

## 2025 Self-Review Report of Performance Against the Outcomes of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

### Introduction

Lines & Cables Training Ltd are a private training establishment providing NZQA approved and accredited New Zealand qualifications for employees of the Electricity Supply Industry at Levels 2 to 5 on the New Zealand Qualifications and Credentials Framework.

We provide workplace-based training throughout New Zealand to electricity supply employees who are at entry level positions, through to highly specialised Live Line workers who carry out high voltage live work on the network. We are privileged to be able to encounter learners in this very exciting industry at many different stages of their careers. Employees in this industry are becoming much more diverse, and we work with a wide range of learners.

Lines & Cables Training conducted a self-review of how well we think we are doing for our learners against the outcomes of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. These outcomes are:

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

#### **Outcome 1:**

A learner wellbeing and safety system. Our review concluded that we have implemented this outcome well.

#### **Outcome 2:**

Learner voice. Our review concluded that we have implemented this outcome well.

- **Wellbeing and safety practices for all tertiary providers**

#### **Outcome 3:**

Safe, inclusive, supportive, and accessible physical and digital learning environments. Our review concluded that we have implemented this outcome well.

#### **Outcome 4:**

Learners are safe and well. Our review concluded that we have implemented this outcome well.

### Summary of performance under each outcome

We reviewed our performance under each outcome for 'The Code of Practice' and summarised our findings for each of the outcomes as follows:

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

##### **Outcome 1:**

A learner wellbeing and safety system

- The industry within which we provide training is considered a high-risk environment. Therefore the wellbeing and safety of our learners is of the utmost importance. Our programmes are safety focussed because they need to be, and it is an intrinsic part of our programme design process.

- Learner wellbeing also plays an important part in our programmes as we believe a healthy state of wellbeing is required in order to work safely in the electricity supply industry.
- Our policy documents are the foundation to ensuring a whole of provider approach to learner wellbeing and safety. A culture of continuous improvement in the health, wellbeing and safety of our learners and staff is reflected in our Health and Safety policies which continue to grow and evolve as we ourselves grow and evolve.
- Our learners complete Training Agreements prior to commencing any of our programmes. The agreements provide a way for us to get to know our learners before they commence our programmes. They also provide an opportunity for the learner to tell us about anything they feel could support their learning journey with us.
- Establishing good partnerships with employers is also very important to us. Having a good partnership with our learners' employers ensures that a shared responsibility is taken for learner wellbeing and safety while the learners is learning with us in their own workplaces.
- Feedback on our programmes is sought from our learners upon conclusion of any training. This feedback provides the learner voice to our improvement cycle for learner wellbeing and safety.
- Our trainers foster healthy reciprocal learner relationships with their learner groups. Our relationships we have formed in this industry are constantly growing and they are something we take great pride in.
- Our tikanga Māori values guide us to create a supportive whanau environment that our learners and staff feel safe and supported in. We value every learners background and identity.

## **Outcome 2:**

### **Learner voice**

- Our programmes are quite short and so we try to capture learner voice as effectively as we can during the time that they are with us. Capturing learner voice is done formally and informally - prior to, during and after our programme delivery, through formal evaluations and casual verbal feedback.
- We are finding our digital learner evaluations very valuable in terms of capturing learner voice.
- Our programmes are also designed as a response to industry 'voice' which is translated into what our potential learners need, to be able to work safely, in their chosen lines of work in the New Zealand Electricity Supply Industry. We are able to have an 'ear to the ground' in this industry as our face-to-face presence at service providers across New Zealand allows us to capture industry need.

## **Wellbeing and safety practices for all tertiary providers**

## **Outcome 3:**

### **Safe, inclusive, supportive, and accessible physical and digital learning environments**

- Our private training establishment has a core set of values that we focus on and implement wherever possible. Safe and supportive learning environments are promoted through the active implementation of our core values, Manaakitanga, Whanaungatanga, Kotahitanga and Ako (these core values are further explained in our policy documents).
- Outcome 3 is also met through our implementation of the Universal Design for Learning (UDL) framework. UDL is an evidenced-based framework that promotes inclusion in every aspect of a

learning experience. We are continuing to learn more about this framework as we realise the ways in which it can benefit our learners and our organisation.

- Because our learners learn on the job, we also seek to have good partnerships with employers - Outcome 3 is met by ensuring that a shared responsibility is taken for our learners with their employer to ensure their at work learning environments are safe, supportive, accessible and inclusive. A systems level approach is taken to ensure the training spaces provided to us to deliver programmes to our learners at their places of work meet requirements.

#### **Outcome 4:**

Learners are safe and well

- Overall, we believe that we are continuing to take a proactive approach towards meeting this outcome to ensure that learners are safe and well when under our pastoral care.
- We promote healthy physical activity within our programmes. In fact, it is often relevant to our learners' jobs. For example, any workers who perform live work must pass regular medical exams. Such a requirement allows for healthy discussion around maintaining physical and mental health to be able to perform daily work duties and maintain overall wellbeing.
- Our small learning group sizes also help to facilitate the implementation of this outcome.
- The trainer actively establishes and maintains a friendly supportive relationship with the learners. Many of our learners
- Part of our Kaupapa at the beginning of all programmes is to set expectations for the safe and supportive learning environment that we are very proud of.

#### **Self-review Report Recommendations/Planning for 2026:**

This self-review report has identified some of the ways our organisation is implementing the outcomes of 'The Education Code of Practice 2021'. Lines & Cables Training are implementing the outcomes well in many ways but it has also highlighted areas that the organisation can improve on - these areas have been prioritised for 2026 as follows:

- A review of our learner evaluation forms to ensure we are capturing specific feedback on our learner wellbeing and safety goals and strategic plan.
- Conduct a full review of our Learner Support Policy to ensure it is relevant and reflective of 'The Code of Practice' outcomes.

#### **Our strategic goals for Learner Safety and Wellbeing**

1. To instill safety through technical skill, confidence and competence
2. To ensure our learners feel safe and supported while they are learning with us
3. To promote each of our learners unique identity in an inclusive learning environment

