

## 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 Code are available from the NZQA website: <https://www2.nzqa.govt.nz/tertiary/the-code/>

## Useful links

<https://youtu.be/drHcDTty3ts>

## 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.

## 2024 – 2028 Strategy at a Glance



Where We Are: **Consolidation**

Where We're Going: **Thriving**

**Vision**

**Transforming lives through the power of learning**

**Values**

**Care**

**Achievement**

**Respect**

**Empower**

**Goals**

### **Sustainability & Growth – KPIs**

- Domestic Funding Fully Consumed
- Domestic revenue growth target met
- International revenue growth target met

### **Quality – KPIs**

- Obtain Highly Performed Self – Assessment
- 100% compliance with government agencies
- Effective Quality Management System

### **Outcome – KPIs**

- EPI Commitments achieved
- Learner Employment Outcome achieved
- Learner Success Plan, DAP, CoP achieved

**Objectives**

**Programmes**

**Learner-centred Approach**

**Team**

**Learning Environment**

**Governance and Management**

## Our Missions



To Prepare Learners with  
Employability Skillsets for  
Current and Future Workforce



To provide excellence  
in language teaching

## Strategic Objectives

Programmes	Learner-centred Approach	Team	Environment	Governance & Management
Deliver high quality and strategically relevant programmes to community and industry	Embed a holistic "learner-centric" support and system across the whole organisation	Build a capable and culturally responsive team with a shared design for change	Develop a diverse, innovative teaching and learning environment	Establish a structure to ensure an effective operation and adapt to changing environments while maintaining accountability and transparency.

We have completed the NZQA Gap Analysis. Implementation improvements to note:

1. The complaint definition was established<sup>1</sup>. Complaints were handled in a timely and efficient way. We noted there was 1 complaint during 2025 to date. The 1 complaint involved a NMNP student. The issue was resolved at the Academic Director stage as per the complaints procedure.
2. The critical incident definition was established<sup>2</sup>. The Critical Incident Plan was devised for assisting learners and responding effectively. There was 1 critical incident during 2025. For the instance the relevant support was provided to the student as required. The 1 critical incident involved a NMNP student.
3. To embed a shared student communication system designed to strengthen learner engagement and representation.
4. Include representatives on the International Learner Voice Committee where possible.
5. Continue to develop the onboarding pack for agents.
6. Ensure the reference is obtained on the designated caregiver for Under 18 students.

<sup>1</sup>.Definition 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.

<sup>2</sup>.Definition 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.