



# Self-review

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

June 2025

## Key Evaluative Questions (the Code)

Using the information we have gathered, what does it tell us about the effectiveness of our current practice in relation to the Code outcomes required for our learners.

Consider how effectively our organisation is achieving outcomes 1-4, our current strengths, and any opportunities for development.

Indicate what stage our Code implementation is at under each outcome using the continuum of Code implementation in [Appendix 1](#).

## 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.

<b>Stage of implementation for outcome 1</b>	Well implemented / <b>Implemented</b> / Developing implementation / Early implementation
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KEQ	What are we currently doing?	How can we improve?
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and plans?	<p>During the 'Meet and Greet' process, tutors provide support during the enrolment process, which includes individual learning plans and ensure applications are completed successfully before STS head-office receive for processing.</p> <p>Tutors support enrolled students to develop their learning plan for future pathways and within areas of the program, provide for career planning.</p> <p>STS Prioritise learner wellbeing as the primary goal during all aspects of the education and learning process. Tutors provide students with additional one-to-one pastoral support by identifying learner needs and offering support to assist in their learning depending on their needs i.e. translation assistance.</p> <p>Tutors create a safe classroom learning environment by introducing classroom codes of conduct in collaboration with the learners.</p> <p>Tutors identify additional literacy and numeracy support for individual learners and adjust accordingly, which may include extra one on one time on deliveries or assessment, going over physical or digital resources with translation that will assist with their learning needs.</p>	<p>Continue to build ongoing positive working relationships that help with fostering new relationships and opportunities</p> <p>Identify and highlight specific working relationships and communication lines (role specific). Maintain ongoing communication with key administrative people (STS, company's HR)</p> <p>Evaluate current enrolment administration practices to identify needs of consolidating, simplifying and improving effectiveness for all parties.</p> <p>Identify ways to improve the sharing of information with tutors, learners, and employers, through specific IT practices.</p> <p>Identify training and/or digital resources that will support staff development (individual and team).</p>

	<p>Tutors are required to participate in on-site company H&amp;S inductions (physical learning/assessment sites) and follow instructions and guidelines as directed by company policies.</p> <p>Tutors provide students with positive constructive assessment feedback in a timely manner. Students are encouraged to talk to their tutors, and to complete surveys and feedback forms to identify our future development and training needs/goals.</p>	<p>Tutors to understand the importance of pastoral care for learners, identify what this looks like and discuss how we can effectively put this into practice.</p>
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	<p>STS hold regular team/staff discussions, and handover processes through phone contact, face to face and/or IT communications that may include any issues that arise during the program to support learner issues, areas of operational requirements and support needed.</p> <p>An enrolment checklist has been developed for tutors to identify any concerns to ensure learners' wellbeing and safety have been queried to better understand individual needs. This may include additional learning support documents or tutor planners.</p>	<p>Review current enrolment checklist and L&amp;N assessments outcomes to identify individual learner's challenges, to help support their learning journey.</p> <p>Continue open lines of communication between staff and the STS office regarding the effectiveness of learner wellbeing and safety practices.</p>
How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learner's wellbeing and safety or behaviour and quickly connect them to appropriate support services?	<p>We communicate with our tutors daily through our shared IT practices and processes. All staff have access to this and can direct learners to the necessary information through Moodle.</p> <p>The 'Meet and Greet' and enrolment process outline our agenda for intended course learning and assessment delivery. Learners are advised of these processes and can access Moodle to revise this information. Any other issues can be raised in person or mobile communication.</p> <p>Students receive a student handbook, which contains all the information regarding courses they are enrolled in, as well as information on how to access learning material and how to use the learning tools available.</p>	<p>Getting tutors to have regular check-ins to provide important information that may affect the program and share any issues to help support staff morale.</p> <p>Making sure student support forms are kept up to date as this provides/identifies student support given.</p>

	<p>QMS learner wellbeing policies and procedures are reviewed monthly. Any changes are notified to our tutors and learners through IT access.</p> <p>Our Student Support Form captures specific information on individual learner's educational needs and captures the support that has been provided to students on the duration of the course.</p> <p>Ongoing formal and informal organic discussions provide constant feedback on a learner's needs, and how they are progressing.</p> <p>We haven't encountered any concerns that required support services at this stage.</p> <p>Tutors to identify and encourage learners to follow their own company H&amp;S and best working practices (ergonomics) to support their longevity in the workplace.</p>	<p>Collectively tutors need to provide additional information in tutor hand-over processes and actively read them to improve learner support, delivery, assessing, and to improve pastoral support for learners.</p> <p>STS to identify local and regional support services for individuals to access, including health or mental health services</p> <p>Any changes from our Self-review relating to pastoral care will be included in these new changes.</p>
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	<p>New staff are inducted into the organisation with IT and company processes.</p> <p>New tutors are required to shadow a senior tutor on-site.</p> <p>Tutors are required to read, understand and sign their contract and tutor manual.</p> <p>Key staff support new staff with check-ins</p> <p>Having a balance of seafood experience and education-based tutors, provides an opportunity for both groups to share their skills with each other.</p>	<p>Encourage tutors to read their manual and adhere to any operational requirements they need to follow or participate in.</p> <p>Make sure new staff are provided appropriate time during shadowing and confident when flying solo.</p>

## 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.

<b>Stage of implementation for outcome 2</b>	Well implemented / <b>Implemented</b> / Developing implementation / Early implementation
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KEQ	What are we currently doing?	How can we improve?
How effectively do our current practices facilitate engagement with, and development of the diverse range of learner voices across our organisation?	<p>Tutors build relationships with learners by creating a safe learning environment. Diversity is encouraged and supported through tutor delivery, drawing upon learners to share their experiences. Creating a code of conduct helps support this.</p> <p>Tutors are made available to students during site visits, online learning, and can be made available to meet students in the own chosen environment for learning.</p> <p>Our online tool 'Moodle' can change the language that supports the language diversity aspect for students to access. Students can communicate with tutors through the Moodle website.</p> <p>We gather learner's feedback after they complete the programme. We aim to contact priority learners (those who have been identified to have learning difficulties and challenges) to find out if they have concerns about them attending and completing the course.</p>	<p>Encourage all tutors to consider creating a code of conduct with their learners.</p> <p>Learners can reach out and raise their concerns, or any suggestions for improvement through our website, the online Moodle tool, or use the company phone numbers available to them on our website.</p> <p>Tutors to make sure that learners are informed of the available learning tools they can access, which covers VAK (visual, auditory, kinesthetics).</p> <p>Tutors to make sure learner notes are up to date and consistent during a hand over within a program, for the purpose of supporting additional tutors picking up their work or taking over.</p>

How effectively do we work with learners to effectively respond to, and process complaints?	<p>STS has a complaints policy and procedure, which is explained in the student handbook. All complaints will be treated confidentially and comply with Privacy Act 2020.</p> <p>Complaints are initially followed up with their tutors, and students also have direct contact with the STS main office.</p>	<p>Introduce Moodle complaints section.</p> <p>Tutors to inform learners of the available tools and processes in handling specific learner complaints.</p>
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	In conjunction with our complaint's procedure within the student handbook, STS has developed complaints form that the tutor/learner can access via our Shareplus site.	Introduce Moodle complaints section.

### 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.

Stage of implementation for outcome 3		Well implemented / <b>Implemented</b> / Developing implementation / Early implementation
KEQ	What are we currently doing?	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	<p>We have an established and embedded 'Meet and Greet' processes which enables us to meet our students in person and allow us to form relationships with them.</p> <p>Tutors create a safe learning environment that encourage learners to share their experiences in class and with the tutor directly.</p> <p>Tutors address any discrimination within the learning environment to the best of their ability (case by case) and make additional reports to the STS office for anything outside of their control. The STS office supports the tutor's teaching environment by communicating with the company directly on wider concerns/issues on behalf of the tutor.</p> <p>Tutors use varied teaching theories, methods and practices to encourage a learning diversity, which addresses differentiation in the classroom. E.g.: Teacher-student, peer-teaching, tutor co-facilitation.</p> <p>The student support form identifies our learners where areas of additional support are identified such as extra 1-on-1 support during the course or help facilitate conversations when needed.</p> <p>Additionally, part of our resource delivery includes information on the preservation and improvement of personal and interpersonal wellbeing, communication, and self-management skills.</p>	<p>Open lines of communication with transparency (where appropriate), with tutors, learners and employers where appropriate.</p> <p>Create a learner issues page on Moodle that is private to STS.</p>



<p>How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?</p>	<p>STS provides an environment where all students and staff can learn and work without harassment.</p> <p>Using good course design and physical space/facilities helps to support the delivery of our qualifications with a realistic learning environment that avoids the need for simulation.</p> <p>We have introduced 'Moodle' as additional learning tool. The feedback from our learners allows us to make some positive changes. We also draw upon the information taken from our learner observations, and how Moodle is being accessed and used.</p> <p>Tutors try to address the concern in-house in the learning environment. Tutors can make a report of concern to the STS office who act and raise this concern with the company or organisation.</p> <p>We review our policy, process and procedures monthly.</p>	<p>Relevant/regular staff training in delivery of course material to improve staff and student confidence.</p> <p>Increase tutors teaching resources (toolbox) that cater for learner differentiation.</p> <p>Incorporate key cultural and environmental practices during student engagement e.g. use of language, not sitting on a table.</p>
<p>How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?</p>	<p>STS has a strict zero tolerance for harassment and bullying for any learner, staff, or associated people during the engagement with STS.</p> <p>Any harassment may constitute as serious misconduct and can be grounds for dismissal either from a course or from their employment.</p> <p>Learner activity is digitally monitored through our Moodle system, which notifies and identifies which students access their online resources during the course engagement. Those students who don't, are flagged to the tutor so that the tutor can respond accordingly to the learner needs.</p>	<p>Tutors continue to develop and maintaining relevant, realistic and measurable learning and assessment tools and resources that are accessible for tutors and learners.</p> <p>Tutors to be supported with key training tools e.g. de-escalation training, learner differentiation (academically/physically/emotionally).</p> <p>Tutor training on the key operational aspects of Moodle to support learner engagement.</p>

	<p>Learners can raise concerns/issues with their own feedback during classroom delivery, work-place assessments, paper survey questionnaire.</p> <p>Key relationships with our stakeholders that allow us to offer realistic role specific learning environments.</p>	
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## 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.

<b>Stage of implementation for outcome 4</b>	Well implemented / <b>Implemented</b> / Developing implementation / Early implementation
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KEQ	What are we currently doing?	How can we improve?
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	During the enrolment and 'meet and greet' process learner's needs are identified, and this information is passed on to the relevant tutors prior to starting the course.	Provide learners with feedback from the L&N test outcomes, to identify student's academic capabilities. Tutors can put in place the right support/resources for the learner, in cooperation with the learner.
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	<p>Tutors monitor/observe student wellbeing and student welfare during contact time.</p> <p>Student enrolment process provides tutors with student learning needs.</p> <p>Appropriate language, actions, and work-place terminology are used by tutors.</p> <p>Tutors may suggest to learners outside agencies and organisation that might be able to support and address their concerns.</p> <p>Resources specifically designed to improve aspects of personal wellbeing and self-management have been developed and are used in our level 2 courses.</p> <p>Tutors can engage with students outside of the regular learning environments e.g. meet learners at home, or a common space.</p>	<p>STS to explore improving our policy around well-being and provide links and resource information on support services/agencies. Made available for students through Moodle.</p> <p>Improve unit standard resources on personal wellbeing and self-management.</p>

<p>How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?</p>	<p>Tutors create a safe learning environment. Learner's build working relationships with tutors over a set number of weeks and preferred communication methods can be selected by the learner.</p> <p>Tutors encourage learners to follow their own staff company H&amp;S and put into practice any new learning and development learned from the course.</p> <p>Literacy and Numeracy assessments are administered.</p> <p>Tutors are available for one-to-one contact time with learners.</p> <p>Individual learning plans are created with the student.</p> <p>STS have created clear processes for learners to raise concerns and communicate their needs, in which learners can also access themselves (student handbook).</p> <p>Tutors understand basic cultural wellbeing needs of a diverse range of learners such as Māori, Pasifika when planning and delivering their lessons.</p> <p>STS follows current govt. legislation for the improvement, wellbeing and safety of its enrolled students.</p>	<p>Review our enrolment processes to identify any potential issues to address/amend based off learner and staff feedback.</p> <p>Tutors to improve their consistency with individual learner note taking and hand over process, to make sure learners wellbeing, safety, and concerns are being addressed continuously, with recognisable outcomes.</p> <p>Tutors understand basic cultural wellbeing needs of a diverse range of learners such as Māori, Pasifika when planning and delivering their lessons.</p>
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## Appendix I: Continuum of implementation for the Code

			Well-implemented The Code is well-implemented
		Implemented The Code is implemented	<ul style="list-style-type: none"><li>• <b>Thorough</b> understanding of Code outcomes and requirements across the organisation</li><li>• <b>Diverse range of multiple</b> perspectives sought, including <b>robust</b> practices, to reflect learner voice</li><li>• <b>Full</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li><li>• <b>Well-established</b> practices in place to monitor against all Code outcomes and requirements</li><li>• <b>Highly effective</b> reporting processes from self-review</li></ul>
		Developing implementation Implementation of the Code is underway, yet requires further work	<ul style="list-style-type: none"><li>• <b>Sufficient</b> understanding of Code outcomes and requirements across the organisation</li><li>• <b>Multiple</b> perspectives sought, including <b>sound</b> practices, to reflect student voice</li><li>• <b>Good</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li><li>• <b>Relevant</b> practices in place to monitor against all Code outcomes and requirements</li><li>• <b>Effective</b> reporting processes from self-review</li></ul>
Early stages of implementation Implementation of the Code has not yet started or requires significant work	<ul style="list-style-type: none"><li>• <b>No</b> or <b>limited</b> understanding of Code outcomes and requirements across the organisation</li><li>• <b>No</b> or <b>limited</b> perspectives sought. Practices to reflect learner voice <b>non-existent</b> or <b>underway</b></li><li>• <b>No</b> or <b>limited</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li><li>• <b>No</b> or <b>limited</b> practices in place to monitor against all Code outcomes and requirements</li><li>• <b>No</b> or <b>limited</b> reporting processes from self-review</li></ul>	<ul style="list-style-type: none"><li>• <b>Some</b> understanding of Code outcomes and requirements across the organisation</li><li>• <b>Some</b> perspectives sought, including <b>adequate</b> practices, to reflect learner voice</li><li>• <b>Some</b> consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</li><li>• <b>Some</b> practices in place to monitor against all Code outcomes and requirements</li><li>• <b>Adequate</b> reporting processes from self-review</li></ul>	