

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

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



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

TEO Name	Taranaki Outdoor Pursuits and Education Centre			MoE number	8091
Code contact	Name	Christine Worsfold		Job title	Director
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Current enrolments	Domestic learners	Total #	77	18 y/o or older	28
				Under 18 y/o	49
	International learners	Total #	0	18 y/o or older	
				Under 18 y/o	
Current residents	Domestic learners	Total #	77	18 y/o or older	28
				Under 18 y/o	49
	International learners	Total #	0	18 y/o or older	
				Under 18 y/o	
Report author(s)	Christine Worsfold				

Stage of implementation for each outcome

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-how effectively is TOPEC doing what it needs to be doing?	How do we know?
Outcome 1: A learner wellbeing and safety system	Whole provider approach to maintain strategic and transparent learner wellbeing safety system. Learners: Enrolment process involves interview that discusses academic, and personal requirements to suit learner, whanau are involved. Initial survey and one-on-one interviews on Learner needs, conducted 2 weeks after start of programme. Individual learner programmes and support set up and continuously monitored through regular termly and impromptu one-on-ones out in the field. Regular debriefs in a small group setting and one-on-ones to ensure learner can voice needs, both physical and mental/emotional learning support. Group contracts and behaviour contracts set up and displayed on wall, signed by all learners and staff. Safe culture is set up on the first day of programme and constantly revisited. Challenge by Choice is key to outdoor learning and part of the TOPEC safety system. Wellbeing surveys conducted termly as one-on-one interviews. Small class sizes allow for more connection to learners. Stakeholders:	<u>New Zealand Certificate in Level 3</u>: 100% retainment for the year, every student graduated. Learners therefore are well suited to programme and feel they belong. Over 50% returning to study NZCOL Level 4. One-on-one discussions collated May 2025 – 100% return saying they are enjoying their course of study and have positive wellbeing, and they are well supported with their learning in and out of the classroom. Introduced initial surveys two weeks into course to give opportunity for students to request extra assistance and discuss special learning needs so tutors can tailor learning programme and wellbeing needs. Small class sizes (NZCOE 6, NZCOL 7) allow for impromptu one-on-ones as well as tutors able to recognise and address any wellbeing issues. All learners were satisfied with the one-on-one system. <u>NZ Certificate in Outdoor Leadership Level 4</u> retainment for the year to date: 100%. All learners currently enrolled will graduate. Most recent one-on-ones held September 2025 – 100% of learners felt they were learning and well supported. Areas of extra support for final leadership assessments were highlighted and have been implemented.

	Interview schools/whanau about our safety systems and wellbeing, asking for modifications – what works well, what doesn't. (Yearly) Publication requirements: Internally report quarterly to the Board on wellbeing procedures and outcomes. Report annually to stakeholders in a review. Review available to public on TOPEC website. Responsiveness Wellbeing and Safety Systems: Highly responsive All staff trained every year in emergency process, discussions and professional development on identification processes and appropriate support Inclusive practices are embedded in all programmes Te Tiriti o Waitangi principles are practiced. All staff have and are actively participating in Maturanga Maori Professional Development and have embraced cultural responsiveness. Kaupapa is embedded in all learning programmes so learners can embrace and are immersed in the culture of Whanaungatanga Manaakitanga and Kaitiakitanga. Learner voice: Learners asked in surveys and one-on-ones about safety practices. Learners are in small classes and have opportunities both formally and informally to work with tutors.	Learners get to sit their assessments when they are ready to decrease stress and pressure, therefore, individual learning plans have been ongoing throughout the year and are working well in supporting wellbeing. 50% of these learners are choosing to come and volunteer at the Centre to gain more experience and they enjoy being part of the working team. Learners are aware of the safety systems in place for them, it is visual and discussed. Surveys show 100% say they are aware we have a Pastoral Care Code and feel safe. Staff acknowledge the training in emergency response, and identification of learners in need. However, more is always better. This is done on an annual basis and more upskilling on a need's basis throughout the year. TOPEC staff have ongoing Maturanga Maori professional development and are gaining more confidence to use Te Reo in their teaching. They use student voice as experts and a karakia is always used prior to heading out for the day and with learners. TOPEC kaupapa is embedded in all teaching – Manaakitanga, Whanaungatanga and Kaitiakitanga.
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	Alignment of current practices to organisational learner wellbeing and safety strategic goals/plans: TOPEC practices align with its strategic direction and Kaupapa: Whanaungatanga, Manaakitanga and Kaitiakitanga. Tutors are all aware of Pastoral Care Code as it is reviewed each year and refreshed with all staff. Dispute resolution processes Staff are familiar with this process, it is accessible in the handbook and reviewed and refreshed every year, however, there has not been a need for use in 2025. Critical Incidents There is a robust process in place, however, no critical incidents occurred in 2025.	
Outcome 2: Learner voice	Engagement to diverse learner voices safety needs with mana and autonomy: Positive rapport with learners is key to empowering learners to speak up and communicate their safety needs, what they want to express/contribute to discussions and full engagement. Small classes, consistent tutors and a positive environment allow this to occur. Time is allocated at the beginning and end of the day to catch up as a group and individually if needed. Learners have access to the tutors throughout the week and can individually message them. Outdoor settings, sitting around the campfire, walking through the Ngahere, and debriefs facilitated after each day also allow this to happen informally. This is often when learners will talk.	Every morning a staff meeting is held which involves discussing the previous day and student needs as well as what we are doing on the current day. Any concerns or celebrations of our learners are discussed and pathways for the next step for support/success are designed and implemented. One-on-one surveys as discussed in Outcome 1 allow learners to voice their needs/concerns further and they report they feel the learning environment at TOPEC supports this. Surveys from both Level 3 and 4 learners Oct 2025 – 100% felt inclusive practices were used and felt safe with both physical and mental wellbeing while attending their learning programme at TOPEC. 100% knew where to access the complaints procedure if required and all students feel empowered to speak up if it isn't working for them in a class. It was also reported that

	Tutors are constantly aware of being perceptive due to the nature of our environment and are trained in the procedure if a student wants to talk further about safety at TOPEC. It is more often about outside of TOPEC issues, and we will arrange a time to talk away from other class members. This is well supported as out in the field there are always two staff working with them. Challenge by Choice is a safety policy TOPEC implements so learners also have choice and the opportunity to speak up either in a group or individually to tutors. Complaint procedures and response process Complaint procedures in handbook. This is gone through in detail with learners at the beginning of the year. Each student is given a handbook to keep. Several tutor contacts are available for learners to talk to if they have a complaint, via contacts in the handbook, group chat and in person. The process is clear, objective and laid out in the handbook. Complaints are to be reported on a template, discussed with Senior Management and reported to the Board. No formal complaints received to date.	the small classes were positive and supportive environments to voice concerns. All TOPEC staff are aware of the complaints procedure and can access it in the handbook.
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Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information- how effectively is TOPEC doing what it needs to be doing?	How do we know
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Healthy safe and accessible physical and digital spaces The TOPEC digital area is open classrooms. However, most of the learning in TOPEC courses are primarily practical, with minimal time, if any, on digital devices. Some learners have devices and prefer to work on devices, others require TOPEC to supply them and others prefer to write. Google Classroom is set up, and resources are available as well as hard copies. All classrooms are well-ventilated, well-lit and heated. All learners have their own secure TOPEC account, however, internet is not always reliable in one area of the centre. Engagement and Inclusiveness Learners when asked, say they enjoy cooperative learning experiences where discussion and practical learning take place, then any written work is done. Due to the nature of TOPEC, learning programmes are a mixture of practical and theory, participation and engagement, which all works well. Consistent tutors both in and outside the class is key alongside small groups. When required we do one-on-one tuition, and learners can come in on other days of the week to complete work.	Learners, when asked to use digital versus written, prefer choice depending on their ability. Learners who are working online occasionally are bumped off; however, our IT support is very good and generally we can restore quickly. Learners have access to reader-writers whether digital or hardcopy, and they are also given extra time and one-on-one tuition where required. Survey results suggest learners feel supported, included and healthy in their learning environment. Surveys are given each term (1, 2 and 3) as well as one-on-one catch ups each term and informally throughout the year. All learners have consistently reported feeling well supported whether they use digital or handwritten methods. All learning spaces are well ventilated and have heating to ensure Learners have a constant healthy room temperature. Staff reviewed Pastoral Care Code and complaints process in January and October 2025 to ensure all know the rights and responsibilities of learners and tutors.

Outcome 4: Learners are safe and well	Information for Learners about Assistance Dialogue with mentors, schools and whanau are always open and formally occur termly, reporting progress and wellbeing. Initial surveys and enrolment highlight student needs and Individual Learning Plans, and mentoring pathways are implemented. One-on-ones with learners are the times that mental and physical well-being is discussed more in-depth. These occur formally each term, but also informally which are ongoing with each student often on a weekly need's basis. Balance between work/school and tertiary study is ongoing and we accommodate this by liaising with schools/whanau and learners. The environment is such that learners feel comfortable to contact their tutor. Learners discuss with tutors what is best for their well-being and needs to balance their study and life commitments. Outside agencies who specialise in mentoring youth are available through TOPEC tutors referring them and posters/pamphlets.	Two students in 2025 were referred to an agency and since have returned to study and will complete the year before enrolling for future study. Close monitoring and liaising with them have assisted in their progress and success. Wellbeing survey Oct 2025 – 100% of learners attending the Certificate programmes feel safe, both physically and mentally and able to speak up/talk to staff about their wellbeing. They are also aware of the different avenues available through TOPEC for assistance. More visual aids were displayed in the classrooms in 2025 for learners to read independently.
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Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	No gaps identified. To continue with practices to ensure we are following the TOPEC Pastoral Care Code and implementing safe practices, creating a positive learner environment. Continue to seek feedback from stakeholders, whanau and learners and upskill/refresh staff.
Outcome 2: Learner voice	No gaps identified. Continue to have regular staff meetings (daily) and meetings/debriefs with learners to ensure our strategies are working.

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	TOPEC has worked to ensure there are sufficient devices available for learners to complete their programme requirements. Challenge by Choice promotes inclusivity, so will continue to always allow choice and negate any peer pressure that may come from others. The hardest pressure to eliminate is the pressure of the individual themselves, therefore, it is important to know and understand your learners. Small classes (maximum 13) with 2 tutors allows this to happen with ease.
Outcome 4: Learners are safe and well	Continue to offer programmes with small classes and have a core tutor which allows learners to be able to establish a constant positive relationship. Continue to balance the genders of tutors so everyone feels they have someone they can talk to if they need to. Visual aids are available for learners to see and source ways to seek help.

Summary of TOPEC action plan

- Additional agency to be added to posters
- Continue biannual training for staff in identifying needs and the support available so staff can fulfil their obligations of the pastoral care code and successfully support the wellbeing and safety of learners whilst at TOPEC.
- Ensure there is always time to discuss learner's needs and action plans at the start/end of the day - Staff meetings recorded
- Continue to remind learners of the Pastoral Care Code and how it supports them. - revisit termly in one-on-one interviews