ATMC NZ CODE OF PRACTICE SELF REVIEW 2023
Organisational structures to support a whole-of-provider approach to learner wellbeing and safety.

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Key required processes	Information we can gather to use as evidence of our compliance. with this clause	COMPLIANT	GAP
Process 1: Strategic goals and strategic plans **Clause 7 (1).** Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation, including student accommodation, describing how they will – (a) give effect to the outcomes sought and processes required by this code; and	ATMC NZ Strategic plan ATMC NZ Health and Safety Policy and Procedure (P-028, S-028)) Student Support phone (P-035)	Yes	
(b) contribute to an education system that honours Te Tiriti o Waitangi and supports Māori–Crown relations.	Integrated Mātauranga Māori components in all courses. Māori advisors ATMC NZ Treaty of Waitangi Policy (P-001)	Yes	
Clause 7 (2). Providers must –	ATMC NZ regular self-review processes.	Yes	

(a) regularly review their learner wellbeing and safety strategic goals and strategic plans as described in subclause (1); and	ATMC NZ Continuous improvement policy (P-010) ATMC NZ Self-Assessment Policy (P-011)		
(b) make amendments to their learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the review.	ATMC NZ Change Implementation Policy (P-049)	Yes	
Clause 7 (3). Providers must work proactively with learners and stakeholders (and document this work) when – (a) developing their learner wellbeing and safety strategic goals and strategic plans described in subclause (1); and	External Advisory Group logs Stakeholder engagement logs Student reviews Student council feedback	Yes	
(b) reviewing their learner wellbeing and safety strategic goals and strategic plans described in subclause (2).	Student council representatives on all ATMC NZ decision making boards	Yes	
Process 2: Self review of learner wellbeing and safety practices **Clause 8 (1).** Providers must use strategic goals and strategic plans described in clause 7(1) to regularly review the quality of their learner wellbeing and safety practices to achieve the outcomes and practices of this code, at a frequency or by a date determined by the code administrator.	ATMC NZ Self-Assessment Policy (P-011) Regular Program Reviews End of occurrence course reviews	Yes	
Clause 8 (2). Providers must review their learner wellbeing and safety practices using –	External Advisory Group logs Stakeholder engagement logs Student surveys Student feedback	Yes	

(a) input from diverse learners and other stakeholders; and	ATMC NZ Student Welfare Policy and Procedure (p-066, S-066) External Advisory Group logs Stakeholder engagement logs Student surveys Student feedback	Yes	
(b) relevant quantitative and qualitative data (including from learner complaints) that is, as far as practicable, and consistent with the provider's obligations under current privacy legislation, disaggregated by diverse learner groups.	ATMC NZ Complaints Policy (P-015, S-015(Data sources: Student program and lecturer reviews Student surveys Student council reports	Yes	
Clause 8 (3). Providers must, in a timely manner, following a review described in subclauses (1) and (2) take appropriate action to address any deficiencies in learner wellbeing and safety practices.	ATMC NZ Change Implementation Policy and Procedure (P-049, S-049) ATMC NZ Corrective Action Policy and Procedure (P-050, S-050) ATMC NZ Compliance breach Policy and Procedure (P-051, S-051) Change implementation logs	Yes	
Process 3: Publication requirements **Clause 9.** Providers must make the following information readily available, in accessible formats, to learners, staff and the general public, including on their websites (where available) – (a) strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(1); and	Made available through: Website. Student handbook, Student Moodle pages ATMC NZ Annual published Report	Yes	

(b) revisions to strategic goals and strategic plans for supporting the wellbeing and safety of learners described in clause 7(2); and	Website Student handbook, Student Moodle pages ATMC NZ Annual published Report	Yes	
(c) self-review reports on the quality of their learner wellbeing and safety practices described in clause 8.	Website Student handbook, Student Moodle pages ATMC NZ Annual published Report	Yes	
Process 4: Responsive wellbeing and safety systems **Clause 10 (1).** Providers must gather and communicate relevant information across their organisation (including student accommodation) and from relevant stakeholders to accurately identify emerging concerns about learners' wellbeing and safety or behavior and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services.	ATMC NZ Health and Safety Policy and Procedure (P-028 S-028) Student Support phone (P-035) ATMC NZ Student Wellbeing Policy and Procedure (P-066, S-066) Student Services Department ATMC NZ Student Hardship Policy and Procedure (P-040, S-040)	Yes	
Clause 10 (2). Providers must provide staff with ongoing training and resources tailored to their roles in the organisation, in relation to – (a) Te Tiriti o Waitangi; and	ATMC NZ Treaty of Waitangi Policy (P-001) All staff attend a Treaty of Waitangi one day workshop during new staff orientation	Yes	
(b) the provider's obligations under this code; and	Staff professional development schedule	Yes	
(c) understanding the welfare issues of diverse learner groups and appropriate cultural competencies; and	ATMC NZ Equity and Diversity Policy and Procedure (P-031, S-031) Staff professional development schedule	Yes	

(d) identifying and timely reporting of incidents of racism, discrimination, and bullying; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030)	Yes	
(e) physical and sexual violence prevention and response, including how to support a culture of disclosure and reporting; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030)	Yes	
(f) privacy and safe handling of personal information; and	ATMC NZ Data Protection Policy (P-004) ATMC NZ Records Management Policy and Procedure (P-007, S-007)	Yes	
(g) referral pathways (including to local service providers) and escalation procedures; and	Student services referral register	Yes	
(h) identifying and timely reporting of incidents and concerning behaviors; and	ATMC NZ Risk management Policy and Procedure (P-008 S-008) ATMC NZ Critical Incidents Policy and Procedure (P-032, S-032) Critical incidents register Risk Management register	Yes	
(i) wellbeing and safety awareness and promotion topics including – i. safe health and mental health literacy and support; and	ATMC NZ Risk management Policy and Procedure (P-008 S-008) ATMC NZ Critical Incidents Policy and procedure (P-032, S-032) ATMC NZ Student Wellbeing Policy (P-066)	Yes	
ii. suicide and self-harm awareness; and	As per above policies, promoted at orientation workshops	Yes	
iii. promoting drug and alcohol awareness; and	ATMC NZ Alcohol and Drug Policy and Procedure (P-033, S-033) As per above policies, promoted at orientation workshops	Yes	

iv. promoting healthy lifestyles for learners.	As per above policies, promoted at orientation workshops	Yes	
Clause 10 (3). Providers must have plans for assisting learners, and responding effectively, in emergency situations in the learning or residential community (whether localized or more widespread), including – (a) making these plans readily available to learners when they begin their study; and	ATMC NZ Student Services emergency response procedures. Made available to learners through Moodle sites, at orientation, student handbook.	Yes	
(b) ensuring that there are suitably prepared staff members available to be contacted by a learner, or learners, in the event of an emergency; and	ATMC NZ Staff availability roster. ATMC NZ Student Support phone roster ATMC NZ Qualified first Aid Staff	Yes	
(c) coordinating decision-making across the provider when responding to emergencies; and	ATMC NZ Health and Safety co-Ordinator.	Yes	
(d) disseminating timely, accurate, consistent, and accessible information to learners and staff during emergencies; and	ATMC NZ Student Services emergency response procedures. Made available to learners through Moodle sites, at orientation, student handbook.	Yes	
(e) ensuring all relevant staff are aware of the indicators of imminent danger to a learner or others and what action they can reasonably provide to help make them safe; and	Included in staff orientation. Updated at general staff meetings monthly	Yes	
(f) keeping a regularly updated critical incident and emergencies procedures manual which guides staff involved in emergency situations which contains the immediate and ongoing actions required including –	ATMC NZ Critical Incidents Register ATMC NZ Risk Register.	Yes	

i. engaging with relevant government agencies (e.g. the New Zealand Police, Ministry of Health, New Zealand Qualifications Authority, Tertiary Education Commission); and	External communications register.	Yes	
ii. the follow-up de-briefing processes to support all learners and relevant staff; and	Student and Staff general meetings. ATMC NZ general Assembly called as required. ATMC NZ student services support staff	Yes	
(g) recording critical incidents and emergencies and reporting these back annually (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups) to provider management, learners, other stakeholders, and the code administrator.	ATMC NZ Critical Incidents Register ATMC NZ Risk Register.	Yes	

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP
Process 1: Learner voice **Clause 12.** Providers must have practices for – (a) proactively building and maintaining effective relationships with diverse learner groups within their organisation; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	

(b) working with diverse learners and their communities to develop, review, and improve learner wellbeing and safety strategic goals, strategic plans and practices; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	
(c) providing formal and informal processes for actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	
(d) providing timely and accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate fully in decision-making processes; and	Student support workshops Student council	Yes	
(e) providing timely and accessible information to learners to increase transparency of providers' decision-making processes.	Student Council. ATMC NZ Student Representative Policy and Procedure (P-058)	Yes	
Process 2: Learner complaints **Clause 13.** Providers must – (a) work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
(b) inform learners on how the complaint will be handled and how it is progressing; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	

i. consider the issues from a cultural perspective; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
ii. include the provision of culturally responsive approaches that consider traditional processes for raising and resolving issues (for example, restorative justice); and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
iii. comply with the principles of natural justice; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
(d) ensure that the complaints process is easily accessible to learners (and those supporting them), including having practices for – i. providing learners with clear information on how to use the internal complaints processes (including the relevant people to contact), and the scope and possible outcomes of the processes; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) Available in student handbook and through Moodle sites and at reception	Yes	
ii. addressing barriers to accessing this information (for example, due to language, lack of internet access, fear of reprisal, desire for anonymity), such as providing alternative ways of raising a complaint; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) Available in student handbook and through Moodle sites and at reception Anonymous feedback box	Yes	

iii. providing an opportunity for a support person or people (who can be chosen by the learner) to guide and support the learner through the complaints process; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
iv. providing the opportunity for groups of learners to make joint complaints; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
(e) record complaints; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) Complaints register	Yes	
(f) report annually to provider management, learners, other stakeholders, and the code administrator (including on provider websites where available) on – i. the number and nature of complaints made and their outcomes (at an aggregate level and, as far as practicable, disaggregated by diverse learner groups); and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) R-14 Complaints Register	Yes	
ii. learner experience with the complaints process and the outcome of their complaint; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	
(g) promote and publicize complaint and dispute resolution processes available to learners including, but not limited to, the provider's internal complaints process, the education quality assurance agency complaints process, the code administrator's complaints process, and the Dispute Resolution Schemes; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	

(h) advise learners, on the next steps available to them if the provider does not accept the complaint (or the learner or provider perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider's internal complaints process or outcome, including – i. how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute, for example, the code administrator, the Dispute Resolution Scheme, the Disputes Tribunal, the Human Rights Commission or the Ombudsman; and	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) Student handbook	Yes	
ii. how to make a complaint to the code administrator if a learner believes that the provider is failing to meet the outcomes or requirements of this code.	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015) Student handbook	Yes	
Process 3: Compliance with the Dispute Resolution Scheme **Clause 14.** Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	ATMC NZ Student complaints and appeals Policy and Procedure (P-015, S-015)	Yes	

Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments
Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)
Process 1: Safe and inclusive communities **Clause 16 (1).** Providers must have practices for – (a) reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment and abuse; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030)	Yes	
(b) working with learners and staff to recognize and respond effectively to discrimination racism (including systemic racism), bullying, harassment and abuse; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030)	Yes	
(c) promoting an inclusive culture across the learning environment; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030) ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	

(d) upholding the cultural needs and aspirations of all groups throughout the learning environment; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030) ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	
(e) providing all learners with information – i. that supports understanding, acceptance, and connection with all learners, and collective responsibility for an inclusive learning environment; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030) ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) Orientation workshops Student handbook	Yes	
ii. about the cultural, spiritual, and community supports available to them; and	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030) ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) Orientation workshops Student handbook	Yes	
(f) providing learners with accessible learning environments where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau.	ATMC NZ Prevention of harassment and discrimination Policy and Procedure (P-030, S-030) ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) Orientation workshops Student handbook	Yes	
Process 2: Supporting learner participation and engagement	ATMC NZ Equity and diversity Policy (P-031)	Yes	

Clause 17 (1). Providers must provide learners with opportunities to – (a) actively participate and share their views safely in their learning environment; and	ATMC NZ Students with special needs Procedure (S-031)		
(b) connect, build relationships and develop social, spiritual and cultural networks; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031)	Yes	
(c) use te reo and tikanga Māori to support Māori learners' connection to identity and culture.	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Te Reo Policy and Procedure (P-019, S019) Mātauranga Māori components imbedded in courses. Te reo signage New Student Pōwhiri/whakatau	Yes	
Clause 17 (2). Providers must have practices for supporting learners through their studies, including – (a) enabling learners to prepare and adjust for tertiary study, and	Orientation workshops	Yes	
(b) maintaining appropriate oversight of learner achievement and engagement; and	ATMC NZ Student progression Policy and Procedure (P-024, S-024) Student tracking	Yes	
(c) providing the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues; and	Student interviews Lecturer meeting times Student services support	Yes	
(d) providing learners with advice on pathways for further study and career development, where appropriate.	Careers guidance through student services	Yes	

Process 3: Physical and digital spaces and facilities **Clause 18.** Providers must have practices for– (a) providing healthy and safe learning environments; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) ATMC NZ Health and Safety Policy and Procedure (P-028 S-028)	Yes	
(b) identifying and, where possible, removing access barriers to provider facilities and services; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) ATMC NZ Health and Safety Policy and Procedure (P-028 S-028)	Yes	
(c) involving learners in the design of physical and digital environments when making improvements; and	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) ATMC NZ Health and Safety Policy and Procedure (P-028 S-028)	Yes	
(d) engaging with Māori and involving Māori in the design of physical and digital environments where appropriate.	ATMC NZ Equity and diversity Policy (P-031) ATMC NZ Students with special needs Procedure (S-031) ATMC NZ Health and Safety Policy and Procedure (P-028 S-028) ATMC NZ Te Reo Māori Policy and Procedure (P-019, S-019)	Yes	

Outcome 4: Learners are safe and well.
Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Key required processes	Information we can gather to use as evidence of our compliance with this clause	COMPLIANT	GAP (in evidence)
Process 1: Information for learners about assistance to meet their basic needs. **Clause 20 (1).** Providers must have practices for enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), including providing accurate, timely and tailored information on how they can – (a) access services through the provider or through community and public services that will help them maintain reasonable standards of material wellbeing and safety; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	
(b) access suitable accommodation and understand their rights and obligations as a tenant in New Zealand; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	
(c) maintain a healthy lifestyle.	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	

Clause 20 (2). If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost.	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Cafeteria menu reviews.	Yes	
Process 2: Promoting physical and mental health awareness **Clause 21.** Providers must have practices for – (a) providing opportunities and experiences for learners that improve their physical and mental health and wellbeing and safety; and	Student services activities, sports, and workshops.	Yes	
(b) promoting awareness of practices that support good physical and mental health that are credible and relevant to learners; and	Student services activities, sports, and workshops.	Yes	
(c) supporting learners' connection to their language, identity, and culture; and	Student services activities, sports, and workshops. Cultural celebrations.	Yes	
(d) providing accurate, timely information and advice to learners about – i. how they can access medical and mental health services through the provider or through community and public services, including culturally responsive services; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	
ii. how they can report health and safety concerns they have for their peers; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support.	Yes	

	Information provided at orientation, in student handbook and at reception.		
iii. how to respond to an emergency and engage with relevant government agencies; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	
iv. how they can make positive choices that enhance their wellbeing.	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support. Information provided at orientation, in student handbook and at reception.	Yes	
Process 3: Proactive monitoring and responsive wellbeing and safety practices. **Clause 22 (1).** Providers must have practices for – (a) requesting that domestic learners 18 years and over provide a name and up-to-date contact details of a nominated person; and	Admissions policy, orientation check lists.	Yes	
(b) describing the circumstances in which the nominated person referred to in paragraph (a) should be contacted in relation to their wellbeing and safety; and	Admissions policy, orientation check lists.	Yes	
(c) contacting the person nominated by domestic learners 18 years and over, in the circumstances described in accordance with paragraph (b), or where the provider has reasonable grounds for believing that the disclosure is necessary to prevent or lessen a serious threat to the	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) Student services support.	Yes	

student's life or health; and			
(d) enabling learners to communicate health and mental health needs with staff in confidence, including accommodation staff, so that the provider can proactively offer them support; and	Student counsellor, student services support staff interviews, anonymous feedback box.	Yes	
(e) providing opportunities for learners to raise concerns about themselves or others in confidence; and	Student counsellor, student services support staff interviews, anonymous feedback box.	Yes	
(f) identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it; and	Lecturer pastoral care. Student counsellor, student services support staff interviews, anonymous feedback box.	Yes	
(g) identifying learners who are at risk of harming others, and i. having clear and appropriate pathways for assisting them to access services when they need it; and	ATMC NZ Critical Incidents Policy and Procedure (P-032, S-032). Lecturer pastoral care. Student counsellor, student services support staff interviews	Yes	
ii. protecting learners and staff who experience harm from other learners and/or staff, including sexual assault; and	ATMC NZ Critical Incidents Policy and Procedure (P-032, S-032). ATMC NZ Prevention of Harassment and Discrimination Policy and Procedure (P-030, S-030) Lecturer pastoral care. Student counsellor, student services support staff interviews	Yes	
(h) making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, including for study off-campus; and	ATMC NZ Student Welfare Policy and Procedure (P-066, S-066) ATMC NZ Equity and Diversity Policy and Procedure (P-031, S-031)	Yes	

(i) responding to disruptive and threatening behavior in a way that is sensitive to a learner's situation; and	ATMC NZ Critical Incidents Policy and Procedure (P-032, S-032). Lecturer pastoral care. Student counsellor, student services support staff interviews	Yes	
(j) supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes for their transition back into tertiary study.	TMC NZ Equity and Diversity Policy and Procedure (P-031, S-031)	Yes	
Clause 22 (2). Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international tertiary learners.	ATMC NZ Admissions Policy and Procedure (P-057, S-057) Wisenet student management system	Yes	
Clause 22 (3). Providers must contact the next of kin for domestic tertiary learners under 18 years and international tertiary learners if there is concern regarding the wellbeing or safety of a learner.	ATMC NZ Admissions Policy and Procedure (P-057), ATMC NZ Student Welfare Policy and Procedure (p-)^^, S-066) Wisenet student management system	Yes	
Clause 22 (4). Providers must maintain a record of reported risks, including any concerns raised in relation to the effective administration of this code.	ATMC NZ Risk Management Register R-05	Yes	