

# Bethlehem Tertiary Institute

## Self-Review Outcomes 1-4

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

October 2024

BETHLEHEM TERTIARY INSTITUTE



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*This a summary of self-review working document.*

# 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 / <b>Implemented</b> / Developing implementation / Early implementation
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Key required processes	Information we can gather to use as evidence of our compliance with this clause, gaps, action plan. How do we know?
<p><b>Process 1: Strategic goals and strategic plans</b></p> <p><b>Process 2: Self review of learner wellbeing and safety practices</b></p>	<p>BTI Student Wellbeing Plan (SWP) which encompasses the strategic goals and plans for supporting the wellbeing and safety of our students was created in June 2022. SWP is reviewed annually in Aug-Sept.</p> <p>SWP review completed following feedback from:</p> <ul style="list-style-type: none"> <li>➤ wellbeing survey sent to students in early July 2024, survey analysis from Prog/Prof Leads, SEC and Academic Board (AcBd)</li> <li>➤ diverse earner groups survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (Feb 2024).</li> <li>➤ Student Council (SC) feedback on SWP (19/08/2024) and AcBd (03/09/24).</li> <li>➤ Complaints Register – no formal complaints lodged between Sept 2023 to Sept 2024.</li> </ul> <p>Plan finalised in Sept 2024.</p> <ol style="list-style-type: none"> <li>(1) First review completed in Oct 2022 with SC and AcBd.</li> <li>(2) Second review in Sept 2023 with SC and AcBd</li> <li>(3) Third review in Sept 2024 with SC and AcBd.</li> </ol> <p>SEC gives regular updates on learner wellbeing to AcBd based on SC meetings. Health and Safety issues are discussed at H&amp;S committee meetings. Policies are reviewed on a cycle by the QA committee.</p>

<p><b>Process 3: Publication requirements</b></p> <p><b>Process 4: Responsive wellbeing and safety systems</b></p>	<p>An action plan is produced after annual review to capture gaps and recommendations. The review found no outstanding issues that have not been addressed in a timely manner.</p> <ul style="list-style-type: none"> <li>➤ Next review: mid-year tracking with review of SWP in Aug/Sept 2025 (AP2025-7)</li> <li>➤ Annual NZQA Code of Practice attestation (due 1 Nov every year)</li> </ul> <p>The updated and reviewed SWP and current COP self-review report is available on the website. SWP also uploaded on BTIonline <a href="https://bti.ac.nz/wp-content/uploads/BTI-Student-Wellbeing-Plan-2024-2025.pdf">https://bti.ac.nz/wp-content/uploads/BTI-Student-Wellbeing-Plan-2024-2025.pdf</a></p> <ul style="list-style-type: none"> <li>➤ To email students SWP in April 2025 (AP2025-3), SWP link in SHB (AP-1)</li> <li>➤ BTI staff emailed SWP in Jan 2024 and again in Jan 2025 (AP2025-2)</li> </ul> <p>SEC's engagement with the Student Council, online feedback form, staff/educator check-ins (online and onsite) and the open-door policy of faculty and staff create the environment for timely and appropriate actions should issues arise.</p> <p>The following are some of responsive wellbeing and safety systems, processes and policies that are in place to comply with requirements of Outcome 1.</p> <ul style="list-style-type: none"> <li>➤ Student wellbeing survey sent annually (May 2022, July 2023, July 2024)</li> <li>➤ Student Council meeting and minutes, class reps</li> <li>➤ Learner groups survey</li> <li>➤ Online Feedback form</li> <li>➤ Anecdotal feedback from students/staff</li> <li>➤ BTI policies that relate to learner wellbeing and safety</li> <li>➤ Student support groups/staff: NMA, cohort mentors, SEC, Int student coordinator</li> </ul> <p><u>Ongoing training and resources in relation to:</u></p> <p>(a) Te Tiriti o Waitangi:</p>
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- appointment of Pou Tikanga (Jan 2024)
  - Te rōpū Whakaterere (consisting of Māori kaimahi and tangata whenua representatives) was established as a resource of expertise and leadership for the purpose of navigating matters relating to tikanga and kaupapa Māori practices at BTI.
  - Mātauranga Māori Guidelines P.01
  - iwi engagement and collaboration (Ngati Kahu)
  - use of Māori words in everyday study and work scenarios
  - waiata/devotions Tue/Thur
  - te reo Māori classes for staff (fortnightly)
  - establishing a Māori Student Council to represent Māori student affairs if there is interest from student cohort
  - culturally responsive teaching practices
- (b) obligations under the code:
- Relevant staff attend NZQA, Code workshops as and when made available. Code info emailed to staff 23.01.2024 (and again in Jan 2025) (AP2025-2)
  - SWP emailed to staff 23.01.2024 (and again in Jan 2025), email to students in March/Apr 2025 (AP2025-3)
  - Academic Bd minutes on SWP (03.09.2024)
- c) understanding welfare issues of diverse learner groups and appropriate cultural competencies at BTI:
- diverse learner groups annual survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students in Feb 2024 (and again in Feb 2025) (AP2025-4)
  - Te rōpū Whakaterere /Pou Tikanga as a resource for consultation for anything cultural
  - Accessibility Support Coordinator dedicated to providing support to students with learning and physical disabilities and SG. 42 Accessibility Support Policy
  - Learning Support Report
  - student surveys as indicated above
  - Prog/Prof Leads discussing results of surveys or any issues that may arise in team meetings, with analysis and action plan.

Students have indicated in the wellbeing survey (2024) that they feel safe, and that BTI is inclusive and non-judgmental, students are accepted for who they are (94%).

- (d) identifying and reporting of racism, discrimination, bullying, physical/sexual violence, supporting a culture of disclosure, privacy, self-harm, suicide, safe health and mental health literacy and support, healthy lifestyles:

There were no complaints lodged or reporting of racism, discrimination etc. in the past year

A significant number of our kaiako are trained and practicing counsellors and social workers, who are able to identify wellbeing issues in students and provide support and where necessary refer them to external agencies.

- BTI policies that relate to learner safety and wellbeing giving guidance to staff and students on what to do in the event of an issue as stated:
  - SG.09 Harassment Policy,
  - SG. 43 Student Suicide Response Policy
  - SG.36 Counselling Referral and Support for Students (students experiencing personal issues which impact their mental health and wellbeing can access external professional counselling (funded by BTI))
- Info / resources in SHB and BTI website <https://bti.ac.nz/student-life/other/student-wellbeing/>
- Health & Safety induction for new staff that covers Health & Safety policies and practices including reporting.
- SG.24 Personal Disclosures Policy
- BTI Privacy Policy
- Any issues with privacy to be directed to BTI Privacy Officer
- Seven of our staff have current first aid certificates that get refreshed as it expires.
- H&S resources: BTI Health & Safety Manual, BTI Worker Health & Safety Handbook
- SG. 31 Student Health and Safety Policy
- “Student Support” chart in all classrooms (AP-2)

Plans in place to respond effectively in emergency situations:

- BTI Emergency Evacuation Procedures (emergency evacuation procedures in all rooms/classes/offices)
- Seven of our staff have current first aid certificates that get refreshed as it expires.
- fire, lockdown, earthquake drills

	<ul style="list-style-type: none"><li>➤ Defibrillator located outside BTI reception, training for staff on how to use the defibrillator</li><li>➤ Reporting mechanisms on website/BTIonline for both staff and students: Health and Safety Accident/Incident Report Form (BTIonline/website) <a href="https://form.jotform.co/QTI/hs-accident--incident-report">https://form.jotform.co/QTI/hs-accident--incident-report</a> and Health and Safety Hazard/ Risk Report Form <a href="https://form.jotform.co/QTI/hs-hazard-report">https://form.jotform.co/QTI/hs-hazard-report</a></li><li>➤ Hazard and Risk Register, Incidents Register</li></ul> <p>Decision-making across the provider and communication when responding to emergencies:</p> <ul style="list-style-type: none"><li>➤ Principal, ELT</li><li>➤ Communication / Emails from Principal to staff and students (e.g. covid)</li><li>➤ BTI staff</li></ul>
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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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<b>Key required processes</b>	Information we can gather to use as evidence of our compliance with this outcome, action plan. How do we know?
<b>Process 1: Learner voice</b>	<p>BTI values the learner voice. In 2021, the Student Council was established which is made up of class representatives from every year level in every programme across the institute (a total of 20 class reps in the Student Council in 2024). The Student Engagement Coordinator sits on the Student Council and meets monthly to discuss any issues that may come up (SC minutes).</p> <p>Other processes to enhance the learner voice:</p> <ul style="list-style-type: none"> <li>➤ Student surveys:</li> <li>➤ Diverse Learner groups annual survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (Feb 2024).</li> <li>➤ Student Wellbeing annual survey sent mid-year.</li> <li>➤ Other surveys: exit surveys, graduate surveys</li> <li>➤ course evaluations</li> <li>➤ Ngā Maunga Āwhina, cohort mentors, team meetings</li> <li>➤ Learning Advisors Report</li> <li>➤ Class reps' emails</li> <li>➤ Student feedback from educators/ through classes</li> <li>➤ anecdotal feedback</li> <li>➤ Online Feedback form created 16.08.2023, utilised well by students. Students indicated appreciation for the new online form (which can also be submitted anonymously).</li> <li>➤ Some cohorts (SoTE and BSW) are small and educators have fostered and maintained close relationships with the students and the communities they come from.</li> </ul>
<b>Process 2: Learner complaints</b>	There were no formal complaints lodged in 2023.



### Process 3: Compliance with the Dispute Resolution Scheme

#### Concerns and Complaints Process:

SG.08 Student Concerns and Complaints Policy and flowchart was reviewed with staff wide consultation in Nov 2023. Minor edits in policy, flowchart amended for clearer process.

Updated policy reviewed at Student Council meeting (April 2024). <https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-30-January-2024.pdf> Learners are made aware of the concerns and complaints procedure during Orientation, and in SHB, website, BTIonline.

- Put up concerns and complaints flowchart in all classrooms (AP-3)
- Policy to be emailed to students (AP2025-5)
- Te rōpū Whakāterere / Pou Tikanga as a resource for consultation for anything cultural
- Ngā Maunga Āwhina, cohort mentors, team meeting minutes
- Learning Advisors
- Online Feedback form created 16.08.2023, can be submitted anonymously. This has been utilised well by students and they have indicated appreciation for the new online form.
- Student Council minutes (class reps check with their respective cohorts for any issues before SC meetings). A summary report of issues raised at the SC meetings reported to the AcBd (AcBd minutes). Class reps who raised issues through the SC indicated in a survey that they were satisfied with the outcomes which were addressed in a timely and efficient manner.
- Complaints Register (no formal complaints lodged from Oct 2023 to Oct 2024).
- Self-Review of Complaints procedures (Code requirement)
- Info on making complaints to external bodies on website and in SHB.
- Make changes to website header to enable students to locate concerns and complaints info easier (AP-5)
  
- Study Complaints info on the website, in SHB, ISHB and BTIonline. Check info (AP-4)
- BTI keeps up to date with information from NZQA. Finance informed.
  
- Study Complaints also included in SG.08 Student Concerns and Complaints Policy

<https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-30-January-2024.pdf>

## 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>	<b>Well implemented</b> / Implemented / Developing implementation / Early implementation
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Key required processes	Information we can gather to use as evidence of our compliance with this outcome, action plan. How do we know?
<b>Process 1: Safe and inclusive communities</b>	<p>All our programmes (counselling, social work, teacher education, leadership, and trauma studies) are people-centered professional qualifications. Through both coursework and practical training, students develop the skills and understanding needed to practice without discrimination and to be inclusive. Our kaiako are trained counsellors, social workers and teachers who embody these traits.</p> <p>Feedback from Student Wellbeing survey sent out to students in July 2024 affirmed that BTI is a safe learning environment. Students feel accepted for who they are, and that BTI provides an inclusive and supportive environment. Non-Christian students feel accepted, welcomed, and not judged.</p> <p>The following are some of wellbeing and safety systems, processes and policies that have been put in place to comply with Outcome 3 which is to provide a safe, inclusive, supportive, and accessible physical and digital learning environment (also stated in Outcome 1) and inclusion:</p> <ul style="list-style-type: none"> <li>➤ BTI values and mission (SHB, website)</li> <li>➤ Related policies for learner safety and inclusion             <ul style="list-style-type: none"> <li>- SA.27 Use of Te Reo Māori for Assessment policy</li> <li>- SG.09 Harassment Policy</li> <li>- SG.24 Personal Disclosures Policy</li> <li>- SG.43 Student Suicide Response Policy</li> <li>- SG.42-Accessibility Support Policy</li> </ul> </li> <li>➤ Students are made aware of support systems and support staff during orientation: Ngā Maunga Āwhina, cohort mentors, academic support staff, SEC, Int Student Coordinator, info also emailed through to students twice a year.</li> <li>➤ Cohort support groups by location</li> </ul>

<p><b>Process 2: Supporting learner participation and engagement</b></p>	<ul style="list-style-type: none"> <li>➤ A significant number of our kaiako are trained and practicing counsellors and social workers, who will be able to support students with any of the issues mentioned in this section.</li> <li>➤ Students experiencing personal issues which impact their mental health and wellbeing can access external professional counselling (funded by BTI) (SG.36 Counselling Referral and Support for Students)</li> <li>➤ Dedicated website page on wellbeing incl external resources/helplines <a href="https://bti.ac.nz/student-life/other/student-wellbeing/">https://bti.ac.nz/student-life/other/student-wellbeing/</a></li> </ul> <p>Cultural, spiritual, and community supports:</p> <p>94% of students indicated in a survey (Wellbeing Survey 2024) that they are culturally accepted for who they are.</p> <ul style="list-style-type: none"> <li>➤ Te rōpū Whakatere, Mātauranga Māori Guidelines P.01</li> <li>➤ Pōhiri for new students, noho marae, cultural events, observation of language weeks</li> <li>➤ use of Māori words in everyday study and work scenarios</li> <li>➤ Te reo Māori classes for staff fortnightly</li> <li>➤ establishing a Māori Student Council to represent Māori student affairs if there is interest from student cohort</li> <li>➤ culturally responsive teaching practices</li> <li>➤ Tue/Thur karakia /devotions, prayer support if needed</li> <li>➤ Online Bible Study groups</li> </ul> <p>88% of students indicated in a survey (Wellbeing Survey 2024) that they feel engaged in their community of learning at BTI.</p> <ul style="list-style-type: none"> <li>➤ BISA social events</li> <li>➤ Research Symposiums with whānau</li> <li>➤ Onsite intensives (wānanga), wānanga get-togethers, sport events during wānanga</li> </ul> <p>Supporting learners as they start their tertiary studies:</p> <ul style="list-style-type: none"> <li>➤ BTI offers the Level 4 NZ Cert in Study and Employment Pathways (70% of graduates from the past 4 years return to study an undergraduate programme at BTI)</li> <li>➤ Get Set offered twice a year (free 3-day study skills course before programme starts)</li> <li>➤ Online orientation course / videos on BTIonline, wānanga orientation</li> <li>➤ Study Skills videos on BTIonline</li> </ul>
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<p><b>Process 3: Physical and digital spaces and facilities</b></p>	<p>Supporting learners throughout their studies, and providing learners opportunities to discuss any issues affecting their ability to study:</p> <ul style="list-style-type: none"> <li>➤ Learning advisors (students can make half an hour appointments with learning advisors for help with study, assignments via email, phone, zoom or face to face), learning support report</li> <li>➤ Support staff: NMA, cohort mentors, SEC, Int Student Coordinator</li> <li>➤ Open door policy, students encouraged to approach any staff/educator if they have any issues</li> <li>➤ Online Feedback Form</li> <li>➤ Progress reports, BoE minutes, studentship reviews</li> <li>➤ Entering the workforce workshop (online)</li> </ul> <p>Providing healthy and safe learning environment:</p> <ul style="list-style-type: none"> <li>➤ As stated in Process 1 and Outcome 1.</li> </ul> <p>Removing access barriers to provider facilities and services, involving learners (including Māori) in the design of physical and digital environments:</p> <ul style="list-style-type: none"> <li>➤ SG.42-Accessibility Support Policy</li> <li>➤ employment of dedicated staff providing support to students with learning/physical disabilities (July 2023)</li> <li>➤ Support staff: NMA, cohort mentors, SEC, Int Student Coordinator</li> <li>➤ Open door policy, students encouraged to approach any staff/educator if they have any issues</li> <li>➤ informal student feedback, student surveys</li> <li>➤ Diverse learner groups survey</li> <li>➤ Online Feedback Form made available on BTIonline in Aug 2023 is well utilised. Students have appreciated the new system.</li> <li>➤ Class reps, SC meetings – class reps often give suggestions and make requests on improvements to campus facilities.</li> <li>➤ Appointment of Pou Tikanga (2024)</li> <li>➤ Te rōpū Whakaterere, Mātauranga Māori Guidelines P.01 2024</li> <li>➤ Māori staff</li> <li>➤ Iwi engagement and collaboration (Ngati Kahu)</li> <li>➤ Establishing a Māori Student Council if there is interest from student cohort.</li> </ul>
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<p><b>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</b></p>	<ul style="list-style-type: none"> <li>➤ employment of Accessibility Support Coordinator providing support to students with learning/physical disabilities</li> <li>➤ information on external resources available on BTI website: <a href="https://bti.ac.nz/student-life/other/student-wellbeing/">https://bti.ac.nz/student-life/other/student-wellbeing/</a></li> </ul> <p>Various platforms to gather student feedback in these areas:</p> <ul style="list-style-type: none"> <li>➤ Online Feedback Form</li> <li>➤ Class reps, Student Council meetings, SEC</li> <li>➤ staff open door policy, regular check-ups with students during courses</li> <li>➤ NMA/ cohort mentors (cohort support groups by location), Student Engagement Coordinator, Int Student Coordinator</li> <li>➤ Staff open door policy</li> </ul> <p>94% of students indicated in a survey (Wellbeing Survey 2024) that they are culturally accepted for who they are. Supporting learners' connection to their language, identity, and culture;</p> <ul style="list-style-type: none"> <li>➤ Language weeks (observance of te wiki o te reo Māori and Pacific Language weeks)</li> <li>➤ noho marae, pōhiri for new students</li> <li>➤ Te rōpū Whakatere, Mātauranga Guidelines P.01</li> </ul> <p>Health and Safety processes and procedures:</p> <ul style="list-style-type: none"> <li>➤ as stipulated in Outcome 1.</li> </ul> <p>Responsive wellbeing and safety practices:</p> <ul style="list-style-type: none"> <li>➤ as stated above</li> <li>➤ related policies as stated above</li> <li>➤ emergency contact of all students, info on EBS</li> <li>➤ S.24 Personal Disclosures Policy</li> </ul> <p>Supporting learners whose study is interrupted due to circumstances outside their control, and providing accessible re-entry processes for their transition back into tertiary study:</p> <ul style="list-style-type: none"> <li>➤ individualised learning plans (ILP) for students</li> </ul>
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- remediation processes (ad hoc attendance committee minutes)
- Learning Advisors
- studentship review minutes/AcB minutes, BoE meetings minutes

Check contact details and next of kin info for international student (AP-6)

Administration of the Code:

- BTI Code of Practice Review
- Self-review report on complaints and critical incidents processes (Code)
- BTI Hazard and Risk Register
- H & S monthly reports to the Board
- Incidents Register

## Code of Practice for Tertiary and International Learners Self-Review 2024

### Action Plan: Outcomes 1 – 4

Action Plan created in response to review of Code of Practice 2024, dated Sep-Oct 2024.

	Action Plan to be completed before attestation 1 Nov	Due Date	Staff	Completed? ✓ Remarks/Notes
1.	Add Student Wellbeing Plan link in SHB	End Oct 2024	RK	Checked, already in SHB.
2.	Put up “Student Support Chart” in all classrooms	End Oct 2024	RK	Completed 30/10/2024
3.	Put up “concerns and complaints flowchart” in all classrooms	End Oct 2024	RK	Completed 30/10/2024
4.	Check and update info on Study Complaints on the website, in SHB, ISHB and BTionline	End Oct 2024	RK	Completed 7/10/2024
5.	Make changes to website header to make it easier to locate concerns and complaints info	End Oct 2024	RK, Mason	Completed 7/10/2024
6.	Check int students emergency contact up to date	End Oct 2024	RK, Chelsea	Info checked for all int students. Completed 2/10/2024.

	Action Plan 2025 (AP2025) (normal processes)	Due Date	Staff	Completed? ✓ Remarks/Notes
1.	Survey to Student Council members on its effectiveness (end 2024)	End-Nov 2024	RK	
2.	Send BTI Student Wellbeing Plan to staff and a copy of code (for new staff and also to remind existing staff of the Code requirements).	End Jan 2025	RK	
3.	Email SWP to students in April 2025.	April 2025		
4.	Diverse Learner Groups Survey (M, P, students with disabilities and international students)	Mar 2025	RK	
5.	Email concerns and complaints flowchart to all students after SoSP wananga, along with student support information	April 2025	RK	
6.	Send Wellbeing Survey to students, data analysed by PLs	August 2025	RK	
7.	Organise for review of Student Wellbeing Plan through Student Council (SC) and then Ac Board.	August/Sept 2025	RK	



# Bethlehem Tertiary Institute

## Self-Review Outcomes 8-12 (International)

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

October 2024



### BETHLEHEM TERTIARY INSTITUTE



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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.

<b>Stage of implementation for outcome 8</b>	Well implemented / Implemented / Developing implementation / Early implementation
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Key required processes	Information we can gather to use as evidence of our compliance with this clause
<p><b>Process 1:</b> <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>➤ Our international student numbers are small, feedback sought in informal conversations and via emails.</li> <li>➤ End of year survey for international students (AP2025-1)</li> <li>➤ In 2024, we have 4 international students</li> </ul>

### 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.

<b>Stage of implementation for outcome 9</b>	Well implemented / Implemented / Developing implementation / Early implementation
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Key required processes	Information we can gather to use as evidence of our compliance with this clause
<p><b>Process 1: Marketing and promotion</b></p>	<ul style="list-style-type: none"> <li>➤ end of year survey for international students</li> <li>➤ emails from prospective int students</li> <li>➤ annual reviews to check information on website, ISHB, SHB and BTIonline.</li> <li>➤ Changes made recently to website information</li> <li>➤ Int Student Coordinator</li> <li>➤ Whole dedicated section for int students on website</li> </ul>

<p><b>Process 2: Managing and monitoring education agents</b></p>	<p>BTI’s quality assurance evaluations:</p> <ul style="list-style-type: none"> <li>➤ EER report on website <a href="https://bti.ac.nz/about-us/awards-an-ratings/">https://bti.ac.nz/about-us/awards-an-ratings/</a></li> </ul> <p>Study Complaints info:</p> <ul style="list-style-type: none"> <li>➤ On website, ISHB and SHB</li> <li>➤ Check to ensure info accurate on website/BTIonline, SHB. Add info into ISHB (API-1)</li> </ul> <p>Staffing, facilities, fees info, living costs etc:</p> <ul style="list-style-type: none"> <li>➤ On BTI website, ISHB</li> <li>➤ Staffing, facilities on website, ISHB and SHB</li> <li>➤ <a href="https://bti.ac.nz/international/fees-and-costs/">https://bti.ac.nz/international/fees-and-costs/</a></li> </ul> <p>At the time of this review BTI has not engaged any international agents.</p>
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### 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.

<b>Stage of implementation for outcome 10</b>	Well implemented / Implemented / Developing implementation / Early implementation
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Key required processes	Information we can gather to use as evidence of our compliance with this clause
<p><b>Process 1: Offer of educational instruction</b></p>	<ul style="list-style-type: none"> <li>➤ enrolment process for int students</li> <li>➤ entry requirements on website for each programme <a href="https://bti.ac.nz/international/entry-requirements/">https://bti.ac.nz/international/entry-requirements/</a></li> <li>➤ study info and quals granted on website</li> <li>➤ interview process during application to assess suitability</li> <li>➤ int student enrolment checklist</li> </ul>
<p><b>Process 2: Information to be provided before entering contract</b></p>	<ul style="list-style-type: none"> <li>➤ EER report on website <a href="https://bti.ac.nz/about-us/awards-an-ratings/">https://bti.ac.nz/about-us/awards-an-ratings/</a></li> <li>➤ qualifications granted on website</li> </ul>

<p><b>Process 3: Contract of enrolment</b> <b>Process 4: Disciplinary action</b></p> <p><b>Process 5: Insurance</b></p> <p><b>Process 6: Immigration matters</b></p>	<ul style="list-style-type: none"> <li>➤ BTI Refund Policy <a href="https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2023.pdf">https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2023.pdf</a></li> </ul> <p>Staffing facilities and equipment, available services and support:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://bti.ac.nz/about-us/meet-our-staff/">https://bti.ac.nz/about-us/meet-our-staff/</a></li> <li>➤ <a href="https://bti.ac.nz/student-life/campus-services/study-spaces/">https://bti.ac.nz/student-life/campus-services/study-spaces/</a></li> <li>➤ <a href="https://bti.ac.nz/student-life/campus-services/">https://bti.ac.nz/student-life/campus-services/</a></li> <li>➤ Student support page on website, incl Student Support chart (website, BTIonline, SHB), whole section for int students on website</li> </ul> <p>Insurance and visa requirements:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://bti.ac.nz/international/medical-and-travel-insurance/">https://bti.ac.nz/international/medical-and-travel-insurance/</a></li> <li>➤ <a href="https://bti.ac.nz/international/immigration-and-visa/">https://bti.ac.nz/international/immigration-and-visa/</a></li> </ul> <ul style="list-style-type: none"> <li>➤ Study Complaints info on BTI website, ISHB and SHB, BTIonline.</li> <li>➤ Code info on website</li> </ul> <ul style="list-style-type: none"> <li>➤ Conditions of enrolment contract that students have to sign, termination of contract rules (document to added to website) (API-2)</li> <li>➤ Offer of Place Letter showing start and end dates</li> <li>➤ Withdrawal dates on website</li> </ul> <p>Process: once an int student receives an Offer of Place and payment has been made, Int Student Coordinator gets in touch with student. ISHB, SHB and resources emailed to student. Info about insurance also communicated.</p> <ul style="list-style-type: none"> <li>➤ Check medical insurance info on website, to ensure info is as stipulated in the code, insurance requirement to be added to the website (API-5)</li> <li>➤ <a href="https://bti.ac.nz/international/medical-and-travel-insurance/">https://bti.ac.nz/international/medical-and-travel-insurance/</a></li> <li>➤ copy of insurance policy kept on file and sighted. Start/end dates of insurance cover checked and noted. Int student coordinator reminds students to renew insurance cover when expired.</li> </ul> <ul style="list-style-type: none"> <li>➤ <a href="https://bti.ac.nz/international/immigration-and-visa/">https://bti.ac.nz/international/immigration-and-visa/</a></li> <li>➤ Student visa, permit to study kept on file and sighted before start date.</li> <li>➤ Conditions of Enrolment doc</li> </ul>
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<p><b>Process 7: Student fee protection and managing withdrawal and closure</b></p>	<ul style="list-style-type: none"> <li>➤ Public Trust fee protection</li> <li>➤ Refund policy and conditions <a href="https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2023.pdf">https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2023.pdf</a> also in ISHB and on website</li> <li>➤ withdrawal dates on website</li> <li>➤ withdrawal form</li> <li>➤ Clause 46(2) and (3) to be added to Refund of Fees Policy (API-3)</li> </ul>
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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.

<p><b>Stage of implementation for outcome 11</b></p>	<p>Well implemented / Implemented / Developing implementation / Early implementation</p>
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<p><b>Key required processes</b></p>	<p>Information we can gather to use as evidence of our compliance with this clause</p>
<p><b>Process 1: Provision of information</b></p>	<p>Process: annual and regular reviews to check information on website, ISHB, SHB and BTIonline. Updates are done if required.</p> <ul style="list-style-type: none"> <li>➤ changes made recently to website information</li> <li>➤ Int Student Coordinator makes contact with int students upon acceptance and also meets up with them during first onsite wānanga</li> <li>➤ Accessibility Support Coordinator, Accessibility Support policy</li> <li>➤ health and safety info as stipulated in Outcome 1, health services etc in ISHB</li> <li>➤ conditions of enrolment agreement</li> <li>➤ check Code of Practice info on website (if changes needed) (API-4)</li> <li>➤ Code info sent to int students after acceptance (AP2025-2)</li> <li>➤ refund policy and conditions (ISHB, website) <a href="https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2024.pdf">https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2024.pdf</a></li> <li>➤ culture shock info, studying in NZ info on website and in ISHB.</li> <li>➤ policies on website and SHB</li> </ul>

	<ul style="list-style-type: none"> <li>➤ separate section for int students on website <a href="https://bti.ac.nz/international/">https://bti.ac.nz/international/</a></li> <li>➤ ISHB and SHB</li> <li>➤ “Student support/where to go for help chart” in classrooms and also sent in an email to students</li> <li>➤ <a href="https://bti.ac.nz/international/student-support-and-services/">https://bti.ac.nz/international/student-support-and-services/</a></li> <li>➤ Follow up emails to int students include where to find student policies.</li> <li>➤ <a href="https://bti.ac.nz/student-life/campus-services/">https://bti.ac.nz/student-life/campus-services/</a></li> <li>➤ <a href="https://bti.ac.nz/student-life/">https://bti.ac.nz/student-life/</a></li> </ul>
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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.

<b>Stage of implementation for outcome 11</b>	<p><b>NOT APPLICABLE</b> Well implemented / Implemented / Developing implementation / Early implementation</p>
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<b>Key required processes</b>	<b>Information we can gather to use as evidence of our compliance with this clause</b>
<p>Process 1: International tertiary learners under 18 years</p> <p>Process 2: International tertiary learners under 10 years</p> <p>Process 3: Decisions requiring written agreement of parent or legal guardian</p> <p>Process 4: Accommodation for international tertiary learners under 18 years</p> <p>Process 5: Safety checks and appropriate checks for learners under 18 years</p> <p>Process 6: Accommodation for international tertiary learners 18 or over</p>	<ul style="list-style-type: none"> <li>➤ This section is not applicable as BTI does not enrol international students under 18 years old.</li>   <li>➤ This section is not applicable as BTI does not offer accommodation.</li> </ul>

## Action Plan: Outcomes 8-12 (International Students)

Action Plan created in response to review of Code of Practice 2024, dated Sep-Oct 2024.

	Action Plan to be completed before attestation 1 Nov	Due Date	Staff	Completed? ✓ Remarks/Notes
1	Making sure changes to Study Complaints (despite resolution scheme) is updated on website, SHB, and BTionline. Add this info into ISHB.	End Oct 2024	RK	Completed. 19/09/2024 Info already in ISHB.
2	Check conditions of enrolment info/contract with int students, termination of contract rules. Upload doc info onto website under "Int Students Section".	End Oct 2024	RK	Changes made to Conditions of enrolment info. Document uploaded to website under international > Apply. Also in A-Z section. Created separate document for offshore students.
3	Refund conditions for some specific situations to be included in policy (Clause 46 (2): (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.	End Oct 2024	RK	Emailed accountant to confirm refund conditions according to scenarios mentioned (8/10/2024).  Info added to refund policy and approved by ELT – 17/10/2024. <a href="https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2024.pdf">https://bti.ac.nz/wp-content/uploads/SG.23-Refund-of-Student-Fees-WD-Form-Oct-2024.pdf</a>
4	Check Code of Practice info on website (if changes needed)	End Oct 2024	RK	Info updated on website 7/10/2024. Separate Code of Practice page (header). Completed.
5	Check medical insurance info on website, to ensure info is as stipulated in the code	End Oct 2024	RK	Added insurance requirements as per code on website 8/10/2024.
	<b>Action Plan 2025 (API2025) (normal processes)</b>			
1	Send end of year survey to int students	Nov 2024	RK	
2	Code info to be sent to int students upon acceptance	ongoing	RK	Ongoing.