

# Bethlehem Tertiary Institute

## Self-Review Outcomes 1-4

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

October 2025

### BETHLEHEM TERTIARY INSTITUTE



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*This is only a summary of self-review 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.

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| Stage of implementation for outcome | 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, gaps, action plan.<br>How do we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <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 July.</p> <p>First draft created in Oct 2022 with SC and AcBd. Reviewed every year in Sept. Last review completed: Sept 2025<br/>SWP review completed following feedback from:</p> <ul style="list-style-type: none"> <li>➤ wellbeing survey sent to students in early July 2025, survey analysis from Prog/Prof Leads, SEC and Academic Board (AcBd)</li> <li>➤ diverse learner groups survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (May 2025).</li> <li>➤ Student Council feedback on SWP (11/08/2025) and AcBd (02/09/25). Complaints Register – no formal complaints lodged between Sept 2024 to Sept 2025.</li> </ul> <p>Plan finalised in Sept 2025.</p> <p>SEC gives regular updates on learner wellbeing to AcBd from 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>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> |



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|  | <ul style="list-style-type: none"> <li>➤ Te rōpū Whakatere (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.</li> <li>➤ Mātauranga Māori Guidelines P.01</li> <li>➤ iwi engagement and collaboration (Ngati Kahu)</li> <li>➤ use of Māori words in everyday study and work scenarios</li> <li>➤ waiata/devotions Tue/Thur</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> </ul> <p>(b) obligations under the code:</p> <ul style="list-style-type: none"> <li>➤ Relevant staff attend NZQA, Code workshops as and when made available. Code info emailed to staff 21.01.2025 (and again in Jan 2026) (AP2026-2)</li> <li>➤ SWP emailed to students in March 2025 (AP2026-3)</li> <li>➤ Academic Bd minutes on SWP (02.09.2025)</li> </ul> <p>(c) understanding welfare issues of diverse learner groups and appropriate cultural competencies at BTI:</p> <ul style="list-style-type: none"> <li>➤ diverse learner groups annual survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (May 2025) (and again in May 2026) (AP2026-4)</li> <li>➤ Learning Support Annual Report</li> <li>➤ Te rōpū Whakatere /Pou Tikanga as a resource for consultation for anything cultural</li> <li>➤ Accessibility Support Coordinator dedicated to providing support to students with learning and physical disabilities, also SG. 42 Accessibility Support Policy</li> <li>➤ Learning Support report</li> <li>➤ Student surveys as stated above</li> <li>➤ Prog/Prof Leads discussing results of surveys or any issues that may arise in team meetings, with analysis and action plan.</li> <li>➤ SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents</li> </ul> |
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|  | <p><i>Students have indicated in the End of the Year Survey (Nov 2024) that BTI provides a safe learning environment (97% of respondents) and in the wellbeing survey 2025, 97% of respondents indicated that BTI is inclusive and students are accepted for who they are culturally and socially.</i></p> <p>(d) identifying and reporting of racism, discrimination, bullying, physical/sexual violence, supporting a culture of disclosure/ reporting, privacy, self-harm, suicide, safe health and mental health literacy and support, healthy lifestyles:</p> <p>There were no complaints/ reporting of any such issues.</p> <ul style="list-style-type: none"> <li>➤ no complaints lodged in the past year</li> <li>➤ SG.09 Harassment Policy</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>➤ Info / resources in SHB and BTI website <a href="https://bti.ac.nz/student-life/other/student-wellbeing/">https://bti.ac.nz/student-life/other/student-wellbeing/</a></li> <li>➤ 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: <ul style="list-style-type: none"> <li>○ SG.09 Harassment Policy,</li> <li>○ SG. 43 Response to Self-Harm and Suicidal Ideation</li> <li>○ 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))</li> </ul> </li> <li>➤ Support staff - cohort mentors, NMA, Int Student Coordinator, Student Engagement Coordinator (SEC)</li> <li>➤ prayer/spiritual support if needed</li> <li>➤ open door policy, students are free to approach any staff for support</li> <li>➤ “Student Support” chart in all classrooms</li> <li>➤ BTI Privacy Policy</li> <li>➤ SG.24 Personal Disclosures Policy</li> <li>➤ Any issues with privacy to be directed to the Privacy Officer.</li> <li>➤ fire, lockdown, earthquake drills</li> <li>➤ BTI Health &amp; Safety Manual, BTI Worker Health &amp; Safety Handbook</li> <li>➤ Health &amp; Safety induction for new staff that covers Health &amp; Safety policies and practices including reporting.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>➤ Health and Safety Committee minutes, H &amp; S monthly reports to the Board</li> <li>➤ SG. 31 Student Health and Safety Policy</li> </ul> <p>Plans in place to respond effectively in emergency situations:</p> <ul style="list-style-type: none"> <li>➤ BTI Emergency Evacuation Procedures (emergency evacuation procedures in all rooms/classes/offices)</li> <li>➤ fire, lockdown, earthquake drills</li> <li>➤ Seven of our staff have current first aid certificates that get refreshed as it expires.</li> <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: <ul style="list-style-type: none"> <li>○ 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></li> <li>○ 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> </ul> </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 Kaiarorangi, 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.

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| Stage of implementation for outcome 2 | 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 outcome, action plan.<br>How do we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Process 1: Learner voice      | <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 19 class reps on the Student Council in 2025). The Student Engagement Coordinator (SEC) 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 (May 2025).</li> <li>➤ Student Wellbeing annual survey sent mid-year.</li> <li>➤ Other surveys (end of the year survey, graduate survey)</li> <li>➤ course evaluations</li> <li>➤ Ngā Maunga Āwhina, cohort mentors, team meetings</li> <li>➤ Learning Advisors Report</li> <li>➤ Class reps' emails, SC minutes</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 programme and cohorts are small (SoTE and BSW) and educators have fostered and maintained close relationships with the students and the communities they come from.</li> </ul> |
| Process 2: Learner complaints | There were no formal complaints lodged in 2024.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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| <p><b>Process 3: Compliance with the Dispute Resolution Scheme</b></p> | <p><b>Concerns and Complaints Process:</b></p> <p>SG.08 Student Concerns and Complaints Policy and flowchart was reviewed with staff wide consultation in Nov 2023. Edits in policy, flowchart amended following changes in NZQA complaints reporting (AP2025-1) (09.09.2025)</p> <p>Policy discussed at Student Council meeting (12.05.2025) <a href="https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-Sept-2025.pdf">https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-Sept-2025.pdf</a></p> <p>Learners are made aware of the concerns and complaints procedure during Orientation, and in SHB, website, BTIonline. An email sent to students outlining support for students includes concerns and complaints policy (28.03.2025) and again in April 2026 (AP2026-5)</p> <ul style="list-style-type: none"> <li>➤ Concerns and complaints flowchart in all classrooms.</li> <li>➤ Te rōpū Whakatere /Pou Tikanga as a resource for consultation for anything cultural</li> <li>➤ Ngā Maunga Āwhina, cohort mentors, team meeting minutes</li> <li>➤ Learning Advisors</li> <li>➤ 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.</li> <li>➤ Student Council (SC) 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).<br/><i>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.</i></li> <li>➤ Complaints Register (no formal complaints lodged from Oct 2024 to Oct 2025).</li> <li>➤ Self-Review of Complaints procedures (Code requirement)</li> <li>➤ Info on making complaints to external bodies on website and in SHB.</li> </ul><br><ul style="list-style-type: none"> <li>➤ Study Complaints info on the website, in SHB, ISHB and BTIonline.</li> <li>➤ Study Complaints also included in SG.08 Student Concerns and Complaints Policy <a href="https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-Sept-2025.pdf">https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-Sept-2025.pdf</a></li> <li>➤ BTI keeps up to date with information from NZQA. Finance informed.</li> </ul> |
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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.

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| Stage of implementation for outcome 3 | 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 outcome, action plan.<br>How do we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <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. Kaiako are trained counsellors, social workers and teachers who embody these traits.</p> <p><i>Feedback from End of the Year survey sent out to students in Nov 2025 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.</i></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 Response to Self-Harm and Suicidal Ideation</li> <li>- SG.42-Accessibility Support Policy</li> <li>- SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents</li> </ul> </li> </ul> |

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| <p><b>Process 2: Supporting learner participation and engagement</b></p> | <ul style="list-style-type: none"> <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 in April 2025 including “Where to go for help” chart</li> <li>➤ Support staff: Ngā Maunga Āwhina, cohort mentors</li> <li>➤ Cohort support groups by location</li> <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><u>Cultural, spiritual, and community supports:</u></p> <p><i>96% of students indicated in a survey (Wellbeing Survey 2025) that they are culturally accepted for who they are.</i></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>➤ 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/Wed karakia /devotions, prayer support if needed</li> <li>➤ Online Bible Study groups</li> </ul> <p><i>85% of students indicated in a survey (Wellbeing Survey 2025) that they feel engaged in their community of learning at BTI:</i></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 activities during wānanga</li> </ul> <p><u>Supporting learners as they start their tertiary studies:</u></p> <ul style="list-style-type: none"> <li>➤ BTI offers the Level 4 NZ Cert in Study and Employment Pathways with many returning to study an undergraduate programme at BTI.</li> <li>➤ Get Set offered twice a year (free 3-day study skills course before programme starts) which is highly attended.</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><u>Supporting learners throughout their studies, and providing learners opportunities to discuss any issues affecting their ability to study:</u></p> <ul style="list-style-type: none"> <li>➤ Learning advisors (students can make half an hour appointment with learning advisors for help with study, assignments via email, phone, zoom or face to face). Students indicated in a survey appreciating having academic support through learning advisors.</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> </ul> <p><u>Providing healthy and safe learning environment:</u></p> <ul style="list-style-type: none"> <li>➤ As stated in Process 1 and Outcome 1.</li> </ul> <p><u>Removing access barriers to provider facilities and services, involving learners (including Māori) in the design of physical and digital environments:</u></p> <ul style="list-style-type: none"> <li>➤ SG.42-Accessibility Support Policy</li> <li>➤ SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents</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>➤ Online Feedback Form made available on BTIonline in Aug 2023 is well utilised. Students have appreciated the new platform</li> <li>➤ Class reps, SC meetings – class reps often give suggestions and make requests on improvements to campus facilities.</li> <li>➤ Diverse learner groups survey</li> <li>➤ Appointment of Pou Tikanga (2024)</li> <li>➤ Te rōpū Whakatere, 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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## 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.

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| Stage of implementation for outcome 4 | 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 outcome, action plan.<br>How do we know?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Process 1: Information for learners about assistance to meet their basic needs.</b></p> | <p>BTI is committed to creating an environment that is student centred and addresses the economic, social, physical, spiritual and mental wellbeing of students (as stated in Outcome 1 and detailed in Student Wellbeing Plan).</p> <ul style="list-style-type: none"> <li>➤ BTI He Kete Pāwera Policy (offering financial assistance to students who face unexpected financial challenges)</li> <li>➤ free kai available at the Hub during wānanga</li> <li>➤ staff support with StudyLink, Job Search etc</li> <li>➤ BTI Accommodation List on BTIonline</li> <li>➤ accommodation information for int students on website</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Process 2: Promoting physical and mental health awareness</b></p>                       | <p><u>Processes, practices and resources that promote health and wellbeing as follows:</u></p> <ul style="list-style-type: none"> <li>➤ Tue/Wed Karakia and devotions</li> <li>➤ daily devotions during wānanga, prayer support available if needed</li> <li>➤ online Bible Study on various topics</li> <li>➤ staff open door policy</li> <li>➤ NMA/ cohort mentors (cohort support groups by location), Student Engagement Coordinator, Int Student Coordinator</li> <li>➤ information on internal and external support systems emailed to students in April 2026.</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>➤ Online Feedback Form</li> <li>➤ Relevant BTI policies: <ul style="list-style-type: none"> <li>- SG. 36 Counselling Referral and Support for Students</li> <li>- SG. 43 Response to Self-Harm and Suicidal Ideation</li> </ul> </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>- SG.09 Harassment Policy</li> <li>- SG.24 Personal Disclosures Policy</li> <li>- SG.42 Accessibility Support Policy</li> <li>- SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents</li> </ul> <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>Supporting learners' connection to their language, identity, and culture;<br/> <i>96% of students indicated in a survey (Wellbeing Survey 2025) that they are culturally accepted for who they are.</i></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>➤ employment of Accessibility Support Coordinator providing support to students with learning/physical disabilities</li> <li>➤ emergency contact of all students, info on EBS - check contact details and next of kin info for international student (AP2025-3)</li> </ul> |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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:

- individualised learning plans (ILP) for students
- remediation processes (adhoc attendance committee minutes)
- Learning Advisors
- studentship review minutes/AcB minutes, BoE meetings minutes

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 2025

(dated Sep-Oct 2025 following self-review of COP)

### ACTION PLAN: Outcomes 1 – 4

Action Plan created in response to Code of Practice self-review 2025.

|    | Action Plan to be completed before attestation 1 Nov                                             | Due Date     | Staff        | Completed? ✓<br>Remarks/Notes       |
|----|--------------------------------------------------------------------------------------------------|--------------|--------------|-------------------------------------|
| 1. | Changes to NZQA complaints process (make changes to website, SHB, concern and complaints policy) | End Oct 2025 | Sept 2025    | Completed 09.09.2025. Changes made. |
| 2. | Changes to SWP following Ac Board comments                                                       | End Oct 2025 | RK, GTK, TTK | Completed 01.10.2025                |
| 3. | Check int students emergency contact up to date (EBS)                                            | End Oct 2025 | RK, Chelsea  | Completed 09.10.2025                |

|    | Action Plan 2026 (AP2026)<br>(normal processes)                                                                                         | Due Date         | Staff | Completed? ✓<br>Remarks/Notes                  |
|----|-----------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|------------------------------------------------|
| 1. | Survey to Student Council members on its effectiveness (end 2025)                                                                       | End-Nov 2025     | 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 2026     | RK    |                                                |
| 3. | Email SWP to students in April 2026.                                                                                                    | April 2026       |       | To be sent together with Student Support email |
| 4. | Diverse Learner Groups Survey (M, P, students with disabilities and international students)                                             | May 2026         | RK    |                                                |
| 5. | Email concerns and complaints flowchart to all students after SoSP wananga, along with student support information                      | April 2026       | RK    |                                                |
| 6. | Send Wellbeing Survey to students, data analysed by PLs                                                                                 | July 2026        | RK    |                                                |
| 7. | Organise for review of Student Wellbeing Plan through Student Council (SC) and then Ac Board.                                           | August/Sept 2026 | RK    |                                                |



# Bethlehem Tertiary Institute

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

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



October 2025

### 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.

| Key required processes                                                                                                                                                                                                         | Information we can gather to use as evidence of our compliance with this clause                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Process 1:</b></p> <p><b>Clause 35.</b><br/>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 in June and Nov 2025 (API2025-1)</li><li>➤ In 2025, we have 14 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.

| Key required processes                    | Information we can gather to use as evidence of our compliance with this clause                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Process 1: Marketing and promotion</b> | <p>Updated marketing and promotion practices, understanding the information needs of prospective international tertiary learners:</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 to complaints process following changes to NZQA complaints process (API2025-3) (09.09.2025).</li><li>➤ Int Student Coordinator</li><li>➤ Dedicated section for int students on website</li><li>➤ EER report on website<br/><a href="https://bti.ac.nz/about-us/awards-an-ratings/">https://bti.ac.nz/about-us/awards-an-ratings/</a></li><li>➤ Staffing, facilities on website, ISHB and SHB</li><li>➤ On website, ISHB and SHB</li><li>➤ Dispute resolution scheme info to be included in Refund of Fees policy (API2025-01)</li><li>➤ <a href="https://bti.ac.nz/international/fees-and-costs/">https://bti.ac.nz/international/fees-and-costs/</a></li></ul> |

|                                                            |                                                                                                                                                                                                                  |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Process 2: Managing and monitoring education agents</b> | BTI works with several international agents, all of whom have signed contracts. Students referred to us by agents must complete the application process themselves, with all applicants undergoing an interview. |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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.

| Key required processes                                                | Information we can gather to use as evidence of our compliance with this clause                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Process 1: Offer of educational instruction</b>                    | <ul style="list-style-type: none"> <li>➤ enrolment process for int students.</li> <li>➤ entry requirements on website for each programme<br/><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> <li>➤ English language checklist, English language exemption for teacher education students with Teaching Council</li> </ul>                                        |
| <b>Process 2: Information to be provided before entering contract</b> | <p>Most recent results of their evaluations by education quality assurance agencies:</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> <li>➤ BTI Refund Policy – changes made to include Student Complaints info (March 2025) <a href="https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-WD-Form_NEW-July-2025.pdf">https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-WD-Form_NEW-July-2025.pdf</a></li> </ul> |

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| <p><b>Process 3: Contract of enrolment</b></p> <p><b>Process 4: Disciplinary action</b></p> | <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 “Where to go for help” chart (website, BTIonline, SHB),</li> <li>➤ Dedicated 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> <li>➤ BTI website, ISHB, SHB</li> </ul> <p>Dispute Resolution Scheme Rules, full costs related to an offer of educational instruction:</p> <ul style="list-style-type: none"> <li>➤ <a href="https://bti.ac.nz/international/fees-and-costs/">https://bti.ac.nz/international/fees-and-costs/</a></li> <li>➤ Study Complaints info on BTI website, ISHB and SHB, BTIonline (Study Complaints info included in Refund of Student Fees policy)</li> <li>➤ Code info on website</li> </ul><br><ul style="list-style-type: none"> <li>➤ Conditions of enrolment contract that students have to sign, termination of contract rules (document also available to be viewed on website)</li> <li>➤ Offer of Place Letter showing start and end dates (includes requirement for a valid visa to study, and the appropriate health and medical insurance). Changes made 19.05.2025 (API2025-02)</li> <li>➤ withdrawal dates on website</li> </ul> |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Process 5: Insurance</b></p>                                                  | <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>➤ Offer of Place letter includes requirement of medical and travel insurance.</li> <li>➤ Health and medical insurance info on website <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> |
| <p><b>Process 6: Immigration matters</b></p>                                        | <ul style="list-style-type: none"> <li>➤ Student visa or permit to study kept on file and sighted before start date/ study commences. Offer of Place letter also includes requirement for a valid visa to study (API-02)</li> <li>➤ Conditions of Enrolment doc</li> <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>                                                                                                                                                                                                                             |
| <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) now included in Refund of Fees Policy.</li> </ul>                                                                                                                                                                                                                                                                                |

## 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.

| Key required processes                            | Information we can gather to use as evidence of our compliance with this clause                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 on NZQA complaints process (API2025-3)</li> <li>➤ Check Code of Practice info on website (if changes needed) (API2025-4)</li> <li>➤ separate section for int students on website</li> <li>➤ ISHB and SHB</li> </ul> <p>Provide the names and contact details of designated staff members responsible for international tertiary learner support (include disabilities support), health and safety:</p> <ul style="list-style-type: none"> <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> </ul> <p>Information about the termination of enrolment, legal rights and obligations, refunds:</p> <ul style="list-style-type: none"> <li>➤ Conditions of enrolment agreement</li> </ul> |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>➤ Refund policy and conditions (ISHB, website)<br/> <a href="https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-WD-Form_NEW-July-2025.pdf">https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-WD-Form_NEW-July-2025.pdf</a></li> <li>➤ Code info emailed to students upon acceptance (API2025-2)</li> </ul> <p>Relevant policies of the signatory, services, support, and facilities, cultural adjustment, work rights:</p> <ul style="list-style-type: none"> <li>➤ Policies on website and SHB</li> <li>➤ Follow up emails to int students include where to find student policies (sent to all students in April 2025).</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> <li>➤ “Student support/where to go for help chart” in classrooms and also sent in an email to students</li> <li>➤ culture shock info, studying in NZ info on website and in ISHB.</li> <li>➤ Dedicated section for int students on website<br/> <a href="https://bti.ac.nz/international/">https://bti.ac.nz/international/</a></li> <li>➤ included in <a href="https://bti.ac.nz/international/student-support-and-services/">https://bti.ac.nz/international/student-support-and-services/</a></li> <li>➤ ISHB and SHB</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.

| Key required processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Information we can gather to use as evidence of our compliance with this clause                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Process 1: International tertiary learners under 18 years</b></p> <p><b>Process 2: International tertiary learners under 10 years</b></p> <p><b>Process 3: Decisions requiring written agreement of parent or legal guardian</b></p> <p><b>Process 4: Accommodation for international tertiary learners under 18 years</b></p> <p><b>Process 5: Safety checks and appropriate checks for learners under 18 years</b></p> <p><b>Process 6: Accommodation for international tertiary learners 18 or over</b></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> |

## Code of Practice for Tertiary and International Learners Self-Review 2025

(dated Sep-Oct 2025 following self-review of COP)

### **ACTION PLAN: Outcomes 8-12 (International Students)**

*Action Plan created in response to Code of Practice self-review 2025.*

|   | Action Plan to be completed before attestation 1 Nov                                                                      | Due Date                   | Staff        | Completed? ✓<br>Remarks/Notes                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|-------------------------------------------------------------------------------------|
| 1 | Study Complaints (despite resolution scheme) to be included in Refund of Student Fees policy                              | May 2025                   | RK           | Completed, updated June 2025.                                                       |
| 2 | Offer of Place letter to include requirement for a valid visa to study, and the appropriate medical and travel insurance. | May 2025                   | RK,<br>Sue H | Changes made and now includes the two conditions of enrolment. Completed 19.05.2025 |
| 3 | Make changes to NZQA complaints process as per email                                                                      | August 2025                | RK           | Changes made to website, complaints policy, SHB. Completed 09.09.2025               |
| 4 | Check Code of Practice info on website (if changes needed)                                                                | Sept 2025                  | RK           | Completed. 16.10.2025                                                               |
|   | <b>Action Plan 2025 (API2025)<br/>(normal processes)</b>                                                                  |                            |              |                                                                                     |
| 1 | Send end of year survey to int students                                                                                   | June and Nov 2025 (cohort) | RK           |                                                                                     |
| 2 | Code info to be sent to int students upon acceptance                                                                      | ongoing                    | RK           |                                                                                     |