

Pop Training Co Limited

Self-Review Report

September 2022



Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**



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	Pop Training Co Ltd			MoE number	6682
Code contact	Name	Ben Kingi		Job title	Managing Director
	Email	Benkingi38@gmail.com		Phone number	
Current enrolments	Domestic learners	Total #	14	18 y/o or older	14
				Under 18 y/o	
	International learners	Total #	Nil	18 y/o or older	N/A
				Under 18 y/o	N/A
Current residents	Domestic learners	Total #	Nil	18 y/o or older	N/A
				Under 18 y/o	N/A
	International learners	Total #	Nil	18 y/o or older	N/A
				Under 18 y/o	N/A
Report author(s)	Ben Kingi				

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 / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

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	<p>Pop Training ensures that learners are aware of the procedures we have in place to look after their wellbeing and safety while they are studying with us.</p> <p>A system that responds to the diverse needs of our students has been implemented.</p> <p>Student terms and conditions, and code of conduct are shared with learners via the information on our Course Registration Form and on our website.</p> <p>Staff follow the procedures set out in our Employee Handbook and the Quality Management Systems (QMS) Manual.</p> <p>We have a Health and Safety Manual that covers all aspects of workplace safety for our staff and students, and these procedures have been implemented.</p> <p>Our Health and Safety Manual and Employee Handbook have been developed professionally by Employsure to ensure that information is relevant and up to date.</p> <p>We regularly read and evaluate the feedback provided by students to identify any issues with wellbeing and safety needs and actions are put into place to make improvements as required.</p> <p>We have a commitment to continuous improvement and always strive to deliver high standards of service.</p>	<p>We regularly refer back to our Business Strategic Plan and the processes are outlined in the QMS Manual</p> <p>Evidence of staff completion of training is recorded.</p> <p>Student Course Evaluation Forms are collated, their feedback recorded and analysed to determine any issues that need to be remedied. Critical or negative comments are immediately addressed by the Trainer and outcomes are recorded.</p>

	We ensure that all staff are suitably qualified and have completed the necessary training to deliver their training in a safe and effective manner. Eg. Refresher Instructor courses, First aid certificate etc.	
Outcome 2: Learner voice	<p>Processes for encouraging and responding to learner voice are actively implemented by the Trainer in every course. All trainees are given the chance to introduce and express themselves during the courses.</p> <p>Trainees are addressed by name and given nameplates so that the Trainer and other trainees can maintain this. Discussion and input are constantly promoted by the Trainer.</p> <p>The learner complaints process is outlined for staff in the QMS manual.</p> <p>The learner complaints process is in place and outlined for the student in the Course Registration Form Terms and Conditions. We also verbalise this process at the beginning of each course.</p> <p>Record keeping practices are in place including an Accident/ Incident Register for any unforeseen situations and Evaluation Forms for student feedback.</p> <p>Any critical or negative feedback is responded to as quickly as possible.</p>	<p>All learners are given the opportunity to fill out course Evaluation Forms. These are collated, recorded and analysed to identify any negative or critical feedback.</p> <p>Post-course feedback is also sought from businesses and employers that send their staff along to courses. This is generally on an informal basis by verbal discussion or email.</p>

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	<p>Pop Training always fosters and encourages a positive and inclusive learning environment for our students, and we work hard to make everyone feel welcome.</p> <p>All cultures are welcomed and accepted and if applicable, the Trainer will tailor delivery cater for any particular cultural needs.</p> <p>Training venues are set up in a safe manner and checks are completed to ensure that Health and Safety standards are met.</p> <p>Assistance is provided for any student that may have a physical disability and we ensure that training venues have disability access and disabled toilets if possible. If this is not possible then we ensure that this is advised to any disabled student that may wish to enrol on a particular course.</p> <p>Students are provided with opportunities to safely share their views and are supported to achieve the best they can.</p> <p>Within our permanent training venue, we have activities and games that encourage student interaction. Eg. Arcade games, darts, foosball and cornhole.</p>	<p>Venue checklists are completed for each and every training venue we use.</p> <p>Course evaluation forms completed by the students and analysed by the Trainer to address any issues.</p>
Outcome 4: Learners are safe and well	<p>We have processes in place to support students to manage their physical and mental health while attending courses.</p> <p>Training venues are set up in a safe manner and checks are completed to ensure that Health and Safety standards are met.</p>	<p>Visual observation of learner engagement to assess their understanding of learning and assessment material.</p> <p>Regular welfare-checks completed during the courses.</p> <p>Course evaluation forms completed by the students and analysed by the Trainer.</p>

	<p>Assistance is provided for any student that may have a physical disability and we ensure that all venues have disability access and disabled toilets if possible. If this is not possible then we ensure that this is advised to any disabled student that may wish to enrol on a particular course.</p> <p>As a Maori training provider, we maintain a commitment to Maoritanga, Te Reo Maori, Tikanga Maori, bi-culturalism, multi-culturalism and Te Tiriti o Waitangi.</p> <p>We provide refreshments and lunch for all trainees that attend a full day course. We cater for any dietary needs, allergies or cultural needs by checking this with students.</p> <p>We provide food that is hearty and substantial to keep energy levels up during the day.</p> <p>We ensure learners take regular breaks for their physical and mental wellbeing.</p> <p>Confidential Tutor Clipboards are used for each class ensuring that tutors are knowledgeable about and prepared for any specific needs of the learners in their courses.</p>	Gratitude expressed or verbalised by the student or their employer.

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	We believe that our systems are well implemented. This is based on the evidence gathered from our students in their course evaluation forms and/or the verbal feedback they provide when they attend. At this point in time we have not identified any obvious gaps.
Outcome 2: Learner voice	<p>We believe that our systems are well implemented. This is based on the evidence gathered from our students in their course evaluation forms and/or the verbal feedback they provide when they attend. At this point in time we have not identified any obvious gaps.</p> <p>With only one Trainer at the moment, this has been easier to achieve, however we will need to be prepared to maintain this standard for any new Trainers that come on board in the future.</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>We believe that our systems are well implemented. This is based on the evidence gathered from our students in their course evaluation forms and/or the verbal feedback they provide when they attend. Our venue check forms also indicate that good standards are being met.</p> <p>At this point in time we have not identified any major gaps, however if we are to be optimistic, given that our permanent site is upstairs with no current disabled toilet, this would be something to work towards in the future.</p>
Outcome 4: Learners are safe and well	We believe that our systems are well implemented. This is based on the evidence gathered from our students in their course evaluation forms and/or the verbal feedback they provide when they attend. At this point in time we have not identified any obvious gaps.

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	No actions required at this stage				
Outcome 2: Learner voice	No actions required at this stage				

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 learning environments	Investigate the installation of a disabled toilet in the permanent training site	Ben	31/3/23	Check in on progress on 30/11/22 and 28/2/23	A plan has been put in place for the installation of a disabled toilet (only if possible) and a timeframe is included
Outcome 4: Learners are safe and well	No actions required at this stage				

