Learner Wellbeing and Safety - Self Review

Outcomes 1-4 | First Review as a new PTE | September 2026

Period and Scope

Elite Safety Training (EST) reviewed how it supports domestic learners under Outcomes 1–4 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. This report covers delivery from September 2025 to September 2026. EST does not enrol international learners. Our theory and/or practical training is delivered in short courses at venues and worksites around New Zealand, so our review considers both the learner experience and the safety of practical activities.

We considered enrolment and learner support processes, programme and learner feedback, trainer observations, practical delivery, our Student Information and Support and Complaints policies, and issues and actions in the Continuous Improvement Register. This is our first Code review. The findings below identify what is working and where our systems need to become more consistent as delivery grows.

Our Learner Wellbeing and Safety Goals

For the coming review period, we aim to make support needs easy to raise and respond to, maintain safe and inclusive learning in every venue and practical setting, give learners meaningful opportunities to influence our practice, and ensure trainers know how to recognise and escalate wellbeing or safety concerns. We will use learner feedback, trainer observations, reported risks and complaints to test whether these goals are being achieved. Actions are recorded and monitored in our Continuous Improvement Register and Quality Improvement Plan.

Outcome 1: Learner Wellbeing and Safety System

Our online enrolment process gives learners a way to tell us about support needs before training. The Academic Director considers that information and briefs trainers where support may be needed. Our Student Information and Support Policy sets expectations for fair treatment, pastoral care and a safe learning environment. Feedback from delivery and stakeholders informs our Continuous Improvement Register, which we use to record improvements and follow up on them.

We have identified that national growth can make consistency harder. Trainer induction, and follow-up when needs emerge during delivery, need to work in the same way at each location. As we bring in more contracted trainers, we will make sure each trainer knows how to respond when a learner needs extra support, who to contact if a concern arises, and how to record and follow up the action taken. We will also use learner and stakeholder input more deliberately when reviewing these wellbeing and safety goals.

In reviewing these goals, we will consider learner and stakeholder feedback, including whether our support is culturally responsive and reflects our commitments under Te Tiriti o Waitangi.

Outcome 2: Learner Voice

Learners have the opportunity to provide anonymous feedback through evaluation forms at each intake. This feedback helps us review programme structure and content and identify where learners may need clearer explanations. Learners can also raise a concern directly with a trainer or contact EST directly. Learner and employer feedback has helped us refine existing training materials, examples and delivery.

Our complaints process provides informal and formal routes and explains external options, including NZQA and Study Complaints. Learners may email training@elitesafety.co.nz or use the information at https://elitesafety.co.nz/complaints-and-appeals/ .

We will continue to consider the responses across different learner groups where practicable, and record what changes as a result. We will also review how clearly learners can find and use the complaints process.

No formal learner complaints were recorded in the 2025-2026 reporting period; that figure does not replace our need to listen to informal concerns and feedback.

Outcome 3: Safe, Inclusive and Accessible Learning Environments

Practical road-reserve activities are planned with physical safety in mind. Trainers consider the site, activity and learner group before delivery and brief learners on relevant safety requirements. TTM credentials bring together people in different jobs with widely varying prior knowledge and confidence. Reviewing the group before each workshop helps trainers select relevant examples and check understanding while covering the same learning requirements. Our policy expects learning environments free from harassment and discrimination.

As we use more trainers, venues and digital learning, we need stronger evidence that our approach remains accessible and inclusive everywhere. We will use learner feedback and a sample of venue, digital learning and trainer arrangements to identify barriers and refine delivery. We will include learners' perspectives when improving these environments and consider cultural needs alongside physical and digital access.

Outcome 4: Learners are Safe and Well

Before training, our enrolment form invites learners to tell us about learning differences, disabilities or other needs that may affect their participation. We consider this information and brief the trainer where appropriate. During workshops, trainers check understanding and confidence, and we can allow more time for programme tasks when needed. Learners can raise a concern with their trainer or contact the Academic Director, and our student support information lists external services.

Because many of our programmes are short and delivered in different locations, a learner's needs may only become apparent on the day. We will continue to make sure trainers know how to respond and when to contact the Academic Director, and check that learners can find support information easily.

Linking the Findings to our Improvement Plan

Our September 2026 to June 2027 Quality Improvement Plan summarises priorities drawn from the same Continuous Improvement Register. The register remains the master record for actions, status and evidence. The related actions are recorded in our Quality Improvement Plan and tracked in the Continuous Improvement Register.

The Quality Improvement Plan also includes assessment note capture and other teaching and assessment improvements arising from the wider TEO self-review. We will add any further Code-specific actions to the existing register and review whether they improve learner experience and safety.

Annual Complaints and Critical Incidents Data

EST began PTE delivery in September 2025. Since this time, EST recorded zero formal learner complaints and zero critical incidents involving learners. We will continue to report these figures annually and use concerns, feedback and incidents to identify improvements.

Measure	September 2025 – December 2025	January 2026 – September 2026
Formal learner complaints received	0	0
Critical incidents involving learners	0	0

- *For this report, formal learner complaints are concerns that enter EST's formal notification and complaints procedure and are logged with the Academic Director. Concerns resolved directly at the first stage are recorded in our Continuous Improvement Register under "Stakeholder Consultation" tab, and considered as feedback.*
- *For this report, a critical incident is an event involving a learner that causes serious harm, or presents an immediate and serious risk to their safety or wellbeing, requiring an urgent response or escalation by EST. Other incidents and near misses are still recorded and managed under our health and safety processes.*

Contact and Next Review

Learners can raise a concern or make a complaint by emailing training@elitesafety.co.nz. Our complaints and appeals process, including options for external complaints, is available at

https://elitesafety.co.nz/complaints-and-appeals/.

This review was prepared for EST's December 2026 annual review cycle and considers delivery from September 2025 to September 2026. The Academic Director will monitor actions through the Continuous Improvement Register and bring the findings into the next annual Code self-review. This summary will be updated following the next annual Code self-review in December 2027.

Aaron Scott
Managing Director
28 September 2026