2025 Code of Pastoral Care Self Review

Valley Education and Training Enterprises New Zealand Limited

Review period 1 January to 31 December 2025

Purpose and scope

This report summarises Valley Education's review of learner wellbeing and safety under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. It covers Code Outcomes 1 to 4 and includes complaints and critical incidents information for 2025.

How the review was completed

The review considered learner feedback, attendance and progress records, individual learning plans, learner support information, complaints and incident records, staff observations, and communication with whānau and support agencies where appropriate. It considered how needs were identified, how concerns were followed up, and whether support was suitable for learners.

Outcome 1 A learner wellbeing and safety system

Learner needs were identified through enrolment, induction, individual learning planning, attendance monitoring and progress discussions. Small class sizes and regular staff contact helped staff notice changes in engagement or wellbeing. Tutors, administration staff and management were available to respond to concerns and arrange support.

The review identified individual learning plans, attendance follow-up and learner support information as key sources for checking that concerns were recognised and addressed. A priority is to make the recording of support actions and follow-up outcomes more consistent.

Outcome 2 Learner voice

Learner feedback was gathered through everyday conversations, learner meetings and progress reviews. Learners could raise concerns with their tutor, administration staff or management. Staff explained information again or in a clearer way when needed.

These opportunities supported direct communication with staff. The next step is to keep a clearer summary of feedback themes, actions taken and how changes are communicated back to learners.

Outcome 3 Safe inclusive supportive and accessible learning environments

Induction covered programme expectations, attendance, behaviour, health and safety, available support and how to raise a concern. Tutors adjusted learning approaches where needed through clearer instructions, supported reading, additional practice, practical demonstration and individual guidance.

Where work placements were used, staff considered learner readiness, support needs and placement suitability. Expectations were discussed with learners and placement providers, and staff remained available if concerns arose. Induction, learning plans and placement information supported the review of these practices.

Outcome 4 Learners are safe and well

Attendance was monitored and unexplained absences were followed up. Staff considered barriers such as transport, health, family responsibilities and disengagement. Repeated absence or falling progress was followed up through learner-at-risk processes and discussion with the learner.

Support could include additional learning assistance, transport, food or clothing support, contact with whānau or a support person, and referral to external services. Where specialist support was needed, staff discussed suitable next steps with the learner and relevant support people. Follow-up records should show whether the support provided helped address the identified need.

Complaints and critical incidents

Valley Education received no formal learner complaints and recorded no critical incidents during 2025. Day-to-day questions and concerns were addressed through discussion, learner support, clarification of expectations and management follow-up. The absence of formal complaints does not, by itself, establish the effectiveness of support.

Improvement priorities

The following priorities arise from this review and are proposed for the next review cycle. Management will confirm responsibility and timing through the organisation's improvement planning.

- Record learner feedback themes, the response and any changes communicated to learners.
- Record support actions and follow-up outcomes consistently so their effectiveness can be reviewed.
- Bring these records together at the next annual review to identify strengths and remaining gaps.

Overall finding and availability

The review describes established practices for identifying learner needs and providing individual support. Clearer recording of learner feedback and support outcomes will strengthen the evidence of effectiveness. This report, including complaints and critical incidents information, is intended for accessible publication to learners, staff and the public.

Reviewed by: Amber Mckain Approved by: Andrea McCartney

Approval date: Friday 31 October 2025