



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

Self-review Toolkit for Tertiary Education Providers

Tool E: self-review report template

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

TEO information

TEO Name	Training Systems and Solutions t/a Stratcom Security		MoE number	7245	
Code contact	Name	Gloria McGirr		Job title	Director
	Email	gloria@stratcomsecurity.com		Phone number	021 944 119
Current enrolments	Domestic learners	Total #	1393	18 y/o or older	1364
				Under 18 y/o	29
	International learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
Current residents	Domestic learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
	International learners	Total #	N/A	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Kin Cheung				

Stage of implementation for each outcome

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

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

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

Wellbeing and safety practices for all tertiary providers

	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

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	<ol style="list-style-type: none"> 1. QMS manual with detailed policies and procedures are in place to guide all staff. 2. Pastoral care policies are updated to align with the outcomes of the Education CoP 2021 and the learners' needs. 3. Targeted learning, career and welfare advice and assistance are provided to all trainees. 4. Learners are referred to the right organisation if their issue is not something we can resolve. 5. Courses are delivered at times and places that are safe and fit learners' needs. 6. Learners' attendance and qualification completion rate across all ethnicities are maintained at a high level (90% - TSSL's objective and performance indicator on QMS). 7. Learners and industry partners are happy with our systems and training. 	<ul style="list-style-type: none"> • Reviews of QMS and relevant policies and procedures take place annually and at times when there are changes to industry-wide policies or in the rare occurrence of complaints or critical incidents. • New policies and procedures are developed as needed. • There has not been any complaints and critical incidents in 2022 and 2023. • Building warrant of fitness (BWof) are obtained from sites and submitted to NZQA before course delivery (f2f) component. • Tutors and staff members are onsite to support (f2f component) learners. • Tutors are available via multiple channels (phone call, email, text messages...etc.) to support trainees' learning. • We understand trainees' employment conditions and provide career advice, connecting them with quality employers and encouraging them to join relevant industry organisations and unions.

		<ul style="list-style-type: none"> • Learners and organisations are given the opportunity to provide feedback and contribute to the continuous improvement of our practices. • We have ongoing and stable partnerships with many industry and community organisations and are the preferred training provider for many security organisations. • We immediately follow-up on learners that are not attending classes or not progressing in their online learning. We identify the obstacles and try our best to remove them. We have provided gas and food coupons to those that are experiencing extreme financial hardship, laptops to those that are in need of equipment to complete the online components of their studies. • We refer learners that are experiencing hardship to relevant organisations so that they can get the required support. • These organisations include the likes of NZSA, Uptempo, Alo Vaka...etc., learners are referred to them depending on their needs.
<p>Outcome 2: Learner voice</p>	<ol style="list-style-type: none"> 1. Learners find staff members to be helpful and genuinely cares for their whole-person development. 2. Learner feedback collected through our LMS shows that our content are effective and fit for purpose. 3. We do not advertise, all our enrolments are received through referral by our learners and industry partners because they feel that we are able to help them achieve their intended outcomes. 4. All of our learners are already working in the industry and most are referred to us by their 	<ul style="list-style-type: none"> • Scheduled breaks and interactive sessions are built into f2f component of the training, so that learners can have conversations with staff members. Most learners of each class would have the opportunity to talk to the trainers, the conversation mainly surrounds the training, industry information and their learning needs. • Group discussions and feedback are encouraged during and after f2f sessions.

	<p>employers. So learners' feedback are very often received via communications with these organisations. All of our partners are very happy with the quality of our training and finds that it has enhanced the performance of the trainees.</p>	<ul style="list-style-type: none"> • Through learner survey, we find that learners' communications skills have improved (68.57% responded "very well" and 31.43% responded "well") after finishing our level 3 programme. • Learners feedback is gathered through our LMS and it is reviewed by tutors and directors so that appropriate improvements can be made. • Staff members are accessible for learners via multiple channels and at flexible times to cater for the work schedule of the security industry. • Over 88% of learners responded to our survey expressed that they would recommend us to others for training towards obtaining the NZ certificate in security level 3. • Learners generally agree that their studies have helped them improve their performance at work, including attributes such as communications, law, de-escalating situations, first aid...etc. • The below are excerpts from two of our partners: <i>"We are so very lucky to have Stratcom again be willing to travel to us at Matapihi Marae to offer the same support again. There is absolutely no other provider willing to spend a weekend each month working with us in a familiar and safe environment."</i> – Sophie Te Moni, Chairman, Māori Wardens Trust <i>"They have consistently delivered measurable results, enhancing our employees' abilities in literacy and numeracy, which in turn has positively impacted our operational efficiency, safety and overall performance."</i> – Senio Alai-Stowers, Manager – Learning and Development, Platform 4 Group
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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)
<p>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<ol style="list-style-type: none"> 1. Staff members are trained and experienced in providing positive learning environments to make learners feel safe and comfortable. 2. Our overall qualification completion rate is higher than 90%, exceeding the target stipulated in our QMS and the national average for PTEs (67%, EPI data from TEC for the year 2022). 3. Māori and Pacific learners enjoy our courses and find our teaching to be suitable and effective to them. 4. There has been no complaints, concerns or critical incidents over the last two years (2022, 2023). 5. For the online component of our blended-learning programmes, learners are able to learn any time, any place on any device, which is crucial for the security industry. 6. We understand the needs of the learners and provide literacy friendly training and assessments. 7. Learners understand their needs and are enrolled in courses that can help them meet those needs. 	<ul style="list-style-type: none"> • Learners are given the opportunity to introduce themselves and their culture during each f2f session, trainers will aim to establish connections and rapport through the use of appropriate cultural customs. • We use te reo to greet learners and start the lesson (and meals, if applicable) with a karakia. • Staff members have NCALE and/or other adult teaching qualifications and the industry knowledge and experience to deliver the courses. • During f2f sessions, learners' needs are identified through formative assessments. These needs are identified and addressed before summative assessments take place, so that learners are well-supported. • We provide snacks and meals during f2f sessions to foster rapport learners, it is also a good opportunity for learners to know one another. • Learning content and material are developed after thorough research so that it can cater to diverse learning needs. It is culturally appropriate and inclusive.

		<ul style="list-style-type: none"> • Temporary teaching venues are checked to identify and remove potential hazards prior to f2f learning sessions, BWOFs are submitted to NZQA. • Our programmes and micro-credentials are NZQA approved and developed through thorough industry consultation. • Detailed enrolment numbers and completion rate for 2023 are available upon request.
<p>Outcome 4: Learners are safe and well</p>	<ol style="list-style-type: none"> 1. All training sites and venues are pre-checked using a checklist. 2. Learners are aware of their rights and the processes of lodging a concern or complaint. 3. There has been no complaints, concerns or critical incidents over the last two years (2022, 2023). 4. Learners often refers their friends and family to train with us. 5. All of the learner, already employed prior to starting with us, needs the qualification (CoA) to continue their work in the security industry, most of the learners successfully retain their jobs and secure better employment conditions after completing the qualification. 6. As a result of their studies, most learners find that they are more knowledgeable about the industry and their rights as a security worker. 	<ul style="list-style-type: none"> • We have an ongoing partnership with E tū and they visit classes to provide information to learners about their employment rights. • Learners’ rights and complaint procedures are explained to them during f2f sessions, the information is also accessible through learner information pack given to them. • 92.31% of those that answered to our learners’ survey expressed that they are still doing paid security work after their studies. • 91.43% of those that answered to our learners’ survey expressed that our course have helped them gain more understanding of their industry and the law. • 91.43% of those that answered to our learners’ survey expressed that our course have equipped them with the knowledge and skills to keep themselves and others safe.

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	<ul style="list-style-type: none"> • Annual review of QMS • Amendments of policies and procedures following the review • Update changes in all relevant documents, such as QMS, learner handbook and website • Review of venue checklist to ensure that it is still relevant and sufficient • Publish relevant information on website • Inform all staff members of changes made
Outcome 2: Learner voice	<ul style="list-style-type: none"> • Process to capture feedback is in place but we need practices that will help increase response rates • Review of learner survey • Better record keeping practices, particularly with qualitative data that might be received through casual conversations or other informal channels

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	<ul style="list-style-type: none"> • Continuous improvement of existing practices • Review of online learning material based on learner feedback • Increased use of te reo in our delivery • We have recently migrated to a new SMS / database, we are reviewing our practices to ensure all required learner data are captured and migrated
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> • Review of critical incidence and emergency management plan • Review of temporary teaching venue checklist

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
Outcome 1: A learner wellbeing and safety system	<ul style="list-style-type: none"> QMS review Make required changes Publish all relevant information online 	<ul style="list-style-type: none"> Directors / Performance Development Advisor 	28 Feb 24	Drafts will be submitted to directors for approval	<ul style="list-style-type: none"> Revised QMS with new strategic goals, policies and procedures that will see improvements in our existing practices and procedures.
Outcome 2: Learner voice	<ul style="list-style-type: none"> Keeping records of conversations with learners Review of learner survey so they are able to capture more learner data and evaluate the effectiveness of our training 	<ul style="list-style-type: none"> Learner-facing staff members General Manager / Performance Development Advisor 	31 Jan 24	Drafts will be submitted to directors for approval	<ul style="list-style-type: none"> Learner feedback will be recorded on our new SMS, these records will be monitored and checked regularly.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3:	<ul style="list-style-type: none"> Cultural competency training for tutors 	<ul style="list-style-type: none"> Directors 	30 Apr 24	Dedicate budget to professional development	<ul style="list-style-type: none"> Improved cultural competency for staff members so that they are

Safe, inclusive, supportive, and accessible physical and digital learning environments	<ul style="list-style-type: none"> Review of online and face to face learning content to ensure it is still relevant, fit for purpose and culturally appropriate 			for learner-facing staff members	<p>better equipped to train our learners (majority of which are Pacific and Māori)</p> <ul style="list-style-type: none"> To maintain high levels of engagement and completion rate
Outcome 4: Learners are safe and well	<ul style="list-style-type: none"> Review of critical incidence and emergency management plan Review of venue checklist 	<ul style="list-style-type: none"> General Manager / Performance Development Advisor 	31 Jan 24	Drafts will be submitted to directors for approval	<ul style="list-style-type: none"> Drafting of new plan based on existing temporary teaching venues To maintain and continue our records of zero critical incidence

