

# Code of Pastoral Care Self-Review 2026



## TEO information Aspire2 Education

|                                        |                               |                |                                                                        |                        |                 |
|----------------------------------------|-------------------------------|----------------|------------------------------------------------------------------------|------------------------|-----------------|
| <b>TEO Name</b>                        |                               |                | Aspire2 Education                                                      | <b>MoE Number</b>      | 7491            |
| <b>Code Contact</b>                    | <b>Name</b>                   |                | Tony Boyce                                                             | <b>Job Title</b>       | General Manager |
|                                        | <b>Email</b>                  |                | <a href="mailto:Tony.boyce@aspire2.ac.nz">Tony.boyce@aspire2.ac.nz</a> | <b>Phone Number</b>    | 0210636015      |
| <b>Current enrolments year to date</b> | <b>Domestic learners</b>      | <b>Total #</b> | 640                                                                    | <b>18 y/o or older</b> | 640             |
|                                        |                               |                |                                                                        | <b>Under 18 y/o</b>    | 0               |
|                                        | <b>International Learners</b> | <b>Total #</b> | NA                                                                     | <b>18 y/o or older</b> | NA              |
|                                        |                               |                |                                                                        | <b>Under 18 y/o</b>    | NA              |
| <b>Report Author(s)</b>                | Tony Boyce                    |                |                                                                        |                        |                 |

## Stage of implementation for each outcome 2026

| Outcome                                                                                              | Rating           |
|------------------------------------------------------------------------------------------------------|------------------|
| Outcome 1:<br>A learner wellbeing and safety system                                                  | Well implemented |
| Outcome 2:<br>Learner voice                                                                          | Well implemented |
| Outcome 3:<br>Safe, inclusive, supportive, and accessible physical and digital learning environments | Well implemented |
| Outcome 4:<br>Learners are safe and well                                                             | Well implemented |

## Summary of performance under each outcome

### Outcome 1

| Outcome                                                           | Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome 1:</b><br><b>A learner wellbeing and safety system</b> | <p>Aspire2 Education continues to be effective in outcome 1 through our Quality Management System.</p> <p>Our strategic goals, policies and procedures are learner focused, support learner wellbeing and align with our practices and are accessible to the public and our learners.</p> <p>Annual reviews of policies and procedures ensure they are current, meet the needs of learners and all stakeholders and comply with the requirements of the code of practice and current legislation.</p> <p>Programme and course reviews are conducted annually. Opportunities for improvement are actioned and monitored.</p> | <p>The Student Handbook contains our strategic goals, excerpts from policies and procedures and is available on our website and is sent to learner when they enrol. The Programme Handbooks contain excerpts from policies and procedures as well as programme specific information which are available to learner within the Orientation courses, their courses and in the welcome email sent from their tutors.</p> <p>Our survey data shows 85% of learners were satisfied with their onboarding and enrolment experience. Showing our systems for guiding learners into study.</p> <p>Our Programme Reviews provide a summarised overview for all programmes activities enabling us to draw conclusions on the data and trends. Data analysed includes academic achievement and completions and survey data enabling improvements based on learner feedback. 2026 Programme Reviews will be completed and finalised by March 2027.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Staff undertake professional development to strengthen their capability to effectively support learners.</p> <p>We have further enhanced our Power BI reporting and implemented new reports that provide timely data and capability to monitor learner achievement success and provider performance. This enhanced reporting provides ongoing visibility of performance, supporting regular monitoring and timely responses to emerging trends and areas for improvement throughout the year.</p> <p>Academic watch and learner engagement are an ongoing, all of provider process to monitor engagement with online learning, identify concerns or changes in learner progress, and ensure learners requiring additional support are identified and connected with appropriate support.</p> <p>We have implemented a number of learner success projects including:</p> <p>Academic Watch App– an online application which identifies learners at risk, i.e. disability, low engagement, low grades and provide support to these learners where needed.</p> <p>Orientation Course – this short compulsory course is designed to guide learners through Canvas and the essentials of starting their online studies.</p> | <p>Training for 2026 included bicultural training to better support our learners.</p> <p>Power BI reports are reviewed to monitor learner success, engagement and performance trends. Analysis of the data is used to identify areas of concern and inform actions and improvements.</p> <p>The implementation of the academic watch app will allow us to further identify, support and monitor learners who require additional support and provide data reports enabling analysis for continuous improvement.</p> <p>Our survey shows 79% of respondents agreed that the orientation process was somewhat helpful – extremely helpful.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Outcome 2

| Outcome                  | Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 2: Learner voice | <p>Aspire2 Education continues to be effective for outcome 2.</p> <p>We provide opportunities for learners to feedback formally and informally through different channels.</p> <p>Learners are encouraged to contact their tutors to discuss any queries they may have with their study or contact the Learner Support Coordinator.</p> <p>Discussion forums allow learners to introduce themselves and share ideas online with their peers within their cohorts to encourage a sense of community online.</p> <p>Discussion forums and video tutorials are available for learners first assessments to provide learners with the opportunity to ask their tutor a question or to look up answers to previous questions other learners have asked.</p> <p>Wellbeing surveys are embedded within the orientation course to check in on learner confidence levels, to see if they have selected the correct programme for their career goals, whether they will be able to balance family, work and study comments and</p> | <p>Learners at Aspire2 Education are expressing their learner voice through their learner journey.</p> <p>Contact information is available via a range of methods including through the online learning platform Canvas, Teams, email or phone.</p> <p>Learners will participate in the “Introduce yourself” discussions in week 3 of their Canvas courses.</p> <p>Feedback from the assessment tutorials confirm these are helpful and support the learning and assessment activities. 99% of learner found the pre assessment tutorials somewhat helpful – very helpful.</p> <p>Data from our Wellbeing survey is analysed by student support who will contact those learners who may have identified that they require support or assistance.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>if they have any barriers to their learning because of any health or wellbeing issues.</p> <p>First Impression survey links are embedded within the modules. Graduates are sent invitations to surveys approximately 3 months after they complete their programmes of study.</p> <p>Information about the complaints process is made available to learners in the Student Handbook and Programme Handbooks, as well as on our website. Complaints received go onto a register that includes information on the complaint, the nature of the complaint, demographic data such as age, ethnicity, disability, and priority group data etc to enable analyses and find improvements. The resolution and outcome are also documented.</p> | <p>All enrolled learners are given the opportunity to complete the first impressions survey within the first four weeks of their programme.</p> <p>We analyse all survey response data for continuous improvements opportunities and address any actions required.</p> <p>A review of all surveys was conducted to ensure that the feedback collected provides data that enables us to identify areas we are doing well for our learners and opportunities for improvement to enhance the learner journey and meet our requirements under the code.</p> <p>We have received no formal complaints using the complaint form in 2026. Concerns raised are often resolved during conversations with the learner.</p> <p>Any formal complaints that we receive are investigated and we aim to resolve them within 15-20 days.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Outcome 3

| Outcome                                                                                                                | Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Outcome 3:</b></p> <p>Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>Aspire2 Education continue to be effective in outcome 3.</p> <p>Our digital learning environment is safe, inclusive and supportive.</p> <p>We have clear guidelines on appropriate online conduct and expected behaviours to ensure learner act safely in our digital environment. Discussion forums and announcements in our programmes online foster inclusiveness and encourage participation. This information is provided in the Student Handbook and Programme Handbooks.</p> <p>Assessment tutorials have been created for all first assessments within each programme. This supports learners to build confidence in assessment tasks and guides learners as to how assessments are expected to be completed.</p> <p>We promote an inclusive culture with global announcements will celebrate language weeks and acknowledging significant days including Te Wiki o Te Reo Māori, Pasifika Language weeks, Diwali, Chinese New Year, and Matariki.</p> | <p>Learners are well informed on our expectations and code of conduct and know where to find information or seek support if needed. Discussions and introductions are contributed to by learners with respect for each other.</p> <p>Learners are provided with assistance with assessments, tutorials and encouragement to use all the additional learning functions available to them to assist them with their learning journey. Learners can attend 3 live sessions per courses and they can book one-on-one sessions with their tutors.</p> <p>97% of respondents are aware that they can book one to one sessions with their tutors via Canvas.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Learner Engagement is monitored by our tutors and Learner Support Coordinator. Learners who have not logged in are contacted with offers of encouragement and support if they are having challenges accessing the online learning platform Canvas.</p> <p>Invitations to our orientation course are sent out one week prior to their course commencement so learners can find information to prepare them for their studies and support their learning journey.</p> <p>Digital learning environments, including platforms such as Microsoft Teams and Canvas, are used to support communication, access to course materials, assessment submission, and learner engagement. Technical support is available to assist learners who experience difficulties accessing these systems.</p> <p>Learners are treated fairly and respectfully, and support is provided where learners have different learning, accessibility, cultural, or individual needs.</p> <p>Any concerns relating to safety, accessibility, discrimination, harassment, or the learning environment can be raised with tutors, learner support staff, or management for appropriate follow-up and action.</p> <p>We provide various options for learners to study online or offline. For text to speech options, learner can use these downloaded PDFs and use read-aloud or when in Canvas they can use the Helper bird extension browser.</p> | <p>99% of respondents felt safe and secure during the enrolment process and orientation course and 98% felt valued and welcomed.</p> <p>75% respondents agreed that the online learning platform is easy to navigate and user friendly.</p> <p>In the Canvas modules we have added links to downloaded content for our learner who prefer to print or work offline rather than read online.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Outcome 4

| Outcome                                                           | Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Outcome 4:</b></p> <p><b>Learners are safe and well</b></p> | <p>Aspire2 Education continues to be effective for outcome 4 and has processes in place to ensure learners are safe and well in an online environment.</p> <p>Learners are informed about the support services available to them and are encouraged to seek help if they experience academic, personal, wellbeing, or safety concerns.</p> <p>Learner achievement is monitored and we have a system to ensure learners are engaging. All learners who are not engaging are followed up by their tutor, or Student Support.</p> <p>Support is offered by way of understanding the external challenges that are impacting their learning to ensure support available enables learners to progress in their studies an example of this is an extension to take the pressure off at that challenging time.</p> <p>Our Academic Watch process enables Aspire2 Education to have a whole of provider approach to academic watch, and all tutors support staff and</p> | <p>We monitor learner attendance by their engagement in Canvas by completing learning check-ins, quizzes, and submission of assessments.</p> <p>Extensions are available for learners who need additional time for assessments. Learners can change their study to part time if they have other commitments.</p> <p>Learners can take a break in their study and continue in further programme offerings if required.</p> <p>Academic Watch and Canvas engagement reports provide evidence of learners identified as disengaging or requiring follow-up. Records of learner correspondence document the concerns identified, support offered and follow-up actions taken.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>management connected to the learner are kept informed.</p> <p>Learners are guided to external professional help where applicable and further information on a wealth of services is available in the Student Handbook.</p> <p>Our disability procedure ensures we reach out to all learners who have identified as having a disability during the enrolment process. The intended outcome of this process is to understand their learning barriers which could impact their learning and identify where we can remove or reduce these barriers and support their learning. The process will also allow greater data capture for analysis of the types of disabilities and barriers learners have, the effectiveness of the support provided and areas of improvement.</p> |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Learner Complaints

We provide learners with information on how they can raise a concern or complaint on our website, in the Orientation Course and in the Student Handbook.

Definition of types of complaints as follows:

|                          |                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complaint</b>         | Formal notification of any issue adversely affecting one or more individuals that requires investigation, action, and response. Records of all complaints must be maintained on the central complaints file.                                                                                                                                                                                         |
| <b>Issues of Concern</b> | Issues that have the potential to impair the learner's experience or expose the PTE to academic risk.                                                                                                                                                                                                                                                                                                |
| <b>Serious complaint</b> | Issues involving violence, verbal abuse, cultural safety, unsafe conduct or work practice, disclosure of confidential PTE or personal information, theft, misrepresentation of Aspire2 Education for personal gain, possession of or being under the influence of non-prescribed drugs or alcohol, or any other act not specifically addressed in this definition, but which is of a similar nature. |

## Formal Complaints:

We have received no formal complaints using the complaint form in 2026

## Critical Incidents

A critical incident is a notifiable event that would activate the establishment of the Emergency Management planning group. And it would include one of the following:

- If someone dies as a result of our activities.
- If someone is admitted to hospital for immediate treatment because of a serious injury or illness resulting from our activities.
- If someone's health and safety is exposed to a serious or immediate risk because of an unplanned or uncontrolled incident resulting from our activities.

In the event of a Critical incident, it is probable that control of the incident would move to an external agency.

**Review of Complaints and Critical Incidents Practices.**

The policy and procedures relating to a Complaint or Critical Incident have been reviewed to ensure that the procedures for dealing with either meet the requirements of the code of practice and current practice for Aspire2 Education.

A link to a copy of the current and reviewed complaints policy is available on the Aspire2 Education website, along with a template form to complete electronically to make a complaint and a flow chart outlining the steps in the complaints process. Learners are also advised that they are able to make a complaint by email.

## Continuing Improvements for 2027

Aspire2 Education is dedicated to continually enhancing its methods to promote learner wellbeing and ensure a positive experience that fosters academic success.

The following areas have been identified for implementation in 2027:

- Continue to review policies and procedures.
- Continue staff training in key areas that include but are not limited to; mental health, dyslexia and other diverse learners, Cultural Awareness, Privacy legislation and other acts applicable to education in New Zealand, Tiriti o Waitangi and Pasifika.
- Add additional snap surveys to Canvas modules to collect feedback on other areas of learning.
- Seek further feedback from learner focus and priority groups on our policies and procedure.
- Advance our Māori and Pasifika strategies and strive to embed this across our programmes and into our culture.
- Review and update Academic Watch process and app to ensure its effectiveness.
- Review and update Orientation course to ensure it covers the new qualification requirements.
- Advance our disability data analysis on our disability learners. To identify trends and opportunity for improvement. Develop survey specific for these learners to seek feedback as to how we can better support them in an online environment.
- Continue to promote to learners' health and wellbeing awareness.