

Tuesday, 31 October 2023

CODE OF PRACTICE SUMMARY OF REVIEW AND ACTION PLAN 2023

Action Plan – Learner Wellbeing and Safety Practices – Code of Practice

The Learner Wellbeing, Safety and DAP Team has carried out a Self-Review of the Code Outcomes (1 - 4 and 8 -12) and presents the following summary of that review with action plan points that may be ongoing or set to a specific due date of completion or review. This document relates directly to the outcomes, processes, clauses, and sub points contained within the Tool Kit Gap Analysis documents.

The Learner Wellbeing, Safety and DAP Team is responsible to implement these actions and assess outcomes in a timely manner.

A copy of this Summary of Review and Action Plan is also included in the Vision College Limited Code of Practice Strategy.

Review Summary and Action Plan – Learner Wellbeing and Safety Practices Education (Pastoral Care of Tertiary and International Learners) Code of Practice

Review Summary and Action Plan		
Outcome	Summary by Outcome	Action Plan
Outcome 1: A learner wellbeing and safety system: Whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.		
Process 1: Strategic goals and strategic plans. Clause 7 (1-3)	Clause 7.1 (a) The “Disability Action Plan Strategy”, “Code Strategy”, and learner wellbeing and safety related policies are refined and updated on an ongoing basis (available on website). Learner and staff guides/handbooks are regularly updated. (b) As part of our identity, we honour te Tiriti o Waitangi and the expression of this is led by the Cultural Team. The organisation implemented Sir Mason Durie’s Te Whare Tapa Whā wellbeing model into our framework in 2022 - the model is embedded into student Learner Journeys; Vision College Limited (VCL) seeks expert input for strategy and policy development; The Cultural Strategy Plan was updated in 2023; Regular related staff professional development is undertaken.	Systems, processes, practices, and evidence are sufficient and will be further enhanced as staff continue to develop relationship with Iwi. Ongoing process.
	Clause 7.2 (a) and (b) Reviewed on an ongoing basis, amendments implemented over the 12 months following review	Systems, processes, practices, and evidence are sufficient and will be further enhanced as staff continue to develop relationship with Iwi. Ongoing process.

	<p>Clause 7.3 (a) Vision College engages with both learners and stakeholders informing both practice and strategic goal setting and planning for learner well-being and safety. (a) Review processes are in place involving input from Student Voice (SV), Student Support, The Cultural Team, and Learner Well-being and Safety (LWBS)/DAP Team. Stakeholder engagement is ongoing and meaningful.</p>	<p>Systems, processes, practices, and evidence are sufficient. Ongoing process.</p>
<p>Process 2: Self-review of learner wellbeing and safety practices Clause 8 (1-3)</p>	<p>Clause 8.1 The Code and DAP Strategy systems and policies are in place and reviewed annually by the LWBS Team to ensure learner wellbeing and safety.</p>	<p>Systems, processes, practices, and evidence are sufficient. Ongoing process.</p>
	<p>Clause 8.2 and 3. Input from diverse learners and other stakeholders includes the SV, Learner Journeys, student surveys, and wider industry, community, and Iwi engagement. A complaints register is kept by the CEO and includes a review of process, response to complaint, actions, and learnings resulting from the complaint – any resulting changes/improvements made. Action points from related meetings address learner well-being and safety practice deficiencies, as do matters raised by tutors and/or student support services, and learners through the Learner Journeys.</p>	<p>Systems, processes, practices, and evidence are sufficient. Ongoing process. A high-level complaints summary is included in this review summary.</p>
<p>Process 3: Publication requirements</p>	<p>Clause 9: (a -b) Strategies, plans and policies are reviewed on an ongoing basis and are available on the website, as are any revisions. (c) The DAP and Code Strategies, EER category rating, and learner well-being and safety policies are available on the website. Meeting minutes related to learner well-being and safety are available to staff; SV meeting feedback is provided to students and staff and Learner Journeys are accessible by relevant staff. A high-level complaints process review and complaints summary is included in this review summary.</p>	<p>Systems, processes, practices, and evidence are sufficient. Ongoing process.</p>
<p>Process 4: Responsive wellbeing and safety systems Clause 10 (1-3)</p>	<p>Clause 10.1 Sufficient processes and mechanisms are in place to identify and respond to trends or concerns about learner wellbeing.</p>	<p>Systems, processes, practices, and evidence are sufficient. Ongoing process.</p>

	<p>Clause 10.2</p> <p>(a- c) Staff undertake regular professional development around diversity, wellbeing models, unconscious bias, the Code, Te Tiriti o Waitangi, and cultural development. Code 101 Workshops and internal professional development are ongoing. Cultural resources are shared through nationwide meetings, professional development sessions, and campus meetings.</p> <p>(d) We have robust complaints and incident reporting system and incidents, and response is timely. Evidence is also gathered through Learner Journeys, SV, Student Support, and student surveys.</p> <p>(e) Staff are trained in disclosure response. Internal support is provided, and external services are engaged where appropriate.</p> <p>(f) Well-developed policies are in place. Staff professional development is undertaken.</p> <p>(g) Staff undergo regular learner well-being and safety training/ professional development and work collaboratively with local service providers where appropriate.</p> <p>(h) Robust policies and procedures are in place</p> <p>(i) Relevant service providers are engaged for both student support and workshop delivery to both students and staff. VCL identifies ongoing training needs and professional development.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p> <p>VCL has identified a need for further staff training to assist in recognising indicators of self-harm/suicide and student distress. Reviewed March 2024.</p>
	<p>Clause 10.3</p> <p>(a-c) Solid emergency response plans and policies are in place and accessible to learners and staff. Coordination and decision making response is as per those policy/plans. Staff are informed of emergency and critical policies during onboarding and undergo regular training and professional development. Staff contact information is accessible to learners in the event of an emergency.</p> <p>(d) Proven (pandemic) communication and support systems during emergencies are in place.</p> <p>(e) Frontline staff are given training and professional development in relevant areas.</p> <p>(f) Supported by the Health and Safety Statement and Emergency Lockdown Policy, the Student Critical Incident Response Policy guides staff through engagement with relevant government agencies during an emergency or critical incident, and necessary debriefing and support processes after the fact.</p> <p>(g) The Student Critical Incident Policy supported by the Health and Safety Statement covers this well.</p>	<p>Systems, processes, practices, and evidence are sufficient, and are continuously enhanced with ongoing training and staff professional development.</p> <p>Review March 2024.</p>

Outcome	Summary by Outcome	Action Plan
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.		
Process 1: Learner voice	<p>Clause 12:</p> <p>(a-b) VCL builds and maintains effective relationships with diverse learners within the organisation and works with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans, and practices.</p> <p>c/ Formal and informal processes are in place to hear, develop, and engage with the diverse range of learner voices (and their communities).</p> <p>d/ Timely and accessible resources are provided to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes.</p> <p>e/ Timely and accessible information is provided to learners to increase the transparency of providers' decision-making processes.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
Process 2: Learner complaints	<p>Clause 13:</p> <p>(a-b) There is a formal complaint process in place, with a reference number assigned to each complaint. The process is thorough and robust.</p> <p>(c) i-iv Complaints are handled in a timely, thorough, and sensitive manner for the wellbeing of the complainant. Systems, processes, and practices are reviewed and updated, as required, to ensure as much as practicable, that there is a significantly lower likelihood of the same complaint/issue reoccurring.</p> <p>(d)i-iv Details of the complaint process are available to students, including details on the relevant people to contact. The process is sensitive to the individuals needs of students, alternative ways of receiving complaints are accepted, and the presence of a support person is encouraged. Joint complaints are accepted.</p> <p>(e - f) i-ii The CEO keeps a confidential register of complaints. Reporting, outcomes, and learner experience are covered well in the process.</p> <p>(g) The Complaints and Dispute Resolution processes are available on the VCL website, campus noticeboards, and is available throughout the Orientation process. The Student Handbook provides details on the Dispute Resolution Process.</p> <p>(h)i-ii This is covered well by the information provided on the website, Student Handbook, and at orientation.</p> <p><i>Complaints self-review reporting (Reporting and publishing requirements)</i></p> <p>Definition of complaint: can relate to any aspect of student experience at Vision College.</p> <p>The Vision College Student Complaints Procedure (May 2023) is available in the Policy Hub section of the Vision College website.</p> <p><i>Review of complaints (2022)</i></p> <p>Three student complaints were received in 2022, and no common themes identified. One complaint related to staff conduct towards students and was resolved via employment processes. One</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p> <p>A high-level complaints summary is included in this review summary.</p> <p>Refinement of complaints definition and annual review of process 2024.</p>

	<p>complaint related to online graduation process and was resolved via communication of VCL Covid policy and an offer of face-to-face graduation at a later date. One complaint related to assessment timing/grading and was resolved via a re-assessment opportunity. Students were communicated with throughout the process, and regarding outcomes.</p> <p>Definition of critical incident: an unplanned or unforeseen traumatic event affecting a student or students which has an impact on Vision College, its staff, its students and/or the wider community, whether:</p> <ul style="list-style-type: none"> ➤ directly, through a student being the immediate victim of a traumatic event or ➤ indirectly, through students being affected by, but not directly involved in, the event <p>The Vision College Student Critical Incident Response Policy was approved in March 2023 and is due for review February 2025.</p>	
Process 3: Compliance with the Disputes Resolution Scheme	<p>Clause 14</p> <p>The Senior Leadership Team are familiar with the Dispute Resolution procedures and able to advise both staff and students of processes and requirements involved to ensure compliance with this procedure. The Disputes Resolution information is available on the VCL website, noticeboards, and posters per each campus.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
Outcome	Summary by Outcome	Action Plan
<p>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.</p>		
Process 1: Safe and inclusive communities Clause 16 (1)	<p>Clause 16</p> <p>(a-b) The organisation is focused on student success in a safe and inclusive environment and works with learners and staff to recognise and respond effectively to discrimination, racism etc. VCL works to ensure the learner environment is free from discrimination, racism, bullying, harassment. There are robust processes and practices in place to achieve this, including: SV, student surveys, Learner Journeys, Student Support Services, Staff and Student Handbooks, staff professional development, the work of the Cultural Team, and ongoing discussion and review of processes.</p> <p>(c-d) The organisation focuses on promoting an inclusive culture across the learning environment and upholds the cultural needs and aspirations of learners throughout the learning environment.</p> <p>(e)i-ii Learners are provided with the required information required through various regularly updated sources.</p> <p>(f) The learning environments are collaborative and encourage students to connect with others, build relationship, and support one another – including learner’s friends, whānau, and community.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>

<p>Process 2: Supporting learner participation and engagement Clause 17 (1)</p>	<p>Clause 17.1: Students are encouraged to share their views in a safe and supportive environment, and connect and build relationships – developing social, spiritual, and cultural networks. Significant steps have been made in using te reo and tikanga Māori to connect Māori learners to identity and culture.</p>	<p>Systems, processes, practices, and evidence are sufficient, and staff professional development is ongoing.</p> <p>Ongoing process.</p>
<p>Clause 17 (2)</p>	<p>Clause 17.2: The Learner Journey is a critical aspect of supporting learners through their studies, enabling them to prepare and adjust for tertiary study. The new Ensign Student Management System (SMS) enables tutors to effectively maintain oversight of learner achievement and engagement. Learners are provided opportunities to confidentially discuss any issues affecting study, well-being, pathways, career development, and /or further study options. The Learner Journeys provide a framework for this and for the appropriate response. External agencies including other providers are also consulted.</p>	<p>Systems, processes, practices, and evidence are sufficient, and staff professional development is ongoing.</p> <p>Ongoing process.</p>
<p>Process 3: Physical and digital spaces and facilities Clause 18</p>	<p>Clause 18: The organisation seeks to provide a healthy and safe learning environment for all students, utilising multiple learner feedback mechanisms to ensure this. Feedback from the SV, staff, and health and safety audits assist the organisation to identify barriers and improve facilities and provision. The recent upgrade in IT infrastructure and equipment has enhanced the physical and digital learning spaces and facilities significantly. Student input into design of physical and digital design is regularly sought through SV, and the student surveys capture this information to some extent. Input from Māori learners is sought for the design of physical and digital design through the SV meetings and the work of the Cultural Team. Student Voice representatives are invited to attend Cultural Team meetings throughout the year.</p>	<p>Systems, processes, practices, and evidence are sufficient and continuously enhanced as we work continuously toward prompt resolution of any IT issues that may arise.</p> <p>(c) To enhance current compliance, the Student Voice Guide will be updated, with more specific guidelines in how to involve learners in the design of physical and digital environments.</p> <p>(d) To enhance current compliance, the Student Voice Guide will be updated with specific guidelines in how to involve Māori in the design of the physical and digital environments. This will be discussed with the Cultural Team. Due: November 2023</p>
<p>Outcome</p>	<p>Summary by Outcome</p>	<p>Action Plan</p>
<p>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.</p>		

<p>Process 1: Information for learners about assistance to meet their basic needs Clause 20 (1-2)</p>	<p>Clause 20: 1 Practices for enabling all learners and prospective learners to identify and manage their basic needs are in place from pre enrolment to programme completion. Practices include internal support services and facilities, and external agencies where appropriate. Learners are informed of practices in place through the website, the Student Handbook, at orientation, and by communication with tutors, also through the Learner Journey meetings.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
	<p>Clause 20.2: (a) On each campus, food is available to learners through connections with external support agencies. Fresh fruit is available daily at no cost.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
<p>Process 2: Promoting physical and mental health awareness Clause 21</p>	<p>Clause 21: Resources, discussions, and support are provided to enhance students physical and mental health, and wellbeing. The Student Hub, classroom discussions, and other publications are used to promote awareness of good physical and mental health practices. Our staff team are from diverse ethnic and identity backgrounds. This is helpful for students. Further support is provided through the Cultural Team, SV, Learner Journeys, and agencies. Students are provided with information, advice, and support in all aspects of this criteria.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices Clause 22 (1-4)</p>	<p>Clause 22.1: (a-c) Both the enrolment and Learner Journey processes capture contact information for learners and their nominated contact person, and any changes are reported to administration. The SMS provides immediate access to this secure information. (d-f) The Learner Journey process enables learners to communicate any concerns or needs to staff so that the provider can proactively offer them support. (g) i-ii Robust systems are in place to identify learners at risk and ongoing review and support for staff is in place to identify pathways for assisting students (h) During the enrolment and initial interview process, student needs, including those with disabilities are assessed - see Disability Action Plan (DAP) Strategy. (i) Robust processes are in place for responding to disruptive and threatening behaviour – while being sensitive to a learner’s situation. (j) Where study has been interrupted by circumstances outside a student’s control, there is a supportive and understanding approach to re-entry into a study programme</p>	<p>Systems, processes, practices, and evidence are sufficient, and ongoing. Our processes and systems would be further enhanced with greater clarity developed on how to effectively support disabled learners engaged in off-campus study.</p>
	<p>Clause 22.2: Critical contact information is obtained during enrolment and students are required to inform admin of contact changes.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>

	<p>Clause 22.3: We have processes in place to contact next of kin if there is concern about the wellbeing or safety of a student.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
	<p>Clause 22.4: Code risk management is overseen by the Audit and Risk Committee (ARC). Risk is recorded in the Vision College Risk Matrix overseen by ARC</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>

Outcome	Summary by Outcome	Action Plan
<p>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.</p>		
<p>Process 1: Clause 35</p>	<p>Clause 35: Outcome 1: A learner wellbeing and safety system Outcome 2: Learner voice Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments Outcome 4: Learners are safe and well</p> <p>The analysis for Outcomes 1-4 (above) applies to domestic and international tertiary learners. In this way, VCL ensures that practices and processes in place under the Code respond effectively to their diverse learner needs. Additionally, international tertiary learners:</p> <ul style="list-style-type: none"> are represented on the SV by an international learner representative have homestay accommodation organised for them (see Outcome 12). 	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
Outcome	Summary by Outcome	Action Plan
<p>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.</p>		
<p>Process 1: Marketing and Promotion Clause 37</p>	<p>Clause 37 (a) Feedback from learners, agents, student surveys, and SV is obtained for improvement purposes and informs this process. Admission needs are discussed with learners during the interview stage and collected at enrolment. Staff attend Code workshops and professional development sessions – training is documented. (b) Changes to and developments of information provided to prospective learners are addressed through action points raised at relevant meetings. Information accuracy is regularly reviewed and updated. (c) i. EER information is communicated via the website, the International Prospectus, International Student Information Booklet, and the Contract of Enrolment. ii. Prospective international learners are informed with relevant information on educational instruction, staffing, facilities, and equipment available to international tertiary learners made available through the website and the International Prospectus; iii. the Senior Leadership Team are familiar with both the Complaints Process and Disputes Resolution information available, and able to advise staff and learners in these matters. Staff, students, and prospective students have direct access to information through</p>	<p>Systems, processes, practices, and evidence are sufficient, and reviewed in an ongoing basis.</p> <p>(c) ii. compliance would be enhanced with further clarification provided to prospective learners around what equipment is provided by VCL, and additionally, and a website update to include general information on staffing. Due: February 2024 (c) iv. Compliance would be enhanced as we work toward more frequent and comprehensive updates for</p>

<p>Process 2: Managing and monitoring education agents Clause 38</p>	<p>the Vision College website, and once enrolled, via the Student Handbook, and campus notice boards. The Vision College website and the International Student Information Booklet provide details on the Complaints Process and Dispute Resolution Process; iv. Information on potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable, is provided in regularly updated promotional materials. To ensure that potential students have access to, and understand this information, reliance is also placed on NZ based licensed immigration advisors. It is also planned that to align with immigration criteria for approval of study visas, higher level programmes will be introduced, and MOUs for pathway progressions with other providers will be developed further; v. estimated study and living costs for international tertiary learners are covered and documented in regularly updated information on the website, and at orientation; vi. a dedicated Homestay Coordinator has been appointed to oversee Homestay placements and processes. Information on accommodation and transport is available on the website, at orientation, and in the Homestay Student Guide. All documentation on the website is updated on an ongoing basis.</p> <p>Clause 38 There are robust and well established processes in place to meet all requirements of this clause.</p> <p>(a-c) Prior to a contract agreement being signed, all agents are reference checked and all documentation is checked before a contract is signed. Any concerns regarding an agent, are investigated by the International Team. Contracts align to the Code and privacy requirements. Existing contracts have been updated to align to Code obligations and privacy requirements. Regular updates and updated website links are provided to agents on key information. All agents are monitored for performance in fulfilment of Code obligations. (d) Agents acting unprofessionally (as described in Clause 38, do not have contracts renewed and/or agreements are terminated. There are established processes around this issue. Reliance is placed on licensed Immigration Advisors and VCL checks the Immigration Advisers Authority website to monitor licences issued to agents: https://www.iaa.govt.nz/</p>	<p>living costs, including likely incidentals on the VCL website and other relevant documentation.</p> <p>Ongoing process.</p> <p>Systems, processes, practices, and evidence are sufficient and will be further enhanced with the addition of an 'Agent Management Policy' – due March 2024.</p> <p>Planned process improvements are to be implemented in February 2024 and will see all agents providing presentation slides (if any) and website information for review by VCL prior to presentation to students/potential students.</p> <p>Ongoing process.</p>
<p>Outcome</p>	<p>Summary by Outcome</p>	<p>Action Plan</p>
<p>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.</p>		
<p>Process 1: Offers, enrolment, contracts Clause 40.</p>	<p>All Vision College programmes are approved, and quality assured by NZQA. English requirement is as per entry criteria. Learners seeking entry are required to submit evidence of IELTS or equivalent prior to an offer of place being released (with results no more than 2 years old). Certified copies of the English score are required for admission purposes and are checked for authenticity. This information is available on the website, enrolment/application forms, Offer of Place, and the International Student Information Booklet.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>

<p>Process 2: Information to be provided before entering contract. Clause 41 (1-3)</p>	<p>Clause 41.1 (a) EER information is communicated via our website and detailed information is provided through the International Student Information Booklet. Important information is stated on the Contract of Enrolment before it is signed by the student. We have recently revised our Contract of Enrolment. (b) Vision College will disclose any quality improvement or compliance notices and conditions imposed on the VCL website, to agents, and in programme documentation available to potential students. (c-i) Information on education provided and its outcomes; refund conditions; staffing, facilities, and equipment; available services and supports; insurance and visa requirements, and full costs related to an offer of educational instruction is available on the website, and /or accessible through other related documentation and links, for example, the Offer of Place, International Student Handbook, Contract of Enrolment, Refund Policy, the Complaints procedure, Dispute Resolution, and information on the Code, and via communications with the college.</p>	<p>Systems, processes, practices, and evidence are sufficient and would be enhanced with further clarification provided to prospective learners around what equipment is provided by VCL, and additionally, a website update to include general information on staffing. Due: February 2024</p> <p>A high-level complaints summary is included in this review summary.</p> <p>Ongoing process.</p>
	<p>Clause 41.2 Information on learner’s rights and obligations, including the rights under this Code is provided in the: Contract of Enrolment, International Student Information Booklet, and on the Vision College Website.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
<p>Process 3: Contract of enrolment Clause 42 (1)</p>	<p>Clause 42.1: All required information is on the Application to Enrol Form, Contract of Enrol, International Student Information Booklet, and Offer of Place. All students complete an Application to Enrolment Form and Contract of Enrolment. Enrolment dates appear in the Offer of Place. Once enrolled, learners also receive the Student Handbook. Grounds for termination of contract of enrolment; the type of disciplinary action short of termination; and the signatory process followed when seeking to terminate a contract of enrolment or take disciplinary action are accessible to learners in these documents and available on the website.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
	<p>Clause 42.2: Every attempt is made to ensure our contract of enrolment is fair and reasonable.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p> <p>Ongoing process.</p>
<p>Process 4: Disciplinary action. Clause 43</p>	<p>Clause 43: Vision College Limited ensures that the process is compliant with the Code requirements.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p>

		Ongoing process.
Process 5: Insurance Clause 44 (1-3)	Clause 44.1: Learners are required to have Insurance from the time they commence their travel to NZ and for the duration of their stay. Vision College will ensure that the insurance purchased meets the Code requirements. Insurances as required by the Code include travel to, from, and within NZ; medical; repatriation/expatriation and/or travel costs, travel due to illness, injury or death (includes travel costs for family) of an international tertiary learner/ or body in the event of death; and will cover funeral costs. Information on insurance is provided through the website; Offer of Place; International Student Information Booklet.	Systems, processes, practices, and evidence are sufficient. An ongoing process.
	Clause 44.2 and 3: Vision College organises and monitors Insurance and alerts students when insurances are required to be updated. VCL will ensure that the insurance purchased meets the Code requirements. Insurance will cover travel for the purpose of embarking on connecting flights to and from New Zealand. Information is available as per clause 44.1	Systems, processes, practices, and evidence are sufficient. Ongoing process.
Process 6: Immigration matters Clause 45	Clause 45: Reliance is placed on licensed Immigration Advisors to ensure that international tertiary learners have the necessary immigration status. This information is available on the website and contained within the International Student Information Booklet. Vision College processes will ensure that this clause is followed as per Code requirements - see sub clauses (a) – (c).	Systems, processes, practices, and evidence are sufficient. Ongoing process.
Process 7: Student fee protection and managing withdrawal and closure Clause 46 (1-3).	Clause 46.1, 2,3: All fees paid by International Students are banked into VCL's account with the Public Trust. All students sign the Student Acknowledgment Form to release funds to VCL – a copy is held on file and a copy sent back to Public Trust. The Refund Policy is available on the website and included in other related documentation - outlining when a refund is given and under what circumstances this might happen. Any agreement with learners and refund process will be subject to the policy, which is also subject to the code requirements.	Systems, processes, practices, and evidence are sufficient. Ongoing process.
Outcome	Summary by Outcome	Action Plan
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.		
Process 1: Provision of Information Clause 48	Clause 48: (a-b) Comprehensive orientation packs are given to learners with the necessary information. The information is reviewed and updated at least once a year to ensure it is current. All students will have the orientation pack explained by a staff member - <u>in person</u> . The student can ask questions and understanding of information will be checked by that staff member. Information covering all sub points of Clause 48 is reviewed and updated and made available to learners through the website and relevant links provided, orientation pack, International Student Handbook, Student Homestay Guide, Student IT Handbook,	Systems, processes, practices, and evidence are sufficient. Ongoing process.

	<p>Contract of Enrolment, Welcome Letter, and Learner Journeys meetings, Posters on campus, noticeboards, specific policies and registers, and discussions with staff; (c) a 24/7 contact staff person number is available per campus; information is available in the orientation pack, student notice board, and learners are asked to put the information into their phones. (d) Health & Safety information (includes information in relation to disability and impairments a learner may have), is updated on a regular basis and is made available to learners through the various documentation accessible to learners; for subpoints (e-h), information about (e) termination of enrolment; (f) learner rights and obligations, and entitlements, where possible, the risks when learners receive or accept advice or services; (g) fee refunds, and (h) signatory policies, support services, support with cultural adjustments, work/labour conditions within NZ subpoints (a)-(d), is updated on a regular basis and is made available to learners through the website and various documentation accessible to learners.</p> <p>(i) VCL does not enrol international learners under 18 years of age.</p>	
Outcome	Summary by Outcome	Action Plan
<p>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.</p>		
<p>Process 1: International tertiary learners under 18 years Clause 50.</p> <p>Process 2: International tertiary learners under 10 years Clause 51 (1-2).</p> <p>Process 3: Decisions requiring written agreement of parent or legal guardian Clause 52 (1-3).</p> <p>Process 4: Accommodation for international tertiary learners under 18 years Clause 53 (1).</p> <p>Process 5: Safety checks and appropriate checks for</p>	<p>The minimum age that Vision College Limited will enrol an international tertiary learner in any programme is 18 years old. Processes 1-5 of Outcome 12 are therefore not applicable to this review of Code compliance.</p>	<p>Systems, processes, practices, and evidence are sufficient.</p>

learners under 18 years Clause 54 (1-4).		
Process 6: Accommodation for international tertiary learners 18 or over Clause 55 (1-2).	<p>Clause 55.1-2: A dedicated Homestay Coordinator has been appointed. Accommodation procedures are in place and in compliance with CODE requirements - includes learner concerns or complaints. This information is readily available to students through the website and the relevant links provided, at orientation, through the Homestay Student Guide and Agreement, the Routine Home Check Form, and the Homestay Application Form.</p>	<p>Systems, processes, practices, and evidence are sufficient and ongoing.</p> <p>To further enhance our processes, it is planned in introduce Homestay Student and Host questionnaires Due December 2023</p>