External Evaluation and Review Report

Goleman Training Limited

Date of report: 19 September 2022

About Goleman Training Limited

Goleman Training Limited provides safety training with a focus on working at heights for Goleman Group employees, Skills (industry training organisation) and a select group of other companies. Most courses are unit standards-based and are delivered over one to two days. All trainers are also working in the industry.

Type of organisation:	Private training establishment (PTE)
Location:	20 Gasson Street, Head Office, Goleman Group Holdings Ltd, Sydenham, Christchurch
Code of Practice signatory:	No
Number of students:	Domestic:
	2020: 169 learners; Māori 13 and Pasifika 17 2021: 252 learners; Māori 33 and Pasifika 47 2022 Jan-Feb: 17 learners; Māori three and Pasifika four
	International: nil
Number of staff:	One full-time, 10 part-time
TEO profile:	Goleman Training Limited
	Delivery began in 2020.
Last EER outcome:	This is the first external evaluation and review (EER) of this organisation since its registration as a PTE in August 2019, due to Covid-19-related delays.
Scope of evaluation:	Comprehensive Height Safety (Training Scheme) (Level 3) (ID: 125727); Elevated Work Platforms; Confined Space Training; New Zealand Certificate in Industrial Rope Access (Level 3) (NZCIRA) (Level 3) (The Skills Organisation Programme of Industry Training (ID: 123653) – Full-Service Delivery Provider Contract)
MoE number:	6659
NZQA reference:	C48946
Dates of EER visit:	15 and 16 June 2022 (virtual)

Summary of results

Goleman Training is a new provider which has developed and delivered relevant industry training with outcomes valued by learners, employers and stakeholders. Learner and trainer feedback is systematically gathered; however, further analysis of achievement and destination data will better inform decision-making, actions and improvements.

Confident in educational performance	• Strong relationships with stakeholders ensure training delivery is relevant and current. Relationships with industry partners are developed and maintained to ensure training provides value to learners and employers. • Training is designed and delivered to meet the needs of industry, and learners apply relevant skills and knowledge in their workplaces. There is good achievement of unit standards across all delivery.
Confident in capability in self-assessment	• Moderation is comprehensive and ensures the consistency and validity of assessment and feeds into the development of assessor practice. • Staff are also industry technicians with current skills and knowledge and a strong commitment to supporting learners effectively and appropriately in the context of the courses provided. • The organisation's vision, purpose and direction are clear and well understood. • Better collation and analysis of feedback from learners and trainers may provide useful insights and identify improvement opportunities.

Final report

Key evaluation question findings[1]

1.1 How well do learners achieve?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Achievement is high, with most enrolled learners successfully completing the short courses.
	Completion rates for intakes of learners in the New Zealand Certificate in Industrial Rope Access (Level 3) (ID: 123653)[2] (NZCIRA) have been steady, with an overall success rate of 65 per cent for learners who have enrolled since the programme began in February 2021.
	Covid-19 had a significant impact on attendance at NZCIRA block courses, which delayed completion for some learners. Withdrawals have been high (32 per cent). Reasons for withdrawals are well understood, largely occurring when learners change employers. Efforts to re-engage learners have been partially successful, which should improve outcomes for the two intakes completing in July and August 2022.
	Feedback from Skills and other stakeholders indicates high satisfaction with the level of achievement in the programme.
	Data is captured and available in the student management system; however, reporting could be enhanced to provide a more complete picture of achievement for individual learners, cohorts, courses and any trends.
	The small number of learners who enrolled in the Comprehensive Height Safety (Training Scheme) (Level 3) (ID: 125727)[3], have all successfully completed.
	Learners gain confidence and skills highly relevant to their work contexts that support safe practice and improved

---

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

[2] This is a Skills Organisation Programme of Industry Training delivered under a New Zealand Qualifications Authority-Registered Full-Service Delivery Provider Contract with the Skills Group.

[3] The target market for the training scheme has been significantly reduced as a result of Covid-19 and the closure of borders to migrant workers.

Final report

	teamwork. This success is attested by feedback from employers, learners and trainers. Positive external post-moderation results provide validation of achievement results.
Conclusion:	Learners achieve well, gaining skills and knowledge relevant to their work contexts, especially in the short courses. Covid had a negative impact on achievement in the NZCIRA through delays in programme delivery and high withdrawal rates. Feedback from employers attests to learners' achievement of relevant skills and knowledge that are applied in their workplaces. Learner data is systematically collected; however, improved analysis and reporting would provide a more complete understanding of achievement to inform decision-making and ongoing improvement,

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Goleman Training has a clear intention to improve health and safety practice in workplaces through the provision of relevant and timely training to employees for the Goleman Group and other industry employers. Learners, trainers, stakeholders and clients value the relevance of the training and the way it prepares learners for high-risk work. Goleman Group has identified improved knowledge of appropriate safety practice and a reduction in trips, slips and falls through incident investigations and tracking since training with Goleman Training began in 2020. All learners are in employment and engage in training as part of induction and development specific to their roles. Learners and their managers report that they gain confidence and practical learning that improves their knowledge and skills related to safety in the workplace. Goleman can describe the initial value and relevance of the training, and this understanding is supported by feedback from learners, clients and stakeholders. However, systematic gathering, collation and analysis of feedback from all

	stakeholders would strengthen this knowledge and provide more compelling information to demonstrate longer-term value.
Conclusion:	Relationships with industry partners are developed and maintained to ensure the training provides value to learners and employers. Feedback gathered from learners, and informally from employers and other stakeholders, gives confidence in the initial value of the training. However, systematic collection and analysis of additional feedback would provide a more complete picture of the impact of training and the value of outcomes for learners and other stakeholders.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	The primary purpose of Goleman Training is to provide safety training for Goleman Group and its employees. This helps to ensure that the real needs of industry are embedded in the design and delivery of courses that are relevant for learners and employers as a key component of on-job training.

Training meets the most important needs of learners and employers through the delivery of short courses. These comprise a mix of knowledge and realistic, scenario-based practical skills training using equipment and contexts that are directly relevant to learner workplaces.

Trainers are employed in the Goleman Group in a range of roles, which ensures current industry knowledge and relevance of the training. Most trainers are engaged in adult teaching training and are endorsed assessors with the Industrial Rope Access Association of New Zealand (IRAANZ). Annual workshops provide an opportunity for all trainers and the academic training manager to review courses and discuss moderation and academic matters.

Moderation processes are comprehensive, with most internal moderation completed prior to results being reported. Successful moderation outcomes (internally and externally), provide confidence in the quality of training and validity of assessment and achievement. External moderation indicates confidence in assessment practice, good feedback to learners, and |

	appropriate practical equipment available in relevant contexts to support authentic assessment.
	Feedback systematically gathered from learners indicates high levels of satisfaction with the courses. The Goleman Group staff training surveys report ratings of 84 to 87 per cent 'Good/'Very Good' for Auckland and Christchurch sites, with a lower rating of 64 per cent for Wellington.
	Stakeholders value the quality of training delivered by Goleman Training and their receptiveness to feedback. They expressed confidence in the appropriate focus on health and safety compliance within the delivery of training.
	Feedback from learners and stakeholders is gathered, and engagement with stakeholders is systematically tracked. The collection of feedback that is more focused on the quality of training and outcomes would better support continuous improvement in training design and delivery.
Conclusion:	Courses are relevant and meet learner and stakeholder needs to improve safety skills and knowledge in their workplaces. Feedback that is systematically gathered from learners, and informally from employers, indicates high levels of satisfaction. Robust moderation processes support fair assessment and feed into the development of assessor practice.

1.4 How effectively are learners supported and involved in their learning?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The delivery of short course training to small groups of up to eight learners enables the trainers to focus on the individual training and support needs of each learner and to ensure there is appropriate time and access to practical assessments.
	The use of well-designed, level-appropriate training resources and appropriate practical equipment supports learner success. Trainers identify learner skills and knowledge levels within the group to ensure support is appropriate during learning and assessment activities. Peer support and tuakana/teina methods are used effectively during practical activities.
	Additional support is available for learners with specific English language needs, and trainers are involved in development

	activities that enhance their capability in this area. Trainers are supported with training on inclusive teaching and learning approaches in the annual trainer workshops.
	Although most learners are required to attend courses as a condition of their employment and to meet compliance requirements, Goleman Group provides a clear employee journey map showing how training supports their career pathway within the company.
	A comprehensive self-review report for the interim domestic Code of Practice demonstrated a thorough understanding of learner needs and areas of strength in provision of support, while also indicating areas for improvement in a detailed action plan. This provides a good foundation for further development of systems and resources to support learners' wellbeing and safety as required by the new Code.[4]
	Feedback from learners indicates satisfaction with the training and levels of support. This information could be better collated and analysed to describe learner support needs more clearly, and to identify opportunities for further development in this area, including feeding information back to learners and stakeholders where appropriate.
Conclusion:	Learners are effectively and appropriately supported in the context of the courses provided. Collation and analysis of learner feedback, along with information from trainers' self and peer reviews, would provide useful insights and identify improvement opportunities.

---

[4] Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Goleman Training was established by Goleman Group to develop and deliver quality training to improve health and safety for their employees and for industry. The purpose and direction are clearly articulated and well understood by staff and stakeholders.
	Academic and organisational leadership is effective, with support provided by external experts when needed. The company leadership has resourced external experts to complement the knowledge and skills within the small team. Governance and management are aware of the pressures on this role and a commissioned report has identified options to be considered as Goleman Training grows.
	Resources are sufficient, based on trainer, management and learner feedback. There is a strong focus on health and safety compliance because of the training context, and appropriate safety checks are documented.
	Staff feel valued and supported. Training roles are part-time, combined with roles as qualified technicians in Goleman Group companies so that currency of industry knowledge and skills is maintained. Trainers acknowledge the value of collaboration in the team and the timely support provided by the academic training manager.
	The impact of Covid-19 on training delivery, as well as process and system implementation for a newly established PTE, has been significant. Some key areas have been identified by the management team for further development. Analysis of achievement and outcomes data needs to be improved, and this is noted as an essential area for capability development within the team. Sound systems and processes have been implemented in many areas; however, understanding of some of the complexities of the training and the education environment is still developing.
	The training scheme requires a review as it is not currently meeting the needs of Goleman Training, due to Covid-19 border closures causing a significant reduction in the target learner group (migrant workers). Given that the approved training

	scheme is not always fit for purpose, the PTE needs to consider alternatives that meet the needs of Goleman Training and its stakeholders.
	An advisory board outlined in the PTE registration application has not been established; however, alternative approaches to gain industry input into training design and delivery are being considered by the management team.
Conclusion:	The purpose and direction of the organisation are understood by all staff. Data analysis and reporting requires further development so that valid information can be used effectively to support appropriate management decisions and guide improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	A comprehensive quality management system outlines Goleman Training's framework for legal and ethical policies and practices. When asked, no significant legal or ethical matters were declared by the PTE.
	Compliance is a key focus for the academic training manager who manages a compliance-related activity calendar to ensure accountabilities are met. Regular leadership meetings discuss and report on compliance accountabilities. Stakeholders noted that Goleman Training is serious about managing compliance, partly because of the nature of their industry. Incident reporting and equipment safety checks are embedded as usual practice within the delivery.
	The recent NZQA validation report noted that Goleman Training met all requirements of the selected aspects of the registration rules, with no issues raised during the visit or report.
	Late reporting of some unit standards has occurred each year due to a lack of awareness of the three-month reporting requirement, and issues with automatic reporting from the student management system. It is pleasing to see that the percentage is reducing each year; however, it is essential that the system's connectivity issues with the National Student Index

	are resolved and Goleman Training ensures timely credit reporting meets Consent to Assess rules.
Conclusion:	Goleman Training is actively managing most of its important compliance accountabilities. Enhancements to the student management system and improved staff capability in information systems and reporting will support stronger oversight of learner-related compliance requirements.

Focus area

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

2.1 Focus area: All training

Performance:	**Good**
Self-assessment:	**Good**

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.

NZQA recommends that Goleman Training Limited:

- Develop capability in information systems and reporting to support analysis and improved reporting of learner progress, results and outcomes to demonstrate better understanding of achievement and value of the training.

- Review the approved training scheme to determine whether it is fit for purpose, or seek NZQA approval for another programme of study or micro-credential to better suit the needs of Goleman Training and its stakeholders.

- Systematically collect and analyse destination data for all students, particularly NZCIRA graduates, to determine the value of the training for learners and stakeholders.

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.

NZQA requires Goleman Training to:

- report to NZQA any credits learners achieve within three months of them completing the assessment (i.e. the unit standards used in the PTE's delivery of training), as outlined in 'Requirements to be met to maintain consent to assess' (Consent to assess against standards on the Directory of Assessment Standards Rules 2021 – Part 2 – Maintaining consent and approval, 15.1 (b))

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 fraud[5]*

- *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.*

---

[5] 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.

Final report

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister authorised as responsible for the Education and Training 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively. These rules were also made by NZQA under section 452 of the Education Act 2020 and approved by the NZQA Board and the Minister of Education.

In addition, the Private Training Establishment Rules 2021 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 2021 are also made by NZQA under section 452 of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021. 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/.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz