

# Code of Practice

Pastoral Care of Domestic Tertiary  
Learners Review 2026

*It's not just First Aid and Training  
It's Life!*

**Self-review report**

## TEO information

<b>TEO Name</b>	Actions for Survival Training Limited (AFST)		<b>MoE number</b>	8217
<b>Code contact</b>	<b>Name</b>	Nicki Mather	<b>Job title</b>	Training Manager
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<b>Current enrolments</b>	<b>Domestic learners</b> First Aid Training.	<b>Total #</b> See notes below	<b>18 y/o or older</b>	# see notes below
			<b>Under 18 y/o</b>	# see notes below
<p><b>Notes: The number of enrolments change daily due to ongoing bookings for short courses. Date of birth data is collected on the day of the training. The majority of the learners for these short courses are over the age of 18 yrs. Courses are 4-12 hrs depending on the learners' requirements and type of course booked.</b></p>				
<b>Report author(s)</b>	Nicki Mather			

The following Definitions of have been added to the Code of Practice.

**Complaint:** When a learner has an objection to something they have experienced that is unfair, unacceptable, or not up to appropriate or expected standard.

**Critical Incident:** An event concerning a learner that is unforeseen or unplanned, causing a traumatic situation that may impact on the learner, the PTE the learner attends, the staff of the PTE and/or the wider community.

No complaints or critical incidents have occurred up to the time of publishing this document.

## 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.

### Part 3

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

	Rating
<b>Outcome 1: Learner wellbeing and safety system</b> Process 1,2,3&4	Well implemented Currently under review and revision.
<b>Outcome 2: Learner voice</b> Process 1,2,3	Well implemented Currently under review and revision.

### Part 4 Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> <b>Safe, inclusive, supportive, and accessible physical and digital learning environments</b> Process 1,2,3	Well implemented Currently under review and revision.
<b>Outcome 4: Learners are safe and well</b> Process 1,2,3	Well implemented. Currently under review and revision.

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>Very effective.</p> <p>Learner wellbeing is embedded in programme delivery through supportive instruction, respectful learning environments, early identification of learner needs and access to appropriate assistance.</p> <p>Instructors identify learner support needs before or during programme delivery. Support may include literacy assistance, instructor scribing, ESOL support using translation technology, additional coaching, one-to-one assessment opportunities and reasonable physical assistance where appropriate.</p> <p>AFST is committed to providing learning environments that are respectful, inclusive and accessible. Learners are encouraged to participate, ask questions and request assistance without fear of discrimination or disadvantage.</p> <p>Prior to programme commencement instructors check emergency exits, venue suitability and facilities. Where a learner becomes unwell or distressed, instructors follow organisational procedures, including contacting emergency contacts with consent and arranging emergency services where required.</p>	<p>Booking forms and information, introduction on attendance at the course (visual aids), complaints procedure, raising concerns and comments procedure, access to managers, evaluation forms.</p> <p>A new digital registration system is currently being developed and trialed.</p> <p>Evaluations are reviewed by the Training Manager/SMT for review and response if required. SMT as per the QMS.</p>

	<p>Learner evaluations are completed following programme delivery and are reviewed by management. Learner feedback directly informs programme redevelopment, resource improvement and teaching practice.</p> <p>The organisation maintains processes for receiving, investigating and responding to complaints. During the review period no formal learner complaints or reportable learner safety incidents were recorded.</p> <p>Professional development and updating is available when found to be necessary.</p>	
<p><b>Outcome 2:</b> Learner voice</p>	<p>Very effective. Learners are invited to give feedback via end of course evaluations, discussions with the instructor and/or by contacting the office by phone or email.</p>	<p>As above. Regular contact with stakeholders, regarding existing programs and new programs, trials, and feedback sessions, contract reviews and renewal.</p> <p>The end of the day evaluation provides an overall clear indication of how the course was received and any issues arising. A new digital evaluation system is currently being developed and trialed.</p> <p>Instructors are required to record on the course checklist any significant comments, suggestions, and concerns that arose during the day and hand into the office. Many suggestions are out of our control i.e., the day is too long, or their company did not supply morning tea.</p>

## Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Very effective.</p> <p>AFST’s policies and procedures and QMS facilitate a safe and inclusive learning environment for all learners. AFST has a comprehensive Health and Safety management plan.</p> <p>AFST takes into consideration how best to meet the needs of the learners from all diverse backgrounds in particular, Māori and Pasifika, and people with disabilities. AFST uses digital learning with our NZQA approved ‘First Aid for All’ learning program. (Blended learning). AFST has comprehensive AI governance policy.</p> <p>AFST adopted approved AI technologies including ChatGPT, Microsoft Copilot, Adobe AI, ElevenLabs and AI-assisted music generation to support programme redevelopment, educational resources and administration. All AI outputs are reviewed and approved by qualified staff before use.</p> <p>Online and blended learning continue to expand learner access and flexibility. Digital resources support workplace delivery while maintaining practical assessment requirements.</p> <p>AFST actively looks for ways to support and meet the needs of people with disabilities.</p>	<p>Booking forms and information, introduction on attendance at the course (visual aids), complaints procedure, raising concerns and comments procedure, access to managers, evaluation forms.</p> <p>Regular contact with stakeholders, regarding existing programs and new programs, trials, and feedback sessions. Instructor feedback both written and verbal. SMT reviews. Email support, Live Chat support and phone support. When an issue has been raised with the instructor, on the day, the issue will be resolved at the time. Where the issue is beyond our scope to resolve, we will engage with the workplace and learner for possible solutions to be found.</p> <p>Instructors identify learner support needs before or during programme delivery. Support may include literacy assistance, instructor scribing, ESOL support using</p>

	<p>Learners with physical/intellectual disabilities, language barriers, etc are provided with assistance to complete the course.</p>	<p>translation technology, additional coaching, one-to-one assessment opportunities and reasonable physical assistance where appropriate.</p>
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>Very effective.</p> <p>At the beginning of all classroom sessions, all learners are encouraged to interact, ask questions, discuss any issues, or raise concerns at any time. Learners are also advised that there is a procedure for formal complaints and how to access it should the need arise. All sessions conclude with an anonymous feedback/evaluative session, where any issues can also be raised.</p> <p>Course confirmation and via website or email, the learner is encouraged not to attend should they be unwell, for their safety and the safety of others attending the course.</p> <p>End of course anonymous evaluations provide the opportunity for feedback regarding any aspect of concern.</p> <p>Risk assessments are periodically complete on certain aspects of the course and assessment.</p>	<p>All of the above.</p> <p>Where additional support is identified, alternative or additional arrangements are made to ensure the learner success where possible.</p> <p>Learners advise the office if they are unwell, or do not arrive on the day as arranged. The office will endeavour to rebook for another day.</p> <p>All learners are given an anonymous evaluation form to complete.</p> <p>New digital evaluation system is being developed and trialed.</p>

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Learners are only with us for 1-2 days; we do not know who they are or any information regarding them prior to attendance at a course. The only information we would receive is what organisation they are from via the person booking the course. Unless booking independently when more information is gathered. <b>Gap:</b> Informal support from an instructor is not always reported on and analysed.
<b>Outcome 2:</b> Learner voice	Learner evaluations are completed following programme delivery and are reviewed by management. Learner feedback directly informs programme redevelopment, resource improvement and teaching practice. <b>Gap:</b> Informal support from an instructor is not always reported on and analysed.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Learner wellbeing is embedded in programme delivery through supportive instruction, respectful learning environments, early identification of learner needs and access to appropriate assistance. Instructors identify learner support needs before or during programme delivery. Support may include literacy assistance, instructor scribing, ESOL support using translation technology, additional coaching, one-to-one assessment opportunities and reasonable physical assistance where appropriate.  <b>Gap:</b> Informal support from an instructor is not always reported on and analysed.
<b>Outcome 4:</b> Learners are safe and well	As above

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## Summary of action plan

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

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 1:</b> A learner wellbeing and safety system	Continuous review Create a system for recording informal support.	SMT	Review March, June 2026	As per QMS	Happy learners repeat business
<b>Outcome 2:</b> Learner voice	Continuous review As above	SMT	Review March, June 2026	As per QMS	Evaluation feedback becomes a valuable tool for training improvement, resource allocation and strategic planning. New digital system implemented.

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Continuous review As above	Continuous review	Continuous review	Continuous review	Continuous review

<b>Outcome 4:</b> Learners are safe and well	Continuous review As above	Continuous review	Continuous review	Continuous review	Continuous review
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