EMA Education Code of Practice Self-Review Summary 2026

EMA annually reviews how it supports the wellbeing and safety of its learners against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, known as the Code. The review helps EMA see what is working, where it can do better and what to do next.

EMA's learners are working adults. They are in full-time employment, study with the support of their employers and spend at most two days a month in class. This shapes how EMA approaches pastoral care. This summary sets out the main findings of the 2026 review, the next steps and EMA's complaints and critical incidents information.

The review at a glance

Of the Code's 12 outcomes, Outcomes 1 to 4 apply to EMA, and EMA assessed all four as implemented:

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

Outcomes 5 to 12 do not apply because EMA does not provide learner accommodation or enrol international learners. These ratings are EMA's own assessment, not an NZQA evaluation.

What is working well

Clear information about complaints and appeals.
Learners are told how to raise a complaint or appeal an assessment decision, including how to contact NZQA if they are not satisfied with EMA's response. Complaints information is on EMA's website and in learner workbooks.

A safe place to learn.
EMA's training centre was designed with learners in mind. It has a current building warrant of fitness, disabled access, signposted emergency exits and trained first aiders and fire wardens. Each day starts with a health and safety briefing.

Accessible learning.
EMA's learning management system is aligned with the Web Content Accessibility Guidelines (WCAG) 2.2 at levels A and AA and works offline, and the new course registration platform targets level AA. Workbooks and presentations use accessible fonts and colours.

Wellbeing and an inclusive culture.
Wellbeing and resilience are part of the New Zealand Certificate and New Zealand Diploma programmes. Healthy food is prepared on site each day at no extra cost, and dietary needs are catered for. EMA's values are expressed in English and te reo Māori, and Matariki, Diwali and Chinese New Year are celebrated each year. Staff have completed cultural competency training, and staff and facilitators are trained to recognise and respond to discrimination, racism, bullying and harassment.

Listening to learners.
Learners complete an evaluation survey at the end of every course and programme block. EMA uses the results to update course content, check that its services meet the needs of Māori, Pasifika and disabled learners, guide facilitator development and keep assessment fair and consistent.

Supporting facilitators.
Facilitators have a professional development day each January and a quarterly newsletter that covers

topics such as supporting neurodiverse learners. EMA also pays half the annual membership fee for facilitators to belong to a professional facilitators' network.

Learner connection and support

EMA's focus in 2026 has been *connection before content*. Facilitators open each day by setting an inclusive tone, sessions include time for learners to share their experiences, and no question is treated as a silly one. EMA introduced communities of practice in 2025.

Peer support between sessions.
Learner cohort WhatsApp groups give learners an informal place to encourage one another, share progress and celebrate achievements. EMA reports that the groups have become an important part of peer support and have contributed positively to learner connection and motivation.

Learners who need extra help are encouraged to say so, and EMA provides support through coaching, study sessions and one-to-one sessions.

Through the learning management system, learners can also track their progress, plan their next development steps and sign up for EMA networking and development events.

Proposed next steps for review

- **Hearing from different learner groups.** Keep running the course and block surveys, and report feedback from Māori, Pasifika and disabled learners where numbers allow this without identifying anyone.
- **Cultural capability.** Provide further cultural competency training for staff in 2027.

Complaints and critical incidents

The figures below cover 1-July 2025 – 30 June 2026. They are reported in aggregate so that no individual can be identified.

Complaints. EMA defines a complaint as an expression of dissatisfaction by a learner about a EMA's services, actions, decisions, wellbeing and safety practices, or compliance with the Code that requires investigation, consideration or resolution.

Complaints received in this period: None.

Critical incidents. EMA defines a critical incident as a serious emergency event that causes, or has the potential to cause, significant harm to learners, staff, or facilitators and requires an immediate, coordinated response.

Critical incidents recorded in this period: None.

EMA's emergency arrangements include trained first aiders and fire wardens, signposted emergency exits and a daily health and safety briefing.

Complaints can be sent to learn@ema.co.nz

About this summary

This summary reflects EMA's 2026 Code self-review. The full self-review report, excluding any sensitive or personal information, is available on request from kevin.chambers@ema.co.nz