



**CODE SELF REVIEW JUNE 2025**

## 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</b>	Well implemented / Implemented / Developing implementation / Early implementation
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#### Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know?	Status	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 strategic plans?	<p>TR Driver Training mainly delivers short courses of half a day to two days in duration. All our students are asked to complete a feedback form that is submitted to our management team for review. Feedback is addressed on a case-by-case basis.</p> <p>Direct customer feedback to our operations and sales teams</p> <p>Email, online survey and direct communication with our operations and management team</p>	Feedback from students and our team either via feedback forms, email, online, social media reviews or verbally.	Implemented	<p>Annual review of our feedback form to ensure its fit for purpose.</p> <p>Monitor social and website reviews</p>

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

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	<p>We conduct 6-monthly health and safety audits of all our facilities.</p> <p>We review feedback directly from students on feedback forms as well as from our training team verbally or via email.</p> <p>Outcomes of the safety audits are shared with our management team at quarterly meetings; we have a very low number of reported issues.</p> <p>Any course-related issues are addressed by our QA Manager</p>	<p>6-monthly health and safety audits of all our branches</p> <p>Student / Stakeholder feedback</p> <p>Peer reviews, feedback from our team</p> <p>Health and safety reports from our People Care and Development team responsible for health and safety at TR Group.</p> <p>Two yearly team conferences and trainer meetings (online)</p> <p>Management meetings QMS TRDT Key safety practices are detailed before every course commences</p>	Implemented	More targeted questions when engaging directly with customers.

**Process: Publication requirements**

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	<p>We currently have</p> <ul style="list-style-type: none"><li>- our self-review report published on our web site.</li><li>- strategic goals and plans for supporting the wellbeing and safety of learners.</li><li>- Complaints &amp; appeals</li><li>- Treaty of Waitangi Policy</li><li>- Customer reviews and feedback via social media are available online.</li></ul>	<ul style="list-style-type: none"><li>- Management meetings</li><li>- Code Review Report</li></ul>	Implemented	Schedule meetings to ensure code is review and published.

## Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know?	Status	How can we improve?
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?	The majority of our courses are short courses of half a day to two days' duration, this is extremely rarely an issue for us. All our classrooms have support service information available for students.	<ul style="list-style-type: none"> <li>- Feedback from the training team</li> <li>- Quarterly management meetings</li> <li>- Team annual conferences</li> <li>- Trainer support, and mentoring feedback</li> <li>- Health &amp; Safety Incident Reports</li> <li>- Student Support on the Website</li> <li>- Trainer first aid certification</li> <li>- Counselling support for our own training team</li> </ul>	Implemented	Availability of welfare services on electronic tablets – possibly monitor the number of clicks this tab gets?
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>Our courses are short duration and as such we are often only with students for 4 – 12 hours.</p> <p>Our team have first aid training which is refreshed every two years.</p> <p>Standard safety evacuation drills and key safety practices are reviewed before every course.</p>	<ul style="list-style-type: none"> <li>- First Aid Certification checked every 6 months in our health and safety audit.</li> <li>- Review of our Health &amp; safety Plan by the TR PCAD team</li> <li>- Instructor compliance with NZQA / NZTA ROL</li> <li>- Trainer support and mentoring</li> <li>- Trainer development plans</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Improve system for Trainer observation</li> <li>- Schedule Instructors to complete US 7091 (establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting).</li> <li>- Annual cultural awareness training</li> </ul>

	<p>Operational review of trainer's course currency</p> <p>Operational review of trainer's professional development</p> <p>Specialty teams established, to stay current across course legislation upskill trainers peer to peer.</p>			
<p>How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?</p>	<p>The majority of our courses are short courses of half a day to two days duration, this would be an extremely rare issue for us. All our classrooms have support service information available for students, our trainers are all first aid certified, we have a sound health and safety policy and increasingly our branches have defibrillators available. As a first response we believe we have the skills and knowledge to cope till emergency services arrive.</p>	<ul style="list-style-type: none"> <li>- Health &amp; Safety Plan and an Incident Reports Register reviewed by the TR PCAD team Monthly reviews with the team on any health and safety issues.</li> <li>- PPE available to all students on site</li> <li>- First Aid kits / Fire extinguishers and increasingly defibrillators on site.</li> </ul>	Implemented	Investigate defibrillators are available at every site

How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	<p>TR has a People Care and Development team that investigates all reported incidents, and details what occurred and how the incident can be avoided in future, including implementing any necessary changes.</p> <p>To date, the majority of incidents have involved small cuts and bruises which are dealt with by our training team on site.</p>	<ul style="list-style-type: none"> <li>- Health &amp; safety policy</li> <li>- TR PCAD team investigation, reporting and recommendations sent to the team.</li> <li>- QMS</li> </ul>	Implemented	On going monitoring of Health & Safety and implementation of recommendations.
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### Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know?	Status	How can we improve?
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?	Any policy and procedure is socialised with the team prior to its implementation both in its creation and before it becomes a live document. We do this at our annual conferences and our monthly online teams' meetings.	<ul style="list-style-type: none"> <li>- Online team meetings</li> <li>- annual team conference</li> <li>- Trainer mentoring and development</li> <li>- QA</li> <li>- QMS</li> </ul>	Developing Implementation	<p>More awareness of the Treaty of Waitangi and Te Reo</p> <p>More dual language material respecting all cultures in NZ</p> <p>Awareness of learning difficulties and how we can support students better</p>

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<p>Our management team review all the feedback forms from students and implement changes to our systems, courses, practices as a result.</p> <p>Feedback has been a key part of developing our strategic plan for learner wellness and safety.</p>	<ul style="list-style-type: none"> <li>- Student / Stakeholder Feedback</li> <li>- QA improvements</li> <li>- QMS</li> </ul>	Implemented	
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>- We have a Treaty of Waitangi policy highlighting the key concepts of relationship, that is mutually beneficial though this is already part of how we operate and conduct our business.</li> <li>- Incorporation of Kupu, Te Reo into courses, in-class and online</li> </ul>	<ul style="list-style-type: none"> <li>- Treaty of Waitangi policy</li> <li>- Management review</li> <li>- Feedback from students and stakeholders.</li> <li>- Specific feedback from Māori members of our team</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Gain more understanding of how to practically apply this as a PTE</li> <li>- Consultation with other PTE's and ITO's</li> </ul>
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<p>We try to conduct our business with fairness and quality to all our students and stakeholders. We value feedback and try to act on it in the best interests of all parties. We have several programmes to upskill our team as both professionals and people so they can</p>	<ul style="list-style-type: none"> <li>- Feedback from students and stakeholders</li> <li>- Tenure of our team</li> <li>- Review of our facilities, resources and courses</li> <li>- Trainer support and mentoring</li> <li>- feedback</li> <li>- Learner wellbeing &amp; safety strategic plan</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Awareness that we aren't the finished product and never will be – feedback is a gift, and we need to act on it.</li> <li>- Professional development of the team</li> </ul>



	<p>grow and in turn offer more value to our students. We have invested significantly in resources and facilities to offer an exceptional learning environment for students. This is reflected in the feedback we receive from students.</p>	<ul style="list-style-type: none"> <li>- Quality Management System</li> <li>- Student pass rates</li> </ul>		
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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.

<b>Stage of implementation for outcome 2</b>	Well implemented / Implemented / Developing implementation / Early implementation
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### Process: Learner voice

KEQ	How effectively?	How do we know?	Status	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>We work with a wide range of ethnicities across the country. All students can provide feedback at the end of each course. All student feedback is reviewed by the management team.</p> <p>Trainees engaged in online courses have access to 36 languages for translating assessment questions (including Māori)</p> <p>ESOL pages with direction around options for learners in 5 translations.</p>	<ul style="list-style-type: none"> <li>- Student / Stakeholder Feedback Complaints register.</li> <li>- Sales team direct contact with customers</li> <li>- Trainee Statistics data</li> </ul>	Developing implementation	<p>Refining information and access to that information for our ESOL learners.</p> <p>Google analytics to measure access to learners support pages.</p>

### Process: Learner complaints

KEQ	How effectively?	How do we know?	Status	How can we improve?
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How effectively do we work with learners to effectively respond to, and process complaints?	We have received very few complaints. When we do, they are all followed up by management verbally with a call or visit to the customer involved within 48 hours.	<ul style="list-style-type: none"> <li>- Complaints Register</li> <li>- Management meeting review</li> <li>- One on one review with the team involved</li> </ul>	Implemented	<ul style="list-style-type: none"> <li>- Professional development of the team</li> <li>- QA of our courses</li> <li>- Internal / external moderation</li> <li>- Share learnings across team</li> </ul>
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	<ul style="list-style-type: none"> <li>- Our complaints process is sent to every student with course confirmation information.</li> <li>- The policy is available on our web site.</li> <li>- Anonymous feedback online</li> <li>- Contact details of our management team are also available online.</li> <li>- The process is detailed at the beginning of each course.</li> </ul>	<ul style="list-style-type: none"> <li>- On every PowerPoint before each course</li> <li>- Sent electronically with bookings.</li> <li>- Detailed on our website</li> </ul>	Implemented	<ul style="list-style-type: none"> <li>- Seeking feedback proactively</li> </ul>
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	We record and report both compliments and complaints. We use compliments as testimonials where appropriate and share them with the team involved. We deal with complaints as noted above and work with the team	Compliments & Complaints register – available internally.	Implemented	<ul style="list-style-type: none"> <li>- Review data from automatic report (feedback forms Talley)</li> </ul>

	involved to rectify any issues. We reply to compliments and complaints in social media and leave public comments in place.			
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### Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	TRDT dispute resolution scheme is on our website, sent to all students with course registration, and part of all course introduction.	<ul style="list-style-type: none"> <li>- Part of student information sent with every course booking.</li> <li>- QMS</li> <li>- Part of every course introduction</li> <li>- Our team, management are all familiar with it.</li> <li>- Reviewed at management meetings</li> </ul>	Implemented	Ongoing review.

### Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know?	Status	How can we improve?
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?	We offer short courses with 1 to a maximum of 10 students per trainer. Our team frequently work one on one with learners to support them through our courses. Our pass rates	<ul style="list-style-type: none"> <li>- Increased uptake of online courses to support classroom learning.</li> <li>- Health / safety detailed at the start of every course.</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Utilise online courses translated into students' language.</li> <li>- More bilingual Kupu with English / Māori in our facilities</li> </ul>

	<p>speak to the success of this approach.</p> <p>We are implementing strategies to support ESOL and other special needs learners in our industry with support people, reader writers, translators, online learning translated into preferred languages, one on one courses where possible. English / Māori language in public spaces in our facilities.</p>	<ul style="list-style-type: none"> <li>- Use of our PPE</li> <li>- Feedback from learners / stakeholders</li> <li>- Repeat business.</li> </ul>		
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<p>Feedback from learners, both written and verbal, has informed many of the changes we implement at TRDT. Feedback is reviewed by management and changes discussed with the training team and customers e.g., electronic course material, tablet log in, automatic trucks for training, indoor forklift facilities where possible, electric forklift etc.</p>	<ul style="list-style-type: none"> <li>- Student / Stakeholder Feedback both written and verbal</li> <li>- Health &amp; safety audits</li> <li>- Company conference feedback</li> </ul>	Implemented	- Ongoing review
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<p>We offer quality education, care, respect, and safety to all our students.</p> <p>We have a Treaty of Waitangi policy highlighting the key concepts of</p>	<ul style="list-style-type: none"> <li>- Student / Stakeholder Feedback both written and verbal</li> </ul>	Implemented	- Ongoing review

	relationship, that is mutually beneficial though this is already part of how we operate and conduct our business.			
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	We believe they are well aligned as evidenced by our student pass rate, low number of complaints, repeat business, and excellent health and safety record.	<ul style="list-style-type: none"> <li>- Student / Stakeholder Feedback</li> <li>- Health and Safety audits</li> <li>- QMS</li> </ul>	Implemented	Ongoing review to ensure we are aligned with the changing demographic in our industry

## 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.

<b>Stage of implementation for outcome 3</b>	Well implemented / Implemented / Developing implementation / Early implementation
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#### Process: Safe and inclusive communities

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	<p>Our class sizes range from 1 – 10 students. Our courses are heavily targeted toward acquiring practical skills required to do a job or endorsements being refreshed to comply legally. Our instructors have a lifetime of experience in the industries we service. Our learning approach is social constructivism and learning together – the knowledge is in the room. The more we can have groups sharing their knowledge and co-constructing information the better. Our team are experts at facilitating these discussions to create a safe and respectful</p>	<ul style="list-style-type: none"> <li>- High pass rate</li> <li>- Learner and stakeholder feedback</li> <li>- Experience of our training team</li> <li>- Reviews of the training team</li> <li>- Adult education unit standards held by our team</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Keep reviewing the needs of ethnicities particularly those commonly now entering our industry – Indian and Filipino</li> <li>- More online courses translated into learner languages</li> </ul>

	environment. This is evidenced by our high pass rates			
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**Process: Supporting learner participation and engagement**

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	<p>Small class sizes and respectfully inviting people to participate in learning with each other, use of online courses in learners' own language to support classroom sessions and a professional training team support our learners well.</p> <p>In addition, there is the ability for learners to bring support people, reader writers and translators to courses</p>	<ul style="list-style-type: none"> <li>- Learner and stakeholder feedback</li> <li>- High course pass rates</li> <li>- Repeat business.</li> <li>- Safety gear available on site</li> <li>- Modern training equipment and facilities PPE</li> <li>- QMS</li> <li>- Health and safety audits – low number of accidents and incidents</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Keep reviewing the needs of ethnicities particularly those commonly now entering our industry – Indian and Pilipino</li> <li>- More online courses translated into learner languages</li> </ul>



**Process: Physical and digital spaces and facilities**

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	<p>We have invested heavily in the physical spaces we work with students in to ensure they are safe, spacious, comfortable, climate controlled, clean and conducive to quality learning. This applies equally to the equipment we use.</p> <p>Digitally we have an online learning platform accessible 24/7 that allows students to translate questions into 36 languages. Courses can be repeated multiple times to ensure material is understood.</p> <p>Our facilities and equipment sit within a framework of regular inspections managed by TR Group.</p>	<ul style="list-style-type: none"> <li>- Student and stakeholder feedback</li> <li>- Pass rates</li> <li>- Moderation results</li> <li>- Increasing uptake of our digital courses</li> <li>- Sales team direct contact with customers</li> <li>- Health and safety audits</li> <li>- Complaints / compliments register</li> <li>- QMS</li> <li>- Adult education unit standards held by our training team</li> </ul>	Implemented	<ul style="list-style-type: none"> <li>- Continue to grow the number of courses available on our online platform.</li> <li>- Continue to improve customer understanding and use of online</li> <li>- Integration of tablets for resources, in-class interactive learning.</li> </ul>

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

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	<p>Our class sizes range from 1 – 10 students. Our courses are heavily targeted toward acquiring practical skills required to do a job or endorsements being refreshed to comply legally. Our instructors have a lifetime of experience in the industries we service. Our learning approach is social constructivism and learning together – the knowledge is in the room. The more we can have groups sharing their knowledge and co-constructing information the better. Our team are experts at facilitating these discussions to create a safe and respectful environment. This is evidenced by our high pass rates. Students are also welcome to bring support people, reader writers, translators to support them. For students that prefer e-learning due to preference,</p>	<ul style="list-style-type: none"> <li>- High pass rate</li> <li>- Learner and stakeholder feedback</li> <li>- Experience of our training team</li> <li>- Reviews of the training team by our trainer support team</li> <li>- Adult education unit standards held by our team.</li> <li>- Internal and external moderation</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Keep reviewing the needs of ethnicities particularly those commonly now entering our industry – Indian and Filipino</li> <li>- More online courses translated into learner languages</li> <li>- Integration of tablets for resources, in-class interactive learning.</li> </ul>

	learning difficulties, or social anxieties, we have a growing range of courses available online.			
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<p>Two key ways</p> <ol style="list-style-type: none"> <li>1. Student and stakeholder feedback, which is reviewed by our management team. Where common themes are highlighted and noted we make changes and improvements to our facilities, equipment and policies.</li> <li>2. Direct customer feedback to our sales team. Where common themes are highlighted and noted we make changes and improvements to our facilities, equipment and policies.</li> </ol>	<ul style="list-style-type: none"> <li>- Student and stakeholder feedback</li> <li>- Management meetings</li> <li>- QMS</li> <li>- Trainer conferences</li> <li>- Development of new courses – online and in class</li> <li>- QA of existing courses</li> <li>- Professional development of our training team</li> </ul>	Implemented	Ongoing review direct with customers
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>- We offer quality education, care, respect, and safety to all our students. We have developed a Treaty of Waitangi policy highlighting the key concepts of relationship, that is mutually</li> </ul>	<ul style="list-style-type: none"> <li>- Treaty of Waitangi Policy.</li> <li>- Standard operating Procedures</li> <li>- QMS</li> </ul>	Developing Implementation	Continue to improve our understanding of the Treaty and how we can implement its intent.

	beneficial though this is already part of how we operate and conduct our business.			
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	We believe they align well.	<ul style="list-style-type: none"> <li>- Student and Stakeholder Feedback</li> <li>- Pass rate</li> <li>- Health and safety audits</li> <li>- Complaints register – low number of complaints.</li> </ul>	Developing Implementation	<ul style="list-style-type: none"> <li>- Continue to review our learner wellbeing goals.</li> </ul>

#### 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 / Implemented / Developing implementation / Early implementation
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#### Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know?	Status	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?	Our class sizes range from 1 – 10 students with most course duration being a half day to two days in length. It is extremely rare that we have incidents that fall under the topics of this outcome. That said we have information relating to mental health and other social services available on our web site, in student information sent with course enrolment, and in our classrooms. Our trainers are available for students to talk to confidentially at any time and our operations team can make special arrangements for students when courses are booked. This is strictly confidential.	<ul style="list-style-type: none"><li>- Information for students and employers</li><li>- Information on our web site and in classroom</li><li>- Student and stakeholder feedback</li><li>- QMS</li><li>- Monthly team meetings</li><li>- Trainer support and mentoring</li><li>- Operations team feedback</li><li>- Health and safety register Enrolment Forms - Learning needs</li><li>- Biannual team conference</li><li>-</li></ul>	Implemented	-

	Our training team can connect students to third party services as required.			
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**Process: Promoting physical and mental health awareness**

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	Our class sizes range from 1 – 10 students with most course duration being a half day to two days in length. It is extremely rare that we have incidents that fall under the topics of this outcome. That said we have information relating to mental health and other social services available on our web site, in student information sent with course enrolment, and in our classrooms. Our trainers are available for students to talk to confidentially at any time and our operations team can make special arrangements for students when courses are booked. This is strictly confidential.	<ul style="list-style-type: none"> <li>- Student and stakeholder feedback</li> <li>- Feedback from sales team contact with customers.</li> <li>- QMS</li> <li>- Monthly team meetings</li> <li>- Trainer support and mentoring team</li> <li>- Operations team feedback</li> </ul>	implemented	<ul style="list-style-type: none"> <li>- Support Services available on individual tablets (discretion being the key)</li> <li>-</li> </ul>

	Our training team can connect students to third party services as required.			
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**Process: Proactive monitoring and responsive wellbeing and safety practices**

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	Most of our courses are a half day to two days in length. It is extremely rare that we have incidents that fall under the topics of this outcome. Students learning needs are generally captured at enrolment with our operations team. Most support required relates to requiring translator, support people, reader-writer or one on one training. For some courses we also provide access to our online platform to allow students to get familiar with material and translate questions into their first language.	<ul style="list-style-type: none"> <li>- High pass / achievement rates</li> <li>- Student and stakeholder feedback</li> <li>- QMS</li> </ul>	Implemented	<ul style="list-style-type: none"> <li>-Feedback</li> <li>- ESOL</li> <li>- More Bilingual course materials</li> </ul>

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

KEQ	How effectively?	How do we know?	Status	How can we improve?
How effectively do we support learners to manage their physical and mental health through information and advice?	We have information relating to mental health and other social services available on our web site, in student information sent with course enrolment, and in our classrooms. Our trainers are available for students to talk to confidentially at any time and our operations team can make special arrangements for students when courses are booked. This is strictly confidential.	<ul style="list-style-type: none"> <li>- Student and stakeholder feedback</li> <li>- Feedback from sales team contact with customers.</li> <li>- QMS</li> <li>- Monthly team meetings</li> <li>- Trainer support and mentoring team</li> <li>- Operations team feedback</li> <li>- Biannual team conference</li> <li>- Health and safety audits</li> </ul>	Implemented	Ongoing review
How effectively do our current practices identify and respond to learners who need additional support?	Our operations team question whether there are specific needs when enrolling students. We also have services available online for students to access. Option of in-class and online learning. Online repeat courses to cement learning available in 36 languages.	<ul style="list-style-type: none"> <li>- QMS</li> <li>- Students and stakeholder feedback</li> <li>- Operations team feedback</li> <li>- annual team conference</li> <li>- Team meetings</li> <li>- Information available to students</li> <li>- Pass rates</li> <li>- Training team adapt to support learners, training approach and time spent with learner</li> </ul>	Implemented	Ongoing review



How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	<p>Two key ways -</p> <ol style="list-style-type: none"> <li>1. Student and stakeholder feedback which is reviewed by our management team. Where common themes are highlighted and noted we make changes and improvements to our facilities, equipment and policies.</li> <li>2. Direct customer feedback to our sales team. Where common themes are highlighted and noted we make changes and improvements to our facilities, equipment, and policies.</li> </ol>	<ul style="list-style-type: none"> <li>- Student and stakeholder feedback.</li> <li>- Management meetings</li> <li>- QMS</li> <li>- Trainer conferences</li> <li>- Health and safety audits</li> <li>- Pass rate</li> </ul>	Implemented	Ongoing review
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	<ul style="list-style-type: none"> <li>- We offer quality education, care, respect, and safety to all our students. Treaty of Waitangi policy highlighting the key concepts of relationship, that is mutually beneficial though this is already part of how we operate and conduct our business.</li> </ul>	<ul style="list-style-type: none"> <li>- Treaty of Waitangi Policy.</li> <li>- Standard operating Procedures</li> <li>- QMS</li> <li>- Health &amp; Safety Policy</li> </ul>	Developing Implementation	Continue working with partnerships to gain a better understanding.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	We believe they align well.	<ul style="list-style-type: none"> <li>- Student and Stakeholder Feedback</li> <li>- Pass rate</li> <li>- Health and safety audits</li> <li>- Complaints register – low number of complaints.</li> </ul>	Implemented	<ul style="list-style-type: none"> <li>- Continue to review our learner wellbeing goals.</li> </ul>
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## 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	
<b>Early stages of implementation</b> 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>	<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>
			<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>

