

Code of Practice

Seafield School of English observes and is bound by The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The Code sets out the minimum standards of advice and care that are expected of education providers for students to ensure they are respected, accepted and supported in their learning and wellbeing. Copies of the Codes are available from the NZQA website: <https://www2.nzqa.govt.nz/tertiary/the-code/>

Useful links

<https://youtu.be/drHcDTy3ts>

Self Review Executive Summary

All relevant sections of the code have been reviewed, and we continue to ensure alignment with the requirements of the current Code of Practice. As a tertiary training provider open to both domestic and international students, we are confident we are meeting the required outcomes of the Code of Practice.

The outcomes of the code summarise the intended impacts:

1. A learner wellbeing and safety system.
2. Learner voice.
3. Safe, inclusive, and accessible physical and digital learning environments.
4. Learners are safe and well.
8. Responding to the distinct wellbeing and safety needs of international tertiary learners.
9. Prospective international tertiary learners are well informed.
10. Offer, enrolment, contracts, insurance and visa
11. International learners receive appropriate orientations, information and advice.
12. Safety and appropriate supervision of international tertiary learners.

Seafield has strategic goals and strategic plans for supporting the wellbeing and safety of our learners across the organisation.

NZSE Strategic Plan 2020 - 2023



Vision	Strategic Objectives and Goals		KPIs
Transform Lives Through The Power of Learning	Deliver high quality strategically relevant programmes to community and industry <ol style="list-style-type: none"> Expand offerings in programmes in priority areas identified by the Government Develop micro-credential courses to provide accessible skill-based education Develop degree level and above programmes Develop more online and pathway programmes for learners nationally and internationally Develop more integrated work-based learning to build on-job training model 	Embed a "student-centred" approach across organisation <ol style="list-style-type: none"> Focus on students' academic achievements and employment outcomes Focus on improving equity and parity Ensure comprehensive learning and pastoral care support Focus on on-going conversation and self-assessment capability on student's achievements Actively work with schools, community, other institutions, industry to provide options for students. 	<ul style="list-style-type: none"> EPI commitments achieved Targeted enrolments of students achieved Students employment outcome achieved Staff satisfaction increasing Financial targets met Targeted offerings of programmes achieved Strong NZSE brand
Mission	Build a capable and culturally responsive team <ol style="list-style-type: none"> Invest in teaching capability, learning support and leadership Develop and enhance organisation's online capability Build a research capability and culture Develop a team of diversity with different identities, background and cultures Provide a stimulating and satisfying working environment 		How <ul style="list-style-type: none"> Scope of programmes Team capability Effective management and governance National and global presence Working with industry
What We Do Best	Embrace a diverse, innovative, exciting and safe learning environment <ol style="list-style-type: none"> Identify and implement innovative, exciting and appropriate teaching and learning methods Provide a safe learning facility and environment Deliver student centred learning which helps students to become active self-reliant learners Ensure the learning environment encourages tolerance and respect for other cultures and values. 		CARE Values <ul style="list-style-type: none"> Creativity – we encourage creativity Achievement – we strive for success Respect – we celebrate diversity Empowerment – we enable potential
	Effective governance and management <ol style="list-style-type: none"> Exceed Internal and external quality measurements Effective risk management Process Effective financial management to ensure viability and sustainability Robust reporting structure Ensure effective use of technology to improve productivity Effective management of physical resources 		

We have completed the NZQA attestation, due 1 November 2024 stating that we have implemented the requirements of the Code. Implementation improvements to note:

1. The complaint definition was established¹. Complaints were handled in a timely and efficient way. We noted there were no complaints during 2023 to date. Any issues were resolved at the Director of Studies stage as per the complaints procedure.
2. The critical incident definition was established². Plans were devised for assisting learners and responding effectively. There was 1 critical incident during 2023. For the instance the relevant support was provided to the student as required. The 1 critical incident involved a NMNP student.
3. The Recruitment Agent Survey is to be consistently distributed during orientation to ensure appropriate feedback is received.
4. Link to Strategic goals to be published on the website.
5. Link to Executive Summary of Self Review to be published on the website.
6. Continued Professional Development for a wide range of staff in areas of commonly identified mental health conditions of students.
7. Continued Professional Development for a wide range of staff in areas of commonly identified mental health conditions of students.
8. More comprehensive staff onboarding regarding the Code of Practice areas of responsibility and accountability.
9. Ensure employer reference is obtained for designated caregiver for under 18 students.
10. Campus information and images of classrooms and facilities to be placed on the website.

¹Definition of complaint - A formal complaint should be made in writing using the Complaints Form to the Head of School/ Group Academic Director. All written complaints will be acknowledged in writing within five working days, including an estimated time frame for response to the complaint.

²Definition of critical incident – an unplanned or unforeseen traumatic event affecting a learner or learners which has an impact on the institution the learner attends; its staff, its learners and/or the wider community. The Provider has a responsibility to be prepared for and to respond quickly, effectively to any critical incident involving a learner.