



**Capital Training 2025  
Education Code of Practice  
Strategic Plan and Self-  
Review**

# OUR VALUES

## WE PUT PEOPLE FIRST

*(Manaakitanga)*



We respect and care for one another, are supportive, positive, and encouraging.

## WE COMMUNICATE TO BUILD OPEN HONEST RELATIONSHIPS

*(Whakapono)*



We value each other's opinions and speak positively and constructively with one another.

## WE PURSUE GROWTH AND LEARNING

*(Auahatanga)*



We try new things, reflect on learning progress, share experiences, celebrate success, and embrace change. We go the extra mile for all our learners.

## WE BUILD A POSITIVE TEAM AND FAMILY SPIRIT

*(Whanaungatanga)*



We understand that we are stronger together. We are inclusive, kind, encourage camaraderie and try to keep a sense of humour.

## CODE OF PRACTICE 2021

Under the Education and Training Act 2020, the Ministry of Education has released the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The new Code, in place from 1 January 2022, combines the existing 2020 Interim Domestic Code and 2019 International Code. The new Code sets clear expectations for learner safety and wellbeing in tertiary education.

- **Outcomes 1 - 4 apply to all tertiary learners (students)** and
- Outcomes 5 - 12 apply to international learners (students).

### All tertiary learners (domestic and international)

1. A learner wellbeing and safety system
2. Learner voice
3. Safe, inclusive, supportive, and accessible physical and digital learning environments
4. Learners are safe and well

A copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 can be found as follows:

- [NZQA Pastoral-Care-Code-of-Practice English.pdf](#)

Capital Training **does not** work within the international learner market, so, therefore, will be responding to outcomes 1-4 only.

### Under the Code, Capital Training has a duty-of-care to ensure our learners are:

- safe – physically and mentally
- respected and accepted for who they are
- supported in their learning and wellbeing
- connected with their social and cultural networks and
- able to have a voice in decisions about our services

# **Capital Training Strategic Plan and Goals**

## CAPITAL TRAINING STRATEGIC GOAL ONE

Strategic Goal 1: To respect the diverse backgrounds of our learners and staff		
Value	Evaluation Indicator	Key Effective Practice
<p>1. To respect and care for one another, in a supportive, positive, and encouraging environment.</p> <p><b>WE PUT PEOPLE FIRST</b></p>	<p><b>1.1</b> Capital Training provides a safe and supportive learning environment that responds to the needs of all learners.</p>	<ul style="list-style-type: none"> <li>• Our learner’s wellbeing and safety is at the center of our core philosophy. <i>(We put people first)</i></li> <li>• We have an appropriate focus on improving wellbeing of all learners, particularly those who are at risk. <i>(Barrier-free access for all).</i></li> <li>• We ensure our vision and values reflect the strengths and potential of learners, teachers, parents, and whanau. <i>(We take a holistic approach).</i></li> <li>• Cultural respect is part of our core curriculum.</li> <li>• We actively seeks students’ perspectives about safety and wellbeing. <i>(Inclusive and transparent)</i></li> <li>• Capital Training leadership supports staff to ensure they have the tools to carry out their roles and support learners.</li> </ul>
	<p><b>1.2</b> Learners receive an education that values their identity, language, and culture, and those of their family and whanau.</p>	
	<p><b>1.3</b> Learners are accepted and respected</p>	
	<p><b>1.4</b> Diversity is celebrated</p>	

## CAPITAL TRAINING STRATEGIC GOAL TWO

Strategic Goal 2: <i>To have a culture of openness and belonging</i>		
Value	Evaluation Indicator	Key Effective Practice
<p><i>2. We value each other's opinions and speak positively and constructively with one another.</i></p> <p><b>WE COMMUNICATE TO BUILD OPEN HONEST RELATIONSHIPS</b></p>	<p><b>2.1</b> A culture of openness and belonging aligns with Capital Training's values</p>	<ul style="list-style-type: none"> <li>• Our strategic intent is based around its core values. <i>(We take a family approach)</i></li> <li>• Learners actively contribute to the planning, implementation, and review of wellbeing initiatives. <i>(Learners have a voice)</i> <ul style="list-style-type: none"> <li>• Learners and their whanau are regularly asked about their experience of the school's culture</li> </ul> </li> <li>• We celebrates success</li> <li>• Relationships and ways of working with external supports are well established and assist with effective preventative programmes, referrals and follow up that provide wrap-around support for students. External supports include:                             <ul style="list-style-type: none"> <li>• Community resources</li> <li>• Youth Support Services</li> <li>• Local community groups</li> <li>• Mentors</li> </ul> </li> <li>• Staff are well supported in professional development which in turn supports learners.</li> </ul>
	<p><b>2.2</b> Learners participate and learn in caring, collaborative, inclusive learning environments</p>	
	<p><b>2.3</b> Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.</p>	
	<p><b>2.4</b> Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the vision, values, goals, and priorities.</p>	

## CAPITAL TRAINING STRATEGIC GOAL THREE

Strategic Goal 3: To challenge, reflect, share, and celebrate success		
Value	Evaluation Indicator	Key Effective Practice
<p><i>3. We try new things, reflect on learning progress, share experiences, celebrate success, and embrace change. We go the extra mile for all our learners.</i></p> <p><b>WE PURSUE GROWTH AND LEARNING</b></p>	<p><b>3.1</b> A strong approach for collaboration to challenge and achieve success</p>	<ul style="list-style-type: none"> <li>• Wellbeing values are actioned in our partnerships, and are evident in:                             <ul style="list-style-type: none"> <li>• leadership, resourcing, and staff responsibilities</li> <li>• pastoral care processes and systems</li> <li>• the way curriculum reflects community collaboration and values</li> <li>• the school environment</li> <li>• relationships with agencies</li> <li>• relationships and celebrations.</li> </ul> </li> <li>• Respond to the needs and aspirations of our learners (<i>barrier-free access</i>)</li> <li>• Develop clear and supported pathways to enable learners to achieve their aspirations</li> <li>• Create a range of educational options and delivery models to enable lifelong learning.</li> </ul>
	<p><b>3.2</b> Barrier-free access: Great educational opportunities and outcomes are within reach for every learner</p>	
	<p><b>3.3</b> Support our learners to develop their careers and/or through other opportunities</p>	
	<p><b>3.4</b> We celebrate success while challenging further personal career development</p>	

## CAPITAL TRAINING STRATEGIC GOAL FOUR

<b>Strategic Goal 4. To be inclusive and value diversity</b>		
<b>Value</b>	<b>Evaluation Indicator</b>	<b>Key Effective Practice</b>
<p><b>4. We understand that we are stronger together. We are inclusive, kind, encourage camaraderie and try to keep a sense of humour.</b></p> <p><b>WE BUILD A POSITIVE TEAM AND FAMILY SPIRIT</b></p>	<b>4.1</b> Learners are at the centre of our extended family / team spirit	<ul style="list-style-type: none"> <li>• Capital Training is responsive to diversity and inclusivity within our ethnic groups and is embedded in policy, procedures, and professional development workshops</li> <li>• Capital training encourages learners to understand and respect diverse viewpoints, values, customs, and languages</li> <li>• Learners voice forums are part of how we create our extended family / team spirit</li> <li>• Capital Training recognises Te Tiriti o Waitangi and works with external Māori-Crown entities to build relationships</li> </ul>
	<b>4.2</b> Inclusiveness and diversity is valued (especially for those at risk)	
	<b>4.3</b> Learners viewpoints and feedback are encouraged and acted on	
	<b>4.4</b> Learners enjoy positive relationships with their fellow peers and tutors	

## CAPITAL TRAINING STRATEGIC GOAL FIVE

Strategic Goal 5: Safe, inclusive, supportive, and accessible physical and digital learning environments		
Value	Evaluation Indicator	Key Effective Practice
<p>5. <i>We provide safe, inclusive, supportive, and accessible physical and digital learning environments that meet the needs of our learners.</i></p> <p><b>WE PUT PEOPLE FIRST</b></p>	3.1. Learners participate and learn in caring, collaborative, inclusive learning environments.	<ul style="list-style-type: none"> <li>• Capital Training takes learners safety and wellbeing seriously (we go the extra mile)</li> <li>• Capital Training actively seeks students' perspectives about safety and wellbeing (inclusive and transparent)</li> <li>• Physical and digital learning environments are reflected in Capital Trainings best practice principles and pastoral care strategic intent                             <ul style="list-style-type: none"> <li>• developing inclusive schooling and anti-bullying policies in partnership with students.</li> </ul> </li> <li>• Active monitoring of the wellbeing of all learners allows timely responses to wellbeing and safety issues so learning is not disrupted.</li> <li>• Learners are provided with their own safe, inclusive, and accessible environment</li> <li>• Providing a clear complaints and disputes resolution process</li> <li>• Ensure our workplace-based tertiary environments are safe, inclusive, and responsive</li> <li>• Tutors actively model and promote the skills and values students need to develop to become responsible digital citizens.</li> </ul>
	3.2. Learners have access to a clear complaints and disputes resolution process	
	3.3. Learners are actively involved in emergency drills and clear on safety procedures	
	3.4. Physical and digital learning environments reflect the needs of the learners	

# **2025 Capital Training Education Code of Practice Self-Review**

## Tool E: self-review report template

### TEO information

TEO Name	Capital Training Limited		MoE number	8415
Code contact	Name	Mike Kelleher		Job title
	Email	mike.kelleher@capitaltraining.co.nz		Phone number
2025 enrolments	Domestic learners	Total #	1291	
Report author(s)	Tyler Robbins			

Fund	Learners in 2025
ACE	31
ILN	97
HPR	48
EPS	63
WLN	342
YG	375
DQ	48
STAR <sup>1</sup>	31
Bluelight <sup>1</sup>	256
Total	1291

Estimated total domestic learners under 18 <sup>2</sup> :	723
Estimated total domestic learners over 18 <sup>1</sup> :	568

<sup>1</sup>For the purpose of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, STAR and Bluelight learners are not considered Capital Training learners. However, they have still been included in the total learners for continuity with last year's review. Jumpstart learners have been excluded because they are similar to Bluelight learners and have not been included previously.

<sup>2</sup>Estimated based on 2023 data, where approximately 56 per cent of learners were under 18. Exact breakdown is available on request.

## 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

## 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)
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p><b>Strong Engagement with Youth Services Providers:</b> Capital Training maintains ongoing and two-way communication with Youth Services providers, emphasising collaboration and partnership.</p> <p><b>Learner-Centric Policies:</b> Capital Training's policies prioritise learner wellbeing, demonstrating a commitment to creating a safe and supportive learning environment.</p> <p><b>Regular Monitoring and Self-Assessment:</b> Weekly staff meetings enable close monitoring of learner progress and identification of any barriers to learning, fostering a proactive approach to addressing challenges.</p> <p><b>Balanced Learning Approach:</b> Capital Training offers a balanced learning day through workshops, talks from external experts, various outings, and cultural celebrations, enhancing the overall educational experience.</p> <p><b>Small Class Sizes for Personalised Attention:</b> Small class sizes facilitate a more personalised and supportive relationship between tutors and learners, fostering a better understanding of learners' needs and lives.</p> <p><b>Safety Measures:</b> Capital Training conducts regular emergency skills drills to ensure learner safety during unforeseen circumstances.</p>	<ul style="list-style-type: none"> <li>• Capital Training strategic goals and plans have been socialised and determined that they are fit for purpose.</li> <li>• Policies and procedures are reviewed as required, and at least every two years.</li> <li>• Policies and procedures are audited shortly after they are reviewed.</li> <li>• Our values are evidenced across all levels of our organisation (in written form and our actions).</li> <li>• Self-assessment across the organisation is strong, and has many inputs and touch points.</li> <li>• Learner survey results show the learner wellbeing and safety system is working effectively. This is underpinned by a strong achievement and completion rate.</li> </ul>

	<p><b>Continuous Self-Assessment:</b> Annual self-assessment processes evaluate the effectiveness of various practices, identifying what works well and areas for improvement.</p> <p><b>Learner Feedback:</b> The voice of the learner is considered to provide insights into the effectiveness of the Capital Training’s practices, promoting learner involvement in decision-making.</p> <p><b>Health and Safety Monitoring:</b> Health and safety incidents are regularly monitored to identify trends and address potential risks promptly.</p> <p><b>External Feedback:</b> External regulatory feedback from the EER process helps evaluate the organisation's overall effectiveness and compliance with external standards.</p> <p><b>Staff Development:</b> Ongoing training and professional development are emphasised through staff appraisals and monthly management meetings.</p> <p><b>Supportive Culture:</b> We foster a culture of respect, acceptance, and celebration of different cultures, encouraging inclusivity and diversity.</p> <p><b>Cultural Spaces:</b> Some centers have dedicated spaces, such as an office/marae/cultural space, which are used by staff and learners, further promoting cultural understanding.</p> <p><b>No Critical Incidents:</b> While having a safety process in place, the organisation reports no critical incidents, highlighting the effectiveness of their safety measures.</p>	
<p><b>Outcome 2: Learner voice</b></p>	<p><b>Effective Engagement through Small Classes:</b> Small class sizes across all programmes enhance learner engagement and provide a conducive environment for learner input.</p>	<ul style="list-style-type: none"> <li>• Small classes across all programmes promote effective engagement with learner voice. Small classes create an environment where learners can</li> </ul>

**Surveys for Data Collection:** The institution utilises surveys, including end-of-programme surveys, to gather valuable feedback and insights from learners.

**Learner Voice Forums:** Regular "Voice of Learner" forums are conducted twice a year, ensuring active engagement with learners' perspectives and concerns.

**Proactive Complaint Resolution:** In 2025, no formal complaints were received. The learner complaints process was refined to ensure learner voice sits at the centre of decision making and resolution. The process is clearly documented in the learner handbook and outlined in the annual self-review, which supports transparency and ongoing improvement.

**Dispute Resolution Scheme Compliance:** The complaints policy includes the necessary details about access to the dispute resolution scheme, ensuring clarity and adherence to regulatory requirements.

**Policy Awareness:** Policy audits guarantee that staff members are well-informed about organisational policies and procedures, including the complaints policy, enabling them to support learners with complaints effectively.

**Understanding Learners' Needs:** Learners' needs are comprehensively understood, from enrolment to graduation, through individual learning plans, small class interactions, Voice of the Learner forums, transferable skills surveys, and end-of-programme surveys.

**Experienced Staff Engagement:** Staff members are experienced in listening to, understanding, and responding to learner input. Continuous reflection on learner voice is encouraged throughout the year,

actively participate and share their thoughts and concerns, enhancing engagement. Weekly team meetings ensure that any issues identified are quickly resolved.

- **Surveys and voice of the learner:** Surveys and forums are structured mechanisms for gathering learner perspectives, providing valuable data for decision-making.
- **Complaints resolution:** The low number of complaints and their satisfactory resolution indicates an effective complaints system, promoting transparency and learner satisfaction.
- **Commitment to Te Tiriti and meaningful integration in policy:** Staff awareness and policy alignment help ensure consistent and effective implementation, while the commitment to Te Tiriti reflects inclusivity and cultural awareness.
- **Understanding learner needs:** Learner needs are understood through multiple inputs, including individual learning plans, small class interactions, surveys, and voice of the forums. A holistic approach to understanding learner needs is used to ensure comprehensive support and a tailored educational experience.
- **Learner Voice Reflection:** Learner voice is actively reflected upon in centre self-assessments, programme reviews, and organisational self-assessment. Encouraging staff development and reflecting on learner voice at various levels of assessment and planning contribute to a

	<p>informing various aspects of the institution's operation.</p> <p><b>Commitment to Te Tiriti:</b> The institution demonstrates a commitment to Te Tiriti through policy and practice, which contributes to the success of Māori learners, particularly through tutor support.</p> <p><b>Professional Development Emphasis:</b> Staff are encouraged to engage in professional development related to supporting priority learners and Te Tiriti, underlining a commitment to inclusivity and learner wellbeing.</p> <p><b>Established Learner Voice Mechanisms:</b> Learner voice is firmly established within Capital Training and collected through multiple channels, contributing to organisational self-assessment and the development of learner wellbeing and safety strategic goals and plans.</p>	<p>responsive and learner-centred approach.</p>
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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)
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p><b>Safety and Policy (and Framework):</b> The health and safety policy and centre processes handbook outline essential safety requirements, reflecting a strong commitment to learner safety and wellbeing.</p> <p><b>Critical Incident-Free Environment:</b> The absence of major incidents demonstrates the effectiveness of safety measures and procedures.</p> <p><b>Learner Surveys:</b> Feedback from learner surveys affirms the existence of a safe and inclusive environment for all learners.</p>	<ul style="list-style-type: none"> <li>• The health and safety policy and centre processes handbook provide clear guidelines for keeping learners safe.</li> <li>• The absence of major incidents indicates the effectiveness of safety measures and procedures.</li> <li>• Positive feedback from learner surveys reinforces the perception of a safe and inclusive learning environment.</li> <li>• Learner feedback is a direct indicator of their experience,</li> </ul>

	<p><b>Small Class Sizes and Engagement:</b> Small class sizes are a key factor in promoting learner participation and engagement, contributing to a positive learning experience.</p> <p><b>Individual Learning Plans:</b> Individual learning plans play a crucial role in monitoring learner achievement and identifying areas for improvement.</p> <p><b>Pastoral Care and Referrals:</b> Learners receive strong support for their pastoral care needs and, when necessary, are referred to external agencies such as youth services.</p> <p><b>Clear Computer Use Expectations:</b> The learner handbook specifies clear expectations regarding computer use, ensuring a safe and responsible use of technology.</p> <p><b>Technology Monitoring:</b> Small class sizes allow tutors to monitor technology use to ensure it is appropriate.</p> <p><b>Physical Accessibility:</b> Centres make efforts to cater for physical accessibility needs, demonstrating a commitment to inclusivity.</p> <p><b>Safe and Inclusive Learning Environment:</b> Small class sizes enable tutors to maintain a safe and inclusive learning environment.</p> <p><b>Building Relationships:</b> Learners build relationships with each other, supported by feedback from transferable skills and end-of-programme surveys.</p> <p><b>Feedback Integration:</b> Survey feedback and voice of the learner feedback are used to inform programme reviews and the organisational self-assessment, promoting continuous improvement.</p>	<p>supporting the idea that the environment is safe and inclusive.</p> <ul style="list-style-type: none"> <li>• Small class sizes are identified as a key factor in fostering learner participation and engagement.</li> <li>• Learners build interpersonal skills, as noted in transferable skills and end-of-programme surveys, which can lead to network building.</li> <li>• The participation in Te Wiki o te Reo Māori and the appreciation of cultural events demonstrate a commitment to supporting learners in exploring their cultural identity.</li> <li>• Survey feedback, including the voice of the learner, feeds into programme reviews and the organisational self-assessment.</li> <li>• Clear Computer Use Expectations: Clearly specified computer use expectations in the learner handbook reinforce responsible technology usage.</li> <li>• Discussing accessibility needs with learners on an individual basis, and with appropriate staff in the centre, reflects an inclusive approach and commitment to accommodating all learners.</li> </ul>
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	<p><b>Cultural Identity and Support:</b> Capital Training supports learners in exploring their cultural identity, as evidenced by participation in Te Wiki o te Reo Māori, reflecting an inclusive approach.</p> <p><b>Cultural Events Appreciation:</b> Feedback highlights that learners value the effort put into supporting cultural events and occasions.</p> <p><b>Reflective of Strategic Goals:</b> The gathered evidence demonstrates how Capital Training ensures a safe and inclusive learner environment, aligning with strategic goals and organisational self-assessment.</p>	
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p><b>Pre-Programme Interviews:</b> Learner interviews prior to program commencement ensure learners are informed about expectations and the availability of support.</p> <p><b>Foundational Support:</b> Due to the foundational nature of programs, learners are consistently supported throughout their journey to develop skills for identifying and managing their own needs, which is an integral part of most programs. <b>Individual Learning Plans (ILP):</b> ILPs capture all information regarding learner support, facilitating efficient follow-up.</p> <p><b>Collaboration with Youth Services Providers:</b> Ongoing discussions with Youth Services providers establish a two-way relationship, enhancing support networks.</p> <p><b>Learner Handbook:</b> The learner handbook outlines the available support services for learners.</p> <p><b>Promoting a Healthy Lifestyle:</b> Centres provide marketing collateral from relevant agencies that can further support learners.</p>	<ul style="list-style-type: none"> <li>• Pre-programme interviews ensure learners are informed about expectations and support availability.</li> <li>• Foundation programmes are built with the intention of supporting foundation level skills that enable learners to be safe and well.</li> <li>• Individual Learning Plans (ILPs) capture comprehensive information about learner support and facilitate effective follow-up.</li> <li>• Learner handbook details information about amenities and learner support.</li> <li>• Collaboration with external agencies expands the range of support available to learners.</li> <li>• Feedback from learners (anecdotally and via surveys) indicate that they feel safe and well in their learning environment, supported by small class sizes and individual engagement.</li> </ul>

**Meeting Minutes and ILP Process:** Centre meeting minutes and the ILP process ensure that learners are closely monitored and receive necessary follow-up.

**Effective Support for At-Risk Learners:** Small class sizes and the ILP process work together to promptly and effectively support at-risk learners.

**Learner Voice and Survey Results:** Learner feedback, as well as survey results, indicate that learners feel safe and well.

**Cultural Identity Exploration:** Learners are supported in exploring their cultural identity within a safe environment (as above in Outcome 3).

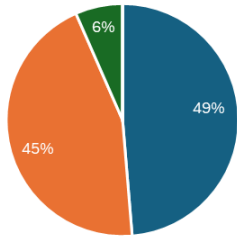
**Positive Feedback:** Feedback confirms that learners feel safe and well in their learning environment, with small class sizes and individual learner engagement contributing to this sense of safety.

**Alignment with Strategic Goals:** The gathered evidence demonstrates that Capital Training's efforts are aligned with its strategic goals and organisational self-assessment.

## End of programme survey results informing summary of performance

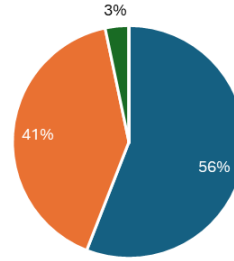
### Overall, Capital Training....

....Has a good 'feel' about it



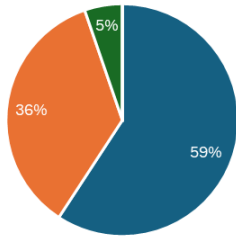
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Is an inclusive, safe place to study



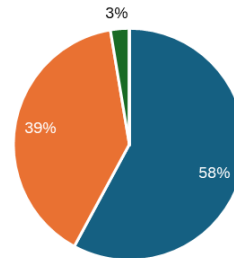
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Is a supportive place to be



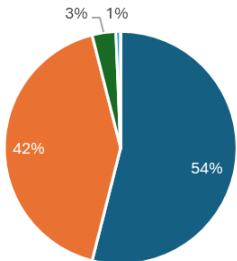
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....Cares about its learners



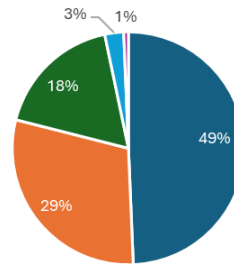
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Encourages a positive learning environment



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

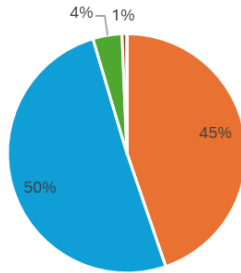
....Has enabled me to make new friends



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

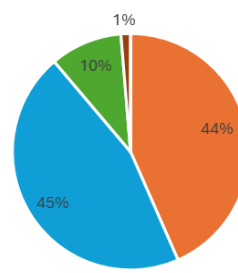
## Overall, the delivery....

....Allows for differing personalities in class



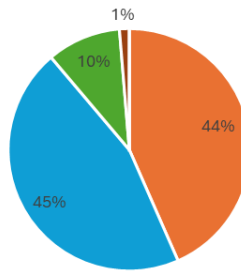
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Allows for differing learning styles in class



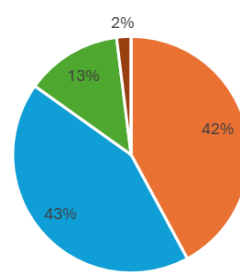
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Allows for differing learning styles in class



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

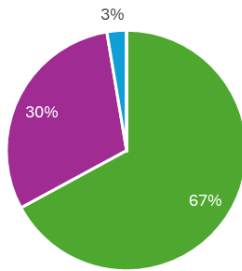
....Is interesting



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

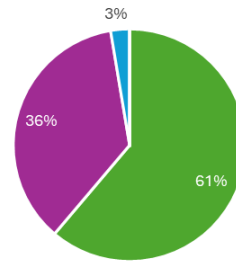
**Overall, my tutor...**

....Treats people with respect



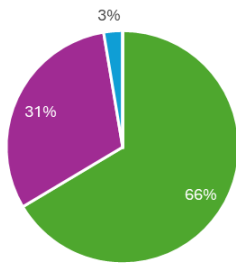
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Understands individual needs



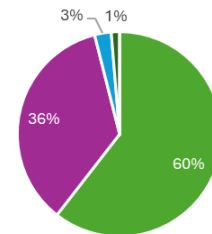
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Respects cultural differences



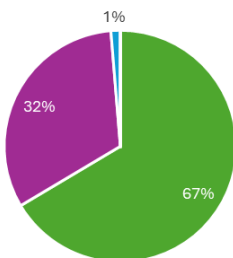
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Communicates what is happening and any changes that are taking place



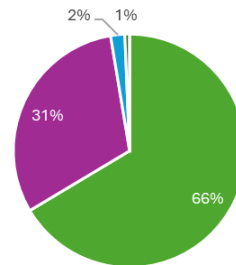
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Helps me if I have problems with my study



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

....Is approachable



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

## Summary of qualitative feedback in the survey

Learners who responded to the surveys provided generally positive feedback about their experiences. They described Capital Training as a welcoming and supportive place to learn, noting that the environment helped build their confidence, supported friendships and contributed to a sense of safety and belonging. Many appreciated the respectful, inclusive culture and the way staff supported learners from diverse backgrounds.

Learners also valued the opportunities to progress academically, particularly gaining Level 1 and Level 2 qualifications and feeling prepared for higher learning. Several commented that their programme felt different from previous education experiences in a positive way. Centre hui and regular korero were highlighted as helpful touchpoints for sharing achievements and keeping connected.

Overall, learners reported high levels of satisfaction with their programmes and indicated they would recommend their course to friends and whānau. They felt the learning strategies taught were useful and contributed to a positive learning journey.

## 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
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>There are no gaps in compliance for outcome 1. However, to strengthen the evidence for this outcome we will continue to:</p> <ul style="list-style-type: none"> <li>• Promote more individualized and group professional development opportunities through staff hui and the appraisal system.</li> <li>• Raise the profile of health and safety within Capital Training to ensure it is taken more seriously by all stakeholders.</li> <li>• Review our pastoral care and learner wellbeing system against our internally developed evaluation indicators and key effective practice.</li> </ul> <p><i>Progress has been made towards all these actions – and these are listed as items we will continue to expand on.</i></p>
<p><b>Outcome 2:</b> Learner voice</p>	<p>There are no gaps in compliance for outcome 2. However, to strengthen the evidence for this outcome we could:</p> <ul style="list-style-type: none"> <li>• Refine learner feedback mechanisms on the programmes/courses that are the shortest.</li> <li>• Make more information about the dispute resolution scheme available to learners upfront, even if it's only provided when a complaint is required.</li> <li>• To ensure compliance with the dispute resolution scheme, consider conducting a simulated or mock activity, as the lack of prior use may hinder full evidence of compliance.</li> <li>• Improve programme reviews by including learner feedback from other relevant sources.</li> </ul> <p><i>Note: Some of these actions will be covered in business-as-usual activities, and are not covered in the section below.</i></p>

## 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	To ensure continued compliance with outcome 3, we will have continual monitoring of our practices, processes, and feedback to ensure there is a safe and inclusive environment for all.
Outcome 4: Learners are safe and well	No actions required.

## 2025 action plan – summary with outcomes

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	Status/outcome
Outcome 1: A learner wellbeing and safety system	<p>Amend learner survey questions to align with the evaluation indicators in the strategy and plan.</p> <p>Complete self-assessment based on the evidence from the amended surveys.</p>	Academic and Quality Manager and Managing Director	31 October 2025	Evidence of each of the indicators and key effective practice will be considered in the context of our self-review.	The organisational self-review is completed and takes into consideration the pastoral care evaluation indicators.	<p>Amended: This action was originally intended to incorporate evaluation of the indicators within the organisational self-assessment. On reflection, this evaluation is already completed holistically through the narrative in the organisational self-assessment.</p> <p>A more meaningful approach is to reflect on the indicators at an individual centre level, so this activity will now be embedded within each centre's self-assessment processes.</p>

	Develop more case studies of success stories to publish on the website	Managing Director	Ongoing – reviewed quarterly	The management team will review possible success stories to use as case studies at each management meeting.	Case studies are regularly published to the Capital Training website.  In other instances, internal/unpublished case studies may be used.	Amended: This action has been adjusted, as publishing case studies is not the most effective method for achieving the intended outcome. Instead, professional development activities will be developed that use realistic scenarios and examples, enabling staff to explore effective practice and discuss approaches in a more interactive and reflective way.
Outcome 2: Learner voice	Garner more learner feedback for the programme reviews and other self-review activities	Academic and Quality Manager	31 October 2025	The management team will consider how learner voice feeds into each type of self-review and self-assessment.	Learner feedback from existing processes (surveys and voice of the learner) will be used more directly in the programme reviews and other activities.	Outcome: Closed.  Existing mechanisms for gathering learner feedback, including surveys used for centre self-assessments, programme evaluations and voice of the learner activities, were assessed as sufficient for current needs.  There are also strong examples of learner voice emerging through the NZCFS1 Te Ara

							Tupu programme, where tutors filter and synthesise feedback to inform ongoing improvement.
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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			n/a			
Outcome 4: Learners are safe and well			n/a			

## 2026 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	Embed evaluation of the relevant indicators within each centre's self-assessment activities, ensuring evidence is drawn from centre-level practice rather than relying solely on the organisational narrative.	Embed evaluation of the relevant indicators within each centre's self-assessment activities, ensuring evidence is drawn from centre-level practice rather than relying solely on the organisational narrative.	Embed evaluation of the relevant indicators within each centre's self-assessment activities, ensuring evidence is drawn from centre-level practice rather than relying solely on the organisational narrative.	Embed evaluation of the relevant indicators within each centre's self-assessment activities, ensuring evidence is drawn from centre-level practice rather than relying solely on the organisational narrative.	Embed evaluation of the relevant indicators within each centre's self-assessment activities, ensuring evidence is drawn from centre-level practice rather than relying solely on the organisational narrative.
	Develop and deliver professional development activities that use realistic scenarios and examples to promote discussion, reflective	Develop and deliver professional development activities that use realistic scenarios and	Develop and deliver professional development activities that use realistic scenarios and	Develop and deliver professional development activities that use realistic scenarios and	Develop and deliver professional development activities that use realistic scenarios and examples to promote discussion, reflective

	practice and consistent decision making across centres.	examples to promote discussion, reflective practice and consistent decision making across centres.	examples to promote discussion, reflective practice and consistent decision making across centres.	practice and consistent decision making across centres.	decision making across centres.
Outcome 2: Learner voice	n/a				

#### 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	n/a				
Outcome 4: Learners are safe and well	n/a				

## Compliance of Code of Practice Outcomes

Outcome and Process	Status
<b>Outcome 1: A learner wellbeing and safety system</b>	Implemented
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.	✓ - Meet requirements
<b>1. Process 1: Strategic goals &amp; strategic plans</b>	✓ - Meet requirements
Providers must have strategic goals and strategic plans for supporting the wellbeing and safety of their learners across their organisation	✓ - Meet requirements
Providers must have strategic goals & strategic plans for supporting the wellbeing & safety of their learners across their organisation	✓ - Meet requirements
Providers must review & make amendments to their strategic goals	✓ - Meet requirements
Providers must work proactively with their learners and stakeholders (& document this work)	✓ - Meet requirements
<b>Process 2: Self-review of learner wellbeing and safety practices</b>	✓ - Meet requirements
Providers must use strategic goals and strategic plans to regularly review the quality of their learner wellbeing and safety practices.	✓ - Meet requirements
Providers must review their wellbeing and safety practices using learner input and data, disaggregated by diverse learner groups.	✓ - Meet requirements
Providers must take appropriate action after a review to address any deficiencies in learner wellbeing and safety practices.	✓ - Meet requirements
<b>Process 3: Publication requirements</b>	✓ - Meet requirements
Process 3: Providers must make their strategic goals, reviews and self-review reports readily available, including on their websites	✓ - Meet requirements
<b>Process 4: Responsive wellbeing and safety systems</b>	✓ - Meet requirements
Providers must gather and communicate info to identify emerging concerns about learners' wellbeing and safety of behaviour.	✓ - Meet requirements
Providers must provide staff with going training and resources tailored to 9 key areas and roles in the organisation.	✓ - Meet requirements
Providers must have plans for assisting learners, and responding effectively, in emergency situations, and report annually.	✓ - Meet requirements
<b>Outcome 2: Learner voice</b>	Implemented
Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.	✓ - Meet requirements
<b>Process 1: Learner voice</b>	✓ - Meet requirements
Providers must have practices for effective relationships with diverse learner groups	✓ - Meet requirements
<b>Process 2: Learner complaints</b>	✓ - Meet requirements
Providers must effectively respond to, and process complaints	✓ - Meet requirements
<b>Process 3: Compliance with the Dispute Resolution Scheme</b>	✓ - Meet requirements

Providers must ensure they are familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and ensure compliance with those rules in a dispute to which it is party.	✓ - Meet requirements
<b>Outcome 3: Safe, inclusive, supportive, and accessible learning environments</b>	Implemented
Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	✓ - Meet requirements
<b>Process 1: Safe and inclusive communities</b>	✓ - Meet requirements
Providers must have practices for reducing harm to learners resulting from discrimination, racism, bullying, harassment and abuse	✓ - Meet requirements
<b>Process 2: Supporting learner participation and engagement</b>	✓ - Meet requirements
Providers must provide learners with opportunities to actively participate and share their views safely, development networks and use te reo and tikanga Māori	✓ - Meet requirements
Providers must have practices for supporting learners through their studies	✓ - Meet requirements
<b>Process 3: Physical and digital spaces and facilities</b>	✓ - Meet requirements
Providers must have practices for healthy and safe learning environments	✓ - Meet requirements
<b>Outcome 4: Learners and safe and well</b>	Implemented
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.	✓ - Meet requirements
<b>Process 1: Information for learners about assistance to meet their basic needs</b>	✓ - Meet requirements
Providers must have practices for enabling learners to identify and manage their basic needs	✓ - Meet requirements
<b>Process 2: Promoting physical and mental health awareness</b>	✓ - Meet requirements
Providers must have practices for learners that improve their physical and mental health and wellbeing and safety	✓ - Meet requirements
<b>Process 3: Proactive monitoring and responsive wellbeing and safety practices</b>	✓ - Meet requirements
Providers must have practices for enabling learners to communicate health and mental health needs with staff, including Health and Safety concerns about others; and for requesting a nominated person for learners 18+ in a case of serious threat to their safety.	✓ - Meet requirements
Providers must have up-to-date contact details and next of kin for domestic tertiary learners under 18 and international learners.	✓ - Meet requirements
Providers must contact the nominated person or next of kin for learners if there is a concern regarding their wellbeing or safety.	✓ - Meet requirements
Providers must maintain a record of reported risks, including concerns about this code.	✓ - Meet requirements

## Publication Requirements

### Critical Incidents

A critical incident is defined as a traumatic event, at a time and place where Capital Training has a duty of care to a learner/s, which causes serious mental or physical harm and requires Capital Training to engage with an external agency or agencies.

There have been no critical incidents in 2025.

### Learner Complaints

Complaints are categorised as 'concerns' or 'formal complaints'. Only formal complaints are recorded.

Formal complaints are suited to more serious issues.

Formal complaints should usually be made in writing. However, a formal complaint may be received verbally.

Examples of formal complaints might include the following:

- harassment by staff or other learners
- inappropriate treatment by staff or other learners
- unfairness in a formal assessment situation
- unfairness of institutional policies
- unsafe learning situation

Learners may take a formal complaint to the Centre Team Leader or Manager, and they may bring a support person or advocate with them during any part of the complaints process. If the complaint is about the Centre Team Leader or a Manager, the matter will be referred to the Managing Director.

The way of defining a formal learner complaint was amended in 2025.

For a concern or issue to be treated as a **formal learner complaint**, two things must happen:

1. **It must be clearly stated as a formal complaint.**

If the person raising the issue does not say that it is a formal complaint (verbally or in writing), it will be managed as a concern instead.

2. **It must include the learner's voice.**

Parents, caregivers, or other adults can make a complaint on behalf of a learner, but the learner's own views should be included as soon as possible. Without this, it will be treated as a general complaint rather than a learner complaint.

All complaints are taken seriously and will be investigated fairly, whether raised by a learner or by someone else on their behalf.

Under these conditions, there have been no learner complaints in 2025.

If you have any questions about Capital Training’s analysis and self-review of the Code of Practice, or want further information, please contact Tyler Robbins, Academic and Quality Manager [tyler.robbins@capitaltraining.co.nz](mailto:tyler.robbins@capitaltraining.co.nz)