

# Code 101

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## Outcomes 1 – 4

November – December 2021

Presented by Dylan Anderson, Senior Advisor, Pastoral Care of Students  
Quality Assurance Division, NZQA

# NZQA's Code implementation programme



## Communication

*Code News*

Information sessions

Sector advisory groups

Co-development

2022 Code administrator  
plan



## Tools

Mapping tool

Gaps analysis tool

User-friendly versions of  
the Code



## Guidelines

Broad starting point

Increasingly tailored



## Capability building

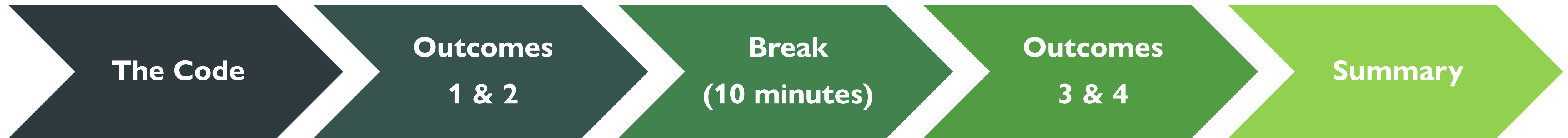
New Code 101

Increasingly tailored  
workshops



# Workshop Overview

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# It's all about context...

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The purpose of the Code is to require providers to:

- take all reasonable steps to **maintain the wellbeing** of domestic tertiary students and to **protect** international students
- ensure **as far as possible** that domestic tertiary students and all international students have **a positive experience that supports their educational achievement.**



# So, what's your context?

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- Who you are, and what your organisation and role is.
- Who your learners are, what is the duration and mode of delivery of educational content?
- What are the educational goals of your learners?
- How does/will this information help you to put pastoral care practices into context?
- Is there anything you are aware of that you don't know about your learners that needs to be discovered?



# Cornerstones of the Code



# Structure of the Code

1. Scope

2. Definitions

3. Organisational structures for whole-of-provider approach (2)

4. Wellbeing and safety practices for all learners (2)

5. Student accommodation (3)

6. International tertiary learners (5)

7. International school learners (10)

8. Code Administrator



# Applying the Code

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1. The Code must be implemented in a way that is appropriate to learners' needs and contexts and consistent with Code Administrator's expectations (clause 3(2)).
2. The Code also applies to any activities provided by – or organised by or on behalf of – a provider for enrolled domestic or international tertiary learners, whether in New Zealand or offshore (clause 3(3)).
3. As Code Administrator, NZQA expects providers to take responsibility for determining what is appropriate practice for their learners, including practice undertaken by any contracted third party.





# Working out what is ‘appropriate’

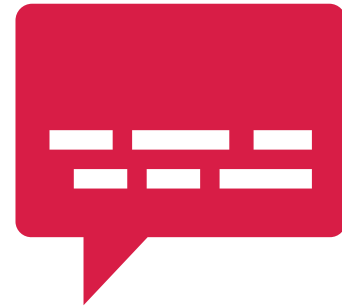
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1. Work proactively with learners and other stakeholders to understand what ‘appropriate’ means to them.
2. Use quality evidence, i.e.:
  - input from diverse learners and other stakeholders
  - relevant data on what you know, such as feedback surveys, focus groups, attendance rates, achievement data etc.
3. Consider this evidence in light of your organisation’s strategic goals and plans.
4. Make robust, defensible, and documented decisions about what is appropriate and why.



# Breakout Room Discussion (Pairs)

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22(1)(f) “Providers must have practices for – identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it.”

How can you and your organisation work out what is ‘appropriate’?



(5 minutes)



# Section Summary

What's your context?

Cornerstones

Structure of the Code

'Appropriate'



# The 12 tertiary outcomes

Outcome 1: Learner wellbeing and safety system

Outcome 2: Learner voice

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

Outcome 4: Learner wellbeing and safety

Outcome 5: A positive, supportive and inclusive environment in student accommodation

Outcome 6: Accommodation, administrative practices and contracts

Outcome 7: Student accommodation facilities and services

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

Outcome 9: Prospective international tertiary learners are well informed

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Outcome 11: International learners receive appropriate orientations, information and advice

Outcome 12: Safety and appropriate supervision of international tertiary learners



# Outcome 1

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## 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.”*

# Outcome 1: key required processes

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- Process 1: Strategic goals and strategic plans
- Process 2: Self-review of learner wellbeing and safety practices
- Process 3: Publication requirements
- Process 4: Responsive wellbeing and safety systems



# Outcome 1: overview

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- involve learners and stakeholders when developing learner wellbeing and safety goals and plans
- ensure the goals and plans address all Code requirements and contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations
- publish goals, plans, and reviews, making them accessible to learners and stakeholders
- have practices for learner wellbeing and safety within and beyond pastoral care staff and teams



# Outcome 1: overview

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- have the capability and capacity to enact goals and plans by ensuring all staff are provided with the necessary information and training
- take a planned approach to learner safety and wellbeing
- are proactive in addressing any concerns or improvements
- improve learner wellbeing and safety systems by effectively reviewing and changing practices based on feedback from learners and stakeholders, to ensure practice is fit for purpose.





# Getting started

- Ensure there are learner wellbeing and safety goals and plans in place and published.
- Continue, or initiate plans, to work proactively and build partnerships with learners and stakeholders to review, develop and improve strategic goals and plans.





# Getting started

- Plan when self-review will be conducted and identify the relevant stakeholders you need to work with.
- Identify existing training and resources for staff, and any additional needs.



# Getting started

- Have clear, documented processes for identifying and raising concerns about the wellbeing, safety and behaviour of learners.
- Have plans in place to effectively respond to emergency situations in your learning or residential communities and have information readily available for learners.



# 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.”*

# Outcome 2: key required processes

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- Process 1: Learner voice
- Process 2: Learner complaints
- Process 3: Compliance with the Dispute Resolution Scheme



# Outcome 2: overview

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- have practices for building and maintaining effective relationships with diverse learner groups and their communities
- use processes and tools to partner and work with learners to create an environment that empowers learners to have their say and raise concerns
- work with learners and their communities to develop, review and improve strategic goals, plans and practices for learner wellbeing and safety



# Outcome 2: overview

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- ensure learner voice is heard and responded to when making decisions and making changes to the organisation
- ensure the complaints framework and processes are clear and accessible to learners. both internally and externally
- effectively respond to and process complaints.





# Getting started

- Review current processes for gaining learner voice against the requirements of this outcome and plan to make improvements.
- Consider the diverse needs of learners, including Māori, Pasifika, disabled and international learners, and how to incorporate their voices.
- Plan to work with learners to ask what timely and accessible resources they need to support their voice being given and heard.





# Getting started

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1. Have a complaints process for learners (*based on previous and current regulations*).
2. Help learners to understand what an accessible complaints process would be for them.
3. Record complaints and report them annually to management, learners, other stakeholders and the code administrator.



# Getting started

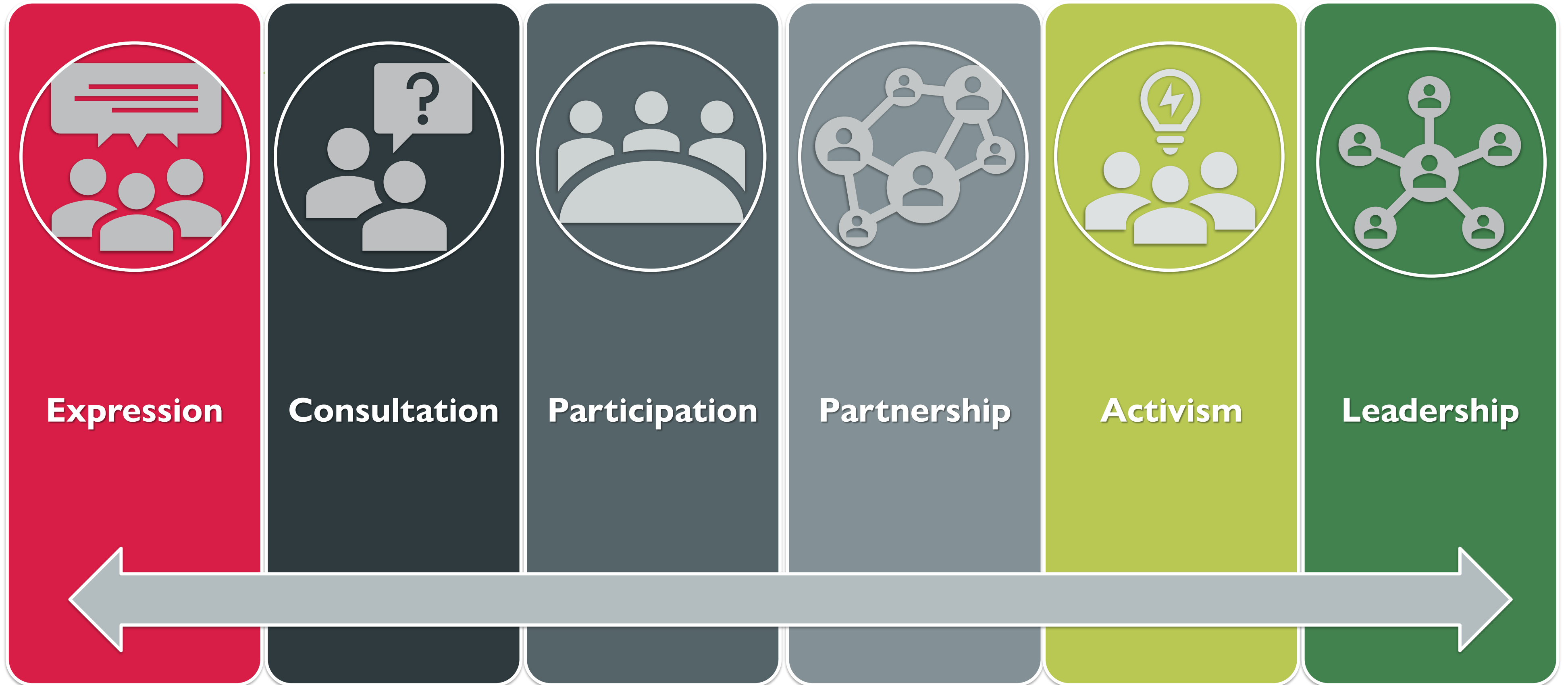
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Student contract Dispute Resolution Scheme rules:

1. For tertiary education providers, plan to become familiar with the relevant DRS rules for domestic learners, and support learners and staff to be aware of and understand the scheme.
2. For international Code signatories only, be familiar with – and comply with – the relevant Disputes Resolution Scheme (DRS) rules for international learners.



# Spectrum of learner voice

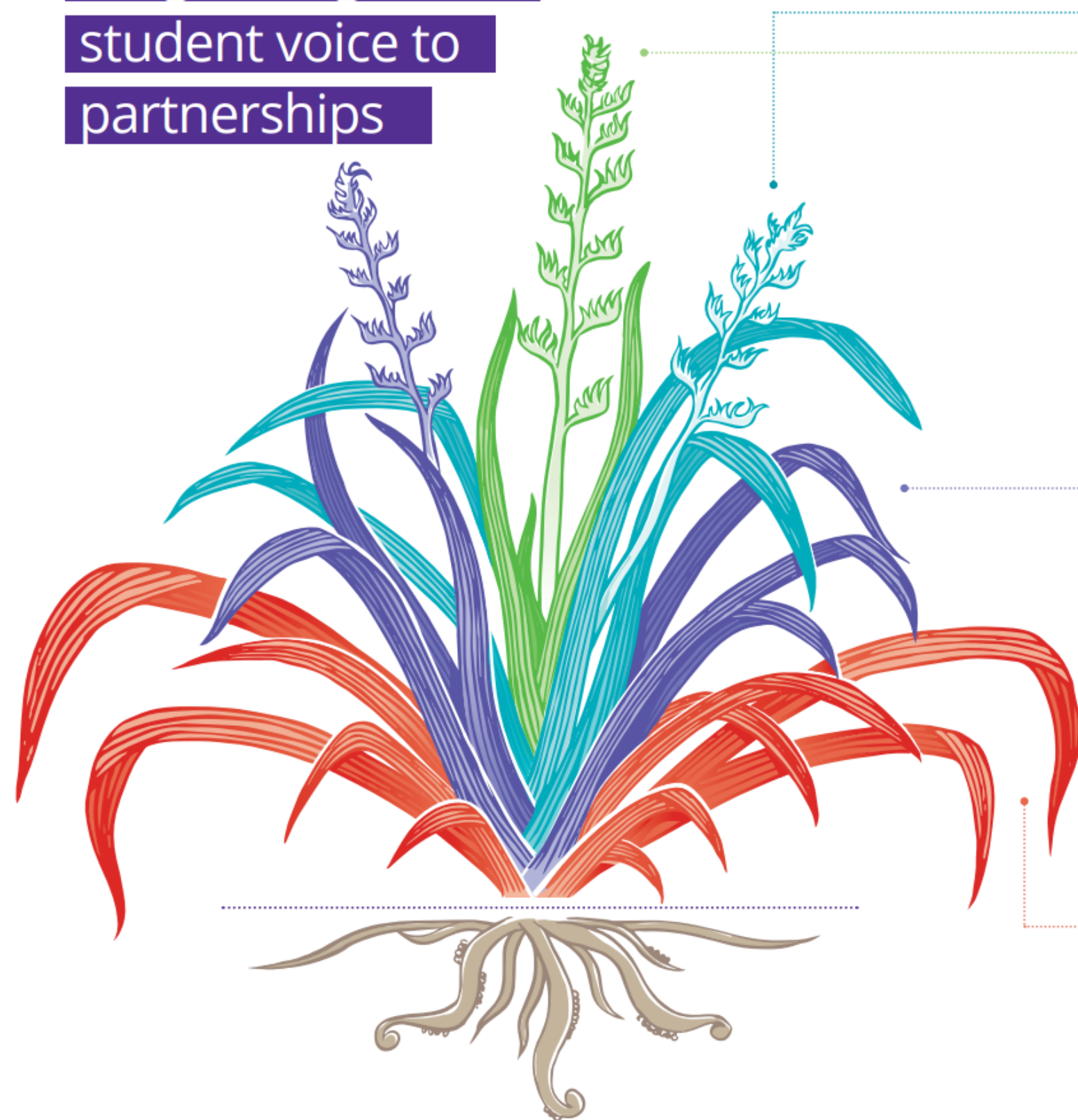


SOURCE: Toshalis, Eric & Michael Nakkula. 2012. Motivation, Engagement, and Student Voice: The Students at the Center Series. Boston, MA: Jobs for the Future. <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice>.



# Whiria ngā rau

Progressing from  
student voice to  
partnerships



The **Whiria Ngā Rau** framework has four rau that taura (students) and providers can use to build partnerships:

## Whakapakari

*Strengthening students' voices*

- » Build capability and confidence to express learner voice
- » Develop ways of working that fit the learning environment
- » Receive and pass on lessons from previous cohorts
- » Make plans and offers to express student voice.

## Akoranga

*Learning with and from each other*

- » Work openly and transparently
- » Know what is expected of each other and stay motivated to continue the relationship
- » Learn to shape the relationship, measure progress, and reflect on improvements
- » Maintain feedback loops and report regularly.

## Whakawhanaungatanga

*Building connections with each other*

- » Engage in ways that honour Te Tiriti
- » Involve and hear diverse taura in decision-making
- » Share information
- » Grow relationships and extend networks.

## Mahitahi

*Working together*

- » Give practical effect to Te Tiriti
- » Develop ideas and solutions together
- » Shape engagements together and build routines to embed student voice
- » There are tuakana-teina relationships and roles can be reversed at any time.

Whiria = weave      Rau = leaf

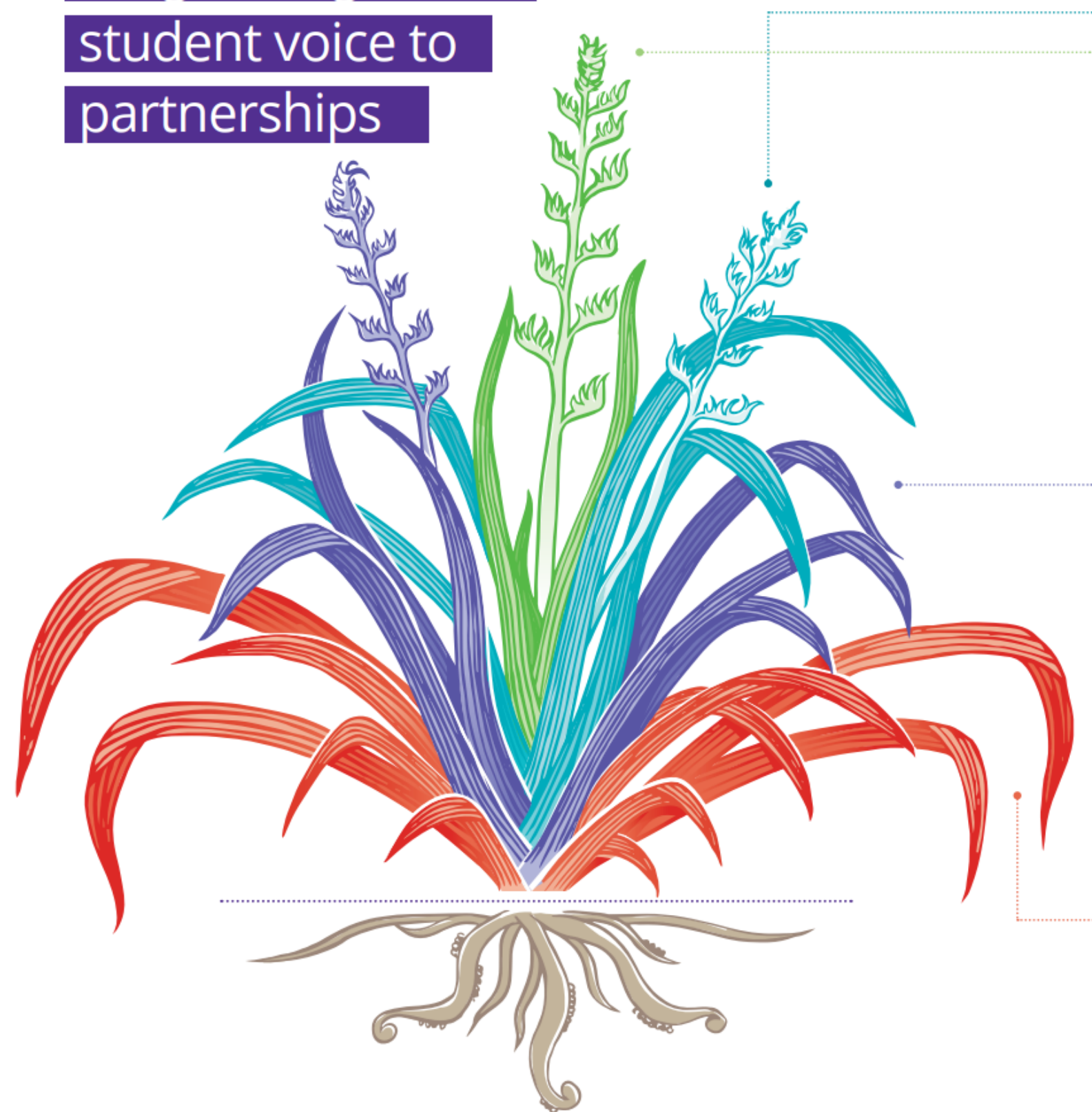


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TE MANA ĀKONGA  
National Māori Tertiary Students' Association

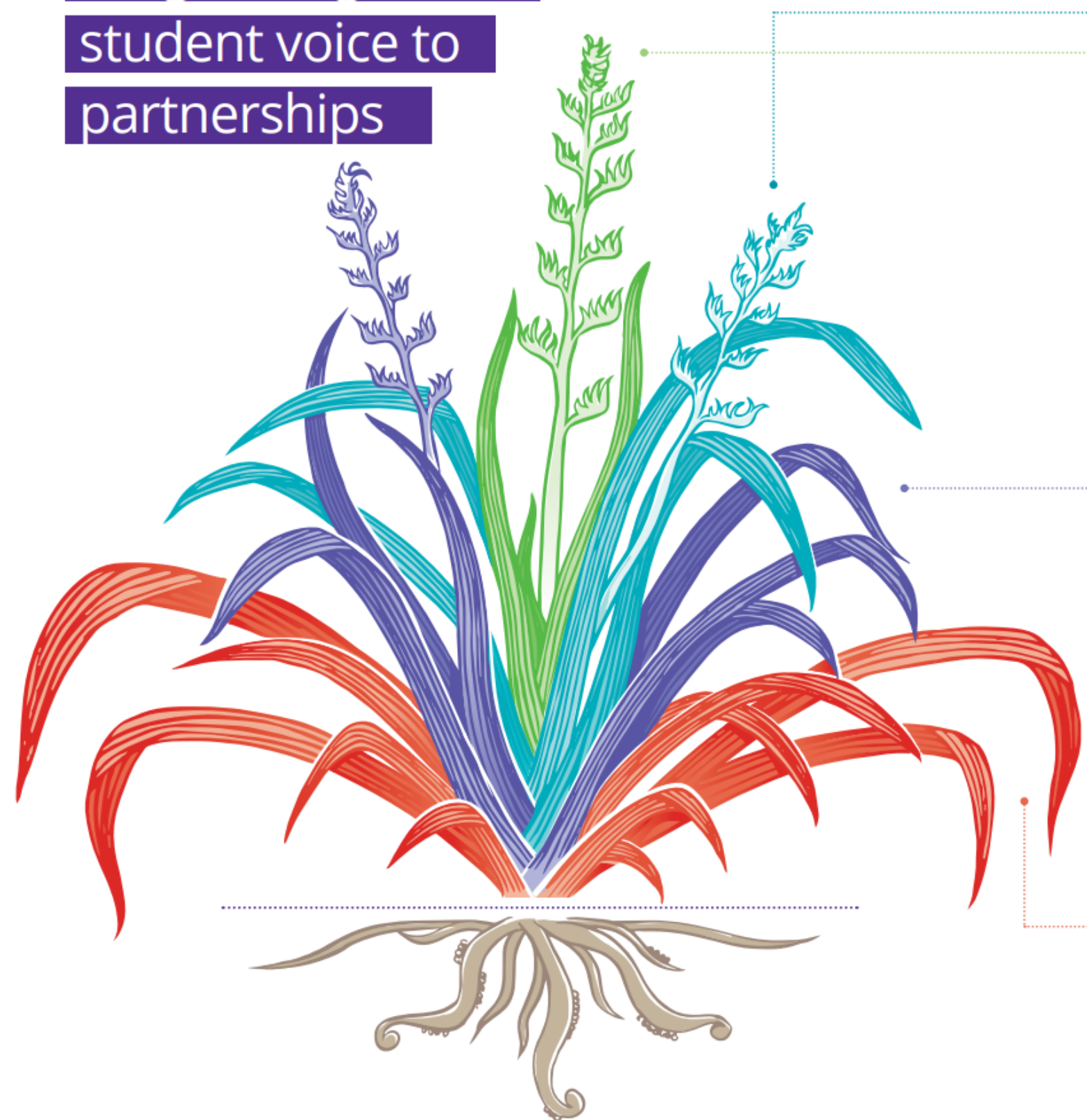


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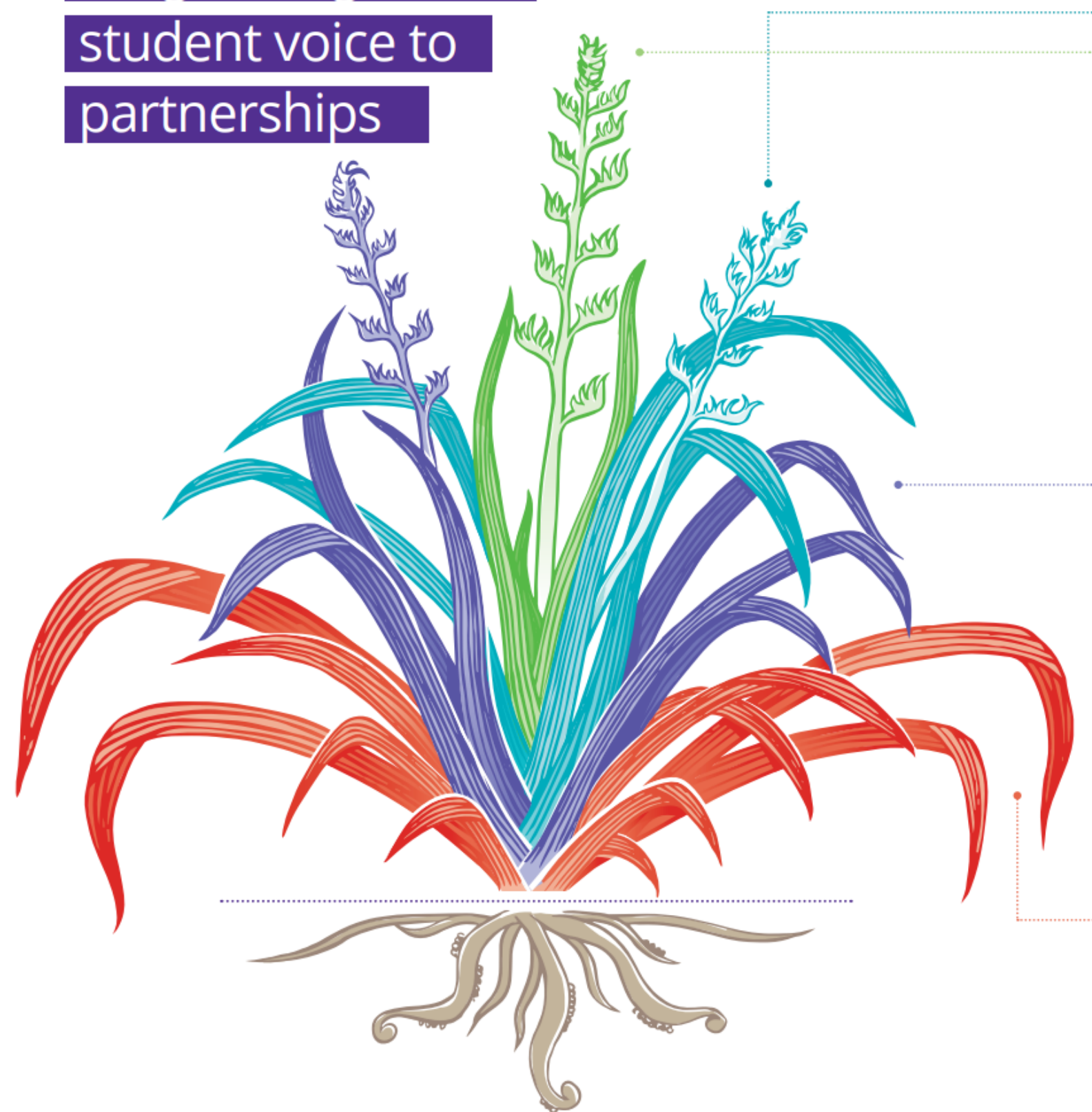


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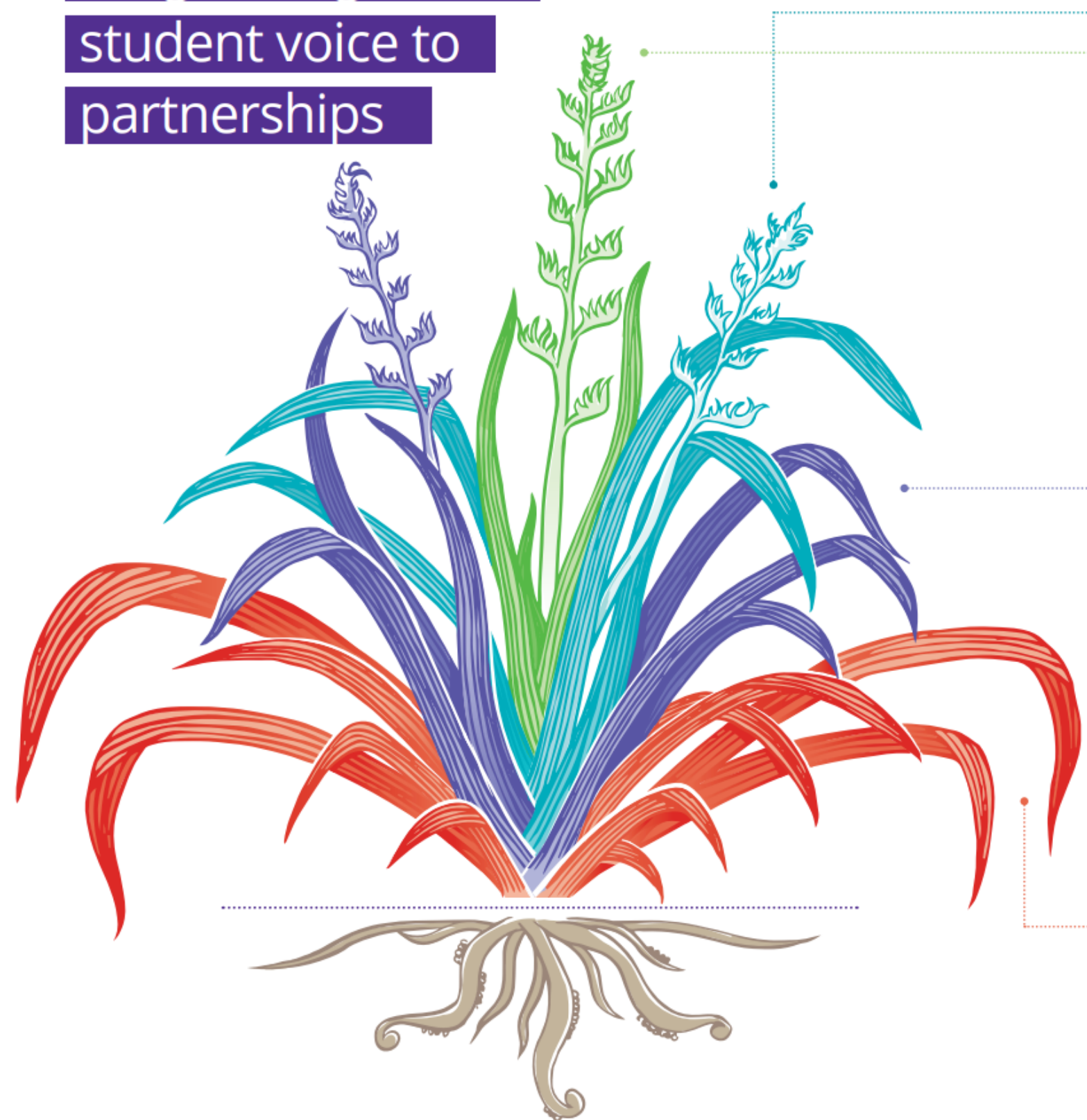


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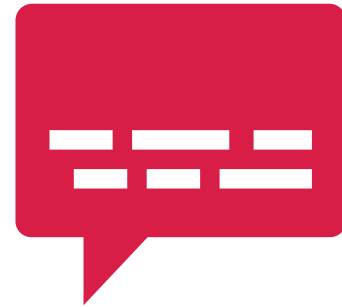
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# Breakout Room Discussion (Groups)

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How does your organisation/workgroup engage with learner voice and how do these engagements give effect to the Code?

Which members of your diverse learner community do your engagement activities work well for?



# The 12 tertiary outcomes

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# Working out what is ‘appropriate’

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1. Work proactively with learners and other stakeholders to understand what ‘appropriate’ means to them.
2. Use quality evidence, i.e.:
  - input from diverse learners and other stakeholders
  - relevant data on what you know, such as feedback surveys, focus groups, attendance rates, achievement data etc.
3. Consider this evidence in light of your organisation’s strategic goals and plans.
4. Make robust, defensible, and documented decisions about what is appropriate and why.



# Outcome 3

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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.”*

# Outcome 3: key required processes

- Process 1: Safe and inclusive communities
- Process 2: Supporting learner participation and engagement
- Process 3: Physical and digital spaces and facilities



# Outcome 3: overview

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- Support learners to prepare for, and adjust to, tertiary education
- Foster culturally safe and inclusive learning environments, where learners can raise issues affecting their wellbeing and ability to learn
- Recognise, reduce and respond to discrimination, racism, bullying, harassment and abuse
- Create opportunities for learners to form networks, and connect to their identity and culture



# Outcome 3: overview

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- Monitor learner achievement and engagement, and support learners with any issues that affect their ability to study
- Offer advice to learners on future pathways, both study and career opportunities
- Ensure physical and digital learning environments, services and facilities are accessible and appropriate for learners.







# Outcome 4

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## 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.”*

# Outcome 4: key required processes

- Process 1: Information for learners about assistance to meet their basic needs
- Process 2: Promoting physical and mental health awareness
- Process 3: Proactive monitoring and responsive wellbeing and safety practices



# Outcome 4: overview

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- Support learners to identify and manage their basic needs, and how to maintain a healthy lifestyle
- Give opportunities for learners to improve their physical and mental health
- Make space for learners to raise any health and safety concerns they have for themselves, and/or their peers
- Make arrangements with disabled learners to accommodate their learning needs



# Outcome 4: overview

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- Proactively identify, monitor and respond effectively to learners' at risk and learner wellbeing and safety concerns
- Have clear, appropriate pathways for learners at risk to access services when they need it
- Record and inform learners' nominated contacts when appropriate.





# Outcome 4: getting started

- Review current practice against the requirements of this outcome and make and begin to implement goals and plans to improve practices to address any gaps.
- Have processes in place to proactively identify, monitor and respond to the wellbeing and safety needs of learners and risks to learners.



# Protecting learners' privacy

Have a clear and lawful purpose when obtaining, using and sharing learners' information.

Learners agree to the collection of their personal information and knowing how it will be used and shared.

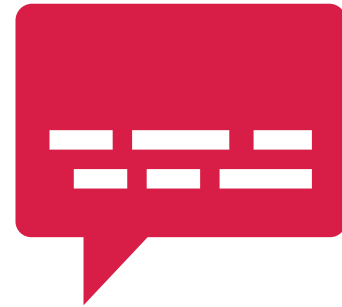
Have transparent processes for obtaining, using and sharing a learner's personal information.

Balance a learner's right to privacy with engaging proactively to offer support or connect them to services when needed.



# Breakout Room Discussion

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Scenario:

**A learner faints in class and falls out of their chair.**

Under the Code, what does the provider need to do (or have in place) to respond effectively?

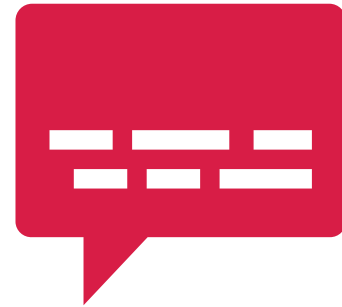


What would a response to this situation look like in your organisation?



# Breakout Room Discussion

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Scenario:

**A learner faints in class and falls out of their chair.**

**During a check over with staff, the learner discloses that they've not had anything to eat today and that they don't have any money for food until next week's Student Allowance comes through.**



How does this change what an appropriate response is for this learner?

Under the Code, what else needs to be considered?

What would your next steps be?





# Breakout Room Discussion

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## Scenario

**In a follow-up meeting, the learner says that they often have a short-fall in their budget and resort to eating from the flat's communal cooking supplies after everyone else has gone to bed or gone out, mixing the oil and sugar just to have anything to eat.**

Under the Code, what support must be available to meet the long-term needs of this learner?

How can you ensure it is appropriate?



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# Workshop Review

What's your context

Cornerstones

'Appropriate'

Whiria ngā rau

Outcomes 1-4



## Implementation guidance for tertiary providers

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



Te Oranga me  
Te Haumarū Ākonga  
**Learner Wellbeing  
and Safety**

# Guidance and Tools

To support providers and learners to we have created the following resources which are available on our website:

- Guidance
- Gap analysis tool-kit
- Code-to-code comparison tools
- User-friendly versions of the Code
- Learner videos
- Social media campaign for the Code

<https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/>

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA  
QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

November 2021



## Contact us:

- [www.nzqa.govt.nz](http://www.nzqa.govt.nz)
- [code.enquiries@nzqa.govt.nz](mailto:code.enquiries@nzqa.govt.nz)
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