

Report of External Evaluation and Review

B R Training Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 July 2012

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	5
Findings	7
Recommendations	14
Appendix	15

MoE Number: 7657
NZQA Reference: C07269
Date of EER visit: 11 April 2012

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:	B R Training Limited
Location:	Collingwood St, Hamilton
Type:	Private training establishment
First registered:	2004
Number of students:	Approximately 200 domestic students per year on 'day release' courses from their respective workplaces. No international students
Number of staff:	Five full-time equivalents plus up to 15 contract trainers
Scope of active accreditation:	B R Training holds consent to assess in a variety of domains and unit standards up to level 6. The primary focus is on business administration; management; quality management; project management.
Sites:	Head office as above. Training occurs at multiple sites throughout New Zealand, depending on client needs.
Recent significant changes:	N/A
Previous quality assurance history:	No history of non-compliance. At the last quality assurance visit by NZQA, an audit in 2008, and at the previous audit (2005), the provider was compliant. B R Training is not a signatory to the Code of

Practice for the Pastoral Care of International Students and is exempt from student fee protection requirements as all tuition fees are paid by employers.

Other:

B R Training is a private training establishment based in Hamilton, but operating nationally, providing training and consultancy for a variety of corporate, public body, industry training organisation (ITO), and individual clients.

2. Scope of external evaluation and review

The scope for the external evaluation and review (EER) consisted of the mandatory focus area:

- Governance, management, and strategy.

In addition, the following focus area was selected:

- Training Design and Delivery.

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 in April 2012. Prior to the EER visit, the EER lead evaluator visited the Hamilton head office and met with the training manager and other key staff. The evaluation team consisted of the lead evaluator and one other evaluator. A one and a half-day EER visit was made to the B R Training site in Hamilton, where the evaluation team reviewed a range of documentation and met with the owner, management staff, administration staff, and external representatives. Telephone interviews were held with two contract trainers and two client organisations. A week prior to the EER visit, one of the evaluators visited a class being delivered in Hamilton where she met with students and the trainer.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **B R Training Limited**.

B R Training offers a wide range of courses for industry. These are well designed and customised to suit the needs of the clients. At the request of the stakeholders, most of the courses include assessment against unit standards from the New Zealand Qualifications Framework. Records viewed indicated unit standard achievement levels averaging above 80 per cent. B R Training identifies the characteristics of students not achieving via the position or work/role demographic and puts customised delivery and support mechanisms in place to address their individual needs. This has resulted in on-going improvements to student achievement.

Feedback from clients indicates that courses have an appropriate mix of theory and practice and that courses are delivered in a manner that enables learners to understand and achieve.

B R Training has student support structures that are appropriate to the needs of the students and minimise barriers to achieving.

Discussion with stakeholders indicated that B R Training employs trainers who have sound skills and experience; it engages well with its clients and industry and is valued for the positive contribution it makes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **B R Training Limited**.

B R Training has established a reflective organisation and a 'no blame' culture which encourages staff to put forward ideas for improvement. All staff are involved in reviewing the purpose and direction of the training and how well it is meeting stakeholders' needs. Staff also have plenty of opportunities for reflection on their role, which benefits students through improved teaching techniques and appropriate student support. Records indicate that self-assessment is well embedded and has been practised for many years. B R Training has comprehensive systems to gather and collate feedback from learners and client organisations. This information is then used to inform improvements to teaching practice and course delivery.

Student achievement on every course is examined individually and B R Training has a strong focus on individual student achievement. For example, B R Training is able to link the characteristics of students not achieving the qualifications, while identifying ways to bring about improvement to achievement rates for these students in this demographic in the future. Further improvements to the formal

analysis of achievement statistics to form an organisational view of student performance would help identify ways to bring about further educational achievement.

B R Training identifies the learning needs of individual organisations and addresses these needs well through responsive customer service, good teaching techniques, and appropriate student support.

Findings¹

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 **Good**.

Both the organisation and its staff have a strong focus on learner achievement. Achievement is estimated to be approximately 85 per cent, and the sample of courses seen by the evaluators confirms this. B R Training has set a benchmark of 80 per cent successful completion for its courses. The New Zealand Industry Training Organisation (NZITO) and the Electrical Supply Industry Training Organisation (ESITO) (to which B R Training contracts), informed B R Training that this level of completion is good, and feedback from the two ITOs to the EER team indicated high levels of satisfaction with the results.

Staff at B R Training demonstrated a good understanding of the factors that lead to student achievement and regularly analyse and discuss ideas for improving achievement. The organisation has formal minuted monthly telephone conferences with the contract staff, and at these meetings ideas for improving course delivery and learner achievement are discussed and agreed. B R Training identifies the characteristics of students not achieving via the position or work/role demographic. For example, over the last two years B R Training has aligned strongly with NZITO and ESITO to consider how to support achievement of students in the management qualifications. This has resulted in changes to the way student progress is reported to all parties, and customisation of the coaching models so that students are supported in their programmes. These changes have occurred in response to the evaluation data from students, the workplace, companies, and the ITOs.

Students reported that they received timely, accurate, and supportive feedback on their progress from B R Training staff.

Although student achievement on every course is examined individually, and B R Training management and teaching staff have a good understanding of achievement on their courses, further organisation wide enhancements to the way in which B R Training analyses student achievement will lead to further improvements.

¹ 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 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**.

Evidence from stakeholders, including learners, indicates that B R Training engages exceptionally well with its industry clients and is highly valued for the contribution that it makes.

Client organisations interviewed reported very high levels of satisfaction with B R Training's services, and B R Training believes that its reputation is centred on the long-term benefits – for instance positive changes in employee behaviour and accelerated career progression – that the training it provides will have for the client company and the individual students.

All of the learners attending B R Training courses are in employment. The courses are directly related to that employment. Through the courses, learners acquire useful skills and knowledge which they can apply within their workplace. The ITOs and clients spoken to during the EER were very satisfied with the value they received from training provided by B R Training. They also commented positively about B R Training's regular communication with them to gather feedback on how well they were meeting needs. Two clients had formally assessed career progression and leadership from graduates of B R Training courses and noted measureable positive changes in behaviour and knowledge which they attributed to the training.

As part of a Diploma in Project Management course, students complete three projects, which are usually tailored to a situation from their workplace as a topic for each project. Completion of the projects adds an obvious contribution and value to the students' roles and workplaces.

B R Training regularly surveys clients and graduates and uses the feedback to inform improvements to courses. For instance, one major client wanted a higher level of company-specific contextualisation involving areas for which intellectual property was confidential. B R Training was able to work with the company to include company staff leading several specific workshops.

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**.

B R Training's regular and ongoing interaction with its stakeholders is a stand-out feature of the organisation. Mechanisms employed include ongoing contact with clients and students, student satisfaction surveys, client surveys, and participation in professional bodies and industry forums.

This interaction is typified in the way B R Training designs its courses around the needs of clients and delivers training where and when it is needed. In the first instance, the courses are designed to match those needs. Unit standards are then mapped onto the course, rather than starting with the unit standards and assuming that they will meet client needs.

Training is delivered where and when the client requires it. In most cases, teaching premises are hired on a casual basis or provided by the corporate client. B R Training has systems and processes to ensure that premises are fit for purpose and that the learning environments it creates are suited to the needs of learners.

B R Training has a number of trainers available, and for any given course uses the trainer who will best match the learning style and industry background of the target group. The organisation has built a training needs self-assessment into the start of every course so that trainers can then tailor delivery and examples to the specific needs of the students. Trainers also work with client organisations to develop teaching scenarios that are contextualised to the workplace environments of learners.

1.4 How effective is the teaching?

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

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

B R Training has a comprehensive induction and peer observation programme for its trainers. All staff are formally performance reviewed on an annual basis, but this does not preclude regular and ongoing feedback of a formative nature.

Professional development needs are agreed with staff as part of the performance review process. Teaching staff spoke about how they share ideas, experiences, and knowledge through their regular telephone meetings. B R Training brings all trainers from throughout New Zealand together at least once a year. At these meetings, much of the discussion is centred on teaching practice, and staff report that it had led to improved practice.

All teaching staff hold at least the workplace assessment unit standards and assessment design/moderation is completed by staff holding unit standards 11551 and 11552. However, only a few of the teaching staff hold a formal adult teaching qualification. Given that B R Training holds accreditation to deliver training toward gaining the National Certificate in Adult Education and Training (Level 5), it would be useful to centre some of the ongoing professional development of teaching staff on teaching currency.

Learners spoke highly of the teaching staff. They liked the open, friendly environment and find their learning activities interesting and challenging. Learners reported receiving clear information about assessment tasks and receiving good, timely feedback about their learning progress.

B R Training management closely monitors student and client feedback and takes immediate action where there is any indication of less than satisfactory delivery. B R Training has comprehensive systems to gather feedback from learners and client organisations. This information is systematically used to inform improvements to teaching practice.

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 **Good**.

B R Training does not face the same support requirements as providers of full-time courses, but what support services it does provide are appropriate to the courses delivered. B R Training works closely with companies and employers to identify any learners who may have specific support needs that may impact on their achieving the qualification. Examples are workplace literacy needs, work/life factors, and other needs as identified via initial scoping and training needs analysis. B R Training uses structured and secure networks to provide assistance, such as ESITO's literacy support assessment tool and Literacy Aotearoa as applicable.

B R Training has found through experience that many of the support needs of students are centred on fitting the demands of their study around already busy working and family lives. The organisation has developed a coaching model which has successfully responded to this need.

Most learners are preselected by employers who will normally identify any learners who may have specific support needs. In 2011, B R Training identified the need to ensure that some client organisations were better informed of course requirements before selecting staff to attend courses, as some staff were starting the courses with unrealistic expectations about the amount of work the courses entailed. Since making this change, trainers have noted that students are better informed and coping much better with the study.

B R Training was involved in a literacy project three years ago, where a literacy provider worked alongside the facilitators to assess literacy needs and implement action plans. The project produced successful outcomes; however, government funding for the scheme was discontinued. In the past year, literacy and numeracy has been embedded into the level 3 qualification.

Students have access to B R Training staff outside of class hours and staff visit students in their workplace to provide additional coaching and support. This aspect has been directly linked to the success of students as it helps them to contextualise their learning and motivate them to achieve. Students are required to complete a journal as part of their study which in turn helps staff to understand and respond to their support needs.

Another mechanism B R Training uses to provide student support and guidance is via their evaluation cycle. The form for the mid-programme evaluation cycle was modified in 2011 to introduce more relevant 'middle of the course' progress questions as an extra mechanism to respond to the question, 'How well are learners guided and supported?'

B R Training does not enrol international students.

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 **Good**.

B R Training has a very good understanding of its business. Its purpose and direction are clear and articulated throughout the organisation. The business has adopted a set of core values which are embedded into everyday practices and culture. The organisation is aware that the success and sustainability of its business is dependent upon meeting the needs of clients. The organisation has very detailed processes to guide staff.

B R Training has detailed and robust procedures for resolving complaints. Feedback from clients was that any complaint or feedback was addressed promptly and appropriately.

Effective resourcing is planned and provided for all courses. The quality of course material is good and the training environments support learning.

The organisation has, over time, employed, developed, and retained a competent, well-qualified, and dedicated group of staff whom it supports effectively to improve educational achievement.

Monitoring of performance within the organisation is regular, systemised, transparent, and robust. To quote the managing director: 'When we screw up, we are highly motivated to understand why so that we can get it right next time!'

While the focus of B R Training's self-assessment has centred on identifying and responding to customer needs – which has resulted in an outstanding reputation with its customers – the next challenge for B R Training is to focus its efforts towards developing a greater level of understanding of educational performance and bringing about consequent improvement in achievement by a more systematic, whole-of-organisation analysis and ensuing action from self-assessment activities.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Training Design and Delivery

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz