NZQA Pastoral Care Code of Practice
Self-Review of Compliance – October 2026

TEO information

TEO Name	Mission Ready HQ Limited			**MoE number**	6039	
Code contact	**Name**	Manpreet Malhotra		**Job title**	Programme Director	
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Current enrolments	**Domestic learners**	**Total #**	559	**18 y/o or older**	496	
				Under 18 y/o	63	
	International learners	**Total #**	0	**18 y/o or older**	0	
				Under 18 y/o	0	
Report author(s)	Manpreet Malhotra					

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	**Well Implemented**
Outcome 2: Learner voice	**Implemented**

Wellbeing and safety practices for all tertiary providers

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

Summary of performance under each outcome

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

	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	Learner wellbeing and safety goals sit within MRHQ's strategic business plan, which sets goals, initiatives and KPIs, including outcomes for priority group learners such as Māori, Pasifika, and Women. Learner feedback and results inform the development and review of these goals and plans. These plans are reviewed periodically, and learner feedback as well as results are standing items at leadership meetings, Academic Board, end-of-intake reviews and Annual Programme Reviews. MRHQ's strategy contributes to an education system that honours Te Tiriti o Waitangi through several embedded processes and initiatives, such as staff engagement in training for Te Tiriti, stated KPIs for Māori learner participation and completion outcomes, and partnership with The Southern Initiative through MPTT. MRHQ operates a whole-of-provider wellbeing and safety system, which is implemented through the Capability Development team. Every learner has a dedicated contact person in a Capability Development Lead (CDL) who provides both technical and pastoral support across all programmes and delivery modes, in addition to the teaching staff.	Learner feedback contributes to wellbeing and safety decisions at organisational level, through feedback in mid and end of intake surveys, and any anecdotal or informal feedback. In 2026 so far, retention has been above target for every learner group and rising: • overall 89.4% (2025) to 91.8% (2026 to date) • Māori 79.3% to 90.0%, now close to parity • Pasifika 86.7% to 89.0% Withdrawals fell from 10.6% of enrolments in 2025 to 8.2% in 2026 intakes completed to date. The share of enrolments that are still active on extension has dropped and converged across groups (Māori 11.1% to 5.0%, Pasifika 7.6% to 5.5%, other learners 7.4% to 6.5%). Survey and check-in data is triangulated and reported at intake reviews, leadership meetings, and most importantly, to Academic Board. The non-engagement (Withdrawal Pending) process has been effective in re-establishing contact with unresponsive learners, and enabled retention further.

	The system is supported by: • a Weekly Progress Tracker across all programmes (attendance, Mission progress, portal engagement, CDL contact), used as the main lead indicator of disengagement risk • first-week personal contact with every extramural learner and coordinated Mission Advisor/CDL follow-up of learners who miss the first live session • the non-Engagement process in Level 4–5 programmes • a Compassionate Consideration process, which provides for extensions paired with clear terms and a study plan • Candidate 360 system, being developed into an integrated case-management view Emergency and critical incident procedures are well documented in the QMS and process manuals. With most learners studying virtually, emergency information is provided through the Candidate Handbook. No critical incidents or emergencies were recorded in 2026; there is a mechanism for reporting these through leadership meetings and the advisory and Academic Boards. MRHQ's learner welfare provisions are set out in the Candidate handbook and published on the website where this self-review report is also published. Learners can also find this information, along with self-help resources and contact details for the Capability Development team, on the Support Hub in the learner portal (see Outcome 3). In response to the 2025 Annual Programme Reviews, which found increased demand for pastoral and career support, we strengthened holistic (academic, pastoral and career)	Analysis: Together, the above data indicates that the system keeps learners engaged through to an outcome. We currently also collect data on pastoral care metrics, however analysis of this data over a period of time will help us show which support mechanism drives results for individual learner groups.

	support and continued the integration of wellbeing monitoring into delivery. This included reviewing and updating the Support Hub, which brings academic, pastoral and career resources together in one place for learners. The system is working well for retention. We do not yet report consistently on pastoral care data, and demand continues to stretch resourcing.	
Outcome 2: Learner voice	We gather learner voice through formal and informal channels: • anonymous mid- and end-of-intake surveys, with results broken down by priority group, reported to the Leadership team and Academic Board, and included in end-of-intake reviews and Annual Programme Reviews • anonymous Mentimeter word-cloud check-ins in Level 4 and 5 programmes, • CDL check-ins, engagement observation, and weekly conversations between trainers, assistant trainers and CDLs Regular feedback is also sought through engaging with community partners as well as industry stakeholders. The findings from these mechanisms are reviewed after every intake and analysed for patterns, then reported in writing, verbally and informally at programme delivery team meetings, and formally at Academic Board and Leadership meetings. Learner feedback directly shapes delivery. Changes this year include pacing content release to match task difficulty, releasing all first-month content upfront, copyable links in	Following the content-release redesign, mid- and end-of-intake surveys show learners are satisfied with the amount and availability of content. Feedback on onboarding and trainer feedback has been consistently positive. The last diverse learner voices report found learners across groups felt culturally, physically and psychologically safe, and identified opportunities to better support learners balancing whānau commitments, and to strengthen communication tools, support networks and intercultural sharing. While the low volume of complaints is positive, we recognise it is not on its own evidence that learners feel able to raise concerns. Learner voice gathered through several mechanisms explained previously has not indicated any concerns in this area, however the fee complaint has prompted us to review how clearly withdrawal dates and fee consequences are communicated at enrolment and before the withdrawal deadline, so that learners can make informed decisions in time (see action plan). Analysis: Formal surveys provide a steady, disaggregated view of learner experience and lead to adjustments in delivery where required. Since 2025, one-on-one conversations have replaced diverse learner focus groups,

	slides, more assistant trainer availability, and more self-paced materials and clearer templates. In 2023-24 kōrero with Māori and Pasifika learners occurred through focus groups and resulted in the last Diverse Learner Voices report published in 2024. With limited uptake of focus groups, these were replaced with one-on-one conversations from 2025. The notes from these conversations will inform the next report, expected to be completed by Q1 2027. The Candidate Handbook sets out a four-stage complaints process based on natural justice. It considers cultural perspectives, including restorative approaches, provides for a support person, and explains escalation to the Board, an independent person, Study Complaints | Ngā Amuamu Tauira, the Code administrator and other external bodies. In 2026, MRHQ received one formal learner complaint, lodged through Study Complaints, without first using MRHQ's internal complaints process. The complaint concerned fees: the learner had withdrawn shortly after the early withdrawal period closed and disputed the resulting fee penalty. The matter was resolved by reducing the penalty and offering financial support, and the learner accepted the outcome. No other complaints were recorded during the period.	becoming our mechanism of choice to hear in depth from priority group learners with the largest completion gaps. Feedback is acted on within and between intakes, and the effect of the changes shows up in later surveys. We do not currently have a formalised way of reporting the outcomes of learner feedback back to them. This is a planned action for 2027. Learner voice is also not yet linked to measures of wellbeing support by priority group.

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	Programmes follow Universal Design for Learning principles. Barriers of cost, location and prior study are reduced through scholarships and hardship support, extramural access, and open entry to entry-level programmes. All learners take part in an orientation, and loan devices are available for learners without a suitable computer or internet access. Extramural delivery is 87% of provision in 2026 (planned 96% in 2027). Learner support was designed for this model: structured online delivery with recordings (Thinkific and Missions), a dedicated CDL available by Teams, messaging and calls, digital-equity support, and programme design adapted for remote study. A Support Hub on the learner portal brings this support together in one place: FAQs on getting started, managing time, falling behind, motivation and imposter syndrome; profiles of the Capability Development team and guidance on when to contact CDLs, Assistant Trainers and Mission Advisors; self-help resources on growth mindset and time-management tools; essential resources including the Laptop Guide, Team Collaboration and Professionalism Matrix, and learner perks and discounts; and a statement on inclusivity that affirms the value of every learner's background, culture, gender and journey.	Learners report feeling safe and secure, with most scoring 4 or 5 out of 5 in formal surveys. Similar to the findings from previous years, disaggregated data from Likert ratings in surveys also found learners across diverse groups felt culturally, physically and psychologically safe. Access is widening: Pasifika learners rose from 14.7% to 20% of learners, learners with low prior achievement from 27.6% to 32.0%, and women from 43.1% to 47.9%. Women's qualification completion rose from 73.7% to 84.0% and retention from 89.4% to 95.3%. Analysis: the learning environment is safe and increasingly inclusive. Accessibility support needs to be recorded more consistently across programmes, and digital equity becomes more critical as extramural delivery grows. The call in the 2024 report for stronger support networks and intercultural sharing matches the 2026 finding that extramural delivery limits networking and peer learning. The completion gap for learners with low prior achievement is unchanged at about 15 points. The Support Hub gives extramural learners a single point of access to support, but its use and impact are not yet formally measured.

	Learners are involved in the design of the digital learning environment; in 2026, content release, slide links, templates and self-paced materials were redesigned in response to learner feedback (see Outcome 2). Māori and Pasifika learners have access to academic, pastoral and financial support (scholarships and discounts), including dedicated resourcing with The Southern Initiative through MPTT. Disabled and neurodiverse learners can disclose needs confidentially so support plans can be put in place. Career pathway and further study advice is provided through conversation with advisors in prior stages of enrolment as well as dedicated coaching on completion of the mentored work experience. The Candidate Handbook (October 2026) code of conduct, including dress and presentation expectations, applies equally to live sessions and the virtual classroom. Its harassment and bullying process upholds the mana of everyone involved, supports complainants and keeps matters confidential, and recognises online harm under the Harmful Digital Communications Act 2015. A Professionalism Matrix supports consistent management of conduct issues. Partner-school teachers in the Level 3 Tech Career Launchpad receive weekly progress updates.	
Outcome 4: Learners are safe and well	CDLs contact learners straight away when they miss a session or appear to be struggling. Learners can book a call with their CDL; Level 4 learners have weekly buddy-group meetings with Assistant Trainers; Level 5, 6 and 8 learners receive one-to-one mentoring; and CDLs keep regular contact with at-risk and extension learners through an organisation-managed Aircall account.	Learners are identified and supported early. A Weekly Progress Tracker flags at-risk learners across all programmes, and CDLs make contact as soon as a session is missed or a concern is raised. Every contact, referral and outcome is recorded. Support translates into outcomes. Retention has risen for every learner group and Māori retention is close to parity

	Learners can also seek help themselves through the Support Hub, whose FAQs explain what to do if they start falling behind or are struggling with motivation or imposter syndrome, what other support is available, and who to contact and when. Compassionate Consideration recognises the pressures many learners manage alongside study (whānau and caregiving, financial pressure, tangihanga and community obligations). Extensions and returns follow a three-stage process: interview, written confirmation of conditions, and ongoing CDL check-ins against a study plan. The Candidate Handbook directs learners to contact information in an emergency or crisis, and lists free health and crisis services. Learners can also contact MRHQ both during and outside office hours. MRHQ also holds next-of-kin contact information for all learners, including those under 18 years of age. The enrolment form explains the circumstances in which a learner's nominated contact person may be contacted. Additionally, for minors, relevant documentation must be signed by their parents / legal guardians. Reported risks, including any concerns about the administration of the Code, are recorded in the risk register maintained by the Leadership team. Staff workloads are monitored and staff know how to access support.	(see Outcome 1). Withdrawals have fallen from 10.6% to 8.2%, and the share of learners on extension has dropped and converged across groups. Most learners rate their sense of safety at 4 or 5 out of 5 (see Outcome 3). Structured processes are working. Since the three-stage Compassionate Consideration process was introduced, several extension and returning learners have progressed further against their study plan and staff report improved completion in this group. The Withdrawal Pending process enables re-established contact with a majority of unresponsive learners. Monitoring identifies where support needs adjusting. Our tracking has identified three areas for attention, each with a response underway: • Demand for pastoral and career support is growing, which is being addressed through improved staff response processes and resourcing changes where needed through expansion of the CDL team. • About 17% of 2026 Diploma enrolments remain active on extension, higher than other programmes. Each learner on extension has a study plan with agreed conditions and regular CDL check-ins, and progress is monitored for each intake. We are analysing why Diploma learners need extensions more often to reduce this over time. • Outcomes for MPTT-funded learners have been low (11 of 26 completed in 2025, 4 of 10 so far in 2026), and we are reviewing how this support is delivered.

		Analysis: Pastoral practices are embedded across all programmes and delivery modes, and the evidence shows they keep learners safe, engaged and progressing. The data has also shown us where support is not yet working well enough, and we are acting on it. Pastoral care contacts and outcomes are recorded consistently. The next step is to report them regularly, by priority group, to the Leadership team and Academic Board, so that we can show which supports work best for each group (see action plan).

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	• Pastoral-care data is collected; however, it is not yet reported on consistently for priority groups to enable evidence of which supports work for each learner group. • Demand for pastoral and career support is stretching resourcing.
Outcome 2: Learner voice	• Changes made in response to feedback are mainly reported back to learners informally, through trainers and CDLs. • Learner voice informs programme design, but learner input into wellbeing and safety decisions at organisational level is not well documented.

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	• Accessibility support for disabled and neurodiverse learners is not yet consistently recorded across programmes • Digital equity and peer connection need strengthening as extramural delivery grows to 96%.
Outcome 4: Learners are safe and well	• Pastoral support metrics (learners supported, referrals, response times, outcomes for at-risk learners) are not yet reported consistently

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	• Strengthen reporting on pastoral metrics, building on check-ins and support notes. • Develop Candidate 360 into an integrated case-management view. • Report outcomes by priority group each intake to the Senior Leadership Team, Advisory and Academic Boards, and Board.	Programme Director Programme and Tech Operations Lead	Q2 2027	Reported each intake to the Senior Leadership Team, Advisory and Academic Boards, and Board.	• Retention parity for Māori, Pasifika and low socio-economic learners by 2027 (LSP target). • Pastoral support by priority group is evidenced and consistent across programmes.
Outcome 2: Learner voice	• Publish the Diverse Learner Voices report for 2026. • Report survey findings and resulting changes back to learners. • Document learner input into organisational wellbeing and safety decisions, including the review of strategic goals and plans	Programme Director Programme and Tech Operations Lead	Q1 2027	Learner voice findings reported to Leadership and Academic Board.	• Diverse Learner Voice report for 2026 produced. • Mechanisms for sharing learner feedback with them in place. • Learner input recorded in Leadership and Academic Board papers when goals and plans are reviewed

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	• Strengthen digital-equity support, including devices and connectivity. • Strengthen the communication about optional peer groups and online networking through the Alumni network. • Make accessibility support consistent across programmes and record it consistently.	Programme and Tech Operations Lead	Q2 2027	Mid- and end-of-intake surveys; outcomes compared by delivery mode each intake.	• Completion stays stable as extramural delivery scales. • Outcomes in fully extramural programmes match blended delivery.
Outcome 4: Learners are safe and well	• Use SELMA withdrawal dates to analyse when and why learners withdraw. • Make first-week contact by advisors and a private Teams meeting with a CDL a standard for learners who are late enrolments or fall in priority groups. • Apply the Withdrawal Pending process consistently across Levels 4–5. • Offer Compassionate Consideration extensions with clear terms and a study plan to support unexpected	Programme Director Programme and Tech Operations Lead	Q3 2027	Withdrawals reported by reason, ethnicity and programme type each intake.	• Withdrawals at or below 8.5% by 2027 and 7.4% by 2030 (2025 baseline 10.6%). • Māori withdrawals stay at or below 10.0%. • Diploma withdrawals continue to fall from 24.5%.

	situations, especially where a learner may be considering withdrawal. • Review how support is delivered for MPTT-funded learners and in part-time Tech Career Launchpad.				