



**新 西 蘭 中 醫 學 院**  
**New Zealand College of Chinese Medicine**

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## **Education (Pastoral Care of Tertiary & International Learners)**

**CODE OF PRACTICE 2021**

**Self-Review Report**

**2025**

## TEO information

TEO Name	New Zealand College of Chinese Medicine			MoE number	7282
Code contact	Name	Dr Doreen Chandra		Job title	Operations Manager
	Email	<a href="mailto:doreen.chandra@chinesemedicine.ac.nz">doreen.chandra@chinesemedicine.ac.nz</a>		Phone number	09 580 2376
Current enrolments	Domestic learners	Total #	# 173	18 y/o or older	# 172
				Under 18 y/o	# 1
	International learners	Total #	# 31	18 y/o or older	# 31
				Under 18 y/o	# 0
Report author(s)	Dr Doreen Chandra				

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / Implemented / Developing / Early stages

## Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>The College conducts planned self-assessment activities throughout the academic year to understand students' learning behaviours and habits that influence their studies and how the College can better support them. We collect data through a variety of ways, including fortnightly, attendance reports, clinic audit reports, programme performance updates, student evaluations, student feedback, informal/formal, surveys, specifically the tertiary learners' wellbeing survey, which is rolled out campus-wide to understand triggers and patterns exhibited by learners, which provides data for adequate and fast response in addressing the learner needs.</p> <p>We have acupuncture, herbal, tuina, and massage clinics, which the students are welcome to take advantage of where they require treatment options if they choose to, considering health issues in our demographic of mature learner population on campus.</p>	<p>The clinics are run by registered and experienced professionals who provide appropriate support and guidance.</p> <p>Student handbooks and clinic manuals are revised every semester with the most updated information. The clinic handbook contains relevant policies and guidelines to guide students to safely practice under supervision. Our approach emphasises the importance of creating a holistic culture of care, where every learner feels enabled, valued, and supported.</p> <p><b>For example:</b>  The 2026 well-being survey data suggest that the majority of learners (n=72; 67%) feel <b>reasonably confident</b> managing academic workload, and that they have experienced a positive teaching environment (n=95; 89%). The majority of student describe their sleep quality as fair/good and excellent (n=80; 75%). When learners were asked to comment on their mental health, the majority of the learners (n=91; 85%) stated positive mental health status.</p>
<b>Outcome 2:</b> Learner voice	College has a robust system of capturing the learner voice through different mechanisms: communication, feedback,	

	<p>complaints, and dispute resolution. We have developed robust mechanisms for amplifying learner voices within the College. This includes clear communication channels where learners can express their opinions, concerns, and suggestions. There are several systems in place that ensure the students are heard as individuals and as a group.</p> <p>Furthermore, reports and actions from the weekly staff meetings with Heads of Faculty (and monthly for smaller programmes, Programme Leaders, is triangulated with Tutor and peer observations and student evaluations semester-by-semester including additional clinical supervisor evaluation and from block course intensive surveys are conducted to gauge learner satisfaction and to inform improvements, thereby fostering an inclusive environment where every student feels empowered to contribute.</p>	<p>Regular meetings are held with student representatives. The Operations Manager leads these meetings, meeting minutes are shared with the student representatives, also reporting on completed actions, and the feedback is provided to the Senior Management Team, who offer prompt responses to student concerns. The feedback is also shared with all staff at college professional development days.</p> <p>The college developed a complaints process chart for clarity to students on the matters of informal and formal grievances and complaints, which are shared through the comprehensive orientation day program. All students are given a copy of the most recent student handbook, which captures all policies and processes students need to be aware of while studying at the College, and the support services and the persons responsible for supporting them in the different areas of support.</p> <p>There is a Student Voice feature on Moodle, allowing students to anonymously express any concerns or issues related to the College or their experience. Administrative staff regularly review and compile this feedback, reporting it to management for appropriate responses and actions.</p> <p>According to the 2026 well-being survey, most students report positive connections with their peers and the school community (n= 83; 77.6%).</p>
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### Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Our comprehensive wellbeing and safety practices focus on creating safe, inclusive, and accessible learning environments—both physical and digital.</p> <p>As part of its annual strategic plan to develop and design educational qualifications curricula, the New Zealand College of Chinese Medicine evaluated its physical and digital facilities to ensure they meet educational learner standards and accessibility guidelines.</p> <p>College digital platforms (Moodle and Zoom) are designed to be user-friendly and accessible, promoting positive online interactions with a strong focus on privacy, confidentiality, and digital safety practices, endorsed by consistent monitoring of the system.</p> <p>Staff contact details are available on Moodle, and students are able to communicate with Tutors within allocated working hours.</p> <p>The Student and Clinic Handbooks are updated each Semester. The Academic Staff Handbook is updated and ready as a first draft in 2025.</p> <p>Training for staff on inclusivity and safety practices is ongoing (marae partnerships), ensuring they are equipped to support all learners effectively.</p>	<p>According to the 2026 well-being survey, most students (n=102; 95%) feel accepted and valued by the institution.</p> <p>As a model of inclusive and supportive learning environments, NZCCM facilitates visits to local marae for “Health Hui,” where students provide onsite acupuncture and Tuina services. Recently, massage students have also begun completing Work Integrated Learning hours at a marae. These initiatives help students realize their qualification goals while benefiting many patients. This involvement enhances their understanding and creates a platform for Tutors to share their clinical and cultural practices in authentic settings.</p>

<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>All students and staff are required to comply with the Workplace Health &amp; Safety at Work Act 2015.</p> <p>As regards mental health and wellness, the College has a 'Student Health and Wellbeing Strategy' with the following goals:</p> <ul style="list-style-type: none"> <li>- To always promote the personal well-being and good mental health of all students at the College</li> <li>- To ensure that students' holistic well-being and mental health are embedded in institutional decision-making.</li> <li>- To provide an environment that enhances a positive, safe, and inclusive learning experience for diverse learners.</li> <li>- To ensure that the students work closely with the learning community for all College programmes through active community engagement initiatives.</li> <li>- To empower students to engage with different cultures and reflect on their own for continuous personal and professional growth.</li> </ul> <p>Our response systems are designed to provide timely interventions, including referrals to mental health services and academic support, ensuring that every learner has access to the resources they need to thrive, including their culturally responsive needs.</p> <p>Early identification of learners needing additional support is facilitated through proactive communication, one-on-one consultations, peer support, academic support, ILPs, etc.</p>	<p>We monitor attendance and engagement in both academic and extracurricular activities as indicators of overall well-being, motivation, and engagement. In addition, the College uses WeChat and WhatsApp for learner group support and communication.</p> <p>The college has systems and processes in place to identify students who require additional support. These students may be flagged “at risk” due to low or irregular attendance, repeated requests for extensions, or assessment failures. An Individual Learning Agreement (ILA) may be signed following discussions between the Programme Leader and the Students and approved by the Programme Management Committee.</p> <p>The ILA will outline clear study progress goals and specify any additional support provided to the student.</p>
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### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
<b>Outcome 8:</b> Responding to the distinct well-being and safety needs of international tertiary learners	<p>At Orientation Day (Day 1), international students are connected to other international students for support and networking. The Code of Practice, checked with international students about any factors affecting them while settling in New Zealand, is identified, and follow-up support is offered by the student services team.</p> <p>They are also encouraged to join the College WeChat group to stay connected with all learners.</p> <p>The attendance register is kept at the reception desk for international students to sign their attendance on campus daily, which is reviewed fortnightly by the student services team to track nonattendance through phone contact to establish any required support.</p> <p>As many of the learners on the TCM programmes are older adults, we provide appropriate age support tailored to the specific challenges these learners may face. By ensuring that appropriate interventions and support services are readily available and by actively responding to these needs, we enhance the overall experience and integration of international learners within our college community.</p>	<p>This support includes fostering cross-cultural awareness among staff and learners, which helps create an inclusive environment. Attendance and participation are strong indicators. They also have a voice at the student rep meetings.</p> <p>The College student services staff know all international students by name and face, hence they do not hesitate to approach the student services team in terms of urgent help.</p> <p>The Student Services team helps international students with finding accommodation, English language support with the bank, accommodation provider, etc.</p>
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	<p>The College reviews all the relevant documents pertaining to international students every semester in preparation for the new semester enrolments. Prospective international learners receive clear, accessible, and accurate information to facilitate their decision-making process to study at the College. This includes providing sufficient details in both print and electronic formats, such as website</p>	<p>We monitor agent activities to guarantee the integrity of the information shared. Our bilingual staff for TCM are available to assist learners with English as their second language, and comprehensive information is included in the Student Handbook. This encompasses details on dispute resolution, pathways for further study, living costs, and transport options in Tāmaki Makaurau,</p>

	prospectuses. Student enrolment contracts are reviewed to ensure that the withdrawal and refunds policy details are captured clearly and accurately. Agents' contracts are reviewed annually to accommodate any changes to NZ immigration and the changes to the College QMS policies on recruitment.	ensuring that students are well-prepared for their journey, even before arriving in Aotearoa New Zealand.
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance, and visa	The College has a comprehensive enrolment process in place when enrolling international students, ensuring that they fully understand the enrolment requirements for the programmes and to ascertain student support for the applicant. We conduct initial interviews via Zoom or in person to establish rapport and address any questions prospective students may have. This personalised approach helps to clarify the enrolment process and ensures that students are adequately informed about their insurance and visa requirements. The process for the offer of a place, enrolment, insurance, and visa is designed to be straightforward and supportive, meeting the enrolment obligations for international learners.	By providing this level of support, we aim to create a seamless transition for international learners as they begin their studies at our college.
<b>Outcome 11:</b> International learners receive appropriate orientations, information, and advice	<p>All new students starting the semester receive pre-enrolment orientation information through emails from the enrolment team, welcoming them to the College. The emails contain timetables, library book lists, orientation programme, parking information, etc.</p> <p>These orientations cover learner obligations, conduct, and rights, ensuring students understand their responsibilities and entitlements. We recognize the diversity of our learners, and on that day and in further communication offer tailored support that addresses various backgrounds and needs. Importantly, we maintain a policy of not enrolling students under the age of 18, ensuring that all learners are appropriately supported within their age group.</p>	<p>At the orientation day, a comprehensive full-day orientation (day 1) is conducted by all teams at the College. There are opportunities for students to ask further questions and communicate any support required to the student services team.</p> <p>The Enrolments and Student Services team speaks to international students one-on-one to identify any support required.</p> <p>Any paperwork pending or signatures missing from the student enrolment files are collected, confirming enrolment information.</p>

	<p>Our Student Handbook includes vital information on health and safety, as well as policies related to termination of enrolment, such as re-sits, withdrawals, and suspensions, along with independent learning agreements.</p> <p>Additionally, key policies are located on Moodle, ensuring that all information is easily accessible. Communication through mobile phones and our website further enhances the support provided. To facilitate easy access to resources, we provide names and contact details for support staff in the Student Handbook.</p>	<p>Programme expectations are communicated in depth, emphasizing the attendance on campus requirements as well.</p>
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>The college prioritises the safety and well-being of our international tertiary students by providing appropriate supervision for their time at college, being sensitive to their specific needs for communication and well-being in integration with the New Zealand community.</p>	<p>This includes clear communication protocols, and regular check-ins and support services are in place through the Student Services Advisor and faculty support to ensure that students feel secure and supported in their learning environments. They are included in the College WeChat group for networking with other students.</p>

## Findings from the gap analysis of compliance with key required processes

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	We identified the need for an annual well-being survey to capture the well-being status of learners during the peak exam preparation time to establish the level of support the College teams could put into alleviating unwanted stress factors.
<b>Outcome 2:</b> Learner voice	We identified that more opportunities could be provided for learner voice in an informal setting, hence, to place suggestion boxes in the lunchroom areas to strengthen the feedback loop and check the boxes frequently (weekly).

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>As a model of inclusive and supportive learning environments, NZCCM facilitates visits to local marae for “Health Hui,” where students provide onsite acupuncture and Tuina services.</p> <p>The College is still reviewing its full set of QMS policies to better align with the changes in the education sector and in meeting the diverse needs of the student groups, statutory bodies, and regulators such as CMCNZ.</p> <p>Also, modern massage students have begun completing Work Integrated Learning hours at a marae. These initiatives help students realize their qualification goals while benefiting many patients.</p> <p>Tutors to share more of their clinical and cultural practices in authentic settings.</p>
<b>Outcome 4:</b> Learners are safe and well	<p>More awareness and policy on the safe AI integration in learning.</p> <p>Upholding academic integrity and compliance at the same time, exploring the benefits.</p>

**Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners**

	<b>Identified gaps in compliance with key required processes</b>
<b>Outcome 8:</b> Responding to the distinct well-being and safety needs of international tertiary learners	The College does this very well; however, the enrolment team could compile a list of international students, communicating any relevant information that could help the academic teams in responding to the specific needs of the learners, e.g., disability support, etc.
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Consistency in communication between different enrolment team members when communicating enrolment requirements to international students to minimise errors and pending paperwork, considering new staff on board, still learning the processes.
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance, and visa	The conversion of enrolment timelines is something that the College enrolment team is working on, in getting back to agents within 48 hours of enquiry.
<b>Outcome 11:</b> International learners receive appropriate orientations, information, and advice	The College academic teams could work on getting the timetables finalised and released at least 2 weeks in advance of orientation.
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	The College has a small group of international students, who are required to register attendance on campus. The College can organise more mix and mingle (inclusive) and multi-cultural events/opportunities for international students to promote safe social interaction.

### Summary of action plan

Include information on how actions will be monitored for implementation and success.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 1: A learner wellbeing and safety system</b>	Roll out the student Well-being survey by October 2026	OM	30 <sup>th</sup> October 2026	Part of the College's annual self-assessment activities for the Student Services team	Timely rolling out of the survey and at least 60% learner response.
<b>Outcome 2: Learner voice</b>	Collecting informal feedback. Place suggestion boxes in the two lunchrooms.	Student Services CP	28 <sup>th</sup> February 2026	Weekly check on Fridays	Tracking the effectiveness of students using the service and reviewing as required.

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3: Safe, inclusive, supportive, and</b>	All new students from all programmes are to visit the Marae for a cultural experience and powhiri.	SMT	30 <sup>th</sup> November 2026	Ongoing monitoring through campus events plan and clinic experience in the community.	Student participation rates Improved cultural responsiveness and understanding are demonstrated daily on campus

<b>accessible physical and digital learning environments</b>	More opportunities for clinical practice through healing hui at the Marae for the local communities, including hospital partnerships. Including both TCM and Massage courses.	SMT	18 <sup>th</sup> December 2026	Part of Campus event tracking and opportunities for student community clinical experience.	Students are meeting patient numbers on time.
	Bring back lunchtime seminars for tutors to share best practice sessions on clinical experience and on PD with staff.	SMT	13 <sup>th</sup> November 2026	Part of the Student Support Services that the College offers	Academic staff participation rate Student attendance rate. Eventually, improved clinical practice.
<b>Outcome 4: Learners are safe and well</b>	More Awareness and understanding opportunities on AI for learners and teachers	SMT	30 <sup>th</sup> November 2026	Clear parameters on AI use in academic services.	Improved understanding for staff/students. Some policy guidelines for the College

#### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	<b>Action/s to be taken</b>	<b>Owner</b>	<b>Due date</b>	<b>Plan for monitoring implementation</b>	<b>Measures of success</b>
<b>Outcome 8: Responding to the distinct well-being and</b>	Each semester, the enrolment team designs an international student list and emails it to the faculties, noting any special needs for academic support.	Enrolments CP	2 <sup>nd</sup> week of each semester	Follow up by OM and reporting at the CMT meeting	Better responsiveness to international student issues in academic areas.

<b>Outcome 9: Prospective international tertiary</b>	New staff training on enrolment processes.	OM	As required in 2026	Monitored through fortnightly CMT meeting.	Meeting enrolment processing deadline.
<b>Outcome 10: Offer, enrolment, contracts, insurance, and visa</b>	Provide timely responses to students and agents when they receive enrolment enquiries.	OM	As required in 2026	Monitored through fortnightly CMT meeting.	Conversion rate tracking fortnightly. Reports
<b>Outcome 11: International learners receive appropriate</b>	Release the new semester timetable for new students 4 weeks in advance.	SMT HoFs	Twice a year	SMT/PMC meeting	Student feedback
<b>Outcome 12: Safety and appropriate supervision of</b>	Organise more mix and mingle activities on campus Celebrate multicultural events	SMT Student Services	Throughout the year	CMT Meeting	Student satisfaction rate.



## Critical Incidents Report 2025

The NZCCM Operations Manager keeps a regularly updated critical incident and complaints report. Incidents and complaints are reported and documented at fortnightly Senior Management Team meetings (see Table 1: Complaints Data Analysis). Recording them and reporting these back annually provides management, learners, other stakeholders, and the code administrator with clear perspectives for evaluation and updating processes.

	Received	Investigated	Resolved	Withdrawn	On-going
<b>Total</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>0</b>	<b>2</b>
<b>Complaints/Programme Area</b>	BHSc- 9 Massage- 1 English- 1				1
<b>Gender</b>	Female - 10 Male – 1				
<b>Ethnicity</b>	Chinese – 7 European- 1 Group (Mixed Ethnicities)- 2				
<b>International Student External</b>	Chinese	1			1

Table 1: Complaints Data Analysis

The data provided could not be further disaggregated due to privacy concerns.