

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

Self-review Summary Report 2025: Sexual Wellbeing Aotearoa

External Published Report

This report is available in downloadable format on our [website](#).

A full summary of our performance is available on request.

Introduction

As per our requirements to comply with the Education Code of Practice for Pastoral Care of Tertiary and International Learners (2021), this report gives an overview of the organisational structures in place at Sexual Wellbeing Aotearoa to support a whole-of-provider approach to learner wellbeing and safety.

We are pleased to report on our self-assessment of how effective we are at supporting the pastoral care needs of our learners for the following outcomes.

Wellbeing and Protection Framework

We have established a comprehensive framework of policies, procedures, and practices to support learner wellbeing and safety across all aspects of the learning experience. Our Student Guidelines reinforce complaints and discrimination procedures by providing clear guidance on how learners can raise concerns with us.

- ***Self-rating: Implemented***

Engagement and Learner Voice

We offer multiple channels for learners to share concerns, provide input, and access support. Since our last self-review, we have strengthened guidance by introducing new processes for appeals and extensions. Our commitment to cultural safety is embedded through Te Tiriti o Waitangi principles, supported by cultural safety training for both staff and learners.

- ***Self-rating: Implemented***

Accessibility and Inclusion

We are committed to creating learning environments that are safe, inclusive, and accessible both physically and digitally. Our rebranding reflects inclusivity, with extended social media outreach and improvements to website accessibility. These include the integration of Te Reo Māori, video transcriptions, and diverse content formats across online learning components.

- ***Self-rating: Implemented***

Learner safety and wellbeing

We take a proactive approach to identifying and addressing potential risks to learner wellbeing and safety through monitoring engagement, providing resources, and training staff to recognise and respond to concerns. Since our last review, we have continued to develop our utilisation of our Learning Management System (LMS), “Totara”, to track learner progress and proactively reach out to those at risk of falling behind or facing challenges.

- ***Self-rating: Well-implemented***

Key Outcomes

Outcome 1: Learner wellbeing and safety system

Guidance and Training

We have strengthened our processes with clearer pathways for handling complaints, discrimination, and appeals. Compulsory Te Tiriti o Waitangi training has been launched for internal staff, and updated facilitator guidelines incorporate Code requirements to ensure consistent practice.

Learner Support Pathways

Support begins before enrolment and continues throughout the learning journey. This includes pre-enrolment guidance, monitoring learner progress through the LMS, tracking workshop attendance, encouraging facilitator engagement, and gathering feedback through course evaluations.

Safe and Inclusive Environments

We implement an equity strategy and embed cultural safety training to ensure inclusive and supportive learning spaces for all. Emergency procedures are in place to protect learners, and all venues meet accessibility standards.

Oversight and Continuous Improvement

We maintain strong accountability measures through monthly reporting to the Senior Leadership Team. Trends such as withdrawals and non-completions are analysed, and a reporting register—managed by our quality assurance advisor—ensures issues are tracked and addressed.

EVIDENCE:

"Our risk register records any situations where learner safety or wellbeing may be compromised. No major issues or barriers have been identified in supporting learner wellbeing or maintaining safety systems."

"Learner support services respond to queries received via email and phone, with these channels monitored daily."

"No enquiries have required escalation or entry into our risk register."

Outcome 2: Learner voice

Learner Feedback Opportunities

We provide multiple channels for learners to share their experiences and raise concerns. These include direct emails and phone calls to administrative staff or facilitators, an 0800 number, verbal communication during workshops, anonymous evaluations, and formal complaint or appeal processes.

Clarity and Accessibility

Information is made transparent and easy to access, with clear explanations of processes, extension policies, supervisor expectations, and readily available contact details to support learners in navigating their journey.

Fairness and Confidentiality

Our equity policy aims to reduce barriers to learning, particularly for Māori and underserved groups. We monitor non-completion rates for Māori and Pasifika learners monthly. To uphold trust, all staff complete compulsory Privacy Act training, ensuring confidentiality and protection of learner information.

EVIDENCE:

"Learners frequently reach out to our administrators, who then connect them with facilitators to answer questions and provide clarification and support."

"The success of our approach is reflected in the consistently low rates of non-completion and withdrawal".

"Feedback received outside of formal course evaluations is reviewed, followed up with learners when needed, and recorded for discussion at monthly team meetings."

Outcome 3: Safe, inclusive, supportive and accessible physical and digital environments

Digital safety: Confidential information is safeguarded through secure authentication processes.

Culturally Safe Content: Culturally appropriate content reviewed by our Director of Hauora Māori and Equity who reviews learning material and gives feedback and guidance on cultural and other equity matters to support facilitators incorporate new ideas/perspective.

Relevance of Content : Training resources are peer-reviewed annually for appropriateness and currency, new content is tested for accessibility, and all clinical content must be reviewed and approved by Clinical Directors before publication.

EVIDENCE:

"No instances of breaches to the Privacy Act have been reported."

"Our website contains a range of images that reflect the diversity of learners".

"We utilise feedback and implement blended learning opportunities to ensure online learning is not an isolated experience."

Outcome 4: Learner safety and wellbeing

Mental Health & Learning Support: Learners who disclose mental health or learning needs and require additional or alternative learning support and assessment arrangements are accommodated.

Pastoral care: Nurse educators share insights from their interactions with learners and use these experiences to reflect on their practice and refine strategies for fostering effective learning environments.

Fairness: Student's fees are protected if a course cannot be delivered.

EVIDENCE:

"Staff who interact with learners receive training to recognise diverse learner needs and are supported to identify learners who may be at risk".

“Our course cancellation policy is clearly set out in the Terms and Conditions and includes provisions for refunds under reasonable circumstances.”

“All student fees are held with Public Trust, ensuring protection if a course cannot be delivered to completion.”

Summary and Continuous Improvement Actions

The structures in place at Sexual Wellbeing Aotearoa support a whole-of-provider approach to learner wellbeing and safety. We are confidently implementing processes to ensure the pastoral care needs of our learners are successfully met.

Our Action Plan for the following year is detailed in our internal report and relates to the following areas for improvement:

- **Data Analysis and Reporting:** Continue to develop our reporting systems to reveal nature and extent of learner support issues we encounter.
- **Pastoral care systems:** Increase our touchpoints with students throughout their enrolment period.