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# External Evaluation and Review Report

AA Solutions Limited

Date of report: 12 March 2020

# About AA Solutions Limited

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*AA Solutions Limited (AA Solutions) is a small, family-run provider delivering short courses on health and safety. Its primary customers are employers requiring staff to undergo job-based training to be able to work more safely and ensure legal compliance in their job.*

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Type of organisation:	Private training establishment (PTE)
Location:	439 Kohatu-Kawatiri Highway, RD2, Motupiko, Nelson
Code of Practice signatory:	No
Number of students:	2016-17: 52 2018: 13 2019: 32
Number of staff:	Two full-time equivalents
TEO profile:	<a href="#">See AA Solutions Limited on the NZQA website</a>
Last EER outcome:	In February 2016, NZQA was confident in AA Solution's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Governance, management and strategy</li><li>• Health and safety courses, including Fundamental Induction to Health and Safety (NZQA-approved training scheme)</li></ul>
MoE number:	7855
NZQA reference:	C37674
Date of EER:	21 January 2020

# Summary of Results

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*AA Solutions has high achievement, and the courses it delivers provide value to the trainees and the companies they work for. Self-assessment practices are mostly effective.*

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## **Confident in educational performance**

- Achievement is high, as is expected in a provider delivering short, compliance-related health and safety courses.
- Internal moderation is sound, and the recent NZQA external moderation result validates achievement.
- Each course is tailored to the needs and requirements of the clients. Both the client organisations and the trainees find the courses valuable – organisations comply with legal requirements and trainees obtain the skills and knowledge to perform their jobs safely.

## **Confident in capability in self-assessment**

- The managing director (and sole trainer) is well-qualified, experienced and active in the industry, and undertakes ongoing professional development. Feedback from clients and trainees confirms the effectiveness of his teaching style and trainees' satisfaction in the delivery of the courses.
- Compliance responsibilities are mostly managed well. The organisation needs to ensure continued compliance in accurately reporting credits for students within three months of assessment.
- Self-assessment practices are appropriate for the size of the organisation; however, there are some areas identified that can still be improved.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

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

Performance:	<b>Good</b>													
Self-assessment:	<b>Good</b>													
Findings and supporting evidence:	<p>AA Solutions has a high achievement rate, which is common and as expected for a provider delivering short, compliance-related courses.</p> <p>Achievement data for all courses delivered, including the training scheme, is as follows.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>No. of trainees</th> <th>No. of trainees who completed courses</th> </tr> </thead> <tbody> <tr> <td>2016-17</td> <td>52</td> <td>51</td> </tr> <tr> <td>2018</td> <td>13</td> <td>12</td> </tr> <tr> <td>2019</td> <td>32</td> <td>31</td> </tr> </tbody> </table> <p>Trainees who took courses required by their companies (i.e. Confined Space, Working at Heights) recorded 100 per cent achievement. However, the training scheme, which is composed of three unit standards and is not required by the employers to be completed, shows that achievement is a challenge. While there has been completion of the individual unit standards, the training scheme has not been achieved in the last three years. AA Solutions acknowledged that the training scheme, as a whole, is not as relevant to the trainees as the individual unit standards that comprise it.<sup>2</sup> There was not a huge demand and motivation from client organisations and trainees to complete the whole training scheme, and this in</p>		Year	No. of trainees	No. of trainees who completed courses	2016-17	52	51	2018	13	12	2019	32	31
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<sup>1</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>2</sup> The training scheme Fundamental Induction to Health and Safety, comprising of unit standards 7600, 17601, and 17602, was developed and approved in 2012 to comply with the requirements to maintain registration.

	<p>turn affected its achievement rate. See 1.3.</p> <p>Aside from gaining credits on relevant unit standards which formalises their competencies, trainees obtain the skills and knowledge required to perform their jobs safely, and as required by their workplaces. The courses delivered allow client organisations to comply with legal requirements.</p> <p>AA Solution’s self-assessment is ongoing. It understands the factors behind the low participation rate in the training scheme, and uses this understanding to strategically plan the business’ future priorities. While demographic data such as ethnicity is gathered at enrolment, there is no evidence that this data is analysed or used to guide improvements or directions.</p> <p>Regular communications with clients allow AA Solutions to directly obtain feedback about the value of the outcomes of their courses. There is anecdotal information of safe practices being transferred outside of work.</p>
<b>Conclusion:</b>	<p>Achievement is high and the training is valued by stakeholders. A more structured way of obtaining feedback and using it to guide improvements or decisions will be beneficial.</p>

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

<b>Performance:</b>	<b>Good</b>
<b>Self-assessment:</b>	<b>Good</b>
<b>Findings and supporting evidence:</b>	<p>Every short course run by AA Solutions is customised to the requirements of the client organisation. Courses are normally delivered in the workplace, providing the participants with relevant training using the equipment and systems within their own environment. Each course is followed by a written instructor report to reflect on the delivery, which then informs the development and delivery of future courses. Once a year, AA Solutions conducts a general review of its deliveries and materials to ensure relevance. The provider’s good relationship with its customers also allows for one-on-one discussions to understand learning needs and future requirements.</p> <p>AA Solutions obtained a positive result in their recent external moderation. The provider’s internal moderation is sound, which</p>

	<p>validates its achievement data.</p> <p>The training scheme has only been delivered partially in the last three years. While there has been completion of a unit standard, no one has completed the whole training scheme. AA Solutions is aware that there is a preference in the industry to complete the individual unit standards, as is needed in the workplace, but not the whole training scheme. A thorough review of the training scheme is planned in the near future to confirm its relevance and to make plans regarding its future.</p>
<b>Conclusion:</b>	<b>Courses are relevant and customised to meet the learning needs and compliance requirements of workers and their workplaces.</b>

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

<b>Performance:</b>	<b>Good</b>
<b>Self-assessment:</b>	<b>Good</b>
<b>Findings and supporting evidence:</b>	<p>AA Solutions endeavours to understand clients' requirements and learning needs by engaging in discussions with them before course development and delivery. Each course is customised to address the identified needs of trainees. The course information provided to trainees before delivery helps to manage their expectations and improve their understanding of the course.</p> <p>AA Solutions provides appropriate support for the trainees' learning and ensures their involvement in the courses to meet their learning needs. Support such as the use of a reader/writer and a translator is allowed, as well as oral assessment if the trainee is more comfortable in this mode.</p> <p>The positive feedback received from client organisations and the trainees, through direct communication and written surveys, indicates their satisfaction with how the courses are delivered.</p>
<b>Conclusion:</b>	<b>AA Solutions has an effective approach to ensuring that trainees are supported and involved in their learning. Self-assessment practices inform the provider of its performance in this area.</b>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>AA Solutions has immediate, short-term and long-term goals clearly stated in the director's report and in the quality assurance manual. Being a small provider, the owner-directors are very involved in all facets of the operation, and acknowledge and plan for the challenges commonly faced by a small PTE. Building networks with relevant stakeholders is an ongoing work.</p> <p>The organisation's consultancy arm gives practical information and keeps the directors up to date with the industry, which feeds into their training work. The managing director (and sole trainer) is well-qualified, experienced and active in the industry. His professional development is ongoing, which ensures that he is abreast of relevant legislation changes and industry updates. While the managing director has unit standard 4098, it is recommended that his ongoing professional development also includes refresher or updates on pedagogy/teaching and learning.</p> <p>The business is sustainable and has sufficient resources to support teaching and learning. The provider acknowledges the importance of a business continuity plan. However, the business model is low risk in the unfortunate event of not being able to deliver the courses, i.e. the PTE only delivers short courses of 0.5-2 days, and only charges clients after course delivery.</p> <p>Continuous self-assessment is a feature of this organisation. A formal meeting is held every three months to discuss company performance. The quality assurance manual and other processes are reviewed once a year to ensure current practice is reflected.</p>
Conclusion:	AA Solutions has governance and academic management, as well as self-assessment practices, that effectively support achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most of the PTE's key compliance responsibilities are well-managed by the provider, in particular by the managing director. The quarterly formal meeting includes a discussion and updates on the organisation's compliance responsibilities.</p> <p>AA Solutions works closely with an external accountant and an independent auditor to maintain financial oversight of the business. Being a health and safety training provider, AA Solutions is subject to regulations and audits from various organisations.</p> <p>NZQA's compliance requirements are mostly managed well. These include:</p> <ul style="list-style-type: none"> <li>• Attestations being submitted on time as expected</li> <li>• Part of the approved training scheme being delivered every 12 months</li> <li>• Participation in external moderation from the relevant industry training organisation</li> <li>• Unit standards being regularly monitored to ensure the correct version is used.</li> </ul> <p>An exception is the rate of compliance with Section 10(1)(b) of the <i>Consent to assess against standards on the Directory of Assessment Standard Rules 2011</i>. This section relates to the period allowed between credit achievement and reporting. The provider did not monitor compliance with this requirement, with all 19 credits being reported beyond the three-month timeframe in 2016 and 2017. This non-compliance was rectified in 2018 and 2019, with all 22 credits reported well within the timeframe.</p>
Conclusion:	Most of the PTE's compliance responsibilities have been managed and monitored effectively. The timeliness of credit reporting, which was not compliant in the first years of the EER period (2016-17), greatly improved.



# Focus Areas

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

## 2.1 Focus area: Health and Safety courses, including Fundamental Induction to Health and Safety (NZQA-approved training scheme)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Governance, management and strategy

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 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 AA Solutions Limited:

- Analyse the demographic data gathered at enrolment to better understand trainees and achievement.
- Develop a more structured way to gather feedback, especially with regard to the value of the outcomes.
- Consider including refreshers or updates on pedagogy/teaching and learning in the trainer's professional development.
- Ensure continued compliance in the timeliness of credit reporting.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires AA Solutions Limited to review its current training scheme offering as a matter of urgency, to ensure that the PTE is well-placed in meeting the requirements to maintain registration, under Section 234(1)(b)(ii) of the Education Act 1989.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>3</sup>*
- *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.*

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<sup>3</sup> 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](http://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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)