

Franklin Institute of Agri-Technology

**Self-Review of compliance with the Education
(Pastoral Care of Tertiary and International
Learners) Code of Practice 2021**

November 2023

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Introduction

This review was conducted by the management of Franklin Institute of Technology (FIAT) with the support of the NZQA Code of Practice Self Review Tool Kit.

NB. FIAT does not provide student accommodation or enrol students below 18 years of age. Accordingly questions relating to Student Accommodation (Outcomes 5 – 7) have been deleted.

TEO information

TEO Name	Franklin Institute of Agri-Technology Ltd		MoE number	8028	
Code contact	Name	Rajinder Saini		Job title	Director/CEO
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Current enrolments	Domestic learners	Total #	#9	18 y/o or older	#9
				Under 18 y/o	#
	International learners	Total #	#20	18 y/o or older	#20
				Under 18 y/o	#0
Current residents	Domestic learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0
	International learners	Total #	#0	18 y/o or older	#0
				Under 18 y/o	#0

Self Review Part One:

Organisational structures to support a whole-of-provider approach to learner well-being 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
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Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	Fairly well	Having a small group of students (Less than 16 students in total in 2023), the teachers and Administrator/Management are in touch on day-to-day basis and openly discuss their needs and our future plans to address these.	Continue to create awareness among staff and students on range of wellbeing and safety factors.

Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	Fairly well	We review student well-being issues in weekly and three-monthly meetings	Continue monitoring

Process: Publication requirements

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Fairly well	We have included the COP summary in the Student handbook. Also, we have put a one-page summary on the notice board.	We will increase questions regarding wellbeing and safety in feedback surveys.

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	Fairly well	We get feedback from students and teachers in review meetings.	Continue monitoring
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Fairly well.	Staff are engaging in study of te reo Māori to better understand and relate to local students needs, and to help international students build relationships.	Continue monitoring
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	Very well	Staff and management have responded as needed beyond normal institute hours to support students in need.	Continue monitoring
How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	Fairly well	Incident reports are maintained and regularly reviewed.	Continue monitoring

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

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	Fairly well	We, being small group, student have personal access to teachers, admin staff and Director.	Further build personal rapport among us.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective for the group size and nature.	In addition, we conduct three monthly surveys, review and act. The director makes himself available to students in case they need to talk about any personal issues on one-to-one basis.	We tried doing a 'Class representative' type of structure, but it created more polarization than building one single student voice.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Fairly well	We have displayed Te Tiriti o Waitangi in our classrooms. Also, we explain to students about it	Continue reviewing as we develop further engagement with local iwi.
How effectively do our current practices for this outcome align with our organisational learner well-being and safety strategic goals and strategic plans?	Fairly well	The process is running smoothly.	Continue monitoring

Outcome 2: Learner's 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
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Process: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	Fairly well	Being a small group, we have direct interaction with each other.	Continue monitoring to ensure all students feel comfortable and heard. [NB Previous attempts to introduce more formal structures for learner voice channels have not aligned with learner preferences.]

Process: Learner complaints

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we work with learners to effectively respond to, and process complaints?	Very well	Student surveys and regular meetings report positive responses to the learning environment and institute culture.	Continue monitoring
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Fairly well	Processes are well described and displayed.	Continue monitoring
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	Very well. .	Covered in student handbook and notice boards Students follow processes when needed. Records are regularly reviewed.	Continue monitoring

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	Very well.	DRS information is included in the Student Handbook.	Continue monitoring

Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	Very well	We talk to students on a regular basis. Student have unhindered access to their teachers, admin and management staff.	Continue monitoring
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Effective for the group size and nature.	In addition, we conduct three monthly surveys, review and act. The director makes himself available to students in case they need to talk about any personal issues on one-to-one basis.	We tried doing a 'Class representative' type of structure, but it created more polarization than building one single student voice.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well.		R&D projects are planned to increase and integrate matauranga Māori in the curriculum and we expect that this will impact on learner well-being and safety.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well.	Learners report that they feel comfortable and safe. The small group size helps us identify and respond rapidly to individual needs.	Continue monitoring

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
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Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	Very well	Being a small group, all learners are treated as individuals.	Continue monitoring

Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner well-being and safety practices support learner participation and engagement for all learners?	Fairly well	Being a small group, all learners are treated as individuals.	Continue monitoring

Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	Fairly well	Small group of less than 30, is easy to maintain and get feedback.	Continue monitoring

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	Fairly well. Our management and teachers are well experienced in teaching in multi-cultural environments.	Learner feedback is always positive.	Continue monitoring
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Well and often	At least we get formal feedback every term. Learner feedback is always positive. Minor issues are promptly addressed.	Continue monitoring
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Fairly well		R&D projects are planned to increase and integrate matauranga Māori in the curriculum and we expect that this will impact on learner well-being and safety.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well	Close management attention to student feedback. Regular reflection and discussion.	Continue monitoring

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
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Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Fairly well	Through direct interaction and discussion at board level which includes a local GP.	Continue monitoring

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Fairly well	Through direct interaction and discussion at board level which includes a local GP.	Continue monitoring

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	Fairly well	Through direct interaction and discussion at board level which includes a local GP.	Continue monitoring

Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	Fairly well	Through direct interaction, feedback from learners and discussion at board level which includes a local GP.	Continue monitoring
How effectively do our current practices identify and respond to learners who need additional support?	Fairly well	Through direct interaction, feedback from learners and discussion at board level which includes a local GP.	Continue monitoring
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Fairly well	Through direct interaction, feedback from learners and discussion at management and board level.	Continue monitoring
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Fairly well		R&D projects are planned to increase and integrate matauranga Māori in the curriculum and we expect that this will impact on learner well-being and safety.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Fairly well	Through discussion at management and board level.	Continue monitoring

Self Review Part Two: International Tertiary Learners

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.

Stage of implementation for outcome 8	Well implemented / Implemented / Developing implementation / Early implementation
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Overall self-review - Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our practices under this Code respond to the distinct wellbeing and safety needs of our diverse international tertiary learners?	Very well	1. We are continuously in touch with the international students. 2. From time to time, the Director gives an opportunity to students if they want to talk to him in person to discuss their issues in person	Continue monitoring
How effectively do we access and integrate international tertiary learner voices into decisions around the planning and provision of our learner support services?	Very well	After addressing the issues, we talk to them to check their satisfaction.	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner well-being and safety practices for this outcome?	Fairly well	We have displayed Te Tiriti o Waitangi in our classrooms. Also, we explain to students about it	We are continuing to develop closer relationships with local iwi. R&D projects are planned to increase and integrate matauranga Māori in the curriculum and we expect that this will impact on international learner well-being and safety.

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.

Stage of implementation for outcome 9	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Marketing and promotion

KEQ	How effectively?	How do we know?	How can we improve?
How effectively does our marketing and promotion material provide clear, sufficient, and accurate information?	Very well	We check up with them if they need additional information or guidance. If there is any need, we address that	

Process: Managing and monitoring education agents

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we manage and monitor our education agents?	Well	We send them updates from time to time, especially annually. We maintain personal contact with them on a regular basis. Also, we ask students about how the agent has treated them. So far, no serious concerns.	Better communication

Overall self-review - Outcome 9: Prospective international tertiary learners are well informed

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do current practices ensure that prospective international tertiary learners can make informed choices about the study and services we provide?	Very well	Most of the students have talked to either ex-students of our Institute or to an Agent. Also, the website gives them enough material. The prospective students are also provided with detailed course material, video links, and career opportunities they can have	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Fairly well	Verbal feedback, class meetings	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Fairly well		
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well		

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.

Stage of implementation for outcome 10	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Offer of educational instruction

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure the educational instruction offered to international tertiary learners is appropriate for their: <ul style="list-style-type: none"> • expectations • English language proficiency, • academic ability and • desired educational outcomes? 	Well presented	We check up with students and watch for their responsiveness regularly.	

Process: Information to be provided before entering a contract

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that international tertiary learners receive, as a minimum, the information outlined in this process before entering a contract?	Very well	Most of the prospectus students talk directly to the Director. They get clear information, and we get feedback from them.	
How effectively do our current practices ensure that this information is accurate, timely and tailored to the needs of prospective international tertiary learners?	Very well	We supply students with one-page information sheets covering study information. They can further talk to us for more clarifications.	

Process: Contract of enrolment

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our contracts of enrolment are fair and reasonable and contain the information and terms required by this process?	Very good	We update our registration form and offer letter to make these more clearer. We have already updated the forms for 2024.	

Process: Disciplinary action

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure terminations of enrolments and disciplinary actions are in accordance with the principles of natural justice?	Very effective	Verbal feed backs and general reputation.	

Process: Insurance

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that each of our international tertiary learners has the appropriate insurance for study in New Zealand?	Very effective	Our office Manager ensures that all the international students are insured all the time they are studying with us.	

Process: Immigration matters

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that each of our international tertiary learners has the necessary immigration status for study in New Zealand?	Very effective	The visa status for students enabling them to study is very closely monitored and actioned as and when needed.	The current system is working well.

Process: Student fee protection and managing withdrawal and closure

KEQ	How effectively?	How do know?	How can we improve?
How effectively do our current practices ensure that our international tertiary learners' fees are protected and that our refund policies are fair and reasonable?	Very well	We have an arrangement with Public Trust for fee protection. The fee refund policies are as per Govt rules.	

Overall self-review - Outcome 10: Offer, enrolment, contracts, insurance and visa

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices enable international tertiary learners to make well-informed enrolment decisions and to understand their enrolment contract prior to entering into it?	Very well	We make information available to interested students beforehand and give them opportunity to discuss with our Director, Teachers or students.	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Quite well	Being a small group we are in touch on day to day basis.	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Well		
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Well		

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.

Stage of implementation for outcome 11	Well implemented / Implemented / Developing implementation / Early implementation
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Overall self-review - Outcome 11: International learners receive appropriate orientations, information and advice

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do we ensure that our orientation programmes and ongoing advice to international tertiary learners support their achievement, well-being and safety?	Very effective	Informal feedback from students through day-to-day interaction.	
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Fairly well		
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Fairly well		
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Fairly well		

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.

Stage of implementation for outcome 12	Well implemented / Implemented / Developing implementation / Early implementation
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Overall self-review - Outcome 12: Safety and appropriate supervision of international tertiary learners

KEQ	How effectively?	How do we know?	How can we improve?
How effectively do our current practices ensure that our international tertiary learners under 18 years are safe and appropriately supervised in their accommodation?	N/A		
How effectively do we communicate with the parents or legal guardians of our learners under 18 years?	N/A		
When we provide or arrange accommodation for learners 18 years or over (that is not subject to Part 5 of the Code): <ul style="list-style-type: none"> - how effectively do our current practices ensure that this accommodation is a safe, acceptable, and lawful living environment? - how effectively do we communicate with the learner and ensure accommodation issues arising are addressed? 	N/A		
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	N/A		

<p>How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?</p>	<p>N/A</p>		
<p>How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?</p>	<p>N/A</p>		

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

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

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Very well	Verbal and survey feedback
Outcome 2: Learner voice	Fairly well	Very low numbers, students have good access to staff and Management, and they have been interacting effectively

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Very well	Surveys, direct interaction with students

Outcome 4: Learners are safe and well	Very well	Direct feedback, Teachers, staff and Management keep a close eye on students' performance and behaviour.
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Very well	<ol style="list-style-type: none"> 1. We are continuously in touch with the international students. 2. From time to time, the Director gives an opportunity to students if they want to talk to him in person to discuss their issues in person 3. International students feel at ease in approaching and talking to teachers, staff and management.
Outcome 9: Prospective international tertiary learners are well informed	Very well	<p>Students are supplied information about the courses available, fee structure and other aspects mostly directly by FiAT or its reputed agents.</p> <p>FIAT checks up with formal/informal conversation if they have been well informed.</p>
Outcome 10: Offer, enrolment, contracts, insurance and visa	Very well	<p>Offer letters are issued/revised on time and sent to students with a copy to their agent (if required)</p> <p>All students are insured during the period of their study with FIAT.</p>

Outcome 11: International learners receive appropriate orientations, information and advice	Very well	Class teachers and staff provide formal orientation before the start of each term.
Outcome 12: Safety and appropriate supervision of international tertiary learners	FIAT does not enrol learners under 18 years of age.	

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	
Outcome 2: Learner voice	

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	
Outcome 4: Learners are safe and well	

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	
Outcome 9: Prospective	

international tertiary learners are well informed	
Outcome 10: Offer, enrolment, contracts, insurance and visa	
Outcome 11: International learners receive appropriate orientations, information and advice	
Outcome 12: Safety and appropriate supervision of international tertiary learners	

Summary of action plan

Including information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Continue to create awareness among staff and students on range of wellbeing and safety factors.	Raj Saini	Continue	Have three monthly student staff meetings to create awareness and give students to provide feed back	Feedback from feedback forms Direct interaction Students feel satisfied.
Outcome 2: Learner voice	Continue to maintain good personal rapport with the students	Teachers/staff	Continue	As the number of students is small and only one discipline of study, we are directly in touch with all the students	Feedback from feedback forms Direct interaction Students feel satisfied.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue to provide good working environment to students and staff	Raj Saini/Teachers. Staff	Continue	Review the needs every three months (Being done). Otherwise, teachers and staff are free to bring up issues as and when needed.	Feedback from feedback forms Direct interaction Students feel satisfied.

Outcome 4: Learners are safe and well	Continue keeping a close eye on students' behaviour and performance.	All teachers, staff and management	Continue	Continue our efforts to ensure that students are safe and well	Feedback from feedback forms Direct interaction Students feel satisfied.
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Continue our efforts to look after safety and wellbeing of international students	Managment /teachers/staff	Continue	Have three monthly student staff meetings to create awareness and give students to provide feedback	Feedback from feedback forms Direct interaction Students feel satisfied.
Outcome 9: Prospective international tertiary learners are well informed	Update the student info annually and as and when there are some changes.	Raj Saini/Jackie Clarke	Annually/ As and when required	Ensure that the information is updated on time	Feedback from feedback forms Direct interaction Students feel satisfied.
Outcome 10: Offer, enrolment, contracts, insurance and visa	We will ensure that offer letters, insurances Are done accurately and on time.	Raj Saini/Jackie Clarke	Continuous	Review the formats annually, update as and when required.	Informal Feedback from Agents and students
Outcome 11:	Review and update information and	Teachers. Management	Continuous	Review the formats annually, update as and when required.	Informal Feedback from Agents and students

International learners receive appropriate orientations, information and advice	procedures for student orientation.				
Outcome 12: Safety and appropriate supervision of international tertiary learners	Continue efforts to ensure that the students are properly supported through supervision.	Teachers, staff and Management	Continuous	Review the formats annually, update as and when required.	Informal Feedback from Agents and students

Appendix I: Continuum of Implementation for the Code

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

