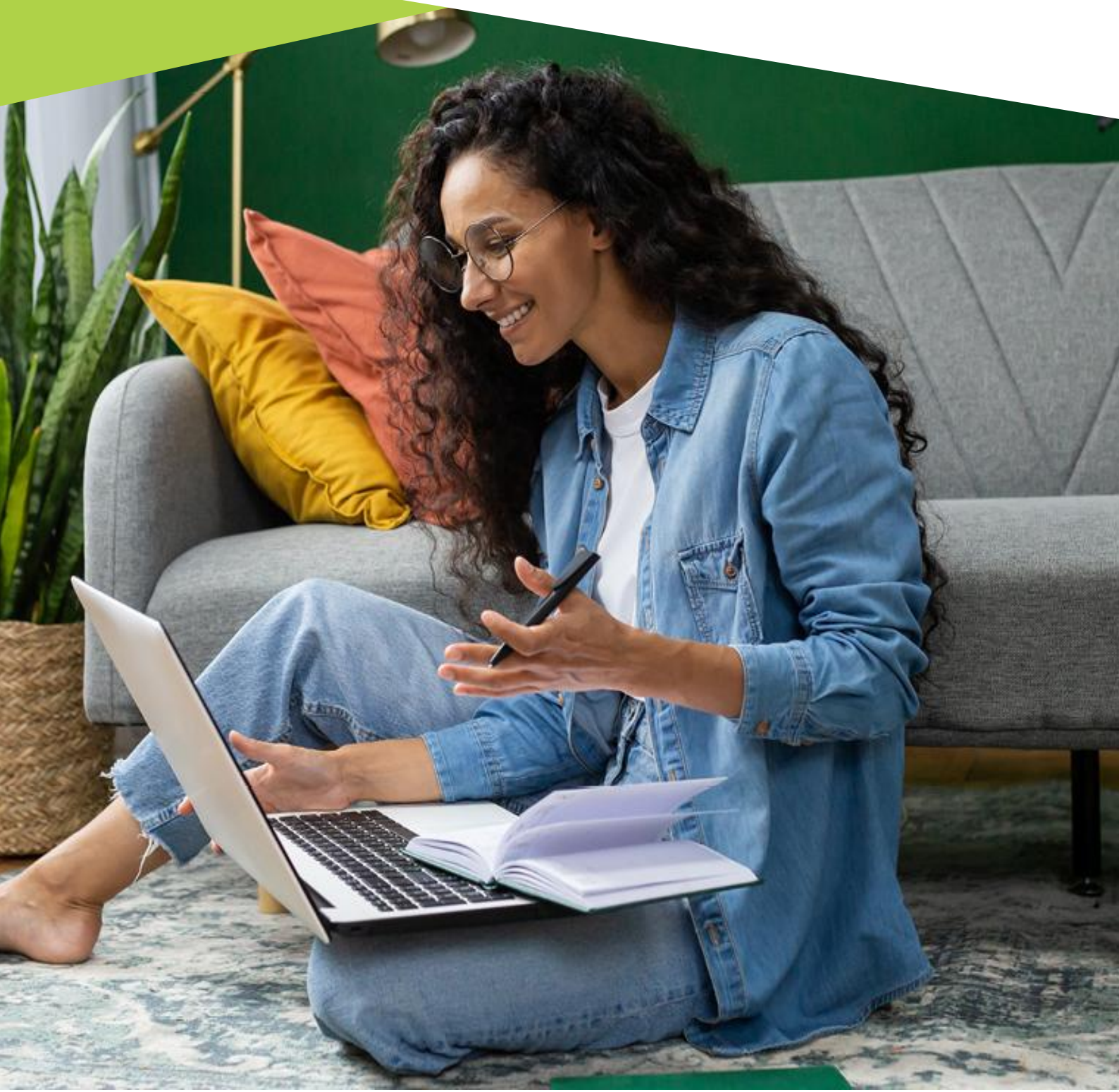
Cornerstone Education Limited
aspire2
Business Management Programmes

aspire2 Health & Wellbeing

Code of Pastoral Care

Self-Review 2026



TEO information Cornerstone Education LTD

TEO Name			Cornerstone Education Ltd (Trading as Business Management Programmes and Aspire2 Health and Wellbeing).	**MoE Number**	8365
Code Contact	**Name**		Tony Boyce	**Job Title**	General Manager
	Email		Tony.boyce@aspire2.ac.nz	**Phone Number**	0210636015
Current enrolments	**Domestic learners**	**Total #**		**18 y/o or older**	
				Under 18 y/o	
	International Learners	**Total #**	NA	**18 y/o or older**	NA
				Under 18 y/o	NA
Report Author(s)	Tony Boyce				

Stage of implementation for each outcome 2026

Outcome	**Rating**
Outcome 1: A learner wellbeing and safety system	Well implemented
Outcome 2: Learner voice	Well implemented
	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

Summary of performance under each outcome

Outcome 1

Outcome	**Summary of performance based on gathered information** (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	Cornerstone Education Ltd continues to be effective in outcome 1 through our Quality Management System (QMS). Strategic goals and plans that support learner wellbeing and safety are integrated throughout our organisation and are supported by policies and procedures that provide the framework for a safe inclusive online learning environment. Our strategic goals, policies and procedures are publicly available on our website in an accessible format. The Student Information Hub in Canvas provides learners with central, easy-to-access information on our strategic goals, policies and procedures, resources to support their learning. Annual reviews of policies and procedures ensure they are current, meet the needs of learners and all stakeholders and comply with the requirements of the code of practice and current legislation. Surveys are reviewed annually and updated to reflect changes in our processes and learner services we provide. This ensures that our surveys remain relevant and enable us to evaluate whether improvements and changes have had a positive impact on	Our website makes available publicly to all stakeholders, our strategic goals, information on the NZQA Code of Practice, learner support, policies and procedures and our complaints procedure. Survey feedback showed 86% of learners who responded found the information on our website helpful and 91% of learners were satisfied with their onboarding and enrolment experience. Showing that our systems support and guide learners into their studies. Relevant staff are involved in the development and review of policies and procedures within their areas of responsibility, ensuring they reflect current practice and organisational requirements. Amended policies and procedures are approved by the Academic Committee. Programme and course review data, including demographics, achievement, and learner survey information, including priority learners, is analysed to identify learner needs and areas for improvement that may impact learner engagement, wellbeing, safety and success. Learner feedback is used to inform improvements to our practices. The 2026 Programme Reviews will be completed and finalised by March 2027.

	learners. The feedback also helps us identify opportunities for further improvement, supporting our ongoing commitment to continuous improvement. We have enhanced our learner surveys to include disability, Māori and Pasifika learners. Programme and course reviews are conducted annually and data includes academic achievement, completion and learner survey information. Opportunities for improvement are actioned and monitored. Staff undertake professional development to strengthen their capability to effectively support learners. We have further enhanced our Power BI reporting and implemented new reports that provide timely data and capability to monitor learner achievement success and provider performance. This enhanced reporting provides ongoing visibility of performance, supporting regular monitoring and timely responses to emerging trends and areas for improvement throughout the year. Academic Watch and learner engagement monitoring, is an ongoing whole-of-provider process used to monitor learner engagement with online learning, identify concerns or changes in learner progress, and ensure learners requiring additional support are identified and connected with appropriate support.	We have added additional filters to our learner surveys to enable responses to be analysed by Māori, Pasifika and learners who have identified as having a disability. This has enabled us to identify trends and differences in learner experiences and needs and use this information to inform our self-review and continuous improvement activities. Training for 2026 included additional adult education training to better support our learners. Power BI reports are reviewed ongoing to monitor learner success, engagement and performance trends. Analysis of the data is used to identify areas of concern and inform actions and improvements. Monitoring of activities and actions through the Academic Watch APP is ongoing. The APP provides learner support staff, tutors and managers with timely electronic access to centralised learner information, enabling them to identify learners requiring support, monitor actions taken and ensure appropriate follow-up occurs.

	Academic Watch App has been developed and implemented this is an online application which identifies learners at risk, i.e. disability, low engagement, low grades and provide support to these learners where needed. We maintain a Continuous Improvement and Initiatives Register to record, monitor and track improvement activities across the organisation, including initiatives relating to learner wellbeing and safety.	The register provides a central tool for monitoring continuous improvement activities and demonstrates that identified opportunities are being progressed across the organisation. Improvements and initiatives come from a range of sources, including staff meetings and discussions, ideas and suggestions raised by individual staff members, learner survey feedback, data analysis, and other opportunities identified through ongoing review and monitoring.

Outcome 2

Outcome	**Summary of performance based on gathered information** (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means).
Outcome 2: Learner voice	Cornerstone Education Ltd continues to be effective for outcome 2. We provide opportunities for learners to feedback formally and informally through different channels.	Canvas data shows Learners are participating in the "Introduce yourself" discussions. Survey responses are regularly reviewed and analysed to understand learner experiences and needs, identify opportunities for improvement.

	We use scheduled and targeted snap surveys to gather learner voice on key focus areas at key points throughout the learner journey. Surveys enable our Māori pasifika and Disability learner voices additional feedback to be analysed We have established a learner support role who engages and connects with students through several communication methods to check in on their studies and be a point of contact for queries or support. We offer workshops that complement our learning and add additional value, such as time management, AI use and business success, to support learners to succeed in their studies and future. We have appointed a dedicated Māori and Pasifika learner support staff to strengthen engagement with these learner groups and provide opportunities for their experiences, perspectives and support needs to be heard and considered. We provide workshops and learner support specifically for Māori and Pasifika learners to respond to their learning and support needs and provide culturally responsive opportunities for engagement. We contact all learners who identify as having a disability at the beginning of their programme to inquire how we can support them to successfully engage in their studies.	Feedback is shared across the organisation, with feedback relating to specific focus areas provided to the team responsible for that area to inform their review and improvement activities. Survey data insights are included in our monthly board reports and Senior Leadership. Learner feedback is incorporated into the programme review process and considered alongside other evidence. It also provides opportunities to identify areas for improvement and, where appropriate, develop new initiatives in response to learner feedback. Following the review of learner survey responses, feedback summarising key trends and resulting changes or improvements. This feedback is available to learners through the Student Information Hub in Canvas. The number of Pasifika and Māori learners attending their specific workshop sessions is increasing. A survey was conducted of all current learners who had identified as having a disability at enrolment to assess whether our current support is effectively meeting their needs. Survey

	We provide targeted opportunities for learners who have identified as having a disability to provide feedback on their learning and support needs. This includes surveying our learners with a disability to understand their experiences and inform our learner support practices and processes. We have a formal complaints process that enables learners to raise concerns and have them investigated and resolved in a timely and appropriate manner. Complaints are recorded and monitored, with outcomes documented. Learners are also provided with information about the Disputes Resolution Scheme through the Student Information Hub.	responses support and inform changes we make to support offered and processes specific to disability learners. Key insights from 2026 learner feedback, 90% of First Impressions Survey respondents have replied that they are satisfied or very satisfied with their experience on the programme so far. Targeted Orientation Course feedback received showed, 99% of respondents agreed that the Orientation Course helped in guiding them how to contact their tutor and participate in Canvas discussions. 88% of respondents to the Diploma in Business elective strand survey felt the learning was meeting or exceeded their expectations and 99% felt supported by their tutor. The mid programme check in results showed what students most enjoyed. • Flexibility of study • Quizzes and learning check-ins. All complaints received go onto a register that includes information on the complaint, the nature of the complaint, demographic data such as age, ethnicity, disability, and priority group data etc to enable analyses and find improvements. The resolution and outcome are also documented. Any formal complaints that we receive are investigated and we aim to resolve them within 15-20 days. We have received no formal complaints in 2026. Concerns raised are often resolved during conversations with the learner.

Outcome 3

Outcome	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Cornerstone Education Ltd continue to be effective in outcome 3. Learners can access tutors through a range of communication channels to ask questions, seek clarification and receive learning support. We have clear guidelines on appropriate online conduct and expected behaviours to ensure students act safely in our digital environment. Discussion forums and announcements in our programmes online foster inclusiveness and encourage participation. Our digital learning environment includes accessibility features such as ReadSpeaker in Canvas and closed captions on all videos. These support learners with different accessibility needs to access learning content and participate fully in their studies. We promote an inclusive culture with global announcements celebrating language weeks and acknowledging significant days	Learners are guided in the Orientation course on the different ways in which they can connect with their tutors. The home page of the programme provides a video introduction of the tutor and a list of ways they can contact me. The Student Information Hub also provides a list of all roles and contacts for assistance. An orientation survey showed that 99% of learners who responded felt informed on how to contact their tutor for support and participate in discussion online. Learner access to the Code of Conduct and support information is available through the Student Information Hub and our website. Canvas participation data and learner contributions to online discussions and introductions provide evidence of learner engagement and opportunities to share views. Learner feedback also provides evidence of their awareness of support available and their experience of the learning environment.

	including Te Wiki o Te Reo Māori, Pasifika Language weeks, Diwali, Chinese New Year, and Matariki. Learning materials and activities are designed and provided in formats that support learners with different learning and accessibility needs and are culturally inclusive. The online coach specifically for Māori and Pasifika learners enables us to engage with our Māori and Pasifika learner groups, that may require additional assistance and provide tailored support. The role also supports learners to feel a sense of belonging and ensures that their cultural perspectives, identities and experiences can be recognised and considered within their learning and support. Learner Engagement is continually monitored. Learners who have not logged in are contacted with offers of encouragement and support if they are having challenges accessing the online learning platform Canvas. Access to the Orientation Course prior to their course commencement enables learners to gain view information and resources to prepare for their studies and support a successful learning journey. "How-to" videos and illustrated instructions are provided for key learner activities and are available through the Student	Canvas engagement and Academic Watch are monitored regularly to identify learners who have not logged in or may be disengaging. Records within the learner management system and Academic Watch App detail correspondence with learners, support provided and follow-up actions taken. Orientation feedback data provides evidence that learners feel well prepared after completion of the orientation course prior to commencing their studies.

	Information Hub, supporting learners to navigate their studies and access key services and processes. Learners are provided with assistance with assessment writing, referencing and citations, and are encouraged to make use of the additional learning tools and functions available to support their learning.	Assessment tutorials have been created for first assessments within each programme. This supports learners to build confidence in assessment tasks and guides learners as to how assessments are expected to be completed.

Outcome 4

Outcome	**Summary of performance based on gathered information** (i.e. how effectively is your organisation doing what it needs to be doing?)	**How do you know?** (i.e. note supporting evidence with analysis to make sense of what it means)
Outcome 4: Learners are safe and well	Cornerstone Education Ltd continues to be effective for outcome 4 and has processes in place to ensure learners are safe and well in an online environment. Learner engagement is monitored to proactively identify learners who may be disengaging or experiencing difficulties that could affect their ability to study. Learners identified through this process are contacted to understand their circumstances and, where appropriate, offered support or referred to appropriate learner support services. Support is available for learners experiencing individual circumstances or external challenges that may impact their learning. We work with learners to understand their circumstances, identify appropriate solutions and provide a range	Cornerstone Education Ltd First Impressions Survey show 80% of learners have agreed that their tutor is accessible and meets their learning needs. Academic Watch and Canvas engagement reports provide evidence of learners identified as disengaging or requiring follow-up. Records of learner correspondence document the concerns identified, support offered and follow-up actions taken. Automatic Extensions are available for learners who need additional time for assessments. Learners can change their study to part time if they have other commitments. The implementation of these online automated processes has

	of support options to help them manage challenges, continue their studies and progress towards successful completion. We provide learners with accessible information about external support and services available to assist with their wellbeing and safety, including medical, mental health, financial, community and other support services. Our online learning support team proactively reach out to all students at key stages of the learner journey to provide support and guidance. We offer and culturally responsive learner support and opportunities for learners to connect with their language, identity and culture.	reduced the time spent for learners to complete and allow them to self-manage their needs. Learners can take a break in their study and continue in further programme offerings if required. The Student Information Hub provides information on how to contact a range of external support services and organisations. Our online learning support and dedicated Māori and Pasifika learner support engage with learners through direct communication or through workshops.

Learner Complaints

We provide learners with information on how they can raise a concern or complaint on our website, in the Student Information Hub and in the Learner Handbook.

Definition of types of complaints as follows:

Complaint:	Formal notification of any issue adversely affecting one or more individuals that requires investigation, action, and response. Records of all complaints must be maintained on the central complaints file.
Issues of Concern	Issues that have the potential to impair the learner's experience or expose the College to academic risk.
Serious complaint	Issues involving violence, verbal abuse, cultural safety, unsafe conduct or work practice, disclosure of confidential College or personal information, theft, misrepresentation of Cornerstone Education Ltd for personal gain, possession of or being under the influence of non-prescribed drugs or alcohol, or any other act not specifically addressed in this definition but which is of a similar nature.

Formal Complaints:

Cornerstone Education has received one complaint in 2026.

Formal Complaints:

Year	Date:	Raised by	Nature of complaint	Status	Outcome
2026	19 October 2026	Student	The student lodged a complaint following an assessment grade appeal.	Resolved. A further independent review upheld the original outcome. The student was informed in writing of the outcome.	The student was guided on options to re-engage the courses they did not achieve

Critical Incidents

A critical incident is a notifiable event that would activate the establishment of the Emergency Management planning group. And would include one of the following;

- If someone dies as a result 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.

In the event of a Critical incident, it is probable that control of the incident would move to an external agency.

Review of Complaints and Critical Incidents Practices.

The policy and procedures relating to a Complaint or Critical Incident have been reviewed to ensure that the procedures for dealing with either meet the requirements of the code of practice and current practice for Cornerstone Education Ltd.

A link to a copy of the current and reviewed complaints policy is available on both the Aspire2 Health and Wellbeing and Business Management Programmes websites, along with a template form to complete electronically to make a complaint and a flow chart outlining the steps in the complaints process. Learners are also advised that they are able to make a complaint by email.

Continuing Improvements for 2027

Cornerstone Education Ltd is dedicated to continually enhancing its methods to promote learner wellbeing and ensure a positive experience that fosters academic success.

The following areas have been identified for implementation in 2027:

- Annually review policies and procedures relating to learner achievement and wellbeing.

- Continue staff training in key areas applicable to online delivery such as supporting mental health, neurodiversity and other diverse learners, Cultural Awareness, Privacy legislation and other acts applicable to education in New Zealand, Tiriti o Waitangi and Pasifika.

- Strengthen learner voice by providing a range of ways, formally and informally that learners can feedback on their needs, experiences, and progress, enabling us to better understand whether our support and delivery approaches are effective and engage with external stakeholders to gain guidance on our approaches and identify opportunities for improvement.

- Advance our Māori and Pasifika strategies and embed these across our programmes and into our everyday culture.

- Continue to work with our disability learners so we can and expand our support strategies to better understand their needs and support achievement in an online environment.

- Embed wellbeing feedback check-in opportunities through surveys.