



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Pop Training Co Limited

Date of report: 11 July 2023

# About Pop Training Co Limited

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*Pop Training Co Limited (Pop Training) provides short courses for people seeking employment, or who are already employed, in the hospitality and security industries. Training is delivered primarily in the Wellington, Taranaki and Hawke's Bay regions.*

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Type of organisation:	Private training establishment (PTE)
Location:	3 Grace Nicholls Grove, Riverstone Terraces, Upper Hutt, Wellington
Eligible to enrol intl students:	No
Number of students:	Domestic: in 2022, 772 enrolments (54 equivalent full-time students) including 293 Māori students (40 per cent) and 124 Pasifika students (16 per cent). Data was not available for disabled students.
Number of staff:	One part-time trainer, two part-time administrators
TEO profile:	<a href="#">Pop Training Co Ltd</a>
Last EER outcome:	No previous EER; Pop Training was first registered as a PTE in August 2020.
Scope of evaluation:	Introduction to Security (Training Scheme) (Level 3)
MoE number:	6682
NZQA reference:	C53418
Dates of EER visit:	13 and 14 June 2023

# Summary of results

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*Pop Training is meeting most learner and stakeholder needs for training to meet compliance requirements and to ensure safety in the workplace. Programme and review processes are fit for purpose for the size and nature of the PTE. A more systematic approach to gathering and using information would strengthen self-assessment evidence and support planned growth.*

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- Nearly all students successfully complete the short courses and achieve unit standards, which enable them to gain certificates required for their employment.<sup>1</sup>
- Confident in educational performance**
- Employers value Pop Training courses which improve safety and compliance in their workplaces. This value is reflected in high rates of repeat business.
  - Pop Training shows manaakitanga and understanding of cultural values and strengths, which adds value for Māori and Pasifika students and communities.
- Confident in capability in self-assessment**
- Students enjoy interactive workshops, which provide opportunities to gain essential knowledge and practise skills in an inclusive learning environment.
  - A skilled and experienced facilitator delivers the training and draws on his own knowledge of the security and hospitality industries to engage the students.
  - Pop Training is using feedback from students and other key stakeholders to make improvements. Documentation and analysis of information could be strengthened to increase understanding of trends and areas for improvement.
  - Pop Training is effectively managing its compliance obligations.

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<sup>1</sup> Certificate of Approval from the Private Security Personnel Licensing Authority; Liquor Controller Qualification and General Manager Certificate from the District Licensing Committee.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Students are achieving high pass rates in the unit standards attempted, and nearly all students complete short programmes. This is consistent with industry outcomes for similar competency training.</p> <p>Students are gaining required theoretical knowledge, including the basic legal framework for their industry. Pop Training also fosters the development of practical skills related to the students' employment. These include communication and teamwork skills and effective approaches for managing conflict.</p> <p>Credible achievement data is underpinned by sound assessment and moderation practices.</p> <p>Pop Training is monitoring student achievement in each course. However, the PTE is not collating or analysing results overall to understand the differences between cohorts or changes over time.</p>
Conclusion:	Overall student achievement of unit standards and course completion is strong. However, required reporting on achievement overall and for priority groups is not yet in place. A more systematic and data-driven approach to thinking about achievement, including reasons for non-completion, would strengthen self-assessment.

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Employers highly value Pop Training for its collaborative and flexible approach to training delivery. In particular, they value the face-to-face delivery of the security programme which ensures the students practise essential skills and gain a good understanding of job requirements. This supports those staff to work effectively in hazardous environments. Repeat business (including preferred supplier arrangements) and PTE growth are good indicators of valued outcomes for employer stakeholders.</p> <p>Pop Training's students are gaining relevant and useful knowledge and skills and required certification for ongoing employment. Students report feeling confident in immediately applying their learning and new skills in their work environments.</p> <p>Pop Training maintains strong links and networks with Māori and Pasifika communities. Pop Training's culturally appropriate training and role modelling effectively supports education and employment opportunities for the wider community.</p> <p>Stakeholder feedback is routinely gathered through very regular communications with key contacts as well as casual work and observations in industry settings. Pop Training's owner/trainer is also part of a security industry special interest group.</p> <p>While Pop Training is very knowledgeable about industry trends and training needs, this information is not systematically captured or reviewed.</p>
Conclusion:	<p>Pop Training is highly valued for its contribution to compliant and safe work practices in the security and hospitality industries. Improved systems for recording and reviewing data and feedback would be useful for identifying and evaluating improvements.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Pop Training effectively delivers unit standards-based competency training to meet clearly defined industry requirements. Regular interactions with industry ensure relevancy and currency within the training delivered.</p> <p>The diverse needs of students are well matched through theoretical and practical learning and assessments which are facilitated in workshops over one or two days. Pop Training uses a variety of activities and resources<sup>3</sup>, contextualised to reflect students' employment and backgrounds, to maintain engagement and improve understanding. Students build skills through practical exercises and role-plays.</p> <p>Assessment is by open book and through observation. Marking processes provide opportunities to check understanding and address areas requiring additional evidence. Internal moderation involves a sampling of written assessments and periodic observation of practical assessments. Pop Training met the external moderation requirements of Ringa Hora<sup>4</sup> for 2021 and 2022.</p> <p>Very high rates of student satisfaction are evident in the evaluation forms completed at the end of every course and collated for review. Pop Training is responsive to feedback from students and employers, although evidence of changes made and their impact could be strengthened.</p>
Conclusion:	Pop Training has an excellent understanding of industry requirements. An expert and enthusiastic trainer uses a variety of teaching strategies to meet learner needs. Periodic reflection on opportunities for improvement in programme delivery, using information from a variety of sources, would strengthen self-assessment in relation to this key evaluation question.

<sup>3</sup> Pop Training currently uses industry training organisation teaching and assessment materials, but is planning to develop its own resources to better reflect students' cultures and learning needs.

<sup>4</sup> Ringa Hora is the workforce development council for a range of industries, including financial services, hospitality, retail, security.

## 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Pop Training provides effective guidance and support to students with diverse education, employment and cultural backgrounds, in the context of short course delivery.</p> <p>The trainer builds rapport with the students, drawing on his own experience and Māori culture to maintain motivation and engagement. He has effective strategies for supporting reluctant learners or those with learning challenges.<sup>5</sup> Student wellbeing and progress is monitored, and additional support is offered as needed.</p> <p>Student feedback on their learning experience is consistently positive. Manaakitanga supports interaction between the students, fosters an inclusive environment, and minimises barriers to learning.</p> <p>Pop Training provides course and enrolment information on the website and in the registration form. However, presenting course content and expectations, as well as key processes (such as raising concerns or complaints) in a more accessible format could better prepare students for participation.</p> <p>Self-assessment against the Education (Pastoral Care of Tertiary and International Learner) Code of Practice 2021 (the Code) has prompted useful reflection.</p>
Conclusion:	<p>Pop Training is providing excellent guidance and support, which underpins strong achievement rates and student satisfaction. The trainer is reflective and reaches out to cultural advisors when considering how best to assist particular learners or cohorts. Reviewing the student information provided so that it is more accessible would be beneficial for learners.</p>

<sup>5</sup> However, learners with disabilities are not currently formally identified.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Pop Training has established sound processes for stakeholder engagement and programme delivery, including assessment and moderation. These processes enable the PTE to consistently meet student and stakeholder needs and deliver credible results and valued outcomes.</p> <p>The PTE is planning for and managing steady growth. The owner/trainer is building on 20-plus years of experience working, training and consulting in the security and hospitality industries and tertiary training.<sup>6</sup> The Pop Training kaupapa is well supported by advisors qualified to provide cultural, educational and business advice.</p> <p>Pop Training plans to recruit additional trainers and to extend regional delivery. Planning, systems and processes which support consistency, efficiency and quality will need ongoing development to accommodate growth.</p> <p>Pop Training's approach to self-assessment is generally sound and suitable for the size and nature of the PTE. However, a more systematic and proactive approach to reviewing processes and improving documentation and analysis of information would strengthen self-assessment evidence and effectiveness.</p>
Conclusion:	Pop Training is highly responsive to its stakeholders, and delivery reflects industry and learner needs. As the PTE grows, self-assessment information and processes will require further development to maintain strong educational performance.

<sup>6</sup> Pop Training operates alongside a consultancy business which offers services in education and employment.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Pop Training has generally sound processes for managing its compliance accountabilities and responding promptly to reminders and requirements.</p> <p>At the validation visit conducted by NZQA in June 2022, the PTE met all requirements of the Private Training Establishment Registration Rules.</p> <p>Appropriate processes for managing course delivery and compliance with NZQA Rules include:</p> <ul style="list-style-type: none"> <li>• ongoing review and documentation of programme delivery and assessment and internal moderation practices</li> <li>• a system for timely and accurate credit reporting (100 per cent reporting on time since the PTE's establishment)</li> <li>• timely submission of attestations, including attestation and self-review for the Code</li> <li>• documentation and review of organisational policies and procedures (quality management system).</li> </ul> <p>Pop Training engages with Ringa Hora and has effective processes to meet consent and moderation requirements for delivering hospitality and security industry training.</p> <p>Pop Training has developed processes and documentation around health and safety legislation, including delivery site evaluations and incident reporting.</p>
Conclusion:	No compliance concerns were identified during the evaluation. Pop Training could strengthen its management approach by documenting all compliance obligations and scheduling review processes.

# Focus areas

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

## 2.1 Introduction to Security (Training Scheme)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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 Pop Training Co Limited:

- As the PTE grows and expands, consider ways to:
  - collect and analyse data in relation to participation and learning outcomes for disabled learners
  - enhance management and delivery systems to maintain quality and Pop Training's kaupapa in a multi-trainer set-up
  - strengthen self-assessment evidence and processes, to embed review and improvement practices.

# 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 fraud<sup>7</sup>*
- *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.*

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<sup>7</sup> 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 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 of Education.*

*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.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*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](http://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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