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External Evaluation and Review Report

Training Systems and Solutions
Limited (trading as Stratcom Security)

Date of report: 17 January 2022

About Training Systems and Solutions Limited trading as Stratcom Security

Stratcom Security provides training in the basic skills, knowledge and literacy needed to work in the security sector. The provider is 'portable' – training is delivered at times and locations that suit learners' and employers' needs. Blended learning options are also provided.

Type of organisation:	Private training establishment (PTE)
Head office location:	2/25 Tennyson Street, Te Aro, Wellington
International Code of Practice signatory:	No
Number of students:	Domestic: 537 in 2020: 303 Pasifika, 106 Māori
Number of staff:	Four full-time equivalent staff (including two directors who train) and five part-time staff
TEO profile:	Training Systems and Solutions Ltd
Last EER outcome:	The PTE's last EER was conducted in 2017 and under different PTE ownership. NZQA was Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	Two focus areas informed the EER: <ul style="list-style-type: none">• New Zealand Certificate in Security (Foundation) (Level 3) (Reference 126151-1)• Pre-flight Security (Specific Airline Requirements) Basic Training (Micro-credential) (Level 3) (Reference 126130-1)
MoE number:	7245
NZQA reference:	C45295
Dates of online EER enquiry:	2 and 3 November 2021

Summary of Results

Stratcom has demonstrated exceptional performance through valued outcomes, extensive support and relevant, quality delivery tailored to trainees' needs. Self-assessment information is comprehensive and of high quality.

Highly Confident in educational performance

Stratcom provides extensive value to trainees and key stakeholders and comprehensively meets their needs. High achievement constitutes almost 100 per cent completions each year, and the attainment of unit standards, modules and qualifications of high relevance, including micro-credentials that Stratcom has developed with industry, enabling formal recognition of learning.

Highly Confident in capability in self-assessment

Trainees develop transferable skills and knowledge, improving their safety and effectiveness in their roles. Stratcom actively encourages and supports trainees into employment and better employment opportunities. Stakeholders highlighted Stratcom's contribution to trainees' self-growth and belief and their improved and positive outlook on their career and future prospects.

Valued outcomes are supported by exceptional support and training delivered in trainees' communities and workplaces and at times and ways that work for them.

The training is interactive, fun, relevant and easy to engage with. Learning resources are developed to ensure this. Trainers are knowledgeable, caring and respectful. They go above and beyond, and work purposefully to comprehensively meet trainees' holistic needs. Stakeholders recognise Stratcom's responsiveness to Pasifika and Māori communities.

Stratcom is clearly meeting its vision of empowering its trainees. The strong performance, academic leadership and experience of the PTE gives high confidence that performance will continue to be exceptional. Similarly, high quality self-assessment information and processes demonstrate excellent insights to fully understand performance and to maintain a high level of responsiveness to trainees and other key stakeholders.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees achieve excellent outcomes. Almost 100 per cent complete their courses and achieve qualifications each year. Learners can attain certification such as the Certificate of Approval (COA) (required to work in security), the Licence Controller Qualification (required to manage licensed premises), and for first aid. These are modules within the level 3 security programme which enable learners to attain relevant training recognition at different stages of their training pathway. Trainees gain valued transferable knowledge and skills through application in their employment, for example communication, conflict management, and risk awareness and assessment.</p> <p>Trainees gain new insights from the training which have led them to be more effective in their roles – for example, approaching and engaging customers in a different, more effective manner by changing body language and communication. The training has corrected trainees’ misunderstandings of the law, including with regard to physical contact with others. They also learn about rights in the workplace and correct workplace practices, and the implications of working in inappropriate environments.</p> <p>Trainees have developed confidence in communicating with their employers and in responding to different employment situations. They have learnt time management strategies to better manage their personal and (often long) work hours.</p> <p>Significantly, trainees develop their self-worth and understanding of their own potential. Examples shared by different stakeholders were of trainees who did not previously see other options beyond their current employment status. Now, through the completion of their training, qualifications and, often, improved wages, they see greater self-potential to move forward in their employment.</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

	Close relationships with trainees and employers, coupled with close monitoring of student progress and comprehensive data analysis provides Stratcom with an excellent understanding of trainee skills development and achievement.
Conclusion:	Excellent achievement is gained and supported through the completion of relevant training, resulting in the development of valued skills, knowledge and personal growth.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Stratcom actively supports trainees to gain employment and better employment opportunities. This work is driven by Stratcom's social justice ethos, and supported by connecting trainees to employers, curriculum vitae and job interview preparation, and access to funding for work shoes and transport.</p> <p>Trainees gain certifications and qualifications that are mandatory requirements for employment (e.g. the COA). Stratcom supports graduates financially and with other assistance to apply for their COA. Moreover, graduates of the level 3 New Zealand Security Certificate become eligible for better pay (if union members). Stratcom has also supported (including through time and cost) approximately 50 learners to attain NCEA levels 2 and 3 by the identification and reporting of past and current credits.</p> <p>Employers value the knowledge and skills trainees develop. Those interviewed for the EER described employees' increased confidence and communication, improved job-related skills and interest in continuing their learning.</p> <p>Stratcom receives regular and repeated requests from employers seeking their graduates for vacant roles. During the 2020 Covid-related lockdown, graduates were sourced for security roles at essential services, with feedback collected from employers acknowledging the trainees' skills, attitudes and ability to adapt quickly to the job.</p> <p>The micro-credentials co-developed with aviation security company, Secureflight, have contributed much value to Secureflight and its employees. The extensive knowledge and skills that staff have gained through their training are now</p>

	<p>recognised by a qualification that trainees can use to demonstrate their abilities to future employers and for future career development – this was lacking before. Stratcom’s contribution to Secureflight’s training and development is considered significant.</p> <p>The PTE experiences intergenerational enrolments which is an indicator of how the successful achievement and progression of trainees in employment is contributing to the aspirations of aiga, family and whānau. Stakeholders hold in regard the appropriate engagement and care Stratcom demonstrates in working with Pasifika and Māori trainees. Repeatedly, Stratcom was referred to as going above and beyond expectations.</p> <p>Self-assessment information includes the collation and monitoring of employment destination data (disaggregated by priority learner groups) and graduate profile outcome surveys of graduates and employers. More meaningful to the understanding of outcomes for the PTE, given current size and its relational approach, are the ongoing post-study conversations undertaken with graduates, employers and stakeholders. Such information is supplemented with end-of-course evaluations giving regular and reliable data (often from trainees already in employment).</p>
Conclusion:	Stratcom contributes significant value to its trainees and key stakeholders. Valued employment outcomes are supported by empowering trainees into better employment opportunities.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Learning environments are planned and structured for the benefit and needs of the learners. Stratcom takes learning to its trainees – for example to the workplace, delivery on the marae and in churches. It delivers the training at times that match employment rosters (e.g. early morning and evenings) and to suit trainees’ family and work commitments, thus encouraging participation.</p> <p>Stratcom provides a welcoming learning environment where manaakitanga is extended and tikanga followed. Time is ensured for introductions. Trainers are approachable and make</p>

	<p>sure names are pronounced correctly. They emphasise belief in the learner's potential.</p> <p>Blended delivery options respond to trainees' different needs and support engagement in learning. Stratcom has invested and used external experience to ensure relevant, fit-for-purpose online delivery. Trainee feedback confirms the strength and useability of the different learning modes and technology. All delivery involves continuous engagement with students.</p> <p>Trainees find that the use of real-life examples, role-plays and scenarios makes their learning interesting, easy and enjoyable, and is an effective way to learn. Employers commented on the excellent training delivery, resources and support and the difference this has made for trainees who struggled to achieve qualifications before Stratcom, but who have now succeeded.</p> <p>Assessment design and practice is focused on removing assessment anxiety and stress, and is mindful of people with potential literacy challenges. It is undertaken in small components and at appropriate intervals during a course, and is layered and integrated into training and workplace activities. Oral assessment opportunities support learners who better communicate their understanding this way.</p> <p>Moderation processes are robust and include national external moderation by NZQA and external industry training organisations (positive results to date), services provided by an external moderator contracted by Stratcom, and well-established internal moderation.</p> <p>Stratcom's courses and programmes are of high relevance to stakeholders and communities who value their appropriateness (including cultural appropriateness) and the quality of delivery. Those engaged with for the EER identified Stratcom as highly responsive. As recipients of trainer of the year awards, the trainers have received external recognition of their effectiveness from the New Zealand Security Association, of which they are members. Stratcom is also a member of a special security interest group and active in contributing to the security sector.</p> <p>Courses and programmes are closely reviewed on a continuous basis after each delivery, and on an annual basis, using insights from trainer co-teaching and debriefing, moderation, course evaluations, employer feedback and sector intelligence.</p>
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Conclusion:	The design and delivery of Stratcom's courses and programmes are strongly trainee-centric and focused on trainee engagement and success, and match stakeholders' needs well.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Time is spent with trainees and employers to understand trainees' backgrounds, circumstances and goals and to support their ongoing development. Relevant information and advice is provided to assist students to pursue continued learning and better employment opportunities. Guidance and support continues beyond trainees' completion of their training, and to assist learners with their future pathways.</p> <p>Trainees are supported with laptops and Wi-Fi. From the outset, Stratcom ensures that trainees can access the technology and resources needed for their learning. Stratcom works with a Samoan-speaking support person to support trainees' connectivity and use of technology. She supports Samoan learners to understand more complex concepts in their own language, and helps identify trainees requiring extra support.</p> <p>The learning environment is caring, engaging and inclusive. Meals are provided to support learning. Learning activities and resources have been developed to ensure learners, and specifically Māori and Pasifika learners, are able to see themselves in the learner scenarios, materials and guest speakers. Voice-overs in Samoan and Tongan are incorporated into online materials. Integrated literacy support has been embedded in texts and activities. Learning is supported by varied oral, visual and practical hands-on activities.</p> <p>Excellent holistic support is provided. Trainees can contact Stratcom for support between 5am and 10pm (aligned to trainees' work hours). Trainees are supported to address workplace issues with their supervisors. They are supported to access funding for learning and wellbeing needs. During the Covid lockdowns, Stratcom paid for trainees to obtain COA licences so that they could work, and provided trainees with financial support to access voicemail messages about jobs, food and care parcels.</p>

	Self-assessment against the interim domestic Code of Practice is comprehensive. Self-assessment activity is informed by course evaluations and the director's recording of all support-related contact and assistance.
Conclusion:	An exceptional level of support is provided to effectively and holistically assist trainees in their learning, employment and with overall wellbeing.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Stratcom has a clear purpose of empowering trainees. Its training and support is driven by a strong social justice ethos and motivation to support access to better opportunities and success. This is a shared focus held across the staff of the PTE.</p> <p>The directors and management team have extensive education sector experience. Their knowledge of regulatory requirements and as effective facilitators of quality provision drives the strong systems and processes in place.</p> <p>Academic leadership is highly effective. This is seen in the design of quality and robust academic processes and resources. As mentioned, Stratcom is externally recognised for the effectiveness of its training. Stratcom participates as a member of a specialist security interest group. Stratcom's stakeholders value the PTE's contribution to their businesses and communities, and their trainees' learning experiences.</p> <p>Learning is well resourced. Stratcom's investment in learning aligns with its purpose and direction to ensure quality delivery. Examples include substantial investment to provide quality online learning matched to trainees' needs. Stratcom has purchased laptops to support trainees in their learning and to encourage them to continue their learning pathways.</p> <p>Staff regularly engage in relevant development opportunities, including literacy and adult education and sector conferences. The director is undertaking a Samoan language class, reflecting the trainees and communities with whom she works. Recruitment is of like-minded people who share the Stratcom vision.</p>

	Annual SWOT ² analysis contributes to balancing innovation, responsiveness and continuity. A more sophisticated risk management framework has recently been developed, and the lead security trainer has been appointed general manager as a part of long-term planning. Data is analysed and used effectively to inform the annual and continuous review of performance.
Conclusion:	Educational achievement is effectively supported by a highly experienced and knowledgeable governance and management team driven by a shared ethos of empowering trainees.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Stratcom has effective compliance management processes in place which include:</p> <ul style="list-style-type: none"> • director responsibility for the management of accountabilities • a calendar of regulatory deadlines which has been recently strengthened with automated notifications • compliance-related checklists such as that used to assess the safety and appropriateness of training venues • communications and updates from sector stakeholders, and membership of and attendance at meetings of the New Zealand Security Association and special skills interest group. <p>Processes are assisted by the director's extensive knowledge of regulatory requirements, including ensuring staff hold required trainer credentials within the first aid and security sectors.</p> <p>The effectiveness of compliance management processes is supported by a number of examples demonstrating effective compliance with regulations, rules and legislation, including solid compliance with NZQA and industry training organisation requirements, as well as comprehensive review of the interim domestic Code.</p>

² Strengths, Weaknesses, Opportunities and Risks.

	Compliance management activity also shows Stratcom's response, to strengthen its systems and processes when process gaps or opportunities for improvement have been identified.
Conclusion:	Stratcom effectively manages its key compliance accountabilities.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: New Zealand Certificate in Security (Foundation) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Pre-flight Security (Specific Airline Requirements) Basic Training (Micro-credential) (Level 3)

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

There are no recommendations arising from the external evaluation and review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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