



C4 Group Interim Domestic Code Self-Review – July 2023.

Outcome 1: A safe and supportive learning environment.

Students experience a physically safe and mutually supportive learning environment that responds to the needs of all students.

Providers must have practices that enhance student safety, including appropriate practices for:	
<p>1. A safe learning and communal environment and facilities</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • C4’s premises have a current building Warrant of Fitness and comply with all codes of compliance for the same • C4 has premises that have recently been refurbished to include a student lounge, student rest areas, increased number of toilets, smaller classrooms for smaller class numbers, purpose built areas (e.g. Defensive Tactics, First Aid), and more natural light in classrooms • C4 has clear Health and Safety procedures for evacuation and assembly areas, and this is shared with students at the beginning of all classes • As an emergency management consultancy, C4 has a comprehensive critical incident management plan in place • All exits and exit pathways for use in an evacuation are clear and well sign posted • All C4 staff have current First Aid certificates in the event of a student injury or medical issue • A well-stocked First Aid kit is available and regularly maintained
<p>2. Human Resources management</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • C4 has a comprehensive Human Resources management system as part of our QMS which includes regular review by management that processes are a) in place and b) being appropriately implemented

	<ul style="list-style-type: none"> • The Human Resources section of the QMS was reviewed in March of 2023 providing the opportunity to ensure that the right processes are in place to meet current needs and requirements • Changes were made to reflect current NZQA and employment requirements • All instructors hold a higher level of qualification than the programme they are delivering and all hold adult education certification or qualification
<p>3. The security of students</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • Student security is not such an issue for us as we run short courses however we do have: <ul style="list-style-type: none"> - Secure off street parking - All classes are run during the day - Students are required to keep their bags/phones with them at all times - Notices are up in the student lounge regarding managing property and valuables • C4 staff include ex-Police and security personnel, and all are Police vetted
<p>4. Providers must have practices that maintain a supportive learning environment and provide opportunities to connect, build relationships and support each other.</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • The majority of C4 onsite classes are short (2 days or less), however the communal student areas allow for connection and support opportunities during breaks • C4 encourages Tuakana-Teina with students who are already employed in security talking to and supporting those looking for employment in the industry. They share information regarding the different companies, the roles they work in and how they are finding security work in general • Host organisation training delivery is generally to a group who already know each other however, at times by commissioning the training, the organisation has also provided networking opportunities for participants from different parts of the business • C4 has two work-based distance programmes being the New Zealand Certificate in Security (Foundation) Level 3 and the New Zealand Certificate in Security (Advanced) Level 4. Due to issues that we have had in the past being able to provide a supportive learning

environment for distance students, we now only enrol cohorts from C4 approved employers. This way we are confident that the company is committed to supporting the student in their workplace training and observations/verifications and also that the students have other colleagues to support them with their studies

- Distance students have phone, email, and virtual meeting capability in order to access an instructor and regular contact is maintained during their time with us

Outcome 2: Assistance for students to meet their basic needs.

Students have adequate access to advice, information and services which help them to meet their basic needs.

Providers must have practices that assist students to identify and manage their basic needs, including providing information to all students, as soon as reasonably practicable on:

<p>1. How students, including those who have work and family commitments, can access services on and off-campus that will help them maintain reasonable standards of material wellbeing, within the institution and externally.</p> <p>Well implemented</p>	<ul style="list-style-type: none">As C4's interface is with adult students only and is brief (classes of 1-3 days), or limited (online, distance programmes or brief workplace meetings), it is not practicable for C4 to provide assistance for students to meet their basic needs. However, we do provide information regarding support in the community in our student handbooks and in the information leaflets given out at the start of each course.
<p>2. How to access suitable accommodation and maintain a healthy lifestyle. N/A</p>	<p>N/A</p>
<p>3. If food is made available by the provider on campus or in student accommodation, the provider must ensure that the food available includes a range of healthy food options that is obtainable at a reasonable cost. N/A</p>	<p>N/A</p>

Outcome 3: Physical and mental health of students.

Students are assisted by providers to manage their physical and mental health, and to access support when needed.

Providers must have practices which assist students to be physically and mentally healthy including:	
1. Providing opportunities for students to have experiences that improve their physical or mental health and wellbeing. N/A	<ul style="list-style-type: none">• As a provider, C4 has only brief interfaces with adult students and as such are not in a position to provide this type of support.• We do have information in our resource material regarding community resources that can be accessed in times of need as well as posters in our student lounge with the same information
2. Assisting students to manage their mental health by promoting awareness of wellbeing and mental health and practices that support good mental health that are relatable to students. N/A	<ul style="list-style-type: none">• Refer response in Section 1 above
3. Assisting students to manage their mental health by providing information about accessing mental health services on campus and in the community. N/A	<ul style="list-style-type: none">• Refer response in Section 1 above
4. Providing staff training on how to recognise and effectively respond to students who may have problems with health or wellbeing. Well implemented	<ul style="list-style-type: none">• All C4 instructors have completed a Mental Health First Aid course enabling them to identify students who may need support. This has not happened as yet, but C4 instructors and admin staff all have access to the community support network information which can be given to a student

5. Identifying students at risk and having clear pathways for assisting those students to access appropriate health services, including mental health services on campus and in the community. N/A	<ul style="list-style-type: none">• Refer response in Sections 1 and 4 above
6. Assisting disabled students to access appropriate support where required. N/A	<ul style="list-style-type: none">• Due to the work-based and industry specific nature of the training that we do, C4 has not enrolled disabled students in our 15 years as a provider. However, information is available as per Section 1

Outcome 4: Progress and personal development of students.

Students are assisted by providers to transition to tertiary study, progress and achieve in their studies, and to develop knowledge, skills, and expertise to prepare them for further work or study.

Providers must have practices for:

1. Helping students prepare for and adjust to tertiary study, and to identify learning support needs early.

Well implemented

- C4 only provides tertiary adult work-based training and qualification programmes and are not involved in preparing students for this
- Identification of learning support needs is problematic given the very brief interface we have with most of our students. Learning issues are generally self-identified by students or come to light during completion of assessments. Following identification, C4 provides the ability to work one on one with students that require this support
- For our distance qualifications, students are all in employment in the security sector and have been put forward by their employers to be registered on the programmes. Employers will often provide specific information about students that may or do have learning issues and C4 uses that information to wrap extra support around the student. Our instructors are also in regular contact with these students enabling us to identify learning needs early and provide extra support including one on one

2. Providing access to academic support services and maintaining appropriate oversight of student achievement and engagement.

Well implemented

- C4 provides academic support services to students through having a dedicated instructor managing the programme. This allows them to develop relationships with the students and their employers as well as being able to chase up students on the distance programmes who may be lagging behind or need extra support to complete assessments
- Having the one instructor responsible for programme management has enabled us to have a more effective oversight of the programmes as well as a higher completion rate and shortened time frames for completion of the qualifications

	<ul style="list-style-type: none"> • Students completing online courses are contacted mid and end of the month to remind them that their assessments are due (online courses have a 90 day time limit) and to determine any issues that learners might be having • There is a dedicated email address for learner support that is reviewed daily by instructors
<p>3. Regularly reviewing teaching and learning approaches to respond to the needs of students.</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • C4 are the only security training provider in the country to deliver the regulatory training using a virtual classroom methodology. As there is poor coverage of providers nationally, this enables learners from around the country to be able to complete the training and be issued a security licence in order to work in the industry. It is particularly pertinent to rural and isolated areas who have previously had to travel long distances (with associated costs) just to get this training. These courses are heavily subscribed and fully supported by industry • For our COA courses we run an annual conference with all fulltime and part time instructors from around the country. C4 pays for them to travel to Auckland where teaching and learning approaches are reviewed as well as updating of any course changes. Changes that occur to the course throughout the year are communicated at the time • We have modified our First Aid programme as the standard assessment methodology of role play in scenarios was problematic for our more challenged students as well as for a number of our ethnic groups for whom physical role play was not a comfortable methodology for assessment. Although students must still demonstrate all the required practical skills, we have moved to using a questioning methodology for much of the required role play elements
<p>4. Providing opportunities for work-integrated learning.</p> <p>Well implemented</p>	<ul style="list-style-type: none"> • C4 run a fully work-based programme for students on NZ qualifications. It is a condition of enrolment in a C4 NZ qualification programme that students are employed in the security sector, and we create a tripartite relationship between the student, C4 and their workplace • Short security courses are based around actual work-based scenarios and delivered by instructors with extensive backgrounds in the security sector (including contractors who own

	their own security firms). This gives authenticity to the short courses and a real world view of working in the industry.
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Outcome 5: Inclusive learning environment.

Students experience an inclusive learning environment where they are accepted and valued, respected, free from racism and discrimination, and connected with social and cultural networks.

Providers must have practices for:

1. Recognising, reducing, and responding to discrimination, racism, and bullying

Some parts Implemented but some parts Developing Implementation

- Due to the brief interface we have with most of our students, we don't experience issues of bullying in our classes and therefore this isn't an area that we have had to address. As most of our security industry students are Maori, Pasifika or other immigrant ethnicities, racism or discrimination hasn't been a problem, and our students appear to blend nicely with each other. However we do recognise the possibility of inherent institutional racism – particularly in regard to Maori and Maori cultural practices
- C4 staff come from a variety of ethnic backgrounds including Maori, Malaysian, Samoan and South African. In fact, our European staff are the minority in our business. This enables us to have a multicultural world view of our organisational practices that helps us to not only understand our students better, it helps to ensure that our organisational cultural awareness is heightened
- In addition some of our staff are part of the Rainbow community and help us to raise awareness of inherent attitudes towards this group
- However, to meet the Code requirements, it might be worthwhile for us to run a professional development session around recognition of bullying or racist behaviours in the classroom setting
- As our distance students are generally from individual company cohorts, we have no ability to observe or manage these behaviours

	<p>Action Points:</p> <ul style="list-style-type: none"> • PD session on issues for staff • Tikanga Best practice training for all staff
2. Reducing harm to students resulting from discrimination	<ul style="list-style-type: none"> • As above
3. Supporting an inclusive environment	<ul style="list-style-type: none"> • As above
4. Providing opportunities for students to connect, build relationships and develop social and cultural networks	<ul style="list-style-type: none"> • As per 1.4
<p>5. Consideration of Te Tiriti o Waitangi/Treaty of Waitangi and the Treaty principles (including partnership, protection, and participation) when implementing the Code.</p> <p>Developing Implementation</p>	<ul style="list-style-type: none"> • Formal consideration of Te Tiriti o Waitangi/Treaty of Waitangi is an ongoing process within C4 – firstly to understand what this means in regard to our particular student group and secondly in regard to how this knowledge should be implemented organisation wide • Whilst we fully support and implement the principles of partnership, protection, and participation for all students, we need to better understand what this looks like in relation to Maori students. As our Maori students have the same achievement rates as non-Maori (95-98%), and higher achievement rates than some other ethnic minorities, we also need to understand what this might mean in terms of improving Maori success within our organisation

Outcome 6: Student voice.

The mana of students is upheld in their learning environment and their voices are heard and integrated in decision around the planning and provision of student support services.

Providers must have practices for:	
1. Assisting students to be the key partners in developing practices that influence their study, their learning environment, and pastoral care. Implemented	<ul style="list-style-type: none">• Generally not applicable to our environment, however feedback is always sought from students in the way of end course evaluations. Suggestions for change are always taken into account and if it isn't suitable or practicable to make the change, C4 will let the student know why• In 2019 C4 commissioned a piece of work that was a reflection of the integration of Maori and C4 Group teaching and learning methodology, values, and beliefs. This has now been made into a frieze that has been put into all C4 classrooms• Distance students control their own environment and study practices, however C4 provides each learner with information about how to manage distance and self-directed study• Pastoral care for our students is limited to learning support, creating a safe environment for short course participants, and providing information regarding accessing support services in the community
2. Having appropriate structures in place to give a platform to student perspectives, including, where appropriate, how resources and spaces are used and the content of student rules or codes of conduct. Implemented	<ul style="list-style-type: none">• Generally not applicable to our environment, however all short classes complete an evaluation/feedback form, and these are all collated and viewed by management. Suggestions regarding resources and space are considered and changes made where this is possible e.g. at the start of each class a form was circulated for students to complete that ensured we had up to date contact details and correct legal names and dates of birth. One student pointed out that this was a breach of his privacy as all students had access to the sheets. We now provide individual sheets for students to complete

	<ul style="list-style-type: none"> • Our refurbished student areas were influenced by both written and verbal feedback from students
<p>3. Providing students with information and advices which supports positive choices impacting on well-being (for example, in relation to drug and alcohol use, safe sex) N/A</p>	<ul style="list-style-type: none"> • Adult students only so N/A
<p>4. Addressing complaints by students, including providing information to students on how to use internal complaints processes. Well implemented</p>	<ul style="list-style-type: none"> • C4 has a comprehensive internal complaints process which is clearly documented in all student handbooks • A student complaint to NZQA in 2020 underlined the existence and usefulness of the provided information and referred the student back to C4 to deal with the issues internally • C4 only delivers full work-based programmes so under our enrolment requirement policy for the NZ qualifications, a student must be employed in the security sector. A student applied to enrol stating that he worked in the security sector, however he wasn't actually "employed" - he had just worked for a friend a couple of times in the past and could get the odd shift as a security guard here and there. When we declined his enrolment his feedback was that we hadn't been clear about what "employment" meant which had disadvantaged him. C4 then clearly defined what "employment" meant and added this to our learner information and enrolment policy. We now also require those enrolling to have their application signed by their employer
<p>5. Addressing complaints by students, including providing information to students on how to make a complaint to the code administrator if a student is dissatisfied with the outcome or experience of using internal complaints processes.</p>	<ul style="list-style-type: none"> • C4 has a well-developed internal complaints process that starts with the instructor and works its way up to the Executive Director. The C4 complaints process information also covers how to make a complaint to NZQA if students are dissatisfied with the outcome of the internal process. NZQA contacts to make a complaint are also provided

Well implemented

- All student complaints are investigated, and resolution sought that supports students. C4 has 3 formal student complaints over it's 12 year existence, but all complaints – whether formal or informal are dealt with promptly.
- PTEs are market driven and at the mercy of social media. If a student is unhappy, often the first place an issue is raised will be Face Book or Google Business reviews. Negative publicity can affect a student's choice and ultimately our business. Therefore it is critical that we listen to and address student issues promptly. Currently our Google Review score is 4.7/5

Outcome 7: A positive and supportive environment in student accommodation.

Students have a positive and supportive residential environment that assists with their learning.

C4 does not provide student accommodation.

Outcome 8:A supportive residential community.

Students have a positive and supportive residential environment that assists with their learning.

C4 does not provide student accommodation.

Outcome 9: Accommodation plans, administration, and operational policies.

The pastoral care needs of residents are met through effective student accommodation contracts and practices of providers.

C4 does not provide student accommodation.

Outcome 10: Building facilities and services

Student accommodation facilities and services are maintained to a standard sufficient to support residents' social, mental and physical wellbeing and educational success.

C4 does not provide student accommodation.