

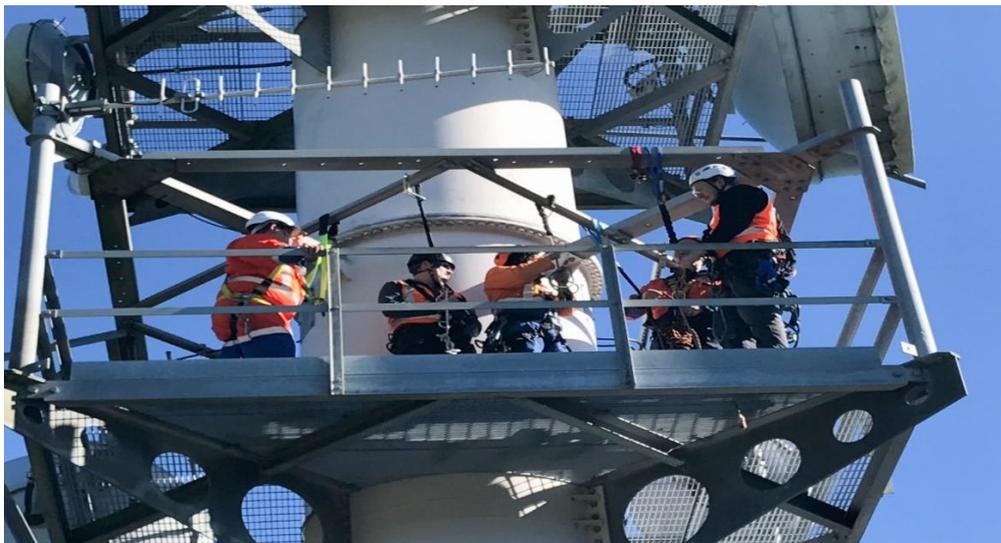


NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

Industry Skills Limited



Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 July 2018

Industry Skills Limited at a Glance

Type of organisation:	Private training establishment (PTE)
Location:	89 Domain Road, Papamoa, Tauranga
Code of Practice signatory:	No
Courses:	<ul style="list-style-type: none">• New Zealand Certificate in Electricity Supply (Cable Jointer) (Level 3)• New Zealand Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4)• National Certificate in Telecommunications (Level 3)• National Diploma in Electricity Supply (Level 5)• National Diploma in Business (Level 5)• New Zealand Certificate in Electricity Supply Cable Jointer High Voltage (Level 4)• Industry Skills offers many short courses of generally one or two days in duration for industry clients and the public: http://iskills.co.nz/course-info/
Number of students:	Currently enrolled in Industry Skills courses – 91 Internationals: NA
Number of staff:	Full-time 18; part-time two
Scope of evaluation:	<ol style="list-style-type: none">1. New Zealand Certificate in Electrical Supply (Line Mechanic Distribution) (Level 4)2. Working in Confined Spaces
Provider profile:	Industry Skills delivers mainly short courses throughout New Zealand. Currently it also has around 90 apprentices engaged in New Zealand certificate programmes in training arrangements with the industry training organisations (ITOs), The Skills Organisation and Connexis. Industry Skills provides training for skills development and

compliance training, mainly in the utilities sector. This sector includes electrical distribution, water and telecommunications. Alongside delivery of training, Industry Skills also manages the training requirements for about 2,500 employees of a very large multinational company in New Zealand, and network asset owners.

Industry Skills operates from Papamoa and has another administration centre in Rotorua. Training mostly takes place in the clients' workplaces, or in short-term venues.

At the most recent external evaluation and review (EER) in 2014, NZQA was Highly Confident in the educational performance of Industry Skills and Highly Confident in its capability in self-assessment.

MoE number:	7436
NZQA reference:	C28425
Dates of EER visit:	11 and 12 April 2018

Summary of Results

Highly Confident in educational performance

Highly Confident in capability in self-assessment

- There has been considerable expansion and consolidation of the training relationships with key stakeholders.
- Achievement rates in the short courses are consistently at 98–99 per cent of those who complete.
- Industry Skills has secured its position as the training co-ordinator for a large multinational company in New Zealand, and this client accounts for about 80 per cent of Industry Skills' training.
- Governance and management has a keen understanding of the value of self-assessment and carries this out intensively throughout the operation of the PTE.
- The Skills Organisation has a few minor concerns arising from the moderation of assessment of some unit standards that it administers. Industry Skills is working on these issues to the satisfaction of the ITO.
- Otherwise, external moderation is generally good, with any problems rectified in a timely manner.
- The main learning impediment identified is trainees with English as a second language. This is dealt with on a case-by-case basis. Trainers are not specifically trained to deal with this.
- Non-attendance is carefully monitored, and the reasons for trainee withdrawal are noted and analysed.
- The quality management system document is used to train staff. New staff are monitored for the first three months.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Excellent**

Findings:	At 98–99 per cent, achievement rates are high in the short courses. This is usual for learning of this type. The achievement rates for the Line Mechanic programme are not finalised yet, as it is a pilot programme.
Supporting evidence:	<ul style="list-style-type: none">• There is good data collection of attendance and achievement. Most people who finish the courses gain the credits for them either on course or shortly after.• The provider collects and collates demographic data on the students. Māori and Pasifika groups achieve at approximately the same proportion as the rest of the trainees.• The certificate programme has not yet completed its first cohort, so there is no completion data yet. Student progress for this programme is mapped on a spreadsheet and shows which students are falling behind in unit standard completion.
Evaluative comment:	Careful analysis of unit standard completion is required in the certificate programme to show if there is shortfall in completions. Action to remedy this should come quickly, to avoid a snowballing effect of non-completions.

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

Performance: **Excellent**

Self-assessment: **Excellent**

Findings:	There is a high degree of value for graduates and stakeholders in the completion of the short courses. Trainees and employers benefit greatly from the training.
Supporting evidence:	<ul style="list-style-type: none"> • Repeat business and client trust are good indicators of meeting needs and giving value through the courses. There has been significant growth in the amount of training. • A major multinational in New Zealand has contracted Industry Skills as its national training co-ordinator. • Trainees gain enhanced employment prospects and credentials. • Employers gain credentialed and knowledgeable workers. • Refresher courses are available as required. • Trainee and client feedback has been very positive in recent times. • Celebration of the training is imbued in the Industry Skills culture to emphasise the value. • Trainees provide written feedback on the quality of their courses, and on the in-house block courses. This feedback is collated and any issues are dealt with. Feedback from clients is informal and anecdotal.

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

Performance: **Good**

Self-assessment: **Excellent**

Findings:	Industry Skills meets the needs of its trainees and stakeholders very well. Industry Skills is an adaptable and responsive organisation which meets most of its training obligations.
Supporting evidence:	<ul style="list-style-type: none"> • Employers meet legislative and WorkSafe New Zealand requirements.

	<ul style="list-style-type: none"> • Industry Skills provides effective co-ordination of training for its major client. • Trainers' skills are enhanced by workshops. These workshops have recently focussed on assessment and moderation. • Industry Skills has a system of continuous improvement input from staff which highlights issues as they arise and what is done to improve them. This is currently being used to log minor amendments but is also intended to improve procedures. • Management has weekly meetings with teaching staff to ensure that trainees' and clients' needs are being met in the week ahead. • Training staff have been given some cultural training to understand other worldviews. Literacy and numeracy enhancement is available should clients want it. • The trainers are developing courses for clients' training needs. • Where possible, the ITO material is used. Assessments and learning materials are moderated before use by the ITO. The marking of assessments is post-moderated in group meetings. • Industry Skills mostly meets the requirements of ITO and NZQA external moderation. Any issues are responded to in a timely manner. • Trainers are involved in performance reviews and professional development to ensure they develop and maintain quality teaching skills. • Many of the courses are based in the workplace, allowing the students to have training in a familiar and realistic setting. There are some impediments to the training caused by workplace realities.
<p>Evaluative comment:</p>	<p>Literacy and numeracy advice is not sought in the development of programme content and delivery.</p>

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

Performance: **Excellent**

Self-assessment: **Excellent**

Findings:	There is a high standard of support and student engagement imparted by the training provided by Industry Skills. Trainees have a positive experience during the training and most of them complete the courses successfully.
Supporting evidence:	<ul style="list-style-type: none"> • Trainers will provide one-to-one tuition and support where needed. • Training takes place in the workplace for convenience and the familiarity of the training environment. • There is a clear process for informing trainees of the learning requirements and for monitoring the training. • Manuals and handbooks are given to the trainees. These have additional value as they become reference books in the workplace. • Moderation of assessment processes ensures that the achievement results have integrity. • Trainers have the skills and unit standards they are teaching. • Educational skills are monitored and enhanced through professional development. • Employers are given options where English as a second language is a problem with migrant workers. • Trainer observations determine the areas of delivery that could be improved. These are not tied to performance reviews. • If there are any problems with reading and writing in assessments, the student can participate verbally. • Industry Skills has identified that new trainers and new courses have their risks. New trainers are provided with peer mentors for three months or so to mitigate this risk.

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

Performance: **Excellent**

Self-assessment: **Excellent**

Findings:	Industry Skills has an effective and experienced management team. The PTE maintains a good reputation in the health and safety training sector.
Supporting evidence:	<ul style="list-style-type: none"> • Success to Industry Skills means ‘staying in business’. The PTE has a growing customer base. • Industry Skills is expanding its relationship with its main client, a multinational company in New Zealand. Industry Skills is managing the company’s training budget and ensuring all its training needs are being met, including organising training by other providers. • Management has good liaison with WorkSafe New Zealand, industry bodies and ITOs. • Management is effective and experienced. There is good engagement of skilled staff who are given training in teaching skills as required. • Management meets monthly to discuss academic and resources matters. • Recent management changes have been well managed, with no disruptions. • Regular staff meetings discuss course changes, assessment and delivery of training. • Industry Skills carries out risk analysis of its teaching staff to identify performance and training needs. • End-of-course feedback is furnished to the clients to inform them of the results and attendance of the trainees. • For every course, there is a course report to capture the results and trainers’ feedback. • The continuous improvement log keeps track of all adjustments and improvements made. • There is a burgeoning culture of self-assessment at Industry Skills.

Evaluative comment:	<p>There is little evidence of analysis of achievement and comparisons of different demographic groups. This may seem superfluous with the short courses but will provide valuable insights with the longer programmes.</p> <p>Data collection and analysis could be improved to provide better progress reports for students on the longer programmes and to recognise warning signals so that students are given attention when they start to lag in achievement.</p>
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1.6 How effectively are important compliance accountabilities managed?

Performance: **Excellent**

Self-assessment: **Good**

Evaluative comment:	Industry Skills manages its compliance responsibilities very well. It responds well to the changing compliance environment.
Supporting evidence:	<ul style="list-style-type: none"> • Training sites are evaluated before they are used. This gives information that determines whether the site is suitable to be used again. • Industry Skills maintains a calendar of compliance responsibilities. • The provider meets the moderation requirements of ITOs, NZQA and its external compliance body. Any issues that are discovered are of a relatively minor nature and are remedied in a timely manner. • Industry Skills has recently gained approval for one New Zealand certificate.
Evaluative comment:	Industry Skills needs to keep up to date with NZQA rules, as these can often change. This includes areas such as the rules for site approval and course changes.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Electrical Supply (Line Mechanic Distribution) (Level 4)

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

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

2.2 Focus area: Working in Confined Spaces

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

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

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 policies and procedures. The methodology used is described fully in the web document [Policy and Guidelines for the Conduct of External Evaluation and Review](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ 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 according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

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

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