

Provider code: 7012



Self-Assessment Review October 2024 Code of Pastoral Care

Self-Review Process

What are the main steps in the Self-review process.

OMTC firmly believes in, and follows, the practice of continuous improvement rather than major milestone reviews. Therefore, the Academic Committee meetings with key staff is its main tool for reviewing the students and the institute itself, and it played a major role in this self-review documentation. However, particular steps undertaken for this review were:

1. Analysis of relevant policy and procedure statements to ensure still up-to-date and effective.
2. Summary of course/tutor feedback (already analysed monthly by Academic Committee)
3. Staff discussion of informal, continuous feedback from staff, students and industry
4. Completion of the self-review report comparing what actually happened
5. Decision that action plan was not required as no gaps or issues identified.
6. Publish of summary report.

The self-review itself and its draft findings was discussed and finalised at the October Academic Committee; Student feedback/endorsement was not sought as the size of the PTE means that there is no formal student association. Moreover, we believe that the practical nature of OMTC's training where learners mainly attend OMTC to attain qualifications/licenses for their employment, means that our student body is unlikely to want to be included in these matters. However, in our daily contact with our small classes of students, we are always alert to any issues/concerns or good ideas that they might have.

Outcome 1: A learner well-being and safety system.

Strategic Goals and Strategic Plans – Documented systems.

We have a comprehensive QMS system which:

- is effective, consistent, and emphasises ongoing improvement
- accurately reflects the OMTC's structure, culture, and the way education and training is delivered in the Training Centre .
- Is accessible and useable and does not involve unnecessary procedures and documentation which lessens effectiveness and hinders communication
- encourages teamwork and pride in performance
- maintains direct links with industry and is perceptive to changing needs
- defines and meets the needs of students
- provides employment opportunities for all students who meet the required standards of behaviour and performance
- is regularly reviewed to ensure it reflects current practice and regulatory requirements

OMTC has formal self-assessment activities; however, it should be noted that staff and students, and staff and industry are in continual discussions throughout the year. There are also fortnightly guidance, development and support meetings, and regular contact with tutor staff. There will also be best practice workshops involving all staff as required.

Any serious issues would be dealt with as soon as practicably possible and then noted in the Annual Strategic Planning Meeting.

The two main formal meetings which the self-assessment activities are:

- Academic Committee these will be held at the end of each programme cohort as described in Section 10 Assessment - 12. All results will be discussed and approved by the Academic Committee comprising the Academic Director, Operations Director, Administration Officer and Tutors (these may present by electronic means) prior to release to students and external agencies. The Committee will also discuss Qualification Completions, Course Completions, Results of Course and Programme Reviews, End-of-programme student surveys of tutors and programmes, Student Retention statistics. (Note: results of reviews will be for the previous cohort because of timing, but if anything significant arose, a special Academic Committee would be called to discuss those issues and rectify as soon as practicable).
- Strategic Planning Meeting – held once a year in January of all staff (maybe Electronic) held beginning of each year to formally discuss Annual strategic planning and review processes which are comprehensive and include evaluative components as outlined below: This may also involve ADAS and other key stakeholders

An Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021).review and scan of legislative and regulatory changes, including revisions of ADAS documentation and any marketing, recruitment and enrolment information for international students is included alongside this.

The Omne Marine Training Centre (OMTC) is a unique offering, being the only provider of Commercial Diver and Remotely operated Vehicle (ROV) training in New Zealand. The Training Centre, through its ability to award Australian Diver Accreditation Scheme (ADAS) certifications alongside NZQA qualifications, competes internationally and is therefore able to add significant value to the broader New Zealand economy. ADAS is the Australian Diver Accreditation Scheme and is an internationally recognised regulatory body through its active involvement with the International Diving Regulators and Certification Forum (IDRCF)

OMTC's Mission is to display and deliver at all times best practice and be at the forefront of international occupational-diving and ROV-pilot education.

OMTC's Vision is to be recognised as leader in the delivery of internationally recognised, high standard courses, and the producers of highly sort after, skilled graduates that can continue to serve the growing needs of New Zealand's occupational diving and ROV industries.

OMTC's Aim is to consistently deliver highly competent, safe and employable diving personnel to the diverse and varied occupational dive and ROV industries

OMTC's Role is to attract the right students, rigorously train them to be confident, safe and well-prepared industry professionals such that their reputation, the reputation of the centre and the reputation of New Zealand education is never compromised and held in the highest esteem.

is to deliver work ready graduates that fulfil the need of industry and satisfy the needs and goals of students.

We do not have a separate International Policy as being a small PTE we made the decision that wherever possible we will just have the one document, Quality Management System, which encompasses all policies and procedures but where additional requirements for International students are noted in italics. This is to ensure that we are consistent in what we do and it is more likely for all staff to use the information.

Overall we are confident that we have met all the documented requirements for the Code of Pastoral Care, as we were approved by NZQA against the 2021 code.

Outcome 1: Well-implemented

Outcome 2: Learner Voice.

How do we identify and raise concerns about the wellbeing, safety and behaviour of learners?

OMTC is a small PTE offering workplace based training to the construction diving industry and operates within a culture of inclusiveness and friendliness where trainees can learn in an environment to ensure they achieve relevant qualifications for their employment. Being a

small PTE and being involved in an industry where the concept of team work and working with and looking after your diving colleagues, means that OMTC has a very inclusive and informal type of management when it comes to being one team where everyone has a voice which is listened to. The regular staff meetings alongside the daily informal chats ensures that any issues within the programme in terms of content, assessment, student performance etc are quickly raised and quickly dealt with.

The support and guidance needs of students are identified by either the student themselves, or the OMTC tutor with whom they are working. Where appropriate, the Tutor will meet with the Operations Director to develop a plan and records will be kept in the Student Management System. The tutor will follow up on progress.

OMTC ensures that students are able and encouraged to access services and processes which support their personal guidance and support needs. We take all practicable and reasonable steps to ensure that students are protected from any physical, mental, moral or emotional harm which may result from our training and assessment activities. We do this by ensuring that:

- All staff are of good and reputable character, with professional experience in the Construction Diving industry and maintain professional relationships with candidates
- All students are informed of the support and guidance systems available to them through OMTC at the induction and through the student handbook and are encouraged to access them as and when necessary
- Where personal issues arise for students, which are beyond the resources or expertise of OMTC, such students are referred to an appropriate local support group or counselling agency for advice and support.
- Asking students for ideas on the best way this can happen ie holding weekly "session" with all students – open forum asking what has worked well, what has not and suggestions for improvement and reporting back on any previous issues.
- Ensure continuous improvement of theoretical, practical and pastoral development of students
- Student Surveys specifically asking the questions as to how well OMTC and its staff perform in these areas
- Monitoring of withdrawals where lack of support was an issue.

As per the QMS, OMTC will:

- Determine and assist with students' support needs.
- Communicate the availability and extent of support systems.
- Help students develop education and employment goals, and counsel students on pathways enabling the students to achieve their goals.
- Be supportive of students from all ethnic backgrounds to ensure they achieve their training and vocational goals. When problems are faced the Training Centre will seek help from various groups within the community to ensure students can achieve their best.

The Operations Director is the designated resource person for accommodation and pastoral care for domestic and international students. The OMTC has comprehensive systems of student support in place, such as the ongoing monitoring of student progress. In addition

to support for learning, personal support is available through direct communication with tutors. The Training Centre also has community contacts for those students needing support such as counselling outside of the academic setting.

Student progress is carefully monitored throughout to ensure progression and issues discussed daily at team meetings. As the programme is an intensive, low ratio of students to tutor, and very hands on programme (as mentioned previously re: low self-directed learning proportion), is relatively easy for tutors to engage with each and every student and recognise whether they are struggling well before any assessment. Attendance is logged daily and communication with students indicating issues are logged online and tracked by management. If help is required, staff discuss and implement a support strategy with the student.

Any issues or insights gained from the students formal or informal voice, are then discussed with the tutors and within the management team and where possible/practicable improvements are made to the programmes or systems.

Over the last 4 years OMTC has noticed an increasing self-awareness from students and a large degree of likely undiagnosed learning disabilities, such as dyslexia. To this end OMTC is exploring avenues to adopt a more comprehensive adult literacy and numeracy appraisal before enrolment and partnerships with organisations within New Zealand, such as Literacy Aotearoa, are being developed to help with delivery and provide advice and support to students prior to and during their studies. Moreover, the practical nature and small class sizes (8 - 12) allow tutors to be able to adapt to differing learner needs

In addition, the Quality Management System Section 15 Student Support outlines how students will be supported through their time at OMTC, and the job descriptions of those staff who come into contact with the students (eg Directors, Tutor, Administrative Officer) all include a section on Code of Practice Requirements so that all staff know the importance of, are aware of, and will be reviewed on during appraisal, how the international students are supported.

All students are given a Student Handbook prior to enrolment and it is compulsory to attend orientation. Throughout the Student Handbook it outlines directly to the students direct how OMTC can best support them; but in particular Page 18 section Welfare and Student Support Services informs students of how to raise any issues they are having with OMTC. Therefore, students are told about how to raise concerns if they have any. Moreover, the small ratio of students and the nature of the practical part of the programme ensures that the tutors will get to know their students and be more likely to identify any concerns about the wellbeing, safety and behaviour of the students.

Student Handbook section: Student Input and Feedback states that:
At various stages during your studies you will be given an opportunity to evaluate all aspects of your experience at OMTC. These feedback sessions are undertaken online and directly with tutors and we ask you to be open and honest about your experience. The online feedback is anonymous but you are welcome to discuss any matters with college staff in person if you wish. This feedback is reviewed by staff and the Operations Director. In

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addition, some surveys are sent to ADAS in Australia as a required external check on programmes.

In addition, we ask our students when they arrive as to how they found the process so far plus if we notice that students are not complying with our requirements eg requests for information or pre-requisite conditions, then we discuss it with them as to why not. This will identify any issues with our information that is on our website, sent out to prospective students or in Handbooks.

Record of Complaints for 2023

	Number	Summary of Resolutions
Number of Complaints Upheld	0	N/A
Number of Complaints Not upheld	0	N/A
Number of Complaints by Diverse Learner Groups (as identified on enrolment Form – specify below)	N/A	N/A

We have had no formal complaints raised.

Any informal issues raised by students/tutors have been actioned.

Education Counts' 2023 figure show

Level	4	5-7
University	71%	77%
Te Pukenga	77%	80%
Wananga	65%	72%
PTEs	78%	78%
Māori (all institutions)	67%	67%
Pasifika (all institutions)	67%	67%
Overall (all institutions)	74%	78%

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Title	Enrolled last 12 mth	Awarded last 12 mth	Course Completion Rate
NZ Certificate in Surface Supplied Breathing Apparatus (SSBA) Construction Diving to 30 m L4	42	40	95%
NZ Certificate in Surface Supplied Breathing Apparatus (SSBA) Construction Diving to 50 m L5	7	6	85%
ADAS (Trainee) Offshore ROV Pilot (Micro-credential)	0	0	N/A
ADAS Diver Medical Technician (Onshore) (Micro-credential)*	19	19	100%
ADAS Diver Medical Technician (Refresher) (Micro-credential)	10	10	100%
ADAS Onshore ROV Pilot (Micro-credential)	6	6	100%
ADAS Diver Medical Technician (Offshore) (Micro-credential)	14	14	100%
ADAS ROV Technician (Micro-credential)	0	0	N/A
ADAS Scuba 30m ADAS Occupational Scuba Diver (Micro-credential)	13	13	100%
ADAS Scuba 30m ADAS Onshore Supervisor (Micro-credential)	16	16	100%
ADAS SSBA 30m ADAS Occupational SSBA Diver (Micro-credential)*	3	0	Course still underway
ADAS SSBA 50m ADAS Occupational Deep SSBA Diver (Micro-credential)	8	0	Course still underway
ADAS SSBA 30m ADAS Onshore Supervisor (Micro-credential)	9	9	100%
ADAS Offshore Supervisor Trainee (Air) (Micro-credential)	0	0	N/A
ADAS SSBA 50m Offshore Supervisor Trainee (Micro-credential)	3	3	100%

This clearly shows that OMTCC is well above both the PTE average course completion (78% L4 and 78% L5, and overall institutes 74% L4 and 78% L5, with 95% for its level 4 programme and 85% for its level 5 programme, and 100% for all of its micro-credentials.

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	2023 Achievement	2024 Achievement to Date	OMTC Targets	Education Counts data 2023	Comment
Overall Course Completion	100%	98%		L4 95% L5 90%	Excellent course completion rates. Rate dropped slightly in 2024 as included NZ Certs not just micro-credentials as received TEC funds for 2024. A
Māori Participation	Not available	22.8%	20%	17.9%	Census 2018 NZ 16.5%
Māori Course Completion	Not available	100%		67%	TEC requires parity. Māori completion rates are higher than institute average.
Pasifika Participation	Not available	2.6%	5%	9.9%	Census 2018 shows NZ 8.1%
Pasifika Course Completion	Not available	100%		67%	TEC requires parity. Pasifika completion rates are higher than institute average.

Note: for 2023, OMTC did not collect ethnicity information for its micro-credential students.

We are very proud of our exceptional course completion (and correspondingly qualification completion rates); and most importantly, that we achieve equity with Māori and Pasifika students or in fact these students achieved 100% which is higher than the overall 98%. These course completion rates are well above all of the institutes average including universities and Te Pukenga, and obviously well above the Māori and Pasifika averages.

Outcome 2: Well-implemented

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

How do we provide a safe environment both in terms of physical environment and inclusive communities; and ensure learner participation and engagement?

OMTC is a small PTE with classes restricted to a tutor student ratio of 1 to 16 maximum, and 2 staff to 16 maximum when undertaking diving exercises; and with only 1-4 International Students a year (none as yet). All students are given a Student Handbook prior to enrolment and it is compulsory to attend orientation and with the small numbers involved it is easy to ensure this happens, or follow up if there is some kind of emergency which ensures they could not attend. Therefore, students are told about how to raise concerns if they have any. Moreover, the small ratio of students and the nature of the practical part of the programmes ensures that tutors will get to know their students and therefore be more likely to identify any

concerns about the wellbeing, safety and behaviour of learners. Staff and students are aware (through handbooks and orientation) that they can approach their tutor, Administrative Officer or Directors if they have any concerns. Tutors are also in daily contact with both Directors so can easily raise concerns if they need to. Moreover, the nature of the Commercial Diving industry is about being aware of and looking out for your diving buddies. Therefore, all tutors are trained in identifying and raising concerns.

As Diving is a medium risk endeavour, OMTC takes the safety of its students and staff very seriously. The Operations Manual and Quality, Safety and Procedures Manual are very detailed and comprehensive documents covering all aspects of health and safety in the diving environment. Staff Handbook covers Health and Safety of self and others..

OMTC will:

- Determine and assist with students' support needs.
- Communicate the availability and extent of support systems.
- Help students develop education and employment goals, and counsel students on pathways enabling the students to achieve their goals.
- Be supportive of students from all ethnic backgrounds to ensure they achieve their training and vocational goals. When problems are faced the Training Centre will seek help from various groups within the community to ensure students can achieve their best.
- Embed self-assessment processes which will ensure compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Procedures

These are set out in the table below and apply to all students. The AO is the designated resource person for accommodation and pastoral care for international students, per the COP. Other personnel may assist him/her.

Support	Method	Respons
Induction	Tour of site; course & assessment details; instruction on health and safety issues on site; information on the support services.	Lead tutor or OD
On-going review of students' goals, achievement and well-being.	Formal review of student objectives and performance is conducted per the requirements of accrediting bodies or the contractual requirements of funders, or at least at the end of the course whichever is the more onerous. Review records are kept in course book and/or student folders. Records may be provided to accrediting bodies (if required) and are then kept per OMTC record	Tutors communicati OD.

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Student Advocacy	Support services given in Student Handbooks. This includes an invitation to seek pastoral help from administrative as well as teaching staff. Individual support for students is supplied by their tutor and a list of all relevant support services is in the handbook.	All staff	
Accommodation	Advice on accommodation during pre-enrolment contact, information in enrolment data.	Enrolment administrator	/AD
Compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021).	Using the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021) self-assessment guidance document. And evaluate performance by: <ul style="list-style-type: none"> • gathering data about their pastoral care of domestic and international tertiary students (e.g. processes, student support, surveys of students or others) • reflecting on the data (e.g. gaps, strengths, weaknesses, opportunities) • coming to conclusions about their own effectiveness • using the reflections to make ongoing improvements to pastoral care of students. 	Academic Director	

The OMTC has comprehensive systems of student support in place, such as the ongoing monitoring of student progress. In addition to support for learning, personal support is available through direct communication with tutors. The Training Centre also has community contacts for those students needing support such as counselling outside of the academic setting.

OMTC has been conducting course evaluations through the ADAS online and then supplementing through phone calls. However, we have only achieved a 30% response rate through this tool and it is not as useful for analysis by individual programme or micro-credential. We have therefore decided to use our own course/tutor evaluations and have students undertake one after a few weeks and one on the last day of their programme/micro-credential.

However, feedback from the initial course evaluations have shown that

1. 100% of students believed their training prepared them for work effectively
2. 100% of students believed that it assessment criteria was clearly communicated, was fair and reasonable.

3. 100% of student believed that they could access support (both academic or none) if needed.
4. 75% believed their instructor was very good, 13% good and 15 average.
5. 25% believe the facilities were very good, 25% good, 13% average and 13% poor, this increased to wet facilities ie diving, equipment etc 88% good and 13% average.

Positive Comments included:

- Good instruction. To the point/ Valid information
- Good catching up with tutors who I have worked with in the past.
- Instructor was good, helpful loads of experience. Was able to simplify some of the more complex situations, to make understanding easier.
- Diving and practical.
- Practical and diving, rescues, fast paced, exciting.
- Learning and prepared me for my job really well. Shown great improvement in job capabilities.
- A sensible amount of time provided on panel supervising with good practical knowledge imparted from instructors. Good classroom facilities

Need for improvement comments included:

- Think they could replace some tools; some are a bit worn. *(Purchasing of additional tooling is underway now)*
- Just moved to a new premises so layout needed a bit of work. Classrooms could do with aircon, or aircon that works. Old building *(rectification work has been completed on building)*
- Time management in relation to travel distances for divers; especially if they are coming down and returning to Auckland each day *(Note: no longer have training centre in Auckland but moved back to Huntly where diving facilities are – as recognised this issue).*
- Whole process was a headache. They were working for the navy and all others had to work around that. Took way too long, because the course was working around the navy. The school wasn't interested in anyone but the navy. Dates were changed to suit the navy and not anyone else. *(comment is somewhat understandable given prior to TEC approval for student loan and allowances, we were fairly reliant on the RNZN to sustain our business, however course was not any longer than planned, dates didn't change, just tasks throughout course)*
- Disappointed in OMNE's performance. The course was held back and then streamlined and rushed through. Like, hurry up and wait!! Hopefully now that student loans have been approved, the navy won't be the only source of income. *(in addition to the above comment, we experienced a very busy period at the start of 2024, some courses were re-arranged, this was related to availability of equipment rather than any prioritising of RNZN or civilian students)*

Positive feedback included:

- Good instruction. To the point/ Valid information
- Good catching up with tutors who I have worked with in the past.
- Instructor was good, helpful loads of experience. Was able to simplify some of the more complex situations, to make understanding easier.

- Diving and practical.
- Practical and diving, rescues, fast paced, exciting.
- Learning and prepared me for my job really well. Shown great improvement in job capabilities.
- A sensible amount of time provided on panel supervising with good practical knowledge imparted from instructors. Good classroom facilities

Consideration of te Tiriti is fit for purpose for small PTE with vocational, external license orientated programmes.

Outcome 3: Well Implemented.

Outcome 4: Learners are safe and well.

How do we provide information for learners about assistance, promoting health awareness, proactive monitoring and responding to wellbeing and safety practices

QMS Section 14 Student Admission, Entry and Enrolment

Student Information

Students will receive accurate and complete information promptly, in a format with which they are comfortable, in language they understand and in a warm and friendly manner, and which is up to date.

All information will comply with relevant legislation and codes and be consistent with other internal OMTC documentation.

International Students will receive the following information through the Student Handbook and International Supplementary Information (as per the Education (Pastoral Care of Tertiary and International Learners) Code of Practice):

- *the signatory's most recent quality assurance results; and*
- *compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international students:*
- *the education provided and its outcome, for example, whether a qualification is granted*
- *insurance and visa requirements for receiving educational instruction from OMTC*
- *full costs related to an offer of educational instruction*
- *estimated study and living costs for international students;*
- *refund conditions that comply with the Code*
- *available services and supports the educational instruction, staffing, facilities, and equipment available to international students*
- *information on the International Student Contract Dispute Resolution Scheme (DRS);*
- *potential learning outcomes for international students, including pathways for further study and employment*
- *accommodation and transport, or ways to obtain such information.*
- *A copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.*

This information will be reviewed annually by the Administrative Officer to ensure that it is up to date, meeting current requirements and the relevant information is included in the Staff and Student Handbooks.

Student entry

Policy

- Will be consistent with the entry, operating and outcome criteria imposed by credentialing bodies, and academic and physical pre requisite requirements.
- Entry to all courses will be based upon the requirements outlined in the relevant student handbook and course information documentation.
- Information relating to learner entry and participatory requirements will be clear and accessible.

- There will be no unreasonable barriers to entry to courses.
- Recognition of Prior Learning procedures will avoid unnecessary duplication of learning.
- Students will be made aware prior to commencing a programme of any ADAS requirements and of the minimum age for working in the diving sector
- The Training Centre complies with all provisions of the Privacy Act 1993 and the Human Rights Act.
- *the English language requirements for certain international students in the New Zealand Qualification Framework Programme Approval and Accreditation Rules 2021 are applied.*
- There is consistent monitoring of procedures to ensure that they are effective and that problems are avoided or corrected.

Orientation

The Training Centre provides a complete orientation programme to all students. Students are introduced to the Training Centre facilities and procedures before commencing any training and are made aware of expectation of conduct on the course before enrolling.

The Student Handbook covers all of this information which is given to the students prior to enrolment and the student signs off to say they have read it and understand it. This is then gone through again during orientation. Moreover, specific information eg contacts for doctors etc is also on the notice board in the classroom.

In summary, Information to students is provided formally through the Student Handbook and orientations and is also embedded throughout the tutor interactions with students. OMTC is focused on practical, project-based teaching and learning practices aligned to the relevant Industry employability.

Definition: As per the QMS

A student critical incident is an unplanned or unforeseen traumatic event affecting a student or students which has an impact on the institution the student attends; its staff, its students and the wider community.

Record of Critical Incidents for 2023

Number of Critical Incidents	0	Summary of Resolutions
Type of Critical Incidents – Specify below: Eg flood, serious injury/death, government or emergency services directive	N/A	N/A

Outcome 4: Well Implemented

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

How have we proactively identified, monitored, and responded to the wellbeing and safety needs of international learner?

We recognise that International Students are from another country and do require a higher duty of care. This is reflected in the QMS which ensures that these additional requirements are covered in policy and procedures, and the Student Handbook and supplementary International information.

The nature of the diving programmes means that students with physical disabilities are unlikely to be accepted on the programme if it is believed that they will impact on the student's safety or the safety of others.

In terms of other special needs

The Student Handbook, which is attached, outlines the services and advice which ensures they have good ongoing support while they live and study in NZ. The key to quality management and support of the students within the Institute is direct and effective communication. The small size of the institute with only some twenty-five students being catered for at a time, and the shared responsibilities of the small staff, means that there is regular and effective communication at all levels in a direct, immediate and informal manner. Problems are dealt with immediately.

There is daily contact between the Directors and Staff and the students, in both group and individual situations. Any perceived problems are dealt with in an immediate and effective manner, with the welfare of the student dictating solutions. There is also regular daily interchange between each staff member with the performance and needs of each student being the key concern.

Good relationships are forged between the students and staff, and between the students themselves, as most of them live together in the suggested accommodation plus study together in an environment where they have to support each other during the dives. This closeness allows student behaviour to be closely monitored and any negative changes instantly picked up on, which means that positive intervention can take place.

The Student Handbook section:

SUPPORT FOR INTERNATIONAL STUDENTS IN NEW ZEALAND

We are signatories to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 . Full details of this and other specific requirements for International Students, which change from time to time, are available on our website

Education NZ's NauMai NZ is a digital platform to support international students as they transition to a new culture and life in New Zealand. This gives information on how to interact culturally sensitively and gives cultural support to you. It also includes information on your legal rights and obligations, and the potential risks when you receive/accept advice or services.

Kia ora, welcome international students! | NauMai NZ

NauMai NZ is for international students studying or about to study in New Zealand. Discover information that will help you have a great experience during your time here.

naumainz.studyinnewzealand.govt.nz

Outcome 8: Implemented

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024 but systems in place to manage more without issue.

Outcome 9: Prospective international tertiary learners are well informed

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How have we developed, provided, and reviewed information for prospective learners, ensuring it is up to date?

As per the QMS Section 6 Ownership, Governance and management

Administrative Officer (AO)

Responsibility for administrative functions

Management of Administrative staff

'In house' administrative documents annual review at the end of the year and modified as required throughout the year. These include: student and staff handbooks, website, initial inquiry document and other documents within the enrolment pack, other student information, organisational stationery, enrolment forms.

The master copies of "in house" administrative documents are held on this Director's personal computer.

The QMS Section 14 Student Entry and Student Information

International Students will receive the following information through the Student Handbook and International Supplementary Information (as per the Education (Pastoral Care of Tertiary and International Learners) Code of Practice):

- *the signatory's most recent quality assurance results; and*
- *compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international students:*
- *the education provided and its outcome, for example, whether a qualification is granted*
- *insurance and visa requirements for receiving educational instruction from OMTC*
- *full costs related to an offer of educational instruction*
- *estimated study and living costs for international students;*
- *refund conditions that comply with the Code*
- *available services and supports the educational instruction, staffing, facilities, and equipment available to international students*
- *information on the International Student Contract Dispute Resolution Scheme (DRS);*
- *potential learning outcomes for international students, including pathways for further study and employment*
- *accommodation and transport, or ways to obtain such information.*
- *A copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.*

Moreover, the Student Handbook International Supplementary Information states that:

"All International Students must provide evidence of travel and medical insurance for the entire duration of their stay in New Zealand. This must cover travel to and from New Zealand and please note that you will be liable for any costs incurred that are not covered by insurance"

International Student Enrolment Form section on Travel and Medical Insurance

Each International Student has an Enrolment Checklist that is completed by an administrator as the International Student goes through the enrolment process to ensure that all requirements have been met including the appropriate visa and insurance

The Student Handbook covers all of the above and is given to all students before they enrol. Also, the OMTC website contains a lot of this information and reference to useful websites.

Agents

OMTC does not use agents.

Outcome 9: Implemented

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024 but systems in place to manage more without issue.

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

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Practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract

Quality Management System is based on NZQA and TEC requirements along with OMTC's self-assessment document in order to ensure that OMTC meets compliance requirements and also provides the best possible service to its students.

As noted in the QMS:

The Administrative Officer is responsible for the International Student Code of Practice review and scan of legislative and regulatory changes, including revisions of ADAS documentation and any marketing, recruitment and enrolment information for international students.

Strategic Plans are reviewed and course reviews/scheduling completed annually at the end of the year. Strategic plans include a risk analysis and strategies to manage risk and normally also a cash flow predictive of capital and course cost requirements. An International Student Code of Practice review and scan of legislative and regulatory changes, including revisions of ADAS documentation, is completed alongside this. These processes also include review of relevant sections of the Operations Manual and this document [QMS], as changes impact the QMS.

In the International Supplementary Information – International Visa Requirements, it states that;

The training that you are undertaking is very intense and workload heavy, it is therefore not advised that you undertake any additional work outside your course study. If, however, you do choose to do that you must ensure that you do not exceed the maximum hours of work permitted under visa conditions. For further information on minimum wages and labour conditions in New Zealand please contact the website below:

<https://naumainz.studyinnewzealand.govt.nz/help-and-advice/working>

OMTC Quality Management System is based on NZQA and TEC requirements along with OMTC self-assessment in order to ensure that OMTC meets compliance requirements and also provides the best possible service to its students (as described earlier in this document)

The QMS Section 14 Student Admission, Entry and Enrolment outlines how we will provide this information.

Procedures regarding student entry

1. Domestic courses are filled by word of mouth, and by advertising on our website, in professional journals, magazines, career expos, other training providers and personal recruiting.
2. International students are recruited through OMTC's website/facebook and the ADAS website.
3. International students are accepted for entry to courses consistent with the procedures outlined in Information for International Students and as approved by New Zealand Qualifications Authority for the purposes of OMTC becoming a signatory to the Code of Practice for the Pastoral Care of International Students.
4. Domestic students are accepted on the basis of a review of their application in writing

or by email. This review is generally conducted by administrative personnel but the OD has final say over which students are accepted on to any programme or course.

5. The above signed documents are kept in student folders (including ADAS Trainee Record Book) available to tutors and learner at their permanent delivery site.
6. Enrolments are processed by administrative personnel and records kept as per NZQA Enrolment and Academic Records Rules 2012, the requirements of TEC or other overseeing agencies for the type of programme in which students are enrolled. Personal information about students, when not required for processing is kept in lockable cabinets in site administration offices.

In addition, the enrolment pack includes a model programme which outlines day by day what they will be undertaking.

QMS specifies that this information must be included and the Administrative Officer has responsibility to ensure that it happens and remains up to date.

The Enrolment pack which includes Letter Responding to Student Enquiry, Equipment list, Enrolment Form and the Student Handbook and International Supplementary Information) ensures that the International Students receive all of the specified information prior to enrolment. Plus, once they arrive at OMTC it is gone through again at Induction to make sure they understand the information.

Outcome 10: Implemented

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024 but systems in place to manage more without issue.

Outcome 11: International learners receive appropriate orientations, information and advice

How do we ensure that international learners receive the appropriate orientations, information and advice

See above for what information and advice the student receives.

Induction occurs in the first day of a course. This includes the tutor going through the relevant Student Handbook with the learner and ADAS induction material. The learner also signs the Student Declaration/Contract, assent to drug and alcohol testing and associated releases contained in the Student Handbook, which includes acknowledging understanding of and assent to learner rights and responsibilities. In the case of international learners this may be required to be signed in advance - and in any case is sighted in advance of arrival.

The above signed documents are kept in student folders (including ADAS Trainee Record Book) available to tutors and learner at their permanent delivery site.

International students receive additional guidance as outlined below:

General information:

- Information on the New Zealand study environment and the structure and norms of OMTC
- The routine activities of daily living
- Living costs and budget advice
- Banking information and how to open a bank account
- Climate and clothing
- Surrounding rural or urban environment

Information about cultural, recreational, and sporting activities

- Transport arrangements, and if relevant licensing and driving in New Zealand – including what side to drive on, New Zealand road conditions

Welfare and safety:

- Student rights and how to make a complaint
- Bullying policies
- Management of emergency situations, including emergency numbers and contact lists
- Health and medical treatment)
- Information on how to access mental health and counselling support for a range of issues, including culture shock, depression, relationship difficulties, failing exams, plagiarism
- Water safety – including what to wear, rips, that the weather can change quickly

Socialising:

- Keeping safe information
- Culturally appropriate behaviour in New Zealand
- Socialising with older students
- Drinking and alcohol
- Relationships and consent.

Outcome 11: Implemented

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024 but systems in place to manage more without issue.

Outcome 12: Safety and appropriate supervision of international tertiary learners

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.

The minimum age for diving qualifications is 18 years of age, so all of our International Students are adults and the information is written for adults.

The Student Handbook and International Supplementary Information outlines their legal rights, obligations. Moreover, the section – Support for International Students in New Zealand states that;

We have extensive experience of teaching international students from all cultures and backgrounds. The international diving community is highly diverse and learning with mixed groups is highly rewarding and a huge step in gaining international contacts and friendships.

(Note: whilst OMTC is a newish PTE, both Directors were managers of a small NZ PTE Diving previously).

Education NZ is pleased to announce the launch of NauMai NZ, a new digital platform to support international students as they transition to a new culture and life in New Zealand. This gives information on how to interact culturally sensitively and gives cultural support to you.

OMTC does not provide student accommodation (which is stated in the International Enrolment Form). It does recommend accommodation that is close to OMTC within the Student Handbook and does check any suggested accommodation. Academic Director and Administrative Officer are responsible.

Behaviour expectations, 24/7 telephone number, health and safety policy and information for students are all covered in the Student Handbook and covered again in Induction.

The rights and obligations are included in the Student Handbook which is given to all students prior to enrolment. Moreover, the entry criteria stipulate that: The OMTC Student Handbook must be read, agreed to and signed. This is also covered during the orientation where they sign a checklist saying that understand.

OMTC is a small PTE with only 1-4 International Students a year (none as yet). It is compulsory to attend orientation and with the small numbers involved it is easy to ensure this happens, or follow up if there is some kind of emergency which ensures they could not attend. Also there are clear signs in the office/classrooms as to emergency procedures. In terms of the practical diving sites, health and safety is a priority and there are strict health and safety guidelines around how to conduct the dives. With the physical requirements of diving and accessing diving platforms, a severely disabled learner would not be able to be accepted onto the programme.

As stated in the Student Handbook

24 HOUR CONTACT NUMBER

At any time during or after the programme, if a student has a complaint or concern, the Operations Director can be contacted in person or by telephoning the Omne Marine Training Centre (09) 486 1448

Note: after hours this phone will automatically divert to the mobile phone that will be answered at any time.

The critical incident response team, in the event of an emergency, consists of the Operations Director, Academic Director and Administrative Officer.

Student Handbook and International Supplementary Information outline the Student Support for International Students It also includes expectations on student behaviour and rules to be followed.

The Student Handbook has the full detail of how a student should raise a grievance and has a step 1 to step 5 approach escalating from tutor to Operations Director, Academic Director, to ITENZ, to NZQA, with deadlines by which each person must respond. This is also included in the QMS. The philosophy of OMTC is to work with the student to ensure a satisfactory outcome can be reached; however, it does recognise the need for more formal processes if this cannot happen.

Outcome 12: Implemented

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024 but systems in place to manage more without issue.

Overall Summary

How do we believe we have performed overall

OMTC is a relatively new PTE with 2 Diplomas approved and delivered for the first time in 2024, as we had been seeking TEC funding approval for 2 years. 2024 was the first year of TEC funding and 11 out of 14 micro-credentials have been delivered, and both of the NZ Certificates. We have had no complaints or disciplinary matters; and all students have successfully completed their micro-credentials.

We believe that we have very good systems in place for International Students, 1 international student enrolled in 2023 and then further micro-credential in 2024, and the staff are aware of the Code and their responsibilities (with the Staff Handbook and two page Code summary). In terms of policy we believe that we have implemented the code; however, we obviously need to monitor that against how we actually perform when we have higher numbers of international students.

Therefore, for the attestation we have noted Well Implemented for Outcomes 1 to 4 based on our Domestic Students and Implemented for Outcomes 8 to 12 as with overall of Implemented.

Overall: Implemented