

# Oceania Career Academy Code of Practice Annual Self-Review Report and Attestation 2024

## Introduction

The **Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021** is a key document in New Zealand that ensures the wellbeing and safety of both domestic and international students enrolled with education providers.

Under the Education and Training Act 2020, it is a specific requirement that annual self-assessments of performance are undertaken and documented.

## Understanding the Code

The purpose of the [Code of Practice](#) is Learner Wellbeing and Safety. The code outlines the responsibilities of education providers to support students' physical and mental safety, respect their identities, and assist in their academic and personal development.

OCA conducts annual self-review workshops with Staff and Students guided by an inquiry approach to how well OCA met the indicators of achieving the outcome and identifying examples or evidence to ensure compliance with the Code. These reviews help us identify areas for improvement and ensure that our support services are continuously enhanced. We also actively seek feedback from students, whānau and stakeholders to inform our practices and policies.

There are four outcomes with a set of processes that sit under each one.

- Two are under organisational structure and whole organisational approach:
  1. A learner wellbeing and safety system
  2. Learner Voice
- Two are under wellbeing and safety practices for all TEOs
  3. Safe, inclusive, supportive and accessible physical and digital learning environments
  4. Learners are safe and well.

## Key Areas of Implementation

### 1. Learner Wellbeing and Safety

- **OCA's established learner and wellbeing system** is further supported by OCA's 2024-2026 strategic theme of: Our students and whānau at the heart of what we do. This incorporates ongoing continuous conversation with stakeholders including students and whānau to address the changing environment for Pasifika in NZ.
- **Policies and Procedures are well established and regularly updated**, OCA has comprehensive policies and processes ensuring a safe and supportive

environment for all students and staff. A student version of policy is incorporated into the OCA student handbook which is updated annually to reflect changes in legislation, the tertiary sector and continuous improvement practices.

- **Health and Social Services:** OCA draws on the services of its parent group The Fono to provide access to physical and mental health services, including Auckland wide and local health providers.

## 2. Learner (Student) Voice

- **Student Voice at OCA** is a main feature of our self-assessment cycle as it is continuous, open-ended and conversational. All feedback from students gained through student voice meetings, SGIDS and the stop- start- carry- on sessions is collated and shared, underpinning student success at OCA as 'knowing our students' to support meeting their needs.
- **Students are involved in decision making, reviews and shaping the learning experience:** Students are invited to provide formal feedback through evaluations. Feedback is tabled and responses are made available. This is ongoing through the duration of study; students can choose to provide feedback at any given time or will be requested to complete the formal evaluation survey. Verbal feedback is addressed at the time, or a timeframe will be provided, for OCA to respond. Normally within 48 hours.
- **Concerns and Complaints at OCA:** OCA has a strong commitment to ensuring that student concerns are resolved quickly, at the lowest possible level, and in accordance with the principles of natural justice. OCA's continuous improvement framework incorporates student voice as the key channel to raise concerns initially. If a concern is not resolved the resolution of student complaints policy is the guiding document. NZQA's Disputes Resolution Service (DRS) sets out clear instructions for students or their advocates who feel they have an unresolved complaint. \*OCA's definition of a complaint is outlined below.

## 3. Safe, inclusive, supportive and accessible physical and digital learning environments

- **OCA's model** may be described as having two arms that wrap around students. One arm being the model of navigation/mentoring, and the other the portfolio of programmes. OCA's navigation model is based on the whānau ora approach, providing wrap around support to the students and their whānau, and removing barriers to learning. The navigators work in collaboration with the tutors, student and whānau to help encourage engagement and participation in the programme.
- **All students** participate in a whānau ora interview process followed by a needs-based assessment. The outcome of the needs-based assessment identifies how OCA can meet the needs and support well-being of students through whānau ora. Whānau ora supports a holistic approach to learning that addresses, and where possible removes barriers to participation, engagement and achievement.
- **Cultural respect and inclusion:** OCA's whānau ora model plays a significant role in

shaping our cultural understanding and supporting the student journey. Key identifiers are respect for cultural norms and values, social behaviours, setting high expectations and challenging stereotypes.

#### 4. Learners are safe and well

- **OCA's whānau ora model** facilitates proactive approaches to student feedback, safety and wellbeing. The Tutors and Navigators collaborate daily to provide 'just in time' and planned interventions supporting wellbeing and safe practices. OCA has a well-established Critical Incident and Emergency Management Policy, and a Student Critical Incident Policy process and risk matrix. \*\*OCA's definition of a student critical incident is outlined below.
- **Health, Counselling and Social Services:** OCA draws on the services of its parent group The Fono to provide access to physical and LagiOla mental health services. OCA refers to external agencies to supplement existing services, where appropriate, to meet the needs of students. These services are confidential and accessible to all students. OCA promotes mental health awareness continuously, through workshops, seminars, and campaigns, encouraging students to seek help when needed.
- **Student progress tracking:** Student feedback on progress and engagement is ongoing. Navigators, Tutors and Administration support meet regularly to monitor progress and if required propose an intervention. OCA offers extensive teaching and mentoring programs to help students succeed academically. This includes one-on-one mentoring, small group teaching and practical workshops.

## Conclusion

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 is a vital framework that guides our efforts to support student wellbeing and success. By observing to the Code, we ensure that our students have a safe, supportive, and inclusive environment in which to thrive. We remain committed to continuous improvement and to addressing the challenges that arise, ensuring that we meet the evolving needs of our diverse student body.

### Definitions:

\*A complaint is a formal communication where a person or whānau is unhappy, or not satisfied with a situation, process or decision.

\*\*A student critical incident means a traumatic event or situation, or the immediate risk of such which causes serious illness, fear, injury, extreme stress, or other trauma to the person.

**2024 Review Reporting Data:** 0 complaints; 0 critical incidents

**The 2024 Code Self-Review attestation follows:**

## 2024 Code Self-Review Attestation (Tertiary)

For further information about Code self-review and attestation requirements, click [here](#).



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

### Organisation details

<b>Tertiary Education Organisation (TEO)</b>	Oceania Career Academy
<b>MoE number</b>	8069

### Contact details

Please provide the contact details of the person completing this form. This attestation should be completed and signed by the CE, Chair of the Governing Board or their delegate.

<b>Name</b>	Debra Robertson-Welsh
<b>Job title</b>	Academic Director
<b>Email</b>	Debra.Robertson-Welsh@oca.nz
<b>Phone number</b>	027 232 4060

### Enrolment details (domestic learners)

Did you enrol domestic learners in 2024?

<b>Yes or no?</b>	Yes
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### Enrolment details (international learners)

Are you an approved Code Signatory to Part 6 of the Code?

<b>Yes or no?</b>	No
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Did you enrol international learners in 2024?

<b>Yes or no?</b>	No
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If you answered yes above, what is the expected number of international learners enrolled between 1 January 2024 and 31 December 2024?

<b>Total number of international learners</b>	NA
<b>Number of international learners (under 18 years)</b>	NA

### Student Accommodation details

The Code defines student accommodation as “student accommodation which is exempt under section 5B of the Residential Tenancies Act 1986 (RTA), including where there is a written agreement between the tertiary provider and the accommodation provider under section 5B(1)(b)(ii) of the RTA.”

### Based on this definition, do you provide student accommodation?

Yes or no?	No
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## Self-review of implementation of the Code

Using the chart in Appendix 1, rate your organisation's stage of implementation for each relevant Code outcome in the corresponding space below:

- Outcomes 1 – 4 (applies to all tertiary providers)
- Outcomes 5 – 7 (applies to all providers with student accommodation)
- Outcomes 8 – 12 (applies to all providers enrolling international learners).

### Outcomes for all tertiary providers

	Stage of implementation
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented
<b>Outcome 2:</b> Learner voice	Well implemented
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented
<b>Outcome 4:</b> Learners are safe and well	Well implemented

### Outcomes for providers offering student accommodation

	Stage of implementation
<b>Outcome 5:</b> A positive, supportive and inclusive environment in student accommodation	Not applicable
<b>Outcome 6:</b> Accommodation, administrative practices, and contracts	Not applicable
<b>Outcome 7:</b> Student accommodation facilities and services	Not applicable

### Outcomes for providers enrolling international learners

	Stage of implementation
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Not applicable
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Not applicable
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance, and visa	Not applicable
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Not applicable

**Outcome 12:** Safety and appropriate supervision of international tertiary learners

Not applicable

### Rate your organisation's overall stage of implementation for the Code.

Based on your ratings listed above, please rate your organisations overall stage of implementation of the Code in the space below.

Overall implementation

Well implemented

### Confirmation

In accordance with Outcome 1 and [clause 89](#) of the Code, I confirm that:

#### Action

#### Response

A self-review of the organisation's performance against the Code has been undertaken.

Yes

The resulting self-review report, including complaints and critical incidents data, is available in an accessible format to learners, staff, and the general public, on the organisation's website. Please provide the link to your published self-review report in the space provided.

Yes

URL link:

<https://www.oca.nz/about-us/attachment/self-review-report-2024/>

Any policy and/or operational changes identified through the self-review have been made and/or are included in an action plan.

Yes

### Declaration

By submitting this form, you are attesting that the information provided is correct and that you are authorised to provide this attestation to NZQA for the organisation.

<b>TEO name (legal)</b>	Oceania Career Academy
<b>MoE number</b>	8069
<b>Name</b>	Debra Robertson-Welsh
<b>Title</b>	Academic Director
<b>Email</b>	Debra.Robertson-Welsh@oca.nz
<b>Phone</b>	027 232 4060
<b>Date of completion</b>	1.11.2024

If you have any questions, please contact [code.enquiries@nzqa.govt.nz](mailto:code.enquiries@nzqa.govt.nz) or 0800 697 296.

## Appendix 1: Continuum of implementation for the Code

<p><b>Early stages of implementation</b> Implementation of the Code has not yet started or requires significant work</p>	<p><b>Developing implementation</b> Implementation of the Code is underway, yet requires further work</p>	<p><b>Implemented</b> The Code is implemented</p>	<p><b>Well-implemented</b> The Code is well-implemented</p>
<ul style="list-style-type: none"> <li>• <b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li> <li>• <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>No</b> or <b>limited</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li> <li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Adequate</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li> <li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Effective</b> reporting processes from self-review</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li> <li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li> <li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code</li> <li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li> <li>• <b>Highly effective</b> reporting processes from self-review</li> </ul>