

# Report of External Evaluation and Review

NZ Police Training Service Centre

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 20 October 2015

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*Final Report*

# 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:	NZ Police Training Service Centre (NZPTSC) <sup>1</sup>
Type:	Government training establishment (GTE)
First registered:	1 August 1993
Location:	Papakowhai Road, Papakowhai, Porirua, Wellington
Delivery sites:	Royal New Zealand Police College (RNZPC)
Courses currently delivered:	<ul style="list-style-type: none"><li>• Certificate in Core Policing (Level 4)</li><li>• Certificate in Police Crime Scene Examination (Level 4)</li><li>• Diploma in Fingerprint Science (Level 5)</li><li>• Diploma in Police Workplace Practice (Level 5)</li></ul>
Code of Practice signatory:	Not applicable
Number of students:	Domestic: Over 11,000 learners participating in over 120,000 training opportunities annually International: Not applicable
Number of staff:	<ul style="list-style-type: none"><li>• Nationwide: 236<sup>2</sup></li></ul>
Scope of active	The GTE has approval to deliver recruit and ongoing

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<sup>1</sup> For the purposes of this report the TEO will be referred to as The Royal New Zealand Police College (RNZPC).

<sup>2</sup> RNZPC has approximately 140 staff at the college campus in Porirua.

accreditation:	police education and training. The full list is available at: <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=720798001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=720798001&amp;delSiteInd=0</a>
Distinctive characteristics:	The role of the New Zealand Police is to work in partnership with communities to prevent crime and road trauma, and to enhance public safety and maintain public order. RNZPC has the role and responsibility for training to meet the operational and strategic needs of the New Zealand Police. On site at the RNZPC is a range of training facilities designed to meet most of the training requirements of the New Zealand Police. These include 'scene-of-crime houses', a fully equipped gymnasium, audio-visual simulators, a skid track for driver training and fully furnished accommodation for recruits and other sworn police officers attending specialist training.
Recent significant changes:	<p>In relation to the two focus areas for this external evaluation and review (EER), significant changes have been made to the recruit training course. The course has been redesigned and re-titled the Career Foundation Initial Training programme. This is a two-year programme which incorporates a recruit's initial 18-week residential training period at the Police College, which is then followed by a 20-week probationary period for the recruit to undertake required workplace, 'on-the-job' assessments.</p> <p>The Intelligence programmes taught at RNZPC are designed to equip intelligence staff to inform and make effective decisions using the tactics, techniques and procedures of intelligence. The School of Intelligence Practice has recently allowed a number of other government agencies to send their intelligence staff to RNZPC for training. The agencies come under the umbrella of the Combined Law Agency Group which has a focus on meeting organisational intelligence requirements and expectations.</p>
Previous quality assurance history:	RNZPC was previously quality assured by an NZQA EER in May 2012, where it received statements of Confident in educational performance and Confident in capability in self-assessment.
Other:	As the employer and also the training provider, RNZPC has control over inputs and outputs for the workplace, which shifts the focus towards the needs of

the New Zealand Police over that of the learners.

## 2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were:

- Certificate in Core Policing (Level 4)

This course is the New Zealand Police's initial recruit training course. It is an NZQA-accredited course and was reviewed in the 2012 EER. The course was chosen to find out what changes have been made, if any, since then. Police recruits develop core knowledge, skills, attitudes and values to work as a probationary constable in the New Zealand Police.

- Intelligence Induction and Qualifying courses – as part of the New Zealand Police's overall intelligence practice programme.

This is a non-NZQA accredited course. This focus area was chosen to demonstrate how the New Zealand Police delivers intelligence training to support the overall needs of the organisation. In addition, the focus area looked at how the course contributed to the attainment of the National Diploma in Intelligence Analysis (Level 5).

This focus area concentrated on police trainee analysts as they are the only group that is required to attend both the Induction and Qualifying courses to achieve the diploma.

## 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 conducted over one and a half days by two evaluators who visited the RNZPC in Porirua. The evaluation involved engagement with the:

- Training quality manager
- Head of School of Prevention
- Head of School Recruits
- The Kaiwaowao (strategic adviser on cultural services)
- Seven recruit instructors

- Practice leader Prevention Intelligence
- Three instructors from the School of Prevention
- Tutorial supervisor (recruit instructor)
- Manager of Diploma in Police Workplace Practice (Level 5)
- Health nurse
- Welfare officer
- Language and literacy officer
- 14 recruits
- Three intelligence stakeholders (these were all senior sworn police officers based in the regions)

In addition to the documents provided for the EER scoping, the EER team sighted and was provided with: New Zealand Police strategy documents, quality management documents, self-assessment documents, and stakeholder and learner feedback.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **NZ Police Training Service Centre**.

Key reasons include the following:

- High achievement rates, particularly in the GTE's recruitment programme where graduate results since 2011 have consistently been above 95 per cent.
- On completion of the residential recruit programme all graduates are awarded the Certificate in Core Policing and immediately enrolled in the Diploma in Workplace Practice which is completed during the graduate's two-year New Zealand Police probationary period.
- In addition to specific technical police skills and tactics, trainees also attain a range of personal and professional skills including:
  - An ability to make reasoned decisions where the officer is able to use a suite of tactical options to deal with a situation and not resort to immediate apprehension
  - An ability to work under stress
  - Becoming outcome-focused
  - Being culturally aware of the diverse communities that make up New Zealand society
  - Working effectively in a team environment
  - Increased confidence operating in difficult and potentially dangerous situations
  - An enhanced work ethic
  - Improved literacy and numeracy skills.
- The training is clearly aligned to the strategic direction and vision of the New Zealand Police with clear training objectives that demonstrate how it meets the strategic intent of the New Zealand Police. This shows a clear commitment and buy-in of the training to achieving New Zealand Police priority goals.
- Strong pastoral care and support systems in place that ensure the training needs and the health and well-being of all RNZPC trainees are met.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **NZ Police Training Service Centre**.

Key reasons include the following:

- Clear senior management oversight of the strategic and operational direction of RNZPC training so that it aligns with the values, vision and purpose of the New Zealand Police. This level of oversight provides clear direction to the design and development of training required.
- Highly structured monitoring and review processes and systems in place that identify RNZPC as a training provider that is confident in its systems and demonstrates the importance it places in data to inform training information.
- Implementation of continuous improvement measures throughout each training programme. These include:
  - Instructor competency monitoring review and ongoing professional development including annual appraisals programmed and conducted by training school management
  - Administration and use of trainee and other key stakeholder feedback through evaluations, online surveys (Survey Monkey) and direct communication.
- The use of formative and summative assessments. Formative assessments provide trainees with the opportunity to practise their assessments under test conditions prior to taking their summative assessments where the summative marks go towards final grades. In the recruit programme, if a trainee fails a summative assessment they are required to participate in the tutorial programme where they are given remedial support prior to re-sitting the assessment.
- A highly structured internal moderation process to ensure the training meets appropriate standards set by RNZPC. The internal moderation is complemented by external moderation.
- Trainees have more than sufficient access to instructors outside of the scheduled training times. This provides trainees with ongoing support and pastoral care.



# Findings<sup>3</sup>

## 1.1 How well do learners achieve?

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

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

The average graduation<sup>4</sup> rates for trainees on the recruit programme between 2011 and 2014 were 96.25 per cent.

**Table 1. Recruit trainee achievement rates, 2011-2015**

Year	Entered NZPC	Graduated	Total as a %
2011	480	462	96%
2012	244	229	94%
2013	289	284	98%
2014	540	525	97%

Source: RNZPC

**Table 2. Completion rates for the Intelligence Induction and Qualifying Courses, 2012-2015**

	Number attended	Completed	Failed	Still progressing	Not completed
Intelligence Induction course pre-entry exam	97	95	2	N/A	N/A
Intelligence Induction course	95	40	N/A	26	29 <sup>5</sup>
Intelligence Qualifying course	64	32	N/A	16	16 <sup>6</sup>

Source: RNZPC

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> Graduation means recruits that complete the 18-week residential programme and are sworn into the New Zealand Police.

<sup>5</sup> Of the 29 that did not complete, 14 left the intelligence role which meant the course was no longer relevant to their current role in the New Zealand Police. The other 15 left the New Zealand Police.

<sup>6</sup> Of the 16 that did not complete, eight left the intelligence role which meant the course was no longer relevant to their current role in the New Zealand Police. The other eight left the New Zealand Police.College

The figures in both tables indicate consistently high achievement rates, with many other training courses delivered at RNZPC achieving similar pass rates. In relation to the recruit programme, the significance of these pass rates is that the recruit is guaranteed employment following graduation. RNZPC commented that the major reasons for those not graduating were resignation from the programme and removal due to disciplinary matters and injury.<sup>7</sup>

The high achievement rates are not unexpected by the Royal New Zealand Police Training College, particularly in the Core Policing programme. There are comprehensive recruiting processes in place where prospective recruits are required to complete a set number of training hours, including night shifts, at their local police station. The pre-training is intended to familiarise the recruit with police work prior to their residential programme commencing. While on the residential programme, every effort is made to ensure the recruit passes the summative assessments. Recruits are given at least two formative assessments for each compulsory component of the programme. The formative assessments are similar to a mock exam, with assessing carried out under test conditions. Having successfully completed these, the recruit is then deemed ready to complete their summative assessments.

In relation to self-assessment activities, RNZPC has highly structured processes in place for monitoring achievement rates. These consist of the formative and summative assessment approach, attitudinal and progressive assessments undertaken by instructors who observe trainees during each phase of their training, and the opportunity for trainees to give feedback through course evaluations. The evaluations are collected and analysed under the direction of the practice manager who then provides an analyses report to the head of school.

## 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 **Excellent**.

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

The key stakeholders of RNZPC are its trainees, the New Zealand Police and the New Zealand public through the New Zealand Government. The evaluators found strong evidence of the high value of police-related training for the stakeholders. For recruits, the primary value of the training is the achievement of experience, knowledge and skills leading to full employment in the New Zealand Police. All newly graduated police officers are deemed to be ready for 'on-the-job training' as opposed to being work-ready, although during the EER interviews this did not seem

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<sup>7</sup> Recruits injured during the residential phase and unable to complete it are given the option of returning to complete the programme at a later date.

to be fully understood by all recruits. The two-year probationary period following graduation ensures the graduate completes a range of workplace assessments in their permanent location that will deem them to have met the required standards for policing. Additionally, when recruits graduate from RNZPC, they are automatically enrolled in the Diploma in Police Workplace Practice, and at the successful conclusion of the probationary period the graduate is deemed to have satisfied the workplace requirements to become a fully trained police officer as well as successfully passing the diploma.

For trainee analysts in the Intelligence programmes, the principal value they derive from the training is the acquisition of new, highly technical skills relevant to police intelligence work. In addition, once they complete the Intelligence Qualifying course they receive the National Diploma in Intelligence Analysis. Managers of trainee analysts commented that once the analysts complete the Intelligence Qualifying course and return back to their station section, they offer the section a greater level of intelligence depth and skill when analysing cases.

All New Zealand Police training is determined by the demands of the New Zealand Government, through the Minister of Police, then through the Police Commissioner where the New Zealand Police strategy is developed and operationalised. The primary value to the Government and the New Zealand public of the outcomes delivered by RNZPC is that through the training and upskilling the New Zealand Police are working collaboratively to prevent offending.

NZTPSC is constantly assessing the extent to which training outcomes meet needs as determined by the New Zealand Police. A high level of routine engagement with key stakeholders provides opportunities for communication and prompt feedback about training delivery, effectiveness and, in the case of probationary officers, their progress. Other quality assurance information is gathered from stakeholders, including feedback from regional managers through surveys and direct communication and trainee evaluation and satisfaction surveys. The data is analysed by senior instructors of each training school, and ongoing reports are provided to senior management for feedback and development of appropriate action plans.

### 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 **Excellent**.

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

RNZPC is very effective in delivering training that matches the skill needs of recruits and the operational requirements of the New Zealand Police. The training enables recruits to achieve the skills and knowledge required for employment in the police. Programme design and planning are purposeful and rigorous, with a high

degree of outcome analysis carried out to ensure resources, technical information and strategic outcomes are given adequate consideration. RNZPC uses a process called ADDIE (Analysis, Design, Development, Implementation and Evaluation). The process is used to analyse organisational needs, which then inform the design and development of the training. An important part of the ADDIE process is 'task analyses'. Task analysis 'deconstructs' the operational role of an activity into component parts to determine the appropriate knowledge, skills and attitudes to perform the role at a training level.

Activities within each of the programmes reviewed for the EER show a deliberate sequential learning process to ensure course outcomes are achievable. An example of this was in the weapons training. Recruits are provided with instruction using firearms, including all safety and firing techniques. The techniques taught on these weapons are similar in terms of handling and safety with other weapons that the police use such as baton work and the Taser. Given the cost of using the Taser, the police are able to provide appropriate levels of Taser use knowing that recruits have been taught the fundamental basics of weapons use. The intent is that the recruit will receive further on-the-job training during their probationary phase, although during the EER some recruits said they had expected more training time on the Taser. The evaluation team can only assume that the recruits did not fully understand that they were being trained to a level where they would receive on-the-job training during their probationary period.

Self-assessment activities in relation to programme activities are very strong. Tasks are extensively reviewed by each training school to ensure that they meet organisational needs and that objectives are achievable. The use of a structured process of designing and developing programmes provides the head of each training school with the confidence that courses are well planned, trainees have sufficient information and knowledge to meet the standards and conditions of each training task and sufficient resources have been allocated to meet training needs. This confidence is further enhanced with the review information that is gathered during and post-training. Review information includes both instructor and trainee feedback. Following each course, all instructors are required to provide review feedback to the practice manager of each training school. This feedback is analysed and a report is written with any recommendations to be approved by the head of school. The detail in which each training course is designed, developed, trialled, reviewed and implemented followed by further review, indicates a high degree of directed control and self-improvement practised by RNZPC.

## 1.4 How effective is the teaching?

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

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

Police trainees are benefiting from a well-structured training regime where the learning environment involves a blended, experiential-type learning model. Trainees are placed in realistic training contexts where they can practise and be assessed against those contexts. The training model provides a reflective learning culture for trainees that encourages open enquiry and the need to demonstrate initiative and innovative thinking. Evaluation feedback from key stakeholders, including trainees and senior New Zealand Police management from some of the regional stations, describes the instructional methods used at RNZPC as highly professional, accurate and realistic.

The instructional method is effective, leads to high success rates and ensures knowledge is retained by trainees. As described earlier in this report, the instructional method and assessment process is designed to ensure trainees have every opportunity to achieve success on their programme. Instruction is by way of teaching the theory of the subject, practising the task until the trainee is familiar with it, and then testing using formative and summative assessment processes. The formative process is intended to provide trainees with a practice assessment under test conditions, with opportunities to review and take instructor feedback. The trainee is then given a summative assessment where their results go towards their record of learning and final grades.

RNZPC has a highly structured and competent instructor training and competency monitoring process in place. As part of their commitment to professionalism, RNZPC requires all of its instructional staff to complete an instructors' course prior to instructing trainees. The course is a residential programme and managed by RNZPC. The course is designed to equip and familiarise the new instructors with the relevant teaching methods taught at RNZPC. Additionally, on completion of the course the instructor gains the unit standard 4098 *Use standards to assess a candidates performance*, which enables them to carry out assessments. The significance of this monitoring process for RNZPC is that it can demonstrate that, notwithstanding that its instructors come to the training centre already possessing a high degree of subject knowledge and relevant qualifications, they must show that they have the skills and subject understanding to teach it.

Prior to an instructor giving a lesson of instruction, they are given opportunities to observe instruction, and are then required to give instruction to a group of peer instructors, reviewed by senior instructors. The instructor is then given an opportunity to carry out formative assessments which are again observed and reviewed by senior instructors. Once an instructor has successfully completed this part of their training, they are deemed to have reached an acceptable standard of instructional competency.

## 1.5 How well are learners guided and supported?

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

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

RNZPC provides comprehensive guidance and support for all its trainees. In addition to a highly structured training regime, the support systems in place are designed to ensure trainee needs are being met to support their success. On the recruit course, a tutorial programme is provided to all trainees that fail their first summative assessment. As part of its commitment to ensuring success, RNZPC has assigned a senior instructor in the role of tutorial supervisor. The recruit must meet with the tutorial supervisor, and together a plan of study is developed to support the recruit. The study behaviour of the recruit is analysed and a plan of action is put in place to help the trainee address some of the faults identified. Evaluation feedback of trainees that have participated in the tutorial programme shows that they have benefited from the extra support. The high success rate in the recruit programme also indicates that the support provided has contributed in part to those results.

RNZPC also provides a comprehensive pastoral care for trainees. These include access to full medical and dental facilities, a registered nurse, counselling services and literacy and numeracy support, not only for new recruits but also for trainees on some of the specialist courses that require a high degree of written expression skills. Literacy support is also available for many of the speakers of other languages now being recruited by the New Zealand Police. Trainee feedback from interviews and evaluation feedback indicates that much of the support provided during training is influential to the successful completion of their course.

RNZPC uses ongoing evaluations of its support services to ascertain their usefulness for trainees. Each area of support has its own structured process of self-review and these are monitored through RNZPC administration. The easy accessibility to pastoral care and support services, not only directed towards training but also health and well-being, indicate the usefulness and success of the support provided by RNZPC.

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

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

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

The purpose and direction of training by RNZPC is guided by clear strategic directions set by the New Zealand Police. The New Zealand Police vision and strategic intent is highly visible throughout the RNZPC with large graphics visibly displayed throughout. Graphics include the New Zealand Police vision of 'Safer Communities Together' and its mission, 'To work in partnership with communities to prevent crime and road trauma, enhance public safety and maintain public order'. Effective planning processes are embedded into the training by RNZPC with the goal of providing a training environment that is highly structured and very supportive of high-performing trainees. Both of these aspects help meet the strategic priorities of the New Zealand Police.

RNZPC has effective leadership in place. This is evident by its command structure with clear lines of communication showing effective leadership collaboration and delegation throughout the organisation. Each training school has a head of school who has overall responsibility for the management and training specific to that school. In addition, each school has a designated practice manager who ensures that the overall quality and training delivery meets New Zealand Police standards. This is achieved through the ongoing monitoring and review systems in place and is overseen by the practice manager. The evaluation noted that this system is operating in the two focus areas of the EER. The simplicity of the structure and the clear lines of roles and responsibilities demonstrate a highly focused training regime intent on improving outcomes for trainees.

RNZPC is heavily reliant on its self-assessment and monitoring processes to make reasoned decisions for change and improvement. The structured nature of the review processes demonstrates a clear commitment by RNZPC to use its data purposefully. The level of detail that is required in all facets of training, from the design and development stages, through to the task analysis stage, the implementation of the training programme, the recruitment of programme staff and the overall decision-making around training resources, clearly demonstrates an organisation that is confident in its data collection methods and also reliant on that data to ensure decision-making is well informed.

## Focus Areas

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

### 2.1 Focus area: Certificate in Core Policing (Level 4)

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

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

### 2.2 Focus area: Intelligence and Qualifying Courses

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

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



# Recommendations

There are no recommendations arising from the external evaluation and review.

# 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](http://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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