



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

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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.

If your organisation does not provide student accommodation and/or is not a Code signatory, remove the parts in this tool relating to **Student Accommodation (Outcomes 5-7)** and/or **International Tertiary Learners (Outcomes 8-12)**.

TEO information

TEO Name	Training Systems and Solutions Limited (Trading as Stratcom Security)			MoE number	7245
Code contact	Name	Kin Cheung		Job title	Performance Development Advisor
	Email	kin@tssl.nz		Phone number	0272291511
Current enrolments	Domestic learners	Total #	1503	18 y/o or older	1487
				Under 18 y/o	16
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	#
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	#	18 y/o or older	#
				Under 18 y/o	#
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	1. QMS manual with detailed policies and procedures remains in place, now owned and reviewed by the Performance Development Advisor (PDA) alongside a newly appointed QA Manager (2025). 2. Learner Handbook and Emergency & Critical Incident Management Procedures updated. 3. A dedicated Pastoral Care, Learner Support & Admin Manager was appointed in April 2025 to strengthen pastoral care policy and practice. 4. Enrolment and learner records were migrated to a new learner database (Dec 2024) and consolidated onto a single, centrally managed SharePoint environment (from Dec 2024, ongoing refinement through Aug 2025), replacing several disparate systems. 5. ENROLpro was introduced as the organisation's enrolment/learner management system (May 2025), run in parallel with Arlo until 30 June 2025, then adopted as the sole system from 1 July 2025, supported by a new IT Support role. 6. Overall course completion rate was 89.71% for 2025 - marginally below the 90% QMS target and down from 92.1% in 2024 - a dip attributable in part to more consistent and accurate data gathering and compilation, the concurrent system migrations and new-campus establishment; being closely monitored into 2026. 7. No complaints or critical incidents recorded in 2022-2025. 8. Building Warrant of Fitness (BWof) obtained for temporary delivery sites, including the newly established	- QMS/policy reviews occur annually and when triggered by change; last reviewed June 2024, next review Dec 2025/Jan 2026. - Learner Handbook reviewed Feb 2024 (next review Feb 2026); distributed digitally at enrolment via Fillout from Oct 2025. - Incident register: nil complaints/critical incidents 2022-2025. - 2025 annual programme statistics: 1,511 enrolments across 1,307 learners; 89.71% overall completion. - IT project records for the database migration (Dec 2024), SharePoint centralisation (Dec 2024-Aug 2025) and ENROLpro rollout (May-Jul 2025); QA Manager and IT Support roles filled in 2025. - Penrose campus facilities/health and safety sign-off and BWof records; the site was first used as a temporary delivery venue, with the Application for a Permanent Delivery Site submitted to NZQA in August 2025 following the June/July 2025 decision to retain it permanently.

	Penrose campus (Mar 2025), and submitted to NZQA before course delivery.	
Outcome 2: Learner voice	1. Learners continue to report that staff are helpful and genuinely invested in their whole-person development (anecdotal/email feedback). 2. Learner feedback is gathered through multiple channels - paper survey, Pipi Learning, informal conversation and industry partner feedback. 3. Learner reach remains strong: 2025 enrolments are 57.6% Pacific and 24.2% Māori, reflecting continued trust from these communities and their employers. 4. All enrolments continue to be referral-based (no advertising); industry partners report high satisfaction with training quality and outcomes. 5. Centralising learner feedback into a single system, identified as a gap in 2024, remains in progress and is not yet fully consolidated for systematic analysis. 6. The advisory board proposed in the 2024 action plan (target Mar 2025) has not yet been established.	- Anecdotal/email feedback on file; GCR/learner survey results. - 2025 annual statistics: learner demographic breakdown by ethnicity, gender and campus. - Pastoral Care/Learner Support Manager role description and 2025 start date. - 2024 action plan (advisory board, centralised feedback system) - both items rolled into the 2026 action plan (Tool D). - Will adopt digital surveying tools in 2026 (Microsoft forms to capture learner voice thereby producing more quantitative evidence and analysis).

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	1. Staff remain trained and experienced in delivering culturally safe, inclusive learning environments (karakia, te reo, cultural introductions). 2. Overall course completion of 89.71% for 2025, marginally below the QMS 90% target (92.1% in 2024) - see Outcome 1 note on 2025 system-transition disruption. 3. Māori and Pacific learners continue to make up the majority of the learner base (24.2% and 57.6% respectively in 2025) and report finding teaching suitable and effective. 4. No complaints, concerns or critical incidents recorded 2022-2025. 5. TSSL established its own Penrose campus in March 2025 - its first owned physical training site - alongside continued delivery from temporary venues nationwide and online delivery via Papi Learning (transitioning to TSSL-owned Moodle in 2026). 6. Blended-learning online content continues to be built in Articulate Rise (started in May 2025, expected to complete all standards in and hosted on TSSL's own Moodle environment, enabling anytime/anywhere/any-device access. 7. A full learning-design review of all unit standards began in May 2025 and is being completed in stages through to Feb/Mar 2026, strengthening accessibility and literacy-friendly delivery. 8. Planning began in March 2025 for TSSL's own proprietary online learning platform, to complement/eventually extend Moodle and terminate the use and reliance on external organisations for online delivery (Papi Learning).	- 2025 annual programme statistics: 1,511 enrolments / 1,307 learners; 89.71% overall completion; ethnicity/completion breakdown as above. - Campus footprint: Auckland (incl. Penrose) 1,078 enrolments; Manawatu-Wanganui 88; Hawke's Bay 75; Canterbury 48; Otago 45; Waikato 44; Online 35; Bay of Plenty 27; Wellington 21; Southland 1. - BWoF and venue hazard-checklist records, including for the new Penrose campus. - Project records: database migration, ENROLpro rollout, Fillout/CRM build, Penrose establishment. - Learning design programme plan (May 2025-Feb/Mar 2026). - Learning design packages created (SCORM 1.2 files).

	9. Enrolment and learner records moved fully to ENROLpro from 1 July 2025 (after a two-month parallel run with Arlo from May 2025); enrolment intake was digitised via a Fillout-based form and custom CRM that syncs with ENROLpro (from Oct 2025), removing the need for walk-in enrolments on the day of training and improving data security. 10. 2025 enrolment and completion by ethnicity: NZ Māori 24.2% of learners (92.4% completion); Pacific 57.6% (89.6%); NZ European/Pākehā 7.5% (82.4%); Indian 2.3% (98.1%); Other Asian 0.9% (86.4%); Chinese 0.2% (100%); Other/not stated 7.2% (85-87%).	
Outcome 4: Learners are safe and well	1. All training venues, including the new Penrose campus, are checked before delivery using a hazard/BWoF checklist. 2. Learners are aware of their rights and how to raise a concern or complaint; this information is now also issued digitally through the Fillout enrolment pack alongside the Learner Handbook. 3. No complaints, concerns or critical incidents recorded 2022-2025. 4. Nominated-person/emergency-contact and, where applicable, next-of-kin details are captured at enrolment; migrated into the new learner database (Dec 2024) and now captured natively via Fillout/CRM and synced into ENROLpro (from Oct 2025). 5. The new part-time Security & LCQ tutor (from Oct 2025) extends direct pastoral support and course delivery into the mid/lower North Island and South Island for the first time. 6. Ongoing partnership with E tū continues to provide learners with employment-rights information. 7. Most learners are already employed in the security/related industries prior to enrolling and use the qualification to retain or advance their employment; anecdotal	- Incident/complaints register: nil entries 2022-2025. - Enrolment/Fillout form fields for nominated person and next-of-kin; ENROLpro sync logs. - Pastoral Care/Learner Support Manager and part-time Security/LCQ tutor start dates (2025). - E tū partnership correspondence. - 2025 statistics: 16 learners under 18 (approx. 1% of 1,503 domestic enrolments); 0 international learners.

	feedback continues to show high learner satisfaction with the safety knowledge and skills gained.	
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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	- Advisory board (industry/ethnic community representation) proposed in the 2024 action plan (target Mar 2025) still not established - carried to the 2026 action plan. - Formal, recorded staff training on Te Tiriti o Waitangi, cultural competency and the wellbeing/safety awareness topics required by clause 10(2) is still being scheduled under the new QA Manager, targeted for 2026. - Continue to produce more disaggregated quantitative data and analysis, now supported by ENROLpro/CRM reporting.
Outcome 2: Learner voice	- Centralising learner feedback into a single system (identified in 2024) remains in progress; full consolidation not yet achieved. - No documented alternative-format complaints channel for learners facing language or access barriers. - A formal, documented mechanism for learner input into strategic goals (i.e. the proposed advisory board) is still to be established. - A digital survey to systematically collate and produce quantitative data needs to be implemented.

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 significant gaps identified in day-to-day practice. - A formal accessibility audit of the new Penrose campus and the online (Moodle) learning environment has not yet been documented. - The 2025 completion rate (89.71%) sits marginally below the 90% QMS target for the first time since 2023, coinciding with the year's concurrent system changes; being monitored into 2026. This could be a result of more accurate data collation and analysis, as well as more stringent approach to assessments. This is to be monitored closely in 2026, as the assessments hosted on the self-hosted Moodle platform will be significantly more stringent than Pipi Learning.
Outcome 4: Learners are safe and well	- No significant gaps identified; zero complaints/incidents 2022-2025. - 2025 statistics record no learners with a declared disability, which may be due to the nature of the programmes offered (mostly security related training) and potentially under-reporting rather than an absence of need.

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	Establish learner/industry advisory board; formalise Te Tiriti o Waitangi and Code training for all staff (incl. new QA Manager, IT Support, Security/LCQ tutor); complete published change-log for policy revisions and self-review reports. See Tool D for full detail.	Director / PDA	Within 2026	PDA to track via QMS review log and report progress to Director quarterly.	Advisory board formed and meeting; all staff trained and recorded; self-review report and policy changes published on website.
Outcome 2: Learner voice	Centralise learner feedback using digital surveying tools; document alternative-format complaints channels. See Tool D for full detail.	PDA / Pastoral Care, Learner Support & Admin Manager	Q3 2026	PDA to report survey completion rates and feedback themes to the wider team each quarter.	All learner surveys issued and analysed through one system; complaints process accessible to learners with access barriers.

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: Safe, inclusive, supportive, and accessible physical and digital	Complete learning design review for all unit standards; conduct accessibility audit of Penrose campus and Moodle environment; involve learners/Māori in	PDA / QA Manager / IT Support	Feb/Mar 2026 (learning design); Q3 2026 (audit)	PDA to track learning design milestones and audit findings via QMS review log.	All unit standards redesigned; accessibility audit completed with actions closed out.

learning environments	online platform design. See Tool D for full detail.				
Outcome 4: Learners are safe and well	Clarify pathway for learners at risk of harming others; review disability declaration/support processes with QA Manager. See Tool D for full detail.	QA Manager / Pastoral Care, Learner Support & Admin Manager	Q2 2026	QA Manager to confirm updated procedure is reflected in QMS and Learner Handbook.	Documented risk-to-others pathway in place; disability support process reviewed and communicated to staff.