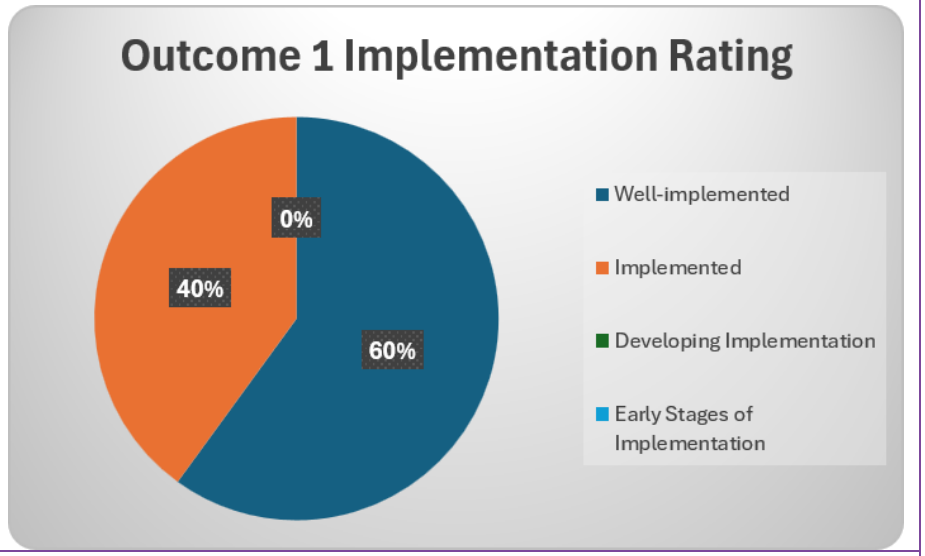
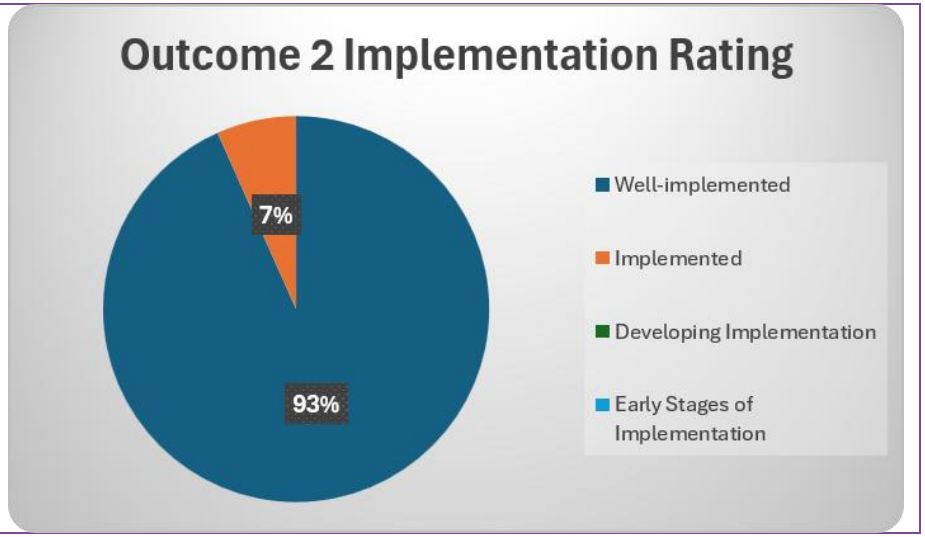
TEO information

TEO Name	Dairy Training Ltd			MoE number	7699	
Code contact	Name	Jenny Sinclair		Job title	Operations Manager	
	Email	Jenny.sinclair@dairynz.co.nz		Phone number	02718004406	
Current enrolments 2026 to date	Domestic learners	Total #	#325	18 y/o or older	#314	
				Under 18 y/o	#11	
	International learners	Total #	#79	18 y/o or older	#79	
				Under 18 y/o	#0	
Report author(s)	Jenny Sinclair					

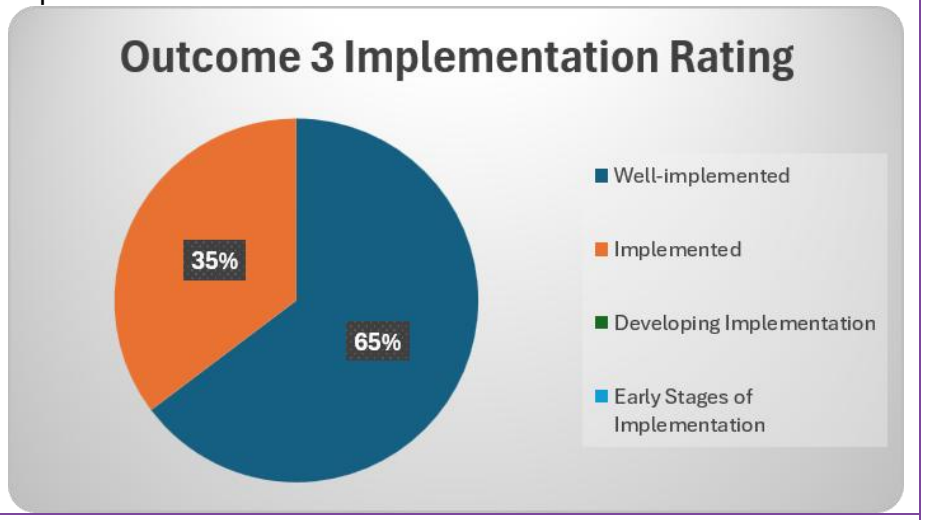
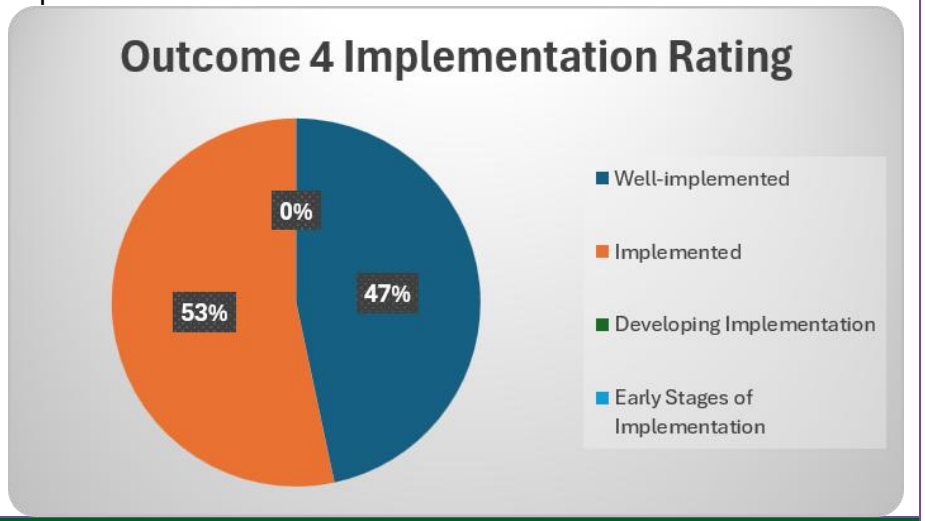
Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

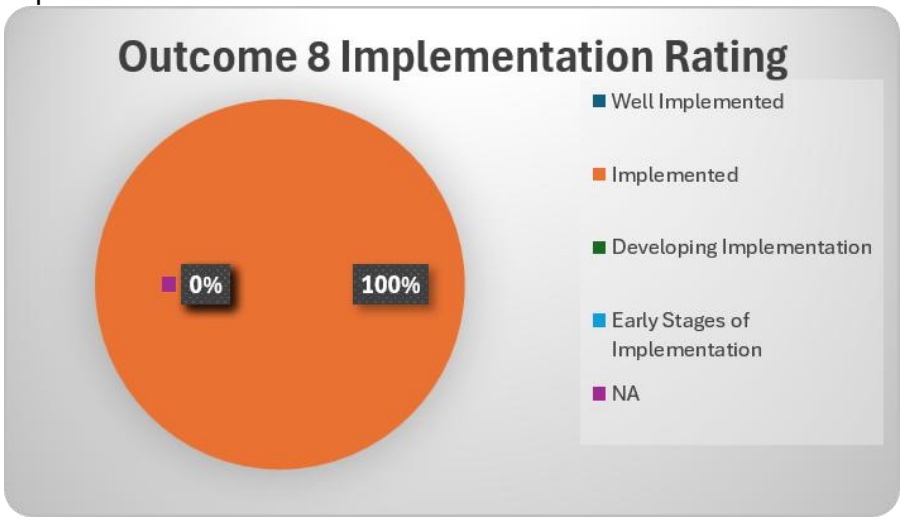
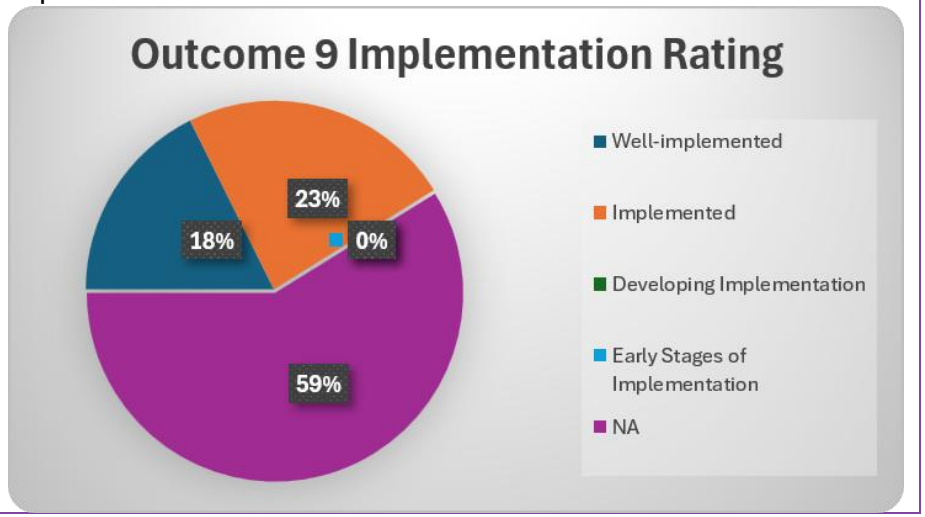
Outcome	Rating
Outcome 1: A learner wellbeing and safety system	Implemented 
Outcome 2: Learner voice	Well implemented

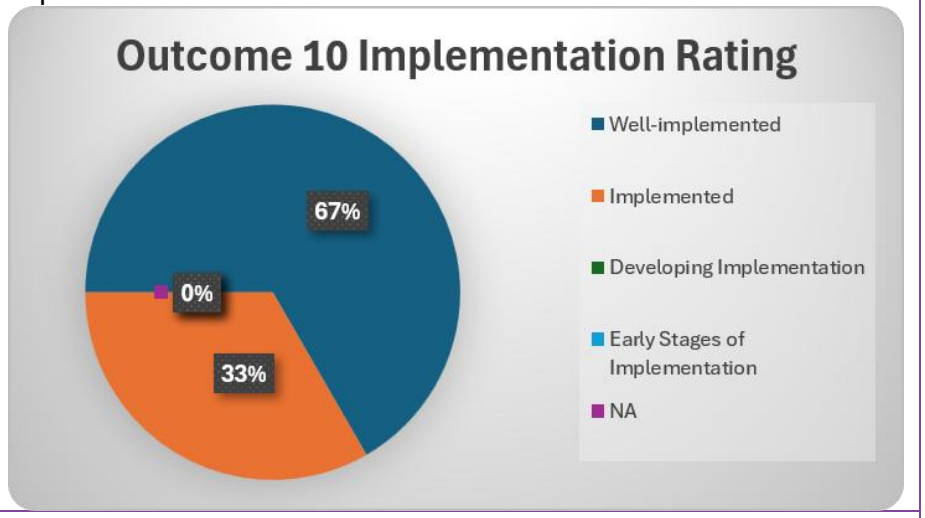
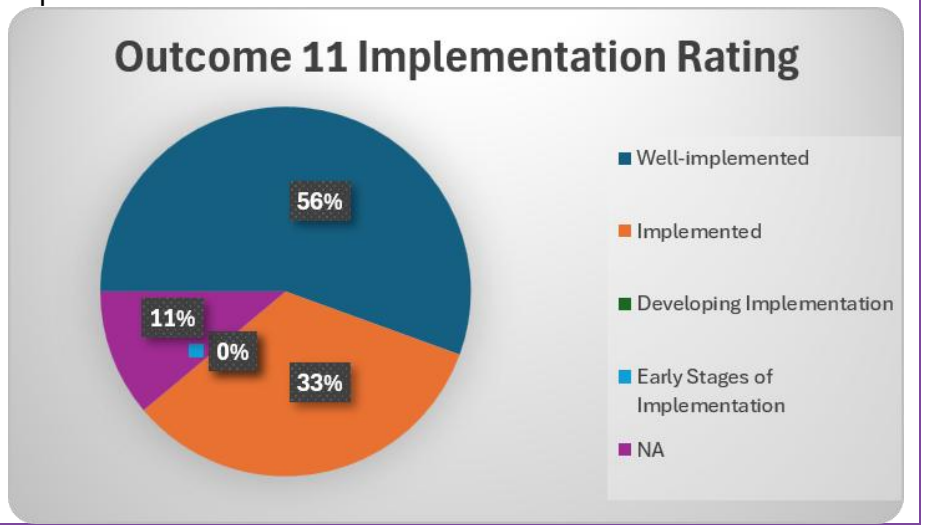
	

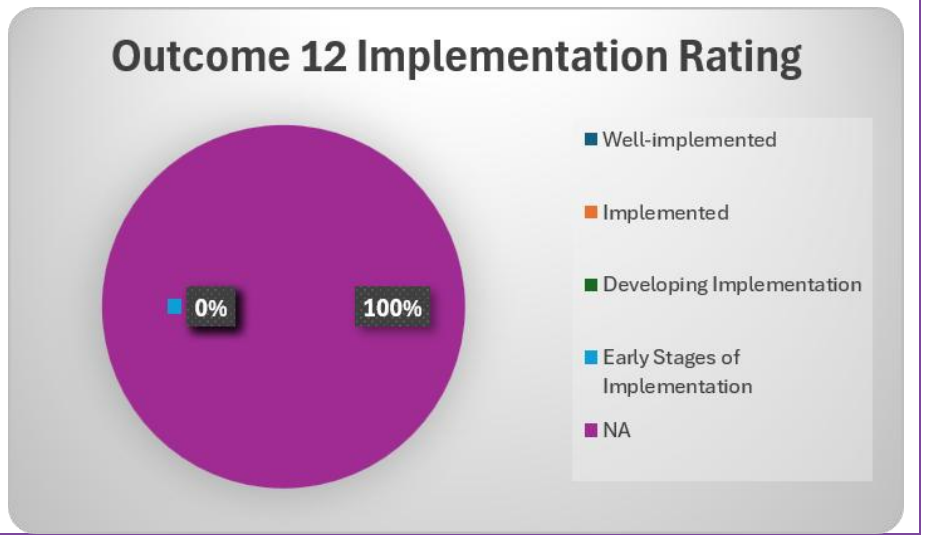
Wellbeing and safety practices for all tertiary providers

Outcome	Rating

Outcome	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Implemented 
Outcome 4: Learners are safe and well	Implemented 

Outcome 8 Responding to the distinct wellbeing and safety needs of international tertiary learners	Implemented 
Outcome 9: Prospective international tertiary learners are well informed	Implemented 

Outcome 10: Offer, enrolment, contracts, insurance and visa	Implemented 
Outcome 11: International learners receive appropriate orientations, information and advice	Implemented 

Outcome 12: Safety and appropriate supervision of international tertiary learners	Not applicable 

About Dairy Training Ltd

Dairy Training Limited (DTL) is a Private Training Establishment (PTE) delivering a mix of training opportunities to increase the capability of farmers. From delivery of formal qualifications and micro-credentials to non-formal workshops, DTL provides training opportunities for all levels of experience within a dairy production system across New Zealand's farming regions.

As a subsidiary of DairyNZ, industry good is at the forefront of DTL's strategic positioning in the industry to create opportunities for farmers to grow their capability to run and maintain profitable and sustainable farm businesses.

DTL is different to many other training organisations serving the sector in that its tutors are primarily working farmers. This ensures that they are credible with learners and up to date with industry practices and changes.

Our role

DTL provides a learning experience that delivers the best possible outcomes to employers and learners, meeting the ongoing needs of New Zealand Agribusiness.

Dairy Training Ltd achieves this by:

- Providing vocational training that is delivered with energy and passion,
- Creating a learning environment that is entertaining and inclusive,
- Being aware of what our clients and stakeholder's needs are,
- Deliver training which aligns with industry needs.

Our learners and contact time:

DTL learners are employed in primary industry businesses and choose to attend off-job vocational training provided by DTL. Training may be face-to-face or online and is provided outside of most dairy farm milking times to support attendance e.g. between 10.00am and 2:30pm or, less commonly, in the evening from 7.00pm to 9.00pm. Course duration and schedules vary depending on the programme. Generally, face-to-face courses run once/fortnight, and online courses run weekly. The number of contact days varies between 3 and 4 days however overall, the contact time between learners and tutors is limited. Contact time remains a consideration in our learner wellbeing and safety system because plans and procedures must be appropriate to the ability to influence health, safety, and wellbeing with limited contact time.

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	DTL has an established whole-of-provider learner wellbeing and safety system that is integrated with its Quality Management System (QMS), policies, governance and continuous improvement processes. The Code Strategic Plan brings together the organisation's wellbeing and safety	Evidence includes the Code Strategic Plan, QMS, annual Code and iQAF self-review, policy review process, Student Handbook, Tutor Manual, learner mentor, Cloud Assess and SELMA systems, learner surveys, complaints and incident records, tutor development and Academic Board

	practices and is reviewed annually alongside DTL's wider iQAF self-review. The 2026 implementation assessment rates Outcome 1 as Implemented overall, with 60% of requirements assessed as well-implemented and 40% as implemented.	oversight. The QMS assigns clear accountability for self-review and improvement. Wellbeing and safety survey ratings increased from 1.61 in 2024 to 1.69 in 2025 and 1.76 in 2026 on a −2 to +2 scale. No critical incidents were recorded during the review period. Current improvement priorities are strengthening learner support and pastoral care, learner voice evidence, equity analysis and consistent performance reporting.
Outcome 2: Learner voice	DTL has effective formal and informal channels for hearing learner voice and responding to learner wellbeing and safety needs. Learners can provide feedback through end-of-course and graduate surveys, direct contact with tutors and DTL staff, learner mentor interactions, Cloud Assess messaging and complaints processes. Outcome 2 is assessed as well-implemented overall, with 93% of requirements rated well-implemented and 7% implemented. The main improvement opportunity is strengthening the documented connection between feedback, decisions and resulting changes.	Learner feedback is reviewed by management and the Academic Board and informs delivery, course resources, learner support, tutor development and self-review. One formal complaint was received in March 2026, investigated and resolved through the established process, with Academic Board review required before formal closure. No appeals were recorded. DTL's 2026–27 Quality Improvement Plan (QIP) includes a Learner Feedback and Improvement Register and annual feedback from a sample of supervisors of Fundamentals learners.

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	DTL provides safe, inclusive, supportive and accessible physical and digital learning environments through current policies, venue checks, Cloud Assess, standardised course resources, tutor capability development and learner support. Delivery is mainly face-to-face, with online options where appropriate. Tutors are experienced dairy practitioners and are supported through induction, tutor meetings, Facilitator Skills Masterclasses, observations, moderation and Lead Tutor support. Outcome 3 is assessed as Implemented overall, with 65% of requirements rated well-implemented and 35% implemented.	Evidence includes the Harassment, Student and Tutor Codes of Conduct, Te Tiriti o Waitangi, Course Venue Selection, Distance Learning, Pastoral Care and learner health policies; the Student Handbook and Tutor Manual; venue checks; Cloud Assess; learner feedback; tutor observations; and QMS self-review. DTL's Te Tiriti policy embeds culturally responsive practice, whanaungatanga, mahi rōpū, respect for tikanga and te reo Māori, learner voice and engagement with Māori advisors. Online course completion was 59.62% across three online courses in 2025 compared with 67.63% overall, so online materials, activities and tutor guidance are an identified area for review. Equity analysis and reporting for diverse learner groups are also QIP priorities.
Outcome 4: Learners are safe and well	DTL's learner wellbeing and safety practices are proportionate to its short, part-time vocational micro-credentials and limited learner contact time. Learners have access to tutors, DTL administration and the learner mentor, with health and wellbeing guidance and external support information in the Student Handbook. Tutors monitor engagement, participation and behaviour, follow up concerns and can escalate issues to DTL administration.	DTL's Supporting Learner Mental and Physical Health policy formalises proactive monitoring, response and escalation, including when emergency contacts may be used and when external or emergency support is appropriate. Learners receive tutor and DTL contact details through course information and Cloud Assess, and the learner mentor is available to DTL learners. Cloud Assess gives tutors and staff visibility of engagement and assessment progress. Learners can be supported through practical measures such

	Outcome 4 is assessed as Implemented overall, with 47% of requirements rated well-implemented and 53% implemented. Learner support and pastoral care remain an improvement priority, focused on making support more proactive and consistent rather than addressing a compliance gap.	as extensions, alternative arrangements or transfer to a later course where appropriate. QMS review recorded one incident report and no critical incidents during the review period. Wellbeing and safety survey ratings improved from 1.61 in 2024 to 1.69 in 2025 and 1.76 in 2026. DTL has identified further improvements around learner mentor uptake, clarity of tutor pastoral-care expectations, and providing disclosed disability or learning-needs information to tutors before delivery so support can be considered from the outset.

Wellbeing and safety practices for international tertiary 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	DTL's practices are implemented and proportionate to its international learner context. International learners are already living and working in New Zealand on work visas and undertake the same short vocational micro-credentials as other learners. DTL applies its established wellbeing, safety, learner support and escalation practices to this cohort, while recognising that cultural, language, workplace or isolation issues may differ between learners. Outcome 8 is assessed as Implemented overall, with the one applicable clause rated as 100% implemented.	Evidence includes tutors monitoring engagement and behaviour, informal check-ins, access to DTL administration and the learner mentor, end-of-course learner feedback, attendance and engagement information, complaints and incident processes. Feedback from international learners can be reviewed separately where practicable to identify any different needs. DTL's wider Te Tiriti commitments, culturally responsive tutor development and inclusive practices also apply to international learners.

Outcome 9: Prospective international tertiary learners are well informed	DTL has implemented practices to provide clear and current information to prospective international learners. DTL does not recruit international learners offshore or use education agents. Learners are already living and working in New Zealand and apply directly. The same core course and enrolment information is provided to all prospective learners, with clarification provided where relevant to an international learner's circumstances. Outcome 9 is assessed as Implemented overall, with 18% of requirements rated well-implemented, 23% implemented, and the remainder not applicable.	Course information is available through the DTL website, brochures, advertising and enrolment communications. Information covers course content and outcomes, delivery, entry requirements, fees, quality assurance, complaints and dispute resolution pathways and available support. Courses are free with no additional tuition fees or levies. Published information is reviewed through established marketing, policy and self-review processes. Clause 38 relating to education agents is not applicable because DTL does not use agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	DTL has established enrolment and screening practices that are appropriate to its short micro-credential model and international learners already living and working in New Zealand. The implementation review rates all applicable clauses as implemented or well-implemented. Suitability, English language proficiency, visa eligibility, enrolment information, learner expectations, disciplinary processes, withdrawal and fee protection are addressed through existing policies, systems and learner-facing information. Outcome 10 is assessed as Implemented overall, with 67% of requirements rated well-implemented, and 33% implemented.	Applications are reviewed by the Training Coordinator against entry and suitability requirements, with evidence of English language proficiency required from visa holders where applicable. Visa status, expiry and study conditions are checked prior to enrolment and recorded in SELMA. DTL's contract of enrolment is formed through the enrolment process and supported by the enrolment form, confirmation, timetable, Student Handbook and policies. This approach was accepted through DTL's Code signatory application. DTL does not recruit offshore or arrange travel or accommodation; learners remain responsible for their insurance arrangements. DTL micro-credentials are free, so no learner tuition fees require protection.
Outcome 11: International learners receive appropriate orientations, information and advice	DTL's practices are implemented and appropriate to the short duration and vocational nature of its micro-credentials. International learners receive the same core orientation, information and support as other learners through existing	Orientation and ongoing information are provided through enrolment communications, course timetables, the Student Handbook, Cloud Assess Welcome and Introduction pages and tutor-led induction. Learners have contact details for tutors, DTL administration and the learner mentor.

	learner-facing channels, with additional clarification or support available where a need is identified. Outcome 11 is assessed as Implemented overall, with 56% of requirements rated well-implemented, 33% implemented, and the remainder not applicable.	Information covers support, health and safety, conduct, complaints, withdrawal and learner rights and responsibilities. Learner feedback and support processes provide ways to identify additional cultural or language needs. Clause 48(i) relating to international learners under 18 is not applicable.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Outcome 12 is not applicable to DTL's current international learner provision.	DTL's international learners are adults living and working in New Zealand on work visas. DTL does not enrol international learners under 18 and does not provide or arrange accommodation. The implementation rating therefore records Outcome 12 as not applicable.

Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	No gaps in compliance were identified. Outcome 1 is Implemented, with all requirements rated implemented or well-implemented. Ongoing improvement priorities are integrated through the QMS and QIP, particularly learner support and pastoral care, learner voice evidence, equity analysis and consistent performance reporting.
Outcome 2: Learner voice	No gaps in compliance were identified. Outcome 2 is Well-implemented. DTL will strengthen the documentary evidence showing how learner feedback leads to decisions and completed improvements, and broaden supervisor feedback for Fundamentals-level learners.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	No gaps in compliance were identified. Outcome 3 is Implemented, with all requirements rated implemented or well-implemented. Ongoing improvement work relates to equity analysis and reporting, support for disclosed learning needs, tutor capability and online-delivery engagement, noting the lower online completion rate in 2025.
Outcome 4: Learners are safe and well	No gaps in compliance were identified. Outcome 4 is Implemented, with all requirements rated implemented or well-implemented. DTL will continue to strengthen the consistency and evidence of proactive pastoral care, clarify tutor responsibilities, review learner mentor activity and improve the early availability of disclosed learner support information.

Wellbeing and safety practices for international tertiary learners

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	No gaps in compliance identified. Clause 35 is rated Implemented. DTL will continue to review international learner feedback separately where practicable to identify any different wellbeing, cultural, language or information needs.
Outcome 9: Prospective international tertiary learners are well informed	No gaps in compliance identified. Applicable Clause 37 requirements are Implemented or Well-implemented. Clause 38 is not applicable because DTL does not use education agents.
Outcome 10: Offer, enrolment, contracts, insurance and visa	No gaps in compliance identified. All applicable Clauses 40 to 46 are Implemented or Well-implemented. Existing enrolment, visa checking, SELMA record-keeping, disciplinary and fee/withdrawal processes will continue through normal review cycles.
Outcome 11: International learners receive appropriate orientations, information and advice	No gaps in compliance identified. Applicable Clause 48 requirements are Implemented or Well-implemented. DTL will consider whether brief additional information for international learners would be useful in the Student Handbook. Clause 48(i) is not applicable because DTL does not enrol international learners under 18.
Outcome 12: Safety and appropriate supervision of	Not applicable. DTL does not enrol international learners under 18 and does not provide or arrange accommodation.

international tertiary learners	

Summary of action plan

Include 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

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success/Expected outcomes
Outcome 1: A learner wellbeing and safety system	Maintain the whole-of-provider learner wellbeing and safety system through the annual Code self-review and QMS/QIP review cycle, ensuring that learner wellbeing, pastoral care, learner voice, equity and performance information continue to inform priorities and improvement actions.	DTL Operations Manager	Ongoing / annual Code self-review	Review Code implementation evidence alongside the QMS/QIP and report material findings and improvement actions through established management and Academic Board processes.	The learner wellbeing and safety system remains current and evidence-based; annual self-review is completed; identified actions are incorporated into the QIP or normal review processes and monitored to completion.
Outcome 2: Learner voice	Develop and use a Learner Feedback and Improvement Register to record feedback theme/source, action, owner, completion date and outcome. Review themes and actions through tutor meetings and Academic Board. Introduce annual post-course phone feedback from a sample of supervisors of Fundamentals learners.	DTL Operations Manager	30 June 2027	Register reviewed at Academic Board and, if appropriate, tutor meetings; Supervisor feedback reported through APERs.	Feedback can be traced to decisions, actions and closure; recurring themes are addressed; supervisor feedback provides additional evidence of learner experience and workplace impact.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success/Expected outcomes
Outcomes 3 and 4	Continue the QIP work that supports Outcomes 3 and 4: Strengthen reporting of equity outcomes for diverse learner groups; Provide disclosed disability/learning-needs information to tutors before delivery and explain the purpose of the disability question on the enrolment form; Review learner mentor activity and tutor pastoral-care expectations; and Review online delivery resources and tutor guidance to strengthen engagement.	DTL Operations Manager / Training Coordinator	30 June 2027	Monitor through the QMS/QIP using enrolment-form changes, tutor class information, learner mentor activity, tutor meeting feedback, online completion, APER equity reporting and wellbeing/safety survey results.	Relevant learner support information is available to tutors before delivery; fewer learners select "prefer not to say" for disability information; equity reporting is more systematic; mentor and pastoral-care practices are clearer and more consistent; online engagement/completion improves; and wellbeing/safety feedback remains positive.

Wellbeing and safety practices for international tertiary learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success/Expected outcomes
Outcome 8 and 9	Periodically review international learner feedback, where numbers allow, to identify whether wellbeing support, course information or pre-enrolment information creates any different cultural, language or information needs.	DTL Operations Manager	Ongoing / as part of self-review	Review international learner feedback alongside existing survey and self-review processes; record any themes and actions identified.	Any material differences in learner needs are identified and responded to; changes are made where evidence shows a need.
Outcome 10	Maintain current enrolment, visa verification and SELMA record-keeping practices and continue normal review of learner-facing enrolment information, policies and processes. Review the insurance approach only if DTL's international learner profile or delivery model changes.	DTL Operations Manager / Training Coordinator	Ongoing	Existing policy and self-review cycles; visa and enrolment records retained in SELMA.	Processes remain current, consistently applied and auditable; international learners meet eligibility and visa requirements before enrolment is confirmed.
Outcome 11	Review the Student Handbook and add brief information relevant to international learners where this would provide useful clarification or support.	DTL Operations Manager	Next Student Handbook review – Jan 2027	Review the Student Handbook through the existing annual resource-review process and consider feedback from international learners.	International learners can readily identify relevant support, rights, responsibilities and appropriate sources of information without creating a separate orientation process.

	Maintain inclusive and culturally responsive information and induction practices.				