support worker</li> </ul>	CNSST Student Support Worker	
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**Process: Promoting physical and mental health awareness**

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	<p>CNSSTEI has been effective in assisting our learners to management their physical and mental health and to access support through the learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health &amp; wellbeing, acculturation &amp; settlement, employment&amp; social participation, sense of belonging &amp; contribution to NZ.</p> <p>For instance, bearing in mind of the importance of our learners'</p>	<p>Online and onsite Workshops (Topic list from Xiaoming)</p> <p>Tai Chi Groups</p> <p>Mental Wellbeing Workshops</p> <p>Masks, hand sanitisers and PPEs</p> <p>Students' Voice on deciding the mode of teaching remaining online.</p> <p>COVID Welfare Support and CCS Discretionary Fund</p>	Retrieve the outdoor activities of our students in the post-pandemic


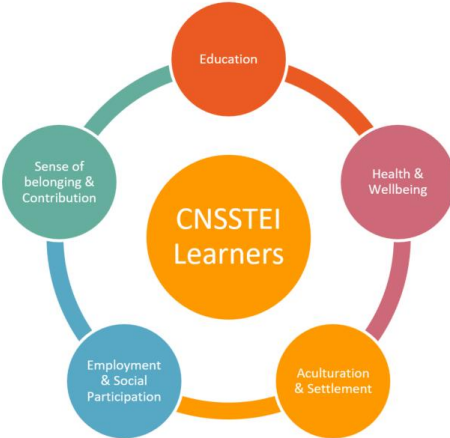
	physical and mental wellbeing, especially while doing online education, CNSSTEI has arranged online Taichi and online workshops including mental wellbeing workshop as preventative approaches on top of interventions to respond to urgent needs.	<p>Door to door delivery of teaching resources</p> <p>Vaccination Information and booking support</p> <p>Student-friendly and Eye-Health-protected teaching adjustments</p> <p>Extra-curriculum activities</p>	
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**Process: Proactive monitoring and responsive wellbeing and safety practices**

<b>KEQ</b>	<b>How effectively?</b>	<b>How do we know?</b>	<b>How can we improve?</b>
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	CNSSTEI has been effective in proactive monitoring and responsive wellbeing and safety practices through the timely and accessible communication system (Wechat-based groups with tutor and student support worker in the group to identify issues and offer timely support), established monitoring system as well as the responsive learner-centric education and support model by putting learner at the centre while having the holistic and progressive support for education, health & wellbeing, acculturation & settlement,	<p>Wechat-based groups with tutor and student support worker in the group to identify issues and offer timely support</p> <p>Risk Assessment and Responding system in place</p> <p>Emergency contacts required in the Health and Safety System</p> <p>CNSST Health and Safety Manual</p> <p>Individual Learning Programme with the Home Safety Inspection</p>	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.

	employment& social participation, sense of belonging & contribution to NZ.	Hazard Checklist Local Medical Support Contact  Monitoring System  Student Support Worker  CNSST Social Workers and Counsellors	
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**Overall self-review - Outcome 4: Learners are safe and well**

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	<p>CNSSTEI has been effective in fostering learning environments that are safe and designed to support positive learning experiences by supporting learners to manage their physical and mental health through the CNSSTEI Learner-centric Education and Support Model.</p> <p>We have the strategy in place, and the implementation in alignment with the strategy of CNSSTEI.</p>	<p><b>CNSSTEI Learner-centric Education and Support Model</b></p>  	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.

	<p>All our campuses are NZQA approved venues including temporary venues.</p> <p>CNSSTEI have the rule of respectful, safe, inclusive and fair learning environment, which has been introduced through Orientation and written in QMS and Student Handbook.</p>	<p>CNSST Annual Strategic Plan: Quoted Strategic Goals,</p> <p>“To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high quality educational experience for all learners, with a focus on learners’ safety and wellbeing; free of racism or bullying.”</p> <p>Copy of New Zealand LINK</p> <p>CNSST Student Support Worker</p> <p>NZQA approved venues with safe and accessible setting, Building WOF, etc.</p> <p>Evacuation Plan and Fire Drills</p> <p>CNSSTEI QMS</p> <p>CNSSTEI Student Handbook</p>	
<p>How effectively do our current practices identify and respond to learners who need additional support?</p>	<p>CNSSTEI has been effective in proactive monitoring and responsive wellbeing and safety practices through the timely and accessible communication system, established monitoring system as well as the responsive</p>	<p>Wechat-based groups with tutor and student support worker in the group to identify issues and offer timely support.</p> <p>Needs Analysis Forms filled out by the students.</p> <p>CNSST Student Support Worker</p>	<p>Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.</p>

	learner-centric education and support model	CNSSTEI QMS CNSSTEI Student Handbook	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	CNSSTEI has our established channels to evaluate, record and analyse the impact and outcomes based on CNSSTEI learners' voice.	Needs Analysis Forms filled out by the students. Wechat-based consultation and feedback analysis summary report. Evaluation forms on completion of the wellbeing activities. Achievement reports for students Thank you letters.	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	CNSSTEI has our established channels to evaluate, record and analyse the impact and outcomes.  CNSSTEI has been upholding the Principles of Te Tiriti o Waitangi throughout our learning wellbeing and safety practices.  Under CNSST Treaty of Waitangi (TOW) Policy, CNSST's	CNSST Treaty of Waitangi (TOW) Policy  Policy in CNSSTEI QMS and Student Handbook	Further consultation with all our stakeholders to ensure the reflective practice and continuing advancement.

	<p>organisational operations and development reflects these key principles of TOW, Partnership, Participation and Protection.</p> <p>This policy allows the staff</p> <ul style="list-style-type: none"> <li>• to be aware of the availability of the TOW training at work;</li> <li>• to develop the TOW knowledge and cultural competence;</li> <li>• to extend their understanding of the TOW principles through CNSST Code of Ethics;</li> <li>• to value and adopt the TOW principles in their service delivery.</li> </ul> <p>All CNSST Learners have been arranged for Maori cultural learning opportunities while learning at CNSSTEI.</p>	<p>Evidence of Maori Cultural Education and Activities</p>	
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>Well aligned. The outcome of <b>Learners are safe and well</b> has been implemented in all aspects of our practice including the design, implementation and improvement of all CNSSTEI courses, wellbeing support services and extra-curriculum activities, etc. which has aligned</p>	<p>CNSST Annual Strategic Plan: Quoted Strategic Goals,          “To provide for a safe, inclusive, supportive, and accessible successful, enjoyable, memorable and high quality educational experience for all learners, with a focus on learners’ safety and wellbeing; free of racism or bullying.”</p>	<p>Continue the Annual Review and Updates of the strategic goals and plans based on our Learners’ voices.</p>

	<p>well with our organisational wellbeing and safety strategic goals and strategic plans.</p>	<p>“To understand and respond to diverse learner voices and wellbeing and safety needs with cultural appropriateness.”</p> <p>Letter of Support from students</p>	
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## Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

### Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

Signatories must ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p><b>Process 1:</b></p> <p><b>Clause 35.</b> 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.</p>	<ul style="list-style-type: none"> <li>- CNSST Foundation International Department has made a <b>promotional video</b> in August 2022 covering immigration &amp; education programme consultation services, study tour as well as overseas international student placement. Part of the content was to promote the availability of high-quality education system with a vibrant international focus within NZ.</li> </ul>	Well Implemented  Good System, Policy and Procedure in place.		



	<ul style="list-style-type: none"> <li>- CNSST is both the external advisory committee member as well as board member for English language programme and School of Business &amp; Digital Technologies of MIT. The wellbeing and safety needs for international students were always part of the meeting agendas of the <b>regular meetings</b> with external educational providers.</li> <li>- CNSST's Licensed Immigration Adviser has a regular zoom-based <b>meetings and connections with the collaborative overseas agents</b> on the updated circumstance for educational market in China.</li> </ul>			
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### Outcome 9: Prospective international tertiary learners are well informed

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p><b>Process 1: Marketing and promotion</b></p> <p><b>Clause 37.</b> Each signatory must have marketing and promotion practices, that include –</p> <p>(a) proactively seeking to understand the information needs of prospective international tertiary learners; and</p>	<p>Current students and prospective students receive clear and accurate information from CNSSTEI, its courses and either educational services to enable them to make informed choices about their intended courses of study.</p> <ul style="list-style-type: none"> <li>• Full detailed information on courses in terms of start and finish dates, duration, hours of the course, course fees for both domestic and international students, courses description, entry criteria, employment and tertiary pathways are all available.</li> <li>• Full information on living costs and accommodation options, a variety of modes of transport and medical &amp; travel insurance costs are also available.</li> </ul>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

	<ul style="list-style-type: none"> <li>The student handbook provided to all students covering the withdrawal and refund policy, complaint procedures, fee protections, in-house rules and safety rules and summary of new Code of Practice.</li> </ul>			
(b) developing and providing information to prospective international tertiary learners and reviewing the information to ensure it is kept up to date; and	All materials are reviewed annually to ensure they are up-to-date, and provided to international students via agents.	Well Implemented  Good System, Policy and Procedure in place.		

<p>(c) ensuring that prospective international tertiary learners receive, as a minimum, up-to-date accessible and timely information about the following –</p> <ul style="list-style-type: none"> <li>i. the signatory’s quality assurance evaluations; and</li> <li>ii. the educational instruction, staffing, facilities, and equipment available to international tertiary learners; and</li> <li>iii. the Dispute Resolution Scheme; and</li> <li>iv. potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable; and</li> <li>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</li> <li>vi. accommodation and transport, or ways to obtain such information.</li> </ul>	<ul style="list-style-type: none"> <li>- Prospective international students are directed to the CNSST EI website or given a copy of the CNSST student handbook with all the required information therein.</li> <li>- Students are encouraged to provide feedback at any time during their courses and are expected to do so, in any case, as a step towards proper course completion. Feedback forms are requested at the completion of all courses. Such feedback is invaluable in assessing both teacher and course structure suitability as well as student services. For example: <ul style="list-style-type: none"> <li>- student’s inquiry process</li> <li>- Pre-enrolment feedback</li> <li>- Feedback from the agents</li> </ul> </li> </ul>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
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<p><b>Process 2: Managing and monitoring education agents</b></p> <p><b>Clause 38.</b> 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>CNSST EI has a SOP when we recruit prospective agents and maintain proper recording on references checks on potential agents. Meanwhile, CNSST Foundation, the parent organisation, has an in-house NZ Licensed Immigration Adviser and Australian Registered Migration Agent who has been supporting the relevant student recruitment activities, attending marketing seminar/webinar, and assistance on research on prospective programmes developing.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
<p>(b) entering into written contracts with each of its education agents; and</p>	<p>CNSST EI has a SOP when we recruit prospective agents. All successful agents have to pass both reference and character check, full declaration of potential conflict of interests before entering into a written contract stage with CNSST EI.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

<p>(c) during the term of a contract, monitoring the activities and performance of its education agents in relation to –</p> <ul style="list-style-type: none"> <li>i. their obligations as specified in the contract; and</li> <li>ii. whether they provide prospective and enrolled international tertiary learners with reliable information and advice about studying, working, and living in New Zealand; and</li> <li>iii. whether they act with integrity and professionalism in their dealings with prospective and enrolled international tertiary learners; and</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>• The requirement for all agents to sign a contract prior to referral and to go through police vetting procedures and references checks. All the contracted agents undergo orientation which includes the Code of Ethnic and internal rules of the Education Institute.</li> <li>• Checking the eligibility of any agent who can refer international students via the Immigration New Zealand (INZ) website. Agent not listed with INZ must be an employee or marketing person of a formal immigration adviser companies to be acceptable.</li> <li>• Checking with the Immigration Adviser Authority IAA that agents are licensed immigration advisers. They require a valid license to refer international students to us.</li> <li>• Checking the eligibility of any local agents who can refer international students are part of recognised by Education New Zealand (ENZ). If CNSSTEI becomes aware that the agent is engaging in false,</li> </ul>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
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	<p>misleading or deceptive conduct or otherwise contravening CNSSTEI's obligations, CNSSTEI will immediately advise the agent in writing to cease that activity. If the agent fails to cease, CNSSTEI will immediately withdraw the agent's accreditation, terminate this agreement and stop accepting students from the agent.</p> <p>Currently, CNSSTEI has a Licensed Immigration Adviser as a Permanent staff member who can provide international students with reliable and professional immigration advice.</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>CNSST EI has monitoring system in place to manage the contracted agents.</p> <p>The reference to EI QMS manual, SOP, Internal Complaint Procedure can be pursue.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</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>We will follow and take appropriate actions in accordance with current Internal Complaint Procedure, complaint procedures from either IAA and education NZ if any Licensed Immigration Advisers or Education agents failed to act in the prescribed manners.</p>	<p>Well Implemented  Good System, Policy and Procedure in place.</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>CNSST EI maintains a self-review on QMS on annual basis. The updated information on courses, programme and services will be notified and disseminated to agents.</p>	<p>Well Implemented  Good System, Policy and Procedure in place.</p>		



### Outcome 10: Offer, enrolment, contracts, insurance and visa

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p><b>Process 1: Offer of educational instruction</b></p> <p><b>Clause 40.</b> 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.</p>	<ul style="list-style-type: none"> <li>- The Education Institute will provide detailed and clear information on courses and programmes structure, courses fees for both domestic and international students, courses descriptions, entry requirements, employment and tertiary pathways.</li> <li>- The Education Institute will assess each applicant's application form prior to the offer of place, which includes highest qualification, transcript, English proficiency, reference letter, if applicable, and previous forms are</li> </ul>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

	<p>available in both Chinese and English. The options of English learning or an internal English test, if applicable will be given to the students if they fail to have proof of an English language proficiency test with an acceptable result.</p> <ul style="list-style-type: none"> <li>- The offer of place will be provided to students who meet all course requirements. The offer will clearly stipulate the course information, programme name, course commencement date, any conditions, such as tuition, and whether extra accommodation services are needed.</li> <li>- The Education Institute will enter into a contract with students once they accept the offer. The refund policy and procedure will be given to the students. The student support services staff will go through the content of the contract</li> </ul>			
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	with the students. They will reiterate the consequences of in-house rules, student visa requirement and conditions, the attendance policy, academic expectations and declaration forms will be signed by the student.			
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<p><b>Process 2: Information to be provided before entering contract</b></p> <p><b>Clause 41 (1).</b> 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 –</p> <ul style="list-style-type: none"> <li>(a) the most recent results of their evaluations by education quality assurance agencies; and</li> <li>(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</li> <li>(c) the education provided and its outcome, for example, whether a qualification is granted; and</li> <li>(d) refund conditions that comply with the process in clause 46; and</li> <li>(e) staffing, facilities, and equipment; and</li> <li>(f) available services and supports; and</li> <li>(g) insurance and visa requirements for receiving educational instruction from the signatory; and</li> <li>(h) this code and the relevant Dispute Resolution Scheme Rules; and</li> <li>(i) full costs related to an offer of educational instruction.</li> </ul>	<p>Not applicable.</p>			
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<p><b>Clause 41 (2).</b> 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>	Not applicable.			
<p><b>Process 3: Contract of enrolment</b></p> <p><b>Clause 42 (1).</b> 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> <ul style="list-style-type: none"> <li>(a) clear information about the beginning and end dates of enrolment; and</li> <li>(b) the grounds for terminating the contract of enrolment; and</li> <li>(c) the circumstances under which the learner’s conduct may be in breach of the contract of enrolment; and</li> <li>(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</li> <li>(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).</li> </ul>	Not applicable.			

<p><b>Clause 42 (2).</b> Each signatory must ensure that the contract of enrolment is fair and reasonable.</p>	Not applicable.			
<p><b>Process 4: Disciplinary action</b></p> <p><b>Clause 43.</b> 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).</p>	Not applicable.			

<p><b>Process 5: Insurance</b></p> <p><b>Clause 44 (1).</b> 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 –</p> <ul style="list-style-type: none"> <li>(a) the international tertiary learner's travel – <ul style="list-style-type: none"> <li>i. to and from New Zealand; and</li> <li>ii. within New Zealand; and</li> <li>iii. if the travel is part of the educational instruction, outside New Zealand; and</li> </ul> </li> <li>(b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and</li> <li>(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</li> <li>(d) death of the international tertiary learner, including cover of – <ul style="list-style-type: none"> <li>i. travel costs of family members to and from New Zealand; and</li> <li>ii. costs of repatriation or expatriation of the body; and</li> <li>iii. funeral expenses.</li> </ul> </li> </ul>	<p>EI QMS required an appropriate insurance must be purchased for all international tertiary learners when they are enrolled. The insurance coverage should be valid during</p> <p>The QMS also includes an appropriate insurance for short-term international school learners and its coverage for their travel to and from New Zealand, and within New Zealand.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
<p><b>Clause 44 (2).</b> 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).</p>	<p>EI QMS also includes an appropriate insurance for short-term international school learners; coverage for their travel to and from New Zealand, and within New Zealand before education programmes begin and</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

	after the education programmes finish.			
<p><b>Clause 44 (3).</b> 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.</p>	EI QMS also includes an appropriate insurance coverage for their travel from other countries, to and from New Zealand, and within New Zealand with the primary purpose to pursue study in New Zealand.	Well Implemented  Good System, Policy and Procedure in place.		
<p><b>Process 6: Immigration matters</b></p> <p><b>Clause 45.</b> 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 –</p> <p>(a) ensuring that each international tertiary learner who enrolls with the signatory has the necessary immigration status for study in New Zealand; and</p>	EI has enrolment procedure in place to verify the immigration status of each international student enrolled, which include personal information on the visa label or-e-visa letter; visa type; legitimate working hours per week' learning on the prescribed courses, visa expiry date.	Well Implemented  Good System, Policy and Procedure in place.		
<p>(b) reporting to Immigration New Zealand known or suspected breaches of visa conditions by international tertiary learners; and</p>	EI has a monitoring system and procedure to keep track of all visa status and reports to INZ when any suspicious breaches of visa condition by international student are found. Through SOP, Student Records and correspondence with INZ.	Well Implemented  Good System, Policy and Procedure in place.		



<p>(c) notifying Immigration New Zealand of terminations of enrolment.</p>	<p>EI has a robust and monitoring system, through Student Records, correspondence with INZ, SOP, QMS.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
<p><b>Process 7: Student fee protection and managing withdrawal and closure</b></p> <p><b>Clause 46 (1).</b> Signatories must ensure that –</p> <p>(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</p>	<p>EI QMS contains policies and procedures for dealing with withdrawals and refunds.</p> <p>International students are provided with a handout that outlines their rights and obligations in instances where refunds are sought.</p> <p>The information pack is provided to all students and prospective students before they commence study at CNSST.</p> <p>The information pack is also available 24/7 on the CNSST website for reference at any time. Attention of students is drawn to the information when they consider withdrawal from the programme.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

<p>(b) its refund policies are fair and reasonable; and</p>	<p>EI QMS contains policies and procedures for dealing with withdrawals and refunds.</p> <p>International students are provided with a handout that outlines their rights and obligations in instances where refunds are sought.</p> <p>These are robust policies closely matched with legal obligations Periodic review of Operations Manual and policies is undertaken to confirm that any changes in law are correctly reflected.</p> <p>Contents of the refund policy are outlined in the information pack given to students/their parents/NOK at the time of enrolling with CNSST.</p> <p>The information pack is provided to all students and prospective students before they commence study at CNSST The information pack is also available 24/7 on the CNSST website for reference at any time. Attention of students is drawn to</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
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	the information when they consider withdrawal from the programme.			
(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.	Not applicable.	Well Implemented  Good System, Policy and Procedure in place.		
<b>Clause 46 (2).</b> A refund policy must include refund conditions for the following situations –  (a) failure by an international tertiary learner to obtain a study visa; and (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.	These are robust policies closely matched with legal obligations Periodic review of Operations Manual and policies is undertaken to confirm that any changes in law are correctly reflected.	Well Implemented  Good System, Policy and Procedure in place.		

<p><b>Clause 46 (3).</b>  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> <ul style="list-style-type: none"> <li>(a) refund the amount in question to the international tertiary learner (or the learner’s parent or legal guardian); or</li> <li>(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.</li> </ul>	<p>Not applicable.</p>			
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### Outcome 11: International learners receive appropriate orientations, information and advice

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p>Process 1: Provision of information</p> <p>Clause 48. Signatories must –</p> <p>(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</p>	<p>CNSST's student information pack, learning pathways brochure, guidance and advice sessions comprehensively cover international students' requirements for meeting their educational outcomes in New Zealand.</p> <p>The information packs and pathways brochure are available on CNSST's website for reference and students are frequently invited to ne-on-one discussions with the pastoral care staff. Queries and doubts are addressed during the meetings.</p> <p>Given that we have not enrolled any international students to</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

	date, effectiveness of this process can only be judged on the domestic students' feedback, who also undergo the same process.			
(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	Not applicable.			
(c) provide the names and contact details of designated staff members responsible for international tertiary learner support; and	El's Student Adviser will give presentation on the new orientation day providing details of her roles and relevant supports during their learning journey.	Well Implemented  Good System, Policy and Procedure in place.		
(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	The relevant information is available in the handout and student handbook.	Well Implemented  Good System, Policy and Procedure in place.		
(e) provide information about the termination of enrolment; and	International students are provided with a handout that outlines their rights and	Well Implemented		

	<p>obligations in instances where refunds are sought.</p> <p>These are robust policies closely matched with legal obligations Periodic review of Operations Manual and policies is undertaken to confirm that any changes in law are correctly reflected.</p>	<p>Good System, Policy and Procedure in place.</p>		
<p>(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</p>	<p>Not applicable.</p>			
<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>Contents of the refund policy are outlined in the information pack given to students/their parents/NOK at the time of enrolling with CNSST.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

<p>(h) provide each international tertiary learner with full information and advice on –</p> <ul style="list-style-type: none"> <li>i. all relevant policies of the signatory; and</li> <li>ii. the services, support, and facilities that the signatory offers; and</li> <li>iii. where applicable, how to adjust to a different cultural environment; and</li> <li>iv. where applicable – <ul style="list-style-type: none"> <li>(a) minimum wages and labour conditions in New Zealand; and</li> <li>(b) maximum hours of work permitted under visa conditions; and</li> <li>(c) how to access information and support regarding employment; and</li> <li>(d) how to report misconduct by employers; and</li> </ul> </li> </ul>	<p>Updated Information packs containing details of international students' legal rights and obligations are distributed to all students at the time of enrolment. These contain advice on cultural and social aspects relevant to them in New Zealand as well as on matters relating to personal safety and wellbeing. A separate brochure containing details of learning pathways is included. CNSST, the parent organisation provides further support a career guidance, employment placement as well as employment rights and obligation, employment disputes and complaint procedure in NZ</p> <p>Students are provided with series of workshops and seminars by the specialist staff, such as Licensed Immigration Adviser, Registered Social Worker and Employment Coach. Students also have the opportunity to seek detailed advice from CNSST staff at any time they need it.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
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<p>(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>	<p>Not applicable.</p>			
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**Outcome 12: Safety and appropriate supervision of international tertiary learners**

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.

Phase in the gap analysis process:	PREPARE	MAKE SENSE		
Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)	GAP (in practice)
<p><b>Process 1: International tertiary learners under 18 years</b></p> <p><b>Clause 50.</b> In relation to international tertiary learners under 18 years, each signatory must have additional practices including –</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> <ul style="list-style-type: none"> <li>i. the learner is in a properly supervised group of learners whose educational instruction is not for more than 3 months; or</li> <li>ii. the learner is in the care of the manager of tertiary student accommodation covered in Part 5 of this code; and</li> <li>iii. the learner is in the care of a residential caregiver; and</li> </ul>	Not applicable.			
<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>	Not applicable.			

<p>(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</p>	<p>Not applicable.</p>			
<p>(d) if the international tertiary learner is in the care of a residential caregiver, –</p> <p>(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 –</p> <p style="padding-left: 40px;">a. each transfer that occurs during the period of enrolment; and</p> <p style="padding-left: 40px;">b. the transfer that occurs at the end of enrolment; and</p> <p>(ii) ensuring that the parent or legal guardian is notified of each transfer plan.</p>	<p>Not applicable.</p>			
<p><b>Process 2: International tertiary learners under 10 years</b></p> <p><b>Clause 51 (1).</b> Each signatory must ensure that its international tertiary learners under 10 years live with a parent or legal guardian</p>	<p>Not applicable.</p>			
<p><b>Clause 51 (2).</b> The requirements in clauses 49 and 50 apply, in addition to this clause, to international tertiary learners who are under 10 years.</p>				

<p><b>Process 3: Decisions requiring written agreement of parent or legal guardian</b></p> <p><b>Clause 52.</b> 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>	Not applicable.			
<p><b>Process 4: Accommodation for international tertiary learners under 18 years</b></p> <p><b>Clause 53 (1).</b> 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 <b>not subject to Part 5</b> 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>	Not applicable.			
<p>(b) ensure that the safety check referred to in clause 54 is completed and is up to date; and</p>	Not applicable.			
<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>The eligibility and detailed personal contacts of the residential caregivers must be provided by the learners as well as residential caregivers once the enrolment was submitted.</p> <p>The police vetting, home visit and safety checks will be conducted by</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		

	El's Student Adviser in accordance with our QMS.			
(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	Not applicable.			
(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	Not applicable.			
(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	Not applicable.			
(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	Not applicable.			

<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>Not applicable.</p>			
<p>(i) ensure that there is appropriate separation of international tertiary learners from others of different ages in the accommodation; and</p>	<p>Not applicable.</p>			
<p>(j) ensure that the learner is appropriately supervised in the accommodation.</p>	<p>Not applicable.</p>			
<p><b>Clause 53 (2).</b> 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 (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>The eligibility and detailed personal contacts of the residential caregivers must be provided by the learners as well as residential caregivers once the enrolment was submitted.</p> <p>The police vetting, home visit and safety checks will be conducted by EI’s Student Adviser in accordance with our QMS.</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
<p><b>Clause 53 (3).</b> 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>Not applicable.</p>			

<p><b>Process 5: Safety checks and appropriate checks for learners under 18 years</b></p> <p><b>Clause 54 (1).</b> 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>	Not applicable.			
<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> <ul style="list-style-type: none"> <li>i. the residential caregiver’s current or previous employer, professional body, or registration authority; and</li> <li>ii. the licensing authority that is relevant to the residential caregiver’s business or professional activities; and</li> <li>iii. a person who is not related to the residential caregiver; and</li> </ul>	Not applicable.			
<p>(c) a police vet, to obtain information that is relevant to a risk assessment; and</p>	Not applicable.			
<p>(d) an interview with the residential caregiver, to obtain information that the signatory considers relevant to a risk assessment; and</p>	Not applicable.			
<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>	Not applicable.			

<p><b>Clause 54 (2).</b> The safety check for the residential caregiver referred to in clause 53(1)(b) is <b>up to date</b> if it is completed within 3 years after the date of the latest safety check.</p>	Not applicable.			
<p><b>Clause 54 (3).</b> Subclause 53(1)(b) to (e) does not apply to a residential caregiver who –</p> <ul style="list-style-type: none"> <li>(a) is a supervisor referred to in paragraph (e) of the definition of residential caregiver in clause 5(1); and</li> <li>(b) is not a resident of New Zealand; and</li> <li>(c) is travelling with, and accompanying, the international tertiary learner for the purpose of supervising them during the learner’s educational instruction.</li> </ul>				
<p><b>Clause 54 (4).</b> An appropriate check referred to in clause 53(1)(c) is <b>up to date</b> if it is completed within 3 years after the date of the latest check.</p>				
<p><b>Process 6: Accommodation for international tertiary learners 18 or over</b></p> <p><b>Clause 55 (1).</b> In relation to an international tertiary learner 18 years or over who lives in accommodation provided or arranged by a signatory and <b>not subject to Part 5</b>, the signatory must –</p> <ul style="list-style-type: none"> <li>(a) ensure that the learner’s accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements; and</li> </ul>	<p>CNSST Education Institute has a robust and monitoring system on accommodation for international tertiary learners 18 or over.</p> <p>EI has a contracted homestay agency called Student-Care NZ Ltd that supports the accommodation services along with strict compliance on police-</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		



	<p>vetting for hosted families. The services are not limited to:</p> <ul style="list-style-type: none"> <li>- Provide three meals a day (i.e. a basic “Kiwi” breakfast, a nutritious bagged lunch and a full healthy dinner.) Morning and afternoon tea where required.</li> <li>- Assist with your transport to and from school (excluding bus fares).</li> <li>- Provide a warm furnished bedroom which will include a bed, dresser, desk, adequate heating and wardrobe.</li> <li>- Provide all laundry services, access to telephone, television, bath facilities and access to the internet.</li> <li>- Treat you with the utmost respect and kindness.</li> </ul>			
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	<ul style="list-style-type: none"> <li>- Help you get orientated into your new neighbourhood.</li> <li>- In a comfortable English-speaking environment.</li> </ul>			
(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.	<p>EI Student Adviser maintains an ongoing and active communications with international learners on settling in their learning journey in NZ.</p> <p>EI QMS stipulates the process and procedures If there are any potential risks or complaints in regards to accommodation,</p>	<p>Well Implemented</p> <p>Good System, Policy and Procedure in place.</p>		
<p><b>Clause 55 (2).</b> In this clause, accommodation issues include issues of health and wellbeing arising from a learner’s accommodation or connected with it.</p>				

## Appendix I: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p> <ul style="list-style-type: none"> <li>• <b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No</b> or <b>limited</b> reporting processes from self-review</li> </ul>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p> <ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<p><b>Implemented</b> The Code is implemented</p> <ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<p><b>Well-implemented</b> The Code is well-implemented</p> <ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>
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