HorizonEducation
Pae Matauranga

LEARNER WELLBEING & SAFETY

Pastoral Care Code Self-Review

2026 report | Evaluating 2025 practice

Public summary of learner wellbeing and safety review

Horizon Education Limited • MoE number 8824 • Domestic tertiary learners

About this review

This review evaluates Horizon Education's learner wellbeing and safety practices during 1 January–31 December 2025 under Outcomes 1–4 of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The review draws on learner surveys, internal review documents, staff and management information and the NZQA External Evaluation and Review (EER) dated 15 August 2025. Outcomes relating to student accommodation and international learners were not applicable to Horizon Education.

Overall findings

Horizon Education maintained a relational, inclusive and personalised approach to learning and pastoral care. Staff provided everyday assistance, encouragement, access to support, flexible learning arrangements and opportunities for learners to share their views. During 2025, Horizon Education completed a curriculum review and improvements informed by Universal Design for Learning principles, employed additional staff to improve staff-to-learner ratios, and supported staff to complete Assessor Training and teaching qualification NCALNE to improve Literacy and Numeracy delivery.

NZQA's August 2025 EER found Highly Confident educational performance and Confident capability in self-assessment. The EER rated the effectiveness of learner support and involvement in learning Excellent for both performance and self-assessment; it also encouraged stronger systematic analysis of learner gains and outcomes.

Findings by Code outcome

Outcome	2025 evaluation
1. Learner wellbeing and safety system	Established monitoring, learner records, staff coordination and preventative support. Further improvement is needed in structured evidence review and action tracking.
2. Learner voice	Regular surveys, Student Voice kōrero, suggestions and conversations provide learner input. Better documentation is needed to demonstrate how feedback leads to changes.
3. Learning environments	Flexible, welcoming, UDL-informed approaches support diverse learners. Responses to noise, quiet-room availability, bathroom privacy and peer behaviour need continued attention.
4. Learners are safe and well	Daily relational support and individualised teaching are strengths. Greater systematic monitoring will help identify patterns of emerging support needs.

What learners told us

In the 2025 learner surveys, staff support and approachability averaged 9.0/10, feeling valued and accepted 8.45/10, venue suitability 8.1/10 and assessment information and feedback 8.0/10. For comparison, the corresponding 2024 results were 8.8, 8.4, 8.4 and 8.4. Learners frequently described kindness, respect, safety and individual attention as strengths. Some asked for clearer assessment information, faster feedback, quieter spaces, improved privacy and firmer responses to disruptive behaviour. These comments inform future improvement actions.

2025 complaints and critical incidents

Reported category	2025 total
Formal complaints	0
Critical incidents	0

For this reporting period, a formal complaint means a concern lodged through Horizon Education's formal complaints process, including a written Student Complaints Form. Informal concerns and suggestions are reviewed through learner voice and normal issue-resolution practices but are not counted in this formal total unless formally escalated.

Horizon Education's 2025 critical-incident definition was an unexpected event with a threat to life requiring involvement of external emergency services such as Police or ambulance. A review of this definition and incident recording approach is included in the improvement plan.

Learner feedback and ongoing review of complaints and incident systems remain important, including testing whether reporting routes are understood, accessible and appropriately escalated.

Improvement priorities arising from the 2025 review

- Strengthen termly tracking of learner feedback, wellbeing and safety actions, with clear responsibilities and follow-up.
- Address concerns about noisy peer interactions, access to quiet spaces, privacy and assessment feedback; report back to learners about decisions.
- Evaluate the impact of curriculum accessibility improvements, additional staffing and professional development on learner engagement and progress.
- Review complaints and critical incident definitions, reporting routes and relevant staff guidance.
- Improve analysis of progress, achievement and learner outcomes to support continuous improvement.

This is the publicly accessible summary of a more detailed internal self-review, retained by Horizon Education. It reports on 2025 only; improvement priorities may be implemented and evaluated during 2026.

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