Tēnā koutou katoa,
Kei mana tohu matāuranga o Aotearoa ahau e mahi ana
Ko Dylan Anderson toku ingoa
Nō reira, Tēna koutou katoa

I am a member of the Pastoral Care of Students team (the Code team) at NZQA and it is my pleasure to talk with you about this new code.

While this information is designed for tertiary education providers, particularly for staff at tertiary providers, it can be useful to anyone who is interested in learning more about this this Code.

Today's workshop is part of a range of things NZQA is doing to support the sector to get ready for the new Code.

I wanted to put today's workshop in that context. Hopefully you've been getting Code News, you've seen the available tools, our guidance, and we're now moving into the last stage of our implementation programme: workshops to support a deeper understanding of the Code.
Like our guidance, starting point for today is broad and our intention is to work together with the sector next year to take an increasingly tailored approach to support providers with giving effect to the code.

This workshop is an interactive guide through the Guidance.
The education sector is comprised of providers who have diverse types of learners and different educational purposes. And we should also acknowledge that viewers will be at different stages in their roles in pastoral care and the education sector.

In this video, some viewers may find the content reinforces what you already knew about supporting learners, while for other viewers still be in the developmental stages of their student support careers, so may find some of this information is new.

Whatever the case, we hope that after the workshop, we all feel we know just that little bit more.

So, what's our focus for today?

We want to give you the tools and confidence to approach the Code and to apply it to your own context and with your learners.

It is a big document and therefore we'll be approaching it in strategic manner to break it down into meaningful chucks.

The major changes of this new code are found in the first half of the Code: outcomes 1-4, which apply to all tertiary education providers.

These sections will be the focus of today's workshop.

The key message is that this new Code is about contextualising pastoral care practices in a way that is "appropriate" to the needs of learners. And to do so we need to understand the purpose and approach of this Code.

Under the Education and Training Act 2020, the purpose of the Code is to require providers to:
- ONE take all reasonable steps to **maintain the wellbeing** of domestic tertiary students and to **protect** international students
- TWO ensure **as far as possible** that domestic tertiary students and all international students have **a positive experience that supports their educational achievement**.

With this purpose in mind, the Code must be implemented in a way that is appropriate to learners' needs and contexts and consistent with Code Administrator expectations.

Unless the Code specifies exactly what must be done and how, providers have the flexibility, and the responsibility, to determine what is appropriate. This Code is about contextualising pastoral care practices in a way that is "appropriate" to the needs of learners.

As Code Administrator, NZQA expects providers to take responsibility for determining what is appropriate practice for their learners, including practice undertaken by any contracted third party.

The emergent question is "How do we work out what is appropriate?" It is all about contextualising the pastoral care needs of your learners. On which note, let's consider your context.

(Slide 5)

Please take moment to consider the following questions.

The Code sets a framework for providers to put learners at the centre. From here, it should be easier to know how to flex your pastoral care practice, and to know what appropriate / reasonable looks like in your context.

To ensure that we are starting from this centre, it's good to know and understand your learners and their context. Who you are, and what your organisation and role is? Who your learners are, what is the duration and mode of delivery of educational content? How do learners study at your organisation? What are the educational goals of your learners? How does/will this information help you to put pastoral care practices into context? And are you aware of anything that you don't know about your learners but that needs to be discovered?

(Slide 6)

So, with that overarching message that "it's all about context" in mind, let's take a closer look at what this new Code is all about.

There are four cornerstones of the Code. These are:

W+S- The Code aims to enable learners' academic success through promoting wellbeing and safety.
TTOW - Te Tiriti o Waitangi principles of partnership, protection and participation are inherent to the Code.
Learner voice - While any relationship needs commitment and engagement from **both** parties to be successful, the Code requires providers to **build** and **maintain** strong relationships with **diverse** learners and other **stakeholders**.
Whole-of-provider approach – Under a whole-of-provider approach, the Code requires providers to have a strategic, transparent and responsive safety and wellbeing system.

This means that under a whole-of-provider approach, providers take a strategic, outcomes-focused approach to learner wellbeing and safety. They are able to work with diverse learners and stakeholders to understand and respond effectively to their needs. Providers have the capability and capacity to put learner wellbeing and safety practices in place. And providers are be transparent about their wellbeing and safety system and its performance, so that providers are more accountable to their learners and other stakeholders, learners have clear and accessible information about wellbeing and safety practices, learners know how they can partner with providers in decision making, and how to raise a concern or complaint.

And lastly, under a whole-of-provider approach, providers undertake quality self-review, that uses and embeds learner voice and relevant data, to regularly review, develop and improve practices so they remain fit for purpose.

(Slide 7)

Let's now take a brief look at the overall structure of this new Code. The Code has eight Parts and 22 Outcomes, but not all Parts and Outcomes apply to all providers.

The Code separates requirements based on whether a learner is in school or tertiary education, if the learner is living in student accommodation, or is domestic or international status learner.

For tertiary providers, Parts 3 and 4 (Outcomes 1–4) apply to all providers with domestic and international tertiary learners, and Parts 5 and 6 (Outcomes 5–12) may apply, depending on what the provider offers.

Part 7 (Outcomes 13–22) applies to schools with international Code signatory status.

(Slide 8)

So what do we know about how the Code shapes your practice?

1.The Code must be implemented in a way that is appropriate to learners' needs and contexts and consistent with Code Administrator's expectations.

2.The Code also applies to any activities provided by – or organised by or on behalf of – a provider for enrolled domestic or international tertiary learners, whether in New Zealand or offshore.

Unless the Code specifies exactly what must be done and how, you have the flexibility and responsibility to determine what is appropriate.

3. As Code Administrator, NZQA expects providers to take responsibility for determining what is appropriate practice for their learners, including practice undertaken by any contracted third party.

(Slide 9)

Working out what's appropriate

When determining what learner wellbeing and safety practices are appropriate for learners at your organisation, we expect you will work proactively with learners and other stakeholders to understand what 'appropriate' means to them.

You and your organisation will use quality evidence, such as input from diverse learners and other stakeholders, including any relevant data on what you know, such as feedback surveys, focus groups, attendance rates, achievement data etc. You and your organisation will consider this evidence in light of your strategic goals and plans for learner safety and wellbeing.

Resulting in robust, defensible, and documented decisions about what is appropriate and why.

Once you have the basic requirements in place, you'll need to keep reviewing and improving your practices over time, to ensure they are appropriate and remain so.

This evaluative, evidence-based approach should give you confidence in your decision-making.

(Slide 10)

So, that might all be feeling a bit abstract. Let's apply it in practice and go over it a bit to make it clear.

Take a moment to consider how can you and your organisation work out what is appropriate for the following clause?

22(1)(f) "Providers must have practices for – identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it."
How can you and your organisation work out what is 'appropriate'?

To work out what appropriate is in relation to this clause, a provider could work with the learner to understand learner's needs, what solutions would be relevant, appropriate and positive for them.

Consider the profile of any learners at risk. Consider a learner's age, ethnicity, English language ability, length of enrolment period to date, any communications with parents (if under 18), any history of risk or special needs, information previously provided by the learner and their existing support network.

Determine what pathways would address the needs and issues of these learners and who will implement them. Consider what options there are for counselling, extra tutoring, communication with nominated contact/next of kin/homestay carer, a medical assessment, and/or a change of programme.

Assess whether the pathways and services implemented have been appropriate.
Identify, gather, and analyse evidence, which could come from information about the learner's wellbeing, academic progress and achievement, feedback from learners, their peers, next of kin, wider staff members across the organisation and medical reports

Lastly use findings to plan for and/or make improvements
Findings may suggest the organisation needs to communicate with the learners earlier, add more information to orientation, upskill relevant staff members, routinely take notes at welfare monitoring meetings, seek professional medical advice, and/or identify more options for counselling support.

(Slide 11)

We have covered quite a lot of content so far, and it would be good to take a moment to reflect on this.
We have explored the importance of knowing your context, the four cornerstones of the Code (Wellbeing and Safety, Te Tiriti o Waitangi, Learner Voice and whole-of-provider approach) the overall structure of the Code and we have gone through NZQA's expectations on the process providers will follow to work out what is 'appropriate.' Now let's dive into the Outcomes of the Code itself.

(Slide 12)
On this slide we have an overview of the twelve tertiary outcomes. In this section of the workshop we'll be focussing on (ADVANCE SLIDE) outcomes 1 and 2.
Outcomes 1 and 2 are foundational to ensuring success in meeting the Code. In general, if you and your organisation haves effective practices for Outcome 1 and 2 processes, you will give effect to the Code.
Within these outcomes there are requirements in relation to providers' engagement with learners and communities, planning and complaints processes and support for learners at risk.
All requirements in Outcomes 1 and 2 relate to domestic and international tertiary learners. So, let's take a look at outcome 1.

(Slide 13)
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.*"

(Slide 14)
Outcome 1 requires tertiary providers to have a strategic, transparent and responsive system for supporting learner wellbeing and safety, which will be achieved through relevant goals, plans, and practices.

(Slide 15)
Under Outcome 1, providers are required to involve learners and stakeholders when developing learner wellbeing and safety goals and plans, to ensure the goals and plans address all Code requirements and contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations and to publish goals and plans, making them accessible to learners and stakeholders. Providers are required to have practices for learner wellbeing and safety within and beyond pastoral care staff and teams.

(Slide 16)
Under Outcome 1, providers are required to have the capability and capacity to put goals and plans into place by ensuring all staff are provided with the necessary information and training to conduct practices, to take a planned approach to learner safety and wellbeing.
Providers are required to be proactive in addressing any concerns or improvements
And improve learner wellbeing and safety systems by effectively reviewing and changing practices based on feedback from learners and internal and external stakeholders, to ensure practice is fit for purpose.

(Slide 17)
 The Code contains a lot of requirements. Some practices may already be in place, some can be put in place immediately, and others can only be developed over time as they require input from learners and other stakeholders.
In our Guidance, we set out the priorities for each outcome to help you get started.
For Outcome 1, we expect you to prioritise the following basic requirements: ensure there are learner wellbeing and safety goals and plans in place. Most providers will have strategic or operational goals and plans already. Ensure these are published and accessible to learners and stakeholders. Review and map these against the Code requirements and the obligation to honour Te Tiriti o Waitangi.
Continue or initiate plans to work proactively and build partnerships with diverse learners and stakeholders to review, develop and improve strategic goals and plans. Record these plans and/or activities. Think about how partnerships can be strengthened and maintained over time.

Getting started with self-review.

Plan when self-review will be conducted at least at the frequency or by the date determined by the Code Administrator. Identify the relevant stakeholders you need to work with. Consult with learners and stakeholders to identify upfront the important quantitative and qualitative measures for you and your learners. Having clear measures will enable you, down the track, to know whether you are meeting the Code outcomes and having an impact.

Identify existing training and resources for staff, and what additional training/resources may be required.

Have clear, documented processes for identifying and raising concerns about the wellbeing, safety and behaviour of learners.

Have plans in place to effectively respond to emergency situations in learning or residential communities. Have information on these plans readily available to learners when they begin their studies. This will include ensuring all learners, including disabled learners, know the relevant emergency plans.

Have suitably prepared, contactable staff members available for learners in the event of an emergency and have a critical incident and emergencies procedures manual containing the immediate and ongoing actions for staff to effectively respond to emergency situations in their learning or residential communities.

Once your organisation has these basic requirements in place, you'll need to keep reviewing and improving your organisation's practices with stakeholders over time, to ensure these remain appropriate. This will be achieved through a quality self-review process, which includes learner voice.

Incidentally, that's our next outcome and topic.

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."

Learner voice is a key aspect of a well-functioning education system, in which there are opportunities at all providers for all learners' views and values regarding academic, non-academic, and wellbeing matters to be heard and responded to.

Strengthened learner voice is an explicit outcome sought by the Code

Under Outcome 2, providers have requirements to have practices for building and maintaining effective relationships with diverse learner groups and their communities, using processes and tools to partner and work with learners to create an environment that empowers learners to have their say and raise concerns..

Providers are required to work with learners and their communities to develop, review and improve strategic goals, plans and practices for learner wellbeing and safety. **You cannot meet the needs of**

your learners – you cannot tailor your pastoral care practice – without knowing who your learners are, and without listening to what your learners have to say about what they need to be successful learners

<center>(Slide 23)</center>

Providers will need to ensure learner voice is heard and responded to when making decisions and making changes to the organisation. The Code challenges us to think more about how we can bring students into the conversation about their learning environment, and what value can be gained from this. You will need to ensure the complaints framework and processes are clear and accessible to learners. both internally and externally. And you will need to effectively respond to and process complaints.

<center>(Slide 24)</center>

In order to achieve these outcomes, we expect you to prioritise the review of current processes for gaining learner voice against the requirements of this outcome and plan to make improvements, to consider the diverse needs of learners, including Māori, Pasifika, disabled and international learners, and how to incorporate their voices. And to plan to work with learners to ask what timely and accessible resources they need to support their voice being given and heard.

<center>(Slide 25)</center>

Getting started with learner complaints and the DRS will require that you have a complaints process for learners (based on previous and current regulations), to help learners to understand what an accessible complaints process would be for them, and to record complaints and report them annually to management, learners, other stakeholders and the code administrator.

<center>(Slide 26)</center>
In regards to the Student contract Dispute Resolution Scheme rules:

- For tertiary education providers, plan to become familiar with the relevant DRS rules for domestic learners, and support learners and staff to be aware of and understand the scheme.

- For international Code signatories only, be familiar with – and comply with –the relevant Disputes Resolution Scheme (DRS) rules for international learners.

Once you have the basic requirements in place, you'll need to keep reviewing and improving your practices over time, to ensure they are appropriate and remain so.

<center>(Slide 27)</center>
The application of Outcome 2 will look different across different providers, depending on the needs and ages of learners as well as how long learners are enrolled for. The Code enables flexibility in how providers gain learner voice.

In this diagram we have an example of different ways that you may consider when engaging with learner voice.

Providers will find that their degree of engagement with learners will differ depending on the learning context. For example, a short-course provider may only be able to do in-person check ins and surveys, whereas a multi-year course provider is able to partner more formally with learners.
- We can think of learner voice as a **spectrum: with learners**' influence, responsibility, and decision-making roles **increasing** from left to right in our diagram.

- There are a range of ways in which we can employ learner voice.
- For example, engaging learners to share their perspectives on 'learner rules and codes of conduct'.
- In the "**Consultation**" stage of the spectrum, we might ask for learners' opinions on classroom or programme rules when setting out expectations. Where-as at the '**Participation**' stage you might invite a group of students to attend and contribute during staff meetings in which decisions are made and actions planned in relation to a 'learner code of conduct', or in the '**Partnership**' stage you might formalise learners roles in decision-making processes and make them part of standard operations requiring learner involvement at every step.

Now let's take look at a learner voice initiative closer to the right-hand side of the spectrum, that has been developed for and by tauira in Aotearoa New Zealand.

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Whiria ngā rau

This framework has been developed by the New Zealand Union of Students' Associations, Te Mana Ākonga, Tauira Pasifika, the National Disabled Students' Association and supported by the Ministry of Education. It is intended as a tool to live the Tertiary Education Strategy's primary objective of *Learners at the Centre.*

As you can see in the provided diagram there are four rau, or leaves, to this framework:

(Slide 29)

Whakapakari

A strong student voice means involving learners in shaping an education system that works well for them and is equitable for all.

(Slide 30)

Whakawhanungatanga
We recognise that the only people who know what it's like to be a student now are today's students. We need to build connections with each other, engage and grow relationships ad extend networks.

(Slide 31)

Akoranga
The concept of ako, learning from and with each other, is key to progressing from student voice to partnerships.

(Slide 32)

Mahitahi
Student partnership means recognising and directly involving students' ideas, experiences, questions and concerns into decisions at all levels: from course development to service delivery.
To learn more about this mahi, I encourage you to visit their website, take a look at their resources and connect with your learners and their representatives for more.

There is much more to say about this topic, but the key point for today is that the Code raises the floor for learner voice from previous Codes to at least the participation level in the development, review and improvement of learner wellbeing and safety goals, plans and practices.

(Slide 33)
Please take a moment to consider what learner voice looks like at your organisation now?

Are there any particular groups of students with which you have good engagements with? Are there others that you have difficulty making connections with? If so, think about ways in which communication can be improved or strengthened. Given the requirements of this new Code, what are the potentials or requirements for growth in this space at your organisation.

(Slide 34)
Now we're going to look at Outcomes 3-4.

These Outcomes are different in that they – largely – are less prescriptive and give you the provider the flexibility to work out what practices are appropriate to meet the key required processes. Outcome 3 focuses on learners having safe and positive physical and digital learning environments. Outcome 4 focuses on learners being safe and well by providers proactively monitoring and responding to learners.

All requirements in Outcomes 3 and 4 relate to domestic and international tertiary learners.

A strong implementation of learner voice processes from Outcome 2 will support learners to have platforms to discuss concerns or suggestions on wellbeing and safety practices that are required across these Outcomes.

(Slide 35)
So, let's remember NZQA's expectations for the process you would need to follow to work out what is appropriate practice.

Work proactively with learners and other stakeholders to understand what 'appropriate' means to them. Use quality evidence and consider this evidence in light of your organisation's strategic goals and plans.

Make robust, defensible, and documented decisions about what is appropriate and why.

Keep this in mind as we're going through Outcomes 3 and 4.

(Slide 36)
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."

(Slide 37)
Outcome 3 of the Code ensures that the learner's journey and experience of tertiary study is positive and effective. This includes ensuring supportive transitions to tertiary education, healthy and safe learning environments, and fostering a community where learners feel they belong and are connected.

(Slide 38)
Outcome 3 includes requirements for providers to: support learners to prepare for, and adjust to, tertiary education, foster culturally safe and inclusive learning environments, where learners can raise issues affecting their wellbeing and ability to learn, recognise, reduce and respond to

discrimination, racism, bullying, harassment and abuse and to create opportunities for learners to form networks, and connect to their identity and culture.

(Slide 39)

And it contains requirements for providers to monitor learner achievement and engagement, and support learners with any issues that affect their ability to study, to offer advice to learners on future pathways, both study and career opportunities and to ensure physical and digital learning environments, services and facilities are accessible and appropriate for learners.

(Slide 40)

Getting started with Outcome 3,
As Outcome 3 practices are not specified, there is full flexibility for you and your organisation to determine which practices are appropriate in your circumstances, through a robust self-review process that includes learners and other key stakeholders, to achieve the aims of this Outcome.

Remember that what practices look like will depend on the context of the learning environment and the types of learner. Providers should review current practice against the requirements of this outcome and make and begin to implement goals and plans to improve practices to address any gaps.

The use learner-voice processes from Outcome 2 to determine what key practices and opportunities would be appropriate and effective for learners and their communities.

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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."*

(Slide 42)

Outcome 4 of the Code ensures learners have the right foundations to support and manage their wellbeing whilst in tertiary study, and that providers have practices to respond effectively to learners at risk or in need of extra support.

(Slide 43)

Under Outcome 4, your organisation needs to support learners to identify and manage their basic needs, including accommodation, food and clothing, as well as how to maintain a healthy lifestyle. Your organisation needs to give opportunities for learners to improve their physical and mental health. Make space for learners to raise any health and safety concerns they have for themselves, and/or their peers. And make arrangements with disabled learners to accommodate their learning needs.

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Under Outcome 4, your organisation needs to proactively identify, monitor and respond effectively to learners at risk and learner wellbeing and safety concerns.
Have clear, appropriate pathways for learners at risk to access services when they need it.
And to record and inform learner's nominated contact when appropriate.

(Slide 45)

Getting started with outcome 4
The Code requires providers to put learner safety and wellbeing practices into their own context.

As Outcome 4 (processes 1 and 2) practices are not specified, there is flexibility for providers to determine which practices are appropriate in their circumstances.

Outcome 4, process 3 is more prescriptive.

However, within Process 3 there is also room for providers to make decisions about how exactly they will meet those process requirements. The shift is the requirement for proactivity in this space. Moving the responsibility for a duty of care onto the provider.

In order to get started with outcome 4, you'll need to review current practice against the requirements of this outcome and make and begin to implement goals and plans to improve practices to address any gaps.

Your organisation will have to have processes in place to proactively identify, monitor and respond to the wellbeing and safety needs of learners and risks to learners.

At the core of this we expect that staff are trained and know how to identify learners at-risk and there are strong processes in place when emergencies occur.

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When applying the Code, you and your organisation have a responsibility to protect learners' privacy and a legal obligation to comply with the Privacy Act. Key privacy considerations for you and your organisation should include:

Having a clear and lawful purpose when obtaining, using and sharing learners' information.
Having transparent processes for obtaining, using and sharing a learner's personal information.
That learners agree to the collection of their personal information and know how it will be used and shared.
And, balancing a learner's right to privacy with engaging proactively to offer support or connect them to services when needed.
You can contact the Privacy Commissioner or seek legal advice for further information and advice.

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So we've covered a lot and I think its appropriate now for us to pull it all together by applying Outcomes 1 to 4 of the Code to a scenario.

I ask you to consider the following scenario in the context of your organisation.
A learner faints in class and falls out of their chair. You don't know the reasons why they have fainted yet. However, to respond to this immediately, what do you need to do? And what clauses are relevant to the actions above?

What would a response to this situation look like in your organisation?

(Pause)

The relevant clauses, from the Code, are found in clauses 10(3) providers must have plans for assisting and responding to the situation. Clause 10(3) (b) providers must have a suitably prepared staff member to be contacted in an emergency.
Clause 10(3) (e) they have an indicator of the immediate danger to learners and what actions to be made
As well as clause 10(2) staff (including teaching staff) have relevant training and resources.

Clause 10(2)(g) staff know where to escalate the issue (for example to a hospital) if needed, and 10(2)(h) how to report such incidents in a timely manner.

Now let's consider, if something extends beyond the initial fainting in the class.

If a learner faints in class and falls out of their chair and during a check over with staff, the learner discloses that they have not had anything to eat today and that they don't have any money for food until the next week's Student Allowance comes through.

Consider, how does this change what an appropriate response is for this learner? Under the Code, what else needs to be considered? And what your next steps would be in your organisation.

(Pause)

Now that the acute phase of the emergency situation is handled (either by the institution, hospital, or other options available to you as the provider), what would be your next steps?

Some relevant clauses include clause 17(2), that the learner has the opportunity to discuss their matters in confidence. This could be in relation to class workload pressures, not eating, social anxiety, bullying or financial concerns. The outcome 4 processes are also relevant as the learner needs to have the relevant information to get some help, either from your organisation or government support or community support, if required.

Consider the following, the last escalation in our scenario for today.

You discover in a follow-up meeting, that the learner says that they often have a shortfall in their budget and resort to eating from the flat's communal cooking supplies after everyone else has gone to bed or gone out, mixing the oil and sugar just to have anything to eat.

Consider: What do you do with this knowledge? And what is your responsibility as a provider in this situation?

What support is available and appropriate to meet the long-term needs for this learner?

What clauses are the long-term/proactive clauses applicable to this incident?

Consider what is an appropriate response and what NZQA's Code expectations would be for this scenario?

As with our example from the previous level of the scenario, it would be important that the learner has opportunity to discuss these matters in confidence and that you as a provider are able to provide them with the relevant information for them to get help.

We would need to consider if there is additional training requirements for staff and the provider and how the providers may need to modify the information given to students at the onset of their studies. And what networks and relationships you as a provider might have with local community bodies and/or government representatives for the relevant offices and services available to the

student, remembering that this Code, is about putting, in context, your pastoral care practices, to meet the needs of learners at your organisation.

(Slide 50)

So that covers, outcomes 1 thru 4 of the new Code.

There have been minor amendments to the Code outcomes for student accommodation and o the organisation of Code outcomes and clauses for international tertiary code signatories. It is important to note that the specific protections currently given to international learners are retained in the new Code to reflect their distinct needs. However, due to the consolidation from ten outcomes to five, there are some clause and wording changes to note (without, again, changes to the requirements).

There are code-to-code mapping tools available on the NZQA website for education providers who enrol international learners and for tertiary education providers with student accommodation to understand where the previous code clauses are reflected in this new Code.

(Slide 51)

So lets take a moment to review what we've talked about today.

We've talked about the importance of establishing your context and the application of the code. The four cornerstones of the code, (wellbeing and safety, Te Tiriti o Waitangi, learner voice and whole-of-provider-approach).

We've talked about establishing what appropriate responses are and NZQA's expectations are for establishing what is appropriate. We've covered Whiria ngā rau, a new initiative developed in conjunction with learners and the Ministry of Education and we've overviewed Outcomes 1 thru 4 of the new Code.

So what's important from here, would be for you to read the Code, read our guidance, review current practice against the new Code, talk to your learners, plan for 2022 and begin to implement. Ensure that the basics are in place. This is not just planning, we don't want shovel ready, we want to see dirt on shovels and holes in the ground. But above all, take care of yourselves.

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In order to support you we have created a number of documents and resources which are available on our website:

Guidance – will be available next week. And there is currently available:
a Gap analysis tool – for reviewing current practices against the new Code requirements

Code-to-code comparison tool to assist providers with student accommodation, and/or international learners to understand where previous requirements/practices are reflected in the new clauses.

And there are learner videos and social media campaigns for the Code, to raise awareness and understanding of this Code.

They can all be found at the following web address:
https://www.nzqa.govt.nz/providers-partners/tertiary-and-international-learners-code/

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If you have any questions or concerns about this or any other Code matter, please contact a member of our team using the contact details on the screen now.

Thank you and ka kite anō.