



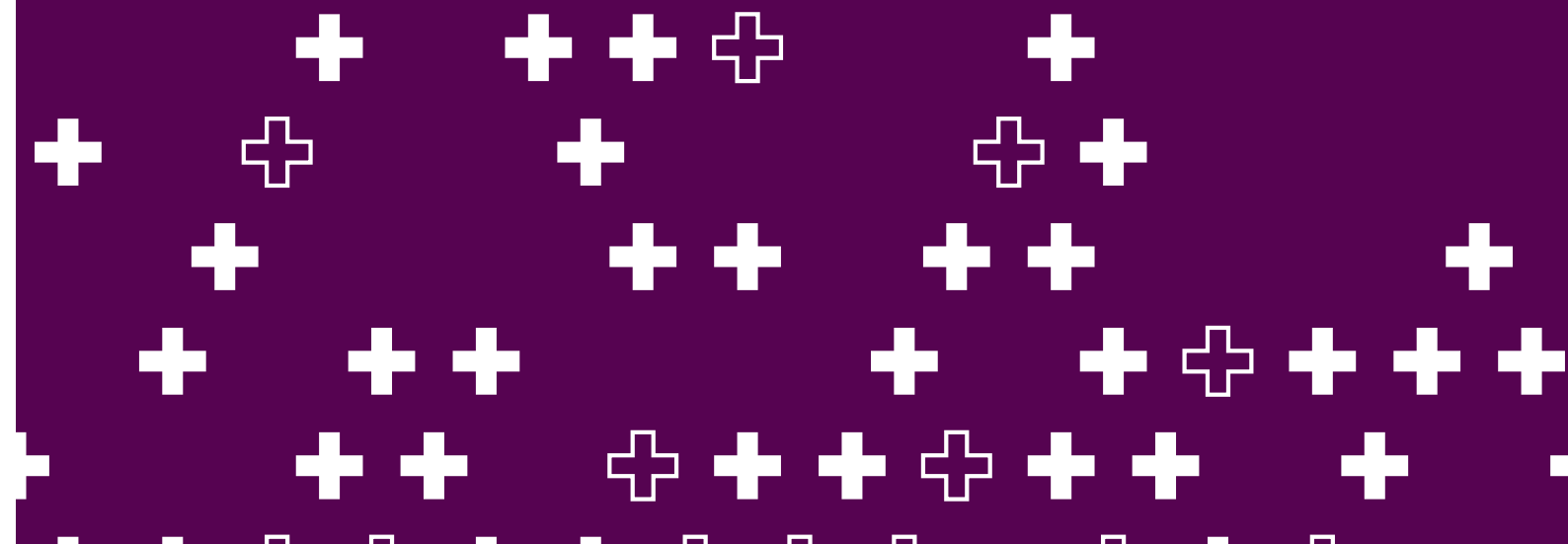
Te Wahi Ako

CODE OF PRACTICE

SELF-REVIEW 2026

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

Review Period: 1 October 2025 to 30 September 2026



ABOUT THE LEARNING PLACE

The Learning Place Te Wāhi Ako is a New Zealand Private Training Establishment delivering short, practical courses built on NZQA unit standards. We work with secondary schools to bring vocational learning to ākonga in their own classrooms and online, and with the public through face-to-face courses around the country and self-paced online qualifications, including the Licence Controller Qualification (LCQ) and Health and Safety. Every course is designed to give learners real skills and recognised credits they can take straight into work or further study.

PROVIDER

The Learning Place Te Wāhi Ako

MOE NUMBER

7982

LEARNER TYPES

Schools face-to-face, schools online, public face-to-face, public online (LCQ and H&S)

LEARNERS

Domestic only

APPLICABLE CODE PARTS

Part 3 (Clauses 6–14), Part 4 (Clauses 15–22)

NOT APPLICABLE

Parts 5 (accommodation), 6 (international), 7 (schools enrolling international)

OUR DIRECTION 2026–2029

Learner wellbeing is built into The Learning Place's strategic plan, not run as a separate programme. Our four goals for 2026–2029 build on established practice and strengthen how we support the safety and wellbeing of our learners.

1 Learner experience

Every learner, whether in a school classroom, a public course or studying online, should receive the same standard of pastoral care, assessment quality and support. Prompt, consistent marking has long been a priority because many of our learners need their credits to start or keep a job. We are now strengthening the processes behind it: marking consistency, evidence checking against course requirements, and assessment and resubmission design, so learners get clear, fair feedback the first time. Assessment schedules are being brought into our integrated system.

2 Integrated systems

Our policies, delivery, assessment, moderation and reporting have always been connected through our people and processes. We are now bringing them into one integrated digital system, so learner information, feedback, incidents and policies sit in one place and reach the people who can act on them. Since the transition began in mid-2026, seven learner policies have been updated and approved, kaiako receive regular reports on achievement and learner feedback, and online learners receive automated check-ins. Course, kaiako, termly self-assessment and governance reporting will all draw from the same source.

3 Our people

Staff development, PD and performance have always been part of how we support our team. We are now tracking them in one place, including a regulatory PD programme covering child protection, Te Tiriti o Waitangi and the Code's wellbeing topics. Kaiako are often first to notice when a learner needs support, so well-trained staff spot concerns early and know where to escalate. Te Tiriti o Waitangi training is required for all staff, one way we honour Te Tiriti through our people.

4 Schools and stakeholders

We have strong, long-standing relationships with schools and are preparing for NCEA changes through 2029. We are formalising these relationships, keeping everything we publish aligned with current policy, and improving how results and learner information are shared with schools. Schools hold primary pastoral responsibility for ākonga on our courses, so clear, timely information means learners are supported by both of us.

Our Commitment to Te Tiriti o Waitangi

Our strategic goals contribute to an education system that honours Te Tiriti o Waitangi. All staff complete Te Tiriti PD, te reo Māori and tikanga are embedded in our course materials and welcomed in delivery, and we monitor achievement for Māori learners through ethnic parity reporting. We are building a more structured approach to Māori engagement in course and environment design.

Revision History

Date	What changed	Approved by
N/A	Goals first published October 2026. Future revisions will be listed here.	Management

OUR CODE COMMITMENTS

The Learning Place is committed to the safety and wellbeing of every learner, whether they're in a school classroom, a public course, or studying online. These are the commitments we review ourselves against each year under the Code.

1

Wellbeing System

TLP maintains a transparent, evidence-based wellbeing system with published goals that are reviewed and shaped by the people they serve.

Our wellbeing goals sit within our 2026–2029 strategic plan. In 2026 we reviewed and approved seven learner policies and moved our improvement cycle (termly feedback, management reporting and annual self-review) into our integrated digital system.

2

Learner Voice

Learner voices are heard, acted on, and learners can see how their input shaped decisions.

TLP collected learner survey responses across all four learner types in 2026. Feedback themes were analysed and have informed course and resource changes. Our complaints process was reviewed and strengthened, with external escalation pathways clearly communicated in all learner handbooks. We are building a more formal process for showing learners how their feedback leads to change.

3

Safe Environments

Every learner, regardless of delivery mode, learns in a safe, inclusive, and accessible environment that reflects their cultural identity.

Learners consistently reported feeling safe and included across 2026, with safety and inclusion ratings averaging 4.7 out of 5 across survey responses. Venue safety is managed through RAMS and kaiako checklists at every delivery. Te reo Māori and tikanga are welcomed in delivery and embedded in course materials and handbooks. Online courses operate in a closed, safe digital environment with accessible design.

4

Safe and Well

Learners are supported to be safe and well, with proactive monitoring and clear pathways when they need help.

TLP handled three wellbeing disclosures during 2026, each following our established pathway: kaiako identification, escalation to management, school and family notification, and flexible learner re-entry. Registration captures learner needs before courses begin, and support service information is published in all handbooks. Our risk register now sits within our integrated digital system, with all incidents logged.

A LEARNER WELLBEING AND SAFETY SYSTEM

RATING **Working Towards**

What we do

Learner wellbeing is embedded in our 2026–2029 strategic plan (see Our Direction) and reviewed through our continual improvement cycle.

In mid-2026, TLP began transitioning to an integrated digital system that connects learner data, feedback, incident reporting, policy management, and operational workflows in one place. This shift triggered a comprehensive review of the processes behind our wellbeing and safety system: how we collect and route learner information, how incidents are logged and followed up, how policies are maintained, and how evidence flows between delivery, management, and governance. This work is ongoing. So far, seven learner policies have been updated and approved, and our feedback, incident and compliance processes now run within the new system.

Staff receive professional development covering their Code obligations, disclosure handling, pastoral awareness, and cultural responsiveness. Emergency procedures are covered at the start of every course through kaiako housekeeping, and we maintain a health, safety and wellbeing register where incidents are logged.

Evidence

- + Transition to integrated digital system from June 2026, consolidating learner data, feedback, incident reporting, and policy management
- + Wellbeing embedded across the four 2026–2029 strategic goals
- + 7 LRNR policies updated and approved September 2026
- + Continual improvement cycle (termly feedback → management reporting → annual self-review) moved into the integrated digital system
- + 7 health, safety and wellbeing incidents logged during the review period (4 H&S, 3 wellbeing)
- + Venue and Course Checklist completed at every delivery
- + Annual RAMS review as part of the MOU cycle

What we're improving

- + Our 2026–2029 goals will go through their first full annual review cycle in 2027.
- + Staff training covers most of the nine Code topics. We are moving coverage tracking into a topic-by-topic register within our PD programme.
- + Annual incident reporting needs to be formalised as a standing section in our published self-review, disaggregated by delivery mode and incident type.
- + The new system has strengthened upward information flows (kaiako → management), but findings and actions do not consistently flow back down to staff. We are designing a mechanism to close this loop.

LEARNER VOICE

RATING **Implemented**

What we do

The Learning Place hears learner voices through formal and informal channels across all four learner types. Every learner is invited to complete a post-course survey. School coordinators provide stakeholder feedback on delivery quality and learner experience. Kaiako share observations through course reflections. Online learners can contact their coordinator directly by email, phone, or video call at any time during their study.

Our complaints process is accessible and culturally responsive. Learners can raise a concern verbally or in writing, through any staff member, with the right to a support person, interpreter, or whānau involvement at every stage. Both parties are heard fairly under natural justice principles. We publish external escalation pathways (NZQA, Study Complaints, Human Rights Commission, Privacy Commissioner) in every learner handbook and in our complaints policy.

Our courses are short and delivered nationwide, so we build lasting relationships with schools and communities, with school coordinators as the primary voice for school ākonga. We look for patterns across feedback to guide organisational decisions, and follow up individual concerns directly.

Evidence

- + Learner survey responses collected across all learner types in 2026
- + Feedback themes analysed through our comment analysis process
- + No formal complaints received during the review period
- + 1 concern logged and resolved (see Complaints and Critical Incidents)
- + Complaints policy (LRNR 06.0) reviewed and approved September 2026 with natural justice, cultural responsiveness, and external pathways
- + External escalation pathways published in all three learner handbooks
- + Dispute Resolution Scheme (Study Complaints) referenced in handbooks and policy

What we're improving

- + Learner feedback already drives change (e.g. workbook redesign, assessment rewording). We are formalising a 'learners said, we changed' log so these examples are recorded and published each year.
- + Our annual complaints summary needs to be produced as a formal report, disaggregated by delivery mode and course type.
- + Terminology for the Dispute Resolution Scheme and Study Complaints needs to be aligned across all policies and handbooks.

SAFE, INCLUSIVE, SUPPORTIVE AND ACCESSIBLE ENVIRONMENTS

RATING **Implemented**

What we do

The Learning Place delivers in school classrooms, public venues, and online. In each setting, we take responsibility for what we can control and work with our hosts on what we share.

For face-to-face delivery, kaiako complete a Venue and Course Checklist at the start of every course covering emergency procedures, exits, first aid, and hazards. Venue safety is assessed through annual RAMS reviews and our Schools MOU requires schools to provide a health-and-safety-compliant space and notify us of risks before delivery. Kaiako set the tone for inclusive culture in the room: our learner survey consistently shows learners feel safe and included.

Online courses operate in a closed digital environment with structured lessons, accessible design, and clear behavioural expectations. The closed environment is a deliberate safety choice: learners engage with course content and their coordinator, without peer-to-peer contact that could introduce risk.

Te reo Māori and tikanga are welcomed and normalised in our delivery. Kaiako accommodate tikanga protocols at venues (karakia, cultural practices), our handbooks and course materials use te reo terminology, and our course development process requires developers to specify how te reo and tikanga are integrated.

Evidence

- + Learner safety and inclusion rating: 4.72–4.76 out of 5
- + Venue and Course Checklist completed at every face-to-face delivery
- + Annual RAMS review completed as part of the MOU cycle
- + Tikanga protocols documented at specific venues (e.g. karakia, cultural practices)
- + Course materials and handbooks use te reo Māori throughout
- + Course and resource design changes documented from learner feedback (e.g. workbook redesign, accessibility improvements, assessment rewording)

What we're improving

- + We do not yet disaggregate safety and inclusion data by ethnicity. This would show whether all learner groups feel equally safe. We plan to produce this analysis in the next review cycle.
- + Māori perspectives have informed delivery and course materials. We are formalising this into a structured engagement process for course and environment design.
- + We are limited in our influence over physical venue design because we deliver in third-party spaces. We act on feedback about the learning experience within our control and raise venue-specific issues with hosts.

LEARNERS ARE SAFE AND WELL

RATING **Implemented**

What we do

The Learning Place ensures learners have the information they need to access support, and that our staff know how to respond when a learner needs help.

Every learner handbook includes contact details for external support services including Lifeline, Youthline, Healthline, the Depression Helpline, Rainbow Youth, Citizens Advice, and others. This information is tailored to the delivery context: online learners also receive Ministry of Health stress-management resources and information about account holds and extensions for personal circumstances. For school ākonga, the school retains primary pastoral responsibility and the school coordinator acts as the learner's nominated person during the course.

Our kaiako are clear on their scope: listen, support and refer. They do not provide personal advice or counselling. Concerns are escalated to the Academic Manager or Director, and external referrals are made where needed. For online learners, coordinators monitor engagement and reach out when learners go quiet: school online learners receive a check-in after 14 days without engagement, public online learners after three weeks.

Registration captures medical conditions, learning needs, and special assessment conditions before courses begin, so kaiako are briefed on learner needs before they walk into the room. Health and wellbeing awareness is embedded in course design through frameworks like Te Whare Tapa Whā, and in practical courses like our Licence Controller Qualification where responsible alcohol service and health impacts are core content.

Evidence

- + 3 wellbeing disclosures handled during the review period, each following the established pathway: kaiako identification → management escalation → school/family notification → flexible re-entry
- + 4 health and safety incidents logged
- + Support services published in all three learner handbooks
- + Registration forms capture medical, learning and special assessment conditions across all learner types
- + Online engagement monitoring operational (check-ins, expiry reminders, progress reports)
- + Schools MOU defines shared duty of care and nominated person arrangements
- + Kaiako Guide sets clear pastoral scope and escalation routes

What we're improving

- + We are establishing a single reference standard for what every registration form must collect, held in our integrated digital system. Each form (web, paper and online) will be checked against it, so emergency contact, nominated person and learner needs are captured consistently across all four learner types.
- + The nominated-person terminology needs to be consistent across MOUs, handbooks, and policies.
- + An annual risk summary will be published for 2027.

COMPLAINTS, CONCERNS AND CRITICAL INCIDENTS

0

FORMAL COMPLAINTS

1

CONCERN

0

CRITICAL INCIDENTS

Complaints 2026

A formal expression of dissatisfaction made in writing (or escalated from a concern). Triggers a documented process under LRNR 06.0, requires acknowledgement, investigation, response, and is logged in the Issues & Actions system.

Formal complaints	0
Nature	N/A
Resolution	N/A

Concerns 2026

An informal expression of dissatisfaction or worry raised verbally or casually. Handled at the point of contact (usually the kaiako), resolved through conversation. It doesn't require a formal investigation, but is briefly logged so it can be reported.

Concerns received	1
Nature	Learner-to-learner racial harassment was reported by a school coordinator following a face-to-face course. The behaviour occurred outside of the classroom at an off-site venue.
Resolution	TLP acknowledged the concern within one working day and consulted the kaiako. The concern was escalated to the learner's school within three working days. The school met with the learner and whānau, and the learner apologised. The apology was passed back to the affected learner through the reporting school, which was also informed of the outcome.

Critical Incidents 2026

An unplanned event during or connected to TLP's delivery that poses a serious risk to a learner's health, safety, or wellbeing, or that has a significant impact on the learning environment. This includes (but is not limited to): medical emergencies, serious injury, learner disclosure of self-harm or suicidal ideation, violence or threat of violence, death, natural disaster affecting a delivery venue, or any event requiring emergency services. Critical incidents are logged in our Health, Safety and Wellbeing register.

Critical incidents	0
Type	No critical incidents recorded.
Response	N/A

EXTERNAL ESCALATION PATHWAYS

If you have followed The Learning Place's complaints process and are not satisfied with the outcome, you can raise your concerns with an external body. You do not need our permission to do this.

NZQA

New Zealand Qualifications Authority

For concerns about educational quality or compliance with the Code of Pastoral Care.

Phone: 0800 697 296

www2.nzqa.govt.nz/about-us/contact-us/complaint

Study Complaints

Ngā Amuamu Tauira

A free, independent service for domestic tertiary learners with unresolved financial or contractual disputes with their education provider. Study Complaints is the Dispute Resolution Scheme under the Education (Pastoral Care) Code of Practice 2021.

Freephone: 0800 00 66 75

help@studycomplaints.org.nz

www.studycomplaints.org.nz

Te Kāhui Tika Tangata

Human Rights Commission

For concerns about discrimination or harassment.

Freephone: 0800 496 877

infoline@hrc.co.nz

www.tikatangata.org.nz

Office of the Privacy Commissioner

For concerns about how your personal information has been handled.

Freephone: 0800 803 909

www.privacy.org.nz

ACTION PLAN

ACTION	DRAWN FROM	OWNER	DUE	EXPECTED IMPACT
Complete the move of all learner, feedback, incident and policy processes into our integrated digital system	Outcome 1 (Cl. 7, 8, 10(1))	Academic Manager	31 March 2027	Evidence flows in both directions, so findings reach kaiako and coordinators as well as management.
Finish Version 2 of all policies, aligned to our Code benchmarks	Outcomes 1–4	Academic Manager	31 March 2027	Roles, thresholds and terminology are consistent across every policy, handbook and the Schools MOU.
Rebuild all learner and stakeholder surveys inside the integrated digital system	Outcome 1 (Cl. 7(3), 8); Outcome 2 (Cl. 12(b)–(d)); Outcome 3 (Cl. 16)	Academic Leadership	Before Term 1 2027 deliveries	Response rates are tracked for each learner type, results are broken down by ethnicity, and new questions ask directly about discrimination and cultural responsiveness.
Run a Code audit every term with an automated tool in the integrated digital system	All Outcomes	Academic Manager	Every term from Term 1 2027	Review triggers are checked every term, and gaps are caught while they're still small.
Close off all open health, safety and wellbeing entries and publish an annual incident and risk summary	Outcome 1 (Cl. 10(3)); Outcome 4 (Cl. 22(4))	Academic Leadership	19 October 2026	The self-review reports every incident by type and delivery mode.
Standardise registration forms to capture emergency contacts, nominated person details and medical needs	Outcome 4 (Cl. 20, 22(2)(3))	Operations	31 March 2027	Every learner under 18 has a confirmed contact before their course starts.
Keep a “learners said, we changed” log and publish examples each year	Outcome 2 (Cl. 12(b), 12(e))	Academic Leadership	Running from Term 1 2027	Learners can see how their feedback changed what we do.



Te Wahi Ako

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Next review: October 2027.

Contact: academic@thelearningplace.co.nz