Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, **remove the parts** in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12).**

TEO information

TEO Name	Port & Crane Academy of New Zealand (PCANZ)			MoE number		7015	
Code contact	**Name**	Lara Manley		**Job title**		General Manager	
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Current enrolments	**Domestic learners**	**Total #**	#24	**18 y/o or older**		#24	
				Under 18 y/o		#0	
	International learners	**Total #**	#0	**18 y/o or older**		#0	
				Under 18 y/o		#0	
Current residents	**Domestic learners**	**Total #**	#24	**18 y/o or older**		#24	
				Under 18 y/o		#0	
	International learners	**Total #**	#0	**18 y/o or older**		#0	
				Under 18 y/o		#0	
Report author(s)	Lara Manley						

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

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

	Rating
Outcome 1: A learner wellbeing and safety system	Developing – Policies & procedures for safety and wellbeing are established, and industry-standard H&S practices are integrated into all physical training. Recruitment of learner support roles and structure is planned but not yet operational. Formal wellbeing tracking tools and data collection are still in the design stage. Early feedback suggests learners feel safe and supported, but there is no longitudinal or survey-based evidence yet. Implementation of roles and data systems in 2026 will move this area towards "Implemented".
Outcome 2: Learner voice	Early Stages – Clear intent and design exist (surveys developed, Māori & Pasifika Advisory Group planned), but formal mechanisms are not yet deployed. Current feedback is informal, not yet part of a structured evaluative cycle. Once surveys and advisory groups are operational and feeding into governance and improvement cycles, this area will progress rapidly to "developing". Strong potential for quick maturity once systems are tested and data integrated into decision-making.

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Developing – Foundational structures are in place – blended learning model, health & safety protocols, LMS accessibility and early planning. Equity considerations are acknowledged and woven into strategic intent. However, evidence of systematic learner feedback and evaluation is still in development – surveys not implemented yet and data not yet captured. Next 6 – 12 months will focus on implementing and testing these systems, which

	will lift maturity from developing to implemented.
Outcome 4: Learners are safe and well	Developing – Foundational H&S policies and learner wellbeing intent are in place, compliance with industry standards ensures physical safety. Culturally responsive practices are planned and supported by PD initiatives. Systems to evidence safety and wellbeing outcomes (e.g. survey data, incident monitoring, wellbeing metrics) are in progress but not yet producing data. With recruitment of Cultural Engagement Advisor and full rollout of surveys, PCANZ will reach "Implemented" maturity within the next 12 – 18 months.

Summary of performance under each 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 1: A learner wellbeing and safety system	PCANZ is committed to ensuring learner wellbeing and safety through a combination of policy, staffing and proactive support mechanisms. **Structured support system:** Learner advocate roles will be recruited to provide individualised pastoral support for all learners, with particular focus on Māori, Pasifika and learner from low socio-economic backgrounds. Learners have access to guidance, mentoring and support for both academic and non-academic challenges, including financial, mental health and workplace wellbeing issues. Safety procedures are integrated into all physical training environments, including inductions to workplace risks, emergency protocols and compliance with health and safety regulations. **Wellbeing Embedded in Learning:** On-job training and blended online delivery are supported with clear channels for learners to report concerns or seek assistance. In the new year, Whanau engagement will be encouraged to reinforce support networks and learner resilience.	**Learner Voice Surveys:** Surveys are being developed to capture learner perceptions of safety, wellbeing and support. Feedback will inform continuous improvements. **Advisory Group Oversight:** Māori and Pasifika Advisory Groups will provide qualitative insights into the effectiveness of wellbeing and safety measures for priority learners. **Monitoring and Reporting:** Systems are being established to track incidents, learner engagement and uptake of support services. **Staff Accountability:** Staff will receive professional development in learner wellbeing, pastoral care and cultural competence, and adherence will be monitored through performance reviews and internal audits.
Outcome 2: Learner voice	We recognise that learner voice is central to delivering inclusive, responsive and effective vocational education. As a newly established PTE, we are in the early stages of embedding structured mechanisms to ensure learners can actively contribute to programme design, delivery and improvement. **Early Engagement and Consultation:**	**Surveys & Focus Groups:** Data from these tools will provide both quantitative and qualitative insights into learner's experiences. **Advisory Group Input:** Ongoing guidance from Māori & Pasifika Advisory Group ensures feedback reflects the perspectives of priority learner groups. **Monitoring Participation:** Learner

NZQA	Learners are encouraged to provide feedback on course content, delivery modes and support services through informal discussions during onboarding and workplace training. Māori and Pasifika learner perspectives will be actively sought through planned co-design initiatives with our emerging Māori & Pasifika Advisory Group. **Structured Feedback Mechanism:** A formal survey has been developed to capture learner satisfaction, cultural safety and perceptions of support services. Focus groups are planned to complement surveys, enabling in-depth insights and suggestions for improvement. Learner feedback will inform curriculum adjustments, pastoral support enhancements and operational improvements.	participation rates in surveys, forums and co-design activities will be tracked to gauge engagement. **Integration into Reporting:** Findings will be included in learner success dashboards and Monthly Operational Reports to inform decision making and continuous improvements.

Wellbeing and safety practices for all tertiary providers

	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 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	**Physical learning environments:** Training occurs on-site and in workplaces with industry standard safety protocols and inductions. Learners are provided guidance on workplace safety and risk management as part of their induction training. Pastoral and wellbeing support (Cultural Engagement Advisor) will be recruited in the 2026. **Digital learning environment:** Blended online learning is supported via a LMS with mobile accessible content to improve accessibility. Digital equity considerations include plans for learners to access devices, data and IT support to avoid exclusion. **Inclusivity and Support:** Māori and Pasifika learners will be supported through co-design learner pathways, mentoring and culturally responsive content. Learners from low socio-economic backgrounds will receive additional academic scaffolding and pastoral support. Staff will undergo professional development focused on cultural capability, inclusive teaching and learner-centred practices.	**Learner Voice:** Surveys are in development to capture learner's sense of belonging, safety, accessibility and engagement. Feedback will be collected mid-programme and at completion. **Advisory Groups:** Māori & Pasifika Advisory Groups will provide qualitative insights on inclusivity and accessibility. **Data Tracking:** Systems are being developed to monitor participation, retention and achievement by priority groups. **Staff Accountability:** Professional development implementation of inclusive practices will be monitored through staff performance reviews and internal audits.
Outcome 4: Learners are safe and well	We place the wellbeing, safety and holistic care of learners at the centre of our delivery approach. Our aim is to create a learning environment that is safe, inclusive and supportive – both physically and digitally – so that learners can focus on achieving their qualifications and developing careers. **Health, Safety & Wellbeing:** All learners are introduced to PCANZ's health and safety policies during onboarding, including site-specific	**Onboarding & Orientation Feedback:** Learners provide early feedback on safety and wellbeing measures, identifying areas where additional support is required. **Monitoring & Reporting:** Incident reports, attendance date and engagement metrics are tracked to identify any risks to learner safety and wellbeing. **Learner Surveys:** Scheduled surveys will capture learner's sense of belonging, safety

NZQA	protocols for on-job training at ports and crane operations. Risk assessments are completed for all learning environments, including online platforms, to ensure safe and secure access to learning resources. Learner wellbeing supports include planned wraparound services such as pastoral care, access to mentoring and academic support, particularly for Māori, Pasifika and learners from low socio-economic backgrounds. **Cultural Safety and Inclusivity:** Te Tiriti o Waitangi principles are embedded in governance and programme planning, ensuring Māori learners feel culturally safe and supported. Staff will undergo professional development in culturally responsive teaching and equity focused practices. Support systems are being designed to proactively respond to the diverse needs of learners.	and access to support services. **Advisory Input:** The Māori & Pasifika Advisory Group will provide ongoing insight into the cultural safety and wellbeing of learners from priority groups. **Staff Observations:** Tutors and workplace supervisors / assessors, as well as Learning & Assessment Partners, actively monitor learner's wellbeing and report concerns through internal channels.

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	Initial onboarding and workplace induction protocols ensure learners understand safety expectations. Formal wellbeing evaluation is pending the rollout of learner surveys and establishment of support roles. Early indications from internal feedback show learners feel supported, though systems are still maturing.
Outcome 2: Learner voice	Surveys have been developed but not yet deployed. Advisory groups will be established in Q1 2026, and initial informal feedback has indicated that learners value opportunities to share experiences and have their needs considered.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Early feedback indicates learners feel supported and safety protocols are effective, but formal evaluation of inclusivity and accessibility is pending the rollout of surveys and advisory group input. Plans are in place to review and continuously improve both physical and digital learning environments guided by learner feedback and equity indicators.
Outcome 4: Learners are safe and well	Learner wellbeing systems are being established alongside programme delivery starting 2025/2026. Policies and procedures are documented and shared, but formal monitoring and evaluation systems will be fully operational in 2026 with the recruitment of Cultural Engagement Advisor. e

Summary of action plan

Include information on how actions will be monitored for implementation and success.

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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Recruit and onboard dedicated learner support role (Cultural Engagement Advisor).	Lara Manley	Q1 – Q2 2026	Strategic Intent	Cultural Engagement Advisor role successful filled and onboarded
	Launch learner wellbeing and safety survey		Q4 2025 / Q1 2026	Reporting in the Monthly Operational Report to Stakeholders	Feedback received and data collated to create dashboard.
	Integrate wellbeing metrics into learner success dashboards		Q2 2026	As Above.	Dashboard active and provides relevant data
	Conduct regular staff development and audits to ensure ongoing effectiveness and compliance		Q3 2026 and ongoing	Add to QMS Calendar	PD's and internal audits, positive learner voice surveys received.
Outcome 2: Learner voice	Launch formal survey & conduct initial focus groups	Lara Manley / Cultural Engagement Advisor	Q2-Q3 2026	Progress included in operational report	Dashboard active, first focus group meeting held
	Integrate findings into programme reviews,	TBC	Q4 onwards & ongoing	TBC	Ongoing – metric to be confirmed

	support services and staff professional development				
	Establish regular reporting cycles to the Stakeholders & leadership team to ensure learner feedback drives tangible change.	Lara Manley	Q3 2026 and ongoing	Add to QMS calendar and share with Stakeholders and leadership team	Ongoing – refer to other measurements.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Launch learner feedback survey	Lara Manley	Q4 2025 / Q1 2026	Add progress to monthly Operational Report sent to Stakeholders & Director	Feedback received and data compiled in a fit for purpose report
	Conduct staff audits and follow up PD to ensure inclusive practices are fully embedded	Lara Manley	To be implemented once recruitment successful	Part of Annual QMS calendar	Learner voice feedback surveys – learners safe, engaged and actively training.
Outcome 4: Learners are safe and well	Fully implemented pastoral care and learner support roles	Lara Manley	Q3 2026	Progress to monthly operational report.	Role recruited and onboarded
	Launch regular wellbeing surveys and integrate findings into		Q1 – Q2 2026	Dashboard implemented	Dashboard active and providing insightful data

	continuous improvement cycles				
	Continue staff professional development focused on cultural safety and equity.		As staff recruited and ongoing	Add to annual QMS calendar	Positive learner voice feedback
	Scale support mechanisms to ensure equitable access for all learners across blended online and on-job environments		Ongoing	TBC	TBC