RESPONSIVE
TRADE EDUCATION

We Build People's Knowledge and Skills

Responsive Trade Education

The Education

(Pastoral Care of Tertiary and International Learners)

Code of Practice

Summary

Employment Placement Service (MSD) and Workplace Literacy and Numeracy TEO-led (TEC)

Responsive Trade Education (RTE) follows NZQA's Education (Pastoral Care of Tertiary and International Learners) Code of Practice outcomes 1-4.

The following is a summary of RTE's Education (Pastoral Care of Tertiary and International Learners) Code of Practice.

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

	Rating and Goal
Outcome 1: A learner wellbeing and safety system	**Well implemented / Implemented / Developing / Early stages** RTE's strategic goal is to take all reasonable steps to maintain the wellbeing of domestic tertiary learners, and to ensure as far as possible that domestic tertiary learners have a positive experience that supports their educational achievement by providing a healthy and safe learning environment. RTE will review the learner wellbeing and safety strategic goals and strategic plans and make amendments to the learner wellbeing and safety strategic goals and strategic plans within a reasonable timeframe following the annual review of the Code of Practice. RTE reviews the learner wellbeing and safety practices, using feedback from learners and other stakeholders to accurately identify any emerging concerns about learners' wellbeing and safety or behaviour and take all reasonable steps to connect learners quickly to culturally appropriate social, medical, and mental health services. RTE has plans for assisting learners and responding effectively in emergency situations within the learning environment. RTE will take appropriate action to address any deficiencies in learner wellbeing and safety practices that have been identified and make the information readily available, in accessible formats, to learners, staff and public.

Outcome 2: Learner voice	**Well implemented / Implemented / Developing / Early stages** RTE endeavours to proactively build and maintain effective relationships with all learner groups within the organisation by working with all learners and their communities through, formal and informal processes from actively hearing, engaging with, and developing the diverse range of learner voices and those of their communities. RTE will provide accessible resources to learners to support them and their learner communities to develop the necessary skills to enable them to participate by having accessible information to learners to increase transparency of the decision-making processes. RTE will work with learners to effectively respond to, and process complaints (including appropriate engagement with support people) and inform learners on how the complaint will be handled and how it is progressing. Learners are advised on the next steps available to them if RTE does not accept the complaint (or the learner or RTE perceives that the provider does not have the cultural competency to deal with it), or the learner is not satisfied that the provider has made adequate progress towards resolving the complaint, or the learner is not satisfied with the provider's internal complaints process or outcome, including advising learners on the next steps available to them, how to seek resolution of a contractual or financial dispute by way of a complaint or referral to an appropriate body or agency depending on the subject matter of the dispute. RTE ensures that the complaints process is easily accessible to learners (and those supporting them), by having practices for reporting annually to RTE management, learners, other stakeholders, and the code administrator (NZQA).

Wellbeing and safety practices for all tertiary providers

	Rating and Goal
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	**Well implemented / Implemented / Developing / Early stages** RTE has practices for reducing harm to learners resulting from discrimination, racism (including systemic racism), bullying, harassment, and abuse; and working with learners and staff to recognise and respond effectively to discrimination racism (including systemic racism), bullying, harassment, and abuse by promoting an inclusive culture across the learning environment and upholding the cultural needs and aspirations of all groups throughout the learning environment. RTE provide learners with an accessible learning environment where they can connect with others, build relationships, support each other, and welcome their friends, families, and whānau. Actively participate and share their views safely in their learning environment. The learning environment is designed to support understanding, acceptance, and connection with all learners, and have a collective responsibility for an inclusive learning environment. The use of te reo and tikanga Māori to support Māori learners' connection to identity and culture and provide all learners with information about the cultural, spiritual, and community supports available to them. RTE provides the opportunity for learners to discuss, in confidence, any issues that are affecting their ability to study and providing learners with a response to their issues and assisting learners with advice on pathways for further study and career development, where appropriate.

Outcome 4: Learners are safe and well	**Well implemented / Implemented / Developing / Early stages** RTE strives to provide a healthy and safe learning environment through practices enabling all learners and prospective learners to identify and manage their basic needs (the essential material requirements to support wellbeing and safety including housing, food and clothing), by providing information on how learners can access services through RTE or through community and public services that will help them maintain reasonable standards of material wellbeing, safety, and access suitable accommodation and understand their rights and obligations as a tenant in New Zealand. RTE provide opportunities and experiences for learners to improve their physical and mental health, wellbeing and safety that support good physical and mental health that are credible and relevant to learners, how learners can access medical and mental health services through RTE or through community and public services, including culturally responsive services to maintain a healthy lifestyle to assist in making positive choices that enhance learner wellbeing. RTE strives to provide an environment learners can report health and safety concerns they have for their peers, how to respond to an emergency and engage with relevant government agencies. Enable learners to communicate health and mental health needs with staff in confidence, and opportunities for learners to raise concerns about themselves or others in confidence and appropriate pathways for assisting them to access services when they need it and making arrangements with disabled learners or those affected by health and wellbeing difficulties to accommodate learning needs, and supporting learners whose study is interrupted due to circumstances outside their control, and providing inclusive, accessible re-entry processes.

	The following are RTE's definitions of a complaint and of a critical incident. **Definition of complaint:** A formal statement in which a person expresses their dissatisfaction with a particular situation. Something is wrong or not satisfactory, grievance, an expression of dissatisfaction, resentment, or being unacceptable. **Note:** No complaints were received by RTE for 2025 **Definition of critical incident:** A critical incident as an event out of the range of normal experience – one which is sudden and unexpected, involves the perception of a threat to life and can include elements of physical and emotional loss. Can include unexpected deaths of coworkers, multi-casualty injuries due to accidents or disasters, and traumatic events or situations impacting the workplace. **Note:** No critical incidents were reported in 2025