

Self-Review Let's Go

2025

Education (Pastoral Coder of Tertiary and International Learners) Code of Practice 2021

We have reviewed our practice against the requirements of the Education Code of Practice 2021 and we are in the developing implementation stage as we are newly registered and as of the time of this review (February 2025) we do not have any enrolled learners.

Commentary on Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and strategic plans

The senior leadership team has set strategic goals that includes completion rates and learner satisfaction ranking (including information that relates to wellbeing and safety). This will include a breakdown of those who are Māori/Pasifika and any other relevant priority groups (identified by self-assessment processes). These goals are published on our website as will be our results against these goals. These will be subject to regular review.

Process 2: Self-review of learner wellbeing and safety practices

We will regularly review the learner wellbeing and safety practices we have in place and will seek feedback from diverse learner groups. Any actions will be monitored by the Senior Leadership Team to ensure timeline responses.

Process 3: Publication requirements

Strategic goals and reviews will be published on our website and regularly updated.

Process 4: Responsive wellbeing and safety systems

We have mechanisms to report any issues of wellbeing or safety with required response timeframes. We have guidance on wellbeing on our website and online learning system.

Tutors will be first aid certified and will have training on how to identify those who may be at risk. Compulsory staff professional development includes information on Te Tiriti o Waitangi, obligations under The Code, possible welfare issues, privacy, reporting of incidents of bullying, discrimination, prevention and response to physical and sexual violence, privacy and other wellbeing and safety awareness promotions.

Emergency procedures are in the Student handbook, and for practical activities, there will be risk assessment undertaken. We have a Business Continuity Plan that includes critical incident and emergency procedures.

What could we do better at?

We are yet to test these processes and goals – we will regularly review and update if needed.

Commentary on Outcome 2: Learner Voice

Process 1: Learner Voice

We have multiple ways that we receive the learner voice. This includes anonymous forms (online) and paper-based, meetings and discussions and intends to have learner groups.

Process 2: Learner Complaints

Our complaints procedure allows support persons to be present. The student handbook outlines how to make a complaint or indicate something of concern. Complaints will be a standing agenda item on the senior leadership team and outcomes will be published on our website.

Process 3: Compliance with the Dispute Resolution Scheme

Staff will be familiar with the requirements of the Dispute Resolution Scheme rules and these are in the Student Handbook.

What could we do better at?

We will review our complaints process using a tikanga Māori lens to remove the weight on any complaints being “formal” and in writing.

Commentary on Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environment

Process 1: Safe and inclusive communities

We have professional development outlining what discrimination, racism, bullying and harassment looks like so we can all identify it, and deal with it if it happens. We have a Student Code of Conduct in our Handbook. We will take care to ensure that our sites are welcoming to all diverse learners and will monitor that they feel safe.

Process 2: Supporting learner participation and engagement

Through networking and collaboration within the community we will make sure there are ways that learners can share their views safely and connect with others.

Staff will have access to professional development to assist them with using te reo and appropriate tikanga. Learners will be supported academically in their learning journey. We intend to have clear pathways for learners through our provision.

Process 3: Physical and digital spaces and facilities

We will inspect all our practical premises to ensure it meets our basic requirements for a healthy and safe learning environment which includes access. Digital spaces will have mechanisms for feedback and support will be provided to ensure engagement. Any spaces we design will recognise Te Tiriti and the importance of Tangata Whenua.

What could we do better at?

We are yet to test these processes – we will regularly review and update if needed

Commentary on Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

We will provide information for students to seek further help when necessary and include wellbeing information (nutrition, food bank, tenancy resolutions, budgeting, addiction services). In our online platform we will have resources and courses available to all learners.

Process 2: Promoting physical and mental health awareness

We will have a regular focus on particular parts of wellness (physical and mental).

Process 3: Proactive monitoring and responsive wellbeing and safety practices.

Through our enrolment processes we will see next-of-kin data and the student can indicate what circumstances that person can be contacted.

We will have a crisis procedure to follow if/when needed.

We will enable opportunities for learners to raise concerns about themselves or others in confidence.

Staff will have training on how to identify learners at risk. Students will be advised on how to access help when needed, including ways to keep up with study (or delay or extend).

We have a Code of Conduct that allows us to respond to any disruptive or threatening behaviour.

What could we do better at?

We are yet to test these processes – we will regularly review and update if needed.

Complaints and Critical Incidents

We report on complaints and critical incidents on our website.