



Capital Training 2026 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
1. To respect and care for one another, in a supportive, positive, and encouraging environment. WE PUT PEOPLE FIRST	1.1 Capital Training provides a safe and supportive learning environment that responds to the needs of all learners.	- Our learner's wellbeing and safety is at the centre of our core philosophy. <i>(We put people first.)</i> - We have an appropriate focus on improving wellbeing of all learners, particularly those who are at risk. <i>(Barrier-free access for all.)</i> - We ensure our vision and values reflect the strengths and potential of learners, teachers, parents, and whanau. <i>(We take a holistic approach.)</i> - Cultural respect is part of our core curriculum. - We actively seeks students' perspectives about safety and wellbeing. <i>(Inclusive and transparent.)</i> - Capital Training leadership supports staff to ensure they have the tools to carry out their roles and support learners.
	1.2 Learners receive an education that values their identity, language, and culture, and those of their family and whanau.	
	1.3 Learners are accepted and respected.	
	1.4 Diversity is celebrated.	

CAPITAL TRAINING STRATEGIC GOAL TWO

Strategic Goal 2: <i>To have a culture of openness and belonging</i>		
Value	Evaluation Indicator	Key Effective Practice
2. We value each other's opinions and speak positively and constructively with one another. WE COMMUNICATE TO BUILD OPEN HONEST RELATIONSHIPS	2.1 A culture of openness and belonging aligns with Capital Training's values.	• Our strategic intent is based on its core values. <i>(We take a family approach.)</i> • Learners actively contribute to the planning, implementation, and review of wellbeing initiatives. <i>(Learners have a voice.)</i> • Learners and their whanau are regularly asked about their experience of the school's culture. • We celebrates success. • Relationships and ways of working with external supports are well established and assist with effective preventative programmes, referrals and follow-ups that provide wrap-around support for students. External supports include: • Community resources • Youth Support Services • Local community groups • Mentors • Staff are well supported in professional development, which in turn supports learners.
	2.2 Learners participate and learn in caring, collaborative, inclusive learning environments.	
	2.3 Community collaboration and partnerships extend and enrich opportunities for students to become confident, connected, actively involved, lifelong learners.	
	2.4 Systematic, collaborative inquiry processes and challenging professional learning opportunities align to the vision, values, goals, and priorities.	

CAPITAL TRAINING STRATEGIC GOAL THREE

Strategic Goal 3: To challenge, reflect, share, and celebrate success		
Value	Evaluation Indicator	Key Effective Practice
3. <i>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> WE PURSUE GROWTH AND LEARNING	3.1 A strong approach for collaboration to challenge and achieve success.	- Wellbeing values are actioned in our partnerships, and are evident in: - leadership, resourcing, and staff responsibilities - pastoral care processes and systems - the way curriculum reflects community collaboration and values - the school environment - relationships with agencies - relationships and celebrations. - Respond to the needs and aspirations of our learners (<i>barrier-free access</i>). - Develop clear and supported pathways to enable learners to achieve their aspirations. - Create a range of educational options and delivery models to enable lifelong learning.
	3.2 Barrier-free access: Great educational opportunities and outcomes are within reach for every learner.	
	3.3 Support our learners to develop their careers and/or through other opportunities.	
	3.4 We celebrate success while challenging further personal career development.	

CAPITAL TRAINING STRATEGIC GOAL FOUR

Strategic Goal 4. <i>To be inclusive and value diversity</i>		
Value	Evaluation Indicator	Key Effective Practice
4. <i>We understand that we are stronger together. We are inclusive, kind, encourage camaraderie and try to keep a sense of humour.</i> WE BUILD A POSITIVE TEAM AND FAMILY SPIRIT	4.1 Learners are at the centre of our extended family / team spirit.	- Capital Training is responsive to diversity and inclusivity within our ethnic groups and is embedded in policy, procedures, and professional development workshops. - Capital training encourages learners to understand and respect diverse viewpoints, values, customs, and languages. - Learners voice forums are part of how we create our extended family / team spirit. - Capital Training recognises Te Tiriti o Waitangi and works with external Māori-Crown entities to build relationships.
	4.2 Inclusiveness and diversity is valued (especially for those at risk).	
	4.3 Learners viewpoints and feedback are encouraged and acted on.	
	4.4 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
5. <i>We provide safe, inclusive, supportive, and accessible physical and digital learning environments that meet the needs of our learners.</i> WE PUT PEOPLE FIRST	3.1. Learners participate and learn in caring, collaborative, inclusive learning environments.	- Capital Training takes learners safety and wellbeing seriously (we go the extra mile). - Capital Training actively seeks students' perspectives about safety and wellbeing (inclusive and transparent). - Physical and digital learning environments are reflected in Capital Trainings best practice principles and pastoral care strategic intent - developing inclusive schooling and anti-bullying policies in partnership with students. - Active monitoring of the wellbeing of all learners allows timely responses to wellbeing and safety issues so learning is not disrupted. - Learners are provided with their own safe, inclusive, and accessible environment. - Providing a clear complaints and disputes resolution process. - Ensure our workplace-based tertiary environments are safe, inclusive, and responsive. - Tutors actively model and promote the skills and values students need to develop to become responsible digital citizens.
	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.	

2026 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	Managing Director
	Email	mike.kelleher@capitaltraining.co.nz		Phone number	044951020
2026 enrolments	Domestic learners		Total #	1004	
Report author(s)	Tyler Robbins				

Fund	Learners in 2026
ACE	31
ILN	97
HPR	48
EPS	63
WLN	342
YG	375
DQ	48
Total	1004

STAR and Blue Light learners are not included as Capital Training learners for the purposes of this Code self-review. Although Capital Training delivers these courses, programmes and/or unit standards, the learners remain covered by the Code arrangements of their enrolling school or referring provider.

Just over half of Capital Training's learners are under 18. Our pastoral care systems and practices are therefore designed to support a learner population that includes a substantial proportion of minors. The exact figure 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)
Outcome 1: A learner wellbeing and safety system	Strong Engagement with Youth Services Providers: Capital Training maintains ongoing and two-way communication with Youth Services providers, emphasising collaboration and partnership. Learner-Centric Policies: Capital Training's policies prioritise learner wellbeing, demonstrating a commitment to creating a safe and supportive learning environment. Regular Monitoring and Self-Assessment: Weekly staff meetings enable close monitoring of learner progress and identification of any barriers to learning, fostering a proactive approach to addressing challenges. Balanced Learning Approach: Capital Training offers a balanced learning day through workshops, talks from external experts, various outings, and cultural celebrations, enhancing the overall educational experience. Small Class Sizes for Personalised Attention: Small class sizes facilitate a more personalised and supportive relationship between tutors and learners, fostering a better understanding of learners' needs and lives. Safety Measures: Capital Training conducts regular emergency drills to ensure learner safety during unforeseen circumstances.	- Capital Training strategic goals and plans have been socialised and determined that they are fit for purpose. - Policies and procedures are reviewed as required, and at least every two years. - Policies and procedures are audited shortly after they are reviewed. - Our values are evidenced across all levels of our organisation (in written form and our actions). - Self-assessment across the organisation is strong and has many inputs and touch points. - Learner survey results show the learner wellbeing and safety system is working effectively. This is underpinned by a strong achievement and completion rate.

	Continuous Self-Assessment: Annual self-assessment processes evaluate the effectiveness of various practices, identifying what works well and areas for improvement. Learner Feedback: 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. Health and Safety Monitoring: Health and safety incidents are monitored to identify trends and address potential risks promptly. External Feedback: External regulatory feedback from the EER process helps evaluate the organisation's overall effectiveness and compliance with external standards. Staff Development: Ongoing training and professional development are emphasised through staff appraisals and monthly management meetings. Supportive Culture: We foster a culture of respect, acceptance, and celebration of different cultures, encouraging inclusivity and diversity. Cultural Spaces: Some centres have dedicated spaces, such as an office/marae/cultural space, which are used by staff and learners, further promoting cultural understanding. No Critical Incidents: While having a safety process in place, the organisation reports no critical incidents, highlighting the effectiveness of their safety measures.	
Outcome 2: Learner voice	Effective Engagement through Small Classes: Small class sizes across all programmes enhance learner engagement and provide a conducive environment for learner input.	• Small classes across all programmes promote effective engagement with learner voice. Small classes create an environment where learners can

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: To date, two formal learner complaints have been received. The learner complaints process places learner voice at the centre of decision-making and resolution. The process is clearly documented in the Learner Handbook and outlined in the annual self-review, supporting transparency, fair resolution 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

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. Following learner feedback through the Voice of the Learner process, a tablet-based sign-in/sign-out system was implemented across all centres, enhancing learner privacy while maintaining attendance records and emergency management requirements.
- **Complaints resolution:** Complaints are managed through a clear and transparent process. The complaints received during the reporting period were reviewed and resolved satisfactorily, with no recurring themes or systemic issues identified.
- **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 Learner forums. A holistic approach to understanding learner needs is used to ensure comprehensive support and a tailored educational experience.

	voice is encouraged throughout the year, informing various aspects of the institution's operation. Commitment to Te Tiriti: The institution demonstrates its commitment to Te Tiriti through policy and practice, which contributes to the success of Māori learners, particularly through tutor support. Professional Development Emphasis: Staff are encouraged to engage in professional development related to supporting priority learners and Te Tiriti, underlining a commitment to inclusivity and learner wellbeing. Established Learner Voice Mechanisms: 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.	• 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 responsive and learner-centred approach.
--	---	--

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	Safety and Policy (and Framework): The health and safety policy and centre processes handbook outline essential safety requirements, reflecting a strong commitment to learner safety and wellbeing. Critical Incident-Free Environment: The absence of major incidents demonstrates the effectiveness of safety measures and procedures. Learner Surveys: Feedback from learner surveys affirms the existence of a safe and inclusive environment for all learners.	• The health and safety policy and centre processes handbook provide clear guidelines for keeping learners safe. • The absence of major incidents indicates the effectiveness of safety measures and procedures. • Positive feedback from learner surveys reinforces the perception of a safe and inclusive learning environment. • Learner feedback is a direct indicator of their experience,

	Small Class Sizes and Engagement: Small class sizes are a key factor in promoting learner participation and engagement, contributing to a positive learning experience. Individual Learning Plans: Individual learning plans play a crucial role in monitoring learner achievement, setting and reviewing learner goals, and identifying areas where additional support or intervention may be required. Pastoral Care and Referrals: Learners receive strong support for their pastoral care needs and, when necessary, are referred to external agencies such as youth services. Clear Computer Use Expectations: The learner handbook specifies clear expectations regarding computer use, ensuring a safe and responsible use of technology. Technology Monitoring: Small class sizes allow tutors to monitor technology use to ensure it is appropriate. Physical Accessibility: Centres make efforts to cater for physical accessibility needs, demonstrating a commitment to inclusivity. Safe and Inclusive Learning Environment: Small class sizes enable tutors to maintain a safe and inclusive learning environment. Building Relationships: Learners build relationships with each other, supported by feedback from transferable skills and end-of-programme surveys. Feedback Integration: Survey feedback and voice of the learner feedback are used to inform programme reviews and the organisational self-assessment, promoting	supporting the idea that the environment is safe and inclusive. • Small class sizes are identified as a key factor in fostering learner participation and engagement. • Learners build interpersonal skills, as noted in transferable skills and end-of-programme surveys, which can lead to network building. • 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. • Survey feedback, including the Voice of the Learner, feeds into programme reviews and the organisational self-assessment. • Clear Computer Use Expectations: Clearly specified computer use expectations in the learner handbook reinforce responsible technology usage. • 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.
--	--	---

	continuous improvement. Cultural Identity and Support: Capital Training supports learners in exploring their cultural identity, as evidenced by participation in Te Wiki o te Reo Māori, reflecting an inclusive approach. Cultural Events Appreciation: Feedback highlights that learners value the effort put into supporting cultural events and occasions. Reflective of Strategic Goals: The gathered evidence demonstrates how Capital Training ensures a safe and inclusive learner environment, aligning with strategic goals and organisational self-assessment.	
Outcome 4: Learners are safe and well	Pre-Programme Interviews: Learner interviews prior to programme commencement ensure learners are informed about expectations and the availability of support. Foundational Support: Due to the foundational nature of programmes, learners are consistently supported throughout their journey to develop skills for identifying and managing their own needs, which is an integral part of most programmes. Individual Learning Plans (ILP): ILPs capture all information regarding learner support, facilitating efficient follow-up. Collaboration with Youth Services Providers: Ongoing discussions with Youth Services providers establish a two-way relationship, enhancing support networks. Learner Handbook: The learner handbook outlines the available support services for learners. Promoting a Healthy Lifestyle: Centres provide marketing collateral from	• Pre-programme interviews ensure learners are informed about expectations and support availability. • Foundation programmes are built with the intention of supporting foundation level skills that enable learners to be safe and well. • Individual Learning Plans (ILPs) capture comprehensive information about learner support and facilitate effective follow-up. • Learner handbook details information about amenities and learner support. • Collaboration with external agencies expands the range of support available to learners. • 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.

relevant agencies that can further support learners.

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.

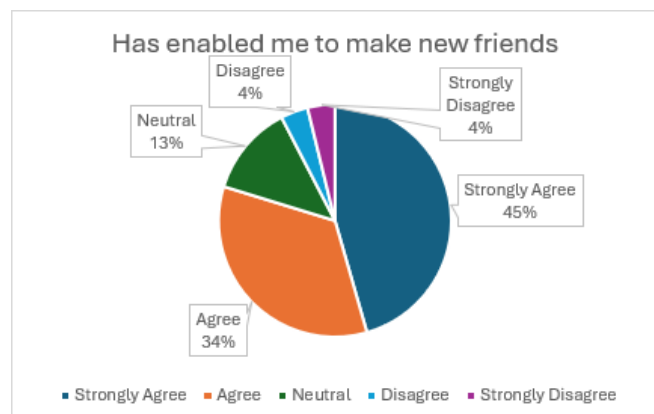
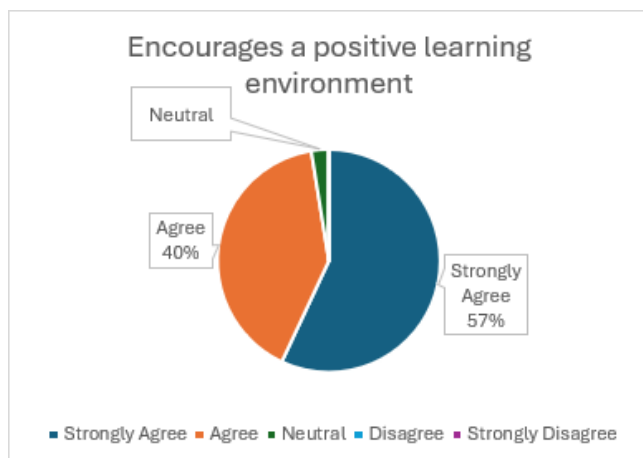
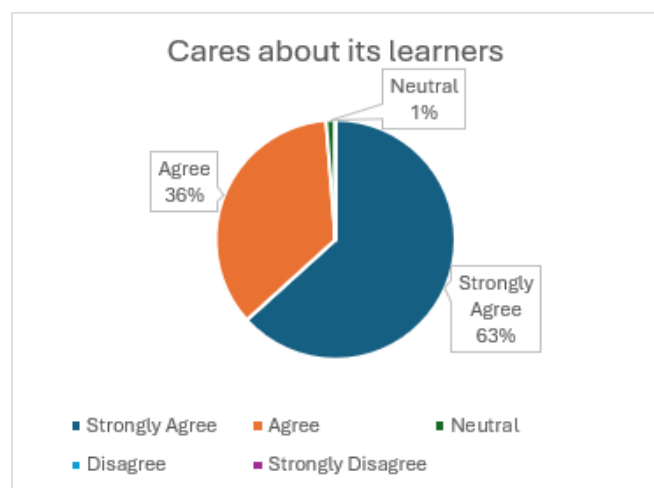
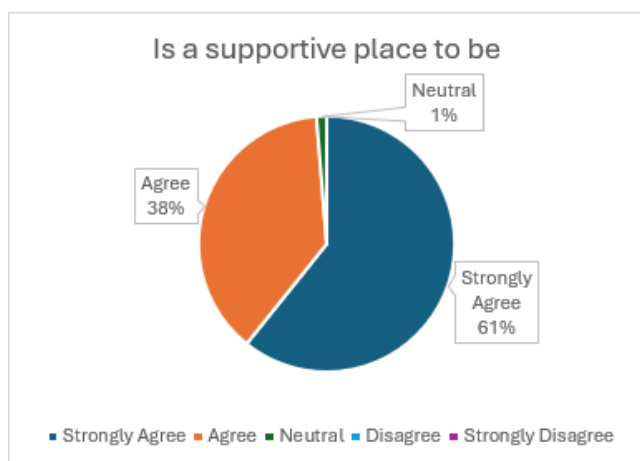
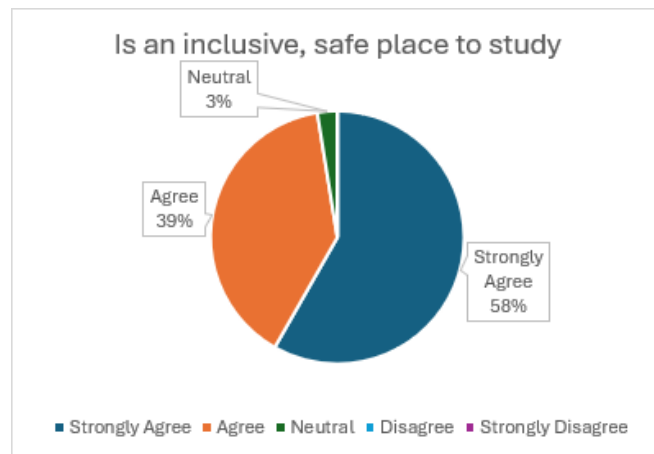
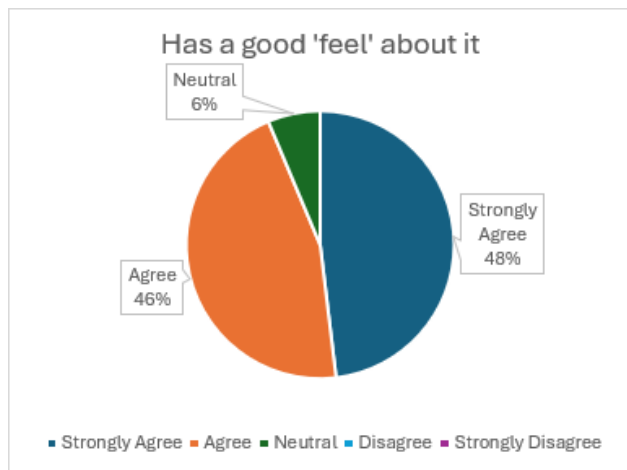
Cultural Identity Exploration: Learners are supported in exploring their cultural identity within a safe environment (as above in Outcome 3).

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.

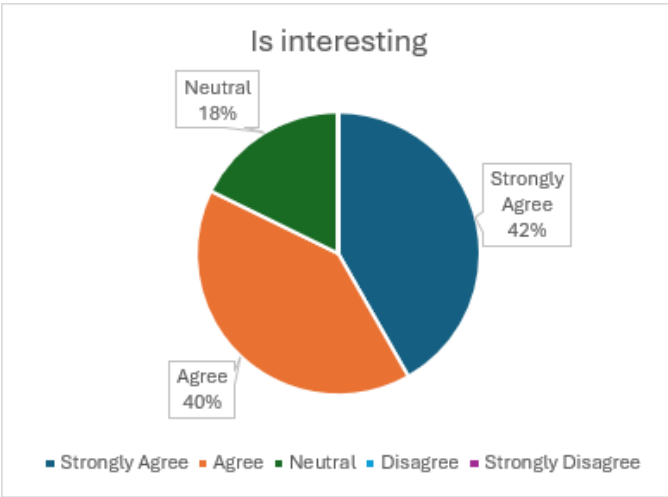
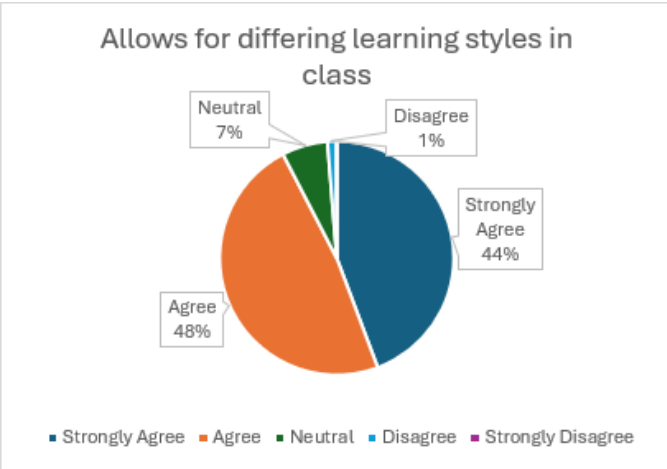
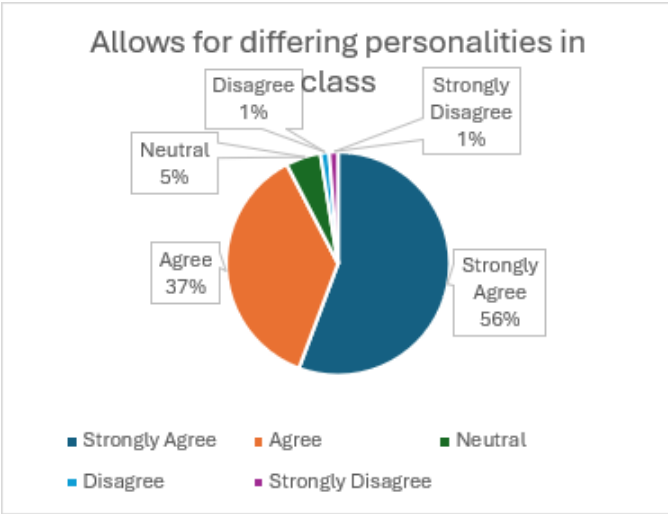
Alignment with Strategic Goals: The gathered evidence demonstrates that Capital Training's efforts are aligned with its strategic goals and organisational self-assessment.

End of programme survey results informing summary of performance

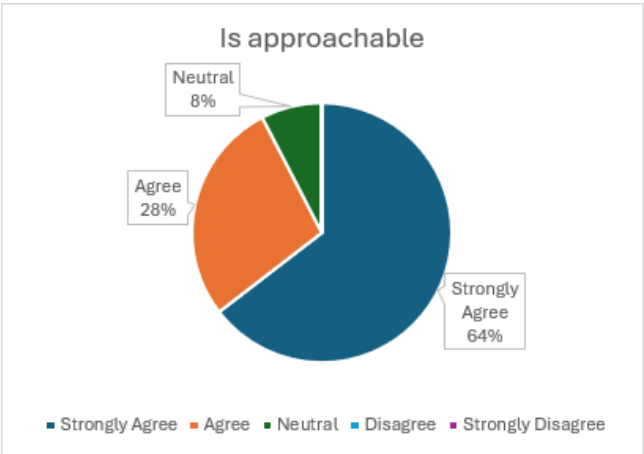
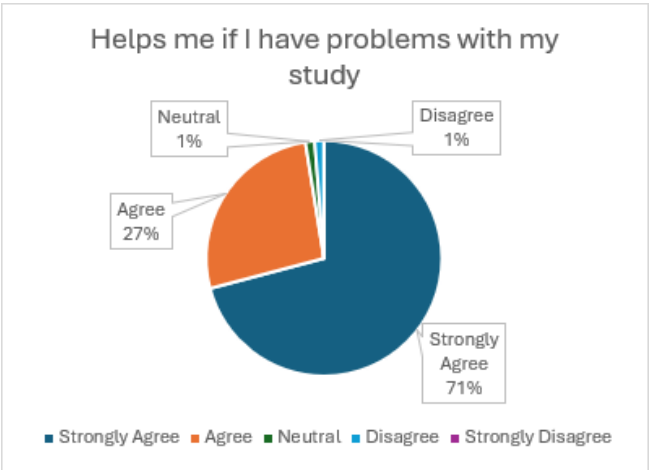
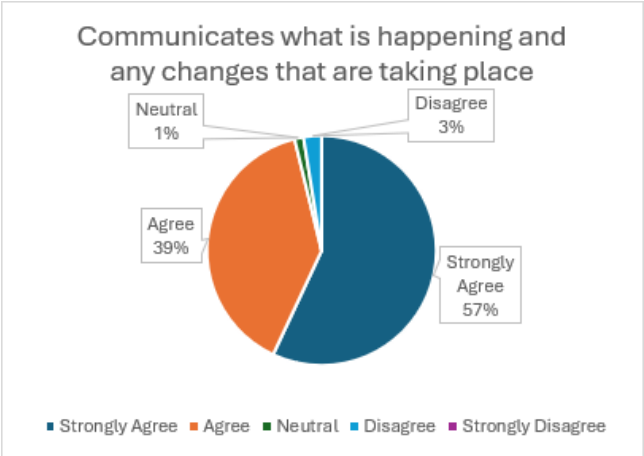
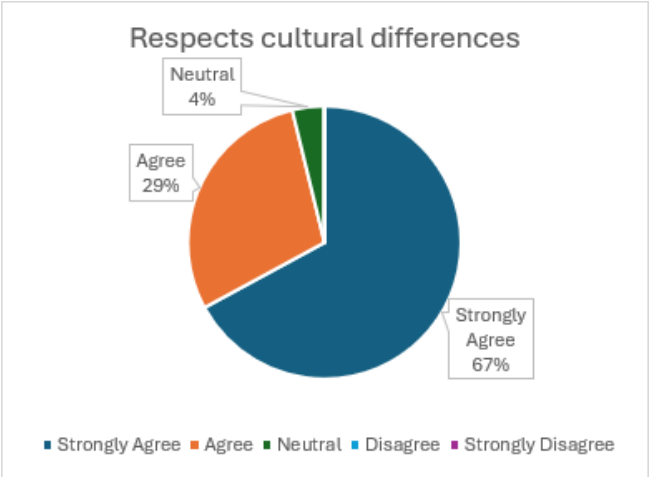
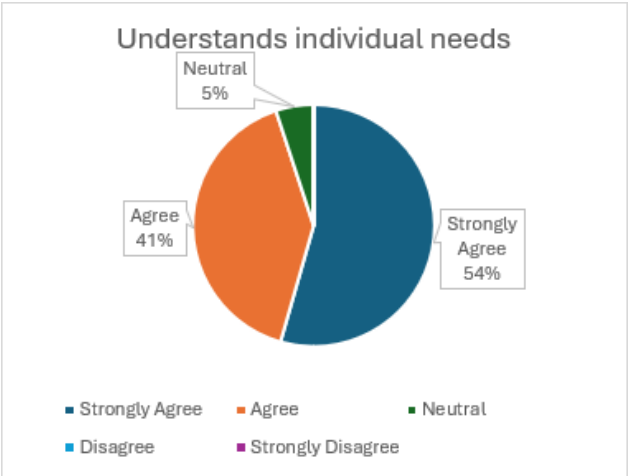
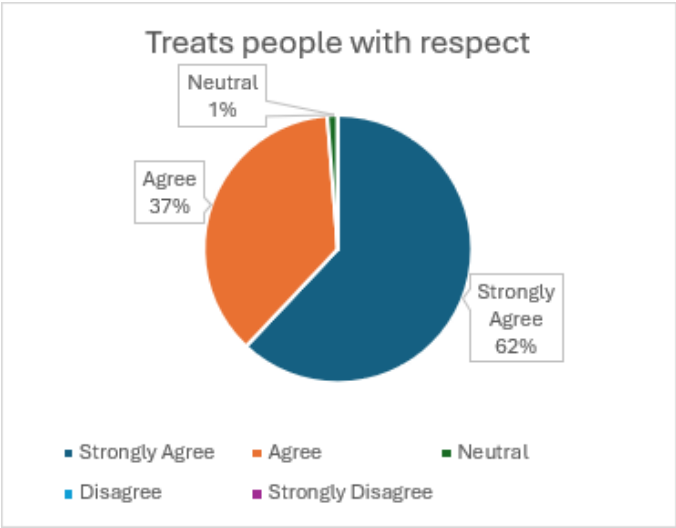
Overall, Capital Training....



Overall, the delivery....



Overall, my tutor...



Summary of qualitative feedback in the survey

Learners who responded to the surveys provided overwhelmingly positive feedback about their experience at Capital Training. They described Capital Training as a welcoming, safe and supportive place to learn, with strong relationships between learners and staff. Learners indicated that staff cared about their wellbeing, treated them with respect, understood their individual needs and respected cultural differences.

Feedback also highlighted the quality of programme delivery. Learners reported that the learning environment was positive and supportive, learning activities were interesting and accommodated different learning styles, and tutors communicated clearly about programme expectations and learner progress. Most learners also agreed that the programme helped them make friends and supported them to solve problems encountered during their studies.

Overall, learners expressed very high levels of satisfaction with both their learning experience and the support they received, with the vast majority selecting "agree" or "strongly agree" across all survey questions.

Findings from gap analysis of compliance with key required processes

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

	Ongoing improvement priorities
Outcome 1: A learner wellbeing and safety system	There are no gaps in compliance for outcome 1. To further strengthen learner wellbeing and safety, Capital Training will continue to focus on the following ongoing priorities: • Promote individualised and group professional development opportunities through staff hui and the appraisal system. • Raise the profile of health and safety within Capital Training to ensure it is taken more seriously by all stakeholders. • Review our pastoral care and learner wellbeing system against our internally developed evaluation indicators and key effective practice. <i>Note: These actions are, and will continue to be, covered in business-as-usual activities.</i>
Outcome 2: Learner voice	There are no gaps in compliance for outcome 2. To continue strengthening learner voice, Capital Training will focus on the following ongoing improvement priorities: • Refine learner feedback mechanisms on the programmes/courses that are the shortest. • 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. • Improve programme reviews by including learner feedback from other relevant sources. <i>Note: These actions are, and will continue to be, covered in business-as-usual activities.</i>

Wellbeing and safety practices for all tertiary providers

	Ongoing improvement priorities
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	There are no gaps in compliance for Outcome 3. To ensure continued compliance, Capital Training will continue to monitor its practices, processes, and feedback to maintain a safe, inclusive, supportive, and accessible learning environment.
Outcome 4: Learners are safe and well	There are no gaps in compliance for Outcome 4. No ongoing improvement priorities have been identified at this time.

2026 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 taken	Owner	Due date	Plan for monitoring implementation	Measures of success	Status/outcome
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.	Academic and Quality Manager	1 February 2026	Review centre self-assessment documentation to confirm that the relevant indicators have been considered and supported by evidence from each centre. Sample the evidence provided and follow up any gaps through the usual self-assessment and improvement planning processes.	Each centre's self-assessment addresses the relevant indicators and includes evidence of local practice, outcomes and areas for improvement. The organisation-level evaluation is supported by clear evidence from across the centres.	Completed: Each centre completed a self-assessment that included reflection on the relevant Code indicators and evidence from its own practice. The findings from these self-assessments have informed this Code self-review.
	Develop and deliver professional development activities that use realistic scenarios	Managing Director	Ongoing – reviewed quarterly	Record participation in the professional development and review staff feedback on its	Staff demonstrate a shared understanding of their responsibilities and greater consistency when responding to	Completed: The intended themes were covered directly or indirectly through externally facilitated

	and examples to promote discussion, reflective practice and consistent decision making across centres.			usefulness. Monitor whether the learning is reflected in practice through centre discussions, incident or case reviews, and subsequent self-assessment activities. Consider further refresher or scenario-based professional development where areas of uncertainty or inconsistency are identified.	realistic situations. Feedback indicates that the professional development was relevant and useful, with learning reflected in centre practice and decision making.	professional development. More targeted scenario-based professional development will be considered as part of ongoing staff development.
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	Status/outcome
Outcome 3:	n/a					

Safe, inclusive, supportive, and accessible physical and digital learning environments		
Outcome 4: Learners are safe and well	n/a	

2027 action plan

The 2026 self-review did not identify any significant gaps in Capital Training's implementation of the Code or achievement of its outcomes. No specific improvement actions have therefore been identified for the 2027 action plan. Ongoing activities, including staff professional development, centre-level self-assessment, monitoring of learner wellbeing and safety, and review of relevant practices and evidence, are now embedded within business-as-usual processes. Any emerging issues or opportunities for improvement will be addressed through these processes as they arise.

Compliance of Code of Practice Outcomes

Outcome and process	Status
Outcome 1: A learner wellbeing and safety system	Implemented
Providers must take a whole-of-provider approach to maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of learners.	✓ Meets requirements
Process 1: Strategic goals and strategic plans	✓ Meets requirements
Providers must have strategic goals and strategic plans for supporting learner wellbeing and safety across the organisation, including student accommodation where applicable.	✓ Meets requirements
The strategic goals and plans must describe how the provider will give effect to the outcomes and processes required by the Code.	✓ Meets requirements
The strategic goals and plans must describe how the provider will contribute to an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relations.	✓ Meets requirements
Providers must regularly review their learner wellbeing and safety strategic goals and plans and make amendments within a reasonable timeframe following the review.	✓ Meets requirements
Providers must work proactively with learners and stakeholders, and document this work, when developing and reviewing their strategic goals and plans.	✓ Meets requirements
Process 2: Self-review of learner wellbeing and safety practices	✓ Meets requirements
Providers must use their strategic goals and plans to regularly review the quality of their learner wellbeing and safety practices, at the frequency or by the date determined by the Code administrator.	✓ Meets requirements
Providers must draw on input from diverse learners and other stakeholders when reviewing their wellbeing and safety practices.	✓ Meets requirements
Providers must use relevant quantitative and qualitative data, including complaints, which is disaggregated by diverse learner groups as far as practicable and consistent with privacy obligations.	✓ Meets requirements
Providers must take timely and appropriate action to address any deficiencies identified through self-review.	✓ Meets requirements
Process 3: Publication requirements	✓ Meets requirements
Providers must make their wellbeing and safety strategic goals and plans, revisions to those goals and plans, and self-review reports readily available in accessible formats to learners, staff and the public, including on their website where available.	✓ Meets requirements
Process 4: Responsive wellbeing and safety systems	✓ Meets requirements
Providers must gather and communicate relevant information across the organisation and from stakeholders to identify emerging concerns about learner wellbeing, safety or behaviour.	✓ Meets requirements
Providers must take all reasonable steps to connect learners quickly with culturally appropriate social, medical and mental health services.	✓ Meets requirements
Providers must provide staff with ongoing training and resources tailored to their roles.	✓ Meets requirements
Staff training and resources must cover Te Tiriti o Waitangi, the Code, diverse learner welfare needs, cultural competence, racism and discrimination, bullying, violence	✓ Meets requirements

prevention and response, privacy, referral pathways, incident reporting and wellbeing and safety awareness.	
Providers must have plans for assisting learners and responding effectively in emergency situations.	✓ Meets requirements
Emergency plans must be available to learners when they begin their study, and suitably prepared staff must be available for learners to contact.	✓ Meets requirements
Providers must coordinate decision making and communicate timely, accurate, consistent and accessible information during emergencies.	✓ Meets requirements
Relevant staff must understand the indicators of imminent danger and the reasonable actions they can take to help make learners and others safe.	✓ Meets requirements
Providers must maintain an up-to-date critical incident and emergency procedures manual, including processes for engaging with relevant government agencies and providing follow-up debriefing and support.	✓ Meets requirements
Providers must record critical incidents and emergencies and report on them annually to management, learners, stakeholders and the Code administrator.	✓ Meets requirements
Outcome 2: Learner voice	Implemented
Providers must understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds learner mana and autonomy.	✓ Meets requirements
Process 1: Learner voice	✓ Meets requirements
Providers must proactively build and maintain effective relationships with diverse learner groups.	✓ Meets requirements
Providers must work with diverse learners and their communities to develop, review and improve learner wellbeing and safety goals, plans and practices.	✓ Meets requirements
Providers must have formal and informal processes for hearing, engaging with and developing diverse learner voices and the voices of their communities.	✓ Meets requirements
Providers must provide timely and accessible resources that enable learners and their communities to participate fully in decision-making processes.	✓ Meets requirements
Providers must provide timely and accessible information that increases transparency about organisational decision making.	✓ Meets requirements
Process 2: Learner complaints	✓ Meets requirements
Providers must work with learners to respond to and process complaints effectively, including appropriate involvement of support people.	✓ Meets requirements
Providers must tell learners how their complaint will be handled, keep them informed of progress and handle complaints in a timely and efficient manner.	✓ Meets requirements
Complaint processes must be appropriate to the complexity and sensitivity of the complaint, consider issues from a cultural perspective, provide culturally responsive approaches and comply with natural justice.	✓ Meets requirements
Complaint processes must be easily accessible, with clear information about how to make a complaint, who to contact and the possible outcomes.	✓ Meets requirements
Providers must address barriers to making complaints, including language, lack of internet access, fear of reprisal and the desire for anonymity.	✓ Meets requirements
Learners must be able to choose support people, and groups of learners must be able to make joint complaints.	✓ Meets requirements

Providers must record complaints and report annually on the number, nature and outcomes of complaints and learners' experiences of the complaints process.	✓ Meets requirements
Complaints information must be reported at an aggregate level and disaggregated by diverse learner groups as far as practicable, including on the provider's website where available.	✓ Meets requirements
Providers must promote and publicise internal and external complaint and dispute-resolution processes available to learners.	✓ Meets requirements
Providers must advise learners about available next steps and external escalation pathways where they are dissatisfied with the handling, progress or outcome of a complaint.	✓ Meets requirements
Process 3: Compliance with the Dispute Resolution Scheme	✓ Meets requirements
Providers must be familiar with the relevant Dispute Resolution Scheme rules for domestic and international learners and comply with those rules in any dispute to which they are a party.	✓ Meets requirements
Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments	Implemented
Providers must foster learning environments that are safe and designed to support positive learning experiences for diverse learner groups.	✓ Meets requirements
Process 1: Safe and inclusive communities	✓ Meets requirements
Providers must have practices for reducing harm caused by discrimination, racism, including systemic racism, bullying, harassment and abuse.	✓ Meets requirements
Providers must work with learners and staff to recognise and respond effectively to discrimination, racism, bullying, harassment and abuse.	✓ Meets requirements
Providers must promote an inclusive culture and uphold the cultural needs and aspirations of all groups throughout the learning environment.	✓ Meets requirements
Providers must give learners information that supports understanding, acceptance, connection and collective responsibility for an inclusive learning environment.	✓ Meets requirements
Providers must provide information about the cultural, spiritual and community supports available to learners.	✓ Meets requirements
Providers must provide accessible environments where learners can connect, build relationships, support one another and welcome friends, families and whānau.	✓ Meets requirements
Process 2: Supporting learner participation and engagement	✓ Meets requirements
Providers must give learners opportunities to participate actively and share their views safely in their learning environment.	✓ Meets requirements
Providers must give learners opportunities to connect, build relationships and develop social, spiritual and cultural networks.	✓ Meets requirements
Providers must give Māori learners opportunities to use te reo and tikanga Māori to support their connection to identity and culture.	✓ Meets requirements
Providers must support learners to prepare and adjust for tertiary study and maintain appropriate oversight of learner achievement and engagement.	✓ Meets requirements
Providers must enable learners to discuss issues affecting their study in confidence and provide a response to those issues.	✓ Meets requirements
Providers must provide advice about further study and career pathways where appropriate.	✓ Meets requirements

Process 3: Physical and digital spaces and facilities	✓ Meets requirements
Providers must have practices for providing healthy and safe physical and digital learning environments.	✓ Meets requirements
Providers must identify and, where possible, remove barriers to accessing provider facilities and services.	✓ Meets requirements
Providers must involve learners in the design of physical and digital environments when making improvements.	✓ Meets requirements
Providers must engage with Māori and involve Māori in the design of physical and digital environments where appropriate.	✓ Meets requirements
Outcome 4: Learners are safe and well	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.	✓ Meets requirements
Process 1: Information for learners about assistance to meet their basic needs	✓ Meets requirements
Providers must have practices that enable learners and prospective learners to identify and manage their basic needs, including housing, food and clothing.	✓ Meets requirements
Providers must provide accurate, timely and tailored information about provider, community and public services that support reasonable standards of material wellbeing and safety.	✓ Meets requirements
Providers must provide information about accessing suitable accommodation and understanding tenants' rights and obligations.	✓ Meets requirements
Providers must provide information about maintaining a healthy lifestyle.	✓ Meets requirements
Where food is provided on campus, providers must ensure that a range of healthy food options is available at a reasonable cost.	✓ Meets requirements
Process 2: Promoting physical and mental health awareness	✓ Meets requirements
Providers must provide opportunities and experiences that improve learners' physical and mental health, wellbeing and safety.	✓ Meets requirements
Providers must promote credible and relevant practices that support good physical and mental health.	✓ Meets requirements
Providers must support learners' connections to their language, identity and culture.	✓ Meets requirements
Providers must provide accurate and timely information about accessing medical and mental health services, including culturally responsive services.	✓ Meets requirements
Providers must tell learners how to report health and safety concerns about their peers, respond to emergencies and engage with relevant government agencies.	✓ Meets requirements
Providers must provide information and advice that support learners to make positive choices that enhance their wellbeing.	✓ Meets requirements
Process 3: Proactive monitoring and responsive wellbeing and safety practices	✓ Meets requirements
Providers must request that domestic learners aged 18 and over provide the name and current contact details of a nominated person.	✓ Meets requirements
Providers must explain the circumstances in which the nominated person may be contacted and contact that person in those circumstances or where necessary to prevent or lessen a serious threat to the learner's life or health.	✓ Meets requirements
Providers must enable learners to communicate health and mental health needs to staff in confidence and raise concerns about themselves or others.	✓ Meets requirements

Providers must identify learners at risk and have clear and appropriate pathways for helping them access services.	✓ Meets requirements
Providers must identify learners who may be at risk of harming others, help them access appropriate services and protect learners and staff who experience harm, including sexual assault.	✓ Meets requirements
Providers must make arrangements with disabled learners and learners affected by health and wellbeing difficulties to accommodate their learning needs, including where study occurs off campus.	✓ Meets requirements
Providers must respond to disruptive and threatening behaviour in a way that is sensitive to the learner's circumstances.	✓ Meets requirements
Providers must support learners whose study is interrupted by circumstances outside their control and provide inclusive and accessible re-entry processes.	✓ Meets requirements
Providers must maintain current contact details and next-of-kin information for domestic tertiary learners under 18 and international tertiary learners.	✓ Meets requirements
Providers must contact the next of kin of domestic tertiary learners under 18 and international tertiary learners where there is concern about the learner's wellbeing or safety.	✓ Meets requirements
Providers must maintain a record of reported risks, including concerns raised about the effective administration of the Code.	✓ Meets 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 2026.

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 2026.

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.

To date in 2026, Capital Training has received two formal learner complaints, both relating to tutor conduct. Each complaint was investigated in accordance with the the complaints process. The investigations were completed, and no disciplinary action was considered necessary in either case.

Although both complaints related to the same broad area, they arose from different circumstances and did not indicate a recurring theme or systemic issue. Each matter was considered on its own merits, and no further organisation-wide action was identified as necessary.

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, Principal Advisor – Quality: tyler.robbins@capitaltraining.co.nz