



techtorium®

NEW ZEALAND INSTITUTE OF
INFORMATION TECHNOLOGY

Techtorium

Pastoral Care of Tertiary and International Learners
Code of Practice 2023 Self Review

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 in tertiary student accommodation (in relation to domestic and international tertiary learners) Techtorium does not provide student accommodation, Outcome 5-7 is thus not applicable.

	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

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 effective 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	<p>Safety and wellbeing of students is monitored daily by trainers as the primary relationship holder.</p> <p>Any immediately urgent issues or concerns raised around the wellbeing or safety of the learner by the trainer or others will be raised with the learner, their trainer if not already involved or aware, Academic Leadership Team (ALT), He Whakamana Tangata (HWT) and / or the NOK where applicable. Actions will be noted in the Risk Register.</p> <p>A weekly Student Support meeting takes place with all trainers, the ALT, HWT and the CEO. Concerns about individual students are documented on the Risk Register discussed, with actions to date and agreed actions going forward. The level of risk is identified. Level 1 to 4 with levels 1 and 2 being managed by the trainer with the support of the ALT and WT and levels 3 and 4 by HWT. All notes are transferred from this register to individual learners file in the SMS.</p> <p>Identification of any at risk students from the time of enrolment which may result in them being put on the risk register immediately just to ensure close monitoring. This is likely for students with a disability or an already identified cause for concern.</p>	<ul style="list-style-type: none"> • Risk Register • Weekly interdepartmental meetings • Student rep minutes • Student feedback • Welfare checks including contact with next of kin, home visits if necessary and police welfare checks if there is still no contact with students

	<p>Having the whole academic delivery team in attendance at this meeting encourages sharing of good practice, consistency of approach and collaboration for the best outcome for learners. Trainers are able to add learners, with agreement of all some learners may be removed, learners may move risk levels.</p> <p>The AAAs is a measure of the progress of learners. Attendance, Achievement, Attitude (Soon to be changed to Adaptability). The students are aware of their AAAs and it is used across the organisation including the Student Support Meetings, Industry Pathways and the Academic Delivery team to have an all round view of the students progress.</p>	
<p>Outcome 2: Learner voice</p>	<p>Learner voice groups have been established and reflect the changing needs of the student body. For example there was an influx of career changing students so a group was established then disestablished as the cohort changed again. While these groups create an opportunity for dialogue, the culture of the institute, particularly being an ILE encourages free discourse and dialogue for students during their everyday activities.</p> <p>Students are notified of these different channels during their induction and orientation, in the student handbook, in their noticeboard and in posters on the walls in all learning spaces.</p> <p>Identification of any at risk students from the time of enrolment which may result in them being put on the risk register immediately just to ensure close monitoring. This is likely for students with a disability or an already identified cause for concern.</p>	<ul style="list-style-type: none"> • Student Reps • Māori • Pasifika • Disability Advocates • Women • Rainbow • International • Quarterly Student Surveys • He Whakamana Tangata relationships • Workshops opportunities around these groups such as mens health etc

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effective 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	<p>Regular health and safety checks are carried out in the premises to ensure the safety of all who are on site.</p> <p>The building is accessible in terms of wheelchair access with accessible kitchens and restrooms.</p> <p>Regular acknowledgement of the diverse culture of the institute is celebrated with staff greeting students in their own languages at orientation amongst other activities.</p> <p>Prioritise a level of competence to support the integration of Te Tiriti o Waitangi principles, values, and perspectives into all aspects of the organisation.</p> <p>Support educators in developing cultural competence and proficiency in engaging with diverse perspectives, histories, and experiences related to Te Tiriti o Waitangi.</p> <p>Prioritise the promotion of equity and social justice: Continually encourage staff to critically examine and address systemic inequalities and injustices of the recent and not so recent past.</p> <p>Ensure these values are enmeshed in the Institutes fabric and daily activities to support learners to feel supported and safe but also for learners who maybe not feel personally affected by any of these inequalities to have a wider world view going into employment.</p>	<ul style="list-style-type: none"> • Health and Safety checklists • Language week celebrations • Student Rep requests for improved services such as improved wifi, more milk, coffee, tea, milo, noodles, porridges, apples etc • Compulsory Mana Māori sessions for staff to learn more about Te Tiriti o Waitangi, Te Reo, Whakawhanaungatanga • Hardship grant devices to students who for various reasons are not able to use their student loans and allowances to purchase laptops • Loan laptops are available if student devices need repairs etc. • Access to learning spaces on site outside of class time in order to collaborate or use the institutes technology • Out of class access to staff via Teams, email, phone
Outcome 4: Learners are safe and well	<p>Students have access to a variety of affordable and healthy food and beverage options (in the vending machine) and we also provide fresh fruit, noodles, oats, milk and hot beverages free of charge. These are always reviewed during Student Rep meetings to get feedback on what the students want more of. Support services are listed in the student</p>	<ul style="list-style-type: none"> • Student Noticeboard • Any notes regarding students, no matter academic, engagement, health, and safety, we recorded them in the Risk Register and Selma. • Voucher register • Student support meetings are held regularly.

	<p>handbook for easy student access. Available digitally on the student notice board</p> <p>The He Whakamana Tangata Team is accessible to all students. Digital information is located on the Student Noticeboard and printed material is available onsite.</p> <p>Student hardship cases are managed by the He Whakamana Tangata team. Based on the individual need a range of services and support is provided to students including but not limited to; AT HOP cards and top-ups made available, loans of devices and WIFI access, food hampers sent home, clothing, gift cards and referral to relevant support services. Techorium also make available at no cost sanitary products in all female bathrooms.</p>	<ul style="list-style-type: none"> • Events calendar/Workshop presentation notes
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Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Summary of performance based on gathered information (i.e. how effective 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 5: A positive, supportive and inclusive environment in student accommodation	NA	NA
Outcome 6: Accommodation of administrative practices and contracts		
Outcome 7: Student accommodation facilities and services	NA	NA

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	<p>Our student target is focused mainly on our domestic market. Techtorium does not actively run any campaigns through digital or direct channels to attract international students to study with Techtorium.</p> <p>For those who decide to study with Techtorium, we still provide all the information required to ensure the student is making a well-informed decision about studying with Techtorium. Students can find the key information required to help make an informed decision. The information that is provided is based on information that immigration New Zealand and Education New Zealand inform are necessary for international students. To improve on the information for students, we will be providing a written version for international students that can be found on https://techtorium.ac.nz/new-zealand-courses/, when they first arrive at Techtorium to ensure there is always a referring document, this will be made available in physical and digital copies.</p>	<ul style="list-style-type: none"> • Student group meeting minutes are taken. • Teams channel and student noticeboard updates
Outcome 9: Prospective international tertiary learners are well informed	<p>The Student Services Team supports the applicant by providing enrolment advice and assisting the applicant to complete the enrolment process with the relevant documentation.</p> <p>Insurance evidence is collected and tracked to ensure the learner has the appropriate cover.</p>	<ul style="list-style-type: none"> • We provide information for prospective students to decide about their studies and all information regarding living, working, and studying in New Zealand is available before applying, which can be found here https://techtorium.ac.nz/new-zealand-courses/ • We provide information to students on items such as Immigration, working in NZ, health services, ACC, Driving in NZ, banking information, IRD information,

		cost of living in NZ, EER information, public transport, accommodation etc.
Outcome 10: Offer, enrolment, contracts, insurance and visa	<p>All applicants are invited to attend an interview prior to enrolment. Interviews can be held either onsite (or online if unable to attend in person) to discuss study options and provide information for enrolment requirements. Interviews are led by a Trainer who conduct interviews in a way that encourages authentic conversations with applicants. Topics of discussion can be but are not limited to; interests and hobbies, study and career goals, any learner needs to be identified, and their current skills and qualifications. Course advise, services & support, fees, visa criteria, insurance, and other relevant information is provided during this time. Applicants are also able to ask questions and seek clarification.</p> <p>Study options are discussed depending on suitability and career aspirations, as well as details of documentation required to complete a successful enrolment.</p> <p>Applicants have access to the website, interviews, soft/hard copy resources to enable them to make confident decisions about their studies.</p>	<ul style="list-style-type: none"> • Techtorium website – Information from the website for International and referenced. • Interview Notes Form – completed and uploaded to SELMA for future reference. • Enrolment Policies: - Enrolment Policy and Procedure/Entry Level Criteria Policy • Evidence of all enrolment documentation including contracts and insurance details collected prior to their enrolment. • Insurance is tracked through SELMA.
Outcome 11: International learners receive appropriate orientations, information and advice	<p>Techtorium gives an orientation to all incoming or progressing international students. Some of these sessions will be integrated with domestic students and some will be international student specific,</p>	<ul style="list-style-type: none"> • International Student Orientation is conducted.

<p>Outcome 12: Safety and appropriate supervision of international tertiary learners</p>	<p>Techtorium does not enrol international students under the age of 18 years old however these students are still supported in terms of ensuring they are in appropriate accommodation and working within their visa requirements.</p>	<ul style="list-style-type: none"> • While Techtorium does not provide accommodation services to students, The Head of He Whakamana Tangata is the 24 hour direct contact person if international students support • Regular and open dialogue with these students ensures any issues that may arise are dealt with swiftly.
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Findings from a 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	<ul style="list-style-type: none">Continual ongoing professional development for staff to ensure we keep pace with the changing needs of our studentsEnsure more transparent about our complaints process and policy on the student noticeboard.
Outcome 2: Learner voice	NA

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	<ul style="list-style-type: none">Continual consultation to ensure we meet the changing needs of our studentsA register of actions from the Student Rep meetings needs to be documented as action items
Outcome 4: Learners are safe and well	NA

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Identified gaps in compliance with key required processes
Outcome 5: A positive, supportive and inclusive environment in student accommodation	N/A
Outcome 6: Accommodation of administrative practices and contracts	N/A
Outcome 7: Student accommodation facilities and services	N/A

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	Creation of a FAQ sheet
Outcome 9: Prospective international tertiary learners are well informed	NA
Outcome 10: Offer, enrolment, contracts, insurance and visa	NA
Outcome 11: International learners receive appropriate orientations, information and advice	NA
Outcome 12: Safety and appropriate supervision of international tertiary learners	NA

Summary of the action plan

Include 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	Review the AAA to make it Attendance Achievement Attitude as the latter can be seen as a negative	Jan	March 2024	July 2024	Replacing Attitude with Adaptability particularly for the cohort of students who have come through Covid in their senior years at secondary school
Outcome 2: Learner voice	Create a register of rolling actions across all learner voice groups	HWT	March 2024	April 2024	Consolidated voice of required actions in one place for swift management

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	NA				
Outcome 4: Learners are safe and well	NA				

Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 5: A positive, supportive and inclusive environment in student accommodation	NA	NA	NA	NA	NA
Outcome 6: Accommodation of administrative practices and contracts	N/A	N/A	N/A	N/A	N/A
Outcome 7: Student accommodation facilities and services	N/A	N/A	N/A	N/A	N/A

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	FAQ sheet	HWT Student Services	July 2024	Gather past questions Talk with current international students for any other information they would have found useful	Students are better informed
Outcome 9: Prospective international tertiary learners are well informed	FAQ sheet	HWT Student Services	July 2024	Gather past questions Talk with current international students for any other information they would have found useful	Students are better informed
Outcome 10: Offer, enrolment, contracts, insurance and visa	NA				
Outcome 11: International learners receive appropriate orientations, information and advice	NA				
Outcome 12: Safety and appropriate supervision of international tertiary learners	NA				

