

Self-review report from self-attestation 2024 - 2025

Stage of implementation for each outcome

Code Outcomes have been self-reviewed and assessed to be at the stage of implementation around ETC's current level of understanding and practice for each outcome, based on the continuum below.

Key

Stage	Description
Early stages of implementation	Implementation of the Code has not yet started or requires significant work
Developing implementation	Implementation of the Code is underway, yet requires further work
Implemented	The Code is implemented
Well-implemented	The Code is well-implemented

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 in tertiary student accommodation (in relation to domestic and international tertiary learners)

Does not apply to ETC

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented / Implemented / Developing / Early stages
Outcome 6: Accommodation administrative practices and contracts	Well implemented / Implemented / Developing / Early stages

Outcome 7: Student accommodation facilities and services	Well implemented / Implemented / Developing / Early stages
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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 work undertaken and being undertaken for each Outcome during 2024 – 2025

Outcome 1: A learner wellbeing and safety system

- ETC's Executive Team comprising the Director, Senior Manager and Business Manager meet on a regular basis to assess, review and create new strategic priorities from the annual business plan
- The Quality Assurance Manager (QAM) and Pastoral Care & Compliance Manager (PCCM) ensure that academic and pastoral care compliance needs are met.
- The QAM is responsible for ETC meeting its policy obligations around Quality Assurance and self-assessment comprising: Internal Quality Assurance and Self-review; and Compliance with monitoring and reviews.
- The PCCM is responsible for ETC meeting its pastoral care compliance obligations with the Code of Practice comprising: admission & enrolment; student support; student fees; student complaints; health and well being; under 18 international students, homestay accommodation, agent management and monitoring.
- Strategic goals, policies, processes and procedures are all reviewed as part of the annual attestation for the Code of Practice.
- Pastoral care strategy and aligned policies, processes and procedures are reviewed in line with internal and external policies. This takes into account comparison to other tertiary education models, cultural and learner feedback.
- Student feedback from focus groups and student council meetings are collated by QAM and fed back quarterly through the Senior Manager (SM) to the Executive Team (ET). Feedback from ET is provided to Advisory Group (AG). The Strategic Advisor (SA) on AG will incorporate the student feedback into strategy revisions.
- ETC's annual business plan is underpinned by its strategic priorities. This has a review cycle built into it so that any feedback from learners and stakeholders will be incorporated as part of the review process.
- Internal stakeholders meet quarterly to update and chart progress on relevant outcomes. ET reviews ETC's strategy and business plan monthly and the AG reviews half yearly to ensure that ETC is keeping on track and meeting its KPIs.

- ETC's student feedback systems through Student Council and informal meetings between teachers and student support staff ensure effective means of obtaining feedback from students.
- ETC is working on a process whereby informal grievances may be captured, collated, analysed and addressed to redress any concerns. In this way any student grievances are acted upon at any early stage before being escalated to the status of a formal complaint. Knowing the category of informal grievances provides an opportunity to provide professional development for staff and areas to strengthen in the orientation programme.
- ETC operates from five campuses: Palmerston North, Wellington Central Domestic, Wellington Central International, Lower Hutt and Auckland. Each campus is unique around the natural disasters and climate change weather events they may be prone to. Work is always ongoing around improvements that can be made around our responses to critical incidents, emergencies, natural disasters and climate change weather events. Our response to any critical incident event is reviewed and improvements put in place and shared with staff and students so that everyone is prepared at any given time. Our processes and procedures include:
 - First aid training given to some staff so certified first aiders are on the staff.
 - Staff offered Professional Development on Mental Health.
 - Critical incident policy reviewed following any critical incident.
 - Cloud based access to learner and staff information re emergency contacts so if one campus is affected in a natural disaster then information is available for other campuses.
 - Regular fire and earthquake drills are held on each campus. Tsunami information given at the Auckland and Wellington campuses.
 - Fire Warden training being given to Fire Wardens and Building Managers (where required)
 - Establishment of a Health and Safety committee with representatives from all campuses meeting to discuss any issues.
 - Continued use of PeopleSafe cloud based system to record accidents and emergencies and follow up by manager.
 - Strengthening of community links for referrals of staff and students to services.
 - Contact with EAP to allow staff to access confidential counselling services – personal and professional situations.

Outcome 2: Learner Voice

- ETC obtains feedback from students incorporating structured, semi-structured and informal methods. Student-initiated feedback is initiated using both informal or formal means. Work is being carried out in how the feedback is recorded, collated, analysed and acted upon. Knowing the category of feedback provides an opportunity to:
 - Update processes and procedures;
 - Provide professional development for staff;

- Strengthen the orientation programme where there are gaps in knowledge;
- Create suitable documentation and templates which provide greater understanding and ease of use.
- ETC is always looking at ways in which it can improve its learner voice at all five campuses.
- A summary from the Student Council meetings are put into quarterly Campus Reports together with staff feedback and action plans are drawn up.
- Grievance procedures have been updated and are available in the Student Handbook and classrooms.
- The student orientation is being reviewed to ensure that it better meet the needs of new students regarding language and age appropriate understanding.
- The complaint process is being reviewed aligned to formalising and streamlining the learner complaint process to comply with Code requirements of reporting and publishing data on complaints. Data to include relevant quantitative and qualitative data and analysis on complaints.
- ETC is undertaking a review of its reporting procedures to implement a framework for capturing information for annual reporting purposes around critical incidents. In this way ETC will be in a position to identify common themes and issues. However, ETC recognises that it has to balance the requirements of the Privacy Act in providing disaggregated information by diverse learner groups which may identify individuals. Upon completion of the framework ETC will provide PD to its staff to ensure consistency in capturing data and information for reporting purposes.
- Work is always ongoing around improvements that can be made around our responses to critical incidents, emergencies, natural disasters and climate change weather events. Our response to any critical incident event is reviewed and improvements put in place and shared with staff and students so that everyone is prepared at any given time.

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

- Student Councils on all five campuses capture the learner voice so that best practice is practised in meeting the social, spiritual and cultural needs of students in their learning environments.
- ETC staff practice high levels of pastoral care recognising the cultural needs of their students.
- ETC works with various stakeholders including Red Cross, Multicultural Council, Ethnic Council and Resettlement Councils to learn more about the cultural, spiritual and community needs of their former refugee students so that staff provide best practice in these areas.

- Tikanga is practised in student assemblies and supported with some teaching in classrooms. Staff are offered the opportunity to attend Treaty Workshops to enhance knowledge and understanding of Te Ao Maori.
- PD on cultural best practice is provided at the annual Quality Assurance Workshops and opportunities for further PD are discussed.
- ETC is working on a process whereby informal grievances may be captured, collated, analysed and addressed to redress any concerns. In this way any student grievances are acted upon at any early stage before being escalated to the status of a formal complaint. Knowing the category of informal grievances provides an opportunity to provide professional development for staff and knowledge learning areas to strengthen in the orientation programme.
- ETC has students and staff from many different countries and ethnicities represented. Principles of inclusion, including sharing and understanding different cultures, underpins ETC's culture. Where cultural misunderstandings occur they are addressed and seen as opportunities where further staff Professional Development or student learning needs to take place.
- PD on working with Neuro diverse learners is undertaken
- There is zero tolerance for discrimination, bullying or harassment.
- Cultural days, shared lunches and cultural concerts are celebrated and well attended by students and staff.
- Students have individual learning pathways which provide their learning journey towards tertiary study or a career pathway.
- Prayer/self-reflection spaces are provided on all campuses. A separate food free space for fasting students is supplied, where possible, on all campuses.
- Student assemblies provide opportunities for students to gather together, build relationships and learn more about different cultural and spiritual practices.

Outcome 4: Learners are safe and well

- ETC works closely with external stakeholders to enable learners to access assistance which supports learners' health, wellbeing and cultural needs. ETC assists learners in how to access relevant assistance. ETC is working with PNCC, How2, Welcoming Communities around Meaningful Refugee

Participation (MRP). This initiative has been set up to listen to the former refugee voice around their needs and how the community can meet these needs.

- ETC staff are encouraged to attend Mental Health and Addiction workshops.
- ETC has full time and part time study options available to cater for their individual learning and basic living needs.
- Learners participate in an initial orientation which introduces them to the Student Handbook and information about local community health services and New Zealand law.
- Orientation provides an opportunity for staff to learn about any health and wellbeing needs and assist students in addressing them.
- Emergency procedure instructions are available in classrooms in a variety of languages so that the instructions are immediately understandable in the event of an emergency. Regular emergency drills are undertaken
- All learners must provide up-to-date contact information of a nominated person as part of the enrolment process.
- All learners know that they can approach any member of staff to have a confidential conversation about themselves or another learner. Student Support Administrators are available to provide ongoing pastoral care for students. ETC Staff are aware of their obligations around the Privacy Act. Academic and non-academic support concerns are escalated to the campus Director of Studies or national Pastoral Care & Compliance Manager.
- ETC is currently developing a pastoral care guidance framework for staff where a core element is recognising and understanding personal and professional boundaries around the capability to offer pastoral care. This will define which areas of pastoral care can be administered by specific staff roles.
- Food is not available on campus to purchase. Beverages (tea, coffee, hot chocolate) and milk is provided free of charge alongside microwaves and kitchen facilities to prepare food students bring from home. ETC ensures if food is provided at school occasions e.g. graduation ceremonies, that a selection of food is available. This include options such as halal, vegetarian, gluten free etc.
- Many staff have a second or third language and are able to provide first language support to students, parents (of under 18 year old students) and agents to facilitate understanding. ETC will use interpreters if there is not a staff member available with the language required. Staff from other countries are able to inform New Zealand born staff of cultural requirements of the student or parents/agent when speaking with them.

Outcome 5 – 7 are not relevant to ETC

Outcome 8: Learners are safe and well

- ETC is accomplished in meeting Code requirements in engaging with diverse international tertiary learners and understands their wellbeing and safety needs aligned to the outcomes of Parts 3 and 4 of the Code. Part 5 of the Code is not applicable to ETC.

Outcome 9: Prospective international tertiary learners are well informed

- ETC has dedicated staff members who work directly with agents, maintain good working relationships with ETC agents and respond to all queries in a timely manner.
- ETC's website contains all relevant information pertaining to ETC's programmes and facilities. An agent page is available on the ETC website specifically for agents.
- Marketing information is reviewed and made bespoke for some standalone marketing events to best meet the needs of specific prospective student cohorts.
- The international application and enrolment process will be reviewed in line with agent feedback which highlights some complexities. However, it is recognised that being a multi campus organisation lends itself to complexity around choice of campus and programmes. Where possible changes will be made to simplify the international and enrolment process to better meet the needs of students, parents and agents.
- The agent management process has been reviewed so that a dedicated member of staff is now responsible for meeting the needs of students, parents and agents. Further work needs to be undertaken to include an evaluation process to better understand the information needs of prospective international students to inform improvements of marketing materials and the website.
- The information in 37.(c)(i)-(vi) has been reviewed during the past year as part of the annual review process to ensure that it is up to date, easily accessible and available on the website so that students are making informed decisions based on the information available to them.

- The website is due for review to ensure that information is easily accessible and understandable by those who use the website to access information. This is a priority as ETC has 5 campuses so it needs to ensure that information is up to date and that all information e.g. strategic and reports are published and made available to the general public on the website.
- The writing test which forms part of the application process provides a good opportunity for students to write about their plans/goals for the next 5 years. This provides information which feeds into which programme of study the student is placed into.

Outcome 10: Offer, enrolment, contracts, insurance and visa

- ETC carries out a robust assessment process to ensure that students are placed in the correct class appropriate to their English language proficiency and in the programme that best meets their academic needs and educational outcomes.
- English language ability is assessed through an online or on-campus paper-based test and students are placed into classes according to ability. Students wanting to sit academic English exams e.g. IELTS or Cambridge, must achieve a standard prior to entry into a preparation class. Placement is reconfirmed with the class teacher after one week's enrolment and if incorrect changed.
- The Offer of Place advises students to read all information in the Offer of Place prior to accepting their Offer of Place to study at ETC. In this way ETC has ensured that it has provided all necessary information to the student to ensure that they have read and understood all information prior to signing an agreement with ETC.
- The Disciplinary Process clearly sets out the steps of the Disciplinary Process which are in accordance with the principles of natural justice.
- Teaching material is reviewed to cover the Treaty, Maori and other cultural practices.
- The Student Management System provides an alert one month prior to a student's visa expiring so that administrative staff can assist students with renewing their student visas if students are extending their study.
- Administrative and international staff know that they can assist, but not advise students, on their student visas. They can signpost students to any information that is available on the Immigration website.
- ETC has arranged with Public Trust to hold international student tuition and homestay fees and holds public liability insurance.
- The Refund Policy is compliant with conditions 1 – 3 of Process 7. It is available on the ETC website.

Outcome 11: International learners receive appropriate orientations, information and advice

- A review is currently underway of the orientation at all three campuses to ensure that all points in Process 48.(a) – (i) are covered in the orientation and that the orientation is appropriate and accessible through appropriate language for diverse learners. It is recognised that the current orientation, while compliant, could be improved to better meet students' orientation needs which is age and language appropriate. The intention is to have a pre-arrival orientation on the ETC website which students can access prior to arrival and after arrival.

Outcome 12: Safety and appropriate supervision of international tertiary learners

- ETC enrolls under 18 international students over the age of 16 + years as individual students and 14+ years as group students.
- A small cohort of under 18 year old international students study at ETC. These students will stay with a parent, ETC approved designated caregiver accommodation or a ETC approved homestay.
- ETC had contracted homestay contractors in Auckland, Wellington and Palmerston North to provide homestay accommodation and homestay support to ETC students wishing to stay in ETC approved homestay accommodation. The provision of homestay accommodation in Auckland, Wellington and Palmerston North was reviewed to ensure that ETC provides best practice in the provision of homestay for its internal and external stakeholders. The review assessed current processes and procedures using homestay contractors with a view to streamlining and improving processes by bringing the homestay function in-house.
- As a result of the review the decision was made to bring homestay provision in-house in Palmerston North, Auckland and Wellington. This would take immediate effect from June 2025 in Palmerston North with a new part time Homestay Coordinator and Student Support fixed term position established for a 9 month period. The position would then be reviewed in October/November 2025 with the intention of establishing permanent part time Homestay Coordinator and Student Support positions in Palmerston North, Auckland and Wellington from the beginning of January 2026.
- As a result of reviewing the Palmerston North homestay position permanent Homestay Coordinator and Student Support roles were established for Palmerston North, Auckland and Wellington from the beginning of 2026 with recruitment scheduled for November 2025.

- The benefits of having in-house homestay provision were acknowledged from the beginning of the Palmerston North placement as ETC had greater control of supporting both homestay hosts and students together with greater connection with hosts which had been missing using an external homestay contractor.
- ETC has the necessary administrative support mechanisms in place to provide in-house homestay accommodation in both Auckland and Wellington until the beginning of 2026 when the new homestay coordinator positions come onboard.
- All homestay students are provided with 24/7 support and first language support is available via either ETC staff or the use of an interpreter.