

Catholic Theological College
(CTC)

Self-review of the Code of
Pastoral Care – Oct 2025



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Summary of performance under each outcome

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

	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	A physically safe and caring learning space ensures every student feels supported and valued.	CTC provides this through a safe campus, interactive teaching through onsite and distance and learning that aims to demonstrate best practice. Evidence of this is in Health and Safety documents, policies on our website, periodic information sent to students via email, information in the Blackboard SMS (for level 7 students), information in Canvas SMS (for level 5 and 6 students) and the student course reviews at all levels. We use a feedback and continuous improvement cycle to improve the learning environment. Evidence is gathered from the students' perspective through student (with 89% of students that feel well supported by their Pastoral Care representative) and staff pastoral code surveys (88% of our respondents rate our Pastoral Care Support well). Also, the recent post-study outcome survey showed 87% of our students rated their well-being at 4 or above on a 5-point scale.
Outcome 2: Learner voice	CTC fosters this through interactive teaching and learning, along with avenues to express their voices (Student representation in Board of Studies, Library Committee, Academic Advisory Board). Evidence is found in our policies and minutes.	CTC fosters a physically safe and supportive learning environment through interactive teaching and learning, both onsite and via distance education. We provide multiple avenues for students to express their voices and actively participate in shaping their educational experience. This includes student representation on key governance bodies such as the Board of Studies, Library Committee, and Academic Advisory Board. These platforms ensure that student perspectives are not only heard but

		are integral to decision-making processes, particularly in the planning and provision of student support services. Our commitment to student wellbeing and inclusion is reflected in our comprehensive policies, Health and Safety documentation, and regular communications via email, Blackboard (for Level 7 students), and Canvas (for Levels 5 and 6). We gather evidence from a variety of student feedback mechanisms, including course evaluations, pastoral care surveys, orientation feedback, graduate surveys, and post-study outcome surveys. Notably, 89% of students report feeling well supported by their Pastoral Care representative, with 88% of alumni rating their overall wellbeing at 4 or above on a 5-point scale. Staff feedback also reinforces this, with 89% rating our Pastoral Care support positively.
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Wellbeing and safety practices for all tertiary providers

	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	CTC promotes student wellbeing by offering accessible support systems for both physical and mental health, ensuring help is available whenever needed.	CTC supports a safe and responsive learning environment by providing clear, timely, and personalised guidance throughout the student journey. From the point of enrolment, students receive tailored advice through the Registrar and the Enrolment Committee (particularly for Level 7 students), ensuring their academic pathways align with their goals and needs. The well-resourced Colin Library, managed by our Librarian, offers all students access to over 60,000 print volumes, 10,000 eBooks, and 850 e-journals, supporting both academic success and independent learning. Students are kept informed about assessments, progression, and

		support services through multiple channels, including Orientation Week presentations, regular email updates, newsletters, and both formal and informal meetings. Learning management systems—Blackboard for Level 7 and Canvas for Levels 5 and 6—serve as central hubs for academic resources and communication. CTC also demonstrates flexibility in meeting student needs by offering realistic assessment timelines and accommodating requests for extensions or resubmissions, particularly when students are balancing study with workplace commitments. Evidence of these practices is found in enrolment forms, Orientation materials, email correspondence, and student feedback. The learner voice plays a central role in shaping these services. • Orientation content was revised to include more practical information on academic expectations following suggestions from new students. • Pastoral care surveys highlighted the need for more informal engagement opportunities, prompting the introduction of regular social events and drop-in sessions with support staff. These examples demonstrate how CTC listens to and acts on student feedback, ensuring that the learning environment remains inclusive, supportive, and responsive to the evolving needs of its learners.
Outcome 4: Learners are safe and well	CTC supports students in transitioning to tertiary study, progressing in their academic journey, and developing the knowledge, skills, and experience needed for further work or study.	CTC ensures learners are safe and well through strong academic and pastoral support. Students receive personalised enrolment advice, access to the well-resourced Colin Library, and English/academic support services. Regular communication via Orientation,

		emails, newsletters, and learning platforms (Blackboard and Canvas) keeps students informed and connected. Lecturers are accessible during and after class, offering ongoing academic guidance. Flexible assessment timelines and resubmission options support students balancing study with other commitments. Student and staff feedback, gathered through surveys and evaluations, directly informs improvements, such as enhanced academic support, clearer assessment guidance, and more inclusive orientation sessions, demonstrating CTC's commitment to listening and responding to the learner voice.
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	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 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	CTC focus for International Students on seminarians from different dioceses who are aspiring to be priests. Sponsored by their dioceses, these students are provided with the necessary courses to support their formation.	Effective course delivery
Outcome 9: Prospective international tertiary learners are well informed	Through the CTC website and through dedicated international pastoral care person. Sponsored students' information kept up to date.	Reviewed annually and informed by Pastoral Code survey feedback. All the international students are sponsored.
Outcome 10: Offer, enrolment, contracts, insurance and visa	Policies all available in CTC library, on the website and the students know the dedicated international pastoral care person. Students must be IELTS 6.5 academic with 6 in each band	International learners are supported through personalised orientation and ongoing contact with a dedicated international pastoral care advisor. Their wellbeing is regularly monitored through Pastoral Code survey responses and tracked for

		compliance purposes. All international students meet English language proficiency requirements, having successfully completed the IELTS Academic test with a minimum score of 6.5 overall and no band lower than 6.
Outcome 11: International learners receive appropriate orientations, information and advice	Policies all available in CTC library, on the website and the students know the dedicated international pastoral care person.	All policies are accessible in the library and on the CTC website, and students are familiar with their dedicated pastoral care person.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Clear and appropriate policies and guidelines, including for plagiarism and AI etc.	CTC ensures the safety and appropriate supervision of international students through clear and accessible policies and guidelines, including those addressing academic integrity, plagiarism, and the responsible use of AI. All international students are sponsored, and their wellbeing is regularly monitored through Pastoral Code survey responses. These measures are supported by a dedicated pastoral care person.