

## TEO information

<b>TEO Name</b>	Quality Consultants New Zealand			<b>MoE number</b>	7128
<b>Code contact</b>	<b>Name</b>	Tyree Connor		<b>Job title</b>	Director, Training Centric
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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	46	<b>18 y/o or older</b>	46
				<b>Under 18 y/o</b>	0
<b>Report author(s)</b>	Tyree Connor				

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	<b>Implemented</b>
<b>Outcome 2:</b> Learner voice	<b>Implemented</b>

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<b>Implemented</b>
<b>Outcome 4:</b> Learners are safe and well	<b>Implemented</b>

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p>Course result reports and course feedback reports are on par with previous years.</p> <p>We are well engaged with our current stakeholders and actively increasing contact with existing and new industries to ensure delivery meets the needs of industry and learners.</p> <p>Continued close working relationship with our main customer NZMPTA including engagement in pastoral care and non-formal learning to support the formal programmes.</p> <p>Mid-year review and subsequent reduction of customers to ensure QCONZ has ability to deliver just-in-time programmes without compromising quality due to external customer requirements.</p> <p>Followed a process of review and feedback for re-structuring management structure of PTE. This was to specifically increase focus of PTE Management on quality, the Code and students.</p> <p>Internal moderation of courses and tutors, combined with external moderation highlighted areas working well and those that needed improvement focus.</p> <p>Improvement plans developed mid-year fully engaged with and improvements progressing as expected.</p>	<p>Our stakeholder engagement includes enquiry, feedback and review. Stakeholders include industry bodies, education bodies, tutors, management, employers and learners. Feedback formats include class review forms, tutors reports, learner course feedback and customer feedback. Information is included on website pages for learners and industry. Key staff completed Ako Aotearoa 'Applying Te Whare Tapa Whā' this year with further Tutor PD and engagement planned for tutors over 2024.</p> <p>We also utilise reports, contacts, health&amp;safety meetings. Existing QM and SOP processes of recording and reporting includes hierarchial process of dissemination and oversight.</p> <p>Updated strategic goals and plans include continued work towards support for diversity. New external cultural advisers engaged in 2023. Learner feedback captured during build of new Pump Selection Micro-credential.</p> <p>Te Tiriti is included in QCONZ and PTE values and strategies.</p>

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 2:</b> Learner voice	<p>Three complaints recorded in QM system with investigation, outcomes and improvements completed (summary included below). Industry and Learner feedback and views requested and undertaken by phone to learners across NZ for development of new micro-credential Pumping Selection.</p> <p>QMS used to record and report with managerial oversight at all levels up to CEO. Included in reports to Board. Specific PTE complaint process including code requirements implemented in 2023.</p> <p>Class review forms include wellbeing information on learners.</p> <p>Internal yearly audit with QCONZ Quality Team per ISO requirements. Reports, contacts, health and safety and stakeholder feedback actively supporting during 2022/2023 year.</p> <p>Changes to the management of the PTE and smaller groups of learners and tutors has meant we can increase effective communication across all stakeholders.</p> <p>Increased knowledge by QCONZ quality team and management team of the Code requirements.</p>	<p>Tutor/Course complaints recorded in QM system with signoff by GM and CEO.</p> <p>Recorded feedback from learners for Micro-credential development. Website, 0800, online course review forms, emails. Information in student handbook and on timetables for feedback channels to ensure learners have access to easy feedback systems. The code complaint processes included on website and in student handbook.</p> <p>Bi-monthly tutor meetings including Health and Safety.</p> <p>Continued engagement with external advisers.</p> <p>Continued engagement with ITENZ to ensure up-to-date knowledge of changes, challenges and expectations within the industry.</p> <p>Continued tutor and management oversight of individual courses.</p> <p>Pilots utilise learner voice feedback with questionnaires and phone support.</p> <p>Strategies, policies and processes uphold Te Tiriti. Explicitly referenced in documents.</p> <p>Wellbeing and safety is included/referenced in inductions, venue requirements, welcome emails, reminder emails and texts, follow up, tutor pastoral care and assessment feedback.</p>

## Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Learner and customer feedback received.</p> <p>Instances of significant pastoral care required.</p> <p>Good student progression and regular connection with all stakeholders.</p> <p>Internal reports including daily class reports, venue compliance and course success.</p> <p>Concerning issues with external customers' digital learning platform impacted learners meant significant decline in progression/completions for large numbers of learners. QCONZ had no ability to control or improve the platform. This led to QCONZ quickly developing alternative solutions for students to progress. This was unsustainable long term for QCONZ and customer.</p> <p>Regular connection with customers, open channels of communication and recent review of all courses with programme improvements and new micro-credentials planned for 2024.</p> <p>Continued engagement, understanding and driving inclusivity and opportunity for all. Including current development of free online knowledge opportunities for learners and industry around inclusivity and diversity.</p>	<p>Specifically the daily class reports, tutor and customer feedback.</p> <p>There was significant breakdown in relationship with one customer which significantly impacted QCONZ ability to provide timely/quality learning opportunities and supports. Internal review identified significant risks to both QCONZ and learners with decision to remove QCONZ as provider to that customer.</p> <p>Tutor, employer, industry and learner feedback played a significant role informing the decision to cease that customers' provision.</p> <p>New online delivery options now being developed with development based on many of the learner/customer feedback received during investigations of the discontinued provision.</p> <p>Training strategic plans include significant investment and continued investigation and upskilling delivery and assessment through online opportunities for all stakeholders.</p>

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 4:</b> Learners are safe and well	<p>Student feedback, progression and success reporting undertaken.</p> <p>Class and course reviews.</p> <p>Information included on website during 2023 with review of tools ongoing.</p> <p>One significant onsite H&amp;S incident during year affecting wellbeing of tutor (see complaint 16 Aug 22 below).</p> <p>One significant near-miss incident during year (active shooter for brief period of time within 5 km of workshop). Tutor and learners given immediate supports and customer (Training Advisers) contacted to provide extended pastoral care to all learners.</p> <p>16 minor incidents reported class reviews.</p> <p>Monitoring of operations to ensure adherence and opportunities to improve.</p>	<p>Student supports added to website.</p> <p>Continued encouragement to tutors to actively report issues.</p> <p>Daily class reviews, course reviews, delivery moderation and learner/stakeholder feedback received and reviewed.</p> <p>Continued monitoring, feedback and review with subsequent recommendations.</p> <p>Policies and procedures support the principles of Te Tiriti O Waitangi. Included in QMS and strategy documents.</p> <p>Encouragement of tutors to speak up if they feel under-duress as they are also valued stakeholders.</p>

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Gap in statistics – work underway to include disability reporting. Smaller numbers of students have increased ability to recognise and support individual needs. Statistics to be included in 2023 year final report – ITO disability reporting unavailable.
<b>Outcome 2:</b> Learner voice	No identified gap in opportunities for learners to feedback and communicate, but identified improvements to current service/provision/support and how we can increase learner voice.

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p>Use of te reo and tikanga Māori to support Māori and all learners' connection to identity and culture. Continued PD and promotion with tutors and industry bodies.</p> <p>Addition of te reo to learner resources and documents over 2023 and 2024. Currently undertaking review and feedback from external advisers.</p> <p>Engaging with Māori and involving in the design of physical and digital environments. Currently engaging with external advisers to review and provide advice before instigating application of design.</p>
<b>Outcome 4:</b> Learners are safe and well	Significantly reduced number of venues across the country and number of students supported has reduced the cost of compliance for wellness. ISO and Educational requirements of QCONZ means focus is high on this outcome, however, there is opportunity to reduce learner barriers further by providing free wellbeing eLearning modules for free. Including the support of other providers who provide online supports.

## 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
<b>Outcome 1:</b> A learner wellbeing and safety system	Review of 2023 year final report information and perform gap analysis on data.	Training Centric – Tyree Connor	30 March 2024	Quality Meeting – QCONZ Q-Team	Gap analysis completed with recommendations for 2024/2025 year.
	Continue to increase te reo use and incorporation of code into delivery/assessment.	Training Centric – Tyree Connor	Review progress 20 April 2024	Review of course marketing/workbooks/content.	Te Reo incorporated into all documents.
	Increase wellbeing and safety information available from industry on website and for tutor inductions.	Training Centric – Tyree Connor	30 April 2024	Website(s) review with QCONZ marking team.	Website up to date with latest code, wellbeing and safety from external industry stakeholders.
<b>Outcome 2:</b> Learner voice	Implement learner panels for each programme for 2024 feedback and review of wellbeing/safety	Training Centric – Tyree Connor	30 March 2024	Calendar Review	All 2024 feedback panels in calendar.
	Increase learner voice in development of 2024 micro-credentials.	Training Centric – Tyree Connor	30 March 2024	Include WDC and NZMPTA in delivery of action.	Feedback received and incorporated into SDWS micro-credential.



### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
<b>Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments</b>	Add te reo and tikanga to website	Training Centric	30 Apr 2024	Website review with QCONZ Marketing Team	Incorporated into website design and language
	Investigate and engage in disability forums and supports for educators during 2024.	Training Centric	30 May 2024	Quality Meeting – QCONZ Quality Team	Diarised engagement opportunities made for 2024.
	Increase eLearning products including introduction to New Zealand for international farm workers.	Training Centric	March 2024	Website review with QCONZ Marketing Team	eLearning products built and piloted.
<b>Outcome 4: Learners are safe and well</b>	Add wellbeing and maintaining healthy lifestyle eLearning modules for free.	Training Centric	30 March 2024	Website review with QCONZ Marketing Team October 2024	eLearning products built and piloted

Delivery/Assessment Complaints – 2022/2023

Date	Received from	Details	Investigation	Resolution	Recommendations
16 August 2022	Customer Quality and Academic Integrity Manager on behalf of field staff.	<p>Received serious concerns regarding tutor.</p> <p>Initially no information on courses, however, concern about non-achievement of students.</p> <p>Initial assumption was compliance courses but these indicated learner success rates between 67% to 100% for classes.</p> <p>Later information showed Sheep &amp; Beef delivery and progression for current classes. Identification of customer failings separated out from initial complaint.</p> <p>Remaining concern that tutor was 'over' marking with expectations higher than course levels.</p>	<p>Agreed that:</p> <ol style="list-style-type: none"> <li>1) customer would undertake external moderation of evidence held by them.</li> <li>2) QCONZ would undertake internal moderation on evidence held in QCONZ system.</li> <li>3) QCONZ would undertake in-person moderation of delivery during November classes.</li> </ol> <p>All moderation activities concluded.</p> <p>Findings:</p> <ol style="list-style-type: none"> <li>1) Moderation by customer was completed against Unit Standards and benchmarking of others. The tutor in question was found to be "exemplary" and required correct level of evidence. Suggestion of using phone calls in some instances rather than emails requesting more information.</li> <li>2) Moderation by QCONZ was completed against Unit Standards and found to be very good.</li> <li>3) Moderation of class delivery showed excellent delivery but significant concerns that the tutor was under duress from customer representative and students. There were gaps in the stakeholder expectations of what "good tutoring" is and what constitutes "telling" the students the answers for assessment purposes.</li> </ol>	<p>Tutor given feedback and supports put in place to address concerns that tutor was not in a safe environment.</p> <p>A short session with students to reset expectations in a positive way. Supports put in place to ensure students understood evidence requirements better.</p> <p>Customer representative removed from class environment.</p>	<p>Customer will provide PD for their staff regarding what "good" looks like, level expectations and their roles in the classroom.</p> <p>Tutor be given ongoing support, feedback and encouragement.</p> <p>All other s/b tutors under QCONZ will participate in specific sheep/beef moderation August 2023 using this tutor as benchmark (small discrepancies were found during internal and external moderation that indicated PD for all tutors)</p>

Date	Received from	Details	Investigation	Resolution	Recommendations
01 June 2023	Customer HR Manager seconded to manage customer field.	<p data-bbox="577 153 936 328">During a meeting the QCONZ CEO was told of a concern regarding subcontractor tutor. Information requested and complaint input into system.</p> <p data-bbox="577 360 936 600">Customer received complaint from student's employer that they had gone to class and were told by tutor they weren't "teaching" today. Students completed assessments in class instead.</p>	<p data-bbox="972 153 1413 328">(Incident found to have been dealt with a query at a regional manager/tutor lead meeting level. The regional manager was happy with the result however this was not communicated up).</p> <p data-bbox="972 360 1413 600">The customer's representative was meeting with the students' employer when the student returned for the day. The student was happy with the work they had completed but the employer wasn't happy they had a 'day off' to do it.</p> <p data-bbox="972 639 1413 879">After discussion with the tutor and investigation of the timetable it was found that the session was a "review day" specifically for the students to work on assessments and the tutor to review their level of knowledge gained and provide supports.</p>	<p data-bbox="1453 153 1720 288">Student was telephoned and offered any further supports they may need.</p> <p data-bbox="1453 328 1720 504">Customer representative explained the use of review days to the employer.</p>	<p data-bbox="1756 153 2022 464">Tutors recommended to be careful with language when explaining review days to students. This is to both increase student understanding and increase student confidence.</p>

Date	Received from	Details	Investigation	Resolution	Recommendations
16 June 2023	Customer Regional Manager	Email complaint that digital markers were requesting more evidence (resubmissions) from learners than was required for the unit standard.	<p>Reviewed the digital evidence being marked. Found to be correct with evidence requests appropriate.</p> <p>First two examples were questions of academic integrity – the same answers (exactly) from two students on the same farm. First student marked correct and second student (with later submission date) had been requested to re-submit in their own words. This is using the digital system. Customer representative had been notified of the academic integrity issue.</p> <p>Third example was level four and the answers supplied were at a Level Two-Three level of evidence. Student was supplied information and their Customer Representative had been notified – however, the CR believed the answers were adequate.</p>	<p>Customer was supplied information on academic integrity and level appropriateness.</p> <p>Customer agreed that marking was appropriate, however, felt the students were not given enough pastoral support from the digital marker.</p> <p>Further investigation found that the digital platform had an icon the students could click to communicate directly with digital markers. Both customer and QCONZ staff were notified of this.</p>	<p>Digital markers continue to request submissions and notify Customer Representatives.</p> <p>Digital markers were notified of the customer policy change on pastoral care.</p> <p>Digital markers could now directly contact students via phone if they felt it would provide better support to the student.</p> <p>Customer reps were notified of this change in policy and were encouraged to communicate directly with our digital markers if they were concerned with evidence requirements. Customer reps were notified of their digital platforms ability to allow students to communicate directly with markers rather than through the CR's.</p>