

REVIEW OF THE CODE

NZ TRAINING ASSESSMENT

OCTOBER 2025

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Overview

The Code is effectively implemented, with staff consistently showing a understanding of its requirements and outcomes. We actively gather and include diverse perspectives from our community. As a small provider, we focus on practices that prioritize learners in all our roles, decisions, and activities. Our committed staff, including Māori, Pasifika, and European New Zealanders, ensure alignment with Te Tiriti o Waitangi principles. We work closely with learners and stakeholders to build strong partnerships that reflect these values. Additionally, we have thorough measures in place to monitor compliance with the Code and drive continuous improvement in line with our strategic goals.



The School: NZ Training and Assessments

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NZ Training Assessments does not receive funding through TEC, or enrol International students.

Domestic students Data

2023:	3349
2024:	2129
2025:	1915 (Period: Jan – Sep)



Outcome 1: A learner wellbeing and safety system

Process: Strategic goals and strategic plans

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?

NZ Training Assessments adopts a proactive and comprehensive approach to learner wellbeing and safety, involving both learners and stakeholders in shaping and reviewing our strategic goals and plans. Our effectiveness is demonstrated in the following areas:

1. Safety and Maintenance:

- We are diligent in ensuring the safety of our facilities, training vehicles, and equipment at all times.
- We foster a culture where learners and staff are encouraged to report safety concerns immediately. All training vehicles are inspected by both the Trainee and Trainer before each use.

2. Learner Wellbeing Monitoring:

- Our staff are trained to notice learners emotional states, proactively supporting those who seem to be struggling or facing challenges.
 - We have resources available to assist learners and have staff available across the school who can provide support.
3. Stakeholder and Learner Engagement:
- We collect feedback from learners and stakeholders regarding potential improvements to our wellbeing and safety strategies.
 - We welcome suggestions for new initiatives, changes to current practices or removal of ineffective measures.
4. Continuous Communication:
- We keep open communication channels with stakeholders, regularly sharing ideas, updates, and news relevant to specific sector needs.
5. Adaptive Planning:
- Our strategic goals and plans are reviewed and updated based on the input received from learners and stakeholders, ensuring they remain relevant and effective.
6. Reputation Management:
- We are dedicated to maintaining and strengthening our reputation as a caring provider focused on learner success.

Our practices remain effective, we are dedicated to continuous improvement and ensuring our processes are well suited to their purpose.

Process: Self-review of learner wellbeing and safety practices

How effectively do we review the effectiveness of our learner wellbeing and safety practices?

We employ a multi-faceted approach to ensure learner wellbeing and safety, integrating various strategies to create a supportive environment. Our staff regularly discusses learner wellbeing during meetings to stay aligned and informed, while our facility's glass-walled design allows for passive observation of learners in common areas without intrusion. Staff are trained to recognize signs of distress, such as sadness or anger, and follow protocols to check in with trainers and learners when concerning behaviour is noticed. We also engage directly with learners through regular check-ins and maintain an open-door policy to encourage them to voice any concerns. Safety processes are reinforced at the start of every class, and frequent building checks ensure all safety systems are operational.

Additionally, we actively seek feedback through learner surveys and stakeholder input to continuously improve our practices, ensuring they remain effective and

relevant. Our reputation as a school that listens fosters open communication about wellbeing and safety concerns. Committed to ongoing enhancement, we review our processes regularly and have an immediate response system in place, with staff trained to stop and address any signs of distress promptly. This interconnected approach allows us to identify areas for improvement, respond to learners' needs quickly, and maintain a safe, transparent, and supportive learning environment.

Process: Publication requirements

How effectively do our current practices ensure that we are meeting our Code publication requirements for this outcome?

We maintain robust practices to ensure we effectively meet our Code publication requirements. Our website is regularly updated to provide current and accurate information, fully complying with NZQA and NZTA standards. Learners find this resource highly useful, reflecting the clarity and accessibility of our content. Additionally, we support our learners by making the Pastoral Care document easily accessible through various channels, including a link on our website, inclusion in the enrolment form, and as paper copies available within the school.

As a small provider, we benefit from the ability to swiftly update and adapt our information whenever necessary. This flexibility ensures we consistently adhere to all requirements and maintain clear, compliant content. Our dedicated approach underscores a strong commitment to delivering accurate, up-to-date, and readily accessible information to our learners, effectively fulfilling our Code publication obligations.

Process: Responsive wellbeing and safety systems

How effectively do we gather and communicate relevant information across our organisation to accurately identify emerging concerns about learners' wellbeing and safety or behaviour and quickly connect them to appropriate support services?

Our school effectively collects and shares pertinent information to detect emerging issues related to learners' wellbeing, safety, and behaviour, facilitating prompt connections to suitable support services. Every learner has access to Pastoral Care resources, and we provide post-course surveys to all students. Although response rates can vary, the feedback we obtain consistently shows that learners' needs are being addressed. This method enables us to gain critical insights into their experiences and identify any potential concerns.

Due to the short duration of our courses, which range from one to three days, building deep relationships with learners is more challenging compared to longer-term educational environments. Despite this, we remain attentive and

compassionate, closely monitoring and responding to learners' needs during their time with us. To ensure ongoing awareness and responsiveness, we hold regular staff meeting recaps. These discussions strengthen our team's ability to recognize and tackle potential issues, preserving our supportive and caring ethos while fulfilling our duty to link learners with the necessary support services when required.

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?

NZ Training Assessments provides ongoing training and resources tailored to staff roles, focusing on complementary areas like literacy, language skills, Treaty of Waitangi principles, and the Code of Practice, given our staff's extensive experience in truck and forklift operation and training. We prioritize safety and emergency preparedness, ensuring current first aid trained staff are on site. As a small school, we ensure immediate access to resources and support, maintaining a safe and supportive environment for staff and learners, effectively meeting the process requirements.

How effectively do we assist learners and respond in emergency situations in our learning and/or residential communities?

Our school operates in a non-residential setting with comprehensive emergency measures in place. All staff members receive thorough training in emergency response procedures, including fire and disaster protocols. Regular fire alarm testing is conducted by building management to ensure safety systems remain functional. While we have not experienced any on-site emergency situations, our instructors are well-prepared to handle road-related incidents during training and or assessment sessions. Our priority is maintaining student confidence and safety, particularly during initial training phases, with instructors ready to intervene when necessary to ensure a positive learning experience. This approach has proven effective in developing competent, confident drivers who can manage various road conditions and situations.

How effectively do we record, and report information on critical incidents and emergencies at our organisation to the relevant stakeholders?

The school environment has remained consistently safe, with no critical incidents occurring within our facilities. Staff meetings serve as a regular forum to discuss any matters of concern, and we maintain detailed documentation of all student-reported issues to ensure appropriate follow-up.

Overall self-review – Outcome 1: A learner wellbeing and safety system

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?

NZ Training Assessments effectively maintains a strategic and transparent learner wellbeing and safety system that addresses the diverse needs of our learners through a whole-of-provider approach. Our small school, with its short courses, features glass walls in all rooms for visual transparency and an open environment that allows staff to monitor the entire facility. This physical layout fosters a supportive culture where learners can communicate freely in common areas, and staff remain approachable for discussing any concerns, providing immediate responses to learner emotions, such as frustration after receiving a "not yet achieved" result.

We offer tailored support by having assessors deliver encouraging feedback following such results, with staff skilled in boosting learner confidence and motivation. Students receive constructive feedback for improvement through both verbal discussions and written documentation, enabling them to review, reflect, and prepare. Our adaptive approach ensures staff maintain strong situational awareness, responding to learners' needs through careful observation and providing immediate assistance when necessary. This holistic awareness reflects a comprehensive understanding of learner experiences, ensuring responsive and empathetic support is always readily available.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

Our approach to accessing and using learner voice is highly effective, leveraging the unique characteristics of our small, specialised school. The open environment, free from complex management structures and large student populations, fosters direct and frequent communication between learners and staff. This setup naturally encourages students to express their thoughts, concerns, and experiences openly. While language barriers occasionally lead to hesitation in class participation, we actively encourage engagement through supportive methods. Importantly, learners feel comfortable raising immediate concerns, such as safety issues during driving lessons. Our staff respond with calm, practical guidance, reinforcing a supportive atmosphere that enhances learner confidence and trust. This direct, responsive approach ensures that we continuously gather and act upon learner feedback, allowing us to understand and improve the impact of our wellbeing and safety practices in real-time.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

Our school upholds the principles of Te Tiriti o Waitangi in our learner wellbeing and safety practices. The inclusion of Māori staff members in our team provides valuable cultural insights and guidance, enhancing our ability to integrate Māori perspectives into our daily operations. We demonstrate our commitment through visible Te Reo signage alongside other languages, creating an inclusive multilingual environment. Our staff, both Māori and non-Māori, are dedicated to fostering positive relationships with all learners, with a particular emphasis on cultural responsiveness. We

encourage the use of Te Reo greetings, such as "Kia ora," and promote an atmosphere where conversations can flow freely.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

NZ Training Assessments prioritises inclusivity and equal respect for all individuals, embracing diverse cultures and encouraging learners to share driving-related insights from their home countries. This approach fosters a rich, multicultural learning environment. By incorporating driving terminology from various languages as ice breakers, we create common ground that facilitates open communication and collaboration among learners from different backgrounds. Our small, cohesive structure allows us to maintain a strong focus on the wellbeing of both learners and staff. Unlike larger institutions with complex departmental divisions, our unified team works closely together to provide a safe, caring, and culturally responsive learning environment.

Outcome 2: Learner Voice

Process: Learner voice

How effectively do our current practices facilitate engagement with and development of the diverse range of learner voices across our organisation?

Our practices promote engagement with and the development of a wide range of learner voices throughout our organisation. Our trainers utilize diverse methods to encourage participation and communication, especially with ESOL learners who may initially feel reluctant to speak. Small group activities continue to be effective in helping these learners feel more comfortable and express themselves openly. Our supportive and empathetic approach has greatly enhanced learners' confidence in voicing their thoughts and seeking help when necessary.

The diversity within our learner groups is a constant presence, with assessments frequently including students from various nationalities and linguistic backgrounds.

Despite potential language challenges, our trainers and assessors foster communication, allowing learners to share their experiences and understanding, even if their English proficiency is limited. This regular interaction with a varied learner population, each bringing unique needs, expectations, and communication abilities, forms a fundamental part of our practice. We are proud of our ability to connect with all learners, supporting them in acquiring the knowledge and skills

needed for their driving qualifications while creating an inclusive environment that respects and amplifies diverse voices.

Process: Learner complaints

How effectively do we work with learners to effectively respond to, and process complaints?

Our approach to handling learner complaints is professional and systematic, primarily addressing concerns related to regulatory requirements, such as the need to complete theory before practical driving assessments. For instance, when learners are frustrated about not starting practical training immediately, we provide supportive explanations of NZTA regulations and the safety-first approach. This often helps them appreciate the importance of a theoretical foundation, and many later recognize its value after completing the theory modules.

We use clear plain communication and a calm, educational tone to explain compliance needs, focusing on safety and standards, which frequently leads to positive outcomes and learner satisfaction. We may receive complaints or feedback through various channels, and we ensure each concern is addressed promptly and fairly. We distinguish between formal complaints and assessment feedback, maintaining detailed records of outcomes and actions. This effective method has enhanced our reputation for high standards and contributed to positive word-of-mouth referrals.

How effectively do our current practices ensure that our complaints process is easily accessible to learners?

Our complaints process is easily accessible to learners, taking full advantage of our small school environment to ensure immediate and effective communication. We prioritize visibility by displaying complaints process posters prominently in every room, guaranteeing constant awareness of the procedure. Additionally, during all class briefings, learners are again advised of our complaint process and how to access the information, reinforcing their understanding and ease of access. The compact nature of our school facilitates swift, direct communication between learners and staff, allowing for real-time discussion and resolution of issues as they arise. Furthermore, we demonstrate flexibility in problem-solving by accommodating requests such as schedule changes whenever possible.

When addressing common complaints, particularly around driving test readiness or failure, our staff provide clear and detailed explanations of the rules and reasoning behind decisions, often transforming learner frustration into understanding. For learners who don't succeed initially, we offer personalized support through additional lessons, maintaining a positive relationship throughout their learning journey. Our process is focused on resolution and learner satisfaction, with most interactions concluding on a positive note, even if further training is needed.

This approach ensures that learners feel heard and supported, with clear pathways for raising and resolving concerns. The effectiveness of our system is reflected in the rarity of learners leaving dissatisfied and the high rate of eventual success among our students. Ultimately, our complaints process not only addresses immediate concerns but also fosters learner perseverance and achievement.

How effectively do our current practices ensure we record, report, and publicise information on complaints and complaints procedures at our organisation?

Our school maintains effective systems for managing complaints, despite experiencing a low volume of formal grievances. Key points include:

1. **Robust Complaint Handling:** We have established comprehensive procedures for recording, addressing, and reviewing complaints, ensuring we're well-prepared to handle issues as they arise.
2. **Low Complaint Frequency:** The scarcity of complaints, particularly regarding our core learning and instruction services, reflects positively on the quality of our educational offerings.
3. **Nature of Common Complaints:** The majority of concerns raised have been related to the timing of practical assessments. These issues typically stem from students not thoroughly reviewing their course information.
4. **Proactive Measures:** In response to these timing-related concerns, we've implemented additional explanations during student briefings to clarify assessment scheduling and requirements.
5. **Continuous Improvement:** We are committed to addressing even infrequent issues promptly and using them as opportunities to enhance our communication and service delivery.

Process: Compliance with the Dispute Resolution Scheme

How effectively do our current practices ensure we are familiar and compliant with the relevant Dispute Resolution Scheme (DRS)?

Our school effectively ensures familiarity and compliance with the relevant Dispute Resolution Scheme (DRS) while proactively addressing potential learner dissatisfaction. We include detailed information about complaints procedures and dispute resolution services in our learner handbook, making sure all students are aware of their rights and available options. The success of our internal complaint handling and communication strategies is demonstrated by the fact that we have never needed to escalate any issues to the formal DRS process.

Acknowledging that many learner frustrations arise from misunderstandings of NZTA rules, we have refined our communication to provide clearer, more detailed

explanations of these regulations. This proactive approach not only ensures DRS compliance but also improves learner satisfaction. Our staff are well-versed in DRS procedures and ready to assist learners if necessary, though our focus on effective communication and problem-solving has so far prevented the need for external dispute resolution.

Overall self-review - Outcome 2: Learner voice

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?

Our approach to understanding and responding to diverse learner voices, wellbeing, and safety needs while upholding their mana and autonomy is both intentional and effective. We achieve this through the following practices:

1. **Daily Interaction with Diverse Learners:** We engage regularly with a varied learner group, embracing a wide range of cultural backgrounds, linguistic abilities, and personal experiences. This consistent interaction allows us to understand and adapt to individual needs, fostering an inclusive environment where every voice is valued.
2. **Prioritizing Safety in Driving Sessions:** During practical driving sessions, we place a strong emphasis on safety, intervening only when absolutely necessary to prevent risks. This ensures learner wellbeing without compromising the learning experience.
3. **Respecting Learner Autonomy:** We actively respect each learner's autonomy by encouraging independent decision-making and self-expression, stepping in only when safety or regulatory requirements demand it. This approach builds confidence and trust.
4. **Balancing Safety with Dignity:** We carefully balance safety requirements with the need to maintain learner dignity, ensuring that interventions or corrections are delivered with empathy and respect. This helps preserve their mana while addressing critical needs.
5. **Personalized Support and Communication:** We tailor our teaching and communication styles to suit individual learners, particularly for ESOL students or those with unique challenges. This includes using small group activities and one-on-one support to create a safe space for expression and growth.
6. **Cultural Sensitivity and Wellbeing Focus:** Our staff are trained to be culturally sensitive and attuned to learners' emotional and mental wellbeing. We create a supportive atmosphere where learners feel safe to share concerns, ensuring their holistic needs are met without undermining their autonomy.

These practices collectively ensure that learner wellbeing and safety are prioritized while respecting their diverse needs and maintaining their mana throughout the learning process. By fostering an environment of trust and inclusivity, we empower learners to thrive while feeling respected and supported.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

We effectively access and utilize learner voice to assess the impact of our wellbeing and safety practices through a proactive and inclusive approach. Despite time constraints in classes, instructors actively seek student input by asking about their needs and encouraging open communication. We ensure learners know their comments, criticisms, and suggestions are valued, creating an environment of trust. Special attention is given to quieter students through one-on-one conversations to confirm they are on track and to provide extra support if needed. This inclusive approach captures diverse perspectives, enhancing our understanding of how our wellbeing and safety practices affect the learning experience.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

Through a holistic approach centered on equality and partnership. We embed the belief that every learner is equal in all aspects of instruction.

In the context of driving, we encourage learners to recognize the responsibility of operating large vehicles on public roads. The principle of partnership, a core element of Te Tiriti o Waitangi, is illustrated through practical examples from the trucking community. Everyday gestures such as horn toots, light flashes, and the use of hazard lights are highlighted as symbols of mutual respect among truck drivers.

These simple actions are used to teach a deeper understanding of partnership that extends beyond professional courtesy. Learners are guided to see that being a partner means sharing roads responsibly, considering others when parking, and contributing to community wellbeing. While these examples are straightforward, they embody the spirit of partnership inherent in Te Tiriti o Waitangi and are applicable in both daily life and professional practice.

By linking these relatable experiences to the broader concept of national partnership, our instruction fosters a sense of responsibility and mutual respect among learners. This approach seamlessly integrates the principles of Te Tiriti o Waitangi into our learner wellbeing and safety practices, building a culture of partnership that extends from the classroom to the roads and into the wider community.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans

Current practices for this outcome align with the school learner wellbeing and safety strategic goals and plans. The alignment is evident in several key areas:

1. **Affordability:** There is a strong commitment to providing learning opportunities that are financially accessible to a wide range of students, supporting the goal of inclusive education.
2. **Holistic Well-being:** The focus extends beyond mere academic success to encompass the overall happiness and safety of both learners and staff members in all their activities.
3. **Inclusive Participation:** A core principle is ensuring that all individuals have a voice and the opportunity to be actively involved. This includes contributing ideas, reporting concerns, and feeling genuinely included in the educational community.
4. **Small-Scale Advantage:** Our schools smaller size is leveraged as a strength, allowing for more personalised attention and easier implementation of these inclusive practices.
5. **Compliance and Needs-Meeting:** These practices are designed to simultaneously meet the diverse needs of learners while adhering to all relevant compliance requirements.
6. **Strategic Alignment:** All these elements are in harmony with the broader goals and strategies of our school, creating a cohesive approach to learner wellbeing and safety.

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

Process: Safe and inclusive communities

Process: Supporting learner participation and engagement

How effectively do our learner wellbeing and safety practices support learner participation and engagement for all learners?

Our school effectively enhances learner participation and engagement through a strong emphasis on wellbeing and safety. We maintain high safety standards for all vehicles, buildings, and equipment, ensuring a secure environment where learners can focus on their training without distractions. Additionally, our staff are adept at supporting learners, especially in boosting the confidence of new drivers who may feel overwhelmed by operating large trucks. This blend of robust safety measures and a nurturing staff approach fosters a sense of security and encouragement, resulting in improved engagement and successful training outcomes.

Process: Physical and digital spaces and facilities

How effectively do our learner wellbeing and safety practices maintain healthy, safe, and accessible physical and digital spaces and facilities for all learners?

We have a dedicated study classroom that is equipped with laptops that have controlled access, specifically limited to essential AA practice programs, ensuring a secure and focused digital learning environment. Physical safety is prioritised through rigorous classroom safety protocols, with regular triple-checking procedures to identify and eliminate potential hazards. This commitment to safety extends to our practical training, where vehicle safety checks are emphasised as a fundamental first step in all truck and forklift programs. We use these inspections not only as a safety measure but as a teaching opportunity, instilling proper safety protocols that learners will carry forward in their careers.

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

How effectively do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?

Our wellbeing and safety practices effectively maintain secure and accessible physical and digital learning spaces. The dedicated study classroom provides laptops with restricted access to essential AA practice programs only, ensuring a controlled digital environment. Physical spaces adhere to strict safety requirements with regular hazard checks, while vehicle safety is emphasized through mandatory pre-operation inspections – a practice that is both implemented and taught as a core component of our training programs. This systematic approach to safety management across all learning environments demonstrates our commitment to maintaining healthy and secure spaces for all learners.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

We gather and utilise learner voice through direct, formal and informal communication channels fostered by our small-scale operations and approachable staff environment. The small learning setting naturally encourages open dialogue about wellbeing and safety concerns, allowing for immediate feedback and response. This communication is reinforced through our daily safety practices, particularly evident in our dual-layer vehicle inspection system where both staff and learners conduct thorough checks. The effectiveness of this approach is demonstrated through consistent learner engagement in safety protocols and their active participation in maintaining safety standards. While our informal feedback system works well in our current context, we look to enhance our practice by focusing on more structured feedback mechanisms to systematically document and analyse learner input regarding our wellbeing and safety practices

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

We engage with the Maori community to ensure cultural perspectives are incorporated into our school operations, while our diverse staff composition naturally fosters an inclusive learning environment. Our commitment is reflected in our daily operations where we maintain equal opportunities and respect for all learners, acknowledging and embracing the broad range of ethnicities present in our learning community. Our approach goes beyond mere compliance, actively promoting understanding of New Zealand's cultural heritage and its significance to our land and people. The effectiveness of these practices is evidenced through the high level of participation and achievement across all cultural groups, demonstrating our success in creating a culturally safe and responsive learning environment that honors Te Tiriti principles.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

We consistently achieve our core objective of fostering success in a safe and caring environment through daily operations. This alignment is demonstrated in three key areas: our supportive approach to learner participation, our diligent management of learning spaces and resources, and our inclusive partnerships across all ethnic groups. Additionally, our seamless integration of Te Tiriti principles through respectful relationships and cultural awareness reinforces this alignment. The success of these practices is evident in high learner satisfaction and positive outcomes, confirming that our operations uphold our commitment to learner wellbeing and safety while supporting our strategic vision.

Outcome 4: Learners are safe and well

Process: Information for learners about assistance to meet their basic needs

How effectively do we enable all learners and prospective learners to identify and manage their basic needs through accurate, timely and tailored information?

We continue to maintain a dynamic approach to information delivery, continuously refining our materials based on learner feedback and observed challenges, whether through additional written explanations, visual aids, or clearer instructions. Clear communication channels are maintained at all stages - from admission through to course completion - with support readily available through multiple touchpoints including direct assistance and our website's resources. The effectiveness of this approach is demonstrated through our ability to address learners' changing needs while maintaining clear pathways of communication between all stakeholders, ensuring learners can access the right information at the right time to support their learning journey.

Process: Promoting physical and mental health awareness

How effectively do we assist our learners to manage their physical and mental health and to access support when needed?

Physical and mental wellness is fundamental to our training programs, adhering to NZTA mandates which require medical certification and specific health standards for drivers. We proactively address health management through mandatory fatigue training (aligned with Unit 24089), which educates learners about recognising and managing health-related impacts on driving performance. While our interaction time with learners is relatively brief, our small, attentive staff network maintains a supportive environment where learners can freely discuss concerns. We take a proactive approach in identifying and supporting learners who may be experiencing difficulties, offering immediate assistance when needed. This combination of formal health requirements, structured education, and responsive support demonstrates our commitment to learners' physical and mental wellbeing throughout their training journey.

Process: Proactive monitoring and responsive wellbeing and safety practices

How effectively do our proactive monitoring and wellbeing and safety practices identify and respond to the support needs of individual learners?

Our proactive monitoring and wellbeing practices effectively identify and respond to individual learner needs through our intentionally small-scale learning environment. The small class sizes enable close observation and early identification of potential concerns, while one-on-one driving sessions provide valuable opportunities for personalised support and open dialogue. This individualised approach allows instructors to identify both learning-related and personal challenges as they emerge. Our response system integrates immediate personal support with structured resources, directing learners to relevant support materials in handbooks while maintaining an open-door policy for ongoing assistance. We are able to provide timely, personalised support that addresses both immediate and underlying learner needs when they arise.

Overall self-review - Outcome 4: Learners are safe and well

How effectively do we support learners to manage their physical and mental health through information and advice?

Within the constraints of our short-course delivery model, we effectively support learners' physical and mental health through targeted information and responsive advice. Our resource materials provide essential health management guidance, while our instructors maintain readiness to offer personalised support when needed. Despite the brief duration of our courses and employer-dictated time constraints, we maximize opportunities for meaningful one-to-one interactions where health and wellbeing concerns can be addressed. This approach is demonstrated through positive learner feedback on both our resource materials and personal support

interventions, though we acknowledge the limitations inherent in short-term training contexts compared to longer-term educational programs.

How effectively do our current practices identify and respond to learners who need additional support?

Our practices identify and respond to learners requiring additional support through a needs-based approach. Our trainers actively monitor learner progress and emotional well-being, enabling early identification of those who may need extra assistance. When support needs are identified, either through observation or direct request, we respond with appropriate interventions, ranging from additional practical training sessions to emotional support and reassurance. The flexibility of our support system allows us to tailor our responses to individual needs, whether they are skill-based or confidence-related. This approach ensures that learners receive timely and appropriate support that directly addresses their specific challenges, contributing to better learning outcomes and increased learner confidence.

How effectively do we access and use learner voice to understand the impact of our learner wellbeing and safety practices for this outcome?

Our school accesses and utilises learner voice through an open, accessible communication approach to understanding the impact of our wellbeing and safety practices. The established culture of open dialogue encourages learners to provide immediate feedback on any concerns or needs, creating a responsive feedback loop that informs our support practices. This informal but effective system ensures that learners feel comfortable sharing their experiences and concerns without barriers. While our approach successfully maintains open channels of communication and enables quick responses to learner needs, we could potentially enhance our practice by implementing more structured feedback mechanisms to systematically capture and analyse learner perspectives on our wellbeing and safety practices.

How effectively does our organisation uphold the principles of Te Tiriti o Waitangi throughout our learner wellbeing and safety practices for this outcome?

NZ Training Assessments upholds Te Tiriti o Waitangi principles through our comprehensive approach to kaitiakitanga (guardianship) in our operations. This is demonstrated through our careful stewardship of all resources - from protecting the wellbeing of learners and staff to maintaining our physical assets and respecting the Taiao (environment). Our commitment extends to future-focused environmental considerations, as evidenced by our active monitoring of sustainable transport technologies, particularly in the emerging electric truck sector. While advances are not available at present, we look to be proactive in this space.

How effectively do our current practices for this outcome align with our organisational learner wellbeing and safety strategic goals and strategic plans?

Our current practices align with our school's strategic goals for learner wellbeing and safety by fostering an inclusive and responsive environment. By maintaining a heightened awareness of the daily experiences of our learners, we ensure that we are attuned to their needs and concerns, allowing us to promptly address any issues, supporting our strategic objective of providing a safe and caring learning environment. Our commitment to inclusivity and attentiveness reflects the strategic views of the school, ensuring that our practices are not only aligned with but also actively contribute to the realisation of our organisational goals for learner wellbeing and safety.