

Pop Training Co Limited

Self-Review Report

September 2024



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 in 2024	Total #	556 47.84 Equivalent fulltime learners	18 y/o or older	556
				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	Pop Training is ensuring that learners are aware of the procedures we have in place to look after their wellbeing and safety while they are studying with us. A system that responds to the diverse needs of our students has been implemented. Student terms and conditions, and code of conduct are shared with learners via the information on our Course Registration Form and on our website. Staff follow the procedures set out in our Employee Handbook and the Quality Management Systems (QMS) Manual. 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. Our Health and Safety Manual and Employee Handbook have been developed professionally by Employsure to ensure that information is relevant and up to date. We have regularly read and evaluated the feedback provided by students to identify any issues relating to wellbeing and Safety. Actions are put into place to make improvements as required.	We regularly refer back to our Business Strategic Plan and the processes are outlined in the QMS Manual. This has been completed on a 6 monthly basis and updates have been made as required. Evidence of staff completion of training has been recorded and all staff have met the key training requirements in order to deliver training effectively while meeting the relevant CMR standards set out by NZQA. Student Course Evaluation Forms were analysed and at no time during this year did a “satisfaction score” dip below the quality delivery standard that we set for ourselves. We received no critically negative feedback that needed to be addressed from a higher level. There were no negative course delivery trends identified within course evaluation forms.

	Student Course Evaluation Forms are collated, their feedback recorded and analysed to determine any issues that need to be remedied. Using a scoring system, we have determined a target “satisfaction score” that needs to be achieved with each Learner. Should a score ever dip below this “satisfaction score”, an investigation takes place to determine the reason behind this dissatisfaction. This is then addressed with the Learner and the Trainer, and where necessary, improvement plans are put in place and implemented immediately. We have remained committed to continuous improvement and always strive to deliver high standards of service. We ensure that all staff are suitably qualified and have completed the necessary training to deliver their training in a safe and correct manner. Eg. Standards set out in relevant CME, Refresher Instructor courses, First aid certificate etc.	
Outcome 2: Learner voice	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. 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. The learner complaints process is outlined for staff in the QMS manual. The learner complaints process is in place and outlined for the student in the Course Registration Form Terms and	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. 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.

	Conditions. We also verbalise this process at the beginning of each course. Record keeping practices are in place including an Accident/ Incident Register for any unforeseen situations and Evaluation Forms for student feedback. Any critical or negative feedback is responded to as quickly as possible.	
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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)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Pop Training has successfully encouraged a positive and inclusive learning environment for our students, and we continue to work hard to make everyone feel welcome. All cultures are welcomed, accepted and respected. If applicable, the Trainer will tailor delivery to cater for any particular cultural needs. Eg. Using cultural greetings, checking name pronunciation. Training venues are set up in a safe manner and checks are completed to ensure that Health and Safety standards are met. 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. Students are provided with opportunities to safely share their views and are supported to achieve the best they can. Within our permanent training venue, we have activities and games that encourage student interaction. Eg. Arcade games, darts, foosball and cornhole.	Venue checklists are completed for each and every training venue we use. All training venues have met or exceeded the standards required. Course evaluation forms completed by the students and analysed by the Trainer have shown very high levels of satisfaction with the standards of training delivery
Outcome 4: Learners are safe and well	We have processes in place to support students to manage their physical and mental health while attending courses.	Visual observation of learner engagement to assess their understanding of learning and assessment material has enabled us to adequately support their learning experience. This has resulted in our pass rates exceeding 95%.

	Training venues are set up in a safe manner and checks are completed to ensure that Health and Safety standards are met. 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. 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. Karakia is respected and performed in relevant training situations. 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. We provide food that is hearty and substantial to keep energy levels up during the day. We ensure learners take regular breaks for their physical and mental wellbeing. Confidential class lists are provided to Tutors to ensure they are aware and knowledgeable about and prepared for any specific needs of the learners in their courses. A First Aid kit is available at every training venue and any accidents/ incidents are recorded in the register.	Regular welfare-checks completed during the courses in order to maintain student welfare. There have been no reports of serious student harm recorded in the Accident/ Incident Register. Course evaluation forms completed by the students and analysed by the Trainer have shown very high levels of satisfaction with the standards of training delivery. Gratitude is regularly 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	We believe that our systems are implemented and this is an area where we still wish to keep developing. 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. We are now collating our student information in a more organised manner using Booking Rooster and our next stage of development will be the implementation of Canvas into our operations. We have been proactive in terms of engaging with past students and also some of our key industry partners to gather feedback and input. This however has been an “informal” process, as we have found it difficult to organise the “forums” that we were hoping to run. Our key trainer has however attended an ITENZ conference this year, connecting with other PTEs and is an active member of a Special Interest Group run by NZ Security Association that is focused on improving the current training models within the security industry. We have also attended events that have been run by our WDC, Ringa Hora and maintain a close relationship with them. We are going to attempt to run at least one in-person forum of previous students in 2025, and will also be implementing periodic online surveys using Survey Monkey.

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	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. At this point in time we have not identified any major gaps.
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	Run one Feedback Forums with previous students and/or key stakeholders	Ben	31/7/25	Check in on progress on 31/5/25	Forum has been completed and feedback collated and analysed. Suggestions for improvement are derived and implemented as appropriate.
	Survey a minimum of 20 previous students using Survey Monkey to gather feedback about how their learning has assisted them in their life/work since completing the course and whether they have ideas for improvement	Ben	31/8/25	Check in on progress on 30/6/25	Survey has been completed and a minimum of 20 completed surveys have been received. Suggestions for improvement are derived and implemented as appropriate.

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	No actions required at this stage.				

