



Code of Practice Self-Review Summary

Provider	Centre for Pacific Languages (CPL)
Review period	2025-2026
Publication date	September 2026

1. About this review

Centre for Pacific Languages (CPL) completed this self-review to assess how effectively it gives effect to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

Review coverage

This review covered CPL's domestic programmes delivered online and face to face during the review period. It considered the learner experience from enrolment through completion, including learning support, technical access, facilitator practice, wellbeing, safety and learner feedback.

Applicable outcomes

Outcomes 1-4 applied to CPL. Outcomes 5-7 were not applicable because CPL did not provide or arrange tertiary student accommodation. Outcomes 8-12 were not applicable because CPL did not enrol international learners during the review period.

Evidence and participation

The review drew on learner evaluations, facilitator feedback, support emails and calls, enrolment and attendance information, and incident and complaints registers. We also reviewed relevant policies, moderation and professional development records, staff observations, and CPL's Quality Improvement Plan 2025-2026.

Learner voice was reflected through term evaluations, questions raised during classes, support requests and class transfer requests. The Quality Improvement Plan was used to identify priority actions, timeframes and ongoing monitoring requirements.

2. Summary of findings

Applicable Code outcome	Finding and evidence	Improvement / next step
Outcome 1 A learner wellbeing and safety system	Implemented, with ongoing improvement. CPL provides pre-course information, including information evenings, class details, delivery mode, attendance expectations and programme requirements. Attendance is monitored. CPL intends to follow up repeated or unexplained absences so barriers can be identified and support offered.	Review attendance, engagement, retention and completion each term. Strengthen consistent recording of learner follow-up, support provided and outcomes.
Outcome 2 Learner voice	Implemented. Learner voice is gathered through term evaluations, class questions, support requests and class transfer requests. CPL reviews feedback to identify strengths, barriers and improvement opportunities and uses the findings to inform programme planning and delivery.	Record recurring feedback themes and the actions taken in response each term. Where practical, communicate resulting improvements back to learners.

2. Summary of findings (continued)

Applicable Code outcome	Finding and evidence	Improvement / next step
Outcome 3 Safe, inclusive, supportive and accessible physical and digital learning environments	Implemented, with consistency identified as a priority. CPL delivers nine culturally responsive Pacific language programmes online and face to face. Regular facilitator meetings, training and professional development support consistent teaching practice, facilitator digital capability, learner engagement, and facilitators' understanding of CPL and NZQA requirements.	Reinforce facilitator expectations, including class times, programme hours, attendance records, cancellations and learner communication. Monitor delivery through Term 3 and review at term end.
Outcome 4 Learners are safe and well	Developing implementation. CPL uses learner support processes, attendance monitoring and follow-up to identify barriers and support re-engagement. Information from incidents, complaints and learner support contributes to monitoring safety and wellbeing. The Quality Improvement Plan (QIP) identifies a need for more consistent collection, review and use of this evidence.	Maintain regular review of information about learner support, incidents and complaints. Document early intervention, outcomes and referrals consistently, and include trends in quarterly and annual quality reviews.

Overall finding: CPL has core systems and practices in place for Outcomes 1-3, while implementation and evidence for Outcome 4 continue to develop. The main priorities are learner attendance, engagement, retention and completion; consistency of delivery across nine languages; and stronger quality assurance, moderation and continuous improvement monitoring.

Outcomes 5-12 were not applicable to CPL during this review period because CPL did not provide or arrange student accommodation and did not enrol international learners.

3. Complaints and critical incidents

Type	Definition	Total	Statement
Formal complaints	A written or formally escalated expression of dissatisfaction that cannot be resolved through the normal staff response and requires investigation under CPL's complaints procedure.	0	Following review of CPL's complaints register, no formal complaints were recorded during the reporting period. Informal concerns and service requests were managed through normal learner support processes.
Critical incidents	An unexpected event involving serious risk or harm to a learner or others that requires immediate response, escalation and formal recording.	0	Following review of CPL's critical incident register, no critical incidents were recorded during the reporting period. Other health and safety incidents were recorded and addressed through CPL's incident process.

CPL will continue to review information about complaints and incidents alongside learner data, evaluations, facilitator feedback and moderation findings through its quality improvement monitoring process.