



## The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

### Summary of Self-Review | October 2025

#### Outcome 1: A Learner Wellbeing and Safety System

Summary of Performance based on gathered information (ie. how effectively is Laidlaw doing what it needs to be doing?)	How do we know? (ie. supporting evidence with analysis to make sense of what it means)
<p><b>Process 1-2</b></p> <p>One of Laidlaw’s key strategic goals is “formative community” with a 2024-2028 strategic plan outlining five strategies. The Gap analysis noted this goal and strategies are not outlined on our website. The fifth strategy of “lifelong connection” needs to be written.</p> <p>A strategic goal in relation to support of Māori students is outlined in 7.6.3 of the Academic Regulations. Our Bicultural paper is compulsory for all students in a diploma or degree programme.</p>	<p>Strategic Plan 2024-2028.</p> <p>Student satisfaction is measured by orientation and end-of-semester surveys. End of semester 1 indicated high level of student satisfaction with pastoral care, student support, and community life.</p>
<p>Self-review reports and strategic goals to do with the Code are published on Laidlaw’s website.</p>	<p><a href="https://www.laidlaw.ac.nz/the-education-code-2021">https://www.laidlaw.ac.nz/the-education-code-2021</a></p>
<p><b>Process 4</b></p> <p>Lecturers and Student Support work together to address emerging concerns over a learner’s wellbeing. Any patterns emerging are discussed at the Mental Health &amp; Safety meeting. One outcome of this meeting was the writing of a guideline for lecturers raising sensitive topics in class.</p>	<p>Teams channel relevant to particular student. Individual Learning Plans written if needed. Minutes of MHAS meetings. Instructions passed to Academic Dean for inclusion in training material for lecturers/adjuncts.</p>
<p>New lecturers continue to have one-on-one meetings with the Student Dean, introducing them to the requirements of this Code.</p>	<p>Summary document written with specifics on Laidlaw systems in meeting Code requirements.</p>
<p>Referral pathways for students are in the Staff Corner on Teams.</p>	<p>Staff Team</p>

Gaps in training were identified in understanding welfare issues of diverse learner groups (including neurodiverse), and diverse cultures. A recommendation has been given to Senior Leadership that short blocks of training be introduced in all-staff monthly meetings.	Goal for 2026.
Laidlaw is working with an outside agency to update a critical incident and emergencies procedures manual.	Goal for this to be finalised in 2026
No critical incidents or emergencies occurred in 2025.	

## Outcome 2: Learner Voice

<p><b>Process 1: Learner Voice</b></p> <p>Laidlaw has dedicated staff for Pasifika, International, and Partnership students and students with disabilities. Due to the resignation of our Māori student support advisor we currently do not have a person dedicated to this role. This gap in our support team is being addressed. Staff from our partner college, Te Wānanga Ihorangi, are being called upon for advice when needed.</p> <p>Christchurch and Henderson have student leadership teams which meet regularly with staff, with student feedback an ongoing agenda item. Both campuses have 'student feedback' boxes, along with more formal feedback processes.</p> <p>A student representative sits on the National Governing Council, the National Academic Committee, and Postgraduate Committee. Each provides a report to these groups on behalf of students.</p> <p>Newly introduced in 2025 were updates from the Student Dean and Academic Dean on the outcome of feedback given to student leaders/national academic committee via the campus newsletters.</p> <p>Student leaders were consulted about the 2026 Student Services Fee with the result of a 0% increase (following a 5% increase in 2025).</p>	<p>Minutes of meetings</p> <p>Newsletter notices from Student &amp; Academic Dean giving outcome of feedback received.</p> <p>Student Reports/Minutes of Meetings</p> <p>Student newsletters</p> <p>Minutes of meeting 20/8/2025</p>
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<p>Resources to aid students in their academic study are available on Moodle, with the addition in 2025 of videos (voiced by two students) on the topic of assignment writing.</p> <p>A day of academic workshop sessions were introduced at the Henderson campus in semester 2 Orientation Week (following a successful introduction by Christchurch). These are now being placed in both Orientation Week timetables for 2026.</p>	<p>Orientation Surveys</p>
<p><b>Process 2: Learner Complaints</b></p> <p>Our complaints process is outlined in diagrammatic form in our Orientation Handbooks and on Moodle. It is also outlined under section 5.7 “Grievance Procedures” of the Gen Regs, and on our website, together with information on “Study Complaints   Ngā amuamu tauira”</p> <p>A record of complaints is kept in a private Teams channel, with HOS &amp; Academic Dean recording outcomes of complaints. The number and nature of complaints and their outcome are being published on the Laidlaw College website annually. As at end October 2025, six complaints have been recorded and resolved at the level of Head of School or Academic Dean without need for escalation.</p>	<p><a href="https://www.laidlaw.ac.nz/complaints-process/">https://www.laidlaw.ac.nz/complaints-process/</a></p> <p>Teams Channel</p> <p><a href="https://www.laidlaw.ac.nz/the-education-code-2021">https://www.laidlaw.ac.nz/the-education-code-2021</a></p>

### Outcome 3: Safe, Inclusive, Supportive and Accessible Physical and Digital Learning Environments

<p><b>Process 1: Safe and Inclusive Communities</b></p> <p>Laidlaw aims to promote an inclusive culture across our learning environment; and celebrate difference through our cultural nights, and celebration of language weeks. Education and counselling students sign a code of ethics, there is an Orientation week talk about difference, Orientation Week Handbook has our policy about discrimination and harassment not being tolerated. This is an area we continue to strive to improve on, with student leaders and staff currently discussing ways to express and hear difference while maintaining relationship.</p>	<p>Te reo Māori songbook, He Pukapuka Prayer Book</p> <p>End of Semester surveys with positive comments on community events</p> <p>Cultural Night attendances</p> <p>Student Leader minutes 8/10/25 &amp; 29/10/25</p>
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<p>In the review it was suggested that Disability Awareness Sunday (3<sup>rd</sup> Sunday in June) be promoted and this has been included in our 2026 community calendar.</p>	
<p><b>Process 2: Supporting Learner Participation and Engagement</b> Community morning teas and lunches, cultural nights, student leader-organised events, are all providing opportunity to facilitate community. Student feedback led to the Christchurch campus introducing a Monday morning tea in 2025.</p>	<p>End of Semester surveys ask specific questions around their involvement in community events and how they find them. High satisfaction rating given.</p> <p>NAC Minutes</p>
<p>The General Regulations give opportunity for students to write assignments in te reo Māori. Increasing use of te reo Māori in community gatherings/chapels (eg. grace in te reo, Lord's Pray often in te reo Māori). Encouragement of staff to learn and use their pepeha.</p>	
<p>From semester 2, our Henderson Pasifika Student Support Advisor based herself in the Pasifika Lounge to offer academic support in that environment.</p>	
<p>Our practices for supporting learners through their studies includes orientation with academic workshops, resources on Moodle; programmes like MyStudyWorks; student support team in both campuses and available for DL students.</p>	<p>Orientation Week surveys   End of Semester Surveys   Uptake of MyStudyWorks</p>
<p><b>Process 3: Physical and Digital Spaces and Facilities</b> Six-weekly meetings of Health &amp; Safety Supervisors across both campuses provide oversight of physical safety; together with regular Mental Health &amp; Safety meetings.</p> <p>In 2025 a plug-in widget on Moodle was introduced to allow students to choose how they view their Moodle page (eg. Dyslexia friendly font)</p>	<p>Minutes of Meetings</p>

#### Outcome 4: Learners are Safe and Well

<p>The review noted that helping students with managing their basic needs tends to be more case by case, with students assisted through</p>	<p>Record of students assisted with welfare/hardship grants</p>
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<p>our Student Welfare and Hardship Funds if needed, and directed to budgeting services like CAP. A student-initiated “grace table” is available in the Student Kitchen (Henderson) where staff/students give what they can and take what they need.</p> <p>An action point arising out of the review is that a place on Moodle will be created to provide Information for all students on wellbeing services, budgeting services available to them.</p>	<p>Student end-of-semester surveys</p>
<p>The Laidlaw website directs applicants and students seeking accommodation to sites such as CANZ or TradeMe. The Student Dean assists with enquiries regarding accommodation at the former Laidlaw campus (Henderson), and posts accommodation availability on the Community Facebook pages in Auckland and Christchurch. The pastoral interview with international applicants addresses questions about accommodation.</p>	
<p><b>Process 2: Promoting Physical and Mental Health Awareness</b></p> <p>Mental Health Week was run in 2025 by both campuses with various low-key activities offered. A “flourishing in your studies” session is included in Orientation Week.</p> <p>Free counselling available to all students by our two contracted counsellors in Auckland and Christchurch. Their availability is advertised in our weekly newsletters.</p> <p>Healthy food options are included in our community lunches, and available in the student vending machine (Henderson).</p>	<p>Community newsletters</p>
<p><b>Process 3: Proactive monitoring and responsive wellbeing and safety practices</b></p> <p>The review noted that while we capture student’s contact details at enrolment, we need better practices to keep those details updated. In 2026 we will put regular reminders in newsletters and investigate whether a “pop up” can be included at course selection.</p>	

<p>Student Support staff contact an emergency contact in the event of concern for a student's wellbeing – this is often flagged by a student not logging on to Moodle or attending class. The review noted that there is no written policy in the (rare) event staff members go to a student's home to check on wellbeing. This was referred to the Health &amp; Safety Committee for action.</p>	<p>Minutes of HAS meeting</p>
<p>The review noted that identifying students who may be at risk at the application stage does not always filter through to the Disability Liaison staff member. A 'disability column' will be added to the Ebs reports to enable better communication between admissions and student support.</p>	
<p>There is flexibility within Laidlaw's system to give individual learning plans; and compassionate withdrawals with fee refunds. In 2025, four students required compassionate withdrawals/flexible change to programmes due to suffering serious accidents.</p>	<p>File notes on Ebs.</p>

### Outcome 8: Responding to the Distinct Wellbeing and Safety Needs of International Tertiary Learners

<p><b>Process:</b> An International Student Team (Academic Registrar, Student Dean, Admissions Coordinator, Christchurch Campus coordinator) provide support for students studying on student visas. A pastoral interview has been held with Theology International Students before arrival to gauge expectations of life and study in NZ, and what support they might need.</p> <p>Education/Counselling student interviews are held to assess academic ability, but 2026 applicants will also have a pastoral interview to ensure the above is covered.</p>	<p>Notes of Pastoral Interview – on Ebs</p>
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### Outcome 9: Prospective International tertiary learners are well informed

<p><b>Process 1: Marketing and Promotion</b></p>	
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The review confirmed that all information in this section is on our website and recently updated by our Academic Registrar.	<a href="https://www.laidlaw.ac.nz/internationals/">https://www.laidlaw.ac.nz/internationals/</a>
<b>Process 2: Managing and Monitoring Education Agents</b> It is Laidlaw's policy not to contract agents.	

## Outcome 10: Offer, enrolment, contracts, insurance and visa

<p><b>Process 1: Offer of Educational instruction</b> Interviews prior to enrolment are giving staff a clearer picture of the international student, their expectations, and the ‘why’ of Laidlaw and NZ. We have set IELTS scores for each programme, and prior overseas qualifications are IQA assessed.</p>	<p>Interview notes on Ebs/Teams messages to Admissions re applicants</p>
<p><b>Process 2: Information to be provided before entering contract</b></p> <ul style="list-style-type: none"> <li>a) EER result is on our website</li> <li>b) No quality improvement or compliance conditions have been imposed on Laidlaw.</li> <li>c) The education provided is outlined on the Study options page on website.</li> <li>d) Refund conditions on fees schedule, Gen Regs and on page 2 of Offer of Place</li> <li>e) Staffing, facilities and equipment are outlined on the website</li> <li>f) Available services and supports are on the website. Review noted that this will be updated to include new support staff.</li> <li>g) Insurance and visa requirements are outlined on our website.</li> <li>h) Dispute Resolution Scheme rules – Link is on the international page on our website, along with a video about the DRS.</li> <li>i) Costs are outlined in Fees Schedule, available on our website.</li> </ul>	<p><a href="https://www.laidlaw.ac.nz/evaluation-and-review/">https://www.laidlaw.ac.nz/evaluation-and-review/</a></p> <p><a href="https://www.laidlaw.ac.nz/study-options/">https://www.laidlaw.ac.nz/study-options/</a></p> <p><a href="http://www.laidlaw.ac.nz/fees/">www.laidlaw.ac.nz/fees/</a></p> <p><a href="https://www.laidlaw.ac.nz/campuses/">https://www.laidlaw.ac.nz/campuses/</a> <a href="https://www.laidlaw.ac.nz/staff/">https://www.laidlaw.ac.nz/staff/</a></p> <p><a href="https://www.laidlaw.ac.nz/student-support/">https://www.laidlaw.ac.nz/student-support/</a></p> <p><a href="https://www.laidlaw.ac.nz/internationals/">https://www.laidlaw.ac.nz/internationals/</a></p> <p><a href="https://www.laidlaw.ac.nz/internationals/">https://www.laidlaw.ac.nz/internationals/</a></p> <p><a href="https://www.laidlaw.ac.nz/fees/">https://www.laidlaw.ac.nz/fees/</a></p>
<p><b>Process 3: Contract of Enrolment</b> At review, the Academic Registrar confirmed all these terms are outlined in the Offer of Place sent to international applicants before they are enrolled to study.</p>	<p>Offer of Place template</p>
<p><b>Process 4: Disciplinary action</b> Information around the College’s disciplinary process is included in the General Regulations. No disciplinary action has been required in recent years.</p>	<p>Gen Regs</p>

<p><b>Process 6: Immigration matters</b> Student visas are double checked by the Admissions Coordinator and Academic Registrar to ensure it is for Laidlaw and the correct programme. We are aware that we need to report INZ if there is a breach in visa conditions.</p>	
<p><b>Process 7: Student fee protection</b> All student fees are lodged with Public Trust. Refund conditions are clearly set out in Fees Schedule and offer of place.</p>	<p>Offer of Place <a href="https://www.laidlaw.ac.nz/fees/">https://www.laidlaw.ac.nz/fees/</a></p>

### **Outcome 11: International Learners Receive appropriate Orientations, Information and Advice**

<p><b>Process 8: Provision of Information</b> Information provided to applicants is checked annually by the Academic Registrar.</p>	
<p>Orientation Handbook provides names and contact details of support staff for international learners. The pastoral interview also introduces at least one member of the International Students team to a student before they arrive. Information is tailored depending on an international student's needs, ascertained during the pastoral interview.</p>	<p>Orientation Handbooks</p>
<p>Information on termination of enrolment is provided in the General Regulations, including refund policy.</p>	

**Outcome 12** – not applicable as Laidlaw does not enrol international students under 18

### **Action Points from gap analysis of compliance with key required processes**

<p><b>Outcome 1:</b> The strategic goal and strategies relevant to this Code to be published on the Code of Practice page on the website. The strategy to do with lifelong connection to be written. The critical incident and emergencies procedures manual update to be finalised in 2026. Staff training around diverse learner groups to be included in monthly staff meetings.</p>
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**Outcome 3:**

Disability Awareness Sunday to be promoted to students in 2026.

**Outcome 4:**

The current Mental Health Hub is to be renamed Health and Wellbeing Hub with increased resources around budgeting services, outside support agencies, etc.

In 2026 we will put regular reminders in newsletters about updating contact details on their student portal and investigate including a “pop up” box at course selection.

Written policy on staff doing welfare checks at a student’s home to be developed and included in staff handbooks.

A ‘disability column’ to be added to Ebs reports to enable better communication between admissions and student support.

**Outcome 8:**

Pastoral interviews to be held with Education and Counselling international applicants applying for 2026 study year.