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Implementation guidance for the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

Implementation Guidance

For the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

Contents

Minister's foreword

Whakamaua te pae tata kia tina – take hold of your potential so it becomes your reality.

We are descendants of explorers, discoverers and innovators who used their knowledge to traverse distant horizons.

Our learning will be inclusive, equitable and connected so we progress and achieve advances for our people and their future journeys and encounters.

Whaia te pae tawhiti kia tata – explore beyond the distant horizons and draw it near.

The government's vision for the future of the education system is to put learners back at the heart of the system.

For this to occur we need a system where the educational, wellbeing and wider needs of students are attended to and where student voice informs the operations and practices of providers.

We have decided to put in place the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 (interim Code), which makes clear to providers the role and responsibilities they have in promoting and supporting the wellbeing and development of their learners.

The interim Code provides a touchstone for students and their family and whānau about what they can expect from providers, and a means for them to seek resolution when they feel their expectations are not being met.

This guidance will support providers to apply effective pastoral care practices for their learners.

Hon Chris Hipkins

Minister of Education

Section 1

About this guidance

The Implementation Guidance for the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 (guidance) is intended to help tertiary education providers put the interim Code into practice and achieve its outcomes. It is an optional tool to assist providers in understanding the requirements of the interim Code. Compliance with the interim Code is mandatory; use of the guidance material is not.

The guidance:

- introduces the interim Code

- provides the principles for implementing the interim Code, taking a holistic, non-prescriptive and continuous improvement approach

- suggests key factors to keep in mind when implementing the interim Code, and describes NZQA's role as the Code administrator which includes monitoring compliance and investigating complaints and referrals

- gives information on the development of an ongoing Code

- provides detailed guidance for understanding and applying each outcome and each process within the outcome.

This guidance will be updated as required to remain current and fit for purpose.

About the interim Code

The [Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019](#) (interim Code) was developed in late 2019 and came into effect on 1 January 2020. It will be replaced when an ongoing Code is developed.

What is the interim Code?

The interim Code sets out a general duty of pastoral care that all tertiary education providers must have for domestic tertiary students, and specific requirements for providers that offer student accommodation.

It sets out the outcomes providers need to achieve and the processes they need to follow to implement the interim Code. Providers' performance will be monitored and evaluated against the interim Code.

Why is the interim Code needed?

The interim Code reflects feedback from recent consultation with students, their family and whānau, and others in the sector, which called for enhanced support for:

- wellbeing and mental health, particularly for students at risk

- the provision of safe and inclusive learning environments.

It was developed as part of a wider shift in the education sector to put students at the centre and in recognition of the need for improved systems and processes to ensure students receive the best possible pastoral care.

Aims of the interim Code

The interim Code aims to address regulatory gaps relating to the pastoral care of domestic tertiary students to ensure:

- that students live in a safe environment and have a positive experience that supports their educational achievement and personal development

- that providers are accountable for ensuring the pastoral care needs of their students are met.

A key underlying aim is to ensure providers focus particularly on the needs of first year students and students with specific needs, to enable them to successfully transition to tertiary studies.

In giving effect to the interim Code, providers are expected to:

- integrate the interim Code into the whole student experience

- proactively engage with students, staff and the community to capture their voices and feedback

- integrate the interim Code into their policies, procedures and practices, including processes for connecting students to specialist health and wellbeing services in the community

- apply learnings and feedback to continuously improve their practices.

Section 2

Principles for implementing the interim Code

These principles are inherent to the interim Code and were developed with providers and student leaders. They are intended as a quick reference for providers, students and their family and whānau.

The principles promote a holistic, non-prescriptive and continuous improvement approach to implementing the interim Code. They acknowledge the diversity of students, providers and their contexts, and that there cannot be a 'one size fits all' approach.

1. Engaged

Providers will take a student-centred approach to designing and implementing policies and procedures relevant to the interim Code, by authentically engaging and forming strategic partnerships with:

- students, their representatives and their diverse communities
- Māori, particularly giving effect to Te Tiriti/The Treaty of Waitangi
- all staff within their organisation
- wider community and support services.

2. Proactive

Providers will create an environment that proactively supports wellbeing and effectively connects students to relevant communities and the wider network of support, including specialist health and wellbeing services.

3. Flexible

Providers will deliver learning experiences and information, advice and services to support students' development in flexible ways that:

- meet students' diverse needs
- respect and support students' autonomy
- deliver outcomes aligned to the context in which the provider and their students operate
- can be continuously improved.

4. Transparent

Providers will respect and support students' mana and dignity by having transparent processes to obtain and share relevant information internally, so that individual students and their communities are kept safe.

Section 3

Implementing the interim Code

Working with an outcomes-focused Code

Tertiary education in New Zealand is made up of a diverse student population studying in a range of places and styles. There is also a range of providers, some with only a handful of students, to others with tens of thousands.

Consequently, there cannot be a 'one size fits all' approach to pastoral care. 'Good practice' may look different in each tertiary education provider from year to year, depending on the types of education being provided and the student profile.

By focusing on outcomes rather than prescribing exactly how pastoral care should be delivered, the interim Code enables providers to tailor their practices to meet the needs of their students in their context.

Te Tiriti and the interim Code

The interim Code requires providers to honour and effectively implement Te Tiriti/The Treaty of Waitangi. When implementing the interim Code, providers should consider how they can partner with Māori to achieve the outcomes set out in the interim Code.

Tertiary education providers could consider how these principles give effect to the outcomes of the interim Code for Māori students. Kaupapa may include Rangatiratanga, Whanaungatanga, Manaakitanga, Pūkengatanga, Kaitiakitanga, Kaitiakitanga and Te Reo Māori. Consideration could also be given to ākonga Māori achieving educational success through Mātauranga Māori as relevant to their worldview, context and practices.

Understanding the terms 'reasonable' and 'appropriate'

The use of the terms 'reasonable' and 'appropriate' throughout the interim Code acknowledges that the approach to pastoral care for each student may be different, depending on their age, ability and individual circumstances. Providers need to tailor their approach accordingly to meet the outcomes of the interim Code.

The principles set out in this guidance – *engaged, proactive, flexible* and *transparent* – are intended to guide providers' decisions about what is 'reasonable' and 'appropriate' for their students, organisation and context.

Protecting students' privacy

When implementing the interim Code, providers have a responsibility to protect students' privacy and a legal obligation to comply with the Privacy Act. Key privacy considerations for providers include:

- ensuring that when they obtain and share a student's personal information, they have a clear and lawful purpose

- ensuring they have transparent processes for obtaining and sharing a student's personal information

- ensuring that students have agreed to the collection of their personal information and know how it will be used

- balancing a student's right to privacy with engaging proactively to offer support or connect them to services when needed.

Administering the interim Code

NZQA as the interim Code administrator

As administrator of the interim Code, the New Zealand Qualifications Authority (NZQA) is responsible for quality assuring tertiary education providers in relation to the interim Code.

NZQA's role includes:

- responding to questions about the interim Code

- providing guidance and resources for implementing the interim Code

- identifying needs through regular sector engagement

- monitoring compliance with the interim Code

- receiving and investigating complaints and referrals about possible interim Code breaches

- taking appropriate action to address proven breaches.

For the administration of the interim Code as it relates to universities, NZQA will delegate some functions, duties and powers to Universities New Zealand.

Monitoring compliance

Providers who have domestic tertiary students are required to complete a self-review to identify how well their policies and procedures deliver the outcomes required in the interim Code. The self-review will:

- look at how the provider listens to and responds to their students' views on improving the quality of the learning environment and the support given to diverse groups of students

- cover all outcomes, with an emphasis on compliance with outcomes 7 to 10 for providers who offer student accommodation

- identify gaps and areas for improvement, and present a plan for how these will be addressed.

Further information on the self-review process and timelines will be communicated by NZQA and Universities New Zealand. NZQA will also offer workshops and tools for preparing self-reviews.

If NZQA becomes aware of a possible breach of the interim Code, whether through the self-review or any other means, it will investigate as described below.

NZQA will provide further guidance well before any other type of monitoring is implemented in 2021.

Investigating complaints and referrals

The Code administrator has the responsibility to investigate complaints or referrals concerning possible breaches of the interim Code.

In the first instance, a student, or their representative, should raise concerns about possible breaches of the interim Code directly with their provider. If the student (or their representative) and the provider are unable to resolve the student's concerns, the concerns can be escalated using NZQA's complaints procedure.

NZQA may also be made aware of possible breaches of the interim Code through other means, such as the media, referrals from other agencies or the provider, and self-reviews.

When NZQA receives a complaint or referral concerning a possible breach, the process it follows is:

- NZQA completes an initial assessment to determine whether the concerns fall within its jurisdiction and evaluates the credibility of the allegations. It then decides whether there are enough grounds for further investigation.

- If NZQA proceeds with an investigation, it does so according to the principles of natural justice to ensure the prompt, considered and fair resolution of the complaint. The provider is given the opportunity to respond to the concerns that have been raised.

- In some cases, a site visit may be necessary to view or gather evidence for the investigation.

- If a breach of the interim Code is proven, NZQA takes appropriate action. The level of formality of this action is proportionate to the seriousness of the breach.

Further information or advice

Contact NZQA at code.enquiries@nzqa.govt.nz or on 0800 697 296.

As the interim Code is implemented during 2020, NZQA will:

- gather queries and answers to produce regularly updated FAQs, which will be available on the NZQA website

- provide more detailed or targeted information based on queries and feedback from the sector

- update this guidance as required.

Section 4

The future of the Code

A long-term, ongoing Code will replace the interim Code. It will be developed through working closely with the tertiary education sector and drawing on learnings and feedback from the implementation of the interim Code. This work will also consider how the *Education (Pastoral Care of International Students) Code of Practice 2016* will fit with the ongoing Code.

A continuous improvement approach will be taken to implementing the interim Code and developing and implementing the ongoing Code.

Updates on the development of the ongoing Code will be available on the Ministry of Education and NZQA websites:

- [Education (Pastoral Care of Domestic Tertiary Students) Code of Practice | Education in New Zealand](#)

- [Pastoral Care of Domestic Tertiary Students » NZQA](#)

Section 5

Outcome by outcome guidance

This section of the guidance is more detailed than the general guidance in earlier pages. It is meant to assist you, as a provider, to achieve the outcomes of the interim Code, and to act as a prompt for your thinking and planning.

It is a tool for you to use, if you choose to. It may be used as a set of prompts to guide your review, but it is not an exhaustive guide, nor are the suggestions and examples mandatory.

This section looks at each outcome and each process within the outcome. It:

- gives examples of good practice for the outcome, which you are encouraged to apply to your context

- provides examples of what it may look like to give effect to each process within the outcome, to act as a prompt and assist your thinking about how your practices could fulfil the process requirements

- links to related processes that may require the same practices, and may provide additional examples and resources

- lists resources to further help or support you to meet the requirements of the interim Code.

Through this guidance we encourage you, as a provider, to build upon good practice, customise your processes to your and your students' unique needs, and improve or protect the quality of pastoral care you provide for your students.

The same practices may contribute to multiple processes and outcomes and do not need to be considered independently. Providers can consider their practices across the interim Code as a whole, and areas of improvement may be identified that will improve the students' experience across multiple outcomes.

Section 5 contents

General themes across all outcomes

There are some general themes that run across the whole interim Code that can be considered when working to meet each of the outcomes in the interim Code.

Developing relationships and partnerships

Consider how relationships and partnerships can be used as a mechanism to achieve the outcomes of the interim Code. This includes relationships and partnerships with students, staff who provide pastoral care, community groups, iwi and Māori organisations, and other providers to promote best practice.

Including the student voice in decisions that affect learners

Consider how to include students' perspectives in making decisions about services and reviewing practices for student accommodation, health and support services, and promoting a learning community.

Providers are encouraged to know and understand the diversity of their students, listen to their students' experiences and suggestions, and make appropriate changes based on student feedback. In particular, the perspectives of Māori and Pacific students must be considered. It is also important to consider the perspectives of diverse or underrepresented groups and students who may need additional support.

Continuous quality improvement through self-review

Consider how to prioritise areas for self-review and use the self-review to make improvement plans and track progress against those plans. Also consider how best to involve students, staff and other relevant groups in the self-review process.

The wider legislative and regulatory context

The interim Code exists in a wider legislative and regulatory context. Some of the complementary legislation and information that providers should be aware of include, but are not limited to:

- Te Tiriti o Waitangi/The Treaty of Waitangi provides a context for the relationship between the Crown, iwi and Māori. The rights and duties that stem from the principles of the Treaty include ensuring the position of Māori is considered fairly when developing policies and ensuring Māori students enjoy and achieve educational success as Māori.

- The Child, Youth and Wellbeing Strategy outlines how the wellbeing of children and young people up to the age of 25 will be improved.

- The Privacy Commissioner has free online e-learning privacy training modules that can help you understand your responsibilities under the Privacy Act. General privacy guidance can also be found on the Privacy Commissioner's website, and specific queries can be answered by calling 0800 803 909.

- The following Acts outline other legal requirements and responsibilities for providers to be aware of:
    - Building Act 2004
    - Consumer Guarantees Act 1993
    - Employment Relations Act 2000
    - Fair Trading Act 1986
    - Food Act 2014
    - Harassment Act 1997
    - Harmful Digital Communications Act 2015
    - Health and Disability Commissioner Act 1994
    - Health and Safety at Work Act 2015
    - Human Rights Act 1993
    - New Zealand Bill of Rights Act 1990
    - Privacy Act 1993
    - Residential Tenancies Act 1986

Outcome 1: A safe and supportive learning environment

Students experience a physically safe and mutually supportive learning environment that responds to the needs of all students.

Good practice
- The learning and communal environment, whether on-site or online, is safe for all students and responds to their needs, irrespective of their cultural, ethnic, religious, linguistic, socio-economic or academic background, gender identity, sexual orientation, or any other identity they choose to express.   - This is demonstrated through evidence of students' experience of their safety and their learning environment. Particular consideration is given to Māori students' experiences. Students from various Pacific Island cultures, other ethnic groups, and underrepresented groups of students are also considered.   - Providers: - know and understand the diversity of their students   - hear their students' experiences and suggestions as to how they might improve the learning environment and the practices regarding student safety to better support their needs   - implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Enhancing student safety

Interim Code process: 7
(1) Providers must have practices that enhance student safety, including appropriate practices for – (a) a safe learning and communal environments and facilities; and (b) human resources management; and (c) the security of students.
What this may look like
- The physical environment, including grounds and facilities, are safe and secure. This may include having good lighting, adequate signage and safe transport.   - Learning services, on-site or online, are safe and secure.

- The needs of the various groups of students, including Māori and Pacific students, are recognised and they have welcoming and safe places to connect and socialise.

- Staff have adequate resources and training to ensure students are safe and secure and that systemic barriers to participation, such as discrimination or harassment, are reduced.

Related processes

Outcome 5

- [Recognising, reducing and responding to all forms of discrimination and harassment](#)

- [Inclusive environment](#)

Resources

- The Ministry of Education has information to support and promote the health, safety and wellbeing of staff and students on their [website](#).

Maintaining a supportive learning environment

Interim Code process: 7

(2) Providers must have practices that maintain a supportive learning environment and provide opportunities for students to connect, build relationships and support each other.

What this may look like

- Students experience a culture of acceptance and inclusiveness and feel connected to and supported by other students. Barriers to students accessing their learning environment are identified and minimised.

- Feedback from diverse groups of students is used to improve the learning environment, on-site or online, and the opportunities for students to connect. Māori and Pacific students' perspectives are important contributors to establishing supportive learning environments, on-site or online, that address what is important for them.

- Teaching staff understand tikanga, kaupapa, te reo, ako and te ao Māori.

- A culture of acceptance and inclusiveness is fostered, and staff convey the value of learning experiences and the importance of a supportive community.

- Students are encouraged and supported to establish study groups and cultural or interest groups to support their learning and to make connections with their peers.

Related processes
Outcome 5 - [Inclusive environment](#) - [Connecting, building relationships and developing social and cultural networks](#)
Resources
The Ministry of Education has information on creating a supportive learning environment and the concept of ako. Although aimed at schools, this information can also be of use to tertiary education providers.

Outcome 2: Assistance for students to meet their basic needs

Students have adequate access to advice, information and services which help them to meet their basic needs.

Good practice
• Students know where to seek advice, information and services on how to access support to meet their basic needs. • Students' experiences of the advice, information and services provided show how they are supported to meet their basic needs and what areas need improvement. Attention is given to the different experiences students have in accessing services. The experiences of Māori and Pacific students are also specifically considered. • Providers understand the diversity of their students' needs and seek suggestions from their students as to how they might improve the advice, information and services they offer. Providers implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Meeting basic needs

'Basic needs' means the essential material requirements to support wellbeing, including housing, food and clothing.

Interim Code process: 9

(1) Providers must have practices that assist students to identify and manage their basic needs, including providing information to all students, as soon as reasonably practicable, on –
 	
    (a) how students, including those who have work and family commitments, can access services on and off-campus that will help them maintain reasonable standards of material wellbeing, within the institution and externally; and
 	
    (b) how to access suitable accommodation and maintain a healthy lifestyle.

What this may look like
• Students receive advice and assistance to identify and manage their basic needs, that is appropriate for their circumstances such as work and whānau/family commitments, their culture and their background. This information is provided prior to, or during, their initial enrolment, and as required throughout the duration of their study.

- Students are provided with information about on-site, community or national services that can help them maintain reasonable standards of material wellbeing, and are supported and encouraged to access these services. Barriers to access are identified and minimised.

- Students are provided with information or services to help them find or apply for accommodation and maintain a healthy lifestyle.

- Feedback is gathered in a collaborative way with students, to understand where their needs may not be getting met and where they need additional support. This feedback is used to improve the information provided to students and the practices for assisting students to identify and manage their basic needs.

Resources

- The School Leaver Toolkit provides advice and resources on tertiary education, moving out of home, getting a job, money and tax, and taking care of self and others.

- New Zealand Government website has information for students about the financial help available for them, and where to get budgeting help.

On-site food options

Interim Code process: 9

(2) If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.

What this may look like

- Food options on-site or in student accommodation (where provided) include a range of healthy options.

- Where food is available on-site for students to purchase, the healthy food options are affordable.

- Feedback is sought from diverse groups of students to ensure the range and cost of food available on-site and in student accommodation meets their needs.

Resources

- The Ministry of Health provides guidelines for healthy eating and is a valuable source of information for determining if there is sufficiently healthy food available on your campus.

- Resources for healthy eating, including culturally appropriate resources, can be found at HealthEd.

Outcome 3: Physical and mental health of students

Students are assisted by providers to manage their physical and mental health, and to access support when needed.

Good practice

- All students, of any culture, ethnicity, religion, gender identity, sexual orientation, or any other identity they choose to express, have the help, support and experiences they need to manage their physical and mental health appropriately.

- This is demonstrated through students' satisfaction with the support they receive and the access they have to appropriate services and experiences. Particular consideration is given to Māori students. Students from various Pacific Island cultures, other ethnic groups, and underrepresented groups of students are also given specific consideration.

- Providers:
  - understand the diversity of their students' needs, and who may be in need of additional support
  - seek suggestions from their students as to how they might improve the support they offer, and the access students have to appropriate services
  - implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Improving physical and mental health

Interim Code process: 11

Providers must have practices which assist students to be physically and mentally healthy, including –

(a) providing opportunities for students to have experiences that improve their physical or mental health and wellbeing.

What this may look like

- Diverse groups of students are involved in making decisions about the opportunities and experiences provided to them, on-site and online, to improve their physical and mental health and wellbeing.

- Māori and Pacific students' views on what practices are important for them inform the provision of opportunities, and cultural safety and appropriateness are incorporated into the opportunities and experiences provided.

- Activities, facilities, services and communities through which students can better their physical and mental health and connect with others are provided on-site or online.

- Activities, facilities, services, and communities may include:

  o services such as a medical centre, counselling service and peer support

  o classes that promote mental health, such as yoga, meditation or relaxation

  o sports facilities, gym, exercise classes and equipment

  o workshops or podcasts where students can learn how to better take care of themselves.

Related processes

Outcome 6

- [Supporting positive choices](#)

Resources

- The [Health Promotion Agency](#) promotes health and wellbeing, encourages healthy lifestyles, and offers a large range of information and support.

- [Te Rau Ora](#) strengthens Māori health and wellbeing.

- [Le Va](#) works alongside the services and people who deliver health and wellbeing services to develop flourishing Pasifika communities who are reaching their full potential.

Managing mental health

Interim Code process: 11

Providers must have practices which assist students to be physically and mentally healthy, including –

(b) assisting students to manage their mental health, by –

  (i) promoting awareness of wellbeing and mental health and practices that support good mental health that are relatable to students; and

  (ii) providing information about accessing mental health services on campus and in the community.

What this may look like

- Students are advised on ways to keep mentally healthy and reduce stress, and practices that support wellbeing and good mental health are promoted in a way that students understand and respond to.

- Students know how to, and are supported to, access the mental health services that are available on-site, in the community, online or by telephone. Consideration is given to what is important for Māori students when providing information and support to access these services.

- Feedback from students is gathered in collaborative and culturally appropriate ways, to understand where their mental health needs may not be getting met, and where they need additional support. This feedback is used to improve the information provided to students and the practices for assisting students to access the services they need.

- Where appropriate, connections between services within the organisation and specialist and community services are developed and maintained.

Related processes
Outcome 6 • Supporting positive choices

Resources
• The Mental Health Foundation website offers valuable support in relation to mental health, including a directory of helplines and local mental health services. • The Ministry of Health has resources for supporting young people. • The Lowdown is a website to help young New Zealanders recognise and understand depression or anxiety, which offers a free text service on 5626.

Staff training to recognise and respond to health and wellbeing issues

Interim Code process: 11
Providers must have practices which assist students to be physically and mentally healthy, including – (c) providing staff training on how to recognise and effectively respond to students who may have problems with health or wellbeing.

What this may look like
• Staff recognise and effectively respond to students, whether in person or online, who may have problems with health or wellbeing. Staff know what help and support to give students, how to best support them, and the referral or escalation processes to follow. • Staff members are provided with ongoing professional development or training in understanding the cultural wellbeing needs of Māori and Pacific students. • Feedback is sought from staff to ensure the training they receive is appropriate and useful and they are comfortable applying it. • Feedback is gathered in a collaborative way, whether in person or online, from various groups of students. Feedback seeks to understand how effectively staff are responding to students who may have problems with health or wellbeing, and is used to improve the training provided to staff.

Identifying and assisting students at risk

Interim Code process: 11
Providers must have practices which assist students to be physically and mentally healthy, including –
(d) identifying students at risk and having clear pathways for assisting those students to access appropriate health services, including mental health services on campus and in the community.

What this may look like
• Staff are trained and know how to identify at-risk students, whether those students are learning on-site, remotely or online, on work placements, or on exchange overseas.
• Staff understand the cultural wellbeing needs of Māori students, where consideration is given to the learning environment so that experiences are caring, nurturing and transformative. Cultural wellbeing is fostered through tikanga that are integrated in mana-enhancing ways for appropriate and relevant contexts.
• Student support services are joined up and there are early detection systems, clear procedures and pathways for referring students to appropriate services and helping them access those services.
• Feedback is gathered in a collaborative way with students to understand where at-risk students are, or are not, being assisted to access the health services they need. This feedback is used to improve practices for identifying and assisting students to access the services they need.
• Situations, communications, the measures undertaken, and the effectiveness of those measures are accurately documented and shared with relevant services in appropriate ways, including what is culturally appropriate when working within a whānau collective system that fosters mana-enhancing relationships.
• Processes for communicating with a student, relevant staff, other agencies, the student's parents/next-of-kin, residential caregivers or accommodation staff are clear and are in accordance with the principles of the Privacy Act.

Assisting disabled students

Interim Code process: 11
Providers must have practices which assist students to be physically and mentally healthy, including –
(e) assisting disabled students to access appropriate support where required.

What this may look like
• Disabled students are assisted to access appropriate support where required, and reasonable accommodations are made by the provider to remove or reduce barriers. This may include access to reader/writer help in exams, note-takers in lectures and tutorials, New Zealand Sign Language interpreters, or ergonomic furniture as required.

- Consideration is given to what is important for Māori and Pacific students when providing support and access to services.

- Feedback is sought from disabled students to understand where their needs may not be getting met and where they need additional support. This feedback is used to improve the support given to disabled students.

Resources

- Achieve is a national service that helps tertiary education providers meet disabled students' needs. It includes information on Kia Ōrite, which is the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments.

- Firstport provides a range of services for disabled students, including financial services, information and advice, help with equipment and transport, and advice relevant to education and employment.

- The Human Rights Commission has a guide to reasonable accommodations of persons with disabilities in New Zealand, including in tertiary education settings.

- Whāia te Ao Mārama 2018-22 sets out the national action plan for supporting Māori with disabilities.

Outcome 4: Progress and personal development of students

Students are assisted by providers to transition to tertiary study, progress and achieve in their studies, and to develop knowledge, skills and expertise to prepare them for further work or study.

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<tr><td>Good practice</td></tr>
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- Providers understand the needs of their students in transitioning into study at their institution, and help students successfully transition to tertiary study, progress and achieve results, and develop knowledge, skills and expertise in their area of study.

- This is evidenced through students' progress and achievement, and feedback about their experience of transitioning to tertiary study. Particular consideration is given to Māori and Pacific students' experiences and achievement.

- Providers hear from their students about how they might improve the support they offer students transitioning to tertiary study, and the support they offer to help students progress and achieve in their studies. Appropriate changes are implemented in a timely manner, and/or an improvement plan is developed, implemented and tracked.

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Preparing for tertiary education

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Providers must have practices for –

(a) helping students prepare for, and adjust to tertiary study, and to identify additional learning support needs early.

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<tr><td>What this may look like</td></tr>
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- Relevant and accurate information is provided to students before they enrol, so they know what to expect as a tertiary student and where they can access support. A cultural perspective and awareness of the diversity of needs within groups of students is taken when considering the information students might need and how to best engage with them.

- Partnerships with relevant groups are developed to help prepare students for tertiary education. This may include student groups, community groups, disability groups, iwi and Māori organisations, Pacific community groups and schools.

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- Students are supported to learn in their learning environment, whether that be large lectures, small classrooms, an online environment, or another learning environment. Students are helped to adjust to changes in programme delivery and transition between learning on campus, workplace learning and learning from home. Barriers to accessing their learning environment are identified and minimised.

- Processes are in place to identify students who need additional learning support, including processes explicitly tailored to identify priority learners who need additional support and to ensure culturally appropriate support is given.

- Feedback is gathered collaboratively with students, in culturally appropriate ways, to understand where their learning support needs may not be getting met and where they need additional support in adjusting to tertiary study. This feedback is used to improve the support provided to students.

Resources

The School Leaver Toolkit provides advice and resources on tertiary education, moving out of home, getting a job, money and tax, and taking care of self and others.

Ako Aotearoa has useful resources and tools to help educators support people who are learning online.

Academic support services and oversight of achievement and engagement

Interim Code process: 13

Providers must have practices for –

(b) providing access to academic support services and maintaining appropriate oversight of student achievement and engagement.

What this may look like

- Students have access to academic support through on-site or online academic support services, integrated learning support within the academic programme, libraries and learning resource centres, additional tutoring, proof-reading services, and access to lecturers, tutors or programme co-ordinators for subject-specific academic advice (during office hours or online).

- Māori and Pacific students have equity of access to academic support through culturally appropriate and tailored support services. Barriers to accessing services are identified and minimised.

- Students' academic achievement and engagement are monitored, and additional support is given where needed. Processes are in place to refer students to academic support services, mentoring or peer support programmes as appropriate.

- Feedback is gathered collaboratively with students to understand the academic support services they use and how they can be better supported. Particular consideration is given to feedback from priority learners.

Reviewing teaching and learning approaches

Interim Code process: 13
Providers must have practices for –
(c) regularly reviewing teaching and learning approaches to respond to the needs of students.

What this may look like
- Regular reviews of teaching and learning approaches take into consideration student feedback, student behaviour and student academic and graduate outcomes. Reviews identify the strengths and weaknesses of academic programmes and teaching staff, and actions for improvement are implemented in a timely manner.   - Teaching and learning approaches are reviewed when the mode of delivery changes.   - Teaching and learning approaches are reviewed to consider how: - assessment can be holistic and include appropriate approaches to assessing teaching, learning and the achievement of student outcomes   - Mātauranga Māori can be used innovatively and creatively to support learning and understanding, where appropriate.   - Student feedback is regularly sought on how teaching and learning approaches respond to their needs, with attention given to priority learners' feedback regarding how their specific needs are being met.

Resources
Information on [Te Hono o Te Kahurangi quality assurance](#) may be of assistance.

Work-integrated learning

Interim Code process: 13
Providers must have practices for –
(d) providing opportunities for work-integrated learning.

What this may look like
- Students participate in work-based training, on-the-job learning, internship programmes, work placements, or supervised practice hours, as appropriate.   - Relationships and links with relevant businesses and industries are developed to facilitate work-integrated learning experiences.

Outcome 5: Inclusive learning environment

Students experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks.

Good practice
- The learning environment, whether on-site or online, is inclusive of all students irrespective of their cultural, ethnic, religious, linguistic, socio-economic or academic background, ability or disability, gender identity, sexual orientation, or any other identity they choose to express. Students are accepted, valued, respected, free from racism and discrimination, and connected with social and cultural networks.   - This is demonstrated through evidence of students' engagement and participation in their learning community. Particular consideration is given to help the following students feel connected: - Māori students   - Students from various Pacific Island cultures   - other ethnic groups   - diverse or underrepresented groups   - students who may be in need of additional support.   - Providers know and understand the diversity of their students, listen to their students' experiences and suggestions as to how they might improve the learning environment, and implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Recognising, reducing and responding to all forms of discrimination and harassment

Interim Code process: 15

Providers must have practices for –
 	
(a) recognising, reducing and responding to discrimination, racism, bullying, and harassment (including sexual harassment), including –
 	
  (i) assisting students and staff to recognise and respond to discrimination, racism, bullying, and harassment (including sexual harassment); and
 	
  (ii) reducing harm to students resulting from discrimination.

What this may look like

- Staff receive training on how to recognise, reduce and respond to discrimination, racism, bullying and harassment, whether in person or online. They are encouraged to reflect on their own attitudes and behaviours regarding discrimination, racism, bullying and harassment.

- Processes for reporting incidents of discrimination, racism, bullying and harassment are readily available, clear and easy to follow for students and staff. Students and staff are encouraged and supported to report incidents, whether they occur in person or online, and barriers that may hinder them reporting incidents are identified and mitigated.

- Incidents of discrimination, racism, bullying and harassment are responded to in a timely and appropriate manner and follow-up or reporting back is timely. Harm reduction interventions are put in place to reduce harm to the wider community. Post-incident support is provided to the people involved, to ensure further harm is reduced.

- Māori and Pacific students, other ethnic groups, disabled students and students of any gender identity, sexual orientation, or any other identity are all encouraged to contribute to establishing the policies and processes for recognising, reducing and responding to discrimination, racism, bullying and harassment. This is to ensure cultural safety and appropriateness, and address what is important for the students themselves.

- Cultural, institutional or structural issues within the organisation, which have or may create an environment that permits discrimination, racism, bullying and harassment, are identified and corrective action is taken and managed.

Related processes

Outcome 1

- [Enhancing student safety](#)

- [Maintaining a supportive learning environment](#)

Outcome 6

- [Addressing complaints](#)

Resources

- Resources on racism have been produced by the [United Nations](#), the [Teaching Council](#), the [Human Rights Commission](#) and the [United Nations Educational, Scientific and Cultural Organisation.](#)

- The [United Nations Convention on the Rights of Persons with Disabilities](#) sets out the entitlement that disabled people have to 'full and effective' participation in society (see Clause 27 and following).

- [Wellstop](#) – Whiria Te Tangata is a sexual abuse prevention organisation that provides information, resources and links to agencies who provide help with sexual abuse.

- **Safe to talk** – Kōrero mai ka ora provides contact with a trained sexual harm specialist at any time, day or night, seven days a week, and other services such as information about medical, emotional and behavioural issues related to harmful experiences.

Inclusive environment

Interim Code process: 15
Providers must have practices for –
(b) supporting an inclusive environment.
What this may look like
• Practices support an inclusive environment for all students of any culture, ethnicity, religion, gender, sexual orientation, or ability, where they are respected, included and free to be themselves.
• Staff receive training in inclusiveness and cultural sensitivity, including a focus on Māori and Pacific awareness and good practice.
• Teaching and learning resources demonstrate and value diverse perspectives, experiences and ways of learning and working. Information is provided in culturally appropriate ways and in inclusive formats.
• Feedback is gathered collaboratively with students, in culturally appropriate ways, to understand students' experience of how inclusive the environment is and what improvements can be made to make the environment more inclusive.
Related processes
Outcome 1
• Enhancing student safety
• Maintaining a supportive learning environment
Resources
• Te Kete Ipurangi has guidance about having inclusive learning environments that meet the learning and wellbeing needs of learners.

Connecting, building relationships and developing social and cultural networks

Interim Code process: 15
Providers must have practices for –
(c) providing opportunities for students to connect, build relationships and develop social and cultural networks.

What this may look like
• Students safely interact and connect within and outside of formal learning settings. This may include through learning experiences that encourage peer-to-peer interactions and groupwork as appropriate, and forums for students to interact socially and/or online.
• Students are encouraged and supported to establish their own cultural and shared interest groups, study groups and social groups, and spaces or online forums are available for students to operate these in.
• Community-based cultural, social and interest groups are promoted to students.
• Feedback from students is used to improve the opportunities for students to connect, build relationships and develop social and cultural networks, ensuring students have the opportunities they want and need. Specific attention is given to feedback from Māori and Pacific students.

Related processes
Outcome 1
• [Maintaining a supportive learning environment](#)

Outcome 6: Student voice

The mana of students is upheld in their learning environment and their voices are heard and integrated in decisions around the planning and provision of student support services.

Good practice
• Students' feedback about their learning environment, whether on-site or online, and their perspectives around the planning and provision of student support services are sought and incorporated into decisions that affect them.
• Particular consideration is given to the experiences and perspectives of Māori and Pacific students. Attention is also given to the experiences and perspectives of diverse or underrepresented groups and students who may require additional support.
• Providers understand the diversity of their students, actively seek input from their students about the provision of student support services, and include students in decision making and planning.

Partnering with students

Interim Code process: 17
Providers must have practices for –
(a) assisting students to be key partners in developing practices that influence their study, their learning environment, and pastoral care.

What this may look like
• Student representatives or leaders, including Māori and Pacific student leaders, and student establishments such as student unions, clubs and publications, are partnered with in developing and implementing practices that improve students' experiences of their study, learning environment and pastoral care.
• The organisation has a culture and environment where students and their voices are heard and where staff and decision makers value, genuinely consider, and incorporate students' perspectives into their practices.

Resources
• Te Kete Ipurangi has information and examples on how to encourage student voice.
• The New Zealand Union of Students' Associations has information on student voice in tertiary education.

Incorporating student perspectives

Interim Code process: 17
Providers must have practices for –
(b) having appropriate structures in place to give a platform to student perspectives, including, where appropriate, how resources and spaces are used and the content of student rules or codes of conduct.

What this may look like
• Students' perspectives on issues relevant to their learning environment, including the use of resources and spaces, rules and codes of conduct, are regularly sought, genuinely considered and incorporated into decisions. • Processes and tools to regularly gather students' feedback are developed and implemented and an environment that empowers students to have their say and raise concerns is promoted. • Student establishments, such as student unions, clubs and publications, and student representatives, including Māori student representatives and Pacific student representatives, are invited to bring students' perspectives to decisions regarding resources, spaces, rules and conduct. Where appropriate, student leaders or representatives have a seat on key decision-making bodies.

Supporting positive choices

Interim Code process: 17
Providers must have practices for –
(c) providing students with information and advice which supports positive choices impacting on wellbeing (for example, in relation to drug and alcohol use, safe sex).

What this may look like
• Students receive information and advice that supports them to make positive choices about their wellbeing, including choices about alcohol, drugs and healthy relationships, and how they can access further help and support if required. • Relevant services that are available on-site, in the community, online or by telephone are made known to students. These may include services such as health services, alcohol, drug and addiction services, counselling and mental health services, and sexual health services. • External providers are consulted so students receive appropriate and accurate information about how to access their services. Specialist service providers, such as addiction specialists and sexual and reproductive health specialists, provide information and advice directly to students where appropriate and suitable.

Related processes
Outcome 1
• [Enhancing student safety](#)
Outcome 3
• [Improving physical and mental health](#)

Resources
• The [Alcohol and Drug Helpline](#) lists resources and support available; it also has a free helpline with trained counsellors on 0800 787 797.
• The Ministry of Health has information on [addictions](#) such as alcohol and drug abuse, harmful gambling and smoking.
• [Health Navigator New Zealand](#) has information on healthy living.
• [Family planning](#) has information on sexual and reproductive health.

Addressing complaints

Interim Code process: 17
Providers must have practices for –
(d) addressing complaints by students, including providing information to students on –
(i) how to use internal complaints processes; and
(ii) how to make a complaint to the code administrator if a student is dissatisfied with the outcome or experience of using internal complaints processes.

What this may look like
• Information on the internal complaints process is easily located by students on websites, noticeboards, student handbooks or other places students go to for information, so they know how to make a complaint and what to expect.
• This information includes how the complaint will be handled and investigated, how the privacy of individuals making, or involved in, a complaint will be maintained, and how and when students and other relevant parties will receive notification of the outcome.
• Information on the available external complaints processes, such as making a complaint to the Code administrator, is clear and easily located by students.
• Feedback from students on the complaints process and the information provided is applied to improve the process and quality of information supplied. Barriers to students making a complaint are identified and mitigated.

• Support and follow-up are provided after a complaint has been resolved, where appropriate.

Resources

- The [Ministry of Business, Innovation and Employment](#) has guidance for best practice on dispute resolution.

- The Ombudsman has information on [complaints](#), and [managing unreasonable complainant conduct](#).

- The NZQA website also has information about [complaints](#).

Pastoral care in tertiary student accommodation: outcomes 7 to 10

Outcomes 7 to 10 cover the pastoral care of tertiary students in student accommodation.

It is important to note that the entire interim Code, including outcomes 7 to 10, apply to tertiary education providers, and the tertiary education provider is responsible for ensuring that student accommodation complies with outcomes 7 to 10.

If you, as a tertiary education provider, work with a third party or external accommodation provider, you are advised to have robust contracts and processes in place to ensure the accommodation provider complies with the interim Code, as any breach will be the responsibility of the tertiary education provider.

We recommend you have oversight of all processes in the interim Code that relate to student accommodation. This may look like:

- Information provided to residents by the accommodation provider is produced by or approved by you.

- Information that is gathered by the accommodation provider is shared with or reported to you. This may result in you taking action when appropriate or ensuring the accommodation provider takes appropriate action as required.

- The processes and practices put in place by the accommodation provider are approved by you, and you are satisfied they are being followed.

Student accommodation means premises that are exempt under section 5B of the Residential Tenancies Act 1986. This includes halls of residence/apartments/villages and student hostels. It does not include homestays or private flatting/boarding situations.

Outcome 7: A positive and supportive environment in student accommodation

Students have a positive and supportive residential environment that assists with their learning.

Good practice
• Providers ensure students have a positive and supportive residential environment that meets their needs, including their cultural, social and learning needs. • This is demonstrated through evidence of students' experience of their residential environment. Particular consideration is given to the experiences of Māori students and students from various Pacific Island cultures. First year students, students who may need extra support, and diverse or underrepresented groups are also given specific consideration. • Providers know and understand the diversity of their students, listen to their students' experiences and suggestions as to how they might improve the residential environment, and implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Process: Information and promotional activities

Informing choices

Interim Code process: 19
(1) Providers must have practices for –   (a) providing clear, sufficient and accurate information to enable prospective residents to make informed choices about the type and nature of student accommodation and services provided.
What this may look like
• Prospective residents are provided with accurate and clear information on what to expect from the accommodation provider, what accommodation options and additional services are available, and what it would be like to live in that accommodation. This is provided along with other pre-entry material given to prospective students. • Consideration is given to what is important for Māori and Pacific residents when providing information about accommodation services to prospective students. • Prospective residents are provided with relevant information to help them understand the costs of living in student accommodation, such as information about fees and costs for additional services. • Feedback from residents on the information provided is sought and used to improve the quality of information supplied, especially for Māori and Pacific students.

Related processes
Outcome 9
• [Student accommodation contracts](#)

Placing students in accommodation

Interim Code process: 19
(1) Providers must have practices for –
(b) using information provided by prospective residents at the time of application, to help with their appropriate placement into student accommodation and the development of any transition plans that might be necessary.

What this may look like
• Prospective residents are placed in accommodation that is appropriate for their age, individual needs and the level of support they require. Information provided by prospective residents is taken into consideration to ensure they are placed in appropriate accommodation where they will be best supported.
• Students are able to elect to be in accommodation that can cater to their identity, language and culture, including meeting dietary requirements, having alcohol-free spaces, proximity to spaces for prayer or cultural gathering, and being accommodated with others of similar cultural, ethnic or religious background.
• Plans are developed for residents who require additional support to transition into student accommodation.

Helping residents understand their responsibilities

Interim Code process: 19
(1) Providers must have practices for –
(c) providing information and tools that help residents understand their responsibilities within a communal living environment, including those relating to diversity and difference.

What this may look like
• A variety of media is used to communicate residents' responsibilities to them. This may include written responsibilities, house rules, a code of conduct, workshops, presentations and online media used to help residents understand how they can affect those around them and how they can contribute to an inclusive communal living environment.

- An inclusive environment for all residents, irrespective of their cultural, ethnic, religious, linguistic, socio-economic or academic background, gender identity, sexual orientation, or any other identity they choose to express, is promoted, and feedback from residents is sought to understand how inclusive the environment is for them.

Related processes

Outcome 1

- Maintaining a supportive learning environment

Outcome 5

- Inclusive environment

Outcome 7

- House rules and guidelines

Outcome 8

- Responsible behaviour and academic success

Providing information on wellbeing and pastoral care services

Interim Code process: 19

(1) Providers must have practices for –

    (d) providing residents with learning and peer support, and information on –

        (i) self-care and positive wellbeing; and

        (ii) how to access pastoral care services on campus and in the community.

What this may look like

- Residents are provided with information and advice on self-care and positive wellbeing during orientation.

- Residents know how to, and are supported to, access the pastoral care services that are available on-site, in the community, online or by telephone. Consideration is given to what is important for Māori and Pacific residents when providing information and support to access these services.

- Feedback is gathered collaboratively with residents, in culturally appropriate ways, to understand where their pastoral needs may not be getting met and where they need additional support. This feedback is used to improve the information provided and the practices for assisting residents to access the pastoral care services they need, and barriers to residents seeking pastoral care services are identified and eliminated.

• Residents have access to peer support and learning support in their accommodation, on-campus, or online. Māori and Pacific residents have equity of access to peer support and learning support through culturally appropriate and tailored support services and peer support programmes.

Related processes
Outcome 3   • Improving physical and mental health   • Managing mental health   Outcome 4   • Academic support services and oversight of achievement and engagement   Outcome 6   • Supporting positive choices

Emergency and safety information

Interim Code process: 19
(1) Providers must have practices for –   (e) providing residents with information and advice on what action to take in an emergency and the mechanisms for reporting incidents and raising health and safety concerns.
What this may look like
• Residents are aware of emergency procedures and what action they should take in an emergency, including how to access and use first aid and emergency equipment, such as defibrillators and fire alarms.   • Fire drills and other emergency drills are conducted as required, and evaluations on how they went are used to improve communications with residents, to ensure they understand and follow procedures.   • Processes for reporting incidents and raising health and safety concerns are clear, easy to follow, and made known to residents. Residents are encouraged and supported to report incidents and concerns, and barriers that may hinder them reporting incidents or concerns are identified and mitigated.   • Residents are aware of the processes for how concerns and incidents are dealt with, and how they and other relevant parties will receive notification of the outcome or action taken.

Related processes
Outcome 1
• [Enhancing student safety](#)
Outcome 7
• [Critical incident and emergency procedures manual](#)

Resources
• [The Ministry of Education](#) has information and resources for schools to help them prepare and deal with emergencies and traumatic incidents.
• [The New Zealand Police](#) provide and [Get Ready](#) have information about what to do in various types of emergencies.

House rules and guidelines

'House rules' means the rules and guidelines agreed between students and accommodation providers that meet the requirements in [Section 5B](#) of the Residential Tenancies Act 1986.

Interim Code process: 19
(1) Providers must have practices for –
(f) having clear, reasonable and accessible house rules and guidelines that promote and encourage –
(i)   resident safety (including drug and alcohol policies); and
(ii) a sense of community and association with fellow students, and
(iii) learning and personal growth.

What this may look like
• House rules and guidelines are provided to residents in a variety of ways, and remain easily accessible and available for residents to refer to at any time.
• House rules and guidelines promote and encourage:
o resident safety – through policies on health and safety, drug and alcohol use, etc
o a sense of community and association with fellow students – through setting out residents' responsibilities within the community of the accommodation and outlining unacceptable behaviour
o learning and personal growth – through establishing quiet zones/times for study, personal responsibility, self-management, etc.
• House rules and guidelines address what is important for the various needs of residents, and are regularly reviewed, including seeking feedback from residents.

Related processes
Outcome 1
• [Enhancing student safety](#)
• [Maintaining a supportive learning environment](#)
Outcome 6
• [Supporting positive choices](#)
Outcome 7
• [Helping residents understand their responsibilities](#)
Outcome 8
• [House rules](#)
Outcome 9
• [House rules](#)

Promoting information

Interim Code process: 19
(2) The information required by this clause must be readily available and promoted to residents.
What this may look like
• The above information is provided to residents in a variety of ways such as posters in communal areas, in handbooks or guidelines, online, through social media and in person, and in appropriate languages and formats, to meet the needs of residents.   • Residents know where to access all the above information and where to go to ask questions and get additional information as required.

Process: Accommodation staff

Accommodation staff includes all full-time and part-time staff who are employed or contracted to work within the student accommodation.

Accommodation staff training

Interim Code process: 20

Providers must take all reasonable steps to ensure that –
 	
(a) accommodation staff receive appropriate training for their role, including on –
 	
    (i) referral pathways (including to local service providers) and escalation procedures; and
 	
    (ii) timely reporting of incidents or concerns; and
 	
    (iii) encouraging healthy life-styles for students.

What this may look like

• Staff understand:
 	
    o the limits of their role and at what point and to whom they should escalate a health or wellbeing issue
 	
    o how and when to refer residents to internal services or external service providers
 	
    o how to access and use first aid and emergency equipment such as defibrillators and fire alarms
 	
    o the procedures and timeframes for reporting incidents or concerns
 	
    o how to encourage residents to have a healthy lifestyle.

Related processes
Outcome 1 • Enhancing student safety   Outcome 3 • Staff training to recognise and respond to health and wellbeing issues • Identifying and assisting students at risk   Outcome 5 • Recognising, reducing and responding to all forms of discrimination and harassment   Outcome 6 • Supporting positive choices

Resources
• Information on healthy living is available from the [Ministry of Health](#) and [Health Navigator New Zealand](#).

Appropriately experienced accommodation staff

Interim Code process: 20
Providers must take all reasonable steps to ensure that –
(b) the experience of accommodation staff is appropriate for the type and nature of accommodation that is being provided.
What this may look like
• Staff have the appropriate competencies and skills for the age, cultural background and needs of the residents they work with.
• This may include being able to communicate well with students and young people, having the experience to deal with unexpected situations that may come up, and understanding tikanga, kaupapa, te reo, ako and te ao Māori, and Pacific customs and protocols.
Related processes
Outcome 9
• [Human resource strategy](#)

Fit and proper persons

A 'fit and proper person' is defined in the interim Code as 'a person who is of good character who abides by the laws of New Zealand and elsewhere, and is likely to continue to do so while being employed at a student accommodation as a member of the accommodation staff'.

Interim Code process: 20
Providers must take all reasonable steps to ensure that –
(c) the accommodation staff are fit and proper persons.
What this may look like
Relevant background checks and police vetting are conducted to ensure accommodation staff are fit and proper persons and checks are regularly updated as appropriate.

Resources
• [The New Zealand Police](#) has information about the vetting process.

Managerial oversight

Interim Code process: 20
Providers must take all reasonable steps to ensure that –
(d) there is managerial oversight of accommodation staff at all times (24 hours a day, 7 days a week) so that issues can be escalated when they occur.
What this may look like
• A senior staff member or manager is available and contactable 24/7 by staff in an emergency or when an issue needs escalation, and staff know who to contact and how. • Staff understand the types of situations they should escalate to the manager with oversight and when they should use national emergency services (111).

Appropriate level of staffing

Interim Code process: 20
Providers must take all reasonable steps to ensure that –
(e) the level of live-in accommodation staffing provides appropriate oversight and support for residents based on the type and nature of accommodation (for example, a higher level of staffing for halls of residence primarily intended for first-year students).
What this may look like
• The number of live-in staff is adequate to provide the support and oversight required for the number of residents in the accommodation, allowing for absences due to sickness, planned or unplanned leave, and other scenarios. • The ratio of live-in staff to resident is appropriate to the type and nature of the accommodation, with a hall of residence for predominantly first-year students requiring a higher ratio than studio rooms or apartments for more mature students. • The number of residents and their ages, backgrounds and known needs are considered when assigning live-in staff members.

Process: Risk monitoring and responsive pastoral care

Meeting residents' needs

Interim Code process: 21
(1) Providers must have risk monitoring and responsive pastoral care practices, including for –   (a) evaluating the specific needs of residents and planning for how these can be reasonably and practicably met and monitored.
What this may look like
• Information provided by residents and incidents or situations that occur are evaluated to identify residents with specific needs and to develop plans to meet or monitor those needs. • Plans are developed in partnership with the resident who has the need, to ensure the need is appropriately met. • Processes are in place to monitor residents with specific needs appropriately.
Related processes
Outcome 3 • [Identifying and assisting students at risk](#) • [Assisting disabled students](#)

Proactively offering support

Interim Code process: 21
(1) Providers must have risk monitoring and responsive pastoral care practices, including for –   (b) encouraging residents to disclose health or mental health needs so that the provider can proactively offer them support and resources.
What this may look like
• Residents are asked about pre-existing conditions in a sensitive and culturally appropriate manner, and barriers to residents disclosing information are identified and eliminated. • Issues that are disclosed are assessed and appropriate measures are put in place to ensure appropriate support and resources are provided to residents, including culturally appropriate support and resources.

Related processes
Outcome 3
• [Managing mental health](#)

Nominated contact person

Interim Code process: 21
(1) Providers must have risk monitoring and responsive pastoral care practices, including for –
(c) requesting that residents supply the name and contact details of a nominated person should their wellbeing or behaviour cause concern.
What this may look like
• All residents are asked for the name and contact details of a nominated person should their wellbeing or behaviour cause concern, and reminded to update the contact details of their nominated person as required.   • Residents are aware in what situations the nominated person may be contacted. When appropriate, the resident's consent is sought before any personal information is disclosed, and communications comply with the Privacy Act. Residents under the age of 18 are aware of what will be communicated with their parents/legal guardians.   • The name and contact details of the nominated person are kept secure and confidential.
Resources
• The Privacy Commissioner has information on [obligations](#) under the [Privacy Act 1993](#) including exceptions.

Responding to at-risk behaviour

Interim Code process: 21
(1) Providers must have risk monitoring and responsive pastoral care practices, including for –
(d) having clearly defined processes within the student accommodation for referring and responding to instances of resident behaviours that are a risk to self or others.
What this may look like
• The processes for referring and responding to resident behaviours ensure residents are treated fairly, effectively and are appropriately supported throughout the process, and ensure the cultural safety of residents.

• Accommodation staff are familiar with the processes and know when and how to respond to concerning behaviour, when to refer a resident and who to refer them to.

<table>
<tr><td>Related processes</td></tr>
<tr><td>

Outcome 3

• Staff training to recognise and respond to health and wellbeing issues

• Identifying and assisting students at risk

Outcome 7

• Accommodation staff training

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Welfare checks

<table>
<tr><td>Interim Code process: 21</td></tr>
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(1) Providers must have risk monitoring and responsive pastoral care practices, including for –

    (e) having appropriate welfare-checks, including –

      (i) developing and implementing a welfare management plan for residents assessed as being at risk, which could include referral to external services; and

      (ii) systems to regularly check that residents continue to be active within their student accommodation and, if a resident is identified as being at risk, developing and implementing a welfare management plan; and

      (iii) appropriate arrangements for residents under 18 including for effective communication with the parent or parents regarding wellbeing; and

      (iv) information in the house rules advising that staff members are mandated to enter a resident's room without permission for safety and health reasons.

</td></tr>
<tr><td>What this may look like</td></tr>
<tr><td>

• A welfare management plan is developed for at-risk residents, detailing how the resident's welfare will be monitored and what action will be taken should concerns arise, including escalation or referral to external services. The plan is developed in partnership with the resident, where possible, and takes into consideration the cultural and other needs of the resident.

• Systems to regularly check that residents continue to be active within their student accommodation are in place and help to identify residents who are at risk. Where a resident is identified as being at risk, a welfare management plan is developed and implemented.

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- Residents under the age of 18 have appropriate arrangements in place to ensure their welfare, including a communication plan detailing what will be communicated with parents/legal guardians, the frequency of communications, and what additional communications may be required in the case of an emergency or concern.

- Information is included in the house rules advising residents that staff members can enter a resident's room without permission for safety and health reasons.

Related processes

Outcome 3

- Identifying and assisting students at risk

Outcome 7

- House rules and guidelines

- Proactively offering support

- Nominated contact person

Outcome 8

- House rules

Outcome 9

- House rules

Co-ordinated information channels

Interim Code process: 21

(1) Providers must have risk monitoring and responsive pastoral care practices, including for –

    (f) having co-ordinated information channels across the provider to link emerging concerns about residents' wellbeing or behaviour so that they can be connected quickly to the appropriate student services.

What this may look like

- Processes are in place to appropriately share information across student accommodation, academic and student services where there are concerns about a resident's wellbeing or behaviour, in order to connect them with the appropriate support services.

- This may include monitoring attendance in lectures, tutorials and other classes, and monitoring academic performance, with sudden or unexplained changes being followed up with support and advice as required.

• Reporting across the information sharing system is consistent. There are clear protocol and thresholds for sharing information and referring residents to appropriate services, which are in accordance with the principles of the Privacy Act.

Related processes
Outcome 3 • [Identifying and assisting students at risk](#)

Critical incident and emergency procedures manual

Interim Code process: 21

(1) Providers must have risk monitoring and responsive pastoral care practices, including for –
 	
    (g) keeping a critical incident and emergency procedures manual (specific to the student accommodation) which guides staff involved in an incident for –
 	
       (i) the immediate actions required; and
 	
      (ii) the follow-up de-briefing process to support students and staff.

What this may look like

• A critical incident and emergency procedures manual for the student accommodation is available and kept up to date, and includes:
 	
    o processes for staff to follow in a critical incident or emergency that are specific to the accommodation and cover the immediate actions staff should take and any follow-up actions
 	
    o processes for connecting with external service providers, police, hospitals, relevant government agencies, etc, as required
 	
    o debriefing processes to support residents and staff following a critical incident or emergency, including culturally appropriate support and victim support as needed, and harm reduction interventions.

Related processes
Outcome 1 • [Enhancing student safety](#) Outcome 7 • [Emergency and safety information](#)

Resources
• NZQA's Education (Pastoral Care of International Students) Code of Practice 2016 toolbox includes critical incident plans and advice. • The Ministry of Education has information and resources for schools to help them prepare for and deal with emergencies and traumatic incidents. Although aimed at schools, this information can also be of use for tertiary education providers. • Victim Support is an incorporated society which provides free emotional support to help victims of serious crime and trauma. Victim Support can be contacted by phone at 0800 842 846.

Reviewing and updating

Interim Code process: 21
(2) The practices described in sub-clause (1) must be regularly reviewed and updated to ensure that they remain relevant and fit for purpose.
What this may look like
• The required practices are regularly reviewed and updated. The review process incorporates feedback from residents, including Māori and Pacific residents, and accommodation staff to ensure the practices meet the needs of residents and staff.

Outcome 8: A supportive residential community

Students in student accommodation live in a communal environment that promotes healthy living and social wellbeing.

Good practice
• The student accommodation provides a communal environment where students experience healthy living and social wellbeing. • This is demonstrated through evidence of students' experience of their social and physical wellbeing in their accommodation environment. Particular consideration is given to Māori students and students from various Pacific cultures. First year students, those who may need additional support, and diverse or underrepresented groups are also given specific consideration. • Providers know and understand the diversity of their students, listen to their students' experiences and suggestions as to how they might improve the communal environment, and implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

House rules

Interim Code process: 23
Providers must take all reasonable steps to create a communal environment in student accommodation that promotes health and social wellbeing, and encourages study and learning by – (a) establishing reasonable house rules.
What this may look like

• House rules are established that are reasonable, culturally appropriate, and acceptable to residents.
 	
• House rules promote and encourage:
 	
    o a sense of community and association with fellow students, through setting out residents' responsibilities within the community of the accommodation and promoting a culture of inclusiveness and caring
 	
    o the health and social wellbeing of residents, through rules about residents holding social events, alcohol and drug use, and safety
 	
    o an environment of study and learning.

Related processes
Outcome 7 • [Helping residents understand their responsibilities](#) • [House rules and guidelines](#) Outcome 9 • [House rules](#)

Health promotion

Interim Code process: 23
Providers must take all reasonable steps to create a communal environment in student accommodation that promotes health and social wellbeing, and encourages study and learning by – (b) supporting health promotion activities.
What this may look like
• Residents are advised on making healthy choices and given information about health and how to maintain a healthy lifestyle. Activities are organised that promote health and healthy lifestyles, and residents are encouraged to participate. • Relevant services that are available on-site, in the community, online or by telephone are promoted. These may include services such as health services, alcohol, drug and addiction services, counselling and mental health services, and sexual health services. • Health service providers are consulted so residents receive appropriate information about how to access their services and, where appropriate, invited to promote their services to residents.
Related processes
Outcome 3 • [Improving physical and mental health](#) Outcome 6 • [Supporting positive choices](#)

Resources
• The Health Promotion Agency promotes health and wellbeing, encourages healthy lifestyles, and offers a large range of information and support. • Te Rau Ora strengthens Māori health and wellbeing. • Le Va works alongside the services and people who deliver health and wellbeing services to develop flourishing Pacific communities who are reaching their full potential.

Responsible behaviour and academic success

Interim Code process: 23
Providers must take all reasonable steps to create a communal environment in student accommodation that promotes health and social wellbeing, and encourages study and learning by – (c) promoting responsible social behaviour and academic success.
What this may look like
• Residents are aware of their responsibilities within the residential community, and responsible social behaviour, including acceptance and inclusiveness, is actively promoted. • A culture of academic achievement is encouraged in the residential community, and residents are encouraged and supported to establish study groups to support their learning and respect quiet study zones or times, where applicable. • Māori and Pacific residents' perspectives contribute to establishing a supportive learning environment and inclusive residential community that addresses what is important for them.
Related processes
Outcome 1 • Maintaining a supportive learning environment Outcome 4 • Academic support services and oversight of achievement and engagement Outcome 5 • Inclusive environment Outcome 7 • Helping residents understand their responsibilities

Cultural needs

Interim Code process: 23
Providers must take all reasonable steps to create a communal environment in student accommodation that promotes health and social wellbeing, and encourages study and learning by –   (d) meeting the cultural needs and aspirations of all groups.
What this may look like
• The residential community meets the cultural needs and aspirations of residents. This may include having culturally appropriate spaces and conventions and appropriate areas for residents to practise their religion or culture.   • The residential community is an inclusive environment where residents are free from racism and discrimination, connected to cultural networks, and able to express their culture.   • Feedback from residents, especially Māori and Pacific residents, is sought to ensure their cultural needs and aspirations are being met, and improvements are made in response to feedback.
Related processes
Outcome 5   • Inclusive environment   • Connecting, building relationships and developing social and cultural networks

Developing community

Interim Code process: 23
Providers must take all reasonable steps to create a communal environment in student accommodation that promotes health and social wellbeing, and encourages study and learning by –   (e) developing appropriate initiatives guided by students to build a sense of community.
What this may look like
• Activities and programmes that build a sense of community and promote safe peer support are developed in partnership with residents. This may include workshops on practical skills for residents, and culturally appropriate activities and programmes.   • Residents are encouraged and enabled to organise and hold their own events for the residential community, as appropriate.   • Common space in the accommodation is designed to promote a sense of community, and residents have input into how common spaces are designed and used.

Related processes
Outcome 1 • [Maintaining a supportive learning environment](#) Outcome 5 • [Inclusive environment](#) • [Connecting, building relationships and developing social and cultural networks](#) Outcome 7 • [Helping residents understand their responsibilities](#) • [House rules and guidelines](#)

Outcome 9: Accommodation plans, administration and operational policies

The pastoral care needs of residents are met through effective student accommodation contracts and practices of providers.

Good practice
• The provider has contracts and practices in place that ensure the pastoral care needs of residents are met. This includes contracts between the accommodation provider and residents, as well as any contracts, practices or agreements between the tertiary education provider and accommodation provider(s) or other suppliers. • Residents' feedback on their experience of pastoral care in their accommodation environment is sought, with particular consideration given to the experiences of Māori students and students from various Pacific Island cultures. First year students, students who may need extra support, and diverse or underrepresented groups are also given specific consideration. • Providers know and understand the diversity of their students, listen to their students' experiences and suggestions as to how they might improve their contracts and practices to ensure better pastoral care, and implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

Process: General principles

Alignment with wider pastoral care

Interim Code process: 25
Providers must ensure that the pastoral care needs of students in student accommodation are met through clear, reasonable and effective practices that include –   (a) a statement of intent or mission statement, which refers to this code and how it aligns with the wider pastoral care approach of the provider.
What this may look like

• The student accommodation has a statement of intent or mission statement that:
 	
    ○ outlines its approach to providing student accommodation
 	
    ○ shows how its pastoral care approach aligns with the interim Code and with the wider pastoral care approach of the tertiary education provider
 	
    ○ includes an equity focus regarding Māori and Pacific residents.

• Feedback from residents is sought to ensure their pastoral care needs are addressed in the statement of intent or mission statement.

Human resource strategy

Interim Code process: 25
Providers must ensure that the pastoral care needs of students in student accommodation are met through clear, reasonable and effective practices that include –
(b) a human resource strategy that includes –
(i) job descriptions that clearly describe the role of accommodation staff in relation to the pastoral care of students; and
(ii) relevant competencies and attributes that accommodation staff must demonstrate to be able to fulfil that role; and
(iii) the availability of support services to accommodation staff.
What this may look like
• The human resource strategy includes in-depth job descriptions clearly outlining the roles and responsibilities of accommodation staff, including expectations, boundaries and limitations.
• Each role has a clear job description that includes the type and extent of pastoral care expected in that role, and the competencies and attributes required for that role. This may include understanding tikanga, kaupapa, te reo, ako and te ao Māori, and Pacific customs and protocols.
• The human resource strategy outlines the approach to ensuring the wellbeing of accommodation staff, including having support services available.
Related processes
Outcome 7
• Accommodation staff training
• Appropriately experienced accommodation staff
• Managerial oversight
• Appropriate level of staffing
Resources
• EAP Services Limited delivers support to employees whose workplaces are registered.

Process: Student accommodation contracts and self-evaluation

Student accommodation contracts

<table>
<tr><td colspan="1" style="background-color:#7a1f1f;color:white">Interim Code process: 26</td></tr>
</table>

(1) Providers must ensure that student accommodation contract with a resident –

    (a) is clear and concise; and

    (b) sets out the responsibilities of the provider and the resident; and

    (c) advises residents of the requirements for –

        (i) information sharing across the provider; and

        (ii) the regular processes for checking on residents; and

    (d) is reviewed and updated from time to time to ensure it remains fit for purpose in relation to pastoral care matters, taking into account the views of students and their representative bodies; and

    (e) sets out the deposit, bond components, fees, refund policy and penalties; and

    (f) sets out the complaints and disciplinary process.

What this may look like

- The student accommodation contract with a resident meets requirements (a) – (f) as described in the interim Code. It also meets general legal requirements such as fair trading and consumer guarantees acts and is consistent with good practice for contracting.

- The contract is regularly reviewed and updated. The review process incorporates feedback from students, including Māori and Pacific students, and student representative bodies to ensure the contract is fit for purpose and meets the pastoral care needs of residents.

Related processes

Outcome 7

- [Informing choices](#)

House rules

Interim Code process: 26
(2) Providers must provide prospective residents with a copy of the house rules before they sign the accommodation contract.

What this may look like
• Prospective residents receive a copy of the house rules before they are asked to sign an accommodation contract and understand that by signing the contract they are agreeing to the terms in the contract as well as the house rules.

Related processes
Outcome 7 • House rules and guidelines Outcome 8 • House rules

Complaints

Interim Code process: 26
(3) Providers must keep a written log of accommodation complaints received alleging a breach or breaches of this code.

What this may look like
• All complaints regarding accommodation, including complaints about catering, cleaning and the condition of the accommodation and facilities are logged as soon as practicable. The complaints log is kept up-to-date and includes details such as the date, the nature of the complaint or alleged breach, names of affected parties, action taken, and outcome or resolution. • Trends, patterns or areas of concern identified in the complaints log are noted and followed up appropriately. • The log is kept securely in digital form or on paper, and the privacy of people named is protected appropriately.

Related processes
Outcome 6 • Addressing complaints

Regular review

Interim Code process: 26

(4) Providers must regularly review the accommodation practices with reference to the requirements in this code, to ensure that they remain fit for purpose.
 	
 (5) A review under sub-clause (4) must –
 	
  (a) be carried out annually;
 	
  (b) include feedback from residents, accommodation staff, and relevant student representatives and student bodies.

What this may look like
• The accommodation practices are reviewed annually to ensure they are fit for purpose, relevant, and comply with the requirements in the Code.   • The review process incorporates feedback from residents, including Māori and Pacific residents, student representatives and student bodies, and accommodation staff to ensure practices meet the needs of residents and staff.
Related processes
Outcome 6   • [Incorporating student perspectives](#)

Follow-up action

Interim Code process:26

(6) Providers must, within a reasonable time following a review under sub-clause (4), take appropriate action to –
 	
  (a) address any deficiencies in accommodation practices; and
 	
  (b) ensure that the accommodation practices are fit for purpose.

What this may look like
• Action is taken in a timely manner following a review of accommodation practices to address deficiencies identified and, where appropriate, develop an improvement plan.   • The feedback received as part of the review is incorporated appropriately into accommodation practices to ensure the practices are fit for purpose, improve the experience for residents and staff, and are culturally appropriate.

Outcome 10: Building facilities and services

Student accommodation facilities and services are maintained to a standard sufficient to support residents' social, mental and physical wellbeing and educational success.

<table>
<tr><td style="background-color:#4a7000;color:white">Good practice</td></tr>
<tr><td>

- The accommodation facilities and services comply with all relevant legislation, regulations and codes.

- Residents' wellbeing and educational success is supported, as demonstrated through evidence of residents' experience of the services and facilities in their accommodation. Particular consideration is given to the experiences of Māori students and students from various Pacific Island cultures. First year students, students who may need extra support, and diverse or underrepresented groups are also given specific consideration.

- Providers know and understand the diversity of their students, listen to their students' experiences and suggestions as to how they might maintain the accommodation facilities and services to support residents' wellbeing and success, and implement appropriate changes in a timely manner, and/or develop an improvement plan that is implemented and tracked.

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Communal spaces

<table>
<tr><td style="background-color:#8a2432;color:white">Interim Code process: 28</td></tr>
<tr><td>

(1) Providers must ensure that student accommodation –

    (a) has appropriate and sufficient communal spaces for social interaction and for resident activities.

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- Common space in the accommodation is designed to promote a sense of community and encourage social interaction and activities. It has suitable open and communal spaces for residents to sit, study, eat and meet, and appropriate and adequate space for running activities for residents.

- Residents have appropriate spaces for holding their own events and activities such as social, cultural and interest groups.

- Feedback from residents is sought to ensure there is enough communal space and it meets residents' needs.

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Related processes
Outcome 1
• [Maintaining a supportive learning environment](#)
Outcome 5
• [Connecting, building relationships and developing social and cultural networks](#)

Responding to diverse needs

Interim Code process: 28
(1) Providers must ensure that student accommodation –
(b) responds to the diverse needs and aspirations of residents.

What this may look like
• The student accommodation meets the needs and aspirations of residents. This may include having culturally appropriate spaces and conventions, appropriate areas for residents to practise their religion or culture, and areas and facilities to meet residents' physical and social needs.
• Feedback from residents, including Māori and Pacific residents, is sought to ensure their specific needs and aspirations are being met, and improvements are made in response to feedback. Obstacles for particular groups of residents are identified and minimised.

Related processes
Outcome 5
• [Inclusive environment](#)
Outcome 8
• [Cultural needs](#)

Helping students experiencing difficulties

Interim Code process: 28
(1) Providers must ensure that student accommodation –
(c) responds to the needs of a student experiencing difficulties and, where practicable, is adjusted as necessary to address those difficulties.

What this may look like
• Accommodation staff identify residents who are experiencing difficulties, whether due to a disability, injury, illness, event, personal circumstance or any other cause. Support is given to the resident experiencing difficulties and, where possible, adjustments are made to the accommodation or practices to address those difficulties. • Feedback is sought from residents to understand where they are experiencing difficulties and what additional support they need or what changes need to be made.

Maintaining comfort and conduciveness to study

Interim Code process: 28
(1) Providers must ensure that student accommodation –   (d) is maintained in a manner that is secure, comfortable, and is conducive to study and a variety of learning styles.

What this may look like
• Student accommodation is well-maintained and comfortable, and appropriate measures are in place to ensure the accommodation is secure and residents are safe. • Consideration is given to what residents say is important for them in their accommodation, and in particular what is important for Māori and Pacific residents. • Spaces for group and individual study are provided and, where appropriate, quiet study zones or quiet times for study are reserved and enforced.

Related processes
Outcome 1 • [Maintaining a supportive learning environment](#)

Services and facilities

Interim Code process: 28
(1) Providers must ensure that student accommodation –   (e) provides utilities, services and other facilities that are adequate and appropriate for the character and size of the residential community (for example, catering, internet access, laundry, computers, leisure, cleaning).

What this may look like
• Enough utilities, services and other facilities are provided for the number of residents, and they are appropriate for the type and nature of the accommodation. • Feedback is sought from residents, including Māori and Pacific residents, to ensure the utilities, services and facilities provided meet their needs and are adequate. Shortfalls are addressed.

Insurance cover

Interim Code process: 28
(1) Providers must ensure that student accommodation –   (f) has appropriate insurance cover.
What this may look like
• The insurance cover for the student accommodation adequately covers material damage, business interruption and liability, and is with an appropriate licensed insurer.

Adequately funded

Interim Code process: 28
(1) Providers must ensure that student accommodation –   (g) is funded adequately to carry out the statement of intent or mission statement, including repairs, replacement and improvements.
What this may look like
• The student accommodation has enough funding to carry out its purpose and its approach to providing student accommodation and associated support, including pastoral care, as described in its statement of intent or mission statement. It also has enough funding to carry out repairs and maintenance, replacing and upgrading assets and services as required, and making improvements.

Financial accountability

Interim Code process: 28

(1) Providers must ensure that student accommodation –
 	
 (h) has adequate and appropriate controls in place to ensure accountability for financial processes including –
 	
   (i) providing receipts for all financial transactions with the resident, and
 	
   (ii) providing residents with up-to-date information on what they owe to the accommodation provider.

What this may look like
• The student accommodation has sound financial processes in place that include providing receipts for all financial transactions and providing up-to-date information on what residents owe to the accommodation provider.   • Appropriate financial controls are in place to adequately monitor and control the direction, allocation and usage of the accommodation's financial resources. The student accommodation is accountable for the use of its financial resources, and reports on its financial performance appropriately.

Maintenance

Interim Code process: 28
(2) Providers must ensure that any alterations, maintenance and repairs to student accommodation are undertaken as quickly as possible and in a manner that minimises interference with the quiet enjoyment of the residents.
What this may look like
• Alterations, maintenance and repairs to student accommodation are done as quickly as possible and in a way that minimises the inconvenience and disruption to residents in their living environment.