



Te Oranga me
Te Haumaru Ākonga

Learner Wellbeing
and Safety



THE EDUCATION PASTORAL CARE OF TERTIARY & INTERNATIONAL LEARNERS CODE OF PRACTICE 2021 EVALUATION & ACTION PLAN



Please read in conjunction with Team Self-Assessment (2025)

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Introduction

[The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) (the Code) supports the well-being of tertiary and international learners enrolled with New Zealand education providers who:

- enrol international learners
- enrol domestic tertiary learners, and/or
- enrol (with a tertiary provider) industry trainees or apprentices.

In summary the Code:

- supports the well-being of tertiary and international learners enrolled with New Zealand education providers.
- sets out the requirements that education providers must meet for the well-being and safety of their learners.
- covers learners who are studying online, offshore, and/or in workplace-based settings.
- sets out the requirements that education providers must meet for the well-being and safety of their learners as well as the best possible support system and student experience

The code has twelve outcomes relevant to tertiary providers. Outcomes 1-4 apply to all tertiary learners, outcomes 5-7 apply students in student accommodation, and outcomes 8-12 apply only to international learners.

Outcomes 1-4 are applicable to JNPAT learners. Outcomes 1 and 2 focus on education providers taking a whole organisation approach to learner wellbeing and safety and that learner's voice is embedded into the organisation.

1. A learner well-being and safety system
2. Learner voice

Outcomes 3 and 4 focus on well-being and safety practices for all tertiary providers and relate to physical and digital learning environments.

3. Safe, inclusive, supportive, and accessible physical and digital learning environments
4. Learners are safe and well

For detailed information please see [Te Reo Māori version of the code](#) and / or [English version of the code](#).

The code sets out the roles and responsibilities of tertiary education organisations such as JNPAT in promoting and supporting student well-being, development, and educational achievement. Under the code JNPAT should be helping learners to be:

- safe physically and mentally
- respected and accepting of who they are
- supported in their learning and wellbeing
- connected with social and cultural networks
- able to have a say in decisions about services.

How JNPAT is working towards complying with the code

JNPAT has gathered the information needed through an initial GAP analyses process to inform JNPAT and their learners about the effectiveness of JNPATs current practice in relation to the Code outcomes sought for JNPAT's learners.

In the tables below, using the key evaluative questions and informed by our Gap Analyses, we demonstrate how effectively JNPAT is achieving the overarching outcomes, JNPAT's current strengths, and any opportunities for development.

We have indicated the stage JNPAT's Code implementation is at under each outcome using the [Continuum of Code Implementation](#).

At the end of this report, JNPAT has provided their Action Plan for Nov 2023 – Nov 2024, to carry out the following:

- Based on our analysis, indicate what we need to do differently in the coming year.
- Identify who is responsible for implementing the planned next steps, and by when.
- Explain how we will monitor our plan to ensure that it is implemented.
- Explain how we will know that the actions we took were successful.

Review of the code

JNPAT is committed to reviewing the code regularly which includes our support of learners and assessing how well we are meeting the outcomes outlined in the code. Details of these reviews are presented in this report, available to learners and staff on our website.

Key evaluative questions (the Code)

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

Outcome 1: A learner wellbeing and safety system

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

Stage of implementation for outcome	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Strategic goals and strategic plans

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we work proactively with our learners and stakeholders in the development and review of our learner wellbeing and safety strategic goals and strategic plans?	JNPAT works with ground operations employees as SMEs and uses existing learner feedback, stakeholders (Service IQ, Defence, WDCs, Air NZ, JNP Aviation Ground operations etc), staff and community to continuously improve and enhance learner wellbeing and safety goals and existing strategic plans.	Feedback from graduates and stakeholders, funding for Māori (Te Puni Kōkiri) and Pasifika (MsD) new learners and work-based learners, high success (feedback and graduates of secondary school gateway courses), high percentage of retention and success (93%-95.8%) of Māori & Pasifika graduates. In 2025 73 secondary school learners received 20 level 3 credits towards NCEA. Nine secondary school students have walked into employment with sister ground handling company JNP Aviation. Over 40 Air NZ and JNP Aviation completed work-based qualifications and credentials to upskill in the aviation industry. Classic Flyers Aviation Engineering facility has partnered with JNPAT to start Aeronautical Engineering qualifications.	Make public JNPATs Business and Strategic Plan which contains goals and priorities directly related to learner success, wellbeing and safety. Work with newly forming ISBs to enable stronger stakeholder collaboration and TEC funding for work-based training.

Process: Self-review of learner wellbeing and safety practices

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we review the effectiveness of our learner wellbeing and safety practices?	Our Programme Committee meetings are held, with Minutes to record the team's continual review of effectiveness. This is fed back to Governance Group meetings for external feedback and advice. We continually hui around learner cohorts, individual learners and ensure any issues are highlighted and attended to.	Minutes and progress provide evidence as does learner feedback (forms, moodle and face to face, and Careers advisors reports) and learner retention and success.	Have the team directly address JNPAT's Strategic goals on a monthly basis.

Process: Publication requirements

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?	Our obligations to the Code, our analysis, review and action plan are available on our website for learners to view https://www.jnpat.ac.nz/help in addition, the policies and processes associated with learner safety and wellbeing are also provided on the website.		Add our Strategic Plan to website to be transparent, and show learners our commitment to their safety and well-being

Process: Responsive wellbeing and safety systems

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we gather and communicate relevant information across our organisation to accurately	Under the code JNPAT is helping learners to be: * safe physically and mentally	We currently have small intakes of learners at a time (10 on average), and work-based learners while employed. Therefore, ākonga support staff, learner support & admin and instructors form a safe and	

identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?	<ul style="list-style-type: none"> * respected and accepting of who they are * supported in their learning and wellbeing * connected with social and cultural networks * able to have a say in decisions about services 	<p>supportive network for our learners. We have internal and external support systems, as well as school representative staff for Gateway programmes. Feedback can be given to a diverse group of staff, face to face or via JNPAT app, email, text and less personal feedback forms. Work-based learners have a 3-way agreement between employer, trainer and employee/learner to also ensure employer is also involved in learner support and wellbeing in these instances. JNPAT Work-based training policy JNPAT27 Stakeholder Evaluation Policy</p> <p>JNPAT has been lucky enough to collaborate with wrap-around pastoral care and has also had specific support from MsD and pastoral care with specific MsD cohorts. JNPAT not only provides learners with self-help information, but ensures they collaborate with the appropriate teams of support people when applicable.</p>	
How effectively do we provide our staff with ongoing training and resources tailored to their roles in the organisation in relation to the topics required by this process?	Our staff regularly brainstorm (Committee Minutes) ways to gather learner voice and create safe spaces for learner voice to be heard. Each staff member brings different expertise to the table	Learner feedback to date, stakeholder support	Training on mental wellbeing first aid for (admin) staff
How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?	JNPAT has an external support group, including Ākonga Support & Cultural Navigator from Pacific Growth, Toi kai rawa, Pasifika in the Bay. Through these support groups, School representatives, CATE member, and learners we can effectively assist learners	We have the support mechanisms in place, however we haven't had to respond to any emergency situations in our years of providing JNPAT education. We use JNPAT student rep mechanisms for feedback too.	Consult with learners re our response mechanisms and support.
How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?	We have critical incident policy and procedures in place, however we haven't had to respond to any critical incidents and emergencies at our organisation.		n/a – see Learner Complaints below. Critical Incident and Emergency Policy, Complaints /Grievances Policy updated

		(Oct 2024) as per NZQA Complaints and critical incidents report
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Overall self-review - Outcome 1: A learner wellbeing and safety system

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners?	JNPAT staff and industry verifiers are both diverse and aware. We effectively maintain a transparent learner wellbeing system that responds to learner diversity.	Excellent feedback, retention and success from learners. Excellent feedback from WDC, ITO- ISB staff, and industry stakeholders.	Add our Strategic plan to our website so learners can see where the Learner Policies fit and how JNPAT is dedicated to learner wellbeing and safety, and therefore overall learner success.
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	JNPATs Learner Success Framework and recent report (July 2025) shows the compilation of learner feedback through different mediums, learner success and our Learner Success Diagnostic Tool, all used to effectively evaluate our learner wellbeing and safety systems. We feel we have been highly proactive in our approach after only one year of education provision.		Consult with learners about what workplace wellbeing means to them, and what initiatives they might like
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	JNPATs Kaupapa is To provide support and opportunities for Pasifika and Māori in New Zealand by creating pathways into the aviation industry, and its Goal#3 To integrate Māori and Pasifika culture and language into JNPAT through inclusive policies and continual learning by JNPAT staff, and the sharing of that knowledge with learners. As a Māori – Niuean PTE carrying out its role as a provider in New Zealand, JNPAT upholds the Treaty of Waitangi, and respect pre-existing rights and responsibilities over Mātauranga Māori. JNPAT, with the collaboration from Tauranga iwi, Te Puni Kōkiri, Toi Kai Rawa and other external stakeholders, supports the goals and aspirations of Mātauranga Māori from an indigenous perspective. Mātauranga Māori is recognised by JNPAT as an evolving ancestral inheritance that is a Taonga protected under the Treaty of Waitangi; and is committed to the extension of its definition in their education provider role. JNPAT is extremely effective in upholding te Tiriti principles which in effect result in ākonga wellbeing and safety.		

	Action: To add JNPATs Māori and Pasifika strategy document to website
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Our JNPAT Business & Strategic Plan 2023 – 2026 fully incorporates Learner Success and the direct relationship with learner wellbeing and safety. This Plan is upheld through regularly reviewed policies, transparent on our website, and further translated into our JNPAT student handbook, learner resources, the Code information and help links on our website .

Outcome 2: Learner voice

Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.

Stage of implementation for outcome 2	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Learner voice

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?	With organisational growth, JNPAT has further developed and fostered more stakeholder collaboration and support – particularly in regard to ākonga support and advice, both internally and externally. JNPAT's initial data has informed how JNPAT currently delivers their learning programmes. As of 30 June 2025, JNPAT will have engaged with 262 enrolled learners, and gathered and analysed	Learners provide feedback face-to-face through liaising with: <ul style="list-style-type: none"> JNPAT instructors JNPAT Learner Support and Administration staff JNPAT Ākonga Support & Cultural Navigator 	Consult further with learners re our response mechanisms and support. Provide more learner stories on our website to enhance learner support and provision.

	<p>learner feedback data. JNPAT's methods of collecting learner voice and putting subsequent support systems in place have grown extremely quickly, as have staff capabilities and connections with stakeholders. This feedback provided information for JNPAT's developing Learner Success Plan.</p>	<ul style="list-style-type: none"> • Mel Cottingham, Chair, Pasifika in the Bay Trust (external) • JNP Aviation Verifiers in the workplace. <p>Learners also provide feedback through online mechanisms, including:</p> <ul style="list-style-type: none"> • Microsoft feedback 'Forms' • Moodle LMS forms • –learners can app to interact through group chat or one-on-one chat with their instructor, the JNPAT Ākonga Support & Cultural Navigator, and JNPAT Learner Support and Administration staff. <p>Learners also provide feedback via community consultation including:</p> <ul style="list-style-type: none"> • Peer communications with instructors and staff • Whānau and school support representative's communications with instructors and staff • Expos 	
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Process: Learner complaints

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we work with learners to effectively respond to, and process complaints?	We haven't had to respond to and therefore record any complaints at our organisation. However, we have the processes and people in place to respond efficiently, and systems in place to record and report processes.	We have the policies, processes and people in place to respond efficiently, and systems in place to record, review and report complaints and critical incidents to ensure continuous improvement, accountability and transparency.	n/a Procedure is currently on website and LMS– https://www.studycomplaints.org.nz/
How effectively do our current practices ensure that our complaints process is easily accessible to learners?	Complaints, appeals and disputes are structured processes through JNPAT policies, transcribed for learners into the Learner Handbook, Induction lesson plan and website.	Learner Handbook, Instructor Induction, Website	If and when we receive complaints and/or critical incidents we will review each record and provide our overall responses (high-level*) within this section of the Code, annually. The data we collect on each issue will allow us to review and make improvements. * As a provider we have a responsibility to protect learners' privacy and a legal obligation to comply with the Privacy Act 2020.
How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?	We haven't had to respond to and therefore record any complaints at our organisation. However, we have the processes and people in place to respond efficiently, and systems in place to record and report processes.	As above	As above Critical Incident and Emergency Policy, Complaints /Grievances Policy updated (Oct 2024) as per NZQA Complaints and critical incidents report

Process: Compliance with the Dispute Resolution Scheme

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
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How effectively do our current practices ensure we are familiar and compliant with the relevant DRS?	The dispute resolution scheme (DRS) is transparent on our website, classroom pinboard and handbook as are resources for bullying and harassment. We have not had to test out their effectiveness yet but everything is in place to be able to.	n/a (See comments in above cells)
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Overall self-review - Outcome 2: Learner voice

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?	JNPAT is acutely aware and attentive to learner voice and the diversity of wellbeing and safety needs of learners. We collaborate with Māori and Pasifika CEO and industry team and external stakeholders to ensure we are applying a holistic approach to learner responses	JNPAT's methods of collecting learner voice and putting subsequent support systems in place have grown extremely quickly, as have staff capabilities and connections with stakeholders. This feedback provided information for JNPAT's developing Learner Success Plan.	JNPAT Learner Reps now implemented
How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Learners provide feedback face-to-face through liaising with JNPAT internal and external representatives. Learners also provide feedback through a diversity of online mechanisms Learners also provide feedback via community consultation. Presently, we respond immediately to any feedback we need to action.	We have used all learner data to date to complete our LSDT to enable us to find gaps in learner success, wellbeing and safety. We have had 93-100% retention and success rate for our learner cohorts from Jan 2024 – Jun 2025.	Improve collaboration with learners (JNPAT Learner Reps) and further collaboration with learners as a whole.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	JNPATs Kaupapa is To provide support and opportunities for Pasifika and Māori in New Zealand by creating pathways into the aviation industry. As a Māori – Niuean PTE carrying out its role as a provider in New Zealand, JNPAT upholds the Treaty of Waitangi, and respect pre-existing rights and responsibilities over Mātauranga Māori. JNPAT, with the collaboration from Tauranga iwi, Te Puni Kōkiri, Toi Kai Rawa and other external stakeholders, supports the goals and aspirations of Mātauranga Māori from an indigenous perspective.		

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	Learner success directly relates to learner wellbeing and safety. We are educated on these through learner voice data.	JNPATs Strategic Plan and Māori and Pasifika Strategy reflecting learner voice.	Add to website for transparency for staff, learners and all other stakeholders.
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Wellbeing and safety practices for all tertiary providers

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Providers must foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.

Stage of implementation for outcome 3	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Safe and inclusive communities

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our learner wellbeing and safety practices maintain safe and inclusive communities for all learners?	JNPAT Learner wellbeing and safety practices are supported through a complete vocational and workplace community collaboration	<p>The Ground Operation staff in aviation. A high percentage of Māori and Pacific people already work in Ground Operations in aviation – and specifically with JNP Aviation (JNPAT's parent ground operations company) and;</p> <ul style="list-style-type: none"> JNPAT's connection with Aifai Esera (Pacific Growth and JNPAT Ākonga Support & Cultural Navigator) and his passion for assisting Pacific peoples into education and employment leading to ultimate happiness and family cohesion in New Zealand and back home and; 	Involve past and present learners more, in the collaboration. Embark on a DAP to incorporate a more diverse range of learners and employees

		<ul style="list-style-type: none"> • Aifai's passion for aviation – he was once an Air New Zealand Ground Operations staff member in Christchurch and; Aifai's new assistant, Daina Taurarii now contributes by working fully alongside Instructor Dave, while completing work-based training. Mel Cottingham (Pasifika in the Bay) has assisted Josh in connecting with his family in Niue. JNPAT is now working with Pasifika in the Bay to start the integration, of Māori and Pasifika policy and processes within the JNPAT Quality Management System (JNP Aviation Pacific Strategy.docx) 	
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Process: Supporting learner participation and engagement

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?	Our learner wellbeing and safety practices are highly effective in supporting learner participation and engagement. For our first year of learner participation we have had 93 - 95% success rate and full participation and engagement of all learners.	Enrolpro diagnostics, integrated policies and procedures, Ākonga Support & Cultural Navigator, SENZ and Pacific Growth Support, Pacific in the Bay, Feedback surveys and anon 'star rating' feedback forms provides data for us to ensure wrap around learner support, Instructor-Learner relationship, Ākonga Support & Cultural Navigator-Learner relationship	Involve past and present learners more, in the collaboration. Embark on DAP to incorporate a more diverse range of learners and employees. Move to SELMA for 2025-26 for more cohesive reporting system.

Process: Physical and digital spaces and facilities

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?	As a small provider we utilise the skills of our Technology and Innovation Manager alongside our LMS provider to refine electronic data collection and presentation. Our learner spaces within the workplace, classroom and digital spaces are maintained by safe practice and tools for safe and effective use (handbook, website and face to face instruction)	JNPAT has policies and procedures in place to ensure safe spaces online and in classrooms – including the Online safety policy and associated learner agreement.	Involve past and present learners more, in the collaboration. Publish our DAP. Website has now gone through a more learner focused visual approach alongside adding the Accessibility bar for diverse users. New website Nov 2025

Overall self-review - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?	JNPAT Learner wellbeing and safety practices are supported through a complete vocational and workplace community collaboration. Ensuring learners can see their culture and diversity reflected in their LMS and teaching and learning culture	Our retention and success has proved to be excellent. Our working with diverse learner groups has not seen any barriers. We draw on the appropriate support when we need this. Our feedback reflects this.	Staff specific training (need funding for this)

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Engagement with Māori and Pacific community Nurturing respectful enduring relationships between teacher and student to sustain Māori and Pacific identities, languages, and cultures. Collect data from learners through the Learner Success Framework	Enrolpro diagnostics, integrated policies and procedures, Ākonga Support & Cultural Navigator, SENZ and Pacific Growth Support, Pacific in the Bay, Feedback surveys and anon 'star rating' feedback forms provides data for us to ensure wrap around learner support, Instructor-Learner relationship, Ākonga Support & Cultural Navigator-Learner relationship	Involve past and present learners more, in the collaboration.
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	JNPATs Kaupapa is To provide support and opportunities for Pasifika and Māori in New Zealand by creating pathways into the aviation industry. As a Māori – Niuean PTE carrying out its role as a provider in New Zealand, JNPAT upholds the Treaty of Waitangi, and respect pre-existing rights and responsibilities over Mātauranga Māori. JNPAT is extremely effective in upholding te Tiriti principles which in effect result in ākonga wellbeing and safety. More specifically: <ul style="list-style-type: none"> • Nurturing respectful enduring relationships between teacher and student to sustain Māori and Pacific identities, languages, and cultures. • Understanding of obligations of employees to family, church obligations, different Pacific celebrations and rites of passage ie employment contracts now include leave for Tangi/bereavement (As per Māori and Pasifika Stratgey) 		From JNPAT Strategic Plan: Goal#3 To integrate Māori and Pasifika culture and language into JNPAT through inclusive policies (Maori and Pasifika Strategy doc) and continual learning by JNPAT staff, and the sharing of that knowledge with learners
How effectively do our current practices for this outcome align with our organisational learner wellbeing	As a small provider we utilise the skills of our Technology and Innovation Manager alongside our LMS provider to refine electronic data collection and presentation. Our learner spaces within the workplace, classroom and digital		n/a

and safety strategic goals and strategic plans?	spaces are maintained by safe practice and tools for safe and effective use (handbook, website and face to face instruction)	
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Outcome 4: Learners are safe and well

Providers must support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.

Stage of implementation for outcome 4	Well implemented / Implemented / Developing implementation / Early implementation
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Process: Information for learners about assistance to meet their basic needs

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?	Information is regularly updated on JNPAT website, face to face in the classroom and via handbook and poster resources.	Learner verbal and online feedback shows are well support learner group this year, and successful graduates	Continually evolve with our learners - currently transforming website to appeal more to our learner group and needs.

Process: Promoting physical and mental health awareness

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we assist our learners to manage their physical and mental health and to access support when needed?	We have internal and external support systems and people in place to attend to and identify learner needs, as well as community support – internal industry employees and external stakeholders.	Learner verbal and online feedback shows are well support learner group this year, and successful graduates	Keep being attentive and responsive.

Process: Proactive monitoring and responsive wellbeing and safety practices

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?	JNPAT currently has small learner groups and this enables our wrap around response and monitoring to work effectively to ensure learners are not slipping through the gaps	<p>Learners provide feedback face-to-face through liaising with:</p> <ul style="list-style-type: none"> • JNPAT instructors • JNPAT Learner Support and Administration staff • JNPAT Ākonga Support & Cultural Navigator • Mel Cottingham, Chair, Pasifika in the Bay Trust (external) • JNP Aviation Verifiers in the workplace. <p>Learners also provide feedback through online mechanisms, including:</p> <ul style="list-style-type: none"> • Microsoft feedback 'Forms' • Moodle LMS forms • – an app learners can use to interact through group chat or one-on-one chat with their instructor, the JNPAT Ākonga Support & Cultural Navigator, and JNPAT Learner Support and Administration staff. 	Keep team meetings and daily kōrero within our close-knit team. This process is reflected in our student results and feedback.

		<p>Learners also provide feedback via community consultation including:</p> <ul style="list-style-type: none"> • Peer communications with instructors and staff • Whānau and school support representative's communications with instructors and staff <p>Expos</p>	
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Overall self-review - Outcome 4: Learners are safe and well

KEQ	How effectively?	How do we know? Evidence	How can we improve? Results from GAP analysis
How effectively do we support learners to manage their physical and mental health through information and advice?	Fully through website resources, instructor and ākonga support, learner support - only 10 learners per intake, so wrap around support is effective. Also, have external contacts for each learner in enrolpro system, including school careers advisors, team managers for employees etc.	Learner and associated stakeholder feedback & success	n/a
How effectively do our current practices identify and respond to learners who need additional support?	Our support provision have so far being effective and encompassing. JNPAT team is acutely attentive to learner needs. Have also collaborated with Cat One Literacy and Numeracy provider, Edvance to work alongside us for learners in need.	Learner and associated stakeholder feedback & success	Continue to collaborate to enable us to draw on necessary skills to assist learners in need

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?	Very effectively, and all data to date has been used in the LSDT.	LSDT review and analyses, programme committee review and consultation with JNPAT team and external stakeholder support people.	Learner Rep collaboration
How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?	Very effectively. JNPAT nurtures respectful enduring relationships between kaiako and ngā tauira to sustain Māori and Pacific identities, languages, and cultures, and ensure ākonga wellbeing and safety.	Learner success, employment opportunities for learners. In addition, JNPAT has worked hard to obtain the Te Puna Kōkiri Cadetship to provide parent company JNP Aviation Māori employees with the opportunity to enrol in the Certificate level 3 whilst working.	Continue mana-whenua hui and relationship building with the intention of long lasting relationships and involvement with the support and understanding of our rangatahi.
How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?	<ul style="list-style-type: none"> JNPATs QMS and Business Plan & Strategy incorporate the following: JNPAT fosters learning environments that are safe and designed to support positive learning experiences of diverse learner groups JNPAT continues to train and support staff so they too can grow JNPAT provides transparent protections for learners for making complaints and resolving disputes JNPAT ensures consistency within and across other providers with their policy and process of response to emergency situations, ensuring the learning environment is supportive, positive and safe to diverse learner groups. 		Continuous improvement and growth as JNPAT grows and learns from their own learner groups by providing a supportive and collaborative environment for all learners.

Action Plan: 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	Make public JNPATS Business and Strategic Plan which contains the goals and priorities directly related to learner success, wellbeing and safety.	Alice Jones (GM)	December 30 th 2025	Transport Plan into a format best for intended readers. Upload to website	Transparent Business Plan and Strategy available for learners and stakeholders to see JNPATS commitment to their safety and well-being at a business level
	Have the team directly address JNPATS Strategic goals on a bi-annual basis.	Alice Jones (GM) and Emily Cook (Admin)	Next date 26 th October 2024	Emily adds to monthly agenda to address bi-annually - continual	Team Minutes (Programme Committee) will reflect direct attention to JNPATS Strategic Goals and actions that may come from this (rather than indirectly in fortnightly meetings) .
	Consult with staff and learners re our emergency response mechanisms and support – for 2026 initiate	Alice Jones (GM), Mark Ward (IT & Innovation) Dave Jenner (Lead Instructor)	From Jan 2026	JNPAT learner Representatives for learner intakes in 2026 and gather information through forms and face to face.	Ensure our emergency response mechanisms are / and will be effective
	To add JNPATS whakapapa to Māori & Niuean families,	Josh Payne (CEO) and Mana whenua (Whareroa marae) and provide a website that is	By 31 st Nov 2025	Hui, waka rererangi completion and website story	To further provide a safe place to learn and sense of belonging to our Māori and Pasifika

	including the new training waka – rererangi	learner inclusive and speaks to learners			learners, employees of parent company JNP Aviation, and mana whenua of Tauranga Airport area
Outcome 2: Learner voice	Consult with learners re our learner response mechanisms and support	JNPAT team	From Feb 2025, findings due date Nov 30 th 2025	Initiate the JNPAT Learner Representatives and collate information face to face and on Forms	Consultation on current feedback mechanisms and their effectiveness for hearing learner voice.
				Critical Incident and Emergency Policy, Complaints /Grievances Policy updated (Oct 2024) as per NZQA Complaints and critical incidents report	

Action Plan: 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	Involve past and present learners more, in the collaboration.	JNPAT team	From Feb 2024, findings due date Nov 30 th 2024	Collate findings across the year	Presentation of data and consequent actions / changes to improve physical and digital learning environments
	Complete DAP and publish	Dave Jenner (Instructor) & JNP Aviation ground operations employees with disabilities, external stakeholders with expert advice on learning with disabilities	Jan 31 2026 (website)	Review plan and upload to webiste	Provide a DAP for JNPAT and workplace learning in aviation ground operations: to improve physical and digital learning environments
	JNPAT staff Training on: mental wellbeing first aid for staff, disabilities in learning LNAT Cultural inclusion it the learning environment	Alice Jones	Training to occur across 2026 – if funding permits	Emily (Admin) continue training in LNNAT and JNPAT Team to work on improved Lit & Num Course for JNPAT (Critical Skills Modules) to benefit out frontline worker learners.	JNPAT team can improve overall learning environments. Cultural Inclusion has come from Leadership Courses, material and faciliators: Mel Cottingham (Pasifika in the Bay) and Bridget Grave (Ringa Hora) - for JNPAT staff and learners.
Outcome 4: Learners are safe and well	Continually evolve with our learners	Alice Jones, Mark Ward and external website designer	NEW website initiated by 30 Nov 2025	Mark and Janine and external provider following action plan for website. Collaborating with Alice.	Currently transforming website to appeal more to our learner group and needs.

			Changes include Māori and Pasifika designs, te reo Māori and waka rererangi story	Alongside adding the Accessibility bar for diverse users.
Increasing iwi stakeholder support and collaboration.	Whareroa marae - mana whenua for JNPAT	2023-2026	Hui and collaborations at local marae – for Te Puni Kōkiri Cadets and new Gateway classes.	Current mana-whenua hui and relationship building with the intention of long lasting relationships and involvement with the support and understanding of our rangatahi.
More learner support staff	Janine Collins (Admin) Daina Tauririi (Pastoral Care)	April 2025 - New staff for more support		Learners are learning in a safe and supportive environment to realise success.

Appendix 1: Continuum of implementation for the Code

		Well-implemented The Code is well-implemented	
		Implemented The Code is implemented	
Developing implementation Implementation of the Code is underway, yet requires further work			
Early stages of implementation Implementation of the Code has not yet started or requires significant work	<ul style="list-style-type: none"> • Some understanding of Code outcomes and requirements across the organisation • Some perspectives sought, including adequate practices, to reflect learner voice • Some consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Some practices in place to monitor against all Code outcomes and requirements • Adequate reporting processes from self-review 	<ul style="list-style-type: none"> • Sufficient understanding of Code outcomes and requirements across the organisation • Multiple perspectives sought, including sound practices, to reflect student voice • Good consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Relevant practices in place to monitor against all Code outcomes and requirements • Effective reporting processes from self-review 	<ul style="list-style-type: none"> • Thorough understanding of Code outcomes and requirements across the organisation • Diverse range of multiple perspectives sought, including robust practices, to reflect learner voice • Full consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • Well-established practices in place to monitor against all Code outcomes and requirements • Highly effective reporting processes from self-review
<ul style="list-style-type: none"> • No or limited understanding of Code outcomes and requirements across the organisation • No or limited perspectives sought. Practices to reflect learner voice non-existent or underway • No or limited consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code. • No or limited practices in place to monitor against all Code outcomes and requirements • No or limited reporting processes from self-review 			

Appendix 2: Summary JNPAT Learner Success Framework Process

JNPAT LEARNER SUCCESS FRAMEWORK



