

Code of Practice Self-Review Summary 2026

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

Review period	1 October 2025 – 30 September 2026
Review led by	PTE Operations Manager, with input from NZTI Tutor/Assessors and management

Purpose and overall finding

NZTI reviewed its practice against Outcomes 1–4 of the Code, which apply to all tertiary education providers. NZTI does not provide student accommodation and does not enrol international learners. The review found that the Code is implemented within NZTI’s workplace-based delivery model, while also identifying areas where evidence, learner voice and monitoring can be strengthened.

Outcome 1: A learner wellbeing and safety system

More than 90% of NZTI provision is delivered in workplaces to employees of client organisations. Learner wellbeing and safety therefore operate alongside each employer’s workplace policies, health and safety systems and employee support arrangements.

NZTI learners are given direct contact details for their Tutor/Assessor and may contact them by mobile phone or email. Learners can also contact RMG through the 0800 number. Tutor/Assessors respond flexibly when work, family, illness, ACC or other circumstances affect participation, including follow-up, liaison with employers, enrolment holds where appropriate and catch-up support on return.

For Workplace Health and Safety programmes, NZTI introduced a more detailed Programme Overview and Employer Agreement so employers and learners understand before enrolment the time, workplace access, evidence and verification/attestations required to complete assessment.

Scheduled virtual “Deep Dive” sessions were introduced between workshops for Workplace Health and Safety Levels 3 and 4 and Business Level 3. These provide a predictable opportunity for learners to ask questions, discuss evidence and raise barriers affecting progress.

What can we do better?

Introduce a proportionate, light-touch method for recording significant learner support and pastoral-care interventions so that existing responsive support is more visible in future self-review and Code evidence.

Outcome 2: Learner voice

NZTI receives learner feedback through Tutor/Assessor discussions, emails and existing evaluation forms. During the final four months of the review period, NZTI introduced a new Learner Voice survey approach for Workplace Health and Safety Level 3 delivery for AFFCO (Talleys Group)

The new surveys were designed to be simple and non-intimidating while still producing useful information. Site-level reports were prepared for Health and Safety Managers, HR and Plant Managers, while separate internal reports were used by NZTI for discussion with Tutor/Assessors and review of delivery.

Learner feedback has also informed practical changes to delivery. For example, scheduled Deep Dive sessions were introduced to provide more structured access to tutor support between workshops, and sequencing within the Workplace Health and Safety Level 4 programme was adjusted following learner and tutor feedback.

What can we do better?

Progressively replace the existing evaluation forms with the new Learner Voice approach across programmes and use the information more systematically in programme review and organisational self-review.

Outcome 3: Safe, inclusive, supportive and accessible learning environments

Because most delivery occurs on employer sites, NZTI Tutor/Assessors comply with site requirements including sign-in procedures, inductions and established channels for accessing learners and reporting concerns. Employers retain responsibility for their workplace health and safety environment, while NZTI Tutor/Assessors remain responsible for the safety and appropriateness of the learning environment while learners are training with them.

NZTI Tutor/Assessors are experienced within the sectors in which they deliver and would intervene, stop training and report concerns if they observed an unsafe situation. No learner safety incidents were reported during the review period.

Learners are encouraged to raise concerns directly with NZTI. Where an issue sits outside NZTI's role, learners can be directed to the appropriate employer support network or to external support organisations identified on the RMG website.

What can we do better?

Continue to review whether the support information made available to learners is easy to access and appropriate for a predominantly workplace-based learner population.

Outcome 4: Learners are safe and well

NZTI's approach is to support learners within appropriate boundaries and to work with employers where the barrier is controlled by the workplace, for example access to records, time, equipment, supervisors or attestations required for assessment.

Where learners disclose personal or practical difficulties affecting participation, tutors work around these where reasonably possible. This may include recording where a learner is up to before they leave, following up later, asking the employer to support completion, placing an enrolment on hold during long-term illness or ACC, and providing additional catch-up support on return.

Learners are advised that concerns raised in the training environment will be treated respectfully and that NZTI can help identify the appropriate internal or external channel where additional support is required.

What can we do better?

Investigate the small number of learners who disengage or "drop out" each year to better understand the reasons and whether earlier intervention or re-engagement could have helped.

Strengthen the use of learner information to better understand progress and outcomes for different learner groups, including Māori and Pasifika learners and learners for whom English is an additional language, so NZTI can determine whether further support is needed.

Annual complaints and critical incidents data

Review period: 1 October 2025 – 30 September 2026

Measure	Number
Formal learner complaints	0
Critical incidents involving learners	0

Key improvement actions for 2026–2027

- Introduce light-touch recording of significant learner support/pastoral-care interventions.
- Roll out the new Learner Voice survey and reporting approach across more programmes.
- Review the reasons for learner disengagement and opportunities for earlier re-engagement.
- Strengthen monitoring of learner progress and outcomes for Māori and Pasifika learners and learners for whom English is an additional language.

Overall assessment

Overall implementation status: Implemented

NZTI considers the Code to be implemented in a way that is appropriate to the size and workplace-based nature of the organisation. The review has identified practical opportunities to strengthen evidence of learner support, learner voice and monitoring over the coming year.