

2025 SUMMARY – COMPLIANCE WITH THE EDUCATION (PASTORAL CARE OF TERTIARY AND INTERNATIONAL LEARNERS) CODE OF PRACTICE 2021

Executive Summary

At IAANZ, we are committed to creating a safe, supportive, and inclusive environment that prioritises the wellbeing of all our learners. This strategic plan outlines our goals, actions, and processes to ensure the safety and wellbeing of our students across all aspects of their experience with us.

The review was conducted under the Code issued pursuant to the Education and Training Act 2020, along with supporting learner wellbeing and safety through compliance with the Privacy Act 2020, Health and Safety at Work Act 2015, Human Rights Act 1993, Immigration Act 2009, and NZQA Student Fee Protection Rules.

- **IAANZ demonstrates:**

strong, organisation-wide compliance with the NZQA Code of Pastoral Care, with learner wellbeing embedded across strategy, culture, and operations.

- **All applicable outcomes are met;**

Outcomes 5–7 and 12 are not applicable due to no accommodation or under-18 learners.

- **Strengths:**

- o Highly effective learner voice systems and feedback channels
- o Comprehensive, well-structured orientation programme
- o Strong “Just Culture” model supports safe reporting and continuous improvement
- o Proactive and tailored international learner support
- o Robust incident reporting (AIRS) and case management (Wisenet)

- **Areas for development:**

- o Formalising Te Tiriti o Waitangi staff training
- o Embedding Māori perspectives in environment design
- o Implementing planned on-campus wellbeing initiatives
- o Clarifying refund/closure scenarios in formal documentation

Overall focus is on refining systems and documentation. No major compliance risks.

OUTCOME SUMMARIES

1. LEARNER WELLBEING AND SAFETY SYSTEM – MET

- Strong strategic alignment, regular self-review, and embedded safety culture.
- Comprehensive systems for monitoring and responding to learner needs.
- Improvement: strengthen staff training documentation and clarity in reporting guidance.

2. LEARNER VOICE – MET

- Multiple formal and informal channels (committees, surveys, reporting tools).
- Transparent, accessible complaints system aligned with Just Culture.
- Improvement: more structured engagement with whānau and communities.

3. SAFE, INCLUSIVE, ACCESSIBLE ENVIRONMENTS – MET

- Inclusive culture supported by policy, training, and learner engagement.
- Good support for cultural identity and belonging (e.g. Te Whare Tapa Whā).
- Improvement: formalise Māori involvement in physical/digital design processes.

4. LEARNERS ARE SAFE AND WELL – MET

- Strong information provision, proactive monitoring, and early intervention systems.
- Flexible, responsive support for diverse and neurodiverse learners.
- Improvement: implement planned on-campus wellbeing initiatives.

5–7. ACCOMMODATION – NOT APPLICABLE

- No student accommodation provided, future readiness planning in place.

8. INTERNATIONAL LEARNER NEEDS – MET

- Highly responsive, lifecycle approach (pre-enrolment to post-study).
- Dedicated support roles and strong integration of learner feedback.

9. PROSPECTIVE INTERNATIONAL LEARNERS – MET

- Clear, accurate pre-enrolment information and strong agent oversight.
- Improvements: increase public access to learner handbooks and formalise agent feedback.



OUTCOME SUMMARIES CONTINUED

10. ENROLMENT, CONTRACTS, INSURANCE, VISA – MET

- Transparent, fair processes aligned with legislation and NZQA rules.
- Strong fee protection and visa compliance systems.
- Improvement: clarify provider closure scenarios in policy documentation.

11. ORIENTATION FOR INTERNATIONAL LEARNERS – MET

- Comprehensive, well-planned orientation with ongoing information support.
- Includes safety, wellbeing, academic expectations, and regulatory requirements.

12. SAFETY/SUPERVISION (UNDER 18S) – NOT APPLICABLE

13. MARKETING AND PROMOTION – MET

- Ethical, accurate, and regularly reviewed marketing practices.
- Strong alignment between marketing, learner expectations, and industry needs.

14. EDUCATION AGENTS – MET

- Robust vetting, contracts, monitoring, and training systems.
- Evidence of decisive action where agent performance is inadequate.

15. ENROLMENT AND INSURANCE (OPERATIONAL) – MET

- Fair contracts, clear expectations, and strong alignment with natural justice/Just Culture.
- Insurance requirements are clear and appropriate to aviation training.

16. IMMIGRATION MATTERS – MET

- Clear verification and monitoring processes.
- Strong compliance with reporting obligations to Immigration NZ.

17. ORIENTATION – MET

- Consistent, high-quality delivery across cohorts.
- Handbook quiz ensures learner understanding and accountability.

18. SAFETY AND WELLBEING – MET

- Strong systems for managing risk, behaviour, and learner support needs.
- Effective support for at-risk and neurodiverse learners.
- Improvement: formalise external agency reporting processes in manuals.

OUTCOME SUMMARIES CONTINUED

19. LEARNER SUPPORT, ADVICE AND SERVICES – MET

- Accurate, regularly reviewed information supporting wellbeing, rights, and employment.
- Strong cultural and community support integration.

20. MANAGING WITHDRAWAL AND CLOSURE – MET

- Fair, transparent refund policies with Public Trust fee protection.
- Processes support learners through withdrawal or disruption.

21. COMPLAINTS – MET

- Accessible, learner-centred complaints system with multiple pathways.
- Clear escalation to external bodies (e.g. DRS).

22. DISPUTE RESOLUTION SCHEME – MET

- Strong organisational understanding and accountability embedded in roles and systems.

OVERALL CONCLUSION

- IAANZ demonstrates high maturity in pastoral care systems, with strong alignment between policy, practice, and culture.
- Identified improvements are targeted, achievable, and primarily documentation-focused, supporting ongoing continuous improvement rather than addressing systemic gaps.

