



Self-review

The Education

(Pastoral Care of Tertiary and International Learners)

Code of Practice 2021

October 2026

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.

Process: Strategic goals and strategic plans

KEQ 1.1: 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 strategic plans?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS embeds stakeholder and learner engagement throughout its education and training activities. During enrolment and programme delivery, tutors provide structured guidance and individualised support to promote learner engagement, retention and achievement. Learner wellbeing is a key priority. Individual learner needs are identified through enrolment and ongoing interactions, enabling tutors to tailor delivery, assessment and support strategies. Additional assistance may include one-to-one support, literacy and numeracy assistance, language support and guidance in using the Moodle learning platform. Tutors provide regular formative feedback to support learner progress and achievement. Feedback from learners, employers and workplace supervisors is actively gathered and used to inform programme improvements, resource development and teaching practice. STS monitors learner participation and achievement data to identify opportunities to improve outcomes, particularly for priority learners. Learner feedback, achievement results and moderation	Maintain current practices. The Student Support Form has been updated and is now in use. STS will monitor its implementation throughout a full programme cycle and use learner and tutor feedback to evaluate its effectiveness and inform any further refinements. Increase opportunities for tutors and assessors to participate in professional development relating to cultural capability, literacy and numeracy support and emerging industry practices. Particular focus will be placed on monitoring outcomes for Māori and other priority learners to support equitable achievement and progression into employment and further training.

	findings are reviewed through the quality assurance system to support continuous improvement.	
	STS is committed to providing a safe, inclusive and culturally responsive learning environment that supports learner success, wellbeing and progression into employment and further training.	

Process: Self-review of learner wellbeing and safety practices

KEQ 1.2: How effectively do we review the effectiveness of our learner wellbeing and safety practices?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS regularly reviews and updates its practices, processes, Quality Management System (QMS) and Student Handbook to ensure they remain effective, compliant and responsive to learner needs. STS promotes an open communication culture, enabling tutors and staff to maintain direct communication with management. This supports the timely identification, monitoring and resolution of learner wellbeing and safety matters across all delivery contexts and contributes to ongoing quality improvement. Moodle remains a key platform for learner support and engagement. Recent enhancements, including accessibility and reading support tools, have improved access for learners with diverse learning needs. A dedicated Student Support and Resources section (via Moodle) has also been introduced, providing learners with easy access to wellbeing information, support services and learning resources. Feedback gathered from learners, employers and other stakeholders indicates that support systems are effective and contribute positively to learner engagement, achievement, wellbeing and progression outcomes. This feedback is regularly reviewed and used to inform continuous improvement activities.	Although formal staff and management meetings were already in place, STS identified an opportunity to increase the frequency of communication and collaboration across the organisation. As a result, monthly staff meetings have been implemented from 2026, with additional one-to-one meetings conducted as required. Meeting agendas may be aligned with Key Evaluation Questions (KEQs) to strengthen learner-focused discussions and support ongoing professional development, including understanding and implementation of the Code of Practice. STS remains committed to exploring innovative ways to enhance the Moodle platform and improve learner access to resources, support services and programme information. Monthly meetings are now established and have received positive feedback from tutors. STS will continue to refine meeting formats and processes to maximise engagement, effectiveness and opportunities for collaboration and continuous improvement.

Process: Publication requirement

KEQ: 1.3: How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	All required learner information is readily accessible through the STS website. Learners receive a Student Handbook prior to commencing their studies, ensuring they are informed of programme requirements, learner support services, policies and procedures. A Student Complaint Form is available through the Moodle platform, providing learners with immediate and accessible mechanisms for raising concerns or providing feedback. In addition, the STS Self-Review Report is published on the website, demonstrating the organisation's commitment to transparency, accountability and continuous improvement.	No further improvement actions have been identified at this time. STS will continue to monitor this area through its regular review and quality assurance processes to ensure ongoing effectiveness and compliance.

Process: Responsive wellbeing and safety systems

KEQ: 1.4: How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	Learners are encouraged to raise concerns through face-to-face discussions, phone, email or other available communication channels, with tutors acting as the first point of contact. Learning, wellbeing and support needs are recorded in the Student Support Form and shared appropriately through the SharePlus system to ensure timely follow-up and coordinated support. The Meet and Greet and enrolment processes assist in identifying learners' initial learning and wellbeing needs, which are documented and used to inform support strategies. Regular communication between staff and tutors, including team meetings,	While STS has effective processes for identifying and responding to learner concerns, an opportunity for improvement has been identified in the consistent recording of actions taken and outcomes achieved. STS will review and enhance its systems and processes to ensure interventions, follow-up actions and outcomes are documented in a dedicated location. This will strengthen monitoring, enable more effective evaluation of support provided and support continuous improvement.

	handovers and ongoing discussions, enables emerging concerns to be identified and addressed promptly. These processes support a proactive and learner-centred approach to wellbeing, allowing STS to respond effectively to learner needs and connect learners with appropriate internal and external support services, including those available through the Moodle Student Support and Resources section.	
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KEQ 1.5: 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?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Implemented	STS provides all staff with structured induction and ongoing professional development aligned to their roles and responsibilities. New staff receive induction training covering organisational systems, policies, procedures, programme delivery requirements, learner support and health and safety expectations. New tutors are required to shadow experienced senior tutors, enabling them to observe effective teaching practices, workplace-based delivery, learner support strategies and pastoral care approaches. All tutors are required to read, understand and formally acknowledge their employment contract and associated organisational policies, ensuring clarity of responsibilities and expectations. STS promotes a culture of continuous improvement by encouraging tutors to identify opportunities to enhance learning resources, assessment materials and delivery practices. Suggestions arising from programme delivery are shared with the wider team and where appropriate, incorporated into resource development and review activities.	STS has identified an opportunity to further strengthen staff capability development by implementing a more formal process for recording professional development activities, sharing effective practice and evaluating the impact of staff development on learner outcomes. This will support continuous improvement and ensure staff capability remains aligned with organisational and learner needs.

	Changes to learning and assessment materials are communicated through staff meetings and regular team discussions to ensure consistency of practice across all delivery sites. This collaborative approach supports staff capability development, organisational learning and the ongoing improvement of learner outcomes.	
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KEQ 1.6: How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS delivers training primarily within workplace environments and is committed to ensuring learners are supported in emergency situations. All tutors' complete site-specific inductions and are familiar with the emergency procedures, evacuation processes and health and safety requirements of each delivery site. Learners are advised of relevant emergency procedures at the commencement of training. Tutors act as the first point of contact for learners and are responsible for identifying and responding to learner wellbeing, health and safety concerns. Where appropriate, learners are referred to relevant internal or external support services. Information about available support services is accessible through the Moodle Student Support and Resources section. STS maintains regular communication with host organisations to ensure emergency procedures and health and safety requirements are understood and followed. No significant health, safety or emergency incidents involving learners have been reported during the review period. These processes provide confidence that learners are supported appropriately and that effective systems are in place to respond to emergencies and wellbeing concerns across all delivery environments.	STS will continue to strengthen the recording and monitoring of emergency-related information and learner wellbeing interventions to support consistency and continuous improvement across all delivery sites.

KEQ 1.7: How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented *critical incident – is a sudden event or situation that may cause serious distress or harm to a learner or staff member, either directly (by being the immediate victim(s) of a traumatic event (e.g. death, serious injury, or similar), or indirectly (by being affected by, but not directly involved in, a traumatic event (e.g. natural disasters in a family member's homeland, or the death of a friend or colleague).	STS has established policies and procedures for managing, recording and reporting critical incidents and emergencies. As training is delivered primarily within workplace environments, tutors follow the health and safety and emergency procedures of each host organisation and complete site-specific inductions prior to delivery. No critical incidents involving learners or staff have been reported during the review period. This reflects the effectiveness of the health and safety systems operating at delivery sites and STS's commitment to maintaining safe learning environments. Should a critical incident occur, tutors are required to notify management promptly and document the incident in accordance with STS policies and procedures. Information is recorded, investigated where appropriate, and communicated to relevant stakeholders while maintaining confidentiality and privacy requirements. Any actions arising from an incident are monitored and reviewed to support learner wellbeing, organisational learning and continuous improvement. The absence of reported critical incidents, together with compliance with site-specific emergency procedures and ongoing communication between tutors, host organisations and management, provides confidence that STS can effectively respond to, record and report critical incidents and emergencies when required.	While no critical incidents have occurred during the review period, STS has identified an opportunity to strengthen its incident management processes by implementing a centralised incident register to record any future incidents, actions taken and follow-up outcomes. This would further support organisational oversight, reporting and continuous improvement.

Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ 1.8: How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS maintains a strategic and transparent approach to learner wellbeing and safety by embedding support systems throughout the learner journey, from enrolment through to programme completion. Learner wellbeing and safety are integrated into organisational policies, quality management processes, programme delivery and learner support practices. STS adopts a whole-of-provider approach, with tutors acting as the first point of contact for identifying learner needs and wellbeing concerns. Management regularly reviews documented concerns and support interventions to identify trends, monitor effectiveness and inform continuous improvement. This supports effective communication and coordinates responses across the organisation. Support is provided at multiple stages, including during Meet and Greet sessions, enrolment, programme delivery and assessment activities. Individual learner needs are identified early and supported through tailored learning and wellbeing strategies, including one-to-one assistance, adapted delivery and assessment approaches and referrals to additional support services where required. The effectiveness of these systems is monitored through learner feedback, course and tutor evaluations, measurable outcome surveys, Student Support Forms and regular staff discussions. Information gathered through these processes is reviewed to	STS will develop and maintain a comprehensive directory of external support services available to all learners, including wellbeing, health, financial, cultural, employment and community support providers. This information will be published through Moodle, the STS website, and learner resources to improve awareness and accessibility. STS will also continue to build relationships with relevant community organisations and support agencies to ensure learners can access appropriate assistance when required.

	identify areas for improvement and ensure support remains responsive to the diverse needs of learners. Evidence from learner feedback, stakeholder engagement and programme outcomes indicates that learners feel supported, can access assistance when required and are able to engage successfully in their learning. These findings provide confidence that STS maintains an effective, learner-centred wellbeing and safety system.	
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KEQ I.9: How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Implemented	STS systematically collects and uses learner voice to evaluate programme delivery, tutor performance and learner wellbeing and safety practices through course surveys, tutor evaluations and measurable outcome surveys completed at the end of each programme. In 2025, STS received 252 responses from 292 learners (86% response rate), providing a strong evidence base for evaluating learner experience and identifying improvements. Feedback is reviewed by tutors and management and discussed in team meetings to inform changes in delivery, learner support and wellbeing practices. For example, feedback from the Pak’nSave Wairau Park Level 2 programme (Sept–Nov 2025) identified clear and accessible content, with opportunities to reduce repetition and increase one-to-one support. In response, tutors increased individualised learner support to improve engagement and outcomes.	While learner voice is effectively used to inform improvement, STS has identified opportunities to strengthen its approach by introducing mid-programme feedback, improving tracking of actions taken in response to feedback and enhancing analysis of feedback trends across programmes. STS also aims to increase survey participation and improve communication with learners on how their feedback is used.

	This demonstrates that learner voice is effectively used to inform continuous improvement in teaching practice, learner support and wellbeing outcomes.	
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KEQ 1.10: How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS upholds the principles of Te Tiriti o Waitangi by fostering an inclusive and culturally responsive learning environment that supports equitable outcomes for Māori learners. Wellbeing and safety practices are designed to ensure learners feel respected, valued and able to fully participate in their learning. Culturally safe engagement, supportive tutor relationships and accessible learner support systems help ensure Māori learners' needs are recognised and responded to appropriately. These practices reflect STS's commitment to partnership, participation and protection within learner wellbeing and safety.	STS will continue developing staff cultural capability and seek more consistent ways to include Māori learner voice in shaping wellbeing, safety and support practices across the organisation.

KEQ 1.11: How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS's strategic goal of providing a safe, inclusive and supportive learning environment is reflected in its day-to-day practices. Weekly reviews of Student Support Forms, regular staff discussions and ongoing learner feedback ensure wellbeing and safety concerns are identified, monitored and addressed promptly.	While current practices are effective, STS will continue to strengthen its approach by analysing trends identified through the revised Student Support Form and using this information to inform proactive learner support strategies. STS will also enhance the monitoring of wellbeing outcomes, strengthen the evaluation of support

	Insights from tutors and learners are used to inform decision-making and continuous improvement, helping to strengthen learner support and wellbeing practices across the organisation. The effectiveness of this alignment is demonstrated through high learner satisfaction, strong retention and achievement rates, low withdrawals related to wellbeing concerns and timely resolution of issues identified through support processes. Learner feedback, support records, staff meeting minutes and programme performance data provide evidence that organisational practices are effectively supporting strategic wellbeing and safety goals.	interventions and use learner feedback and performance data to identify emerging needs and opportunities for continuous improvement.
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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.

Process: Learner voice

KEQ 2.1: How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS facilitates engagement with a diverse range of learner voices through inclusive learning environments, open communication and multiple feedback channels. Learners can provide feedback through discussions with tutors and management, learner surveys, course evaluations and ongoing programme reviews. Particular attention is given to ensuring priority learners and those requiring additional support can share their perspectives and have barriers to participation addressed. Learner feedback is regularly	STS will continue to share learner feedback through regular staff meetings to support improvements in teaching, learner engagement and support practices. The impact of actions taken will be monitored as part of continuous improvement.

	reviewed by staff and management and is used to inform programme improvements, learner support strategies and organisational decision-making. Evidence from learner surveys and evaluations indicates high levels of satisfaction with programme delivery, tutor support and learner wellbeing. Feedback has also identified opportunities for improvement, including increasing practical learning activities and enhancing the use of teaching resources. This demonstrates that learner voice is actively sought, valued and used to support continuous improvement and learner success.	
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Process: Learner complaints

KEQ 2.2: How effectively do we work with learners to effectively respond to, and process complaints?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented *complaint – a written expression of serious concern or dissatisfaction. This may include issues related to service quality, educational processes, or non-compliance with the Code of Pastoral Care.	STS works proactively with learners to resolve concerns at the earliest opportunity through open communication and accessible support channels. Learners are encouraged to discuss issues with their tutor in the first instance, with clear escalation pathways available if required. All complaints are managed in accordance with STS policies and procedures, ensuring they are handled fairly, confidentially and in a timely manner. Learners are informed of their rights and the complaints process through the Student Handbook and other enrolment information. No formal complaints have been received during the review period, indicating that concerns are generally addressed and resolved effectively before progressing to the formal complaints stage.	STS will strengthen its processes by recording informal concerns and monitoring trends to support continuous improvement.

KEQ 2.3: How effectively do our current practices ensure that our complaints process is easily accessible to learners?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS ensures its complaints process is accessible through multiple channels, including tutors, management, the Student Handbook and a formal Complaint Form available on Moodle. Learners are informed of the process during enrolment and programme induction. The effectiveness of this approach is demonstrated by the early resolution of concerns, with no formal complaints received during the review period. This indicates that learners understand how to raise issues and can access support when needed.	STS will continue to promote awareness of the complaints process by regularly reminding learners of the available channels for raising concerns. We will also strengthen recordkeeping of informal concerns to better identify trends and support continuous improvement.

KEQ 2.4: How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS effectively records, reports and publicises its complaints procedures through the Student Handbook, Moodle platform and enrolment processes. Learners are informed of their rights and the available complaint pathways at the start of their programme and can access a formal Complaint Form through Moodle at any time. No formal complaints have been received during the review period. Complaint records, where applicable, are maintained in accordance with STS policies and reviewed to support transparency, accountability, and continuous improvement.	STS will strengthen its reporting processes by recording and monitoring informal concerns alongside formal complaints. This will support trend analysis, early intervention and continuous improvement.

Process: Compliance with the Dispute Resolution Scheme

KEQ 2.5: How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS maintains clear complaints and dispute resolution procedures within its Student Handbook and Quality Management System (QMS). Learners are informed of their right to escalate unresolved concerns to the appropriate external dispute resolution process, including NZQA where applicable. Staff are familiar with these requirements through organisational policies and procedures and complaints are managed using a formal Complaint Form and documented process. No complaints have progressed to external dispute resolution during the review period, indicating that concerns are generally resolved effectively and in a timely manner through STS's internal processes.	STS will continue to strengthen staff awareness of dispute resolution requirements through regular policy reviews and ensure learners are routinely reminded of available external complaint and dispute resolution pathways.

Overall self-review - Outcome 2: Learner voice

KEQ 2.6: How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS actively supports diverse learner wellbeing and safety needs through inclusive, learner-centred practices that uphold learner mana and autonomy. Tutors provide individualised support and encourage learners to share their perspectives through ongoing discussions and feedback opportunities. Evidence from learner surveys, Student Support Forms and measurable outcome shows high levels of learner satisfaction with support provided, including among Māori learners. These results indicate that STS effectively understands and responds to diverse learner needs in a respectful and inclusive manner.	STS will continue to strengthen staff capability through ongoing professional development in cultural responsiveness and inclusive learner support practices. We will also review and enhance the Student Support Form to better capture learner needs, support provided and outcomes achieved, enabling more effective monitoring and continuous improvement of learner wellbeing and safety.

KEQ 2.7: How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS uses multiple feedback mechanisms, including course and tutor surveys and measurable outcome to understand the impact of its learner wellbeing and safety practices. These processes provide learners with opportunities to share their experiences and identify areas where additional support may be required. Feedback is regularly reviewed by management and used to inform improvements to learner support, programme delivery and wellbeing practices. Survey results indicate that learners feel supported, safe and able to engage effectively in their learning, providing evidence that STS's wellbeing and safety practices are having a positive impact.	STS will continue to strengthen its use of learner voice by increasing opportunities for feedback throughout programmes and enhancing the analysis of wellbeing-related feedback to support continuous improvement.

KEQ 2.8: How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS upholds the principles of Te Tiriti o Waitangi by providing an inclusive and culturally responsive learning environment that supports the wellbeing, engagement and success of Māori learners. Learner feedback, wellbeing processes and support practices are designed to be accessible and equitable, ensuring learners are treated with respect, and their individual needs are recognised. Feedback from Māori learners indicates that they feel supported, valued, and able to participate successfully in their learning. This demonstrates STS's ongoing commitment to promoting equitable wellbeing and safety outcomes for Māori learners.	STS will continue to strengthen its culturally responsive practices by building staff capability and increasing engagement with Māori learners to better understand and respond to their wellbeing and support needs

KEQ 2.9: How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS aligns its learner wellbeing and safety practices with its strategic goal of enhancing the learner experience through the use of measurable outcome surveys, course feedback and tutor evaluations. Feedback is regularly analysed and used to inform improvements to resources, teaching methods and learner support. Open communication between staff and stakeholders further supports alignment between day-to-day operations and strategic priorities. This ensures learner wellbeing and safety considerations are consistently reflected in programme delivery and continuous improvement activities.	STS will strengthen alignment by more consistently tracking actions taken from learner feedback and evaluating their impact on wellbeing and outcomes. Feedback analysis across programmes will also be improved to better identify trends and inform decision-making.

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.

Process: Safe and inclusive communities

KEQ 3.1: How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS maintains safe and inclusive learning environments through its Meet and Greet process, learner-centred teaching practices, Student Support Forms and accessible learning resources, including Moodle accessibility and multilingual tools. Tutors foster respectful and	STS will continue to enhance learner wellbeing and safety by increasing learner awareness of available support services and further improving engagement with Moodle support and accessibility tools.

	supportive relationships, address concerns promptly and provide tailored support to meet diverse learner needs. Learner feedback and survey results indicate that learners feel respected, supported and able to participate successfully in their learning. Evidence shows that programmes contribute positively to learner confidence, wellbeing and achievement, demonstrating the effectiveness of STS's wellbeing and safety practices.	
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Process: Supporting learner participation and engagement

KEQ 3.2: How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS supports learner participation and engagement by providing safe, inclusive and learner-centred environments where learners feel comfortable seeking academic and wellbeing support. Tutors maintain open communication, provide one-to-one assistance where required and use flexible learning tools such as Moodle to support diverse learner needs. Evidence from Student Support Forms, learner feedback and Moodle engagement indicates that learners feel well supported and able to participate successfully in their learning. Survey results consistently show positive feedback regarding tutor support and responsiveness to learner needs, demonstrating the effectiveness of STS's wellbeing and safety practices in promoting learner engagement and success.	STS will continue to share effective teaching and support practices across programmes and further promote the use of Moodle resources to enhance learner engagement and participation.

Process: Physical and digital spaces and facilities

KEQ 3.3: How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS maintains healthy, safe and accessible learning environments by delivering training within workplace facilities that operate under established health, safety, emergency and building management procedures. All tutors and learners are required to follow site-specific policies and tutors receive relevant workplace inductions before delivery. Digital accessibility is supported through Moodle, which provides multilingual options, instructional videos, text-to-speech functionality, adjustable fonts and colours and other accessibility tools to support diverse learner needs. Regular staff communication and feedback ensure both physical and digital learning environments remain safe, accessible and responsive to learners.	STS will continue to enhance Moodle accessibility features and regularly review learner feedback to identify opportunities to improve both physical and digital learning environments.

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ 3.4: How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS fosters safe and positive learning environments through a zero-tolerance approach to bullying and harassment, regular learner check-ins, responsive tutor support and accessible feedback channels. Tutors adapt their communication and teaching approaches to meet diverse learner needs, helping learners feel comfortable, respected and confident in their learning. Learner feedback consistently indicates positive experiences, with survey results showing high levels of satisfaction regarding safe	STS will continue to review learner feedback and explore alternative delivery methods and learning resources to better meet diverse learner preferences and enhance engagement.

	delivery and tutor support. Feedback is regularly reviewed to identify opportunities for improvement and ensure learning environments remain inclusive, supportive and responsive to diverse learner groups.	
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KEQ 3.5: How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS systematically collects and uses learner voice through course evaluations, tutor feedback and measurable outcomes to understand the impact of its learner wellbeing and safety practices. Feedback is reviewed and analysed to identify strengths, areas for improvement and emerging learner needs. Findings are shared with staff and are used to inform improvements to learner support, teaching practices and programme delivery. Survey results consistently indicate that learners feel supported, respected and safe within the learning environment, demonstrating the effectiveness of STS's wellbeing and safety practices.	STS will continue to strengthen learner feedback processes by increasing opportunities for learners to provide feedback throughout their programme and monitoring the impact of changes made in response.

KEQ 3.6: How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS upholds the principles of Te Tiriti o Waitangi through partnership, participation and protection within its learner wellbeing and safety practices. Partnership is demonstrated through respectful engagement with learners, valuing Māori perspectives and recognising the cultural significance of primary industries and natural resources within programme delivery.	STS will continue to strengthen its commitment to Te Tiriti o Waitangi by building staff cultural capability, increasing opportunities for Māori learner voice to inform practice and further embedding te ao Māori perspectives within learner support, wellbeing and programme delivery.

	Participation is supported through flexible learning approaches, accessible Moodle resources and teaching strategies that enable learners from diverse backgrounds to fully engage in learning. Protection is reflected in STS's pastoral care systems, learner support processes, culturally inclusive practices and safe learning environments that promote learner wellbeing, respect and success. These practices contribute to equitable opportunities and positive learning experiences for Māori learners and all learners.	
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KEQ 3.6: How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS's practices align strongly with its learner wellbeing and safety strategic goals by providing safe, inclusive and accessible learning environments. This is achieved through compliance with workplace health and safety requirements, the use of a learner-centred Code of Conduct, accessible Moodle resources and proactive learner support systems. The effectiveness of these practices is evidenced through learner surveys, pastoral care check-ins, course and tutor feedback and Student Support Forms, which consistently indicate that learners feel safe, supported and able to participate fully in their learning. These outcomes demonstrate strong alignment between STS's strategic objectives and day-to-day operational practices.	STS will continue to monitor learner wellbeing data and feedback to evaluate the effectiveness of support initiatives and identify opportunities for further improvement.

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.

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

KEQ 4.1: How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS enables learners to identify and manage their wellbeing and support needs through enrolment processes, regular tutor check-ins, Student Support Forms and access to support information in learner resources and Moodle. Tutors identify emerging needs, provide tailored support and connect learners with external services where appropriate. Evidence from enrolment records, support documentation and learner feedback demonstrates that learners receive timely and appropriate information to support their wellbeing and success.	STS will continue to increase learner awareness of available support services and strengthen the monitoring of support outcomes.

Process: Promoting physical and mental health awareness

KEQ 4.2: How effectively do we assist our learners to manage their physical and mental health and to access support when needed?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS supports learners' physical and mental wellbeing by providing manageable learning sessions, regular breaks, one-to-one support and ongoing tutor engagement. Tutors monitor learner wellbeing throughout the programme and provide additional academic or pastoral support where required. Regular communication between tutors and management ensures learner needs are identified and addressed promptly. Where specialist assistance is needed, learners are connected with appropriate external support services. These practices help learners remain engaged, supported and able to succeed in their learning.	STS will continue to strengthen learner awareness of available wellbeing services and improve the recording and monitoring of support provided and outcomes achieved.

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ 4.3: How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS proactively identifies and responds to learner support needs through regular tutor engagement, ongoing observation and open communication throughout the programme. Tutors build strong relationships with learners, enabling the early identification of wellbeing, learning or engagement concerns and timely intervention where required. Learner wellbeing topics, including personal wellbeing, time management and financial planning, are integrated into programme delivery (Level 2 Qualification 2218) to support learner success both within and beyond the workplace. The effectiveness of these practices is monitored through Student Support Forms and regular staff discussions demonstrating STS's proactive approach to identifying and responding to learner wellbeing and safety needs.	STS will continue to strengthen the recording and monitoring of learner support needs and outcomes to better evaluate the effectiveness of interventions and identify emerging trends.

Overall self-review - Outcome 4: Learners are safe and well

KEQ 4.4: How effectively do we support learners to manage their physical and mental health through information and advice?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS supports learners to manage their physical and mental health by providing access to information, advice and external support services through learner resources and the Student Support and Resources section of Moodle. Tutors also provide guidance and connect learners with appropriate support where required. The effectiveness of these practices is monitored through learner feedback, Student Support Forms and learner outcomes. This information helps STS evaluate the impact of its support systems and identify opportunities to further enhance learner wellbeing and success.	STS will continue to increase learner awareness of available wellbeing resources and regularly review support information to ensure it remains current and accessible.

KEQ 4.5: How effectively do our current practices identify and respond to learners who need additional support?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS effectively identifies and responds to learners requiring additional support through ongoing tutor engagement, professional development, learner discussions and structured support processes. Tutors have knowledge how to recognise signs of stress or additional learning and wellbeing needs and provide timely support or referrals where appropriate. Wellbeing-focused content within Level 2 programmes encourages learners to discuss challenges and seek assistance in a safe and supportive environment. Learner needs and support provided are documented through Student Support Forms, ensuring that appropriate interventions are implemented and monitored.	STS will continue to strengthen staff capability in identifying emerging learner needs and improve the recording of support outcomes to better evaluate the effectiveness of interventions.

KEQ 4.6: How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?		
How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS actively gathers learner voice through course, tutor and wellbeing surveys that include specific questions relating to learner wellbeing and safety. Feedback is regularly analysed to understand learner experiences and assess the effectiveness of support practices. The findings are used to inform continuous improvement in programme delivery, learner support and wellbeing initiatives, ensuring that STS remains responsive to learner needs and enhances the overall learner experience.	STS will further enhance its use of learner voice by encouraging more regular wellbeing discussions and using learner feedback to evaluate the effectiveness of support initiatives and inform continuous improvement.

KEQ 4.7: How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS upholds the principles of Te Tiriti o Waitangi by providing an inclusive and culturally responsive learning environment that supports the wellbeing, participation and success of Māori learners. Learners are encouraged to share their perspectives and experiences, and support is tailored to meet individual needs. Through ongoing learner engagement, equitable access to support services and culturally respectful practices, STS seeks to ensure that Māori learners feel safe, valued and supported throughout their learning journey.	STS will continue to enhance culturally responsive practices by increasing engagement with Māori learners and using their feedback to inform the ongoing development of learner wellbeing, safety and support initiatives.

KEQ 4.8: How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

How effectively?	What are we doing well, and how do we know?	How can we improve?
Well implemented	STS's practices align strongly with its learner wellbeing and safety strategic goals by fostering a supportive and inclusive learning environment through open-line communication and regular learner check-ins. Informal conversations and relationship-building opportunities help create trust, enabling learners to feel comfortable discussing their wellbeing and support needs. These practices support STS's commitment to learner-centred education and ensure that wellbeing and safety considerations are embedded in day-to-day programme delivery.	STS will further enhance its monitoring of learner wellbeing by improving how informal conversations are captured and analysed to better identify patterns and support ongoing improvements in learner wellbeing and safety practices.

Appendix I: Continuum of implementation for the Code

		Well-implemented The Code is well-implemented
		Implemented The Code is implemented
		Developing implementation Implementation of the Code is underway, yet requires further work
Early stages of implementation Implementation of the Code has not yet started or requires significant work	• No or limited understanding of Code outcomes and requirements across the organisation • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • No or limited practices in place to monitor against all Code outcomes and requirements • No or limited reporting processes from self-review	• Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Some practices in place to monitor against all Code outcomes and requirements • Adequate reporting processes from self-review
	• Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Relevant practices in place to monitor against all Code outcomes and requirements • Effective reporting processes from self-review	• Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Well-established practices in place to monitor against all Code outcomes and requirements • Highly effective reporting processes from self-review