

# Peak Safety Training (PST) 2026 Review of the Pastoral Care Code:

## EXECUTIVE SUMMARY

*Peak Safety Training (PST) — Self-review against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021*

*Scope note: Peak Safety Training (PST) does not provide student accommodation and is not a Code signatory enrolling international tertiary learners. In line with the guidance on this template, the parts relating to Student Accommodation (Outcomes 5–7) and International Tertiary Learners (Outcomes 8–12) have been removed. This self-review covers Outcomes 1–4, which apply to all tertiary providers. This review also draws on, and updates, PST's earlier year Pastoral Care Code self-reviews.*

### Organisational background

Peak Safety comprises two related limited liability companies: Peak Safety Training Ltd (PST) and Peak Safety Ltd. Formed in 1996, the group specialises in outdoor safety and emergency management, with the training arm developing as a natural extension. PST operates from a head office in Rotorua and regional bases in Queenstown, Christchurch, Nelson, Wellington, and Auckland.

PST is the Private Training Establishment and holds the educational aspects of the business, primarily delivering Outdoor First Aid, Pre-Hospital Emergency Care, and Height Safety courses nationwide, along with Global Wind Organisation (GWO) international wind farm training and assessments. Learners are drawn largely from the adventure tourism sector as well as organisations operating outdoors (e.g. wind farms, Public Research Organisations, Department of Conservation, Fish and Game). Courses typically run from 4 to 40 hours, with no accommodation provided by PST.

Peak Safety Ltd, PST's sister company, delivers Safety Management System services and emergency response cover to outdoor events, and is not included within the scope of this Code self-review.



## TEO information

|                                                                 |                         |                                                                                          |              |
|-----------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------|--------------|
| <b>TEO Name</b>                                                 |                         | Peak Safety Training (PST)                                                               |              |
| <b>MoE number</b>                                               |                         | TBC                                                                                      |              |
| <b>Code contact — Name / Job title</b>                          |                         | Sebastian Howard — Quality and Compliance                                                |              |
| <b>Email</b>                                                    | poneke@peaksafety.co.nz | <b>Phone number</b>                                                                      | 027 623 8083 |
| <b>Current enrolments — Domestic total Jan - September 2026</b> |                         | ~3432                                                                                    |              |
| <b>— 18 y/o or older</b>                                        | 3175                    | <b>— Under 18 y/o</b>                                                                    | 257          |
| <b>Current enrolments — International</b>                       |                         | Not applicable — domestic learners only, not a Code signatory for international learners |              |
| <b>Student accommodation</b>                                    |                         | Not applicable — PST does not provide or arrange student accommodation                   |              |
| <b>Report author(s)</b>                                         |                         | Sebastian Howard                                                                         |              |



## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects the organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1 of Tool E.

| <b>Organisational structures to support a whole-of-provider approach to learner wellbeing and safety</b> | <b>Rating</b> |
|----------------------------------------------------------------------------------------------------------|---------------|
| <b>Outcome 1:</b> A learner wellbeing and safety system                                                  | Implemented   |
| <b>Outcome 2:</b> Learner voice                                                                          | Implemented   |
| <b>Wellbeing and safety practices for all tertiary providers</b>                                         | <b>Rating</b> |
| <b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments | Developing    |
| <b>Outcome 4:</b> Learners are safe and well                                                             | Developing    |



## Summary of performance under each outcome

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

### Outcome 1: A learner wellbeing and safety system

| Summary of performance based on gathered information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | How do you know? (evidence)                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Wellbeing and safety is embedded in PST's Quality Management System (QMS), which emphasises learner wellbeing and safety through company-wide strategic goals. The QMS is reviewed annually and strategic goals every six months, including an annual strategic meeting where governing staff assess prior goals, financial performance, and conduct a SWOT analysis.</p> <p>Incident reporting and monitoring is embedded in day-to-day practice: all staff (tutors and admin) are encouraged to report incidents, which are categorised using a traffic-light system that determines escalation and notification.</p> <p>A Site Evaluation form is completed by clients ahead of courses run at temporary venues, to help maintain a safe learning environment.</p> <p>Te Tiriti o Waitangi is integrated into the QMS, with resources provided to tutors for inclusive course delivery, exploratory work on a Te Reo First Aid course, and early integration of mātauranga Māori.</p> | <ul style="list-style-type: none"> <li>• QMS documentation;</li> <li>• SWOT/strategic planning records;</li> <li>• traffic-light incident log and reports;</li> <li>• Site Evaluation forms;</li> <li>• Tutor manual</li> <li>• Tutor Classroom</li> <li>• Cultural resources;</li> <li>• Toolbox and Governance meeting minutes;</li> <li>• published self-review report (website).</li> </ul> |



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| <p>Data (tutor feedback, learner feedback, survey responses, employment statistics, course analysis) is reviewed 2 weekly at Toolbox (administrative) and monthly at Governance (management) meetings, with additional six-monthly local advisory group meetings with stakeholders.</p> <p>This self-review report will be published on the PST website.</p> <p>A safety and wellbeing briefing is given at the start of each course in place of a full manual, reflecting the short-course format.</p> |  |
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## Outcome 2: Learner voice

| Summary of performance based on gathered information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How do you know? (evidence)                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PST provides safe, engaging learning environments using a range of techniques to suit different learner types, including practical scenarios, hands-on activities, discussion, interactive quizzes, multimedia, and unit standard assessments.</p> <p>Learners completing unit standards 424/29321 are supported through a pre-course assignment and those completing 29322/29324 complete the course online with provided resources, an open communication line, and a resubmission process.</p> <p>The student management system sends prompt reminder emails ahead of each course.</p> | <ul style="list-style-type: none"> <li>• QR feedback data and summaries;</li> <li>• Governance meeting minutes;</li> <li>• website terms and conditions/complaints page;</li> <li>• SMS</li> <li>• course-reminder records;</li> <li>• unit standard resubmission records.</li> <li>• NZQA complaints page link provided to learners as part of the complaints process.</li> </ul> |



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| <p>Learners contribute to training scenario design in collaboration with tutors, and post-course feedback is gathered digitally via a QR code form and reviewed at Governance meetings.</p> <p>The complaints process is outlined in PST's terms and conditions, available on the website and during online enrolment, with internal processes for resolution. This process is also included in the learners workbooks. Learners dissatisfied with an internal complaint outcome are directed to NZQA's education-provider complaints page. No complaints were recorded in 2025–26.</p> |  |
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Wellbeing and safety practices for all tertiary providers

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

| Summary of performance based on gathered information | How do you know? (evidence) |
|------------------------------------------------------|-----------------------------|
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PST historically has maintained strong relationships with local iwi through six-monthly local advisory group meetings, this group has been unable to meet over the last 12 months however is being reinstated into a more generalised advisory board.

PST has collaborated with the local Mountain Bike Club to develop a Youth First Aid course run during school holidays for younger riders, building basic first aid and emergency-response skills within the Rotorua community.

Courses are tailored to learner/employer needs (59.9% of courses since January 2026 were private bookings, for groups of 5–45 across sectors including rafting, GWO, mountain biking, research and ziplining), which supports engagement.

Learner feedback is gathered via QR code at each course. A pepeha and logo developed with local iwi are presented in Te Reo and English at course introductions, with karakia used where appropriate.

Learners requiring a reader or writer for unit standard assessments may bring a support person. PST has developed an online classroom for course and unit standard content (including unit standards 29322/29324, completed independently online) and is progressively converting unit standard paperwork to digital formats; some practical elements (e.g. CPR) still requires in-person delivery.

- Priority learner enrolment and unit standard completion statistics
- Youth First Aid course records (MTB Club collaboration);
- course booking data (private vs. public);
- QR feedback data;
- pepeha/logo materials;
- online classroom and digital unit standard records;
- venue accessibility information/ site evaluation jotform
- Website FAQ regarding attending a course with a disability



Venues are accessible for disabled learners, with some practical limitations on attendance linked to the physical requirement to perform CPR or work at height; a small proportion of learners have identified as having a disability without disclosing details or accessing disability services.

## Outcome 4: Learners are safe and well

| Summary of performance based on gathered information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | How do you know? (evidence)                                                                                                                                                                                                                                                       |
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| <p>Emergency contact and next-of-kin details are collected at enrolment, including for the approximately 250 under-18 learners; this has not yet needed to be used given the short course format.</p> <p>PST maintains a near-100% course completion/pass rate, with a resubmission process supporting learners who need another attempt at unit standard paperwork.</p> <p>Tea, coffee, water, and snacks are provided during courses (learners are encouraged to bring their own lunch);</p> <p>PST does not provide accommodation or full meals.</p> <p>Enrolment screening identifies whether learners are physically fit to perform CPR.</p> | <ul style="list-style-type: none"> <li>• Enrolment forms (emergency contact/next-of-kin, screening questions);</li> <li>• course completion/pass-rate and resubmission records;</li> <li>• tutor support resources.</li> <li>• Tutor classroom</li> <li>• Tutor manual</li> </ul> |



Courses are deliberately practical and supportive, with awareness that CPR/medical-event content may be triggering for learners with related personal experience.

Tutors have resources available to support learners experiencing difficulty during a course.



## Findings from gap analysis of compliance with key required processes

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

| Outcome                                                 | Identified gaps in compliance with key required processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Outcome 1:</b> A learner wellbeing and safety system | <p>Strategic goals/plans are developed with stakeholder and advisory input but not direct learner input (learners are short-course participants).</p> <p>Staff training covers Code-listed wellbeing/safety topics (Te Tiriti o Waitangi, cultural competency, discrimination/bullying/racism reporting, sexual violence prevention and response, privacy, referral pathways, suicide and self-harm awareness, drug and alcohol awareness) only partially and roughly one topic per year, rather than on an ongoing basis across all areas.</p> <p>Incident data is reported to management but not compiled into a formal annual report to learners, stakeholders, or the code administrator.</p>                                                                                        |
| <b>Outcome 2:</b> Learner voice                         | <p>Complaint numbers, nature, and outcomes are handled case-by-case but not compiled into a formal annual report to learners, stakeholders, or the code administrator.</p> <p>Diverse learner voices are not yet given a formal, proactive channel into governance, beyond scenario input with tutors.</p> <p>PST's complaints process links learners to NZQA's complaints page, which is the code administrator's complaints pathway (for Code breaches, quality of education, and pastoral care) — a required part of the process, but a different service from the Dispute Resolution Scheme (DRS). Since 1 January 2024, all domestic tertiary learners (not just international) are covered by Study Complaints   Ngā Amuamu Taura, the DRS operated by FairWay Resolution, for</p> |



|  |                                                                                                                                                                     |
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|  | financial and contractual disputes. PST is therefore within scope of the DRS by default, but does not yet reference Study Complaints in its complaints information. |
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## Wellbeing and safety practices for all tertiary providers

| Outcome                                                                                                  | Identified gaps in compliance with key required processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments | <p>Guidance on responding to discrimination, bullying, and harassment sits in the tutor handbook for staff, but there is no equivalent clear, accessible information for learners on how to raise such a concern themselves.</p> <p>Learners are not yet directly involved in the design of physical or digital learning environments, though they do influence scenario content within courses</p> <p>PST's website FAQ addresses one specific physical requirement (ability to kneel for CPR) and invites learners to contact PST to discuss accommodation, which is a genuine but narrow practice — it does not cover other forms of disability (mental, intellectual, sensory), is reactive rather than proactive, is not surfaced at enrolment/induction, and does not point learners toward external disability support services.</p> |
| <b>Outcome 4:</b> Learners are safe and well                                                             | <p>There is no documented pathway for tutors to follow if a learner appears at risk or in distress during a course — current support is informal/resource-based rather than a defined escalation process.</p> <p>There is no documented information provided to learners on how to access external medical or mental health services.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Summary of action plan

Includes information on how actions will be monitored for implementation and success.

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

### Outcome 1: A learner wellbeing and safety system

| Action/s to be taken                                                                                                                                                                                                                                                                                                                                             | Owner            | Due date                          | Plan for monitoring implementation                                                 | Measures of success                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Add a short wellbeing/safety-specific question to the post-course QR feedback form and feed responses into the six-monthly strategic goals review, so learner voice is captured despite short course duration.                                                                                                                                                   | Sebastian Howard | Next strategic goals review cycle | Reviewed at governance meetings                                                    | Learner feedback theme summary included in each strategic goals review |
| Develop a rolling annual tutor training calendar covering all Code-listed wellbeing/safety topics (Te Tiriti, cultural competency, discrimination/bullying/racism response, sexual violence prevention and response, privacy, referral pathways, suicide/self-harm awareness, drug and alcohol awareness), delivered across the year rather than one topic only. | Sebastian Howard | Within 2 quarters                 | Training completion tracked via training register; reported at governance meetings | 100% of tutors complete the full annual topic set                      |

|                                                                                                                                          |                  |                                 |                                                          |                                                            |
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| Establish formal referral pathways to external health/ mental health services and document these for staff,                              | Sebastian Howard | Within 2 quarters               | Reviewed at governance meeting; included in tutor manual | Referral pathway documented and communicated to all tutors |
| Produce a brief annual aggregated summary of incident data and share it with management, tutors, and (in summary form) learners/website. | Sebastian Howard | Annually, aligned to QMS review | Tabled at governance meeting                             | Annual incident summary produced and published each year   |

## Outcome 2: Learner voice

| Action/s to be taken                                                                                                               | Owner            | Due date                        | Plan for monitoring implementation                         | Measures of success                                                                                        |
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| Add Study Complaints   Ngā Amuamu Tauira details alongside the existing NZQA complaints link in PST's terms and conditions/website | Sebastian Howard | Within 1 quarter — priority     | Confirmation documented and reviewed at governance meeting | Study Complaints details published alongside the NZQA link; DRS rules familiarity confirmed and documented |
| Compile an annual summary of complaints (number, nature, and report it to governance, with a summary made available to learners.   | Sebastian Howard | Annually, aligned to QMS review | Tabled at governance meeting                               | Annual complaints summary produced each year, even where nil                                               |



|                                                                                                                                                    |                  |                   |                                 |                                                                        |
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| Formalise a channel for diverse learner groups to feed into governance-level wellbeing/safety decisions, building on current scenario-level input. | Sebastian Howard | Within 2 quarters | Reviewed at governance meetings | Documented process for diverse learner input into governance decisions |
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Wellbeing and safety practices for all tertiary providers

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

| Action/s to be taken                                                                                                                                                                                    | Owner            | Due date                  | Plan for monitoring implementation                    | Measures of success                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Develop a formal anti-bullying, anti-harassment, and anti-discrimination policy with a clear learner-facing reporting process,                                                                          | Sebastian Howard | Within 2 quarters         | Reviewed as part of tutor manual/website update cycle | Policy published, included in course induction, and reporting route confirmed with tutors |
| Add a facilities/learning environment question to the existing QR post-course feedback form, and review responses at governance meetings, to give learners a channel into environment/design decisions. | Sebastian Howard | Next feedback form update | Reviewed at governance meetings                       | Facilities/environment feedback captured and actioned where practicable                   |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |                   |                                 |                                                                                 |
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| Broaden the existing disability FAQ/accommodation practice beyond the CPR/kneeling scenario to cover other impairment types, surface it at enrolment (not just the website), and add a pointer to relevant external disability support services. Extend the same practice to Height Safety courses, publishing the NZQA-noted physical fitness work-at-height requirement upfront alongside an invitation to contact PST to discuss accommodation, consistent with the First Aid approach. | Sebastian Howard | Within 2 quarters | Reviewed at governance meetings | Broadened accommodation information included in enrolment materials and website |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|---------------------------------|---------------------------------------------------------------------------------|

#### Outcome 4: Learners are safe and well

| Action/s to be taken                                                                                                                                                                                         | Owner            | Due date          | Plan for monitoring implementation                                    | Measures of success                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|
| Document a lightweight escalation pathway for tutors — what to do and who to contact if a learner appears distressed or at risk during a course — and add it to the tutor manual, with tutors briefed on it. | Sebastian Howard | Within 2 quarters | Included in tutor manual review; confirmed at tutor training sessions | Pathway documented, included in tutor manual, and tutors confirm awareness |



|                                                                                                                                                                                                                                      |                  |                  |                                                 |                                                                      |
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| Add a short support-resources handout/slide at course induction listing external medical and mental health contacts (e.g. 1737 Need to Talk, Lifeline) alongside existing safety briefing content, and reference this on the website | Sebastian Howard | Within 1 quarter | Included in course materials and website review | Resource included in induction materials and website for all courses |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|-------------------------------------------------|----------------------------------------------------------------------|

## Complaints and Incidents

|                    | 2025-2026        |
|--------------------|------------------|
| Complaints         | 0                |
| Incidents          |                  |
| Critical Incidents | 0                |
| Accident/ Injury   | 3 (Minor Injury) |
| Near Miss          | 6                |
| Property damage    | 4                |