



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!

TEO information

TEO Name	Training Systems and Solutions t/a Stratcom Security		MoE number	7245	
Code contact	Name	Darren Sapich		Job title	Director
	Email	darren@stratcomsecurity.com		Phone number	020 422 4488
Current enrolments	Domestic learners	Total #	1079 (As at Oct 2024)	18 y/o or older	1074
			1279 (estimated figure for 2024)	Under 18 y/o	5
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	NA	18 y/o or older	NA
				Under 18 y/o	NA
	International learners	Total #	NA	18 y/o or older	NA
				Under 18 y/o	NA
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)
<p>Outcome 1: A learner wellbeing and safety system</p>	<ol style="list-style-type: none"> 1. QMS manual with detailed policies and procedures are in place to guide all staff. 2. Learner Handbook and Emergency & Critical Incident Management Procedures are in place to guide all learners and staff. 3. Pastoral care policies are updated to align with the outcomes of the Education CoP 2021 and the learners' needs. 4. Targeted learning, career and welfare advice and assistance are provided to all trainees. 5. Learners are referred to the right organisation should their issue is not something we can resolve. 6. Courses are delivered at times and places that are safe and fit learners' needs. 7. Learners' attendance and course completion rate across all ethnicities are maintained at a high level, (above 90% - TSSL's objective and performance indicator on QMS). 8. 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. Most recent update was June 2024, the next update is scheduled to take place in Dec 2024 / Jan 2025. • Learner handbook was updated in Feb 2024 and is accessible on our website. The handbook is scheduled for a review and update in Feb 2025. • Emergency & Critical Incident Management Procedures was updated in Jan 2024. The guide is accessible on our website. The document is scheduled for a review and update in Jan 2025. • Overall course completion rate is at 91.2% for 2023 and 92.1% for 2024. • There has not been any complaints and critical incidents in 2022, 2023 and 2024 (up till Oct). • Building warrant of fitness (BWof) are obtained from temporary delivery sites and submitted to NZQA before course delivery (f2f component). • Tutors and staff members are onsite to support (f2f component) learners.

		<ul style="list-style-type: none"> • 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. • 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 refer learners that are experiencing hardship to relevant organisations so that they can get the required support.
Outcome 2: Learner voice	<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. Learner feedback is gathered through multiple channels, such as survey monkey, paper-based survey, emails, focus groups, interviews and informal conversations. We would like to move away from paper-based surveys entirely. 4. 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. 5. All of our learners are already working in the industry and most are referred to us by their employers. So learners' feedback are very often 	<ul style="list-style-type: none"> • Anecdotal feedback (email evidence) • Result of paper based learner survey • Pipi Learning report & summary • There are gaps in evidence because not all paper-based surveys are analysed formally. Tutors go through them one by one to see if there are any negative feedbacks and/or concerns raised by learners. • Will add code specific questions to existing learner survey to gain insight on how learners view

	<p>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>	
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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 course completion rate is higher than 90%, exceeding the target stipulated in our QMS. 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, 2024). 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. Our online learning material are accessible and catered to neural diverse learners. 8. Learners understand their needs prior to enrolment, this is explained to them by their employer or one of our staff members. They are then enrolled into 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. • Overall course completion rate is at 91.2% for 2023 and 92.1% for 2024. • 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 interactions, activities and 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. • Below are our enrolment and completion numbers for the year 2023: <table border="1" data-bbox="1413 539 2033 991"> <thead> <tr> <th>Ethnicity</th> <th>Total in %</th> <th>Completion</th> </tr> </thead> <tbody> <tr> <td>NZ Māori</td> <td>28%</td> <td>96.3%</td> </tr> <tr> <td>Pacific</td> <td>40%</td> <td>91.2%</td> </tr> <tr> <td>NZ European</td> <td>15%</td> <td>93.4%</td> </tr> <tr> <td>Australian</td> <td>0.6%</td> <td>83%</td> </tr> <tr> <td>Asian</td> <td>10%</td> <td>95%</td> </tr> <tr> <td>European</td> <td>3.5%</td> <td>90%</td> </tr> <tr> <td>Middle Eastern</td> <td>1.5%</td> <td>92%</td> </tr> <tr> <td>Latin American</td> <td>-</td> <td>-</td> </tr> <tr> <td>North American</td> <td>0.1%</td> <td>100%</td> </tr> <tr> <td>African</td> <td>1%</td> <td>80%</td> </tr> <tr> <td>Other</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Ethnicity	Total in %	Completion	NZ Māori	28%	96.3%	Pacific	40%	91.2%	NZ European	15%	93.4%	Australian	0.6%	83%	Asian	10%	95%	European	3.5%	90%	Middle Eastern	1.5%	92%	Latin American	-	-	North American	0.1%	100%	African	1%	80%	Other	-	-
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<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 three years (2022, 2023, 2024). 	<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. 																																				

	<ol style="list-style-type: none"> 4. Learners often refers their friends and family to train with us. 5. Most of the learner are already employed prior to starting with us. They need the qualification (CoA) to continue their work in the security industry. Most of the learners (91.2% in 2023) successfully attain the qualification and 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"> • In our GCR survey, 83.33% of those that answered to our learners' survey expressed that they are still doing paid security work after their studies. • In our GCR survey, nearly 100% of those that answered to our learners' survey expressed that our course have helped them gain more understanding of their industry and equipped them with the knowledge and skills to keep themselves and others safe.
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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	<p>Establish an advisory board composed of reputable individuals that can represent the industry or their ethnic communities, so that we can learn of the needs of the learners and the industry more effectively.</p> <p>While our QMS acknowledges the importance of Te Tiriti o Waitangi, we need to provide training to staff members surrounding this.</p> <p>Produce more quantitative data, analysis and reports.</p>
Outcome 2: Learner voice	<p>Centralise our learner surveys so that it all goes through the same system (aside from the ones collected through Pipi Learning – our online learning platform). This allows all our learner surveys to be analysed efficiently, producing reliable quantitative data and reports.</p>

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	<p>No significant gaps identified.</p> <p>The organisation will undergo an upgrade on the student management system, website and social media presence as part of continuous improvement.</p>
Outcome 4: Learners are safe and well	<p>Need to collect the contact details of the learners' nominated person. This field has been added into the enrolment form.</p>

