

Code of Practice Self-Review Report 2025



**NZ Welding,
Trades & Services**

TEO information

TEO Name	NZ Welding, Trades and Services				MoE number	8270
Code contact	Name	Sufia Farooq			Job title	Head of Educational delivery, development and performance
	Email	Sufia.farooq@solomongroup.ac.nz			Phone number	
Current enrolments	Domestic learners	Total #	343	18 y/o or older	283	
				Under 18 y/o	60	
	International learners	Total #	2	18 y/o or older	2	
				Under 18 y/o	0	
Current residents	Domestic learners	Total #	n/a	18 y/o or older	n/a	
				Under 18 y/o	n/a	
	International learners	Total #	n/a	18 y/o or older	n/a	
				Under 18 y/o	n/a	
Report author(s)	Sufia Farooq					

NZWTS definition for Critical incident and Complaints

A critical incident is any notifiable incident, illness, injury, or death that has occurred within our facilities. This encompasses situations such as:

- In the event of someone losing their life at our premises
- Hospitalisation for severe injury or illness: When an individual requires immediate admission to a hospital due to a significant injury or severe illness that has occurred at our premises (incident due to the condition of the work site/practical event, the way the work activity is organised)
- Immediate and substantial risk to health and safety: Instances where an unanticipated or uncontrolled incident occurred at our premises, such as a building collapse, gas leak, or explosion, places an individual's health and safety in immediate jeopardy.

In summary, a critical incident involves notable events, injuries, or fatalities occurring on our premises, including death resulting from our actions or any activities that have been taken that have led to these notifiable events. In such situations, we will be reporting to WorkSafe immediately in accordance with the NZWTS incident and accident reporting procedures.

Reference - <https://www.worksafe.govt.nz/notifications/what-events-need-to-be-notified/#lf-doc-39637>

Critical incidents 2025

In 2024 and so far in 2025, there have been no critical incidents that were notifiable events. We will continue to monitor risks, promote awareness, and provide a safe and secure environment for our taura.

Non-critical incidents (2025 till current)

Year	Nature of complaint	Update
July 2025	Incident – Threat	Resolved/support provided
August 2025	Medical/health issue	Resolved/First aid provided

Complaints

In accordance with the **NZWTS** policy, should a student encounter any concerns or problems that persist even after an informal complaint meeting and procedure have been attempted, the next step is to elevate the matter to the Programme Manager by submitting a formal complaint. This formal complaint process entails completing the required documentation and following NZWTS complaints procedure.

A problem or grievance is recorded as a formal complaint if it escalates to the Programme Manager or directly to the DRS or NZQA.

Complaints 2025

Over the course of the year 2025 we have received the below complaint, and it has been resolved.

Year	Nature of complaint	Update
April 2025	Classroom – Conduct	Resolved

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety		
	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	NZ Welding Trades and Services (NZWTS) has been delivering Welding, Trades, and Foundation Trades training since 1999. Our programmes provide targeted support for taura (students) seeking to upskill and build rewarding careers in the welding and trades industries. Guided by the principle ka mahi, ka ora — “to work is to live” — we are committed to helping every individual recognise and develop their potential. Alongside technical training, we place strong emphasis on developing soft skills, communication abilities, and employment readiness. At NZWTS, we value collaboration and community. We actively engage with employers and industry stakeholders to gather feedback and ensure our programmes align with current industry needs. This approach helps our students gain the practical skills and experience necessary to enhance their employability and career prospects. We currently deliver programmes in Welding (Level 3 and Level 4), Pipe Welding, and Foundation Skills in Trades (Level 2). NZWTS is also accredited to deliver Welding Level 3 and Level 4 programmes to international students. Our learning environment is supportive, inclusive, and culturally grounded. Māori and Pasifika advisory groups work alongside us to ensure that our teaching reflects the values of Te Tiriti o Waitangi, promoting the use of Te Reo Māori and Tikanga Māori practices throughout our programmes. Our staff participate in ongoing professional development to maintain high teaching standards and continuously improve outcomes for our learners. From enrolment to graduation, we are dedicated to supporting the well-being and success of each taura, embedding our strategic pillars in all aspects of our practice to ensure continuous improvement and meaningful learning experiences.	We are confident that we have well-implemented learner wellbeing and safety system practices based on the below analysis: The first impression survey that was conducted in 2025 shows that (333 students participated in the survey) • 96% taura have either agreed or strongly agreed that the enrolment process was easy. • 92% taura have either agreed or strongly agreed that they have got everything they needed from the recruitment interview before they start. • 75% taura have agreed or strongly agreed that they have been given information about the pastoral care code. • 86 % taura have either agreed or strongly agreed that the student and programme handbook were explained to me e.g. expectations/programme requirements such as Health and Safety, breaks, toolbox meetings, hours of class, SDL etc.

Our strategic plan is built on five pillars:

1. **Grow through Partnership** – Collaborate with community and industry partners.
2. **Develop Powerhouse Teams** – Promote diversity and inclusion.
3. **Own Employment** – Empower learners toward meaningful employment.
4. **Super Serve Participants and Employers** – Prioritize learner and employer satisfaction with a supportive environment.
5. **Be Guardians of Excellence** – Commit to quality and continuous improvement.

Our Strategic Pillars.

Tē Tōia, Tē Haumatia.



Our strategic plan, developed with input from stakeholders, is shared with staff and reviewed quarterly. We uphold Te Tiriti o Waitangi principles through protection, partnership, and participation with our learners (Tauira), staff (kaimahi), and external partners.

Key Support Practices:

- 91% tauira have either agreed or strongly agreed that the learning environment is safe and physically supportive (e.g., physically and emotionally)
- 86% tauira have either agreed or strongly agreed that their induction included: being shown facilities, use of equipment, Health and Safety, the evacuation procedure and introductions to class members and staff

Programme evaluation survey feedback: (106 students participated in the survey)

- 94% tauira have either agreed or strongly agreed that Commitment to the Treaty of Waitangi is evident such as protection, participation, partnership, equality etc.
- 97% tauira have either agreed or strongly agreed their identity, language and culture is respected and valued here

Professional Development Conducted (2025):

- Dyslexia Awareness
- Introduction to neurodiversity
- First Aid Training
- Mental Health First Aid Refresher
- Fire Warden
- De-escalation
- Forklift Training

	Recruitment Team Support: Our dedicated recruitment and enrolment team provides guidance and assistance throughout the initial stages, ensuring learners are well-informed and supported. Induction (Mihi whakatau): The induction is conducted by the recruitment team, programme manager, and tutors. This session covers key areas such as programme structure, safety procedures, career pathways, attendance expectations, and learner responsibilities, fostering a strong sense of belonging from day one. Individual Learning Plans: Tailored plans that align with the Te whare tapa wha framework. Professional Development: Our staff engage in regular professional development to ensure teaching and learner support practices remain current, effective, and culturally responsive. External Support: We collaborate with external organisations such as the Early Response Team, Te Mahia Community Village, and Kiwi Harvest to connect learners with emergency housing, food parcels, and financial assistance when required. Learner Success Coaches: An on-site Learner Success Coach provides individualised, one-on-one support, helping learners overcome barriers, set achievable goals, and stay on track toward success. Publication and Communication: We ensure all relevant and current information is provided to our learners and our marketing materials are updated accordingly. Māori and Pasifika Support: Advisors offer cultural guidance, best practices, and mentorship for Māori and Pasifika learners. Risk Management: Robust policies and procedures are in place to identify, manage, and eliminate potential risks or hazards. We take a proactive approach to maintaining a safe and supportive learning environment for all. Educational Excellence: We are committed to providing high quality, inclusive education that meets the diverse needs of our learners. Our teaching approach	• Internal PD – Moderation: • Internal PD – Dyslexia Teaching Practices and teaching methodologies
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	integrates practical, hands-on learning with strong academic foundations, preparing learners for both employment and lifelong learning.	
Outcome 2: Learner voice	<i>Strategic goals and plans aligned to the outcome – Grow through partnership-Whanaungatanga.</i> We are committed to building strong, trusting relationships with our learners (taura) through open communication, collaboration, and respect. Guided by the principle of Whanaungatanga, we recognise that authentic partnership with our learners is essential for continuous improvement and educational success. Commitment to Learner Voice: At Solomon Group, we value the voice of our learners and actively seek their feedback to enhance programme delivery, teaching quality, and overall learner experience. We ensure that all taura have opportunities to express their views, share experiences, and contribute to shaping our programmes and support systems. Feedback and Continuous Improvement: Learner feedback is gathered through regular surveys, focus groups, classroom discussions, student rep hui and informal conversations with tutors and support staff. The results of these surveys are reviewed by Programme Managers and leadership teams, and findings are shared with relevant staff to identify strengths, address concerns, and implement meaningful changes. All feedback data is recorded, analysed, and made available for review to promote transparency and accountability. Action plans are developed where required, and outcomes are monitored to ensure that learner suggestions are heard and actioned. Open Communication and Support: We maintain an open-door policy, ensuring learners always know who to contact for guidance, support, or to raise concerns. Policies and procedures relating to academic conduct, behaviour, and complaints are made easily available to all learners and included in learner handbooks for easy access. Wellbeing and Cultural Responsiveness:	We are confident that we have well-implemented practices to understand and respond to diverse learner voices and wellbeing safety needs that uphold their mana and autonomy. The entry survey feedback analysis shows 2025 92% taura have either agreed or strongly agreed there is flexibility and proactive supports for my wellbeing (student support) 90% of taura have agreed that the atmosphere in campus is good. Programme evaluation survey 2024 97% of taura have either agreed or strongly agreed that their mana is upheld and considered when decisions are made around planning and support etc. (with dignity and transparency) Tutor feedback: code session 2024 Health and safety are prioritised in the classroom, this is also discussed before any visits, offsite H and S forms are filled in before any trips. Tutors are confident that students are safe and well inside the campus this includes educating

	We follow the Te Whare Tapa Whā framework to support the holistic wellbeing of our learners. This approach recognises the importance of balance across physical (taha tinana), mental (taha hinengaro), spiritual (taha wairua), and family/social (taha whānau) dimensions. When issues arise, they are documented in the complaints register, and any high-risk or urgent matters are escalated promptly to the Executive Team for resolution. Confidentiality and Mana: We take all necessary steps to protect the confidentiality of learner information, ensuring their mana, dignity, and privacy are upheld throughout all processes. We take steps to keep students' information confidential and uphold their mana and privacy	students about health and safety practices, healthy eating etc
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Wellbeing and safety practices for all tertiary providers		
	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Strategic goals and plans aligned to the outcome - Guard excellence- Kaitiakitanga and Develop Powerhouse Teams- Pukengatanga We are committed to providing safe, supportive, and accessible learning environments where every taura's needs are recognised and met. Guided by the principles of Kaitiakitanga (guardianship, excellence, and protection) and Pukengatanga (developing skill, capability, and strength), we uphold best practices to ensure the wellbeing and success of both our taura and kaimahi. Our organisation prioritises safety and wellbeing across all physical and digital spaces. We maintain secure learning environments through strong security measures, regular emergency drills, and controlled building access using coded entry systems. These measures ensure that every learner and staff member can engage confidently in their educational journey. Our programmes are designed to accommodate the diverse learning needs of our taura, promoting collaboration, inclusiveness, and respect. Tutors receive ongoing training in areas such as de-escalation techniques, neurodiversity awareness, and inclusive teaching practices, ensuring that our classrooms remain positive and responsive learning	We are confident that we have well-implemented process and procedures in place to manage physical and mental health through information and advice and identify and respond to learners who need additional support. Survey feedback include: (Entry survey 2025) • 88% taura have either agreed or strongly agreed that The Māori culture was evident through the use of Te Reo Māori. • 85% taura have either agreed or strongly agreed that Tikanga Māori was evident e.g. showing respect, not sitting on tables etc. • 93% taura have either agreed or strongly agreed that they feel culturally and socially accepted here • 91% taura have either agreed or strongly agreed NZWTS is an inclusive environment free from racism and discrimination and connects us socially and culturally • 91% taura have either agreed or strongly agreed that the learning environment is safe and supportive e.g. physically and emotionally etc. • 89% of taura have either agreed or strongly agreed that I have been

	spaces We are proud to have achieved the Dyslexia-Friendly Quality Mark, recognising our commitment to creating an inclusive learning environment for learners with dyslexia. This accreditation reflects our dedication to implementing tailored teaching strategies, assistive technologies, and support systems that enable all learners to thrive. In addition, we have trained mental health first aiders available on site to support learners’ wellbeing and provide immediate assistance when needed. To further enhance accessibility and engagement, we offer a well-equipped digital learning environment, including laptops, online learning resources, and technical support to ensure every learner has the tools they need to succeed.	supported to meet my physical and mental health e.g. Te Whare Tapa Whā (Physical, Emotional, Mental, Spiritual) etc. Students in the exit survey have commented that ✓ 98% taura have either agreed or strongly agreed that they have assistance to meet my basic needs e.g. access to advice, information and services ✓ 98% taura have either agreed or strongly agreed that health and safety is promoted and practised during training ✓ 95% taura have either agreed or strongly agreed that emotional literacy is part of their learning Students in the survey have commented that they have received the following support <table><tr><th>Support services</th><th>% of students accessed the support services</th></tr><tr><td>Travel assistance (Hop cards, Van runs, vouchers etc.</td><td>29%</td></tr><tr><td>KiwiHarvest food (weekly or monthly packages, on site available food)</td><td>19%</td></tr><tr><td>Breakfast on site (if applicable)</td><td>11%</td></tr><tr><td>Licence support - practice, lessons, licence et</td><td>11%</td></tr></table>	Support services	% of students accessed the support services	Travel assistance (Hop cards, Van runs, vouchers etc.	29%	KiwiHarvest food (weekly or monthly packages, on site available food)	19%	Breakfast on site (if applicable)	11%	Licence support - practice, lessons, licence et	11%
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		<table><tr><td>Programme specific support</td><td>9%</td></tr><tr><td>One on one support with my learning</td><td>11%</td></tr><tr><td>Referrals to services for support with housing, counselling etc</td><td>7%</td></tr><tr><td>Support to become drug free</td><td>3%</td></tr><tr><td>Hardship grant</td><td>5%</td></tr></table>	Programme specific support	9%	One on one support with my learning	11%	Referrals to services for support with housing, counselling etc	7%	Support to become drug free	3%	Hardship grant	5%
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Hardship grant	5%											
Outcome 4: Learners are safe and well	Strategic goals and plans aligned to the outcome - Guard excellence- Kaitiakitanga and Rangatiratanga – Own employability. At Solomon Group, we are dedicated to creating a safe, inclusive, and empowering learning environment where all tauira feel respected, valued, and supported to reach their potential. Guided by the principles of Kaitiakitanga (guardianship, protection, and excellence) and Rangatiratanga (self-determination and ownership), we uphold the highest standards of care, integrity, and educational practice. We keep our learners safe by Provide clear information about all relevant policies, procedures, and learner rights, ensuring that each tauira understands their responsibilities and the support available to them.	We are confident that we have well-implemented process and procedures in place to keep our learners safe and well. Our organisation has implemented excellent practices and procedures to ensure the success of our students Students in their programme evaluation survey have commented that: • 98% have either agreed or strongly agreed Health and Safety is promoted and practised during training • 95% have either agreed or strongly agreed that Emotional Literacy is part of my learning e.g. I am encouraged to problem-solve; I am motivated by my tutor. • 98% have either agreed or strongly agreed that they have assistance to meet my basic needs e.g. access to advice, information and services etc. • 98% have either agreed or strongly agreed that they were fully informed about the requirements										

	Promote the learner voice through ongoing feedback mechanisms, including surveys, forums, and one-on-one discussions, ensuring that learner perspectives are heard, valued, and used to inform continuous improvement. Maintain an open-door policy, offering learners easy access to tutors, programme managers, and support staff whenever they need advice or assistance. Ensure accessibility to essential resources, including learning materials, digital tools, and contact details for external organisations that offer housing, health, or financial support. Equip tutors to identify learner needs, with clear escalation processes for wellbeing or academic concerns so that learners receive timely and appropriate support. Collect and review feedback from tauira, employers, and stakeholders to identify trends, monitor outcomes, and strengthen the quality of teaching and support practices. Offer holistic wellbeing support, including pastoral care, travel assistance, and help with employment preparation and placement. Promote physical and mental wellbeing through class discussions, awareness initiatives, and engagement with wellbeing services. Implement proactive monitoring and responsive wellbeing practices to address issues early and ensure learners feel secure and supported.	and expectations of each task before starting their practical work/assessments and tasks.
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	Provide support for learners with differences and disabilities, ensuring inclusive access to learning through adaptive strategies and assistive technologies. Embed employability skills into our programmes, empowering taura to take ownership of their professional growth, develop confidence, and prepare for sustainable employment. Celebrate learner achievement, recognising success through graduation ceremonies Through these practices, we aim to foster a culture of care, excellence, and empowerment where learners not only succeed academically but also develop the confidence, independence, and skills needed to thrive beyond the classroom. Our commitment to Kaitiakitanga ensures that we act as responsible guardians of our learners' wellbeing and success, while Rangatiratanga drives us to nurture self-leadership, resilience, and employability. Together, these values form the foundation of an educational experience that transforms lives and strengthens our communities.	

Additional well-being and safety practices for tertiary providers (signatories) enrolling international learners		
	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners	Strategic goals and plans aligned to Super serve – Manaakitanga Similar to our domestic learners, international tauira receive dedicated support to ensure their well-being, safety, and success while studying with NZWTS. We uphold a strong duty of care and maintain an open-door policy, encouraging students to communicate openly about their experiences and needs. Regular student-representative hui provide a platform for learners to share feedback, raise concerns, and contribute to continuous improvement in student safety and well-being. Our dedicated international student support team provides wrap-around assistance from the moment students arrive in New Zealand through to programme completion. This includes: Comprehensive orientation and induction to help students settle in and understand their learning environment. Transport support, including airport pick-up and drop-off, van pick-up services, and petrol vouchers when required. Practical assistance such as job search and CV support to help students prepare for employment opportunities.	We are confident that we have well-implemented processes and procedures in place to respond to the distinct well-being and safety needs of international tertiary learners. We are confident in the processes and practices based on the feedback from Tauira, student rep hui, international student surveys, tutor feedback, programme evaluation, first impression surveys, outcome and retention data. International student responses from their entry survey 2025 (20 students participated in the survey) • 100% tauira have either agreed or strongly agreed that enrolment process was easy • 100% tauira have either agreed or strongly agreed that they got everything needed from recruitment interview before they started the course. • 95% tauira have either agreed or strongly agreed that they feel socially and culturally accepted here. • 95% tauira have either agreed or strongly agreed that they have been supported to meet their

	Daily well-being support, including access to a light breakfast, study guidance, and help with general queries or personal needs. Ongoing communication and guidance from our Learner Success Coach and tutors to ensure every learner feels valued and supported. Information about accessing internal and external support services is clearly communicated to all tauira. It is available in the Student Handbook, displayed in classrooms, and can be obtained directly from the Learner Success Coach or Tutor. Where additional assistance is needed, students are referred and supported to access external specialist services to ensure their health, safety, and well-being needs are fully met. NZWTS is committed to creating a safe, inclusive, and culturally responsive environment where international learners feel welcomed, respected, and empowered to thrive both personally and academically.	physical and mental health e.g. Te Whare Tapa Whā (Physical, Emotional, Mental, Spiritual) etc. 95% tauira have either agreed or strongly agreed of students have either agreed or strongly agreed that learning environment is safe and supportive e.g., physically and emotionally. 95% of students have either agreed or strongly agreed that this is an inclusive environment free from racism and discrimination and connects us socially and culturally. 95% of students have either agreed or strongly agreed that they have been given information about pastoral care. Students in their programme survey have commented that they have received support to the below services whilst studying at NZWTS (Tavel assistance – 20%, Kiwi harvest – 20%, support to become drug free – 20%, breakfast on site- 20%)
Outcome 9: Prospective international tertiary learners are well informed	Strategic goals and plans aligned to Super serve – Manaakitanga We ensure all tauira receive accurate, clear, and up-to-date information through a variety of communication channels, including SurveyMonkey feedback, one-on-one discussions, student representative hui, and health and safety hui. All staff involved in student services and enrolment are well-informed and participate in ongoing training sessions as	We are confident that we have well-implemented processes and procedures in place to respond to the distinct wellbeing and safety needs of international tertiary learners. Entry survey:

	required, ensuring consistent and accurate information delivery across all touchpoints. Our marketing materials are carefully managed to reflect current programme requirements. We review all marketing content annually to maintain relevance and accuracy. In instances where programmes undergo Type 2 changes, version updates, or other modifications, we update the marketing materials immediately to ensure accuracy. All students are provided with comprehensive and current information prior to enrolment, enabling informed decision-making. We also maintain oversight of our education agents to uphold transparency and integrity in our recruitment practices. Agents are regularly monitored and evaluated to ensure they provide prospective students with correct, up-to-date information and maintain the high standards expected by NZWTS. This process helps foster trust and provides our future learners with confidence and security in their study journey.	• 100% tauira have either agreed or strongly agreed they got everything I needed from the recruitment interview before I started e.g. received all the information such as start date, campus etc. • 89% of students have either agreed or strongly agreed that the programme handbook was explained to them (expectations/programme requirements, health and safety etc.) • 100% of students have either agreed or strongly agreed that before starting my practical work/assessments/tasks, I was fully informed about the requirements and expectations of each task
Outcome 10: Offer, enrolment, contracts, insurance and visa	Strategic goals and plans aligned to the outcome – Develop Powerhouse Teams- Pukengatanga. We ensure that all staff deliver high-quality services to our tauira and external stakeholders, upholding the values and standards of NZWTS at every stage of the learner journey. Prior to enrolment, students are provided with current, accurate, and relevant information to enable them to make informed decisions about their study. Information regarding disciplinary procedures, complaints processes, and related	We are confident that we have well-implemented process and procedures in place to learners to make well-informed enrolment decisions in relation to the educational outcomes.

	policies is clearly explained and discussed with students during the induction process. The Registry team oversees and monitors all matters related to student visas and insurance, ensuring compliance with legislative and institutional requirements. Details about student fee protection, trust accounts, refund policies, and withdrawal procedures are outlined in the Student Handbook and are discussed with learners as part of the enrolment and orientation process to ensure full understanding. All staff receive training to identify early signs of behavioural, physical, or emotional concerns among students. Regular on-site meetings are held with staff to discuss learner well-being, monitor progress, and address any student-related issues in a timely and supportive manner.	
Outcome 11: International learners receive appropriate orientations, information and advice	As previously outlined, NZWTS has established effective orientation practices that include a mihi whakatau to welcome international students, as well as comprehensive health and safety and programme inductions for all taura. We regularly review and update orientation content to ensure all information remains current, accurate, and relevant. Following orientation, taura receive ongoing support from the Learner Success Coach and their tutors, ensuring they are well-supported throughout their learning journey. Learners are encouraged to actively participate in student representative hui and toolbox (health and safety) meetings,	We are confident that we have a well-implemented process in place for our international tertiary learners to provide appropriate orientation, information, and advice. First impression survey: • 89% of students have either agreed or strongly agreed that the induction included health and safety, evacuation procedure, being shown facilities, information etc. • 94% of students have either agreed or strongly agreed that Māori culture was evident through the use of Te Reo Māori.

	providing them with opportunities to voice any issues, feedback, or concerns during their studies. Our organisation upholds the principles of Te Tiriti o Waitangi through our commitment to learner well-being and safety. We embed the values of partnership, participation, and protection across all aspects of our practice, fostering a culturally inclusive environment that acknowledges, respects, and values the diverse backgrounds of all learners.	
Outcome 12: Safety and appropriate supervision of international tertiary learners	We do not enrol International Students under 18. We do not provide or arrange accommodation for learners	

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	To provide ongoing training on Te Tiriti o Waitangi and Tikanga practices and wellbeing and safety awareness and promotional topics.
Outcome 2: Learner voice	Incident and accident reports outcomes to be circulated to the wider team Ensure student rep huis are happening across all sites

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Update relevant policies and procedures Recruitment tracker must include information about medical/special needs or learning needs for tutors to provide individualised support Update the website and charter once we receive Disability Friendly, Quality Mark Update relevant policies and procedures
Outcome 4: Learners are safe and well	Update all relevant information in line with the new NZQA requirements for learner complaints. Ensure these updates are reflected on the website, notice boards, and in the programme handbook.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Having a peer support or buddy system, pairing new international learners with returning students to enhance connection and reduce isolation. Provide cultural awareness training for staff to strengthen their ability to respond to the unique wellbeing and cultural needs of international learners
Outcome 9: Prospective international tertiary learners are well informed.	Continue to keep learners informed
Outcome 10: Offer, enrolment, contracts, insurance and visa	Continue to monitor the process
Outcome 11: International learners receive appropriate orientations, information and advice	Continue to provide information, orientation and advice
Outcome 12: Safety and appropriate supervision of international tertiary learners	n/a

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety					
	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	To provide ongoing training on Te Tiriti o Waitangi and Tikanga practices	Education team and tutorial team	Feb 2026	Create and circulate resources on mental health literacy, drug, and alcohol awareness, including fact sheets, posters, and presentations	Tauira and staff feedback
	PD on wellbeing and safety awareness and promotional topics.		June 2026	External guest speakers on Te Tiriti O Waitangi principles	
Outcome 2: Learner's voice	Incident and accident reports outcomes to be circulated to the wider team	H and S rep	November 2026	Circulate the link with the outcome with the wider team	Tauira and staff feedback
	Ensure student rep huis are happening across all sites	Prorgamme Managers	Ongoing	Student rep minutes and calendar	

Wellbeing and safety practices for all tertiary providers					
	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Recruitment tracker must include information about medical/special needs or learning needs for tutors to provide individualised support	Recruitment team	Next intake	Recruitment staff training Updating the tracker and sending it to the wider team	Feedback from staff
	Update the website and charter once we receive Disability Friendly, Quality Mark.	Marketing	End of November	Post receiving Qual Mark	Updated website and charter
	Update relevant policies and procedures – Dyslexia and Disability	Compliance	Completed	Reviewed every year	Updated policies and procedures
Outcome 4: Learners are safe and well	Update all relevant information in line with the new NZQA requirements for learner complaints, safety, and wellbeing under pastoral care. Ensure these updates are reflected on the website,	Education and compliance	December 2025	Programme handbooks – updated - Implemented Classrooms posters	Updated documents and posters

	notice boards, and in the programme handbook.				
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners	Having a peer support or buddy system, pairing new international learners with returning students to enhance connection and reduce isolation. Provide cultural awareness training for staff to strengthen their ability to respond to the unique wellbeing and cultural needs of international learners	Establish a buddy programme pairing new international learners with returning students to enhance connection, provide social support, and reduce isolation. Provide regular cultural awareness and sensitivity training for all staff, including Te Tiriti o Waitangi principles and cross-cultural communication skills.	International students co-ordinator and tutor Programme Manager	n/a	Tutor and student feedback Student and tutor feedback