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External Evaluation and Review Report

Industry Training Solutions Limited

Date of report: 9 November 2020

About Industry Training Solutions Limited

Industry Training Solutions Limited (ITS) provide short, half to five-day programmes across the country based on unit standards that meet some of the key compliance requirements for industry.¹ ITS also delivers training to many secondary schools via STAR and Gateway initiatives, providing basic foundation learning for students.

Type of organisation: Private training establishment (PTE)

Location: Level 1, 515 Main Street, Palmerston North

Code of Practice signatory: No

Number of students: Domestic; as of 30 September 2019, 3,283 students

Ethnic breakdown:

New Zealand European	1,505	46%
Māori	1,003	31%
Indian	176	5%
Pasifika	147	4%
Chinese/Asian	91	3%
British	57	2%
Australian	28	1%
Other and not stated	265	8%

¹ Students completing the Managing Licensed Premises training scheme gain the Licence Controller Qualification.

Number of staff:	Full-time 10; part-time 16
TEO profile:	See Industry Training Solutions ITS has two permanent campuses, in Hamilton and Palmerston North. A team of tutors is based around the North Island. They travel to deliver training either on site for a customer or in hired, approved permanent or temporary sites. ITS works closely with community and regional economic groups to ensure the training contributes towards meeting the needs of the regions.
Last EER outcome:	3 and 4 May 2016 Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of this evaluation:	<ul style="list-style-type: none"> • Managing Licensed Premises (Level 4) is an approved Training Scheme as of 30 September 2019. This is the largest programme offered (784 students enrolled in 2019) as part of the PTE's training for adults in corporates, clubs and other organisations. The scheme covers unit standards 4646 and 16705 and results in the Licence Controller Qualification (LQC). • Leadership 101 – a non-NZQA approved school STAR/Gateway programme offered over three days.
MoE number:	7837
NZQA reference:	C39395
Dates of EER visit:	3 and 4 September 2020

Summary of results

There is a shared philosophy and belief across the organisation about meeting the most important needs of learners and the community. Proactive management and expert staff ensure achievement at ITS is robust across the many different programmes offered, forming graduates with the skills, knowledge and attitude to best fit their role in the community.

Highly Confident in educational performance

- ITS is a high-performing organisation with proactive management leading to effective leadership.
- There is a shared philosophy and value across the organisation to 'do what we do well', which is about meeting the most important needs of learners and stakeholders.

Highly Confident in capability in self-assessment

- Students pass the programmes well, with 85-100 per cent pass rates. ITS has a comprehensive understanding of the achievement data of each cohort via various self-assessment practices to ensure there is no parity gap in the achievement of Māori/Pasifika students. Completion rates for Māori are now sitting at 97 per cent, only 1 percentage point lower than the completion rate overall.
- Learners, industry and the community gain valued outcomes. Graduates gain skills, knowledge and attributes for work or personal gain.
- Academic programmes are well-planned and well-resourced and relevant to the learners' requirements. Outcomes meet the needs of students and the community. The PTE has responded to learner needs by, for example, travelling to remote areas, and introducing online learning.
- Professionally qualified staff understand their diverse learners well and work with them and their management or school to minimise barriers to learning.
- Pastoral care provided to students across all

teaching and administration staff is comprehensive. The PTE supports the personal achievement and wellbeing of learners.

- Compliance accountabilities are generally managed well. However, there was an identified gap with some outstanding Fit and Proper Person/Conflict of Interest attestation forms needing to be submitted for newly employed staff. This has since been addressed.
- The evaluators found clear evidence of a coherent and highly effective self-assessment approach at ITS which is consistent with the nature and size of the organisation. In this context, any gaps or weaknesses are not significant. NZQA is highly confident in ITS's capability in self-assessment and ability to maintain sustained high performance.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Overall achievement has been high for the last three years. Māori and Pasifika achievement is on par with other cohorts of learners (86-100 per cent for 2019), showing learners are acquiring the skills relevant to their needs.</p> <p>The two focus areas show excellent pass rates.³ The Managing Licensed Premises training scheme is undertaken by those already working and wanting to manage bars. The Leadership 101 training is undertaken by younger cohorts of years 11-13 secondary school students.</p> <p>Students completing the Managing Licensed Premises training scheme gain the Licence Controller Qualification, obtaining the required legislative knowledge in the sale and purchase of alcohol, and awareness of liquor compliance responsibilities.</p> <p>School student achievement is through newfound confidence in their ability to lead and engage in society in a day-to-day context and undertake further learning or involvement in school activities.</p> <p>A thorough assessment approach with good pre- and post-moderation maintains academic standards. A move to moderation of classes rather than individuals, and moderators working in clusters rather than individually ensures the credible achievement rate endorsed by ITO⁴ external moderation findings.</p> <p>ITS makes changes to its teaching practice and materials following student, tutor and tutor-assist feedback and ongoing peer observation of teaching. Peer review outcomes and</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.

³ See Appendix 1 student achievement over the last four years.

⁴ Industry training organisation – ServiceIQ

	student survey data are shared with staff.
Conclusion:	Learners at ITS gain unit standards contributing towards NCEA and the Licence Controller Qualification, and acquire social, life and theoretical knowledge and practical skills for employment. There is good evidence from feedback gathered by ITS and interviews with stakeholders that the students gain confidence and relevant life and vocational skills.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training and outcomes are highly valued by students and stakeholders. Besides student surveys, ITS also gets feedback from employers and STAR/Gateway coordinators, which informs the PTE of the relevance of the programmes and the effectiveness of programme design and delivery.</p> <p>Students completing the Managing Licensed Premises training scheme gain the Licence Controller Qualification, which is needed to be able to work in a business supplying and selling alcohol. Many that have completed the programme are now running their own businesses and use the training offered at ITS for their own staff. Graduates attest to the high value of outcomes such as personal growth and skills and abilities in terms of confidence, autonomy and the setting of new goals.</p> <p>Secondary school students gain credits that can contribute towards NCEA and acquire skills that will be useful as they enter adulthood, including leadership, teamwork, communication and customer service skills. The programmes improve learners' confidence and wellbeing and help them see their potential. Many use the learning to progress in leadership roles or events coordination in school.</p> <p>ITS has good knowledge of graduates but does not have extensive data on destinations – either further learning pathways or work. Therefore, it is difficult to attribute specific outcomes to all the short programmes delivered at ITS.</p>
Conclusion:	ITS programmes are relevant to diverse learner groups. The compliance knowledge and personal skills gained are highly

	valued by learners and stakeholders, leading to confidence in their future learning pathway and employment. Repeat business indicates the effectiveness of the training.
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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>ITS is highly effective in meeting the important needs of a wide variety of learners and stakeholders. The programmes are well resourced and have a clear relevance and fit to the varied target groups and the economy.</p> <p>Activities and tutors are effective in engaging students. A dedicated resource development role was introduced to the staffing structure, ensuring that learning and assessment resources are continually being updated in line with version changes and stakeholder needs.</p> <p>ITS has an excellent delivery method to meet the educational and developmental needs of diverse cohorts and their backgrounds and education. The PTE uses an experiential learning model and manaakitanga which allows it to engage with, and achieve good results from, a diverse population of learners. An improved achievement rate of 97 per cent for Māori students in 2018 and 2019 shows that this learning model works.</p> <p>Tutors are suitably qualified and experienced, with proficiency in lesson planning, teaching and delivering the programmes in areas appropriate to their expertise. Some tutors are new, but many are longstanding. All engage in professional development which is supported by the PTE. Tutors keep abreast of key trends by attending regular meetings with national and local business development groups, conferences and meetings with community and stakeholder groups.</p> <p>Managing Licensed Premises is an NZQA-approved training scheme with a pre-course assignment to ensure full engagement prior to classes. This ensures the required hours are undertaken and promotes the application and consolidation of the theory to enhance the learning experience and ensure that the learning remains relevant to the student. External moderation results are</p>

	<p>positive.</p> <p>Leadership 101 tutors have good connections with support services in the school to understand students' backgrounds and needs, therefore minimising barriers to learning.</p> <p>The PTE uses survey results to make changes to the programmes. Systems are in place to ensure the consistency of programme delivery by each tutor. All lesson plans are standard, and all tutors are required to follow these. This is reinforced through observation, peer review, and lead tutor/assistant tutor team-teaching with feedback provided.</p>
Conclusion:	Creative design and professional delivery and assessment of the programme enables application and consolidation of theory and enhances the practical learning experience, which meets student needs and industry standards.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS encourages an inclusive and well-supported learning and teaching environment. Support processes are thorough and effective. Tutors ensure an inclusive and respectful environment which is consistent across all sites to ensure good engagement and mixing.</p> <p>Matching needs is carefully managed with a strong awareness of each cohort and the ongoing development of learning resources to engage learners at the appropriate level.</p> <p>In schools, ITS checks student readiness to learn by identifying any individual learning needs through the school coordinators before any programme start. This provides useful information for teachers to note and to respond to identified needs. Extra learning time/tuition is provided to students who need this, with oral attestation of learning for those unable to write for the Managing Licensed Premises programme.</p> <p>Feedback from learners, school coordinators and employers, and the trainers' written after-programme reflections, confirm that the learners are well-supported and involved in their</p>

	learning.
Conclusion:	Students are actively engaged in their learning. ITS has excellent delivery, resources and feedback systems in place to ensure learners are well-supported in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Governance is unique in that there is one director with a proactive executive team who work well together. This enables continuity management with good delegations. There have been no significant changes to the structure of the organisation since the previous EER. The visibility of the director ensures ongoing connections for future students.</p> <p>Clarity of vision and purpose links well to organisational expertise and capability and the programmes offered. There is a shared philosophy and values across the organisation. Effective communication and management practices ensure all staff feel valued and appreciated for their work. This was shown by the management's commitment to staff financially when work paused during the Covid-19 pandemic. An effective induction programme for new staff includes an observation, an assist with teaching, and team-teaching to ensure continuity and consistency with the delivery and assessment of the programmes.</p> <p>Management has a clear focus on the future and is proactive in deciding different initiatives to ensure the ongoing sustainability of the PTE. ITS is looking at growth in the near future and recently gained new accreditation to deliver two polytechnic programmes next year.</p> <p>Regular efforts are in place to bring staff together for debriefs along with inter-site visits to ensure all staff know each other and have a consistent understanding of the requirements around delivery of ITS programmes. There is one major annual training day for all tutors and several micro-training days throughout the year. Good, regular communication is ongoing with staff via newsletters and video meetings every fortnight. Tutors have a regular catch-up with their team leaders. Quarterly reports</p>

	<p>provide feedback on delivery and learning. Staff performance is celebrated.</p> <p>ITS supports strong educational and personal achievement. This includes programme relevance, well-qualified staff and relevant resources. The allocation of resources is appropriate and supports sustained education.</p> <p>Staff appraisals have not occurred over the last 18 months and these need to be reinstated as an annual occurrence to ensure staff feel valued and academic integrity is maintained.</p>
Conclusion:	<p>Management has a clear purpose and direction that is well linked with organisational expertise and future initiatives to grow the organisation. Expert staff and good resources support the organisation's clear educational goals, and self-assessment is embedded in the organisation's daily practices.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Oversight of compliance responsibilities rests with the managing director. This ensures that the required annual documents are submitted to NZQA in a timely manner. ITS is proactive in keeping up to date with changes in NZQA rules.</p> <p>Credit reporting is completed in a timely manner (within 90 days following assessment, as required by NZQA).</p> <p>ITS manages risk through contingency planning and health and safety internal audits. ITS mitigates risk by carefully staying within its areas of expertise and staff capability.</p> <p>There is good awareness around NZQA programme compliance, which ensures correct teaching hours are covered and the current version is being offered.</p> <p>Moderation is completed well. ITS engages with all required external moderation (ServiceIQ). This is complemented by good internal moderation processes.</p> <p>ITS has specific processes in place for checking the suitability of training sites (including temporary sites), which provides assurance that the delivery sites are safe and suitable for</p>

	<p>education purposes. These processes exceed NZQA requirements. Police vetting of all staff is carried out.</p> <p>There was an identified gap with some outstanding Fit and Proper Person/Conflict of Interest attestation forms needing to be submitted for newly employed staff. ITS has since submitted the required forms. There was also some confusion around the understanding of temporary and permanent training sites, which has also been addressed.</p>
<p>Conclusion:</p>	<p>Compliance is managed effectively except for the need to ensure alignment with attestation form requirements. ITS has put measures in place to mitigate this oversight.</p>

Focus areas

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

2.1 Focus area: Managing Licensed Premises – training scheme

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Leadership 101 – Star/Gateway programme

Performance:	Excellent
Self-assessment:	Excellent

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 ITS:

- Reinststate annual staff appraisals and analyse their impact on staff performance and academic integrity.

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 1

Table 1. Student achievement by programme 2016-2018

Programme	2016		2017		2018	
	Total students	Achievement rate	Total students	Achievement rate	Total students	Achievement rate
Schools	1223	97%	1509	98%	2070	98%
Managing Licensed Premises	912	98%	1354	97%	1067	98%
Food Safety	476	92%	460	95%	551	93%
Barista	116	100%	76	100%	53	100%
First Aid	231	97%	387	100%	221	100%
Security	28	100%	325	100%	54	93%
Upskilling	12	100%	20	100%	14	100%
Logistics and distribution	-	-	-	-	31	100%
Total	3020	97%	4175	98%	4061	98%

Table 2. Student achievement by programme across quarter one and year to date 2019

2019 Programme	First quarter		YTD – third quarter	
	Total students	Achievement rate	Total students	Achievement rate
Schools	458	90%	1658	98%
Managing Licensed Premises	175	96%	784	97%
Food Safety	101	86%	461	95%
Barista	32	100%	67	99%
First Aid	10	100%	201	100%
Upskilling	20	100%	8	100%
Total	818	92%	3283	98%

Appendix 2

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 fraud⁵*
- *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.*

⁵ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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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