

ComplyWith

An Educated Guess?

**Why assuming organisational compliance is all OK
has become a lot riskier for leaders of TEOs.**

A ComplyWith Advisory Paper
FOR LEADERS OF TERTIARY EDUCATION ORGANISATIONS

A High Stakes Game

The stakes have never been higher in the tertiary education sector. Education has become a significant economic driver for New Zealand. The sector also contributes to our international reputation thanks to the large numbers of foreign fee-paying students. It is no surprise that Tertiary Education Organisations (TEOs) are increasingly under the regulatory spotlight.

For leaders of TEOs this means re-evaluating the way you manage compliance so that you can minimise your risks and drive improved performance.

I will take you through three recent key regulatory changes you should be aware of, and offer some guidance on how to reduce your reliance on guesswork.



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Note – In this paper the focus is on tertiary education organisations which are institutes of technology and polytechnics, wananga, private training establishments and industry training organisations. My observations about changes to the health and safety laws and the Education (Pastoral Care for International Students) Code of Practice 2016 also apply to universities.

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"S#*t just got real"

Why the (un)educated guess is now obsolete

Coined in *Bad Boys 2* (2003), immortalised in *Hot Fuzz* (2006) and recently worked with comic genius by Ricky Baker and Uncle Heck in *Hunt for the Wilderpeople* (2016), the phrase "shit just got real" also quite nicely sums up the impacts of three recent regulatory changes on TEOs.

In the past laws, acts, and codes of practice imposed legal obligations and in most instances leaders and governors assumed all was well. No news was good news. However, the reality was that in too many instances all was not well and bad stuff happened. The politicians and regulators have responded with gusto and (un)educated guessing about legal compliance is now obsolete.

Getting compliance right just got real!

TEOs, and their governors and leaders, must now **proactively** ensure in a systematic and effective way that good legal compliance is actually happening. This paradigm shift is manifesting itself differently in three regulatory areas you need to know about:

- 1** Health and Safety = There is a new duty of 'due diligence' on all officers to ensure the TEO complies with its duties and obligations under the Health and Safety at Work Act 2015 (HSW Act) (4 April 2016).
- 2** Pastoral Care of International Students = TEOs now have a statutory duty to undertake and document self-reviews of compliance with the Education (Pastoral Care of International Students) Code of Practice 2016 (1 July 2016).
- 3** Education Act External Evaluation Rules = A new Key Evaluation Question has been introduced: How effectively are important compliance accountabilities managed? (1 July 2016).

It's clear this is only the beginning. On 29 September the Ministry of Education released an exposure draft Education Amendment Bill for consultation. This bill includes proposals that TEOs must maintain records of compliance with funding conditions. On the same day, the Productivity Commission released its draft New Models of Tertiary Education, which includes a recommendation that "NZQA and providers should use ex post tools that assess the actual quality of the tertiary education experience. Such tools can ensure compliance with minimum standards and verify promises made by providers." [R12.2, p.344 of the report]

In this advisory paper I will help you understand why these changes have come about. I will then look in more detail at each change, what is now required, and the risks and opportunities arising from these changes. Finally, I will suggest some 'educated' questions for you to ask at the council, board and senior leadership table in light of these changes.

Why these waves of change?

Health and Safety – Driving Accountability from the Top

In 2010 the Pike River Mine disaster resulted in the tragic deaths of 29 men. This tragedy highlighted major gaps in New Zealand's workplace health and safety laws. Despite the findings that these lives were lost due to systemic and human shortcomings, no-one could be held to account under the law as it was at that time. This terrible event also highlighted just how far behind most of the developed world New Zealand's workplaces had fallen when it came to keeping our workers safe and healthy.

Even before Pike River, New Zealand's workplace safety record was tragically poor.

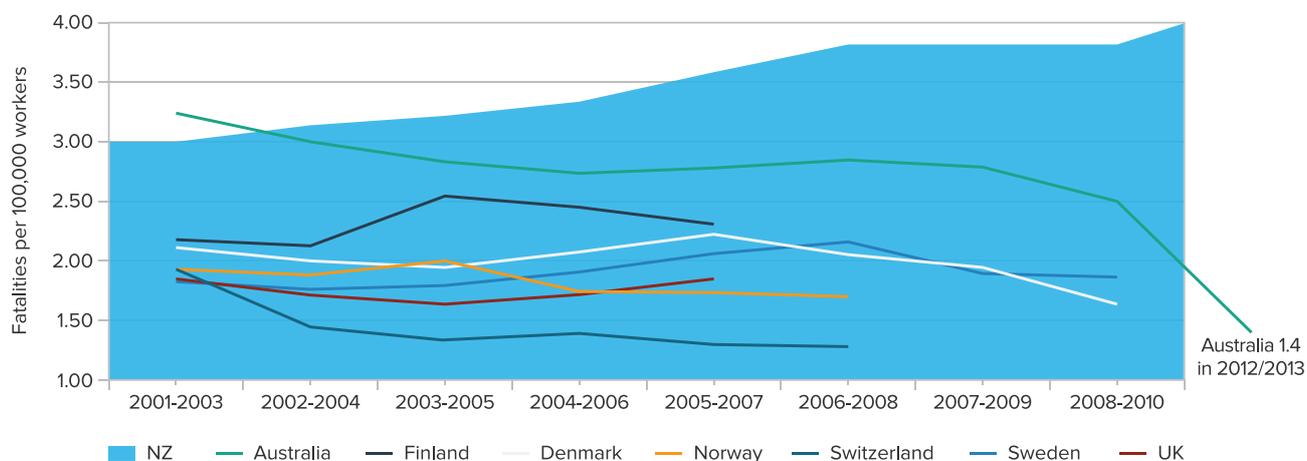


Table: the compelling case for change

The theme of the law changes that followed the Pike River disaster is that leadership and accountability for health and safety must start (and end) at the very top of a business. The new regulatory model created new proactive duties for those who ultimately determine how a business is going to roll when it comes to health and safety – with serious consequences for those who do not meet their new duties.

The full copy of the report can be found here:
<http://www.safeworkaustralia.gov.au/sites/SWA/about/Publications/Documents/841/Key-WHS-Statistics-2014.pdf>

Intention is not protection

I want to 'red flag' what I consider a significant issue, that is important for leaders of TEOs. I agree that positive health and safety changes must be driven by leadership from the top. I find many senior commentators and regulators giving great guidance on how to create a health and safety culture and identify risk. However, they then seem almost dismissive of the many new and prescriptive legal requirements that now apply.

Some commentaries seem to suggest that if you have shown strong leadership and instill a good health and safety culture, and a serious harm accident occurs, you should be in the clear even if your focus was not also on the 'specifics' of the new legal duties. The reality check is that this will be about as persuasive to a Court as when that esteemed Australian advocate Dennis Denuto argued:

It's justice. It's law. It's the vibe.

The Castle (1997)

That is – not very persuasive at all!

Pastoral Care Code 2016 - Striving for Global Leadership

Back in 2002, New Zealand was one of the first countries to adopt a code of practice for the care of international students. Since then, international education has grown to become our fifth largest export sector and a major contributor to the economy. Successful international education experiences also enhance our connectedness to the world, especially the Asia-Pacific region.

International Education: An increasingly valuable contributor to NZ Inc

**124,000
international
students from
176 countries
enrolled in 2015**

**New Zealand's
fifth biggest export
industry and our
second biggest
services sector**

**\$3.85 billion per
year contributed to
the economy, plus
over 30,000 jobs**

**Government's
growth target
= \$5 billion per
year by 2025**

Shortly after the new Code of Practice for international education providers came into force on 1 July 2016 there was much hullabaloo in the media about deporting 150 Indian students because of fraudulent visa documents prepared by dodgy agents.

We could have been forgiven for thinking that the new Code, which includes much more rigour and accountability for agents, was a punitive reaction to rampant short-comings in the existing system. That was not the case at all. Overall, New Zealand has a very good track record and the aim is to build upon this. Announcing the new Code, the Tertiary Education, Skills and Employment Minister had this to say:

This new code will ensure we remain a world leader in the pastoral care of international students... To sustain that growth, we must ensure that our international students receive a high quality education and have a positive, well-supported experience while they are in our country.

Media Release, Tertiary Education, Skills and Employment Minister, Steven Joyce
'New code of practice for international education providers', 10 March 2016

Protecting NZ Inc.

The new Code recognises that key to New Zealand's educational 'brand' is the quality of a student's experience. That experience extends from the time an agent starts engaging with them in their home country, through to graduating from a New Zealand education provider. The Code is an attempt to ensure that experience matches the expectations created when the New Zealand education experience is marketed to them.

The Code is considerably more prescriptive than its predecessors and has a greater focus on ensuring signatories actually comply with the Code. The focus on ensuring adherence to the Code appears to be coming from the top: "The New Zealand Qualifications Authority will administer the code and will impose sanctions against education providers who breach it." (Tertiary Education, Skills and Employment Minister, Steven Joyce)

Strong words – and big implications for leaders of TEOs, which we will look at in more detail on pages 14-16.

2016 media reports reflected widespread concerns about poor treatment of foreign students:

150 Indian students threatened with deportation after being caught with fake visas provided by an unethical agent*

380 mostly-Indian students re-tested as the NZQA was concerned about the standards of their TEO**

Desperate international students turning to crime because unable to find jobs***

High failure rate among international students retested this month because of doubts about qualifications awarded by Auckland tertiary institution****

*<http://www.radionz.co.nz/news/national/312389/fears-of-indian-student-backlash>

**<http://www.radionz.co.nz/news/national/312809/nzqa-criticised-over-investigation-delays>

***<http://www.radionz.co.nz/news/national/312607/desperate-international-students-turning-to-crime,-police-say>

****<http://www.radionz.co.nz/news/national/314088/many-international-students-failed-repeat-tests-nzqa>

A New Key Evaluation Question - Strengthening Accountability

Most of New Zealand's tertiary education sector operates under NZQA's integrated quality assurance system introduced in 2009. This framework is considered to be world-leading and includes an assumption that TEOs are competent organisations committed to self-awareness, reflection and self-improvement.

NZQA no longer 'audits' TEOs. Rather, the quality assurance system includes regular scheduled External Evaluations and Reviews (EERs) of each TEO. These focus on Key Evaluative Questions (KEQs) which are set out in the External Evaluation and Review Rules 2013 made under the Education Act 1989.

Overall the integrated quality assurance system and EER processes have worked well. However, in recent years there have been some highly publicised instances of TEOs failing to meet the minimum requirements. These failures have caused significant financial and reputational harm to the organisations concerned.

Pockets of concern

Many of the recent controversies have involved under delivery of programmes against approved funding:

October 2014:

Te Whare Wananga O Awanuiarangi agreed to repay \$5.9 million after an investigation found inconsistencies between student attendance requirements and qualifications awarded.

November 2014:

Western Institute of Technology in Taranaki had six staff members resign, and had to repay over \$3.5 million following findings of enrolment irregularities, poor attendance records, and qualifications granted without assessments taking place.

September 2016 :

Taratahi Agricultural Training Centre directed to repay \$7.5 million after findings of enrolment irregularities, under-delivery of teaching hours, and over-claiming in relation to actual teaching hours delivered.

Source: New Zealand Herald

Refining the EER

In early 2015, the NZQA and TEC commissioned Deloitte to undertake an independent review of the monitoring framework for TEOs. This review concluded that the foundations of the monitoring framework were essentially solid and have the 'principal elements expected of a comprehensive framework' .

However, Deloitte did recommend that "NZQA should consider a greater focus on the mix of inputs as part of the EER process, including testing a larger number of programmes." This recommendation resulted in the NZQA amending the EER to include a new Key Evaluation Question No.6: How effectively does the TEO manage its important compliance accountabilities?

In its consultation paper the NZQA explained the reasoning behind this change: "The addition of this question responds to the need to systematically incorporate 'compliance' management and performance into EER, and is directed initially to the TEO's self-management of compliance."

Many organisations and their leaders (including governors) will not have any experience of how to systematically incorporate compliance management and performance into a business. NZQA has provided some guidance on what is required, which we will look at later in this paper.

The full copy of the report can be found here:

<http://www.nzqa.govt.nz/assets/Aboutus/News/Review-of-Monitoring-Framework-Report.pdf>

NZQA 'Consultation on proposed enhancements to External Evaluation and Review (EER)', March 2016, p.3.

<http://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/EER-enhancements/Proposed-enhancements-to-EER.pdf>

What are the new hoops?

This is where we really get into the nitty gritty of what these changes mean for leaders of TEOs. What are the hoops that leaders and TEOs need to jump through to keep on the right side of the law? Here we explain briefly some of the key things that need to get done.

Health & Safety – Legal hoops for officers

The new legal hoops all officers (governors, CEOs & certain senior managers) must jump through under the new Health and Safety at Work Act are significant, personal and proactive.

- Significant: Because the potential penalties are fines of up to \$600,000 and/or imprisonment for up to five years.
- Personal: Because the duty is on you as an individual person – not the board or senior leadership team collectively, and not the organisation.
- Proactive: Because you must be performing these duties now and continuously. Accountability for a breach of duty does not depend on something going wrong and someone actually being hurt.

What does that mean for you? Let's start by understanding the term 'due diligence'.

Due diligence is fairly vaguely defined in the Act, and it's no wonder that this term causes a bit of woolly-headedness. Basically, due diligence is exercising the care, diligence, and skill that a reasonable officer would exercise in the same circumstances, taking into account things like the nature of the business and the position and responsibilities of the officer.

The Act says that due diligence "...includes taking reasonable steps" to:

- 1** Have an up-to-date knowledge of work health and safety matters; and
- 2** Understand the nature of the operations of the TEO and generally the associated hazards and risks; and
- 3** Ensure that the TEO has (and uses) appropriate processes to:
 - a)** eliminate or minimise risks to health and safety, and uses appropriate resources for this purpose; and
 - b)** receive and consider information about incidents, hazards and risks and respond in a timely way to that information; and
 - c)** comply with any duty or obligation under the Act; and
- 4** Verify that the TEO provides and uses all of the processes and resources referred to above.

That's a lot of 'ands' you need to cover.

In many instances, we are seeing good attention being paid up to number 3b in the list above. TEOs usually have some policies and procedures which help officers to satisfy their duties, for example, identifying the hazards and risks in the business, and eliminating or minimising those risks. Incident, hazard and risk reporting also tends to get plenty of attention, and rightly so.

The specific elements of the due diligence duty have been summarised, the full wording in section 44 of the HSW Act can be found here: <http://legislation.govt.nz/act/public/2015/0070/latest/DLM5976912.html>

However, when it comes to officers ensuring a TEO "...has, and implements, processes for complying with any duty or obligation of the PCBU under this Act" and verifying that such processes are being used, it appears many officers do not know what they should be seeing here. This is high risk because there's a good chance the TEO itself does not specifically know what 'good' looks like.

Worse case scenario? The TEO does not want to know what the specific legal requirements are because that's considered 'too hard!'. Not too many weeks ago I had to point out the specific earthquake-preparedness type requirements in the HSW Act to a health and safety manager. He was clearly unaware of these. His response was that these type of "detailed requirements" in the Act are not very important. I was reminded of John McEnroe in 1989 when he exclaimed "you cannot be serious!"

Best case scenario? Everyone in the TEO knows what they need to know about their obligations and duties under the HSW Act and its regulations. To do this, you need a systematic approach to answering the following questions:



Good operators need a systematic way to keep everyone fully informed about what they need to know, including any changes to legal duties and obligations that apply to them. There also needs to be a systematic process for regularly monitoring and reporting on compliance with the legal obligations and duties, as well as proactively identifying legal risks.

One of your key leadership challenges ahead is to create a safety culture which protects the health and wellbeing of your staff and students. Not just a feel-good slogan, but a robust and systemised approach where everyone knows what they need to know about their health and safety legal duties. Of course, the spin off effect of this is a more positive and proactive culture overall which can only enhance the operation of your TEO.

2,500 years ago, Heraclitus said “Change is the only constant”. This observation applies to most aspects of life, and certainly to the law. Changes to law, like the health and safety law reforms, can be:

- (a)** begrudgingly perceived as just one more burden and adhered to only when they can no longer be ignored; or
- (b)** embraced as harbingers of opportunity to do better, to become better operators.

Those that embrace the challenges, duties and obligations of the new health and safety laws will benefit from the opportunities offered by these changes, while minimising their personal and organisational risk.

Opportunities & Risks – The New Health & Safety Laws

| Opportunities | Risks |
|--|--|
| <p>Significantly lift health and safety performance of your organisation, contributing to:</p> <ul style="list-style-type: none">• Healthier workplaces• Better overall organisational performance• Employees and students feel more cared for, creating better engagement and culture• Better reputation as an employer and a stronger 'brand' generally | <p>Greater likelihood of:</p> <ul style="list-style-type: none">• A worker or student being harmed or killed• Reputational damage• Serious criminal consequences• Breaching legal duties and obligations – resulting in investigations, warnings etc• Personal accountability including serious fines and reputation damage, not to mention the guilt and remorse following a serious harm event |

Pastoral Care – New hoops to jump through

The new Education (Pastoral Care of International Students) Code of Practice 2016 creates new and different hoops for TEOs to jump through in order to remain signatories to the Code – which is essential to lawfully enrol international students. It is also interesting to note that recent changes to the Education Act mean that the new Code is a ‘statutory instrument’ (i.e. a regulation), whereas the earlier Code was not.

The Code of Practice sets the required ten ‘outcomes’ education providers need to deliver for their international students, other than those for academic standards. NZQA say that each provider can determine for itself how it will achieve the outcomes, but as a minimum the ‘processes’ prescribed in the Code for each outcome must be complied with.

The ten outcomes in the Code can be summarised as:

- Marketing and promotion to international students
- Engaging, managing and monitoring agents
- Enrolment of international students
- Immigration matters applying to international students
- Information and advice to help international students settle in well and have good ongoing support while they live and study in New Zealand
- Providing a safe study environment and adequate support for the well-being of international students
- Safe accommodation requirements
- Student withdrawal or course closure processes
- Good access to fair and robust processes to resolve grievances

Compliance measures have been beefed up and each signatory must now undertake and document self-reviews of their compliance with the Code. Also NZQA must monitor compliance and scrutinise each signatory’s self-review reports and other information. NZQA has the power to investigate compliance issues and impose ‘interventions’ for the purpose of improving compliance with the Code.

To view the Code please go here:
<http://www.legislation.govt.nz/regulation/public/2016/0057/latest/DLM6748147.html>

To see the NZQA Guidelines for the Code please go here:
<http://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/tertiary-guidelines-code-of-practice.pdf>

NZQA requires the first annual self-review and attestation under the Code to be completed by 1 December 2016. In this first self-review, providers will need to attest that they have reviewed their policies and procedures for international students and that they are compliant with the new Code of Practice.

In the light of recent high-profile events in the media, it is expected that the requirements for off-shore agents engaged by providers will be a key area of scrutiny. Yet, achieving compliance with the new Code's requirements for managing agent relationships will be a significant challenge for many providers – particularly larger TEOs where there may be hundreds of agents engaged. The new baseline obligations include:

- Performing reference checks on all agents
- Having written contracts with all agents
- Ensuring agents have up-to-date information about their duties, including what information to provide to international students and how to act with professionalism and integrity
- Terminating agent contracts where there is evidence of serious false, misleading, deceptive or unlawful conduct or jeopardy to the TEO's compliance with the Code

The new Code of Practice provides a good framework for lifting the bar for international students' experiences of education in New Zealand. This will enhance our world-leading desirability as a study destination. However, while many providers will see the new Code as an opportunity, others will leave their risks unmanaged until it is perhaps too late for them.

This is set out on the NZQA website here:

<http://www.nzqa.govt.nz/providers-partners/education-code-of-practice/become-a-signatory/annual-self-review-attestation/>

Opportunities & Risks – The New Pastoral Care Code of Practice

| Opportunities | Risks |
|---|---|
| <ul style="list-style-type: none">• Better education and life experiences for international students attending your TEO• Better retention and completion rates• Better market reputation which can contribute to more profitable international business• An environment where all staff know what they need to know about their obligations and contribute to better pastoral care of international students | <ul style="list-style-type: none">• Lose status as signatory to the Code and unable to enrol international students• Investigation and enforcement action by NZQA• Poor EER outcomes• Reputational damage• Reduction in international student enrolments• Adverse impacts on financial performance |

The New KEQ 6 – What are they after?

How effectively are important compliance accountabilities managed? (KEQ 6)

For many TEOs, if they have a compliance system at all it will be a very basic one. I've seen plenty of systems based on a simple spreadsheet, or worse still, managers blindly declaring that they have not breached any of the legislation that applies to them – whatever that might be. This type of 'system' is really from the Emperor's New Clothes School of Risk Management – I say we have a compliance system, therefore I believe we do, but in reality it's just an illusion.

Fortunately, NZQA is on the front foot in putting forward some useful and reasonably detailed guidance which explains what it will expect from TEOs under KEQ 6. The primary focus will be how well the TEO manages its regulatory responsibilities under the Education Act 1989, the Pastoral Care Code of Practice and Rules made under the Act.

A particular area of concern for NZQA and TEC is conformance with funding conditions and NZQA programme approvals, particularly for learning and teaching hours.

In its consultation paper prior to adding the new KEQ 6, NZQA indicated its high-level expectations as:

It will require TEOs to demonstrate how they manage their compliance functions and, in particular, how the TEO's governance and management knows how well they are performing in these areas – and what is happening if compliance is not up to scratch.

Enforcement action by NZQA, which may include: issuing a compliance notice requiring the signatory to do, or not do, a particular thing; imposing limits on the enrolment of international students; or imposing new conditions, or amending or revoking existing conditions, on the approval as a code signatory.

Rules made under the Act include: NZQF Programme Approval and Accreditation Rules 2013, NZQF Offshore Programme Delivery Rules 2012.

NZQA has helpfully provided a set of draft tertiary evaluation indicators on compliance. This guidance sets out five 'compliance indicators' with 'some prompts to aid evaluative enquiry' for each indicator, together with explanations and background information for each indicator.

The five compliance indicators are:

- The TEO has effective compliance management processes
- The TEO conforms with relevant NZQA rules
- The TEO conforms with the Education (Pastoral Care of International Students) Code of Practice 2016
- The TEO is consistent with NZQA programme approvals
- The TEO has policies and practices which are legal and ethical

The prompts to aid evaluative enquiry include:

- TEOs have robust internal processes to manage compliance
- TEOs actively review changes in the regulatory environment affecting their operation
- TEO programme managers and staff are actively involved in compliance monitoring
- Non-compliances are rectified in a timely manner
- What are the mechanisms for ensuring that the TEO complies with all legal requirements?

As a leader of a TEO, it's time to ask yourself these questions and ensure you can answer them with confidence – before the NZQA does. What risks and opportunities does this new KEQ 6 open up for you?

The NZQA consultation paper can be viewed at:

<http://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/EER-enhancements/Proposed-enhancements-to-EER.pdf>

The indicators can be viewed at:

<http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/External-evaluation/Draft-tertiary-evaluation-indicators-compliance.pdf>

Opportunities & Risks – The New Compliance KEQ

| Opportunities | Risks |
|---|--|
| <ul style="list-style-type: none">• Improvements in organisational performance – better EER outcomes with the significant benefits that can flow from this• Better risk management – especially for legal risk• Managers and staff know what they need to know in terms of important regulatory requirements applying to their work• If there is a regulatory breach, in mitigation of the consequences, the TEO can show it was serious about trying to comply with the law | <p>A poor EER outcome – resulting in the TEO being placed in a lower category and with this comes a range of consequences, including:</p> <ul style="list-style-type: none">• reputational impacts – potentially reducing enrolments• more frequent EER cycle• potential limits on the TEO’s activities• potential difficulties in attracting funding• increased likelihood of breaching the Education Act and the regulations and rules made under the Act due to poor systems and processes, and/or lack of awareness amongst managers and staff |

Noses in - Fingers out

And asking the right questions

With all this new pressure on compliance, and potential personal liability for officers under the health and safety laws, it's timely to reflect on an age-old adage. Good governance is said to be about 'Noses in – Fingers out'. That is to say, governors should stick to governing the business and let managers manage the business. When the compliance heat gets turned up, governors can be at risk of becoming either too involved in the business (fingers in) or not involved enough (uneducated guessing).

Noses In means being engaged, interested and having the right degree of involvement in the business.

It's about knowing what you need to know as a director or council member. It includes asking the right questions and insisting on getting proper answers.

It is ensuring that the right things are getting done and seeing proof that they are.

Fingers Out means striking the right balance between ensuring the right things are happening and not getting in there and doing them yourself.

It's about governors avoiding a hands-on approach to managing the business, its people (other than the CEO) or its issues.

If this does happen then the governor becomes a manager and then, well, who is left to govern?

The due diligence duty for officers as it is now defined under the new HSW Act could be seen as an example of the 'noses in, fingers out' concept in action. The due diligence duty is all about: having good knowledge about health and safety matters; understanding the business's operations and its risks; and ensuring the business has the required processes and resourcing to comply with its duties and obligations.

Where to from here?

Fundamentally, I believe that the key to navigating the new legal hoops facing your TEO rests on your ability to ask the right questions and insist upon proper answers. Good answers to these questions will not only ensure your TEO is well placed to turn these changes into opportunities and avoid the risks, but also well positioned for the future as further changes, like new rules for compliance with funding conditions, come into effect.

Good questions for Governors and Leaders of TEOs

About managing legal risk generally

1 How do we as an organisation manage legal risk?

Do we have a systematic approach to:

- 2**
- identify which laws apply to our operations?
 - identify who is responsible for ensuring we meet our legal obligations?
 - ensure our people know what they need to know about their obligations and are kept up to date with changes?
 - monitor and report on our compliance and risks?

About health and safety – due diligence

3 What process do we have for identifying all our organisation's legal duties and obligations under the Health and Safety at Work Act 2015 and ensuring these are being complied with?

About the Pastoral Care Code of Practice – self review and attestation requirements

4 What progress has been made in reviewing and updating our policies and procedures for international students to ensure that they are compliant with the new Code of Practice?

5 Will the review and updating of our policies and procedures for international students be completed before 1 December 2016 to meet the NZQA annual self-review and attestation requirements for this year?

About the new Key Evaluation Question 6 of the EER Rules

6 How well do we meet NZQA's draft indicators on how to meet the new KEQ 6?

7 When do we expect to fully meet the requirements in relation to the NZQA indicators on compliance?

As a TEO leader you really need to have confidence in the answers you get to questions like those set out above. Robust answers to questions like these will save you from (un)educated guessing about these emerging risks, and position your TEO to turn these risks into opportunities for growth and improvement.

It's time to eliminate the guesswork

A systemised approach to managing your TEO's compliance will make life much easier for you and your management team.

At the heart of this approach is ensuring that your people know what they need to know so that they can play their part in ensuring your TEO complies with its obligations and duties. At ComplyWith, we translate complex laws into simple and accessible information people can understand and act on. Supporting that, we use technology to distribute this information throughout your organisation, keep that information current, and enable regular monitoring and reporting.

The Tertiary Education Sector is fraught with ever-changing laws of compliance concerns. The three areas we've highlighted in this paper are simply the tip of the iceberg. Over the past years we've worked with 9 of the country's large TEOs, giving them the knowledge and tools they need to have confidence in their compliance from the top right across their entire organisations.

(Un)educated guessing about compliance is risky, but not uncommon. It has just gotten a lot more risky. As New Zealand's leading legal compliance system experts, we at ComplyWith certainly hope that this advisory paper will help you put an end to any (un)educated guessing about compliance you may see.

If you would like to learn more about, or discuss, the changes and issues highlighted in this paper, please do not hesitate to contact me.

About ComplyWith

Complexity, legalese, obfuscation, fine print. Laws are written like foreign languages and, as a result, good people are breaking rules they didn't even know existed.

At ComplyWith we are 'humanising' the law.

We're fighting for clarity because we want to empower people and organisations. Our mission is to act as translators, making legislation simple to understand and easy to act on.

We help you know what you need to know, so you and your team can make better decisions, avoid risk, and act with confidence.

Contact us today to find out how we can help you comply.

www.complywith.co.nz