

Report of External Evaluation and Review

Chivalry Training Providers

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 2 July 2015

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Chivalry Training Providers (CTP)
Type:	Private training establishment (PTE)
First registered:	21 December 2007
Location:	9, unit 4, Kellow Place, Manukau City
Delivery Sites:	As above and 39 Boston Road, Mt Eden, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Licence Controller Qualification (LCQ)• Forklift Operator• Forklift Operator Driver Licence Endorsement – Forklift (F)• Driver Licence Class 2 (Medium Rigid), incl Driver Logbook• Driver Licence Class 3 (Medium Combination)• Driver Licence Class 4 (Heavy Rigid)• Driver Licence Class 5 (Heavy Combination)• Driver Licence Dangerous Goods (D) Endorsement• Driver Licence Wheels (W), Rollers (R), Tracks (T) Endorsements

Code of Practice signatory:	Not a signatory
Number of students:	Domestic: approximately 1,000 trainee enrolments; no information was provided as to the number of Māori and Pasifika trainees.
Number of staff:	Four staff
Scope of active accreditation:	<p>In addition to the courses currently delivered, CTP also has consent to assess the National Certificate in Security (Level 2 and Level 3) and Hospitality unit standards, which have not been delivered for at least the past 18 months.</p> <p>CTP does not have a Training Scheme.</p>
Distinctive characteristics:	CTP courses are short, usually of one or two days' duration or less. Training is delivered on site or at client premises. Forklift OSH training is also delivered through Gateway programmes in secondary schools. Courses are delivered on an as-needs basis.
Recent significant changes:	A new site in Manukau City was approved in August 2013; the main office and training facilities now operate from this site.
Previous quality assurance history:	<p>NZQA conducted a routine Validation visit in March 2014. This resulted in a recommendation: that CTP use its internal moderation forms and processes to undertake internal moderation, as per the organisation's quality management system.</p> <p>NZQA 2014 National External Moderation Results: one unit standard was reviewed. NZQA approved the assessment materials and verified the assessed work.</p> <p>Evidence showed that CTP has participated in external moderation for 2013-2014. CTP uses Motor Industry Training Organisation and Competenz (industry training organisation) assessments and materials.</p> <p>The Motor Industry Training Organisation external moderation report concluded that assessor judgements were to the required standard; however, there was no evidence of internal pre- and post-moderation and the report highly recommended that CTP use these processes.</p>

Competenz indicated that not all judgements were to the required standard and incomplete samples were submitted for external moderation.

ServiceIQ (industry training organisation) has approved CTP course and assessment materials, and external moderation reported that assessor judgements are meeting the required standard.

A New Zealand Transport Agency audit in 2013 confirmed authorisation for CTP to continue to conduct approved driver licensing courses. Defects have been identified for CTP to rectify which will be verified in another audit in the future.

The previous external evaluation and review (EER) report of CTP was published in April 2012. NZQA was Confident in CTP's educational performance and Confident in CTP's capability in self-assessment.

2. Scope of external evaluation and review

Following a scoping meeting between the lead evaluator and CTP's operations manager, the following focus areas were selected for inclusion in the EER.

Mandatory focus area:

- Governance, management and strategy

Other focus areas selected were:

- All courses

This encompasses all the training delivered by the PTE.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

The EER was undertaken by a team of two evaluators over two days at the organisation's Manukau City site. The EER included interviews with the managing director, operations manager, consultant to CTP, and the two primary trainers.

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Stakeholder interviews were conducted by phone and included key clients who send their employees to CTP training. Documentation available for review included spreadsheet credit reports to NZQA, staff meeting minutes, external moderation letters from relevant industry training organisations, and the audit report from the New Zealand Transport Agency.

Summary of Results

Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Chivalry Training Providers**.

The key reasons for this judgement are:

- Two standard-setting bodies (NZQA and the Motor Industry Training Organisation), although supporting assessment findings, reported that internal moderation processes as described in the quality management system were not being followed. Competenz external moderation and the New Zealand Transport Agency audit also identified areas to address.
- CTP omitted some NZQA Core Skills unit standards from their 2014 assessment plan, for which they reported results. CTP staff confirmed that the assessment submitted to NZQA for external moderation, and the core skills unit standards, were reported on behalf of another PTE. Other than a private arrangement between the two PTE's, there was no evidence provided that an approved subcontract arrangement was in place.
- Collectively, these examples demonstrate that CTP is not complying with its own quality management system. These factors, alongside the reduced level of confidence NZQA has in CTP's capability in self-assessment, impacts the level of confidence in the educational performance of CTP.

On the positive side, CTP:

- achieves high success rates for trainees in all courses. Achievement of relevant unit standards indicates the gaining of skills, knowledge and licences that meets the needs of trainees to gain and maintain employment. External scrutiny from the relevant industry training organisations, NZQA and the New Zealand Transport Agency support this high rate of achievement. The courses are relevant and are delivered and assessed by appropriately trained and qualified staff.
- meets the needs of clients through their employees holding the industry-required unit standards, ensuring both employees and the business comply with relevant legislative regulations and compliance requirements. This is further indicated informally by the repeat business, a gradual increase in the number of clients, anecdotal and unsolicited positive feedback from clients, and evidence gathered by the evaluation team through interviews with key stakeholders.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Chivalry Training Providers**.

CTP has a quality management system with a number of processes which may support the review of priority areas within the PTE, such as teaching and staff review. However, there was no evidence that these processes are being used.

CTP's self-assessment activities are informal and rely on the opportunities that arise from staff and trainer contact with clients and the managing director's proximity to training. This anecdotal information, which is always positive, is CTP's primary source of information. In addition, the PTE is maintaining and gradually increasing the number of courses being delivered and gaining repeat business from key clients. Although this provides CTP with some understanding of the quality and value of the teaching, the courses and the needs of clients, the information is not targeted to priority areas nor is it systematically collected. There is limited data and information available for analysis to provide evidence of CTP's perspective on the quality and value of all training provided.

This is significant as short courses with one or two unit standards almost always result in 100 per cent of trainees achieving. However, the quality and value of training depends on how well the courses and activities match trainee needs, the effectiveness of the teaching, and the value of the outcomes for stakeholders. Overall, CTP has not demonstrated that self-assessment is coherent, sufficiently robust or comprehensive enough to provide evidence of these important outcomes and ensure the continued educational performance of the PTE.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

CTP was able to produce information in the form of reporting credit achievement to NZQA, indicating a very high rate of achievement. One hundred per cent of trainees who attempt assessments in all the courses successfully achieve the relevant unit standard(s) and course. Licence Controller Qualification and forklift training achievement data is clearly evident; however, driver training course data is pooled, and therefore CTP was unable to clearly demonstrate results for each of the driver training courses. The available data did indicate a very small number of non-completions which may include trainees not meeting criteria, non-attendance and non-achievement. Anecdotally, the trainer believes that 95 per cent of trainees pass the assessment on the first attempt and 100 per cent complete on the second. In the Licence Controller Qualification, a small number of trainees do not return to complete the assessment after the first day of training. CTP follows up these trainees, although there is no collection and analysis of this information to show why trainees do not return. The small number of non-completions in both driver training and the Licence Controller Qualification indicates opportunities for CTP to better understand the needs of trainees to better support achievement.

External scrutiny of CTP supports this reported high rate of achievement through external moderation by NZQA and three industry training organisations and through audit by the New Zealand Transport Agency to verify continued authorisation to conduct driver licensing courses. CTP uses approved industry training organisation assessment materials for all courses except the Licence Controller Qualification. CTP's own assessment and materials for the Licence Controller Qualification course have been approved by ServiceIQ.

CTP trains more than 1,000 trainees annually and collects a lot of potentially useful data. CTP's data management system has the capability to generate reports for review, but the system is not fully used. Where achievement data is available on Licence Controller Qualification and forklift courses, the data is not collated or reports generated for analysis to inform planning or for review. The database is not able to effectively provide information for driver training courses about achievement and non-achievement. CTP is unable to confirm the likely very good achievement

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

of Māori and Pasifika trainees, which has been a mandatory requirement of NZQA since January 2014.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Through participation and successful completion of courses at CTP, trainees gain skills, knowledge and licences that can support the trainee to gain employment, such as the Forklift OSH licence needed in industry. For those trainees already employed, training supports ongoing competency and provides opportunities for possible promotion. Achieving the Licence Controller Qualification unit standards meets one of the criteria necessary to apply to become a duty manager in a licensed premises. The courses also provide the opportunity for those trainees already holding a licence or unit standard to refresh their skills and update their knowledge.

Employers are able to ensure their business remains compliant with the various regulations in the sector and legislative requirements through the training and certification of their staff.

CTP has among its clients several large and well-known companies who continue to send their staff to CTP. This was strongly evident in the driver and forklift courses, where companies specifically request the logistics trainer whom they have followed from his previous employment to CTP – in some instances they finance his flights and accommodation to deliver training to their staff in regions outside of Auckland.

CTP satisfies itself of the value of the outcomes of training courses through the return business of these key clients and the gradual increase in new clients. Informally, CTP staff engage with trainees and employers within the routine of their administration or training role, and during general enquiries about courses, which they reported to the evaluation team as always being positive. Unsolicited positive feedback via email is occasionally received and these emails are shared with the trainer and have been kept on file. The information and data collected is not collated, analysed or used to inform the training.

CTP needs to develop reliable, systematic ways to gather useful and specific information from key stakeholders to not only validate CTP's perception of the actual outcomes (skills, knowledge and licences) and the quality and value of the training, but to better understand and demonstrate to what extent CTP is meeting the outcomes and most important needs of trainees and other stakeholders for all courses.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Courses offered by CTP are relevant and pertain specifically to the hospitality industry and to a wide variety of companies who require employees to hold various current driver and forklift licences. CTP is able to demonstrate that it has ongoing relationships with some key clients; for example, CTP delivers additional non-unit standard training tailored to the needs of a particular client which supports the organisation to meet required training thresholds. CTP is careful to deliver training within the areas of the PTE's expertise and accreditation. For the most part, CTP is assured of matching client needs through evidence of repeat business. CTP needs to more robustly demonstrate this link to the quality and value of the training for all courses, as a number of factors, such as cost and location, contribute to repeat business.

The driver and forklift training is a mix of theory and practical components, and the experienced trainer has strategies to engage and develop each trainee as they participate in the practical components of the course. CTP matches the equipment and vehicles to training through hire arrangements as necessary. This ensures specified and appropriate vehicles are always available for trainees to learn and practise on. Both trainers accommodate the different rates of learning with a mix of whole-class, paired and individual work and targeted assistance for literacy and numeracy as required.

CTP is flexible in its training delivery; specifically, the driver training is scheduled around the needs of clients and availability of their employees whom they want to train together and for Gateway students attending from secondary school.

CTP uses the relevant industry training organisation's teaching and assessing material which is guaranteed to be up to date and meet the requirements of legislation and industry. The CTP-designed Licence Controller Qualification material and assessment have been approved by ServiceIQ, indicating that the trainee handbook, teaching and learning materials are appropriate for the delivery of the course.

CTP no longer conducts trainee evaluations as they continuously yielded very positive but uninformative responses. No other form of review has been included to replace this activity, and no modification has been made to the evaluations to improve the quality of the information being collected. The lack of stakeholder feedback is identified as a gap in CTP's self-assessment and thus possibly a gap in knowledge about whether delivery of the courses is matching trainee and employer needs.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The managing director has trust and faith in the teaching staff at CTP, and is satisfied the teaching is effective. This is determined through the employment of a highly qualified and experienced logistics trainer. The Licence Controller Qualification trainer holds the required unit standards to deliver and assess the training and is relatively new to teaching but has had a longer association with CTP. Furthermore, as mentioned, the managing director regards repeat business, a gradual increase in new clients and positive anecdotal client feedback as evidence of the quality and effectiveness of the teaching at CTP.

Effective teaching and engagement enhances the experience and learning of the trainee. CTP does not undertake any informal or formal, systematic activities to inform itself of the experiences of trainees or their employers post-training to provide evidence for and validate the managing director's perception of the effectiveness of the teaching.

In the case of the logistics trainer, clients openly state that they have followed him from his previous employer to CTP, such is their confidence and satisfaction with the training delivery. One client undertakes their own survey following CTP training. The results are shared with CTP and are always positive, highlighting how effectively the logistics trainer engages trainees and supports their learning.

CTP needs to be able to confirm the effectiveness of all trainers for all courses delivered. This is important for the Licence Controller Qualification course which has CTP's largest group of trainees and a trainer who is not directly from the hospitality industry and who may benefit from further support and development.

External moderation results across the relevant industry training organisations as well as from NZQA confirm that assessor judgements are mostly meeting the required standard. However, CTP's internal moderation process was highlighted as requiring improvement by several industry training organisations, as well as the 2013 NZQA Validation visit. There was no evidence that these recommendations have been addressed and no one within CTP has been given direction or taken responsibility to respond to these recommendations. CTP needs to acknowledge and understand the importance of internal moderation as an essential component of assessment practice.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

CTP is a small PTE, and the support and guidance of trainees needs to be considered within the context and frequency of delivery of short courses of one or two days' duration.

Pre-course information and advice is provided, and administration staff make specific attempts to discover any learning difficulties that trainees may have prior to their arrival. For the driver licence courses, CTP confirms that every trainee meets the required criteria prior to commencing training. Where necessary, CTP directs and, as able, supports the trainee to address any area of deficit, usually in relation to licensing requirements, so they are able to participate in the training that same day or in the immediate future. This ensures that on successful completion the trainee can be appropriately awarded the corresponding unit standard and licence.

Small class sizes support the option for trainers to provide one-to-one trainer and trainee guidance. Trainees are encouraged to work collaboratively and there are opportunities for reassessment as required. CTP occasionally identifies issues of literacy and use of the English language. Trainers address these needs with the individual as they are identified, using their own strategies and personal experience to overcome any challenges. Again, the high achievement rate, retaining clients, the number of courses delivered along with positive anecdotal feedback indicate the effectiveness of the training.

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

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

There is a clear purpose to grow as a tertiary education provider and a commitment by the managing director to support the PTE in this direction. CTP is sufficiently resourced to support the training currently offered. A new data management system is now well embedded and generates reports that assist in the administration and operation of the business, such as invoicing and reporting credits to NZQA.

Providing support and guidance for key staff who undertake crucial roles within the PTE is not strongly demonstrated. Performance appraisals are not occurring – these processes are important as an opportunity for review and development, particularly for the two staff who have been with CTP for less than two years. Both hold key positions and have responsibilities but do not have detailed oversight of their performance in these roles and functions, some of which are new to both.

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The managing director is the director of several companies and can be away from CTP head office for periods of time. Communication is by email; however, no reliable or systematic reporting of the PTE's activities is generated for review to provide information about the ongoing function of the PTE.

Equally, the monitoring of some important processes is absent. This is evident in the lack of response to external agencies' recommendation regarding the need to undertake internal moderation, and not supplying a self-assessment summary as requested prior to the conduct of the EER. There is reliance on a contractor who is engaged on an 'as-needs' basis to support the PTE in these functions. However, it is not clear which functions are the responsibility of the contractor and the process to determine the need to engage this expertise. There is no formal reporting to the operational manager or oversight by the managing director. In addition, CTP's engagement in a subcontracting arrangement with another PTE without NZQA approval is another example of an area that is not managed effectively and has the potential to impact on the educational performance of CTP.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Adequate**.

2.2 Focus area: All courses

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

Recommendations

NZQA recommends that Chivalry Training Providers:

- Develop processes and activities to gather targeted stakeholder feedback for review.
- Address the recommendations highlighted by industry training organisations and NZQA regarding CTP's internal moderation processes.
- Cease subcontracting arrangements and apply for approval to NZQA.
- Implement the processes and practices in CTP's quality management system.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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