Bethlehem Tertiary Institute

Self-Review Outcomes 1-4

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

October 2026

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.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation

Key required processes	Information we can gather to use as evidence of our compliance with this clause, gaps, action plan.
Process 1: Strategic goals and strategic plans **Process 2: Self review of learner wellbeing and safety practices**	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 August. SWP review completed following feedback from: ➢ wellbeing survey sent to students in July 2026, survey analysis from Prog/Prof Leads, SEC and Academic Board (AcBd) ➢ diverse learner groups survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (June 2026). ➢ Student Council feedback on SWP (07/09/2026) and AcBd (12/10/2026). ➢ Complaints Register. ➢ Plan finalised in Oct 2026. First draft created in Oct 2022 with SC and AcBd. Reviewed every year in Sept. Last review completed: Sept-Oct 2026 Link to SWP emailed to all students 01.04.2026. 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. Next review: mid-year tracking with review of SWP in Aug 2027.

Process 3: Publication requirements	Annual NZQA Code of Practice review (due 1 Nov every year) SEC gives regular updates on learner wellbeing to AcBd from SC meetings. Health and Safety issues are discussed at H&S committee meetings. Policies are reviewed on a cycle by the QA committee. Student wellbeing survey data from 2024-2026 demonstrates that BTI's Student Wellbeing Plan is achieving positive outcomes for learners. Consistently high levels of engagement, belonging, cultural safety, social inclusion and perceived support (88-99% positive responses) indicate that BTI's wellbeing initiatives are effectively contributing to a safe, inclusive and supportive learning environment. Survey findings are used to identify emerging needs and inform ongoing improvement. ➢ Updated SWP on the BTI website and BTIonline (AP2026-2) ➢ BTI staff emailed SWP in Jan 2026 and to be emailed in Jan 2027 (AP2026-2) ➢ Link to SWP also emailed to all students together with student support information. BTI's 2026 Code self-review reports for Outcomes 1–4 and Outcomes 8–12 will be published in an accessible format on the BTI website.
Process 4: Responsive wellbeing and safety systems	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. ➢ Student wellbeing survey sent annually (last one sent in August 2026, next survey to be sent in July 2027), includes analysis of survey feedback. ➢ Student Council meeting and minutes, class reps <u>Ongoing training and resources in relation to:</u> (a) Te Tiriti o Waitangi: ➢ appointment of Pou Tikanga (Jan 2024) ➢ 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. This rōpū also includes Māori student reps. ➢ 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 ➢ 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: ➢ Staff PLD needs are identified at the beginning of each year, and targeted sessions are provided periodically throughout the year to strengthen staff capability and respond to identified areas for development. In 2026 PLD for staff focused on cultural responsiveness, inclusivity, and Te Tiriti-informed practice, including the *At the Same Table* and *Te Ao Māori Capability* sessions. ➢ Code info and SWP emailed to staff 14.01.2026 (and to be emailed again in Jan 2027) (AP2026-2) ➢ Code requirements are covered as part of the induction programme for new staff. ➢ Academic Bd minutes on SWP (12.10.2026) (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 (June 2026) (and to be sent through again in May 2027) (AP2026-4). ➢ Survey feedback from June 2026 was very positive and reflected the effectiveness of BTI's established support processes. Qualitative feedback and individual engagement are also used to identify and respond to the specific needs of learners from smaller cohorts. ➢ Learning Support Annual Report ➢ Te rōpū Whakatere /Pou Tikanga as a resource for consultation for anything cultural ➢ Accessibility Support Coordinator dedicated to providing support to students with learning and physical disabilities, also SG. 42 Accessibility Support Policy. ➢ Student Council minutes, class reps ➢ Anecdotal feedback ➢ Student surveys as stated above ➢ SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents ➢ BTI's *Where to Go for Help* flowchart outlines clear support and referral pathways, ensuring learners can access appropriate services in a timely manner

	➢ BTI maintains a comprehensive suite of policies and procedures covering key areas of learner wellbeing and safety, including bullying and harassment, suicide prevention and intervention, privacy and confidentiality. These policies guide staff practice and support compliance with the Code. (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: *Students have indicated in the End of the Year Survey (Nov 2025) that BTI provides a safe learning environment (96% of respondents) and in the wellbeing survey 2026, 97% of respondents indicated that BTI is inclusive and students are accepted for who they are culturally and socially.* ➢ There were no complaints/ reporting of any such issues. ➢ SG.09 Harassment Policy. Review of Harassment Policy (AP2026-4) 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. ➢ Info / resources in SHB and BTI website https://bti.ac.nz/student-life/other/student-wellbeing/ ➢ 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: o SG.09 Harassment Policy, o SG. 43 Response to Self-Harm and Suicidal Ideation o 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) ➢ Support staff - cohort mentors, NMA, Int Student Coordinator, Student Engagement Coordinator (SEC) ➢ prayer/spiritual support if needed ➢ "Student Support" chart in all classrooms e) privacy and safe handling of personal information; referral pathways etc.: ➢ BTI Privacy Policy (any issues with privacy to be directed to Privacy Officer) ➢ SG.24 Personal Disclosures Policy ➢ BTI Health & Safety Manual, BTI Worker Health & Safety Handbook

	➢ Health & Safety induction for new staff that covers Health & Safety policies and practices including reporting. ➢ Health and Safety Committee minutes, H & S monthly reports to the Board ➢ SG. 31 Personal Information Management Policy ➢ Reporting mechanisms on website/BTIonline for both staff and students: o Health and Safety Accident/Incident Report Form (BTIonline/website) https://form.jotform.co/QTI/hs-accident--incident-report o Health and Safety Hazard/ Risk Report Form https://form.jotform.co/QTI/hs-hazard-report Plans in place to respond effectively in emergency situations: ➢ BTI Emergency Evacuation Procedures (emergency evacuation procedures in all rooms/classes/offices) ➢ fire, lockdown, earthquake drills ➢ Seven of our staff have current first aid certificates that get refreshed as it expires. ➢ Defibrillator located outside BTI reception, training for staff on how to use the defibrillator ➢ Hazard and Risk Register, Incidents Register ➢ open door policy, students are free to approach any staff for support Decision-making across the provider and communication when responding to emergencies: ➢ Principal Kaiarorangi, ELT ➢ Communication / Emails from Principal to staff and students (e.g. covid) ➢ BTI staff ➢ Hazard and Risk Register, Incidents Register ➢ fire, lockdown, earthquake drills ➢ Health and Safety Committee minutes, Health and Safety Monthly Reports to the Board

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.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Learner voice	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 2026). The Student Engagement Coordinator (SEC) sits on the Student Council and meets monthly to discuss any issues that may come up (SC minutes). Actions arising from SC feedback are recorded and communicated to students through class reps, SC, emails. Other processes to enhance the learner voice: ➢ Student surveys: - Diverse Learner groups annual survey sent to BTI students who are Māori, Pasifika, have identified as having a disability and international students (June 2026). - Student Wellbeing annual survey sent mid-year. - Other surveys (end of the year survey, graduate survey) ➢ course evaluations ➢ Ngā Maunga Āwhina, cohort mentors, team meetings ➢ Learning Advisors Report ➢ Class reps' emails, SC minutes - there is good evidence of student voice leading to action in the SC minutes. ➢ Student feedback from educators/ through classes ➢ anecdotal feedback ➢ 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). ➢ Some programme and cohorts are small and educators have fostered and maintained close relationships with the students and the communities they come from.

Process 2: Learner complaints	There were no formal complaints lodged in 2025. **Concerns and Complaints Process:** ➢ SG.08 Student Concerns and Complaints Policy and flowchart was reviewed on a cycle (QA committee). This policy was discussed at Student Council meeting (20.04.2026) https://bti.ac.nz/wp-content/uploads/SG.08-Student-Concerns-and-Complaints-Sept-2025.pdf ➢ Students 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 (01.04.2026). ➢ Te rōpū Whakatere /Pou Tikanga as a resource for consultation for anything cultural ➢ Concerns and complaints flowchart in all classrooms. ➢ 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 (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). ➢ 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 ➢ Self-Review of Complaints procedures (Code requirement) see report. ➢ Info on making complaints to external bodies on website and in SHB.
Process 3: Compliance with the Dispute Resolution Scheme	➢ Study Complaints info on the website, in SHB, ISHB and BTIonline. ➢ 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-Sept-2025.pdf ➢ BTI keeps up to date with information from NZQA.

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.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Safe and inclusive communities	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. BTI also monitors accessibility and inclusion through student wellbeing surveys, course evaluations, Student Council feedback, support referrals, and the concerns and complaints process. Any identified issues are considered through BTI's continuous improvement processes and annual self-review activities, with appropriate actions implemented to support positive student outcomes. Feedback from End of the Year survey sent out to students in Nov 2026 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. The following are some of wellbeing and safety systems, processes and policies that have been put in place to comply with this outcome which is to provide a safe, inclusive, supportive and accessible physical and digital learning environment (also stated in Outcome 1) and inclusion: ➢ BTI values and mission (SHB, website) Also stated in Outcome 2: Learner Voice <u>Cultural, spiritual, and community support:</u> 96% of students indicated in a survey (Wellbeing Survey 2026) that they are culturally accepted for who they are. ➢ Te rōpū Whakatere, Mātauranga Māori Guidelines P.01 ➢ Pōhiri for new students, noho marae, cultural events, observation of language weeks ➢ use of Māori words in everyday study and work scenarios

	➢ Māori student reps (two in 2026) ➢ establishing a Māori Student Council to represent Māori student affairs if there is interest from student cohort ➢ culturally responsive teaching practices ➢ Student Wellbeing Plan (covering Taha Tinana, Taha Hinengaro, Taha Whānau, Taha Wairua) ➢ Tue/Wed karakia /devotions, prayer support if needed ➢ Online Bible Study groups ➢ Related policies for learner safety and inclusion - SA.27 Use of Te Reo Māori for Assessment policy - SG.09 Harassment Policy - SG.24 Personal Disclosures Policy - SG.43 Response to Self-Harm and Suicidal Ideation - SG.42-Accessibility Support Policy - SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents ➢ 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 2026 including "Where to go for help" chart ➢ Support staff: Ngā Maunga Āwhina, cohort mentors ➢ Cohort support groups by location ➢ 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. ➢ 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)
Process 2: Supporting learner participation and engagement	Also outlined in Outcome 2: Learner Voice 88% of students indicated in a survey (Wellbeing Survey 2026) that they feel engaged in their community of learning at BTI: ➢ BISA social events ➢ Research Symposiums with whānau ➢ Onsite intensives (wānanga), wānanga get-togethers, sport activities during wānanga

Process 3: Physical and digital spaces and facilities	Supporting learners as they start their tertiary studies: ➢ Get Set offered twice a year (free 3-day study skills course before programme starts) which is highly attended. ➢ Online orientation course / videos on BTIonline, wānanga orientation ➢ Study Skills videos on BTIonline ➢ 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. Supporting learners throughout their studies, and providing learners opportunities to discuss any issues affecting their ability to study: ➢ Support staff: NMA, cohort mentors, SEC, Int Student Coordinator ➢ Open door policy, students encouraged to approach any staff/educator if they have any issues ➢ Online Feedback Form ➢ Early interventions and support strategies to be put in place for at risk students (EPI committee – Sept 2026) ➢ Progress reports, BoE minutes, studentship reviews Providing healthy and safe learning environment: As outlined in Process 1. Removing access barriers to provider facilities and services, involving learners (including Māori) in the design of physical and digital environments: ➢ SG.42-Accessibility Support Policy ➢ SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents ➢ employment of dedicated staff providing support to students with learning/physical disabilities (July 2023) ➢ Support staff: NMA, cohort mentors, SEC, Int Student Coordinator ➢ Open door policy, students encouraged to approach any staff/educator if they have any issues ➢ informal student feedback, student surveys ➢ diverse learner groups survey ➢ Online Feedback Form made available on BTIonline in Aug 2023 is well utilised. Students have appreciated the new platform

	➢ Class reps, SC meetings – class reps often give suggestions and make requests on improvements to campus facilities. Diverse learner groups survey - identified barriers recorded, prioritised, and monitored to resolution. ➢ Pou Tikanga (from 2024) ➢ Te rōpū Whakatere, Mātauranga Māori Guidelines P.01 2024 ➢ Māori staff ➢ Iwi engagement and collaboration (Ngati Kahu) ➢ Māori student reps (two in 2026), and establishing a Māori Student Council if there is interest from student cohort.

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.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation

Key required processes	Information we can gather to use as evidence of our compliance with this clause
Process 1: Information for learners about assistance to meet their basic needs.	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). BTI monitors learner wellbeing through surveys, Student Council feedback, educator and cohort mentor engagement, referral pathways, and annual self-review processes, enabling early identification and emerging wellbeing needs before they escalate. ➢ BTI He Kete Pāwera Policy (offering financial assistance to students who face unexpected financial challenges) including budgeting (CAP) ➢ free kai available at the Hub during wānanga ➢ staff support with StudyLink, Job Search etc ➢ BTI Accommodation List on BTIonline ➢ accommodation information for international students on website including tenancy rights

Process 2: Promoting physical and mental health awareness	Processes, practices and resources that promote health and wellbeing as follows: ➢ Tue/Wed Karakia and devotions ➢ daily devotions during wānanga, prayer support available if needed ➢ online Bible Study on various topics ➢ staff open door policy ➢ NMA/ cohort mentors (cohort support groups by location), Student Engagement Coordinator, Int Student Coordinator ➢ information on internal and external support systems emailed to students in April 2026. ➢ 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) ➢ Online Feedback Form ➢ Relevant BTI policies: - SG. 36 Counselling Referral and Support for Students - SG. 43 Response to Self-Harm and Suicidal Ideation - SG.09 Harassment Policy - SG.24 Personal Disclosures Policy - SG.42 Accessibility Support Policy - SG.18 Children and Babies on Campus Policy – new policy created in June 2025 to accommodate students who are parents ➢ Accessibility Support Coordinator providing support to students with learning/physical disabilities ➢ information on external resources available on BTI website: https://bti.ac.nz/student-life/other/student-wellbeing/ Supporting learners' connection to their language, identity, and culture: 96% of students indicated in a survey (Wellbeing Survey 2026) that they are culturally accepted for who they are. ➢ Language weeks (observance of te wiki o te reo Māori and Pacific Language weeks) ➢ noho marae, pōhiri for new students ➢ Te rōpū Whakatere, Mātauranga Guidelines P.01
Process 3: Proactive monitoring and responsive wellbeing and safety practices.	Responsive wellbeing and safety practices: ➢ As outlined in Outcome 1 ➢ Related policies as stated above

	➢ Info about wellbeing on website https://bti.ac.nz/student-life/other/student-wellbeing/ ➢ Student support email to students includes health services etc. ➢ Support staff: NMA, cohort mentors, SEC, Int Student Coordinator ➢ Student Wellbeing Plan ➢ emergency contact of all students, info on EBS, check contact details and next of kin info for international student (AP2026-2) *Emergency contact people of students over 18 are contacted when the student is at physical risk or there are serious concerns about the student's welfare or behaviour. If the student is over 18, their permission is sought. 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: ➢ Studentship review minutes/AcB minutes, BoE meetings minutes ➢ Individualised Learning plans for students ➢ Remediation processes (adhoc attendance committee minutes) ➢ Early interventions and support strategies to be put in place for at risk students (EPI committee – Sept 2026) ➢ Learning Advisors Administration of the Code: ➢ BTI Code of Practice Review ➢ Self-review report on complaints and critical incidents processes (Code). BTI will annually review complaints, critical incidents and emergencies, and report key findings through the appropriate governance and NZQA processes. ➢ BTI Hazard and Risk Register ➢ H & S monthly reports to the Board ➢ Incidents Register

Outcomes 5–7: Student accommodation

Outcomes 5–7 are not applicable. BTI does not own, operate or provide student accommodation within the meaning of the Code. BTI may provide learners with general publicly available accommodation information, but it does not enter accommodation contracts, manage residences, collect accommodation fees or supervise residents.

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

(dated Sep-Oct 2026 following self-review of COP)

ACTION PLAN: Outcomes 1 – 4

Action Plan created in response to review of Code of Practice 2026.

	Action Plan to be completed before attestation 1 Nov	Due Date	Staff	Completed? ✓ Remarks/Notes
1	Changes to SWP following SC and Ac Board annual review. Revised SWP on website.	End Sept 2026	RK, SC and Ac Board	Completed. Reviewed and approved at SC meeting (07.09.2026) and Ac Bd meeting (22.08.2026) Revised SWP on website and BTIonline (28.09.2026)
2.	Check int students' emergency contact up to date, contact details etc (EBS)	End Oct 2026	RK	
3.	Analysis of student wellbeing survey from 2024-2026	End Sept 2026	RK	Completed. Data included in 2026 self-review. 22.09.2026
4.	Harassment policy review	End Dec 2026	RK, ELT	

	Action Plan 2027 (AP2027) (normal processes)	Due Date	Staff	Completed? ✓ Remarks/Notes
1.	Survey to Student Council members on its effectiveness	End-Nov 2026	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 2027	RK	
3.	Email concerns and complaints flowchart to all students after SoSP wananga, along with student support information (to include SWP and Code info)	April 2027	RK	
4.	Diverse Learner Groups Survey (M, P, students with disabilities and international students)	May 2027	RK	
5.	Send Wellbeing Survey to students, data analysed by PLs	July 2027	RK	
6.	Organise for review of Student Wellbeing Plan through Student Council (SC) and then Ac Board.	August/Sept 2027	RK	

Bethlehem Tertiary Institute

Self-Review Outcomes 8-12 (International)

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

October 2026



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
Process 1: **Clause 35.** 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.	Given the small international student cohort, feedback is collected through regular email communication, one-on-one catch-ups, and informal conversations. ➢ In July 2026, BTI introduced a weekly tutorial for international students to enhance academic support, strengthen learner engagement, and address wellbeing needs. ➢ End of year survey for international students, twice a year to capture both cohorts (API2027-01) ➢ In 2026, we have 15 international students. ➢ International learner feedback is collated from surveys, tutorials, emails and individual catch-ups. Themes and actions are noted, and informs international orientation, academic and wellbeing support

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
Process 1: Marketing and promotion	Updated marketing and promotion practices, understanding the information needs of prospective international tertiary learners: ➢ end of year survey for international students ➢ emails from prospective int students ➢ annual reviews to check information on website, ISHB, SHB and BTIonline. ➢ Int Student Coordinator ➢ Dedicated section for int students on website ➢ EER report on website (added a sentence that EER is no longer in operation) https://bti.ac.nz/about-us/awards-an-ratings/ ➢ Staffing, facilities on website, ISHB and SHB ➢ Dispute Resolution Scheme on website, ISHB, SHB, Refunds Policy. ➢ https://bti.ac.nz/international/fees-and-costs/
Process 2: Managing and monitoring education agents **Clause 38.** Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code.	➢ BTI conducts annual reviews of all education agents, monitors agent performance and learner outcomes, and has recently made significant changes to its agent agreement to enhance accountability and oversight (Sept 2026) ➢ Before entering into contract with an agent, due diligence checks are carried out. ➢ BTI provides agent with information (agent induction) ➢ BTI also monitors student enrolment and outcomes by agent to inform ongoing agent performance reviews and future engagement decisions ➢ Existing spreadsheet of all BTI agents, including application and enrolment outcomes, contract dates etc.

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
Process 1: Offer of educational instruction	➢ enrolment process for int students ➢ entry requirements on website for each programme https://bti.ac.nz/international/entry-requirements/ ➢ study info and quals granted on website ➢ interview process during application to assess suitability ➢ int student enrolment checklist ➢ English language checklist, English language exemption for teacher education students with Teaching Council
Process 2: Information to be provided before entering contract	Most recent results of their evaluations by education quality assurance agencies: ➢ 2025 EER report on website https://bti.ac.nz/about-us/awards-an-ratings/ (added a sentence that EER is no longer in operation). ➢ qualifications granted on website ➢ SG.23 Refund of Student Fees policy Staffing facilities and equipment, available services and support: ➢ https://bti.ac.nz/about-us/meet-our-staff/ ➢ https://bti.ac.nz/student-life/campus-services/study-spaces/ ➢ https://bti.ac.nz/student-life/campus-services/ ➢ Student support page on website, incl "Where to go for help" chart (website, BTIonline, SHB), ➢ Dedicated section for int students on website Insurance and visa requirements: ➢ https://bti.ac.nz/international/medical-and-travel-insurance/ ➢ https://bti.ac.nz/international/immigration-and-visa/ ➢ BTI website, ISHB, SHB Dispute Resolution Scheme Rules, full costs related to an offer of educational instruction: ➢ Study Complaints info on BTI website, ISHB and SHB, BTIonline (Study Complaints info included in Refund of Student Fees policy)

Process 3: Contract of enrolment	➢ Code info on website ➢ https://bti.ac.nz/international/fees-and-costs/ ➢ Conditions of enrolment contract that students have to sign (a copy of this contract on BTI website under Int student section) https://bti.ac.nz/wp-content/uploads/International-Student-Conditions-of-Enrolment-2024.pdf ➢ Offer of Place Letter showing start and end dates (includes requirement for a valid visa to study, and the appropriate health and medical insurance). ➢ Termination of contract rules in conditions of enrolment contract. ➢ withdrawal dates on website
Process 4: Disciplinary action **Process 5: Insurance**	Terminating the contract of enrolment, for taking disciplinary action ➢ Conditions of enrolment, termination of contract rules (see notes above). ➢ Before disciplinary action or termination is imposed, the student is informed of the concern and possible outcome, given access to relevant information, provided a reasonable opportunity to respond, permitted to have a support person, and advised of the decision, reasons and applicable review or appeal process. Decision-makers manage actual or perceived conflicts of interest. 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. ➢ Offer of Place letter includes requirement of medical and travel insurance. Health and medical insurance info including insurance requirements on website https://bti.ac.nz/international/medical-and-travel-insurance/ ➢ copy of insurance policy kept on file and sighted by Int Student Coordinator (ISC). Start/end dates of insurance cover checked and noted. ISC reminds students to renew insurance cover when expired. https://bti.ac.nz/international/medical-and-travel-insurance/

Process 6: Immigration matters **Process 7: Student fee protection and managing withdrawal and closure**	➢ Student visa or permit to study (work visa with VOC) kept on file and sighted before start date/ study commences (carried out by ISC). Offer of Place letter also includes requirement for a valid visa to study ➢ ISC informs INZ if a student's enrolment is terminated ➢ Conditions of Enrolment doc ➢ Public Trust fee protection ➢ Withdrawal form ➢ Refund policy and conditions also in ISHB and on website ➢ https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-August-2026.pdf ➢ withdrawal dates on website ➢ Clause 46(2) and (3) now included in Refund of Fees Policy.

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
Process 1: Provision of information	Process: annual and regular reviews to check information on website, ISHB, SHB and BTIonline. Updates are done if required. ➢ Check Code of Practice info on website (if changes needed) (API2026-02) ➢ separate section for int students on website ➢ ISHB and SHB Provide the names and contact details of designated staff members responsible for international tertiary learner support (include disabilities support), health and safety: ➢ Int Student Coordinator makes contact with int students upon acceptance and also meets up with them online in the beginning of the programme and during first onsite wānanga ➢ Accessibility Support Coordinator, Accessibility Support policy ➢ health and safety info as stipulated in Outcome 1, health services etc in ISHB Information about the termination of enrolment, legal rights and obligations, refunds: ➢ Conditions of enrolment agreement ➢ Refund policy and conditions (ISHB, website) https://bti.ac.nz/wp-content/uploads/Refund-of-Student-Fees-August-2026.pdf ➢ Code info emailed to students upon acceptance (API2026-2) Relevant policies of the signatory, services, support, and facilities, cultural adjustment, work rights: ➢ Policies on website and SHB ➢ Follow up emails to int students include where to find student policies (sent to all students in April 2026). ➢ https://bti.ac.nz/student-life/campus-services/ ➢ https://bti.ac.nz/student-life/

	➢ "Student support/where to go for help chart" in classrooms and also sent in an email to students ➢ culture shock info, studying in NZ info on website and in ISHB. ➢ Weekly online tutorials for international students (July 2026) ➢ Dedicated section for int students on website https://bti.ac.nz/international/ ➢ included in https://bti.ac.nz/international/student-support-and-services/ under "employment" ➢ ISHB and SHB

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
Process 1: International tertiary learners under 18 years **Process 2: International tertiary learners under 10 years** **Process 3: Decisions requiring written agreement of parent or legal guardian** **Process 4: Accommodation for international tertiary learners under 18 years** **Process 5: Safety checks and appropriate checks for learners under 18 years**	➢ This section is not applicable as BTI does not enrol international students under 18 years old. Applicant age is verified during the admissions process.
Process 6: Accommodation for international tertiary learners 18 or over	➢ This section is not applicable as BTI does not arrange, manage, inspect, approve or receive payment for accommodation for international learners aged 18 or over. ➢ Where general accommodation information is supplied, learners are informed that they are responsible for assessing and entering their own accommodation arrangements.

ACTION PLAN: Outcomes 8-12 (International Students)

Action Plan created in response to review of Code of Practice 2026.

	Action Plan to be completed before 1 Nov	Due Date	Staff	Completed? ✓ Remarks/Notes
1	Review of agent agreement	End-Oct 2026	HY, finance, HM, RK	Completed Oct 2026.
2	Check Code info	End-Oct 2026	RK	Completed Oct 2026
3	Verify int Conditions of Enrolment against clauses 41-43	End-Oct 2026	RK	Completed Oct 2026.
4	Verify refund policy against every clause 46 circumstance	End-Oct 2026	RK	Completed Oct 2026
5	Complete website and handbook check against clauses 37, 41 and 48	End-Oct 2026	RK	Completed Oct 2026
	Action Plan 2027 (API2027) (normal processes)			
1	Send end of year survey to int students twice a year to capture both cohorts	Nov 2026. June and Nov 2027	RK	
2	Code info to be sent to int students upon acceptance	ongoing	RK	
3	Evaluate weekly international learner tutorials	June 2027	RK, PM	