



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Allied Trades Institute Limited

Date of report: 9 July 2024

About Allied Trades Institute Limited

Allied Trades Institute (ATI) is a Christchurch-based private training establishment which provides work-based training for the flooring industry. ATI is owned by FloorNZ – a membership association supporting flooring retailers, wholesalers and installers throughout New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	Unit 12, 99 Sawyers Arms Road, Papanui, Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: in 2023, 79 enrolments (equivalent full-time students), including one Māori student, nil Pasifika students, and nil students who have identified a disability
Number of staff:	Five full-time staff, two part-time staff (six full-time equivalent staff)
TEO profile:	See: Allied Trades Institute Limited ATI delivers two training schemes to students enrolled at the PTE: 117302 Flooring Fundamentals (Level 3), and 126514 Introduction to Flooring Installation (Level 3). As part of a subcontracting arrangement with BCITO ¹ , ATI also delivers a range of block courses to flooring apprentices who are enrolled with BCITO.
Last EER outcome:	At the last external evaluation and review in 2019, Allied Trades Institute Limited was found to be Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	Level 3 Training Schemes (details as above) and BCITO block courses

¹ Building and Construction Industry Training Organisation | Te Pūkenga

MoE number: 7184
NZQA reference: C52689
Dates of EER visit: 5 and 6 March 2024

Summary of results

ATI's connections to industry, in-house technical expertise and informed programme review ensure the PTE meets many important needs of learners and other stakeholders. Effective academic leadership and collaborative, measured decision-making support the PTE's educational performance. Self-assessment could be further strengthened through improved data analysis.

Confident in educational performance

- Learners on the training schemes complete at high rates and gain valuable technical skills and industry knowledge. Block courses are an integral part of each flooring apprentice's progress, and these courses are valued by BCITO. ATI's self-assessment in this area is generally strong, but a more systematic approach to its analysis of completion data could enhance the PTE's understanding of learner achievement.

Confident in capability in self-assessment

- Graduates, employers and learners value the training. This value to stakeholders extends to the provision of flooring industry-related advice and technical know-how. ATI could benefit from a more systematic approach to its analysis of stakeholder data, to enhance its self-assessment in this area.
- Learning activities and environments motivate and engage the learners, and ATI manages these environments to ensure the authenticity of learner work. Programme review is regular and comprehensive, and this process ensures that assessments are fit for purpose. Moderation further ensures that assessment is fair, appropriate and consistent.
- ATI has an inclusive learning environment, along with processes that minimise barriers to learning. The PTE uses survey information to review the effectiveness of its support, and provides learners with comprehensive study information. ATI supports its learners to apply their knowledge and skills in several contexts,

and provides useful feedback on learner progress.

- Organisational purpose and direction is clear, academic leadership is effective, and progress is regularly measured against strategic goals. The impact of organisational challenges on the learners is minimal, resources are managed well to support learning and teaching, and ATI takes a collaborative and measured approach to decision-making. Self-assessment in this area is generally strong but could be further strengthened through improved data analysis.
- ATI has a system in place for managing key compliance accountabilities. This system has been maintained and updated in light of significant organisational challenges. The PTE has effective processes for managing key areas of compliance. There is room for improvement in ATI's adherence to some publication requirements of the Code of Practice.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Learner achievement for ATI's training schemes is strong, with the PTE maintaining a 100 per cent completion rate for 2021-23 across all demographic groups. ATI's training enables learners to gain valuable technical skills and industry knowledge. Learners gain an understanding of flooring products, installation methods and the flooring industry more broadly.</p> <p>ATI's block courses are an integral part of each BCITO flooring apprentice's learning programme. At the conclusion of each block course, ATI sends detailed, individualised learner reports on the apprentices to BCITO. The reports outline unit standards that have been completed and unit standards that need to be verified by training advisors in the workplace. BCITO states that these learner reports provide useful information to training advisors with which to support final assessment decisions. External moderation validates the achievement of learners on these courses.</p> <p>ATI uses a range of achievement data for the purposes of self-assessment. This includes training scheme and block course enrolment numbers and trends over time. Additionally, ATI uses a tracking sheet to understand the achievement of learners enrolled in its training schemes, along with reasons for non-completion. The PTE also has processes for collecting training scheme data for Māori, Pasifika and learners with disabilities. ATI's access to achievement data for BCITO apprentices is limited, due to BCITO's privacy policy regarding data. This includes access to achievement data for Māori, Pasifika and learners with disabilities.</p> <p>NZQA acknowledges that ATI's access to some achievement data is limited. However, for the data that</p>

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

	remains within the PTE's control, there is room for improvement in how ATI uses that data for self-assessment. In particular, the PTE could benefit from a more systematic approach to its collation of enrolments, completions, withdrawals and cancellations to further enhance its understanding of learner achievement.
Conclusion:	Learners on the training schemes complete at high rates and gain valuable technical skills and industry knowledge. Block courses are an integral part of each flooring apprentice's learning programme, and these courses are valued by BCITO. ATI's self-assessment is generally strong, but a more systematic approach to its analysis of completion data could enhance the PTE's understanding of learner achievement.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Through its parent organisation, FloorNZ, ATI is well connected to key stakeholders in the flooring industry, including retailers, wholesalers and installers who employ the PTE's graduates. ATI's key stakeholders also include BCITO and Waihanga Ara Rau Workforce Development Council.</p> <p>ATI's value to its key stakeholders includes the provision of skilled and knowledgeable graduates from its training schemes, as well as the upskilling of BCITO apprentices through the block courses. Graduates report that ATI's training schemes provided them with a head start in their flooring careers. Employers report that ATI trains BCITO apprentices well through its block courses. Apprentices report satisfaction with the quality of these courses.</p> <p>ATI's value to stakeholders also extends beyond its training and programmes. The PTE provides advice and technical know-how to stakeholders, including in relation to regulatory compliance requirements pertaining to the flooring industry. Engagement with stakeholders is regular, and feedback from stakeholders is gained informally.</p>

	<p>Stakeholders report that their relationships with ATI are strong, positive, open and enduring.</p> <p>ATI informally collects some graduate destination data for its training schemes and uses this data for the purposes of self-assessment. As with the achievement data for its block courses, ATI's access to graduate destination data for these courses is limited, due to BCITO's privacy policy regarding data.</p> <p>Despite limited data ATI could take a more systematic approach to the available data for self-assessment purposes in this area. This includes feedback from stakeholders as well as graduate destination data from the PTE's training schemes. More systematic collation of stakeholder data could also contribute to more seamless programme review (discussed further in 1.3).</p>
Conclusion:	ATI training is valued by graduates, employers and learners. This value to stakeholders extends to the provision of flooring industry-related advice and technical know-how. ATI could benefit from a more systematic approach to its analysis of stakeholder data, to enhance its self-assessment in this area.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ATI's learning environments are structured for the benefit of the learners, and the PTE manages these environments to ensure the authenticity of learner work. Tutors ensure that learning activities are engaging by including a range of skills-based and group activities. Learners report that the learning experience is comfortable, and that tutors take time to explain the learning material clearly.</p> <p>ATI reviews its programmes regularly and comprehensively to meet the needs of stakeholders and to maintain relevance to its industry. This process has led to improvements since the PTE's last EER, including the development and approval of a new training scheme (126514 Introduction to Flooring Installation Level 3).</p>

Final

	<p>Additionally, ATI is actively engaged in the development of new micro-credentials and skills standards with Waihanga Ara Rau.</p> <p>Assessment at ATI is fit for purpose. As part of its programme review process, ATI updates teaching activities and assessment tasks to reflect industry standards. In so doing, the PTE ensures the standards are aligned with the relevant learning outcomes. ATI also ensures that learners receive useful, informative assessment feedback. For example, in its block course reports, ATI's tutors provide detailed, individualised feedback on each learner's strengths and areas for improvement.</p> <p>Moderation ensures that assessment is fair, appropriate and consistent. ATI's internal moderation is scheduled, regular, robust and well documented. The PTE's processes in this area include the moderation of block course assessment tasks to ensure they align with BCITO's unit standards. External moderation attests that assessment is fair, valid, sufficient and consistent, and that internal moderation provides an accurate measure of assessment practice.</p>
Conclusion:	<p>Learning activities and environments motivate and engage the learners, and the PTE manages these environments to ensure the authenticity of learner work. Programme review is regular and comprehensive, and this process ensures that assessments are fit for purpose. Moderation further ensures that assessment is fair, appropriate and consistent.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ATI's learners are supported and involved well in their learning. The PTE has processes in place to identify and support learners with reading, writing and hearing difficulties. These include the use of reader-writers for learning and assessment tasks. Learners describe the learning environment as comfortable and relaxed, and report that tutors are approachable. Additionally, ATI uses</p>

	<p>feedback from learner surveys to review the effectiveness of the support.</p> <p>ATI has a learner support system in place, and the PTE's responses to the wellbeing needs of learners are appropriate. The PTE has a staff member who oversees the pastoral care of the students, and who attends well to relevant matters including accommodation. For example, when a visiting apprentice was hospitalised, ATI's pastoral care person visited the apprentice to ensure they were supported.</p> <p>ATI's learners are provided with comprehensive study information and advice. Prior to enrolment, learners receive a trainee workbook, which provides information on assessments. Learners also receive a brochure which outlines the support options available to them, along with information on appeals, complaints and accommodation.</p> <p>ATI's learners are supported to apply their knowledge and skills in several contexts. Learners complete a range of activities, including quizzes and written summative assessments as well as practical, skills-based and group activities. Learners report that tutors provide useful feedback on their progress and are always encouraging.</p>
Conclusion:	<p>ATI has an inclusive learning environment, along with processes that minimise barriers to learning. The PTE uses survey information to review the effectiveness of its support and provides learners with comprehensive study information. ATI supports its learners to apply their knowledge and skills in several contexts and provides useful feedback on learner progress.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ATI and parent company FloorNZ share a clear mission: '[t]o build a strong flooring community through education, fostering collaboration, undertaking industry advocacy and providing added value services to our members'. ATI contributes directly to this mission, with FloorNZ's</p>

	<p>members reporting that the PTE provides valuable training and technical expertise.</p> <p>Academic leadership is effective across ATI's governance and management. The PTE provides training reports to its board to inform strategic planning, and to ensure that the board has oversight of educational achievement.</p> <p>Additionally, ATI measures its progress against strategic goals on a quarterly basis, completes an annual review of the entire organisation to inform updates to its quality management system, and ensures that staff regularly take up relevant professional development opportunities.</p> <p>ATI has responded to significant organisational challenges during the current EER period, including the passing of its chief executive, and difficulties in securing approval to transition BCITO's current apprentice training over to ATI. During this period, the PTE ensured that the quality of its training was maintained, and that the impact of organisational challenges on learners was minimal.</p> <p>ATI's governance and management manage the PTE's resources well to support learning and teaching, take a collaborative and measured approach to decision-making, and provide evidence that relevant self-assessment activities are occurring. For example, after careful consideration of its proposal for taking over BCITO's apprenticeship training, ATI's board decided not to pursue this proposal any further, on the grounds of organisational sustainability.</p> <p>In supporting educational achievement, governance and management's self-assessment processes are generally strong, and these include the reporting of some achievement data to ATI's board. However, this could be further strengthened through improved data gathering and analysis, to inform overall educational performance of the organisation.</p>
<p>Conclusion:</p>	<p>Organisational purpose and direction is clear, academic leadership is effective, and progress is regularly measured against strategic goals. The impact of organisational challenges on learners is minimal, resources are managed well to support learning and teaching, and ATI takes a collaborative and measured approach to decision-making. Self-assessment in this area is generally strong, but could be further strengthened through improved data gathering</p>

	and analysis, to inform the overall educational performance of the organisation.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ATI has a system in place for the management of important compliance accountabilities. The PTE’s quality assurance manager diarises compliance accountabilities and monitors these regularly. ATI’s compliance management system has been maintained and updated in light of significant challenges during the current EER period, including the passing of the PTE’s former chief executive.</p> <p>ATI has effective processes for managing key areas of compliance, as indicated by:</p> <ul style="list-style-type: none"> • a risk register which differentiates between strategic, operational, external and financial risk, and which delegates responsibility of risks to relevant staff members • a quality management system that is updated in light of annual reviews • complaints and assessment appeal policies and processes that are clear and well communicated to students • health and safety procedures which include health and safety plans, induction procedures and hazard, accident and first aid registers. <p>While ATI’s processes for managing compliance are effective, there is room for improvement in relation to the PTE’s adherence to some publication requirements of the Code of Practice.³ In particular, the PTE’s website does not include the publication of the Code self-review report/summary on the quality of learner wellbeing and safety practices. The report/summary should contain the</p>

³ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>number of, nature of, and outcomes of complaints and critical incidents. The PTE's website also does not include publication of the number of, nature of, and outcomes of complaints.</p>
<p>Conclusion:</p>	<p>ATI has a system in place for managing key compliance accountabilities, and this system has been maintained and updated in light of significant organisational challenges. The PTE has effective processes for managing key areas of compliance, though there is room for improvement in ATI's adherence to some publication requirements of the Code of Practice.</p>

Focus areas

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

2.1 BCITO block courses

Performance:	Excellent
Self-assessment:	Excellent

2.2 Level 3 Training Schemes (126514 Introduction to Flooring Installation and 117302 Flooring Fundamentals)

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 Allied Trades Institute Limited:

- Develop a more systematic approach to collation and analysis of training scheme achievement data, to enhance understanding of learner achievement in those training schemes.
- Develop a more systematic approach to collation and use of stakeholder data that is within the PTE's control, to enhance self-assessment in this area.

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 Allied Trades Institute Limited to:

- Make available to learners, staff and the general public, including on their websites (where available), the Code self-review report/summary s on the quality of learner wellbeing and safety practices, as required in Section 9(c) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. The report/summary should contain data and information on complaints and critical incidents.

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 fraud⁴*
- *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.*

⁴ 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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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Final