

Skills4Work Ltd

Code of Practice for the Pastoral Care of Akonga/Learners

Summary of self-review (including annual complaints and critical incident data) against the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 for the calendar year 2025

Summary of performance and stage of implementation for each Code outcome.

Skills4Work provides both work-based and provider-based training in Bakery and Butchery for trainees in the workplace and in our fully equipped training facilities. Workplace based trainees / apprentices are employed full-time in their workplace and enrolled in level 3 and 4 programmes either directly with Skills4Work, or through an NZQA approved sub-contracting agreement with Competenz. Provider based trainees are enrolled into level 3 programmes directly with Skills4Work.

Skills4Work does not enrol international students and has no student accommodation and is therefore a signatory to outcomes 1 to 4 of the Code.

Stage of implementation for each outcome 2025

Explanation of the rating can be found in Appendix 1: Continuum of implementation for the Code.

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

	Rating
Outcome 1: A learner wellbeing and safety system. 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.	Well implemented
Outcome 2: Learner voice. We understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.	Well implemented

Wellbeing and safety practices

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments. We foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups.	Well implemented
Outcome 4: Learners are safe and well. We support learners to manage their physical and mental health through information and advice and identify and respond to learners who need additional support.	Well implemented

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

Outcome 1:

Skills4Work has a **well implemented** learner wellbeing and safety system.

Summary of performance based on gathered information	How do we know?
Skills4Work wellbeing and safety system is communicated to all learners through our student handbook and during enrolment and induction. Skills4Work staff are trained in de-escalating problem situations. Skills4Work provides a safe and secure training environment. Skills4Work Quality Management System QMS contains policies and procedures developed and implemented to ensure learner wellbeing and safety. All Skills4Work trainers are required to gain and maintain first aid certification. Skills4Work provides workplace safety training for all enrolled, work-based and provider-based trainees. Skills4Work's strategic plan, which is available on our web site, states the vision, mission and objectives we operate by, including our care for the safety and wellbeing of our learners and staff. Skills4Work uses Educational Performance Indicators to benchmark our learner performance against industry overall achievement and as an indicator of how safe and well our learners feel.	Documented and recorded enrolment and induction processes. The student handbook is reviewed annually. During 2025 Skills4Work staff completed de-escalation training. During 2025 additional security cameras were installed, and safe spaces were created by installing new locks on rooms designated as safe retreats. Skills4Work conducts practice evacuations every six months and monthly site H&S inspections and a process to ensure that any incident no matter how small is evaluated and resulting improvements are implemented as soon as possible. Skills4Work implements policies and procedures including on discrimination, harassment, hazard identification and control, health and safety etc. The QMS is regularly reviewed and necessary changes are reviewed and approved by policy and procedure owners before being implemented. Skills4Work maintains a register of first aid trainers and renewal dates to ensure all trainers have and maintain first aid certification. Skills4Work graduate and employer surveys ask whether graduates are safe and understand workplace safety standards. Our strategic plan is accessible at https://www.skills4work.org.nz/wp-content/uploads/2022/06/StrategicPlanOverviewDoc_Final_A3.pdf In EPI measurements such as Credit Achievement and Learner Retention we exceed overall industry figures. Our 2025 EPI figures and comparative performance can be found here.

Outcome 2:

Skills4Work has a **well implemented** system to capture learner voice.

Summary of performance based on gathered information (i.e. how effectively is our organisation doing what it needs to be doing?)

During training. Skills4Work surveys all provider-based learners at the start and end of their programme of study, and every-work based learner at the end of every workshop they attend.

Post training. Skills4Work surveys every programme graduate, their employer, and every learner that withdraws from a programme.

Ongoing feedback from stakeholders.

Provider based learners engage with our learner representative council

Skills4Work has a well communicated concerns and complaints process. Learner critical voice is captured and acted upon in a formal, accountable way. Learners can complain and if the complaint is not satisfactory to them then they can escalate the complaint to formal agencies that can, if necessary, impose solutions on us.

Skills4Work trainers are approachable and emotionally intelligent, and learners are encouraged to discuss concerns, issues, or ideas they may have to improve our training with them.

How do we know? (i.e. note supporting evidence with analysis to make sense of what it means)

Survey data and responses are used to critically evaluate our practice and to make evidence-based changes where our research indicates they will be beneficial.

During 2025 Skills4Work achieved the following survey response rates.

- Butchery apprenticeship graduates 133 of 139 graduates, 96% response rate
- Butchery apprentice employers 128 of 139, 92% response rate
- Withdrawn butchery apprentices 41 of 62, 66% response rate.
- All apprentices at 42 butchery workshops.
- All apprentices at 21 bakery workshops
- All learners at 12 occurrences of full-time bakery or butchery micro credentials.

Skills4Work collects learner and industry feedback on assessments and programme design as part of our usual activities, e.g. one on one workplace visits to apprentices by our training advisors and additional feedback sought to support the review and development of our new programme portfolio during 2025.

Meetings are minuted and archived on our network. The minutes include action outcomes demonstrating how learner voice informs our decision making.

The concerns and complaints process is communicated to learners in the student handbook received by all learners during their enrolment and brought to their attention during our formal induction process.

Feedback from learners in our surveys praises the friendliness and approachability of our trainers.

Wellbeing and safety practices

Outcome 3:

Skills4Work has a **well implemented** safe, inclusive, supportive, and accessible physical and digital learning environment

Summary of performance based on gathered information (i.e. how effectively is our organisation doing what it needs to be doing?)

Skills4Work work-based trainees are visited in their workplace for one-on-one training and assessment and attend small group workshops for training and assessment with our trade and education qualified trainers. All trainee's workplaces meet or exceed the legal safety requirements and trainees can raise concerns with their employers and Skills4Work trainers.

Provider based trainees and work-based trainee workshops are provided in Skills4Work training facilities. These exceed the required health and safety standards.

Skills4Work implements policies and procedures that ensure a safe, inclusive and supportive learning environment.

Skills4Work formally induct all learners ensuring that expectations align, and learners understand how their safety and support are ensured.

Skills4Work has a Pastoral Care officer who acts as a link between the leadership team and learners.

Skills4Work is a Dyslexia Friendly Quality Mark (DFQM) accredited organisation

All Skills4Work trainers are required to gain adult teaching learning and assessment qualifications.

How do we know? (i.e. note supporting evidence with analysis to make sense of what it means)

Butcheries and bakeries employing our trainees have the required health and safety permits and certifications.

Skills4Work has monthly H&S checks, biannual evacuation practices, and implements policies and procedures that ensure a safe, inclusive, supportive, and accessible learning environment.

Skills4Work has well document policies and procedures e.g. on discrimination, harassment and complaints.

Reader writers are approved when trainees need this support.

Documented formal inductions and student handbook

Learners know there is a person who will advocate for them and help them communicate issues to the organisation.

S4W recognises that a large proportion of neuro diverse learners, including dyslexic learners find themselves in trades training. Our aim is to structure our programmes, training and assessment to enable all our learners to demonstrate programme outcomes and succeed. Our EPI data

Skills4Work maintains a staff information record with the relevant trainer training and qualifications.

Outcome 4:

Skills4Work learners are safe and well - **well implemented**

Summary of performance based on gathered information (i.e. how effectively is our organisation doing what it needs to be doing?)

Learner progress is tracked with regular reports provided for work-based learners detailing progress at every trainer visit and after each workshop. Learners not making adequate progress discuss this with their trainer and catch-up schedules are developed.

S4W publishes regional Student Support and Guidance Directories, available from our receptions, on our web site, and on our notice boards.

Learner support is constantly evaluated through individual feedback and summaries of learner survey's discussed by trainers and their managers. Learners are safe in our workshops and in their workplaces.

Trainee literacy and numeracy is assessed and results are used by trainers to ensure that teaching and learning suits the learner's needs.

How do we know? (i.e. note supporting evidence with analysis to make sense of what it means)

Progress and workshop reports are provided from the Skills4Work SMS.

The directory is reviewed annually.

Improvements are implemented as soon as they are determined to be beneficial and their impact is reviewed through future trainee surveys. Skills4Work surveyed 139 butchery apprenticeship graduates during 2025. Of the 133 who responded all 133 answered yes to the question *Do you understand and know the safety standards in retail meat?*

Skills4Work had a total of 139 employers of butchery graduates to contact we contacted 136 employers and surveyed 128. Of these all 128 answered yes to the question *Does your qualified butchery apprentice know the safety standards in retail meat?*

Trainees are tested at the start and end of provider based, full time programme deliveries and at every workshop for workplace-based learners.

Learner Complaints

Skills4Work has a documented and communicated complaint process. The process is detailed in the student handbook provided to all learners when they enrol into a Skills4Work programme. The process asks learners to resolve concerns with the person/people involved, for example your trainer or other learners. If they cannot fix their concern with the people involved, or they do not feel comfortable or safe doing so, then they are asked to put their concern in writing, addressed to the Skills4Work Complaints Officer and send/hand it to one of our Customer Care team.

Skills4Work retains records of all formal complaints. And attempts to resolve them as efficiently as possible.

Skills4Work received no formal complaints in 2025.

Critical Incidents

A critical incident is one that requires reporting to the relevant New Zealand government agency. A notifiable event is any of the following.

- If someone dies because of our activities.
- If someone is admitted to hospital for immediate treatment because of a serious injury or illness resulting from our activities.
- If someone's health and safety is exposed to a serious or immediate risk because of an unplanned or uncontrolled incident resulting from our activities.

There were no critical incidents resulting from the activities of Skills4Work in 2025.

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			
	• 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	• 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	• 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
			• 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