Code of Practice

Seafield School of English is governed and bound by requirements of 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

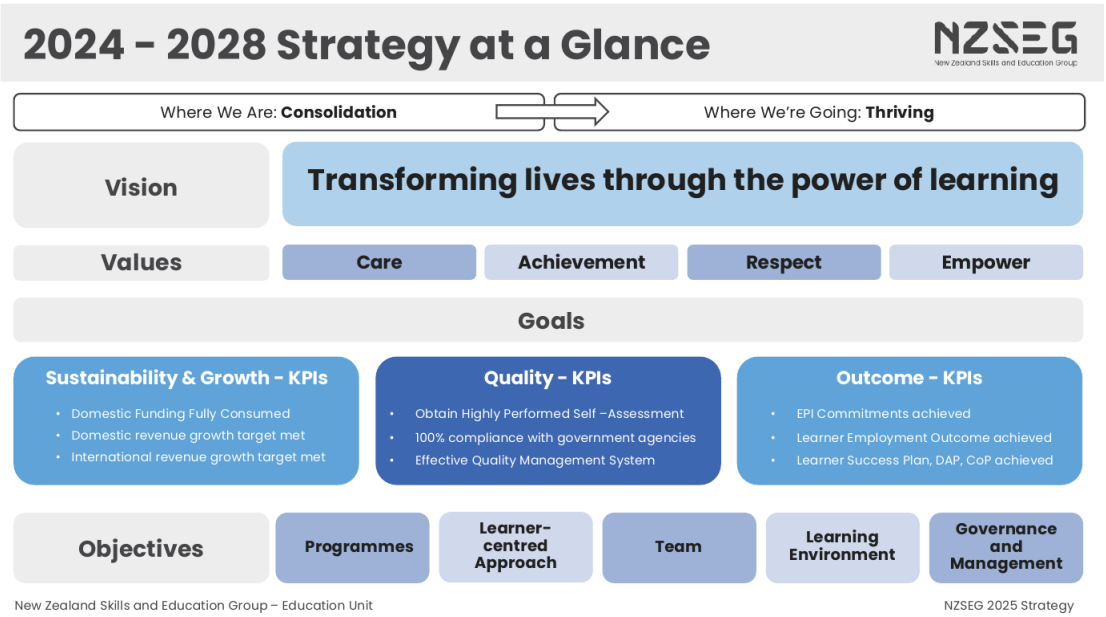
Self-Review Executive Summary

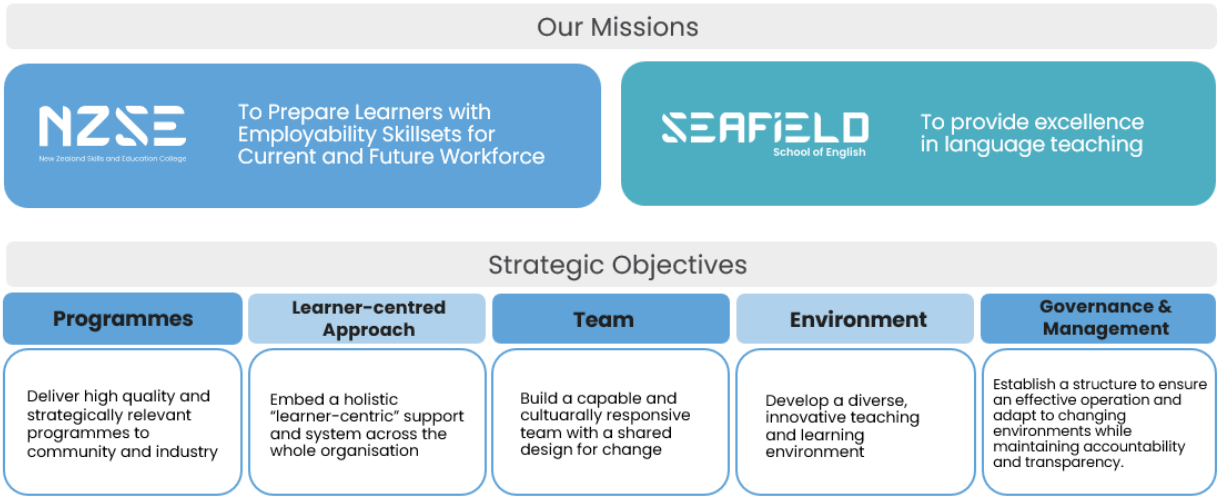
All relevant sections of the code have been reviewed, and we continue to ensure alignment with the requirements of the current Code of Practice. As a tertiary training provider open to both domestic and international students, we are confident we are meeting the required outcomes of the Code of Practice.

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.





The NZQA Gap Analysis for Outcomes 1 to 4 and Outcomes 8 to 12 has been reviewed. The analysis confirmed the practices are in place, recognise the progress Seafield has made during 2026, and highlighted opportunities to continue strengthening practice and evidence.

Progress to note:

- **Strategic goals:** these are published on our website in several documents, including the student handbook and this summary. The Learning and Teaching Plan 2026-2030 was revised and approved in September 2026.
- **Critical incidents:** the Critical Incident Policy was updated and approved in June 2025, and critical incident response guidelines and a report template were issued in June 2025. Professional development sessions on critical incidents have been held with all staff, with refresher training for learner support and senior academics.
- **Supporting learners:** diagnostic tests are conducted in the first week to evaluate strengths and weaknesses of learners; learners at-risk are identified and provided guidance to support their academic journey**;** attendance follow-ups help us identify possible at-risk learners.
- **Learner voice:** Seafield uses a range of approaches, with a dynamic learner body, with learners joining and leaving in any week, so regular systematic surveying, accessible direct communication tools for every student and SGIDs are employed to ensure all students have an opportunity to have a voice.
- **Te Tiriti o Waitangi:** Staff took part in a Communities of Practice hui on 2 April 2026 and all NZSEG staff in a Te Tiriti o Waitangi training at the Winter Wananga on 2 August 2026. Seafield embeds some te reo pronunciation training into class teaching and have events and workshops twice yearly (Waitangi Day and Te Wiki o te reo Māori).
- **The Student Charter** was developed in August 2026 and sets out the values, behaviours and responsibilities expected of learners
- **International agents:** In 2026, an update was undertaken for the Code of Practice presentation for agents and external agencies. Seafield's international recruitment team provides ongoing product training that includes Code of Practice components. All international students recruited through agents are asked to complete the 2026 International Agent Survey.

Opportunities for continued improvement:

- **Staff development:** continued professional development for enrolment and support staff, including mental health, and wider participation of staff from other departments in training on the welfare needs of neurodiverse learners. As a member of English New Zealand, Seafield teachers can also take part in yearly professional development workshops with other member schools.
- **Information for prospective international learners:** biographies of academic and learner support staff, including a visual walk-through of the campuses, will be added to pages of Seafield's website.

Critical incidents

Definition: *A critical incident is 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*.

Critical incidents are recorded in the Student Management System SELMA against the learner's record and HR platform Employment Hero. During 2026 January to October there were 3 critical incidents: two involved learners from China and one involved a learner from India. NZQA was notified of these incidents.

Complaints

Formal complaints are made in writing using the Complaints Form to the Academic Director. All written complaints will be acknowledged in writing within five working days, including an estimated time frame for response to the complaint. All student complaints are recorded in SELMA. During 2026, Seafield reported 5 formal complaints from four Chinese students and one Colombian learner, three around refunded money and two regarding academic matters. All complaints were resolved internally without known escalation. As a member of English New Zealand, any unresolved complaints are notified to them prior to the learner going onto NZQA.