



# Lakeland Learning

"Building Brighter Futures"

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

### Self-review Report 2025

#### TEO Information

<b>TEO Name</b>	The Lakeland Learning Company Ltd		<b>MoE number</b>	9522
<b>Code contact</b>	<b>Name</b>	Helen Bateman	<b>Job title</b>	Director
	<b>Email</b>	Helen@lakelearn.co.nz	<b>Phone number</b>	07 378 4321
<b>Current enrolments</b>	<b>Total number of domestic learners</b>	28 (Lakeland Learning has no international learner enrolments)	<b>18 y/o or older</b>	6
			<b>Under 18 y/o</b>	22
<b>Report author(s)</b>	Helen Bateman			

**Preamble:** At Lakeland Learning we draw strength from being small and specialised, enabling tutoring methods to remain flexible and programmes to be sufficiently individualised to accommodate each student's needs. Students work in a highly supportive and caring environment and are tutored by well qualified staff. At Lakeland Learning we operate as a whanau and not as an institution. We have created a culture of inclusiveness and friendliness in which students can learn without fear and achieve their goals.

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

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well Implemented
<b>Outcome 2:</b> Learner voice	Well Implemented

## Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well Implemented
<b>Outcome 4:</b> Learners are safe and well	Well Implemented

## Review Summary

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

	Review undertaken and summary of performance based on gathered information	Evidence used to support our conclusions
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p><b>Process 1: Strategic goals and strategic plans</b></p> <p><b>What we reviewed:</b></p> <ul style="list-style-type: none"> <li>• <u>Our Pastoral Care of Domestic Tertiary Students Strategic Plan 2022 to 2025</u></li> </ul> <p><b>Purpose of the review</b> To ensure the Pastoral Care of Domestic Tertiary Students Strategic Plan 2022–2025 continues to meet the requirements of the Code and remains fit for purpose, and to determine whether it can be extended to 2028.</p> <p><b>Who was involved in the review</b></p> <p>The Director The Advisory Board Our Staff</p> <p><b>What the review told us:</b> Feedback confirmed that the Strategic Plan continues to meet the requirements of the Code and remains fit for purpose. It was therefore agreed that the current Strategic Plan be extended to 2028.</p>	<p><i>Outcome sought by the Code: Take a whole-of-provider approach to maintain a strategic, transparent, and responsive learner wellbeing and safety system that responds to the diverse needs of their learners.</i></p> <p><b>Director’s Review</b> The Director proposed that the current Strategic Plan be extended to 2028. The basis for this recommendation was that the current Strategic Plan has served our organisation well. It has provided a strong focus on what we are aiming to achieve and remains fit for purpose.</p> <p><b>Advisory Board Review</b> The Advisory Board concluded that the Pastoral Care of Domestic Tertiary Students Strategic Plan remains fit for purpose and should be extended to 2028.</p> <p><b>Staff Review</b> Staff agreed that the Strategic Plan remains useful and that the policies and procedures which are in place here at Lakeland are effective in supporting student safety and wellbeing. It was agreed that the current Strategic Plan remains fit for purpose and should be extended to 2028.</p> <p>Staff also discussed the importance of documenting pastoral conversations accurately and in a timely manner, and that referrals to agencies must also be documented.</p> <p>Staff discussed in depth the Treaty Principles (Partnership) aspect of the Strategic Plan, which says that we will ‘engage purposefully with our Māori community.’ Discussion clarified the different ways in which we do this – by acknowledging and involving whanau, by taking account of whanau aspirations, by having high expectations of all our learners and working to build a culture of achievement while</p>

	<p><b>Process 2: Self review of learner wellbeing and safety practices</b></p> <p><u>There were no critical incidents or emergencies during 2024, therefore we were unable to review the number and nature of such incidents, or the way in which such incidents were managed, as required by the Code.</u></p> <p>We undertook a thorough review of our learner wellbeing and safety practices policies and procedures, and our Critical Incident and Emergencies Procedures Manual, in last year’s review. As these policies and procedures are reviewed on a biannual cycle (or earlier if learner voice indicates the need), the next scheduled review will take place in 2026.</p> <p><b>What we did review:</b> Whether Lakeland Learning is meeting its obligations for learner wellbeing and safety practices under the Domestic Code from a learner point of view.</p> <p><b>Purpose of this review</b></p>	<p>valuing what our learners bring to the classroom and by valuing local knowledge and expertise. This segued into a discussion of how we can involve more Māori community leaders and business owners in our local curriculum activities and visits.</p> <p>Overall, staff felt that the Strategic Plan provides clarity about what we need to achieve, how we will achieve it and the positive outcomes which result from effective pastoral care.</p> <p><i>Outcome sought by the Code: Regularly examine how well our systems, practices, plans, policies, etc. are achieving the Code’s outcomes.</i></p> <p>Our organisation definition of a critical incident is:</p> <p>“Any traumatic event, or the threat of such, out of the range of normal experience, which is sudden, overwhelming, threatening, or protracted, affecting students, staff, visitors, and/or property, requiring immediate responsive action.”</p> <p><b>Student Feedback - Student Evaluation: Domestic Code (Term 3)</b> <i>Outcome sought as a part of the Code: Safe, inclusive, supportive, and accessible physical and digital learning environments.</i></p> <p><u>14 students completed the survey (50% of enrolled learners)</u></p> <p>8 females, 4 males and 1 gender diverse completed the survey. 1 preferred not to say  3 identify as Māori  3 identify as New Zealand European  4 identify as Māori and New Zealand European  1 identify as Pasifika and New Zealand European  1 identify as Africans  2 preferred not to say</p> <p><u>The survey was representative of a range of students enrolled on our courses.</u></p>
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	<p>To ascertain if we are continuing to meet our obligations under the Code for learner wellbeing and safety.</p> <p><b>Who was involved in this review</b> Our students</p> <p><b>What this review told us:</b> Student feedback strongly indicates that we are meeting our obligations for learner wellbeing and safety practices under the Domestic Code from a learner point of view.</p>	<p><u>Overview of Findings:</u> Students were asked whether they know that under the Domestic Code Lakeland Learning has a responsibility to promote and support their wellbeing, personal development, and educational achievement. 100% said 'yes'.</p> <p>Students were asked if they feel safe and supported at Lakeland Learning. 100% said 'yes'.</p> <p>Students were asked whether they think Lakeland Learning is an inclusive environment in which they feel their culture and personal identity is respected and embraced. 100% said 'yes'.</p> <p>The students were asked if their mana and the mana of all students is upheld at Lakeland Learning. 100% said 'yes'.</p> <p>Students were asked whether they know that at Lakeland Learning any form of discrimination, racism, bullying and harassment is not tolerated and will be followed up on. 100% said 'yes'.</p> <p>Students were asked whether their tutor is genuinely interested in their wellbeing. 100% said 'yes'.</p>
<p><b>Outcome 2:</b> Learner voice</p>	<p><b>Outcome 2: Learner voice</b></p> <p><b>Process: Learner voice</b></p> <p><b>What we reviewed:</b> We sought student feedback on how easy it is for students to share their views about their learning and wellbeing, what would make it easier to speak up, the types of decisions they believe students should be involved in, and how important it is for them to have a say in their learning.</p>	<p><b><u>Student Feedback – Student Voice Survey</u></b> <i>Outcome sought by the Code: Provide opportunities for all learners, including those from diverse backgrounds (e.g. Māori, Pasifika, disabled, international, etc.), to have their views heard on academic, non-academic, and wellbeing matters.</i></p> <p><u>19 students completed the survey (66% of enrolled learners)</u></p> <p><u>Overview of Findings:</u> Overall, the responses reflect a strong sense of value placed on student voice within our learning environment. Many students reported that sharing their views about learning and wellbeing feels either somewhat easy or very easy, indicating that channels for feedback are generally accessible and supportive.</p>

	<p><b>Purpose of the review</b> To ascertain if we are continuing to meet our obligations under the Code for all learners to have their views heard on academic, non-academic, and wellbeing matters.</p> <p><b>Who was involved in the review</b> Our students</p> <p><b>What the review told us:</b> This review told us that most of our students feel confident sharing their views, and all students feel they can raise concerns, present ideas or make suggestions through Student Voice or directly with their tutor. Our students also feel they are given enough opportunities to have their say in their own learning. A small number of students would value more opportunities to give their feedback, which also shows that our students want meaningful involvement in teaching, wellbeing, and policy decisions, with a strong group seeing it as very important to have a say in their learning.</p>	<p>A consistent theme was the importance of student involvement in decision-making. Students highlighted a desire to be included particularly in areas that directly affect their experiences—such as teaching and learning methods, wellbeing initiatives, and course expectations and policies.</p> <p>Encouragingly, the overwhelming majority considered it extremely important or quite important to have a say in their learning, showing that students are motivated to engage and contribute positively to shaping their educational journey.</p> <p>The responses show that students have a genuine interest in contributing to their learning and wellbeing.</p> <p><u>Data Analysis:</u></p> <ul style="list-style-type: none"> <li>• <b>Ease of sharing views:</b> 95% of students (18) find it somewhat <i>easy or very easy</i> to share their views about their learning or wellbeing, while 5% (1) reported it was <i>somewhat difficult</i>. This student stated that “this is only because I don’t like disagreeing over opinions”. This indicates that our students feel able to speak up.</li> <li>• <b>What would help:</b> 89% of students (17) felt that <i>nothing additional is needed</i>, which reinforces that existing systems are working well for most of our students. 11% of students (2) identified the need for <i>more chances to give their feedback, for example by completing more surveys, or having meetings (26%)</i>, and 5% (1) identified <i>a more supportive environment would make it easier, although this student stated that their tutor always listens to their opinions about their learning and when asked if their wellbeing is considered when their tutor makes decisions responded ‘always’</i>.</li> <li>• <b>Decisions students should be involved in:</b> Among the 19 responses, views were well spread about what decisions students should always be involved in—<i>course expectations and policies (26%), wellbeing initiatives (63%), and teaching and learning methods (58%)</i>. This shows students value involvement across all areas of their educational experience.</li> <li>• <b>Importance of having a say:</b> Of the 19 responses, 39% said it was <i>extremely important and 58% said it was quite important</i> to have a say in their learning, while 3% considered it <i>a little and none not important</i>. Although</li> </ul>
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		<p>opinions vary, it is encouraging that a strong group of students place high importance on their involvement in decision making.</p> <ul style="list-style-type: none"> <li>• <b>What we intend to implement as a result:</b> We intend to implement timetabled group discussions that are intended to be a ‘health check’ on individuals and each group as a whole. Students will be offered the opportunity to raise issues or concerns and to discuss any aspects of their teaching and learning environment. The feedback from these discussions will be discussed at staff meetings, and changes will be implemented as required.</li> </ul> <p><b><u>Student Feedback – Student Evaluation: Domestic Code (Term 3)</u></b>  <i>Outcome sought by the Code: Provide opportunities for all learners, including those from diverse backgrounds (e.g. Māori, Pasifika, disabled, international, etc.), to have their views heard on academic, non-academic, and wellbeing matters.</i></p> <p><u>14 students completed the survey (50% of enrolled learners)</u></p> <p>8 females, 4 males and 1 gender diverse completed the survey. 1 preferred not to say  3 identify as Māori  3 identify as New Zealand European  4 identify as Māori and New Zealand European  1 identify as Pasifika and New Zealand European  1 identify as Africans  2 preferred not to say</p> <p><u>The survey was representative of a range of students enrolled on our courses.</u></p> <p><u>Overview of Findings:</u>  Students were asked whether they feel they can raise any concerns, present ideas, or make suggestions about any aspect of Lakeland Learning through ‘Student Voice’ or directly with their tutor and that they are confident they will be listened to, that their opinion matters and that they can influence decisions that are made. 93% (13 students) said ‘yes’. 7% (1 student) said ‘no’ but stated ‘I am too shy for that’.</p> <p><b><u>Student Feedback – Classroom Student Voice Discussion</u></b></p>
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	<p><b>Process: Learner complaints</b>  <u>We received no complaints during 2024, therefore we were unable to review the number and nature of complaints and their outcomes or the learner experience with the complaints process, as required by the Code.</u></p> <p>However, staff did check that the visibility of our learner complaints processes — including the Student Handbook, posters, and orientation materials — remains clear, accessible, and functioning as intended.</p> <p><b>What we did review:</b>  We sought feedback on the Complaints process.</p>	<p><i>Outcome sought by the Code: Provide opportunities for all learners, including those from diverse backgrounds (e.g. Māori, Pasifika, disabled, international, etc.), to have their views heard on academic, non-academic, and wellbeing matters.</i></p> <p><u>28 Students were involved in a classroom discussion (100% of enrolled learners)</u>  19 females and 9 males participated  16 identify as Māori  10 identify as New Zealand European  1 identifies as Pasifika  1 identifies as South African</p> <p><u>The participants were representative of a range of students enrolled on our courses.</u></p> <p><u>Overview of Findings:</u>  Students were asked if they feel they are given enough opportunities to have a say in their own learning. 100% said ‘yes’.</p> <p><b><u>Our organisation definition of a complaint:</u></b></p> <p>Lakeland Learning’s definition of a complaint is:</p> <p>‘A complaint is an expression of dissatisfaction about something that is seen as wrong or not good enough, particularly when an issue has been raised by a student and the way in which it has been managed is considered unsatisfactory, unfair, or unacceptable.’</p> <p><b><u>Student Feedback – Student Evaluation: Domestic Code (Term 3)</u></b>  <i>Outcome sought by the Code: Ensure processes for complaints are <b>clear, accessible, transparent</b>, and that learners know how to raise concerns.</i></p> <p><u>14 students completed the survey (50% of enrolled learners)</u>  8 females, 4 males and 1 gender diverse completed the survey. 1 preferred not to say  3 identify as Māori</p>
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	<p><b>Purpose of this review:</b> To ascertain if our students have been given enough information to make a complaint if they wish to, that they know how to make a complaint, and whether they understand the difference between a complaint and a concern.</p> <p><b>Who was involved in the review:</b> Our students</p> <p><b>What this review told us:</b> This review told us that our students understand how to make a complaint, and where to access the relevant information to do so. It also told us that students understand the difference between a concern and a complaint.</p>	<p>3 identify as New Zealand European 4 identify as Māori and New Zealand European 1 identify as Pasifika and New Zealand European 1 identify as Africans 2 preferred not to say</p> <p><u>The survey was representative of a range of students enrolled on our courses.</u></p> <p><u>Overview of Findings:</u> The students were asked if they had been given the information, they need to make a complaint if they wish to. 100% said ‘yes’.</p> <p><b><u>Student Feedback – Classroom Student Voice Discussion</u></b> <i>Outcome sought by the Code: Ensure processes for complaints are <b>clear, accessible, transparent</b>, and that learners know how to raise concerns.</i></p> <p><u>28 Students were involved in a classroom discussion (100% of enrolled learners)</u> 19 females and 9 males participated 16 identify as Māori 10 identify as New Zealand European 1 identifies as Pasifika 1 identifies as South African</p> <p><u>The participants were representative of a range of students enrolled on our courses.</u></p> <p><u>Overview of Findings:</u> Students were asked if they understood the difference between a complaint and a concern. All participants said ‘yes’.</p> <p>Students were asked if they knew how to make a complaint and understand the process. All participants said they would approach a staff member if they were not happy about anything. They also said they would refer to their Student Handbook or the posters on the classroom walls if they needed more information.</p>
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## Findings from our review of our compliance with the key required processes 2024-2025

### 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	None
<b>Outcome 2:</b> Learner voice	None

### 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	None
<b>Outcome 4:</b> Learners are safe and well	None